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The contribution of lexical chunks on high-school students' oral interactions in interview activities

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Sincerely,

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“I don’t know where I’m going from here, but I promise it won’t be boring.”
- David Bowie

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List of acronyms

CEFR	Common European Framework of Reference for Languages
EFL	English as a Foreign Language
MINEDUC	Ministry of Education of Chile (Ministerio de Educación)
PPP	Presentation, Production and Practice

Abstract

This action research study was conducted in Temuco, Chile, with the objective of improving the use of lexical chunks in speaking accuracy of 22 second-year secondary education students by exposing them to situation-related lexical chunks in the context of activities-based on oral interviews. The research encompassed a mixed-method approach, incorporating both qualitative and quantitative data to investigate the effectiveness of using lexical chunks to address the linguistic challenges such as lack of vocabulary, difficulty comprehending spoken messages, and struggling to engage in meaningful back-and-forth conversations. To address these challenges, the research intervention focused on more accurate conversations through the use of these chunks. Data collection methods included pre- and post-intervention assessments and a focus group to capture both quantitative and qualitative data respectively. The results of this study provide valuable insights into the effectiveness of employing lexical chunks as a pedagogical strategy to enhance speaking accuracy in interview-based activities and students' perceptions of their use of them regarding improvements in their speech. The findings from this research hold potential for educators in other similar contexts.

Keywords: lexical chunks, speaking skill, speaking accuracy, oral interview, action research

Resumen

Este estudio de investigación-acción se llevó a cabo en Temuco, Chile, con el objetivo de mejorar el uso de bloques léxicos en la precisión oral de 22 estudiantes de segundo año de educación secundaria, exponiéndolos a bloques léxicos situacionales en el contexto de entrevistas orales basadas en actividades. La investigación abarcó un enfoque de método mixto, incorporando datos cualitativos y cuantitativos para investigar la efectividad del uso de bloques léxicos para abordar retos lingüísticos como la falta de vocabulario, la dificultad para comprender mensajes orales y la dificultad para entablar conversaciones significativas de ida y vuelta. Para abordar estos obstáculos, la intervención de la investigación se centró en conversaciones más precisas mediante el uso de estos bloques léxicos. Los métodos de recogida de datos incluyeron evaluaciones previas y posteriores a la intervención y un grupo de discusión para obtener datos cuantitativos y cualitativos, respectivamente. Los resultados de este estudio proporcionan información valiosa sobre la eficacia del empleo de bloques léxicos como estrategia pedagógica para mejorar la precisión oral en actividades basadas en entrevistas y sobre la percepción que tienen los estudiantes de su uso en relación con las mejoras en su habla. Las conclusiones de esta investigación tienen potencial para los educadores en otros contextos similares.

Palabras clave: Bloques léxicos, expresión oral, precisión al hablar, entrevista oral, investigación-acción, competencia lingüística

CHAPTER I: INTRODUCTION

1.1. Problem Statement

It is common knowledge that speaking English is an important goal that most people want to achieve due to the benefits and recognition that can bring to a person's life in both academic and professional aspects. In favor of this statement, Al-Sibai (2004) mentions that "we live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor" (p.3). Moreover, speaking is mostly the skill that people will judge when a person has to put into practice the language. In addition, Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. Concerning the Chilean reality in this regard, according to the national Chilean curriculum "a student who is finishing their secondary education should express themselves simply and intentionally with efficiency and fluency, thus achieving effective communication in the different environments in which they interact"¹(Mineduc, 2019, p.76). To carry out this goal, it is essential that learners have a certain domain of the language in terms of vocabulary and use of the language. Macis and Schmitt (2017) have explained that without having adequate vocabulary knowledge in EFL learning, learners may not show the desired results in the language learning process and its competence.

At a country in which English is taught as a foreign language, most Chilean learners who are part of a public or subsidized school, from elementary to secondary levels, have few opportunities to put into practice their knowledge outside of the classroom. Moreover, there are other issues that have to be faced inside the classroom, such as inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Another obstacle highlighted in the Chilean classrooms by Yilorm (2016) it is that the national curriculum anticipates certain content to be learned within an academic year, limitations exist in terms of language, and methodology that hinder the achievement of these expectations. Therefore, the conditions for putting into practice the language might not be effective as they should be. Regarding the desired level of proficiency of B1 at the end of their studies, the goal of expressing themselves seems hard to reach taking into account the vocabulary needed.

According to observations made in class, 10th-grade students struggle with oral communication primarily because they have limited vocabulary and insufficient exposure to language. Moreover, most students seem to recall only isolated words and struggle even more to create sentences, and all of this is accompanied by long pauses that hinder any kind of interaction. In relation to this, Siyanova and Schmitt (2008) explain that language instructors should make significant improvements in their teaching methodology by focusing on lexical elements rather than individual words.

To solve the problem mentioned, learners must acquire a base lexicon through practice and exposure to the language, however, instead of presenting a set of isolated words, this will be done through a group of commonly used phrases or sentences that are already grammatically correct and currently used by native users of the language, namely

¹ Translated from Spanish.

lexical chunks. This idea derives from an approach proposed in 1993 by Michael Lewis called lexical approach. Lewis (1993) claims that in language, vocabulary has a main role meanwhile grammar has a supporting one. The concept of lexical chunk, according to Wray (2000), is a sequence of prefabricated words that are stored and recalled as a complete unit from memory when needed. In the words of Aish (2014), it refers to any pair or group of words that usually appear together, such as collocations, phrasal verbs, discourse markers, among others. It is worth noting that the selection of these chunks will be in relation to the context of an oral interview. One of the advantages of using these blocks or chunks of words is their efficacy in helping to memorize large amounts of information; by grouping disparate individual elements into larger blocks, information becomes easier to retain and memorize (Thornbury, 2002). Another benefit suggested by Pawley and Syder (1983) is that native speakers have a repertoire of thousands of routines, or “chunks,” which can make learners sound more native-like but at the same time achieving the goal proposed by the current curriculum. In the same line, Mohammadi and Enayati (2018) mentioned that learners will use this set of words in appropriate situations to create a conversational discourse that sounds natural and native-like, so they have to be learned and used as fixed expressions. This study focuses on assessing the effect that lexical chunks have on learners’ speaking proficiency, specifically in oral interactions. By employing this approach, students can address their vocabulary challenges by utilizing various forms of lexical chunks, enabling them to express their ideas verbally at the opportune moment.

In summary, this study aims to contribute to the development of speaking accuracy in Chilean high-school learners aged 15 to 16 years old, specifically in terms of oral interactions in interview activities through lexical chunks.

1.2. Research questions and research objectives

For this study, the following research questions and objectives will be considered:

1.2.1. Research Question

How does the teaching of specific lexical chunks contribute to improving a group of high-school students’ speaking accuracy in oral interviews?

1.2.2. General Objective

To assess the effectiveness of lexical chunks used in interview-based activities upon a group of high-school students' speaking accuracy.

1.2.3. Specific Objectives

SO1: To describe students' progress in speaking accuracy when using lexical chunks as part of interview-based activities before and after the implementation.

SO2: To analyze high-school students' perceptions regarding the implementation of interview-based activities aiming at the use of specific lexical chunks.

CHAPTER II: THEORETICAL FRAMEWORK

2.1. The relevance of speaking skills to communicate effectively

As humans, it is essential to express ourselves to convey our ideas to others. To achieve this, it is possible to say that the ultimate goal is to foster effective communication in real life, as outlined by Richards and Schmidt (2010), who claim that communication is:

the exchange of ideas, information, etc., between two or more persons. In an act of communication there is usually at least one speaker or sender, a MESSAGE which is transmitted, and a person or persons for whom this message is intended (the receiver). (p.89)

Likewise, Patel and Jain (2008) state that one of the primary functions of language is communication. In other words, communication involves the exchange of information between two or more individuals.

In order to have effective communication it is essential to have proficient language skills. Such skills can be categorized into two types: receptive and productive skills. According to Masduqi (2016), receptive skills involve receiving information from others (reading and listening), while productive skills involve producing a message (speaking and writing).

This study specifically emphasizes the importance of developing speaking skills in English, as numerous authors have noted their superiority over other skills. For instance, Ur (1996) argues that speaking is the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. In addition to this, Dincer et al. (2012) claim that speaking is the most challenging and complex language skill in contrast of the other three, as “speaking process occurs in real time, dynamic interrelation between speaker and hearer should arise under time constraints” (p. 98). In other words, the speaker has to make decisions about how, when, and why to communicate considering the cultural and social context of the listener as well.

According to the Chilean Programa de Estudios (Mineduc, 2015a):

Speaking can be challenging, as the learner must consider pronunciation, vocabulary, and grammar of the language all at the same time. When a learner begins to express himself orally, their native language will have a great influence on their pronunciation and the way they structure information. (p. 53)

Consequently, the Ministry of Education shares the perception that speaking skills have a certain degree of complexity to be taught. Nazara (2011) also states that speaking mastery is important due to the position of English as the universal language. Shteivi and Hamuda (2016) mention that “people in general concentrate upon this skill rather than on the others, because it represents someone's knowledge about the language he knows” (p.19). Moreover, Aynur (2020) points out that if people lack the ability to communicate

orally, they cannot succeed in school or society. Hence, speaking English is a necessity for effective global communication in today's world, given its immense significance and widespread use.

Therefore, it is necessary to emphasize that the ability to speak English well is an important factor in communication, as a student's proficiency in English is often judged based on this skill (Ihsan et al., 2018). In other words, communication involves a minimum of two individuals engaging in the sharing of information or ideas. Moreover, speaking possesses a level of complexity greater than other language skills due to its immediacy, leading to potential negative results in our daily interactions. Unfortunately, one of the main problems is that students, especially EFL ones, struggle to quickly acquire spoken English skills, specifically speaking skill. Consequently, it should be step by step and needs to be progressively developed (Ihsan et al., 2018). However, students encounter various challenges, including lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation (Ratnasari, 2020). Given that this study focuses on learning blocks of vocabulary, a comprehensive analysis of the role of vocabulary will be reviewed.

2.2. The role of vocabulary in speaking

To begin speaking a foreign language, it is important to have a solid grasp of the basics, especially vocabulary. By having a broad vocabulary, we can convey our thoughts and ideas clearly, even if we are not yet familiar with other aspects of the language. Furthermore, “we can communicate by using words that are not placed in the proper order, pronounced perfectly, or marked with the proper grammatical morphemes, but communication often breaks down if we do not use the correct word.” (Lightbown & Spada, 2013, p.60). Aside from the previous idea, it might be necessary to prioritize vocabulary over grammar because “without extensive vocabulary knowledge, even those who show mastery of grammar might experience the failure to communicate” (Tosun, 2015, p. 642). This means that some language learners may struggle to effectively communicate without a strong grasp of vocabulary.

As previously stated, not having enough vocabulary can result in miscommunication but may also hinder language learning. As Khan et al. (2018) state, “learning any foreign language is fundamentally associated with vocabulary knowledge, the shortage of vocabulary items obstructs the process of second language learning.” (p. 408). In other words, vocabulary learning is an important aspect for anyone who wants to learn a language, otherwise the whole learning process of English could be affected by the lack of this language component.

Regarding the lack of vocabulary, this is one of the first challenges faced by the students in developing their speaking skills. Dewi and Jimmi (2018) stated that students struggle to construct sentences because of limitation of words. Similarly, vocabulary is an important part of learning English; poor knowledge of it can generate insecurities at the moment of speaking. Furthermore, these authors also state that lacking vocabulary can negatively affect students' confidence and ability to interact with others.

2.3. Approaches to promote speaking in the EFL classroom

Programa de Estudio (Mineduc, 2015a) mentions that English should be taught through constant interactions with others favoring communication using the Communicative Approach to achieve competence in the language. Richards and Schmidt (2010) refer to it as “an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence, and which seeks to make meaningful communication and language use a focus of all classroom activities” (p. 90). Regarding how vocabulary should be taught, Rambe (2017) claims that “the teaching of language should be the teaching of communication provisioned with contextual elements which influence the way people express and perceive meaning of the messages” (p. 58). Consequently, to effectively communicate, it is important to provide a clear context for using appropriate vocabulary.

2.3.1. Functions and features of the lexical approach

It is necessary to understand the main foundations of the lexical approach and the significant role that lexical chunks or formulaic language play in this study. Regarding the definition of lexical chunks, Li (2014) states that lexical chunks are commonly used phrases or sentences that have a fixed or semi-fixed structure based on meaning rather than focusing on grammar rules. Richards and Schmidt (2010) explain that lexical chunks are “sequences of words that are stored and retrieved as a unit from memory at the time of use” (p.210). As a result, these expressions are employed as a complete set, which are frequently used together in everyday conversation by native speakers of a language playing “an important role in our everyday communication, making contributions to the ease, accuracy and fluency in listening, speaking, reading and writing” (Li, 2014, p. 682). Thus, common expressions such as “I’ll see you tomorrow”, “with best wishes”, “thank you very much”, among others, are typical examples of lexical chunks.

The lexical approach focuses on the idea of prioritizing lexis as the central focus of language instruction, relegating grammar to a supportive role. By the same token, Richards and Schmidt (2010) indicate that it is:

an approach to language teaching that is based on the view that the basic building blocks of teaching and learning are words and lexical phrases, rather than grammar, functions or other units of organization. The lexicon is viewed as playing a much more central role in language organization, language learning, and language teaching than, for example, grammar, and occupies a more central role in syllabus design, course content, and teaching activities” (p. 304).

As lexical chunks are core elements in the lexical approach, Smiskova (2010) defines them as a native-like, conventionalized way of conveying particular ideas in language, presenting as word sequences of diverse structural and functional varieties. This implies that vocabulary or chunks are already grammatically correct and accepted by native speakers of the language. In the same way, Lackman (2010) argues that a

lexical approach in which chunks play a vital role does not exclude the grammar and structural nature of language.

2.3.2. Lexical Chunks

Thornbury (2019) mentions lexical chunks can take various forms and be used in different ways, which is why they are classified into categories, including: collocations, lexical phrases, phrasal verbs, functional expressions, or idioms.

