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“The contribution of interactive scaffolding in an EFL adult learner's speaking fluency”

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés

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List of acronyms

EFL: English as a foreign language

ESL: English as a second language

L1: First language

L2: Second language

WPM: Words per minute

Abstract

Interactive scaffolding is one of the techniques