Despite their differences, this author claims that these categories share similarities such as the following:

- They consist of more than one word, they are conventionalized.
- They exhibit varying degrees of fixedness.
- They exhibit varying degrees of idiomaticity.
- They are probably learned and processed as single items (or 'holophrases') (p. 5)

2.3.3. Benefits of using lexical chunks

The main idea behind this study is that instead of having learners use words in isolation, they can retrieve a set of words to express an idea. About this aspect, Xia (2018) points out that "this prefabricated speech has both the advantages of more efficient retrieval and of permitting speakers to direct their attention to the larger structure of the discourse, rather than keeping it narrowly focused on individual words as they are produced" (p.1494). Among other benefits that these chunks may offer to a learner of the language, three areas have been recognized to be benefited: fluency, idiomaticity, and language development (Thornbury, 2019).

Regarding fluency, Richards and Schmidt (2010) define it as "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" (p. 204). Having a stored collection of memorized "chunks" could enable quicker processing for both production and reception (Thornbury, 2019). This is because it is simpler to retrieve information from long-term memory than to compute it. In other words, if one can recall these language chunks, it could result in improving fluency and proficiency.

Idiomaticity, according to Richards and Schmidt (2010), refers to "the degree to which speech is not simply grammatical but also native-like in use" (p.246). As benefits, using chunks can make students sound more like native speakers of the language, with a wider range of vocabulary and more complex sentence structure (Thornbury, 2019).





In language development, learners acquire phrases as complete units without analyzing them. Eventually, they recognize patterns among similar phrases and break them down into sentence structures with slots for different fillers (Thornbury, 2019). In other words, once a learner of the language identifies patterns when using a lexical chunk, the possibility becomes available to re-assemble them in potentially new combinations.

2.3.4. Types of activities with the use of Lexical chunks

According to Thornbury (2019), there are several practical applications that can be integrated into four different approaches to teach lexical chunks, which are described in Figure 1 below.

Figure 1

Practical applications of lexical chunks with different approaches

 THE PHRASEBOOK APPROACH	 THE AWARENESS-RAISING APPROACH	 THE ANALYTIC APPROACH	 THE COMMUNICATIVE APPROACH
<ul style="list-style-type: none"> • rote learning of formulaic expressions • drilling • shadowing • jazz chants 	<ul style="list-style-type: none"> • extensive reading and listening tasks, preferably using authentic material • ‘chunking’ texts, i.e. identifying possible chunks, and checking these against a collocation dictionary, or by using online corpora (e.g. COCA: Davies, 2008) to check the relative frequency of word sequences • listening to extracts of authentic speech and marking a transcript into tone units in order to identify likely chunks • record-keeping and frequent review • recycling chunks in learners’ own texts, either spoken or written 	<ul style="list-style-type: none"> • targeted teaching of selected chunks, e.g. those that are derived metaphorically from a particular ‘source domain’, such as seafaring: <i>give someone a wide berth; take the helm</i>, etc • noticing patterns of sound repetition, as in <i>short and sweet, take a break</i>, etc • use of memory-training techniques, such as mnemonics • frequent recycling and review 	<ul style="list-style-type: none"> • the use of survey-type activities and guessing games that involve the repetition of formulaic expressions • repeating speaking tasks, e.g. with different partners and/or to a time-limit, in order to encourage ‘chunking’ • scripting, rehearsing, memorizing and performing dialogues that include formulaic expressions

Source: Thornbury (2019, p.15)

One application selected for this study is the use of dialogues, which can benefit a foreign language learner to put into practice some lexical chunks in a determined context. In this regard, Tanveer et al. (2021) explain that “the concept of interacting students through dialogues in EFL classroom is one of the most significant practices that students should do” (p. 2863). Consequently, this type of activity not only helps learners improve their use of lexical chunks, but also encourages classroom interaction among learners.

2.4. Assessing the speaking skill

Regarding which aspects should be assessed in speaking, three sub-skills and areas to achieve communication were selected. Firstly, it is important to define the concept of sub-skill: according to Richards and Schmidt (2010), it means “a term sometimes used to refer to the individual processes and abilities which are used in carrying out a complex activity” (p.331), for instance, identifying the purpose and scope of the lecture, identifying the role of conjunctions, etc.

2.4.1. Accuracy

To evaluate the effectiveness of the lexical chunks in students’ speaking development, which is the main aim of this study, this will be assessed in terms of the subskill of accuracy in speaking.

Regarding the subskill of accuracy, Housen and Kuiken (2009) explain that it is the ability to create language that is target-like and error-free language. Richards and Schmidt (2010) refer to the ability to produce grammatically correct sentences. According to Lackman (2010), a person “needs to be able to use and pronounce words and structures correctly in order to be understood” (p. 3). By working on this sub-skill, one can communicate clearly and without worrying about making grammar mistakes, as the sentences will already be correct. This avoids any misunderstandings during communication.

2.4.2. Intelligibility

For achieving effective communication, it is essential to convey a message that is easily understood by the listener; to achieve this goal intelligibility is required. This concept can be defined as “the degree to which a message can be understood.” (Richards & Schmidt, 2010, p.263) or “the degree to which a listener understands a speaker.” (Derwing, 2010, p.29).

To fully understand the purpose of this study, it is important to distinguish between intelligibility and comprehensibility. This is because communication is the primary objective outlined in the Chilean national curriculum for the teaching of English at schools. In concrete, “though the term ‘intelligibility’ is generally associated with comprehensibility, they are not interchangeable” (Chan, 2021, p.2), implying that intelligibility refers to the degree to which speech is understood and interpreted by a listener rather than processing and making sense of the information conveyed through speech, writing, or other forms of communication.

2.4.3. Interactive communication

Interactive communication was considered as a key component of this research, as the national curriculum aims for secondary school students in Chilean schools to have the ability to communicate effectively in English. However, communication is a broad term that encompasses various areas and skills. To provide clarity, two important concepts will be covered to emphasize which aspects of communication are necessary to fully comprehend the extension of this study: interaction and communicative competence.

Interaction according to Richards and Schmidt (2010) is “the way in which a language is used by interlocutors” (p. 263). For communication to occur, the speaker should use language to convey an idea that is comprehended by the listener. In this regard, Elismawati (2018) mentions that “interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting” (p.25). Therefore, for interaction to occur, participants must have a level of reciprocity with each other. Moreover, Elismawati (2018) claims that “Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other” (p.26). In brief, to have effective communication, both the speaker and the listener should be able to exchange roles when sharing their ideas or thoughts.

To communicate an idea verbally, it is important to understand how language works in a given context, this is what communicative competence deals with. In words of Richards and Schmidt (2010), they explain that communicative competence is the “knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate, or done in a particular speech community” (p. 90). Moreover, Tarvin (2014) points out that “communicative competence can be defined as the ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions” (p.2). In this way, to achieve an appropriate and comprehensible interaction the speaker should be competent enough when expressing orally.

2.5. Speaking skill in the Chilean National Curriculum

The teaching of English in the Chilean EFL classroom promotes the use of the Communicative approach, which emphasizes natural language usage to enhance communication. The Communicative Language Approach/Teaching (CLA/CLT) emphasizes the importance of teachers following its principles and creating opportunities for student interaction (Mineduc, 2015a).

The official Chilean curriculum, Programa de estudio (Mineduc, 2015a) states that “the purpose of the course is for students to continue to developing English skills to be able to communicate in situations similar to real life situations and to gain access to diverse knowledge that will contribute to further advancement in their future academic or work life” (p. 53). This purpose is directly aligned with the approach previously mentioned.

English instruction in Chile starts in 5th grade of primary education and continues until the fourth year of secondary education (12th grade). Bases Curriculares (Mineduc, 2015b) states that during these eight years of exposure to the language all students should be able to:

demonstrate understanding of the central and relevant information they receive in this language and express themselves in a simple and intentional way with efficiency and fluency, thus achieving effective communication in the different environments in which they interact (Level B1 according to the CEFR) (p. 76).

This goal is achieved by focusing mainly on the learning of contextualized vocabulary and grammar which is provided by the program. The Chilean curriculum emphasizes that learners should be able to use new words in various activities to effectively communicate an idea. Those activities must focus on meaning, on form, and on the development of fluency by means of the four language skills (speaking, writing, listening, and reading). Learners should acquire enough input to develop meaning-focused output. The learning of vocabulary should include learning its meaning, its written and oral form, its grammatical use, its collocations, its register, the associations, and the frequency a word is used in a determined context (Programa de Estudios Primero Medio) (Mineduc, 2015a).

In this context, the national curriculum explains that the teacher must encourage students to participate in dialogues in which they question, disagree, and reach a consensus in a learning environment that respects people and their ideas, and values knowledge and curiosity (Mineduc, 2015a).

2.5.1. Goals and problems in teaching English speaking in Chile

Chile faces challenges in teaching English as it is taught as a foreign language, which gives it a secondary importance compared to Spanish. Since there is no immediate need to use the language in daily life, learning English in Chile is generally limited to the classroom. However, Chilean teachers require assistance with common classroom issues that hinder language development. About these difficulties, Dincer et al. (2012, p.3) explains that “English speaking classrooms in many countries have many problems which lessen the chance of promoting speaking accuracy and fluency such as limited time, crowded classrooms, lacking the opportunity to practice outside the class and inefficient multimedia systems in classes, etc.”. These challenges are frequently observed in Chile, as the typical schedule for second-year secondary education consists of four 45-minute classes per week, yet the quantity of students within each classroom may influence the quality of teaching and feedback provided by teachers.

Language learners in Chile struggle with not having enough opportunities to practice speaking English in and out of the classroom. Additionally, some individuals may not have sufficient English language education (British Council, 2015), which makes it

even more difficult to learn the language. Exposure to the language is one of the most important components of English language proficiency. According to the survey from the study English in Chile (British Council, 2015), results about the current situation in our country, shows that “opportunity to practice was one of the main factors behind individuals' self-assessment of their English language skills” (p.62). Therefore, language exposure stands as a crucial element for students; however, this exposure will not predominantly focus on speaking, as other skills need reinforcement too. Additionally, teachers might encounter limitations in allocating sufficient time for speaking practice considering the issues mentioned earlier.

The same research also provides insights into the reasons why individuals study English in Chile, whether for mandatory or voluntary reasons. These are outlined as follows in Figure 2.

Figure 2

Reasons why a learner studied English in Chile

It was mandatory during secondary school	61%
It was mandatory during primary school	43%
I needed to acquire English skills for university	33%
To improve my employment prospects	29%
To be able to access more sources of information	16%
To travel	11%
To create a wider personal and professional network	7%
My parents and/or friends encouraged me to study English	7%
It was necessary for my job	7%
Other	6%
To gain social standing	2%

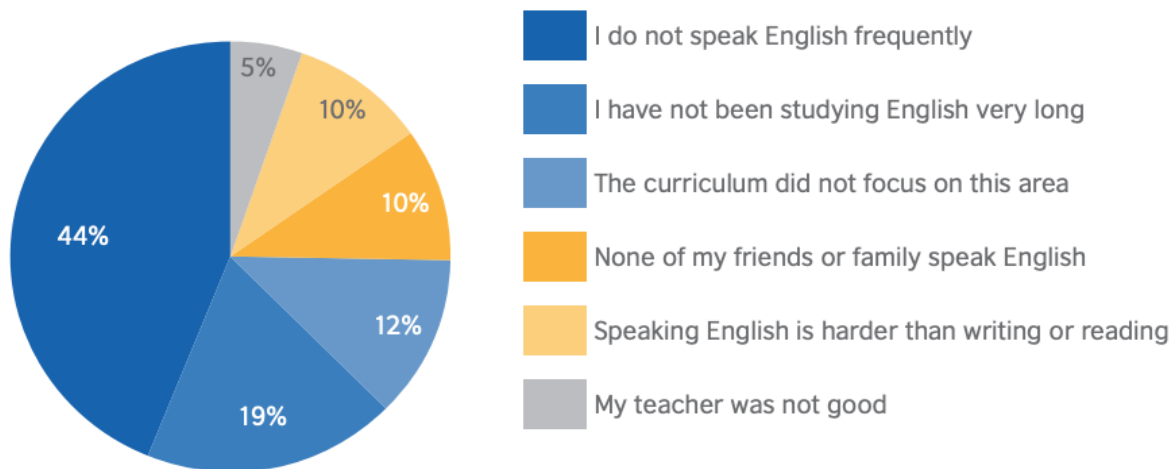
Source: British Council (2015, p. 62)

This survey had 500 participants, and most of them study English as a requirement. This means that they depend solely on schools as their source of learning and practicing the language, which places a significant responsibility on schools and teachers. Furthermore, lessons revolve more around reproduction rather than production, as Yilorm (2016) states. She also addresses that one of the issues of teaching and learning English in Chile is the focus on grammar and receptive skills, rather than productive ones. Thus, speaking is sometimes neglected in some classrooms, which leads to the struggle students face when being exposed to this skill.

Considering that this action research study will focus on speaking skill, it is important to understand the current situation in the country. Regarding this specific skill, the aforementioned study (British Council, 2015, p.44) asked participants to share their personal thoughts on why they felt their speaking skills were lacking. The survey yielded the perceptions displayed in Figure 3.

Figure 3

Reasons why learners think they lack speaking skills



Source: British Council (2015, p.44)

Based on these findings, it seems that inadequate speaking skills are influenced by a variety of factors, including exposure to English both inside and outside of the classroom, as previously detailed. Notably, the participants placed some responsibility on the role of English education in schools or teachers.

In addition to these results, another research conducted in the country, Estudio Nacional Inglés (Agencia de Calidad de la Educación, 2017) has shown that Chilean students are not meeting the expected level of performance in the language by the end of their secondary studies. Specifically, 7 out of 10 students are not reaching the desired level of performance set for their final year of elementary school (A2) according to the CEFR. This can also be supported by the EF Education First English Proficiency Index (2023), in which Chile was ranked 52nd out of 113, with a moderate level of English.

Consequently, challenges when fostering speaking among students are varied and many depend on the exposure they have in the classroom. Reproduction and learning vocabulary in isolation have proved ineffective, yet many teachers continue implementing such practices. To tackle this issue within this context, this action research will focus on exposing students to different lexical chunks to improve their performance when speaking in different interview-based activities.

2.5.2. Empirical studies

In a comparable scenario to the present study, a research study proposed by Mohammadi and Enayati (2018) aimed to explore how lexical chunks impacted the speaking fluency of Iranian learners aged 13 to 17 using the reading-into-speaking method. Initially, a quick placement test was administered, leading to the random selection of 60 intermediate learners from a total of 120, who were then divided into experimental and control groups. To assess their proficiency, all participants underwent a pre-test involving a ten-question interview. Subsequently, following the use of materials centered on collocations and common English idioms, both experimental and control groups took a post-test interview. Analysis via a T-test indicated a significant improvement in fluency among participants in the experimental group compared to those in the control group. The study also recognized additional advantages such as reduced anxiety and stress attributed to the use of familiar vocabulary.

Moreover, Li (2014) showed the effectiveness of employing lexical chunks as input strategies in writing were examined among learners from Shandong Jiaotong University. Initially, participants were tasked with composing a written piece as a pre-test, after which they were divided into two classes—Class 1 and Class 2, designated as the experimental and control groups, respectively—each comprising 40 students. Both classes demonstrated a relatively similar proficiency level in English writing at the beginning of the study. Subsequently, following a period during which students practiced integrating lexical chunks into weekly essays, they underwent a writing post-test. Upon conducting a thorough analysis using SPSS, the results indicated that the experimental group, which received guidance on using lexical chunks, displayed superior outcomes compared to the control group. This improvement signified not only enhanced writing fluency and more appropriate English usage but also a reduction in errors stemming from vocabulary selection or cultural discrepancies, thereby enhancing the overall accuracy of language expression. Although not fully connected to speaking, it does shed light on the possible benefits that teaching lexical chunks can have on students' performance.

Furthermore, Monica's study (2022) revealed the effect of chunks had on 40 EFL undergraduate students' speaking fluency. EFL Undergraduate students from Pattimura University within the same speaking class underwent assessments of their general speaking skills via speaking proficiency tests and English interviews, measuring their overall speaking abilities. Subsequently, the class was divided into two distinct groups of 20 students: a control group and an experimental group, both utilizing identical materials and speaking skill exercises, and specifically, a test of collocations (pre and post-test) and a collocation interview. However, the experimental group received specialized instruction and practice focused on employing chunking techniques to enhance their speaking fluency. Upon reaching the final phase, the second group underwent a post-test in the form of an interview indicating a notable discrepancy in increased speaking fluency within the experimental group, alongside positive perceptions regarding the efficacy of chunking in improving speaking fluency.

In a research presented by Zafarghandi et al. (2015), this assessed the impact of

teaching chunks on speaking fluency of Iranian EFL learners of two different classes: one for an experimental group and the other for a control group with similar backgrounds regarding the teaching of the English language. Both the control and experimental groups underwent an 18-session instructional period that covered identical content and skills. However, the experimental group received additional training specifically focused on utilizing language chunks. Both groups took a pre and a post-test to detect potential differences in their speaking improvement, particularly concerning the frequency of incorporating language chunks. The results demonstrated a significant enhancement in speaking fluency within the experimental group due to the treatment received. Furthermore, there was a direct correlation noted between the quantity of chunks used and how listeners perceived the participants' speaking fluency.

In brief, these research investigations have shown the beneficial impact of lexical chunks across multiple dimensions. They notably decreased anxiety and stress levels among participants and predominantly showcased enhancements in writing and speaking fluency. Hence, given these findings, it would be valuable to explore how lexical chunks might influence other language skills for example accuracy based on the results observed in these studies and the effects that can be replicated in this research considering the issues faced in the classroom when speaking such as lack of confidence, fluency, accuracy, among others.

CHAPTER III: METHOD

3. Type of Research

This study corresponds to action research, which is a process that has as a purpose of constant reflection to achieve an improvement in teaching practices. Moreover, according to Clark et al. (2020), action research is a method often employed by educators and professionals in the field of education to investigate and, in the end, enhance their teaching methods and performance. Considering this definition, a problem was identified in a high school located in Chile in which students have had few instances to put into practice interview-based activities, thus using the speaking skill.

In that regard, Holter and Frabutt (2012) mention that action research enables researchers to self-reflect upon their practice to orient positive changes in their practice, which coincides with one of the main ideas of this study which was to improve the participants' speaking interactions. In addition to this idea, Mills (2011) mentions that action research is "committed to taking action and effecting positive educational change in their classrooms and schools based on their findings" (p.3), meaning that the context of this study can be benefited with its results.

In the following study, an action plan that focuses on improving participants' speaking accuracy skills through the use of situation-related lexical chunks was designed by developing a series of lessons with a primary emphasis on speaking. These lessons considered the use of a set of lexical chunks that were used in different language skills activities such as speaking, writing and reading to deeply expose participants to them.

3.2. Research Problem

During the academic life of a Chilean student, the English subject is expected to be taught according to the guidelines of the Chilean national curriculum, with 2-4 hours a week from 5th grade to 10th grade. In this amount of time given, teachers have to face several factors that affect the learning of the language, specifically the practice of the speaking skill, such as crowded classrooms, few instances of speaking the language in real life, relegating the English class as the only place that students have to use language, more focused on using grammar structures or vocabulary in isolation. Consequently, speaking practice does not consistently remain the primary focus of the lesson, as there might be a lack of continuity in providing opportunities for speaking practice, generating problems such as a lack of vocabulary or cohesion in their spoken messages. The reality described is one that also affects the 10th graders of this context, who have struggled over the years with speaking skills. One possible reason for this is that the participants have been learning English mainly through activities that do not deal with spontaneous responses, and importance has been mainly given to content words, leaving aside aspects such as interaction or connected speech; thus, at the moment of expressing their ideas these are not adequate, as the message is poorly delivered, therefore, interrupting the communication process. (Yilorm, 2016)

To tackle this issue, the following study considered the implementation of a plan based on using situation-related lexical chunks, in this way, they will learn a sequence of words already connected and grammatically correct that might help them to communicate orally, with the intention of expressing in a clearer, connected, and with more extended messages instead of using words in isolation that could not convey the real intention of the speaker, consequently, generating messages that might lead to communication.

3.3. Research Question

How does the teaching of specific lexical chunks contribute to improving a group of high-school students' speaking accuracy in interview-based activities?

3.4. General Objective

To assess the effectiveness of lexical chunks used in interview-based activities upon a group of high-school students' speaking accuracy.

3.5. Specific Objectives

SO1: To describe students' progress in speaking accuracy when using lexical chunks as part of interview-based activities before and after the implementation.

SO2: To analyze high-school students' perceptions regarding the implementation of interview-based activities aiming at the use of specific lexical chunks.

3.6. Description of the Participants

Regarding the sampling of this study, a group of twenty-two 2nd-year high-school students at a subsidized school (Temuco, Chile) were selected. Regarding their characteristics, their ages are between 15 to 16 years old, they have English classes 4 hours a week and most of them struggle to express or understand English in general.

This group can be considered a convenience sample, as explained by Neuman (2013), the "primary criteria for selecting cases are that they are easy to reach, convenient, or readily available", (p. 248), which is the case of the participants of this study. In addition to this Cohen et al. (2018) state that a convenience sampling also "involves choosing the nearest individuals to serve as respondents" (p. 218). Considering these aspects, the teacher-researcher decided to select this group of participants due to their availability and disposition from the school.

3.7. Stages of the action research

The intervention consisted of seven sessions in which the participants took a pre-intervention test, then 4 lessons under the PPP approach were implemented for teaching lexical chunks (Appendix G) with specific focus on speaking accuracy with the intention of communicating ideas in the context of an oral interview but integrating other language

skills following the principles of the communicative approach. The use of these chunks will be considered throughout the lessons. After that, a post-intervention test was taken. It is worth mentioning that the pre and post-tests were the same assessment instrument with the purpose of verifying the progress made by the participants. Finally, a focus group was carried out to gather data about the subjects' experiences. Specific details of the action plan are presented in Table 1.

Table 1

Action research implementation process

Session	Lesson's objective	Activities	Lexical chunks reinforced by the participants	Specific Objective
1	Pre-intervention test	Structured interview	No lexical chunks were reinforced.	SO1
2	Recognition of lexical chunks and their use	- Matching and gap filling activities - Oral practice of lexical chunks	- Good morning/Good afternoon. - How is it going? / How are you? (At the beginning of the interview)	SO1
3	Identify key ideas of a text; Give opinions using lexical chunks	- Text analysis; use of lexical chunks to give opinions through speaking and writing activities about the text - Giving opinions orally	- In my opinion... - I think that / I don't think that... - I'm not sure. - I agree with / I don't agree with. (used to give opinions)	SO1
4	Practice orally use of lexical chunks in a dialogue	- Gap-filling in a dialogue. Recreate dialogue orally	- How do you say....in English? - Can you repeat the question? - What do you mean? (used during the interview in case of miscommunication)	SO1
5	Give opinions using lexical chunks in a writing activity	Express in a written way personal experiences using lexical chunks.	- In my opinion... - I think that / I don't think that... - I'm not sure.	SO1

		- Describing personal experiences using lexical chunks orally.	- I agree with / I don't agree with. (used to give opinions)	
6	Post-intervention test	Structured interview	All lexical chunks reviewed in previous sessions.	SO1
7	Focus group	Set of questions	No lexical chunks were reinforced.	SO2

Source: Researcher's own creation

3.8. Data collection techniques

This action research included three different types of instruments: a pre- and a post-test (oral interview 1 and 2 respectively), an analytic rubric, and a focus group, all of them described in the following section.

3.8.1. Pre- and Post test (Oral interview 1 and 2)

Before the intervention, a pre-test was used to assess participants' speaking accuracy to get information about their oral competence to use lexical chunks appropriately. A pre-intervention test is defined as a measure of the outcome variable before implementing the intervention or treatment (Creswell, 2014). Doing a pre-intervention test allowed the teacher-practitioner to know the participants' initial state of speaking accuracy using lexical chunks when communicating in English. The results obtained provide quantitative data that can be described as "usually numeric and which usually involve the calculation of statistical measures" (Gliner et al., 2016, p.9), giving thorough detail about the initial state of the participants.

The pre- intervention test took the format of an oral interview based on the Cambridge speaking sample test, which was adapted for the purposes of the context of this study and considered the participation of one student at a time and the teacher who assessed with an analytic rubric. It is worth mentioning that this speaking sample (Appendix B) had already been validated by university professors. This sample test or oral interview has a specific format: an introduction, personal questions/information gathering, and a wrapping up, which lasted approximately one minute and thirty seconds. The participant's performance in this oral interview was assessed by using a rubric with specific criteria and descriptors. During the whole interview, the participants had to speak in English meanwhile the teacher determined if lexical chunks had already been used or not.

Once the implementation of this study was carried out, a post test was given to the participants, which was the same pre-test. The purpose of repeating the test was to verify the participants' progress in speaking accuracy using lexical chunks provided in class. During the whole interview the participants had the opportunity to use them depending on the question asked by the teacher.

3.8.2. Analytic rubric (Appendix C)

Considering specific objective 1, performance was measured by using an analytic rubric which determined the state of the participant before and after the study. With this type of rubric, it was possible to know how participants were performing regarding the accurate use of lexical chunks to keep conversations when being part of interview-based activities.

After the intervention, participants had the post-intervention test. These results were assessed again by using the same rubric for the pre-intervention test to determine the effects that lexical chunks had had upon the participants' speaking accuracy.

The rubric for this assessment was based on three key criteria: (i) Interactive communication, (ii) Intelligibility, and (iii) Use of lexical chunks (i.e. accuracy). Interactive communication based on the participants' frequency of exchanges during the interview. Intelligibility was assessed by determining if both the speaker and listener could clearly

understand the oral interactions or questions made by the teacher during the interview. The effectiveness of using lexical chunks to communicate ideas was also evaluated, along with the ability to express ideas using connected speech rather than isolated words. Regarding the scores, a participant could obtain a level of performance of 0 to 5, being 0 an absence of the criterion asked, and 5 as the highest level possible to achieve, which showed the presence of the behavior.

For the sake of clarity, Interactive communication refers to the act of giving action and receiving the reaction during communication (Elismawati, 2018). This refers to the fact that communication during the interview needs to have a back-and-forth exchange of information without extended pauses. Intelligibility refers to the degree of understanding of a message (Richards & Schmidt, 2010) This means that if the message was comprehended by the participant, the conversation has a higher chance to continue consider that a proper answer will be given, thus, interchanging the roles of speaker/listener successfully. Finally, Use of lexical chunks refers to the skill of accuracy specifically to create target-like and error-free messages when speaking (Housen & Kuiken, 2009). In the context of the interview, this criteria will assess how accurately participants use lexical chunks at different moments of the interview.

3.8.3. Focus Group

According to perceptions regarding the use of lexical chunks in oral interview activities, a focus group was conducted to get information about the participants' perceptions regarding the use of lexical chunks to improve their speaking accuracy. A focus group can be defined as a qualitative research technique that involves a discussion led by a moderator to gather data on a particular topic of interest from a small group of participants (Stewart & Shamdasani, 2014) The selection of this instrument was aligned with the second objective of this study: To describe high-school students' perceptions in oral interview activities after the implementation of lexical chunks which provides insight into experiences, attitudes, beliefs of the participants (Krueger & Casey, 2014).

For doing this, a set of 6 questions (Appendix D) focused on the stages of the study (pre, while, and post intervention) were asked and the students' opinions were recorded to get the participants' views and perspectives on how the implementation of lexical chunks had had any effect on their performance or speaking accuracy, among others. This common experience was shared by the participants of the study generating a unique form of qualitative information that brings understanding about how people react to an experience or product (Anderson, 1996).

3.8.4. Validation of instruments

For this study, the teacher-practitioner used instruments that had already been validated by Cambridge University for the analytic rubric and oral interview. Specifically in the oral interview some changes regarding the questions were made to fully comply with the topic of the unit 2 "Technology and its effects", provided by the Chilean curriculum for 10th grade. Some of these questions were:

- What do you think about online shopping?
- What are the advantages/disadvantages of globalization?
- What are the advantages/disadvantages of technology?
- Is technology really helping us?

Regarding the elaboration of the focus group, the researcher created the instrument. The instruments were sent via email to professors and colleagues for validation. They provided feedback after reviewing the research objectives and were given a chart to indicate if they suggested maintaining, modifying, or removing aspects of the instruments. The suggestions were considered, and modifications were made before using the instruments with the participants.

3.9. Data analysis techniques

3.9.1. Thematic analysis

The data gathered from this study was analyzed using thematic analysis which through a process of transcription and coding the data, it is possible to identify patterns such as themes and sub-themes, and then interpreting these findings (Krueger & Casey, 2014). Therefore, it was possible to determine which ideas or patterns repeated the most during the focus group, establishing which aspects of the study were more significant for the participants.

3.9.2. Descriptive statistics

Once the data from the pre- and post-intervention tests was collected, the results from them were analyzed with descriptive statistics. Descriptive statistics aim to depict the connections between variables within a given sample or population. They offer a condensed overview of data, typically in the form of measures like arithmetic mean, median, standard deviation, among others (Ali & Bhaskar, 2016). Through this, it is possible to summarize, present, and analyze data clearly and concisely, making large datasets understandable and interpretable.

3.9.3. Mann-Whitney Wilcoxon Test

After collecting data from both the pre- and post-intervention tests, a Mann-Whitney-Wilcoxon test was applied. This test was used to assess students' performance in these two intervention assessments. The Wilcoxon test is described as a non-parametric statistical method, which is employed to compare two related samples and evaluate whether their population mean ranks exhibit any differences (Calisto et al., 2018, p. 81). By applying this test to the same group of students, it is possible to determine if the intervention led to a statistically significant improvement in speaking accuracy using lexical chunks.

CHAPTER IV: FINDINGS

This chapter presents the findings of this action research project that aimed to enhance the speaking accuracy of 22 students using lexical chunks as part of their lessons. The quantitative data was collected through a pre-intervention test to assess the participants' initial level of performance in terms of their speaking accuracy. Following this assessment, a carefully designed intervention of five sessions focused on incorporating lexical chunks into their speaking activities was carried out. Subsequently, a post-intervention test was conducted to evaluate the participants' level of improvement after using the lexical chunks. The results of the pre- and post-intervention tests were both assessed through an analytic rubric. Similarly, the qualitative data was gathered through a focus group in which participants answered a set of seven questions. The data is presented according to each specific objective defined for this action research.

4. Specific Objective N°1: To describe students' progress in speaking accuracy when using lexical chunks as part of interview-based activities before and after the implementation.

To assess students' speaking accuracy after using lexical chunks in interview-based activities, it was necessary to first assess their current speaking performance before the intervention. This was done by using an analytic rubric in the study. The rubric measured three criteria: the use of lexical chunks, intelligibility, and interactive communication. Each criterion was assigned a score range of 0 to 5 points, with 0 being the lowest score and 5 being the highest. Thus, a maximum of 15 points could be obtained. Table 2 displays the results obtained by each participant and their corresponding level of achievement.

Table 2

Participants' pre-intervention test results

Participants	Use of lexical chunks (accuracy) (0-5)	Intelligibility (0-5)	Interactive communication (0-5)	Total Score
P1	3	5	3	11
P2	1	1	1	3
P3	3	3	3	9
P4	1	1	1	3
P5	3	3	2	8
P6	3	3	1	7
P7	1	1	1	3
P8	0	0	0	0
P9	4	5	5	14

P10	0	0	0	0
P11	3	3	3	9
P12	1	5	5	11
P13	1	3	1	5
P14	0	5	1	6
P15	3	3	3	9
P16	1	5	4	10
P17	1	3	1	5
P18	3	4	3	10
P19	1	3	1	5
P20	1	1	1	3
P21	1	3	1	5
P22	1	4	3	8
Mean score	1.6	2.9	2	6.45
Standard deviation	3.52			

Source: Self Elaboration

Based on the pre-intervention test results, none of the participants achieved the total score (15 points) in the test: one student scored the highest with 14 points in the global score, while two students scored 0 points between the three criteria, which was the lowest score among them all. Regarding criterion 1: “Use of lexical chunks”, it was evident that most participants struggled to produce accurate speech, as this aspect was expected to be observed after using lexical chunks. Keeping that in mind, it was observed that three students (P8, P10, and P14) achieved a score of 0, suggesting little or no use of lexical chunks. On the other hand, only one student (P9) achieved the highest score of 4, demonstrating a strong ability to incorporate lexical chunks into their communication. The average score in the group for this criterion was 1.6 implying that most of the participants had limited awareness or knowledge regarding the use of lexical chunks.

In terms of Intelligibility, only 5 out of 22 participants (22.7%) were able to obtain 5 points, which can be translated as a clear challenge participants have with oral communication, its exposure and its comprehension. Therefore, it appears essential to enhance the ability for understanding messages for the sake of this study, given that the rest of participants (77.3%) struggled to comprehend what was said in the interview.

Furthermore, regarding interactive communication, only 2 participants (9.1%) were able to maintain a back-and-forth conversation, while the remaining participants (90.9%)

had difficulty responding promptly or needed guidance to complete their answers. Therefore, having a conversation with them at this stage seems unlikely to happen without using their native language, consequently, the use of lexical chunks could deal with this issue.

Overall, the data revealed that the students possessed differing levels of proficiency in the three criteria that were assessed, some of them obtaining almost the total score in some criterion (P16, P18, and P22). An individual displayed exceptional skill in all areas (P9), while others had difficulties and obtained lower scores. These suggested that certain students require additional improvement in particular communication skills, including the use of lexical chunks, intelligibility, and interactive communication.

After conducting the intervention, it was important to evaluate the effectiveness of the intervention with a post-intervention test that would demonstrate the progress made by the participants. It is important to note that this test was similar to the pre-intervention one in terms of the areas it assessed, and the analytic rubric used. Regarding its results, Table 3 displays the scores attained by the participants after the implementation of the intervention.

Table 3

Participants' post-intervention tests results

Participants	Use of lexical chunks (accuracy) (0-5)	Intelligibility (0-5)	Interactive communication (0-5)	Total Score
P1	4	5	5	14
P2	5	5	5	15
P3	5	5	5	15
P4	3	3	3	9
P5	4	5	3	12
P6	5	5	3	13
P7	5	5	5	15
P8	3	2	2	7
P9	4	5	5	14
P10	3	2	3	8
P11	3	3	3	9
P12	5	4	5	14

P13	3	3	3	9
P14	2	4	1	7
P15	3	3	3	9
P16	5	5	5	15
P17	3	3	3	9
P18	5	5	5	15
P19	4	3	3	10
P20	5	4	4	13
P21	1	3	1	5
P22	5	5	5	15
Mean score	3.8	3.9	3.6	11.45
Standard deviation	3.2			

Source: Self Elaboration

According to the results obtained in the post-intervention test, the participants' speaking performance showed a noticeable difference. Six of them (27.3%) scored a maximum score of 15 points, while the lowest score was 5 points achieved by one participant. Regarding each criterion, nine students (41.4%) achieved the highest score demonstrating improved accuracy when using **lexical chunks in interview-based activities**, meaning they could express themselves verbally using phrases presented in the lessons. On the contrary, only one participant (P21) obtained a score of 1, meaning that there was recognition of lexical chunks by all the participants, and they were used at least once during the interview.

In terms of **intelligibility**, 10 out of 22 (45.5%) participants were able to understand and express themselves effectively during the interview. Besides, the minimum score in this area incremented in 2 points indicating a fair improvement at the moment of understanding and being understood in the interview.

Finally, in **interactive communication**, 9 participants (41.4%) scored the highest score (5 points) maintaining a conversation and constantly interacting during the interview demonstrating great progress in contrast to the pre-intervention test results, in which most participants could not keep the conversation, giving proper answers with an appropriate timing.

In general, the data shows that 18 out of 22 students (81.8%) improved their scores in the post-intervention test. Likewise, six students (27.2%) scored excellently in all areas, indicating that their use of lexical chunks, intelligibility, and interactive communication has

become more proficient after this intervention. Nonetheless, four students that did not show any improvement (18.1%) still need more support and practice to boost their speaking skills overall.

After obtaining the results of both pre- and post-intervention tests, it became possible to evaluate the students' improvement in terms of speaking accuracy when using lexical chunks in interview-based activities. This assessment was based on observing the mean scores, percentage of achievement, and differences between each intervention test of the participants. To further analyze the data, the standard deviation was calculated to determine the extent of variation from the mean scores of each intervention test. The following Table 4 presents the results obtained in the pre- and post-intervention tests, the mean scores and their standard deviation.

Table 4

Participants' scores and percentage of achievement in Pre- and Post-Intervention tests

Participants	Pre-intervention test		Post-intervention test	
	Score (15 points)	Percentage of Achievement	Score (15 points)	Percentage of Achievement
P1	11	73%	14	93%
P2	3	20%	15	100%
P3	9	60%	15	100%
P4	3	20%	9	60%
P5	8	53%	12	80%
P6	7	47%	13	87%
P7	3	20%	15	100%
P8	0	0%	7	47%
P9	14	93%	14	93%
P10	0	0%	8	53%
P11	9	60%	9	60%
P12	9	60%	14	93%
P13	5	33%	9	60%
P14	6	40%	7	47%
P15	9	60%	9	60%

P16	10	67%	15	100%
P17	5	33%	9	60%
P18	10	67%	15	100%
P19	5	33%	10	67%
P20	3	20%	13	87%
P21	5	33%	5	33%
P22	8	53%	15	100%
Mean score	6.45	38.4%	11.45	76.4%

Source: Self Elaboration

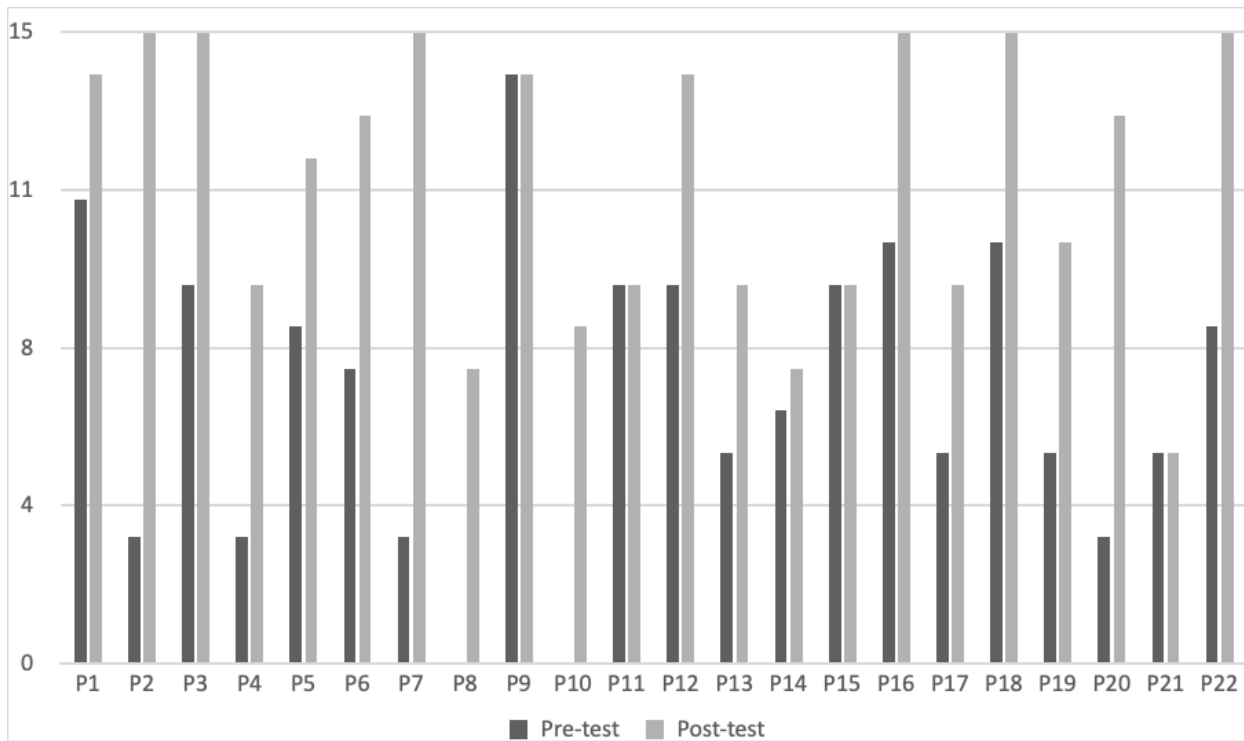
The participants' results can be analyzed in terms of the mean scores and standard deviation results to see any changes during the whole process. For example, the mean value in the pre-test was 7 while in the post test it was 11, meaning that there was an increase of 4 points of the total score between each intervention test demonstrating positive results regarding the implementation of lexical chunks in the participants of the study and complying with SO1.

The standard deviation also experienced a variation: in the pre-test it was 3.52, which means that data was more dispersed from the mean score (7) indicating more variability among participants' performance in the study. On the other hand, standard deviation in the post test was 3.2 which can be interpreted as scores nearer the mean score (11), showing less variability in the participants' performance.

The pre-intervention test had a mean score of 6.45 points, which was equivalent to a 47% achievement. In the post-intervention test, participants showed improvement in their oral performance, achieving a mean score of 11.45 points. This was four more points than the pre-intervention test and corresponded to a 73% of achievement in the assessment. Figure 4 presents how the results differ between each instance of the study.

Figure 4

Participants' score in pre and post-test.

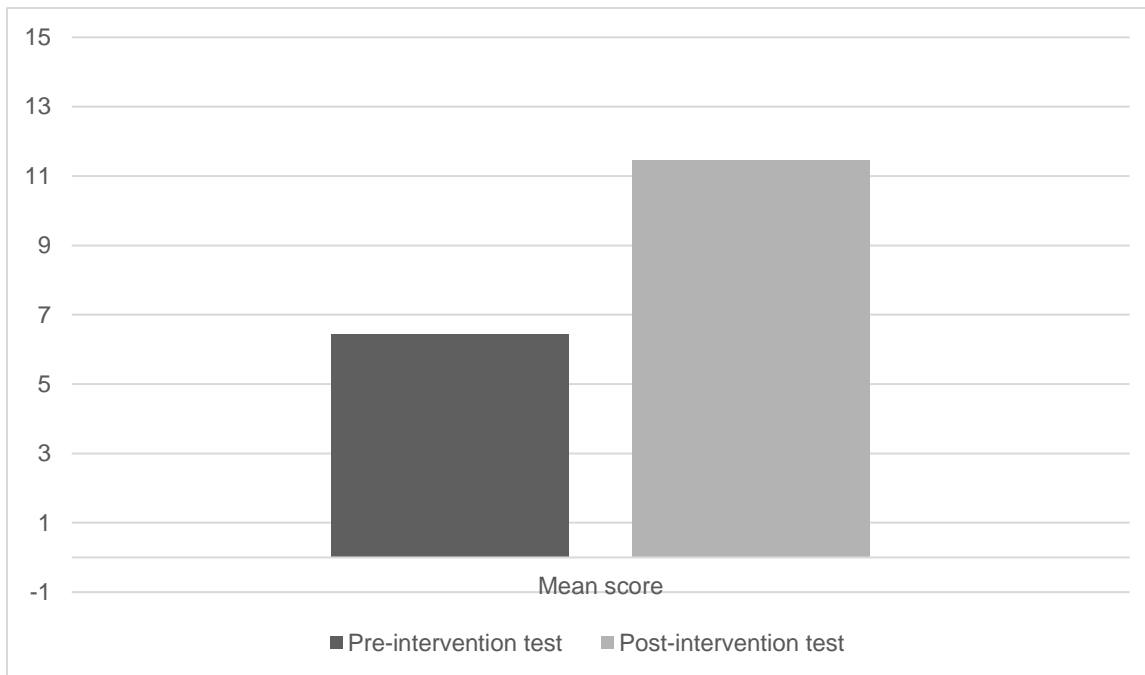


Source: Self Elaboration

The data suggests that this intervention had a positive effect on the participants' speaking accuracy when using lexical chunks in interview-based activities. In Figure 4, it can be appreciated that the average score increased by 4 points of difference (6.45 in the pre-intervention test and 11.45 in the post intervention test) after the implementation process. Furthermore, the smaller range of scores in the post-intervention test indicated that the participants' performance was more consistent.

Figure 5

Comparison of Mean score values between pre and post test



Source: Self Elaboration

4.2. Mann-Whitney Wilcoxon Test Analysis

With both the pre- and post-intervention test outcomes in hand, it is necessary to conduct an analysis to determine whether the progress achieved after introducing lexical chunks in the classroom holds statistical significance. To perform this analysis, the Mann-Whitney Wilcoxon test was applied with a significance level of 0.05. This non-parametric test establishes a null hypothesis (H_0), suggesting that there is no statistically significant distinction between the results of the pre- and post-intervention tests, and an alternative hypothesis (H_a), proposing that the difference between these test results is statistically significant.

To determine whether students' accomplishments have statistical significance, it's essential to check if the p-value is lower than 0.05. Table 5 presents the results obtained through the analysis of this test.

Table 5

Test statistics of Mann-Whitney Wilcoxon test

Test statistic	
	Results Pre- and Post-intervention tests
z-value	-3.67347
Asymp. Sig. (2-tailed) (p-value)	0.00024

Source: Self Elaboration

As depicted in the preceding figure, the p-value (0.00024) is below the predetermined significance level ($p < 0.05$). Consequently, we can reject the null hypothesis (H_0), signifying that there is statistical significance in the performance between the pre and post-Intervention tests. This outcome suggests that incorporating lexical chunks in oral interviews effectively enhanced the speaking accuracy of high school students.

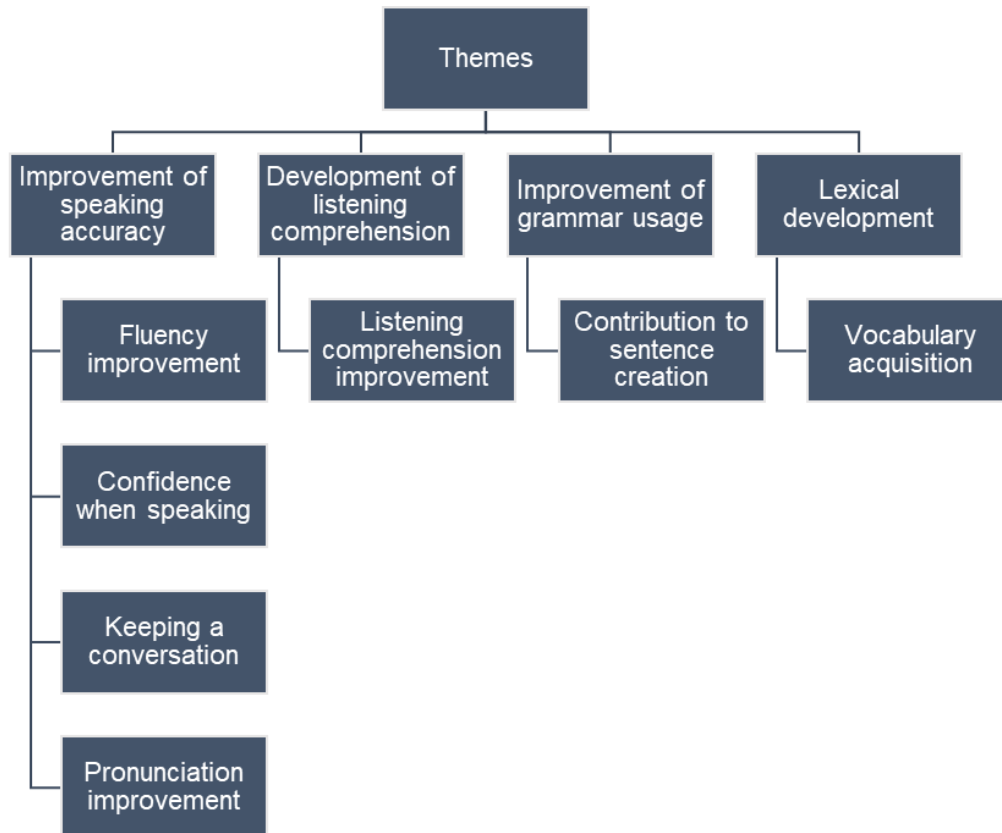
4.3. Specific Objective N°2: To analyze high-school students' perceptions regarding the implementation of interview-based activities aiming at the use of specific lexical chunks.

To investigate the use of lexical chunks to enhance a group of high school students' speaking accuracy, a focus group was conducted in Spanish allowing for a deeper understanding of their thoughts and opinions about the whole process of implementation in their lessons. The data was gathered through interviews with ten students who decided to participate in this focus group while the others decided to stand aside for personal reasons. Through thematic analysis, the collected data was analyzed to identify key themes and patterns emerging from the students' responses. By identifying key themes and sub-themes within their responses, the analysis offers valuable insights into their whole process of language learning, specifically speaking accuracy when using lexical chunks in interview-based activities.

Figure 6 shows the thematic analysis of the students' perceptions obtained during this stage of the study.

Figure 6

Students' perceptions regarding the use of lexical chunks



Source: Self Elaboration

To go into a deeper analysis, it is necessary to examine every theme and sub-theme and their relationship with the objectives of this study.

4.3.1. Improvement of speaking accuracy

4.3.2. Fluency improvement

According to their opinions, the participants thought there was an improvement in their oral fluency levels; in fact, most of their perceptions indicated that they sounded more fluent when speaking, going from not being able to say a word in English to uttering long strings of words with more connection among them. This aspect was mentioned by the participants, expressing that at first, they could only connect their speech as a “caveman”, but later in the post-intervention test, they could express themselves more effortlessly and more securely. This is exposed in the following intervention in the focus group:

P4: *Era como lo justo y necesario nada más, hablaba como cavernícola, y ahora como que no sé, me expresaba mejor. (I used to talk like a caveman, and now I don't know, I can express myself better.)*

P2: *Que como que aprendimos a hacer como una frase, a decirla como de corrido (We kind of learn how to make a phrase, to say it like a continuous sentence)*

In this particular comment, P4 refers to his/her ability to speak in English prior the intervention which could be with no connection among words. P2 mentions that now can speak without several pauses that interrupted the flow of the conversation.

4.3.3. Confidence when speaking

Another sub-theme regarding participants' improvement of speaking accuracy was confidence when speaking, which most participants showed discomfort at the beginning of the process, mentioning that they did not have the chance to speak in English as in a real-life situation. However, at the end of the implementation process, many participants mentioned being able to "express better", and now they could provide an answer instead of being silent. Additionally, they were able to anticipate the use of the corresponding lexical chunk for the appropriate moment, which connects directly with one of the primary purposes of this research, which was to assess students' improvement in speaking accuracy.

P6: *Con las frases que nos enseñó, como que uno se puede expresar mejor. (With the phrases you taught us, you can kind of express yourself better.)*

P4: *la segunda vez... yo daba mi respuesta de inmediato, ya estaba segura de que iba a responder (the second time... I gave my answer immediately, I was already sure that I was going to make a reply.)*

However, some of the participants explained that they counted on base vocabulary to express themselves better, they needed to know about the topic of the interview beforehand in order to answer more extensively, and others said that they would feel less anxious if they had been able to talk with somebody that they already knew or somebody that they could trust, like their teacher.

- **Moderator:** *¿ustedes se sentían más seguros de poder interactuar en una conversación en inglés? (Did you feel more confident interacting in a conversation in English?)*

- **P2:** *¿Con usted? Sí (With you? Yes)*

- **P7:** *según el tema de conversación (depending on the topic of the conversation)*

Participants felt more confident speaking with the teacher because they tend to feel judged when speaking with their pairs, hence, they need somebody more "neutral" as a listener when having a conversation.

4.3.4. Keeping a conversation

Several students have acknowledged a noticeable advantage resulting from the integration of lexical chunks into their language lessons. Specifically, they reported a significant improvement in their ability to engage in uninterrupted conversations in English. Prior to the incorporation of lexical chunks, students frequently experienced abrupt stops during their conversations, necessitating requests for word translations from Spanish to English or reliance on their mother tongue. However, with the introduction of the selected phrases and expressions, the continuity of their conversation is better supported, ensuring the continuity of their conversations. However, some of the participants acknowledged that even if they had known how to express themselves orally, it would have been difficult to talk with a stranger. This can be exemplified in the following extract from the focus group.

Moderator: *“¿Ustedes creen que pueden tener una conversación más extensa?”* (“Do you believe you can have a longer conversation?”)

P3: *“Depende de la persona.”* (it depends on the person)

P8: *“Depende del tema de conversación otra vez”* (it depends on the topic of the conversation, again)

Consequently, some participants indicated that for them it is necessary to have a certain degree of trust in the other person to start or continue a conversation.

4.3.5. Pronunciation improvement

Pronunciation improvement was also mentioned as a benefit of this implementation process; in which some of the participants said that they had had some problems understanding when listening in English, but also, they could not express themselves clearly due to the same factor. As the sessions progressed, they practiced their pronunciation mainly through the four primary language skills. However, they also recognized the importance of recording themselves in English and listening to themselves doing it had helped them detect pronunciation problems, mentioning that now that they could understand better than before.

P1: *Yo creo que también mejoré en la pronunciación.* (I think I also improved my pronunciation.)

P2: *No se me entendía tanto, y después cuando empecé a hablar con usted, se me entendía más.* (I was not being understood as much, and then when I started talking to you, I was more understood.)

The comment made by P2 indicates that there was a realization process in which they could notice how much they have improved during the implementation of this study. This could be attributed to a sense of confidence when speaking, specifically when a

conversation flows without interruption and strings of words are longer what it used to be, something that was practiced in the sessions' activities.

4.3.6. Listening skills improvements

Regarding the theme of listening skills improvements, one sub-theme emerged: listening comprehension improvement. In this one, several participants mentioned that they had problems recognizing words or phrases at the beginning of the study; in which P5 mentioned "no comprendía lo que decía en clases" ("I didn't understand what you said in class") during the interview, or definitely saying "Yo no entendía nada" (I did not understand at all). However, after finishing the intervention and during the post-intervention test, not only they can understand the use of lexical chunks, but they can also know how to answer correctly some questions made to them or use a lexical chunk to ask for clarification in case they did not comprehend some parts of the conversation.

- **P5:** *No sé yo por lo menos, yo no cachaba nada, usted me preguntaba algo y no sabía cómo responder. (I don't know, at least I didn't understand anything, you asked me something and I didn't know how to answer.) (At the beginning of the study)*
- **P3:** *Yo creo que como que desarrollé un poco más mi audición en el lenguaje, porque antes no entendía mucho lo que hablaba (I think I kind of developed my hearing in the language a little bit more, because before I didn't understand much of what you were speaking.) (After the implementation of the study)*

4.3.7. Grammar improvement

4.3.8. Contribution to sentence creation

During the intervention, the participants did several activities that not only developed their speaking skill, but they also worked on reading texts, expressed their opinions through their writing, among other tasks. This meant that the participants had the chance to put into practice lexical chunks in the other language skills in which grammar and vocabulary were considered as well to provide several contexts and exposure to these lexical chunks reviewed in class. Regarding this point, the participants were able to notice their progress, mentioning that now they could create a sentence with different lexical chunks reviewed in the lessons. This vision differs from what was their opinion before the intervention, as they recognized they had problems producing a sentence before the implementation of this study. Furthermore, this opinion reflects the results from the pre-intervention test, as participants' performance also showed that students struggled with oral sentence creation. In the following interaction their perspective of creating a sentence is exposed:

- **Moderator:** *¿Cuál era su mayor dificultad al llevar a cabo una conversación en inglés? (What was your greatest difficulty in holding a conversation in English?)*

- **P7:** *Formar la oración. (Creating a sentence)*

- **P3:** *Podemos fundamentar más nuestras respuestas (We can further support our answers)*

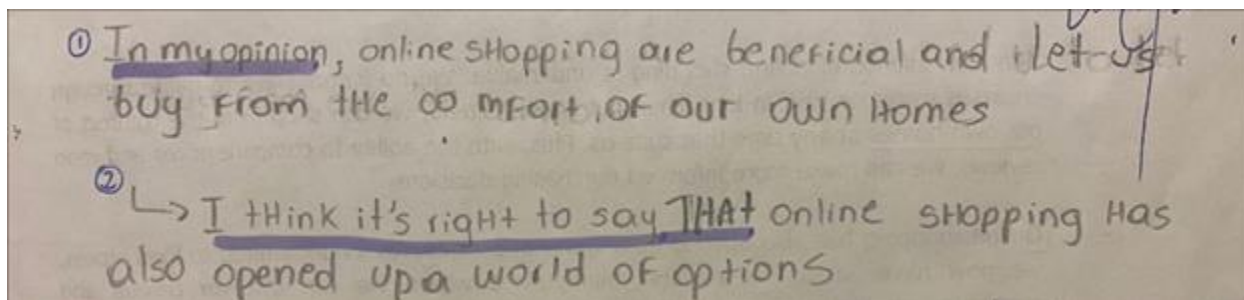
This could refer to the skill of formulating a cohesive thought internally and articulating it verbally in the moment, which, if interrupted by a forgotten word or phrase during an interview, could potentially hinder the flow of conversation. In such instances, the idea was to enable participants to use the phrase "How can I say...in English?" as a means to request the specific word or phrase in their native language and then seamlessly return to the ongoing conversation.

4.3.9. Correct grammar awareness

As previously highlighted, the participants actively engaged in diverse language activities to apply lexical chunks, thereby targeting various language skills. Throughout these activities, participants recognized that the provided lexical chunks were inherently accurate, obviating the need for modifications to the phrases or expressions. Additionally, the exercises emulated real-life conversations, giving participants the opportunity to witness the contextual usage of these lexical chunks. This could be observed in the activities developed in class as well. (Figure 7)

Figure 7

Sentence creation sample: Creating sentences using lexical chunks



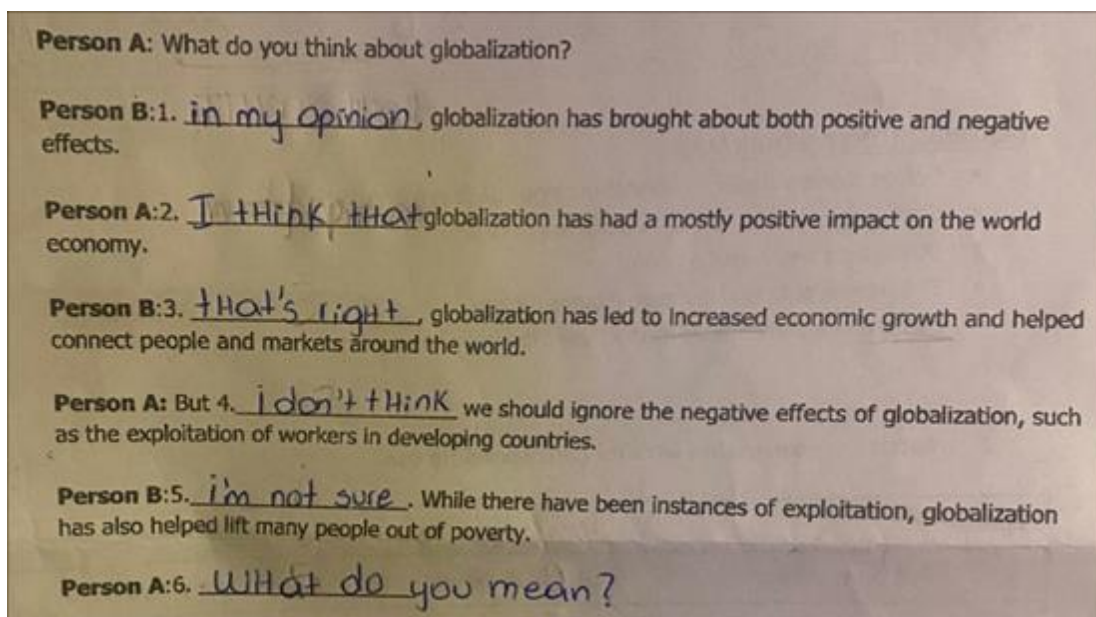
Source: Student's response from writing activity

- **P3:** *Que como que aprendimos a hacer como una frase, a decirla como de corrido, haciéndola ...no como traduciéndola como con diccionario y saber dar nuestra opinión, como con la gramática correcta. (We kind of learned to do like a sentence, to say it like in one go, making it ...not like translating it like with a dictionary and knowing how to give our opinion, like with the correct grammar.)*

Participants indicated that during the interview, there were instances where they had to employ specific word combinations to ensure clear communication. In Figure 8, it is possible to appreciate how the participant had to choose a specific chunk to express an opinion. Simultaneously, they were aware that certain words needed to be expressed or written in a particular manner, as suggested by the research practitioner, and this approach was consistent with what they had learned in the classroom.

Figure 8

Sample: *Employing lexical chunks to give an opinion*



Source: Student's response from writing activity

Hence, participants had to comprehend the appropriate usage of the lexical chunk within a specific part of the conversation. This not only assisted in their understanding of using the language accurately but also supported the reinforcement of their learning of these chunks for subsequent activities in future sessions.

4.3.10. Lexical development

4.3.11. Improvement in vocabulary recall

In terms of lexical development, the augmentation of vocabulary recall emerged as another notable benefit reported by the participants. Many expressed an improved ability to remember words and concepts that had previously eluded them, signifying a progression in their lexical knowledge. However, the participants acknowledged the need for further reinforcement to acquire a sense of mastery. As observed by the research practitioner, the activities conducted during the intervention played a crucial role in facilitating vocabulary retrieval and simultaneously strengthened their ability to articulate well-founded responses.

The intervention's impact on vocabulary recall was evident as participants demonstrated the capacity to retrieve and employ previously learned lexical items with greater ease and accuracy. The observed progress in vocabulary retention indicates a positive outcome of the intervention in terms of lexical development.

Moreover, participants recognized that reinforcement was essential to fully internalize the newly acquired vocabulary. The intervention activities provided opportunities for repeated exposure and application of lexical chunks, contributing significantly to the consolidation of their lexical knowledge. This was evident during two interventions in the focus group when asked.

P3: *Podemos fundamentar más nuestras respuestas. (We can further support our answers.)*

P1: *Con la clase que usted dio, podía como recordar cosas que yo no recordaba. (With the class you gave, I could kind of remember things that I didn't remember.)*

Therefore, when asked during the interview, participants were able to recall specific chunks, aiding them in articulating their thoughts or emotions. This facilitated prompt and well-founded responses, allowing the interview to proceed smoothly without any interruptions.

4.3.11. Awareness of lexical chunks usefulness

The second sub-theme revolves around the participants' heightened awareness of the usefulness of lexical chunks. Throughout the intervention, participants demonstrated an increased understanding of the significance of these pre-established phrases or expressions. Despite possessing knowledge of individual lexical chunks, they recognized the critical role of connecting these elements to express themselves accurately and coherently. This realization proved to be essential in enabling effective communication, as it equipped them with the necessary linguistic tools to be better understood. This is exemplified in the following intervention in the focus group:

P4: *nos enseñó unas palabras como básicas pero que igual nos ayudan mucho, entonces, ya cuando vayamos a hablar con alguien, ya como que tenemos como una base fundamental para poder expresarnos harto.*

P6: *Con las frases que nos enseñó, como que uno se puede expresar mejor. (With the phrases you taught us, you can kind of express yourself better.)*

During the intervention sessions, participants were prompted to engage in various communicative tasks that required the incorporation of lexical chunks. These activities served to illustrate the practical significance of utilizing these pre-constructed phrases and expressions to facilitate effective communication. As participants became more proficient in connecting lexical chunks contextually, they observed a marked improvement in their ability to convey their thoughts coherently but most importantly, they considered them as a tool for an eventual conversation in English.

Finally, the application of these pre-established phrases provoked that they noticed that their message became clearer, reducing instances of miscommunication. As it can be seen in Figure 9, a prompt was given to the participant in which a proper lexical chunk had to be selected focusing on accuracy.

Figure 9

Sample: Lexical chunks that can be used in a conversation

Person A: Online shopping has become so popular nowadays. What do you think are the advantages of shopping online?

Person B: Well, I think online shopping has the following benefits

1. First, you can ^{buy} from the comfort of our own home.
2. Second, you can choose from a wider variety of products

Person A: Definitely. However, ^{sin embargo} I think there are some downsides too. For instance:

1. First, There is always a risk to be scammed

Source: Student's response from writing activity

To sum up, members of this focus group were able to observe three significant improvements in their language skills after the intervention. These improvements included speaking accuracy when using lexical chunks, listening comprehension, and grammar and vocabulary. Initially, the participants had difficulty communicating and comprehending spoken language. However, through various speaking, listening, reading, and writing activities, they noticed a significant improvement in their language abilities before and after the implementation of the study, which directly complies with their perception of their skills at the moment of speaking.

CHAPTER V: DISCUSSION

5.1. Discussion of Specific objective 1 (SO1):

This objective aimed to evaluate the improvement in students' speaking accuracy after introducing lexical chunks into oral interview activities, focusing on quantitative data. To establish this, the study considered three key criteria related to their oral skills: the use of lexical chunks, intelligibility, and interactive communication. Upon analyzing the gathered data, it became evident that at the beginning of the study, the participants encountered challenges when attempting to speak or understand English. Despite having received approximately 5 years of English instruction, they struggled to construct extended and coherent phrases or sentences. Consequently, minimal to no meaningful communication was achieved at this stage of the study, especially if we consider what Elismawati (2018) defines as communication: sharing thoughts among individuals that will lead to mutual influence. If a thought or message cannot be understood, there will not be any kind of interaction and consequently no communication whatsoever, which was the case of these participants prior to the intervention. Another possible explanation to this issue may be explained by the several factors that can hinder English instruction, which are factors that affect greatly the context of this study as well, such as overcrowded classroom or the lack of opportunities to use the language outside the classroom (Dincer et al., 2012). Therefore, the data obtained at this stage demonstrated that learners' responses connect to the amount they had to speak in English both in and out of the classroom. This was mentioned by them right after the pre-intervention test was taken. Nonetheless, upon completion of the implementation process, considerable progress was observed among the participants. These results contrasted with the ones from the pre-intervention test.

Regarding their performance in the lessons and the results obtained in the pre and post intervention tests, the three aforementioned criteria were observed to determine their progress (use of lexical chunks, intelligibility, and interactive communication). Regarding the use of lexical chunks, students were initially only familiar with a limited set of expressions or chunks, hindering their ability to communicate orally effectively. Although this was not the focus of the study, the use of lexical chunks allowed more extensive and cohesive messages that led to better communication. Notably, they began employing the appropriate expressions or chunks with accuracy. This could be attributed to the lessons where they were exposed to identifying, utilizing, and determining how these chunks should be used in conversation, thereby making their usage in speech or expressing thoughts more natural, fluent and similar to what they see in their daily lives. A similar result was observed in study in which the participants demonstrated that there was a connection between the use of chunks and the listener's judgements (Zafarghandi et al., 2015). In this research, the use of lexical chunks proved to be helpful in terms of oral proficiency, specifically fluency, therefore, communicating orally through lexical chunks successfully.

Concerning intelligibility, during the pre-intervention test participants struggled to sustain conversations due to their inability to grasp the content being communicated. Furthermore, they failed to recognize any expressions used during the interview, attributing this to their lack of prior practice during their early English instruction years. However, after the implementation process of lexical chunks, they exhibited improved comprehension throughout most parts of the oral interview, also confidently asking for clarification when needed. This could mean that the participants were able to recognize the timing and correct use of the chunks seen in their lessons, but also, they felt confident to ask questions in English when they could not fully understand. Moreover, this might be attributed to the exposure to various dialogues in written and spoken manner within their lessons, which allowed the participants to recognize, practice and apply established patterns when conveying an idea orally, thus, facilitating the process of decoding the message given by the interviewer. This self-assurance was also observed in a comparable research study where individuals considered themselves "effective communicators" when utilizing language chunks since they had meaningful content to express (Zafarghandi et al., 2015). Consequently, much like the contrasted study, the participants of this research were not only capable of understanding the information conveyed by the teacher/interviewer but also adept at employing the suitable chunks in the appropriate moment.

In terms of interactive communication, several participants faced challenges either communicating at all or expressing themselves using only a few words at the study's first stages. Subsequently, following the implementation process, the majority of them demonstrated the ability to articulate themselves orally using appropriate words or expressions at the right junctures, thereby sustaining conversations with minimal interruptions. These results could be attributed to the activities done in their lessons which focused on the use of lexical chunks using different language skills but keeping speaking skill as the central part of this study. In line with a similar study, like the research conducted by Mohammadi and Enayati (2018), exposing Iranian students to various texts containing diverse lexical chunks significantly contributed to their learning of lexical chunks, this study contributed to the participants to understanding the idea behind lexical chunks and put them into practice in several activities such as paragraph writing, role play, discussion, among others, however, the main focus was on speaking, an aspect that resembles the features of this research, considering the activities provided to the participants which contemplated reading a text, writing short answers using lexical chunks and speaking through dialogues, to face issues such as using a suitable vocabulary and organizing ideas, problems found in this study as well.

5.2. Discussion of Objective 2 (SO2):

This objective considered high-school students' perceptions of using lexical chunks in oral interview activities before and after implementation. Through the application of a focus group, the perceptions of the participants were asked in a series of questions about the benefits of lexical chunks employed during the intervention and also on their ability to speak accurately during oral interviews. It is important to mention that the same criteria used in the SO1 were contemplated in the focus group to notice how the participants' oral skills improved during the first until the last stages of the study according to their perception.

Regarding interactive communication, in alignment with the results of the pre-intervention test in their oral interviews, participants acknowledged their initial difficulties in speaking such as being in silence, expressing that they spoke like a "caveman" or did not have enough vocabulary to convey a message related to the topics of the units, and consequently, they could not communicate orally. In regard to this, Dewi and Jimmi (2018) mention that limitation of words is an obstacle that learners face when they try to construct sentences. Hence, they could not have a back-and-forth conversation even though some of them possessed fair knowledge to express themselves. However, they seemed to be unable to talk even if they wanted to. At that point of the study, it became evident to the teacher-practitioner that exposure to lexical chunks could be useful and necessary if they wanted to speak using the target language. About the use of lexical chunks, the participants noted that at the beginning of the study they lacked the necessary vocabulary related to the topic of the unit to convey their thoughts coherently when speaking. Consequently, their messages exhibited a lack of cohesion, communicating only with isolated words. Although some participants possessed a limited repertoire of words or phrases to communicate, they still had difficulties expressing their ideas orally in a connected manner. After the implementation of the study, the results of the post intervention test and the perception of the participants indicated that they had improved the way they were communicating their ideas, as the learning of lexical chunks allowed them to speak more fluently, and they could think of a corresponding chunk for the question made. Xia (2018) explains that with the use of lexical chunks there is a more efficient retrieval of larger structures instead of focusing on individual words, which helped these participants have longer and cohesive interactions. Furthermore, in their own words, participants mentioned that they had more tools or a "base vocabulary" that would allow them to engage in longer conversations if they had the chance, as observed in one of the sub-themes that emerged from the participants' responses. This also goes in line with what Thornbury (2019) states, as lexical chunks can also help learners with language development and the retrieval of these to fill slots during conversation.

As for intelligibility, most participants encountered difficulties comprehending messages or ideas given by the interviewer as their knowledge of vocabulary related to the context of the interview was not enough to fully understand what was being said. In fact, they often struggled to formulate appropriate responses due to the

miscommunication generated. Oweis (2013) mentions that communication involves the transmission of a message from a sender to a receiver, where the sender encodes the message, and the receiver decodes it. Consequently, if the communicated message differs from the one received, effective communication will not occur. Therefore, miscommunication provoked that the participants could not continue with the interview. This experience made them aware of the necessity to learn more vocabulary for effective expression and comprehension of ideas. In some instances, when they could not understand the conversation due to the lack of comprehension of logical or natural messages, the participants felt discouraged and helpless, as they were unable to provide meaningful responses. This is something that many language learners experience at some point in the learning process. Nonetheless, after the implementation of the study, participants felt that they could understand more than before, but at the same time recognized that activities done in class were essential to reach that current level of English when asked about the effect that lexical chunks had at the moment of understanding a conversation in English. Their perceptions, along with the results obtained in the post-test, illustrate the effectiveness this intervention had on these participants. Likewise, Monica (2022) evidenced similar results in a study that contemplated the development of speaking fluency, in which the participants benefited in the same area as well as they felt more confident and less anxious. This could also help other teachers consider the exposure of lexical chunks as a beneficial implementation for learners from contexts with similar features as the ones in this study.

After completing the study, the participants recognized progress in terms of their ability to speak English more accurately, including improvements in fluency, grammar usage. As mentioned by Li (2014), these sets of words can contribute to the ease, accuracy, and fluency in listening, speaking, reading, and writing. What this author states coincides with the results observed in the study and the progress made by the participants, which could also be observed by the teacher-practitioner. Moreover, they identified the importance of speaking with someone they felt comfortable with, identifying anxiety as an issue that many participants experienced whenever they had to speak in front of others using the target language, something that could be tackled by providing an appropriate context for this assessment free of any distraction or element that could raise their anxiety levels but also promoting awareness among the participants or students. About this, Sanesi (2023) mentions that the affective filter represents emotional factors that can hinder a student's advancement in grasping the rules, fundamentals, and norms of a second language. A student who is confident, motivated, and willing to take risks typically achieves better overall outcomes in acquiring a new language, characterized by a lowered affective filter in this context. Such is the case of these participants during and after the intervention with lexical chunks: their affective filter started high, but as they felt more confident when speaking with others due to better knowledge of the language supported by the lexical chunks taught and learnt, their affective filter lowered. Therefore, it is essential that a teacher provides an environment in which the learners feel comfortable at the moment of expressing an idea orally. However, this might not always be the case, as it is vital for a learner of the language to have enough exposure to listen

to it and practice the language orally. This should make teachers consider thoroughly that both exposure and a safe learning environment are pivotal for the learning process and skill development of their learners.

5.3. Implications

Among the implications drawn from this study, the participants not only benefited in terms of enhanced accuracy when using the lexical chunks provided but also indirectly experienced improvements in their accuracy, and overall confidence as seen in their responses from the focus group. As a result, it is recommended that educators facing similar teaching contexts consider incorporating this teaching strategy in their lessons. This could help similar learners boost their confidence when using the language, as well as an improvement in writing skills and sub-skills such as speaking fluency when using these chunks.

Regarding the advantages that the teacher-researcher of this study derived from implementing the study, it is important to highlight the consistency when teaching lexical chunks, diversification of activities, and continuous observation as essential factors for achieving results in the pursuit of improving speaking skills through language skills. Every activity performed in each lesson contributed to the reinforcement of speaking skills, even if that was not the primary lesson objective. Besides, it was imperative to structure each activity in a manner that ensured the active participation of every learner as well as some degree of skill integration. All this carried out despite the challenges posed by time constraints and the number of participants, which are a constant in most schools in Chile.

Although developing speaking skills requires considerable time and patience from both learners and teacher, the results from this study demonstrate that a systematic inclusion of lexical chunks could contribute to some extent with the goal outlined in the Chilean curriculum: achieving a B1 level of proficiency in English by the end of their secondary education. If we think about the contributions in speech that lexical chunks had on the participants of this study, a possible next step could be the implementation of them at the beginning of their English instruction. On the other hand, it is recommended to allocate specific time for the enhancement of speaking skills, especially for students in 11th or 12th grade (secondary education). This becomes particularly crucial due to the limited English lesson hours (2 hours per week) during this phase, the imperative need for knowledge consolidation at this stage of their academic lives, and the importance that exposure has on the reinforcement of language skills.

Although this research intended to improve students' accuracy when speaking using lexical chunks, another important challenge emerged from the participants' responses in the focus group: they expressed a lack of real-world application for English beyond the academic setting or classroom. This absence of necessity to use the language orally, even if they desire to do so, poses a significant hurdle. Consequently, it is

recommended to create a sense of necessity among our students by integrating English into other subjects or incorporating elements from their daily lives. Consequently, this approach aims to establish connections between their everyday experiences and the use of English, fostering a more natural and organic learning process. This is something that they can already notice now, as they are finishing their secondary studies and thinking of pursuing further studies, which will demand the use of the language considerably.

5.4. Limitations

This research has some potential limitations. Firstly, the sample size might not be fully representative due to the fact that only 22 out of 40 students in the class participated in the study. Although the insights provided were valuable for the study, one methodological limitation presented was that only 10 of these participants were part of the focus group, potentially limiting the representation of opinions. Time constraints were also a challenge; improving speaking skills took longer than anticipated per participant due to factors like interview length, hesitations, and response time. Additionally, participants showed declining interest during lessons, evident in missed classes or incomplete activities, despite completing all tasks before the sessions ended. In conclusion, the research encountered these aforementioned issues but managed to adhere to the planned schedule despite difficulties related to speaking skills and participant engagement.

CHAPTER VI: CONCLUSION

6. Summary of main findings

This study presented the findings of an action research project aimed at assessing students' speaking accuracy in interview-based activities of 22 high school students through the implementation of lexical chunks in their language lessons. The study encompassed two specific objectives: assessing students' speaking accuracy improvements using specific lexical chunks and describing their perceptions after the intervention.

According to the initial results, where some students exhibited poor speaking performance, underscored the need for effective interventions. Through systematic exposure to lexical chunks within various tasks, remarkable advancements were witnessed across speaking subskills, specifically in terms of accuracy and fluency. Although the former was the focus of the study, benefits were also seen in the latter in both test performances and participants' own perceptions regarding their speaking skill. Furthermore, the evident grammar enhancements, specifically at the moment of elaborating their answers extensively, demonstrated the importance of lexical chunks in oral communication (Li, 2014; Thornbury, 2019).

The comparison of pre and post intervention assessments highlighted the transformative progress made after incorporating lexical chunks into the students' speaking knowledge. This changing effect was not only confined to linguistic proficiency, but also extended to their self-perception and confidence as speakers, as observed in their responses. A notable observation emerged from the participants themselves, noting that their speaking performance significantly improved when engaging in conversations with individuals they trust. This underlines the intricate interplay between linguistic competence and psychological factors, emphasizing the need for fostering a supportive and encouraging linguistic environment (Sanesi, 2023). This suggests that when students are consistently exposed to such instances throughout their primary and secondary education, they can cultivate a strong sense of confidence. This confidence becomes a valuable asset enabling them to confront any challenges associated with using the English language in their daily lives.

In essence, the findings of this study accentuate the contribution of lexical chunks in improving the speaking accuracy of 10th high school students in the context of interview-based activities. The journey from initial inadequacy to enhanced proficiency vividly demonstrates the power of pedagogical interventions focused on practical language use. Moving forward, educators and language practitioners can draw insights from this research to design more effective and engaging approaches for fostering speaking skills among students. Nonetheless, it is essential to acknowledge that communication is not solely about linguistic mechanics; the emotional and interpersonal dimensions should be considered to promote confidence in speakers as well. It is crucial for EFL learners to feel

self-assured when speaking, yet these moments often cause stress for them as they may feel judged when producing English in front of others (Ihsan et al., 2018; Ratnasari, 2020). Therefore, providing ample exposure to English is essential, as this familiarity would make practicing the language a routine in the classroom, resulting in more natural conversations for students. Additionally, during the implementation phase of this study, students expressed a need for real-world application of English beyond the classroom. This is particularly relevant in Chile, where English is taught as a foreign language without a pressing need for language use (British Council, 2015; Yilorm, 2016). Encouraging learners to perceive English not just as a subject but as a tool for accessing new opportunities in their lives can transform their perspective towards language acquisition, especially at the point of their schooling, where these participants should start considering future plans in regard to further studies or training. Thus, improving their use of the language is pivotal for whatever path they choose to follow.

6.1. Personal reflection

Engaging in this action research study has been an ongoing learning process, significantly deepening my understanding of how foreign language acquisition unfolds. It encompasses crucial factors affecting students, including language exposure, emotional influences, and educational policy expectations. To comprehend this process, it is vital to acknowledge its complexity, avoiding a narrow focus on any single aspect mentioned.

The outcomes of this research expanded my view on quantitative and qualitative methodologies, revealing their potential to yield intriguing results while also intersecting in acknowledging perceptions and performances. These findings hold relevance not only for immediate contexts but also for similar English as a Foreign Language (EFL) settings.

Concerning the objectives outlined in the Chilean curriculum (Mineduc, 2015a), the utilization of lexical chunks notably aligns with it, significantly contributing to various aspects of English speaking, such as fluency, pronunciation, and accuracy—being the last one a central point of this investigation. Observing participants' desires highlighted the pivotal role of constant language exposure for learners, highlighting the importance of a supportive and empathetic learning environment (Sanesi, 2023). Ultimately, this research made me aware of these previously overlooked aspects that profoundly influence language learning experiences, emphasizing their significance in everyday contexts.

6.2. Further studies

Given the relatively limited exploration of this subject in Chile, there are numerous unexplored topics for research, particularly in terms of other language skills and subskills. As the study primarily focused on the impact of lexical chunks on speaking skills, the activities conducted throughout the lessons inadvertently revealed improvements in

writing skills, encompassing aspects such as grammar, and spelling. Thus, bearing in mind that a process of mastering of the mother tongue has to be done first, and following the guidelines proposed by the Chilean curriculum, learners from fifth year of primary education could be benefited with the implementation of lexical chunks, considering exposure through different language skills. These areas warrant further examination that extends beyond the scope of the present study.

Taking into account the outcomes and the positive impact observed among the participants in this study, it is highly recommended to introduce lexical chunks emphasizing listening skills during primary education to maximize exposure and without interrupting any issue related to the process of learning of the mother tongue as mentioned before. It is important to note that these phrases, being inherently grammatically correct, can effectively supplement language learning without the need for deliberate grammar instruction, as could be done explicitly at the end of primary education and at the beginning of secondary education in Chile. Additionally, incorporating lexical chunks from an early stage can significantly enhance exposure to them facilitating their use later in a learner's academic life. Although this is something done and suggested in the Mineduc's proposal, it could benefit both young learners and teachers to be consistent with the use of lexical chunks.

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APPENDICES

Appendix A: Handouts

ENGLISH HANDOUT Nº1

Student's Name: _____

Date: _____

Objective: - To recognize useful expressions in English

I. Match the expression with its corresponding use.

Expressions	Use
A. What do you mean?	1. ___ to express something you believe is true
B. I'm not sure	2. ___ to show disagreement
C. I think that	3. ___ to express uncertainty
D. In my opinion	4. ___ to ask for an explanation
E. That's right	5. ___ to present a personal view or belief
F. I don't think	6. ___ to express agreement

II. Complete the following dialogue with the expressions in the box.

I'm not sure - I don't think - that's right - in my opinion - what do you mean? - I think that

- **Person A:** What do you think about globalization?
- **Person B:** 1. _____, globalization has brought about both positive and negative effects.
- **Person A:** 2. _____ globalization has had a mostly positive impact on the world economy.
- **Person B:** 3. _____, globalization has led to increased economic growth and helped connect people and markets around the world.
- **Person A:** But 4. _____ we should ignore the negative effects of globalization, such as the exploitation of workers in developing countries.
- **Person B:** 5. _____. While there have been instances of exploitation, globalization has also helped lift many people out of poverty.
- **Person A:** 6. _____
- **Person B:** I mean that through increased trade and investment, developing countries have been able to access global markets and increase their economic output, which has led to better job opportunities and improved living standards for many people.

III. With a classmate, record the dialogue and send it to the teacher via email.

ENGLISH HANDOUT Nº2

Student's Name: _____
Date: _____

- Objectives:**
- To recognize useful phrases in context
 - To express opinion writing a short text
 - To reinforce speaking skill through useful expressions

I. Read the following text.

Online Shopping

Online shopping has revolutionized the way we shop and transform the retail landscape. With just a few clicks, we can browse through an endless array of products and have them delivered right to our doorstep.

The convenience of online shopping is undeniable. We no longer have to battle through crowded stores or wait in long checkout lines. Instead, we can shop from the comfort of our own homes at any time that suits us. Plus, with the ability to compare prices and read reviews, we can make more informed purchasing decisions.

Online shopping has also opened up a world of options. No longer limited to local stores, we now have access to a global marketplace where we can discover unique and specialized products that may not be available in our area.

However, it's important to be cautious when shopping online. There are risks such as scams, counterfeit products, or issues with shipping and returns. It's essential to shop from trusted websites and ensure the security of our personal and financial information.

Despite the challenges, online shopping continues to grow in popularity, and it will be intriguing to see how it evolves in the future.

II. According to the text, write a coherent answer for the following headings.

Constructing your opinion
In my opinion, online shopping...
I think it's right to say
I don't think that
I think in the future

III. Record your opinion and send it to the teacher via email.

ENGLISH HANDOUT N°3

Student's Name: _____

Date: _____

Objective: - To use useful expressions in English correctly
- To represent a dialogue orally

I. Look at the following dialogue and complete it with the phrases from the box.

that's right (x2) - in my opinion - I don't think (x2) - I think (x2) - what do you mean?

Person A: Hey, have you tried online shopping lately? _____ it is very convenient.

Person B: Yeah, I love the convenience and also, _____ it is comfortable.

Person A: _____! I can browse through countless products at home.

Person A: Plus, online reviews help me make informed decisions before buying anything.

Person B: _____, I don't get it.

Person A: I mean, you can always check the ratings and feedback before buying.

Person B: _____ I've done it before. I will pay attention next time!

Person A: Anyway, _____, online shopping offers are really good but sometimes it's better to try things in person.

Person B: _____, but most online stores have hassle-free return policies now.

Person A: That's really helpful. _____ we will go back to the days of crowded stores.

II. With a classmate, record the dialogue and send it to the teacher via email.

ENGLISH HANDOUT N°4

Student's Name: _____

Date: _____

- Objective:
- To express an opinion writing a short text.
 - To use useful expressions in English
 - To represent a dialogue orally

I. In pairs, write two advantages of online shopping:

Advantage #1:
Advantage #2:

II. In pairs, write two disadvantages of online shopping:

Disadvantage #1:
Disadvantage #2:

III. Complete the following dialogue template with the advantages and disadvantages that you wrote before.

Person A: Online shopping has become so popular nowadays. What do you think are the advantages of shopping online?

Person B: Well, I think online shopping has the following benefits

2. First, _____
3. Second, _____

Person A: Definitely. However, I think there are some downsides too. For instance:

4. First, _____
5. Second, _____

Person B: Despite the disadvantages, I still find online shopping convenient and beneficial for everybody.

Person A: Absolutely. It's all about finding a balance between the drawbacks and the benefits it offers.

IV. With a classmate, record the dialogue and send it to the teacher via email.

Appendix B: Pre and post intervention test

Unit 2: Technology and its effects

Objective:

- To express an opinion orally in using common expressions in English
- To demonstrate understanding of a conversation in English
- To keep a fluent back-and-forth conversation in English

- **Answer the following questions in English using the phrases seen in class.**
Consider:
 - Using the phrases seen in class.
 - Giving an answer with a proper extension according to what was asked.
 - Try to keep the conversation going for 1 minute.

INTERVIEW

Good morning/afternoon. Please provide the following information:

- What's your name?
- How old are you?
- Which is your class?

I am going to give you the context of our test. Technology nowadays can help us in our daily lives mainly through the use of devices and internet. In your opinion:

- Which are the advantages of technology in your daily life?
- What do you think are the disadvantages of technology?
- What do you think will happen with technology in the future?

Thank you. That is the end of the test.

Appendix C: Analytic rubric

Performance level	Score	Use of lexical chunks	Intelligibility	Interactive communication
Achieved	5	Uses a range of appropriate lexical chunks when talking about familiar topics. (5-6) Few (1-2) or no errors are made.	Listener understands most of what the speaker is trying to communicate.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
4 - contains elements from both performance levels (3-5)				
Partially achieved	3	Uses a limited range of appropriate lexical chunks (3-4) to talk about familiar topics.	Listener understands half or less of what the speaker is trying to communicate	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2 - contains elements from both performance levels (1-3)				
Slightly Achieved	1	Few uses of lexical chunks (1-2) when talking familiar topics	Listener cannot understand most of what the speaker is trying to communicate	Few exchanges (1-2) are made Requires constant prompting and support.
Performance below performance level 1				

Appendix D: Focus group

Questions	Dimensions
<p>1. <i>Al iniciar la intervención: ¿Cómo era tu dominio del inglés al expresarte oralmente antes de aprender las frases vistas en clases ¿Por qué?</i></p> <p><i>At the beginning of the intervention How was your mastery of English when expressing yourself orally before learning the phrases seen in class? Why?</i></p>	SO2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.
<p>2. <i>Al iniciar la intervención: ¿Cuál era tu mayor dificultad al llevar a cabo una conversación en inglés?</i></p> <p><i>At the beginning of the intervention: What was your greatest difficulty in holding a conversation in English?</i></p>	SO2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.
<p>3. <i>Al finalizar la intervención, al expresarte en inglés oralmente, ¿Te sientes más seguro/a de poder interactuar en una conversación más extensa? ¿En qué aspectos puedes notarlo?</i></p> <p><i>At the end of the intervention: Do you feel more confident to interact in a longer conversation? In which aspects can you notice it?</i></p>	SO2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.
<p>4. <i>Al finalizar la intervención, ¿Consideras que al expresarte oralmente en inglés puedes ser entendido por otra persona? ¿En qué aspectos puedes notarlo?</i></p> <p><i>At the end of the intervention: Do you consider that when expressing yourself orally in English you can be understood by another person? In what aspects can you notice this?</i></p>	SO2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.
<p>5. <i>Al finalizar la intervención, ¿Consideras que al conversar en inglés ahora puedes utilizar adecuadamente expresiones más extensas? ¿En qué aspectos puedes notarlo?</i></p> <p><i>At the end of the intervention: Do you consider that when speaking in English you can now adequately use longer expressions? In what aspects can you notice this?</i></p>	SO2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.
<p>6. <i>Al finalizar la intervención, ¿Consideras que has progresado en tus habilidades comunicativas orales desde que pusiste en práctica las frases vistas en clases? ¿En qué aspectos puedes notarlo?</i></p> <p><i>At the end of the intervention: Do you consider that you have made progress in your oral communication skills since you put into practice the phrases seen in class? In which aspects can you notice it?</i></p>	SO2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.

Appendix E: Lesson plan

Date	Objective	Activities and Procedures	Time	Materials	Assessment	Research Objectives
May 23	<p>To introduce the use of lexical chunks and their importance in accuracy</p> <p>Students will identify lexical chunks and comprehend their meaning in context.</p>	<p>Introduce the learners the use of lexical chunks for speaking: With the aid of a slide show, a definition of lexical chunks will be provided and their use in context. Students provide examples if they know some. After that, a set of lexical chunks will be presented. Students are told these chunks will be used by them in the following lessons in conversations.</p> <p>Begin the slideshow with a short dialogue which will be shown demonstrating how a lexical chunk could be used and move into a gap filling exercise to use them in context. Pronunciation is practiced simultaneously.</p> <p>Present lexical chunks to the learners and make them use in context through a dialogue: In pairs, learners will have to identify the correct use of every lexical chunk in an exercise. Next, they will have to select the correct chunk in a dialogue in a gap filling activity.</p> <p>The learners practice pronunciation of the reviewed chunks: After giving feedback from the previous activity, in pairs, the students will present orally the dialogue seen with the corresponding chunks reviewed, focusing on pronunciation and correct use of them. Students are asked about any changes that have seen about the use of lexical chunks through an exit ticket</p> <p>Record dialogue: As a as a complementary activity, students record dialogues to be emailed to the teacher later.</p>	<p>Introducing to lexical chunks: 5 minutes</p> <p>Giving explanation and short use of lexical chunks: 10 minutes</p> <p>Learners comprehend the use of lexical chunks and use them in context 15 minutes</p> <p>Learners practice orally the dialogue presented: 15 minutes</p> <p>Total time: 45 minutes</p>	<p>Slideshow</p> <p>Handout N°1</p> <p>Exit ticket</p>	<p>Assessment instance N°1: Students learn the function of each lexical chunk presented through a matching activity in a worksheet (formative assessment)</p> <p>Assessment instance N°2: Students put into practice the use of each lexical chunk reviewed in a dialogue presented in a worksheet (gap filling) (formative assessment)</p> <p>Assessment instance N°3: Students represent the dialogue aloud (formative assessment - rubric)</p>	<p>SO 2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.</p>

<p>May 24</p>	<p>Students recognize lexical phrases and vocabulary of the unit through a game</p> <p>To apply lexical chunks and vocabulary in an oral interview.</p>	<p>Greet the learners and access their prior knowledge regarding lexical chunks and their use: Students are asked about the activities done in the previous class and their experiences regarding the use of lexical chunks addressing any comment made by them.</p> <p>Warm up before playing Kahoot: Activate the learners' prior knowledge of lexical chunks and its use by playing a quick warm up round of questions related to their function and the use of them in context. Students are asked if they have any questions regarding the previous activities or feedback given before.</p> <p>Students recognize topics related to globalization and communication to choose for a short presentation: Students recognize vocabulary in a short text about online shopping. Students will summarize the information about the text used for the topic in question in a chart. After that students are told that they will have to be interviewed by the teacher for approximately 1 minute about the topic in question. During the interview, students will have to use an appropriate chunk to give their opinion. It is worth mentioning that students can rely on the chart on the handout to promote accuracy in their answers.</p> <p>interview: The teacher asks for the notes made by the student in the handout in order to verify the target vocabulary and the correct use of the lexical chunks. Next to it, students present in front of the teacher. The teacher observes any significant error related to lexical chunks and vocabulary employed. Feedback is provided.</p> <p>After finishing the presentations, the teacher hands in an exit ticket in order to get any comments related to the activity. All exit tickets are collected at the end of the lesson.</p> <p>Record opinion: As a complementary activity, students record dialogues to be emailed to the teacher later.</p>	<p>Greeting each other and accessing prior knowledge regarding the use of lexical chunks: 5 minutes</p> <p>Addressing any questions and concerns from the feedback, assessments, and previous session: 5 minutes</p> <p>Playing a warmup round of Kahoot to enhance use of lexical chunks and vocabulary: 10 minutes</p> <p>Recognizing vocabulary from a text and summarizing it in a chart: 25 minutes</p> <p>Interview (conversation about the handout topic) 45 minutes</p> <p>Total time: 90 minutes</p>	<p>Kahoot</p> <p>Handout N°2</p> <p>Exit ticket</p> <p>Rubric</p>	<p>Assessment instance N°1: Students participate in a round of Kahoot in order to see comprehension of lexical chunks and their use.</p> <p>Assessment instance N°2: Students read about a topic of their choice related to Technology and its effects. Students summarize information in a chart.</p> <p>Assessment instance N°2: Students are interviewed about the text. Use of lexical chunks and vocabulary will be assessed (formative assessment) (rubric)</p>	<p>SO2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.</p>
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<p>May 29</p>	<p>Students will be able to practice accuracy with lexical chunks through a dialogue.</p>	<p>Greet the learners and access their prior knowledge regarding lexical chunks and their use: Students are asked about the activities done in the previous class and their experiences regarding the use of lexical chunks addressing any comment made by them.</p> <p>Recognition of lexical chunks/base vocabulary: Students are presented the topic of Online shopping through a slideshow. In pairs, they are told to discuss which vocabulary is related to this topic. Next, students create a list of vocabulary that they find necessary in order to talk about this topic in their notebooks.</p> <p>Conversation using vocabulary selected and lexical chunks: Once the students have enough vocabulary or expressions in their lists, The teacher tells them to have a conversation using the vocabulary selected. A template of a dialogue is presented to follow the structure of a conversation. Use of lexical chunks is encouraged.</p> <p>It is mentioned that students can look at their lists if they miss a concept or a lexical chunk. While the students have the conversation the teacher monitors each pair and suggests vocabulary if needed.</p> <p>Practice conversation N°2 After students had enough practice, they switch partners to have a new conversation using their lists again in case they need it.</p> <p>Finally, feedback is provided regarding the use of lexical chunks and vocabulary. An exit ticket will be provided to get the experience of the activity done.</p> <p>Record dialogue: As a as a complementary activity, students record dialogues to be emailed to the teacher later.</p>	<p>Greeting each other and accessing prior knowledge regarding lexical chunks and their use: 5 minutes</p> <p>Addressing any questions and concerns from the feedback, assessments, and previous session: 5 minutes</p> <p>Selection of vocabulary and recognition of lexical chunks: 10 minutes</p> <p>Conversation time using vocabulary and lexical chunks 10 minutes</p> <p>Switching partners and conversation practice #2: 10 minutes</p> <p>Providing Feedback and exit ticket : 5 minutes</p> <p>Total time: 45 minutes</p>	<p>Slideshow</p> <p>Rubric</p> <p>Exit ticket</p> <p>Notebook</p> <p>Handout N°3</p>	<p>Assessment instance 1: Students have a short conversation about Online shopping in which they have to use lexical chunks and vocabulary related. Accuracy, intelligibility, and interactive communication are assessed (Rubric)</p>	<p>SO 2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.</p>
<p>May 30</p>	<p>Students explain their opinions about online shopping in a written manner.</p> <p>Students present dialogue orally applying vocabulary and lexical chunks seen in class.</p>	<p>Greet the learners and access their prior knowledge regarding lexical chunks and their use: Students are asked about the activities done in the previous class and their experiences regarding the use of lexical chunks addressing any comment made by them.</p> <p>Recalling vocabulary from images Though images in a slideshow, students are presented different scenarios regarding buying a product on internet. Vocabulary is elicited and written on the whiteboard.</p> <p>Students write sentences about online shopping In pairs, students write in a chart 2 advantages and 2 disadvantages of doing online shopping, explaining their reasons. An example of how the advantages or disadvantages should be written is provided. After that, students complete a short conversation template about the advantages and disadvantages of online shopping with the information they provided earlier. In this template, use of lexical chunks reviewed in previous lessons are encouraged, being present in some parts of the conversation.</p> <p>Students present dialogue orally. Next to it, students represent the conversation in front of the teacher considering every part of it. The teacher provides help if needed. Correct use of lexical chunks and vocabulary is encouraged.</p> <p>After finishing the representation, students are asked to describe their experiences through an exit ticket.</p> <p>Record dialogue: As a as a complementary activity, students record dialogues to be emailed to the teacher later.</p>	<p>Greeting each other and accessing prior knowledge regarding lexical chunks and their use: 5 minutes</p> <p>Eliciting vocabulary 5 minutes</p> <p>Students write advantages and disadvantages: 15 minutes</p> <p>Students present dialogue: 20 minutes</p> <p>Total time: 45 minutes</p>	<p>Slideshow</p> <p>Handout N° 4 (chart and conversation)</p> <p>Rubric</p> <p>Exit ticket</p>	<p>Assessment instance 1: Students write 2 advantages and 2 disadvantages of doing online shopping. After that complete the conversation template.</p> <p>Assessment instance 2: Students present the dialogue orally in which they have to use lexical chunks and vocabulary related. Accuracy, intelligibility, and interactive communication are assessed (Rubric)</p>	<p>SO 2: To describe high-school students' perceptions regarding the use of lexical chunks in oral interview activities.</p>

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Appendix F: Exit Ticket

Student name(s):			
Class:	2º	Date:	

6. Contesta las siguientes preguntas relacionadas a las actividades realizadas en clase:

(Answer the following questions related to the activities performed in class:)

- a. ¿Consideras que el uso de las frases o expresiones en inglés ayudaron a desarrollarte oralmente de mejor forma? ¿En qué sentido?

(Do you consider that the use of the phrases or expressions in English helped you to develop orally in a better way, in what sense?)

- b. ¿Que dificultades presentaste al momento de desarrollar las actividades?

(What difficulties did you encounter during the development of the activities?)

- c. ¿En qué áreas consideras que debes mejorar al hablar en inglés?

(In which areas do you think you need to improve when speaking English?)

Appendix G: List of lexical chunks

At the beginning of the interview:

- Good morning/Good afternoon.
- How is it going? / How are you?

Giving opinions:

- In my opinion...
- I think that / I don't think that...
- I'm not sure
- I agree with / I don't agree with

Asking for clarification:

- How do you say....in English?
- Can you repeat the question?
- What do you mean?

At the end of the interview:

- That's it. Thank you for listening.
- Thank you. Goodbye.
- Thank you. Have a good/nice day.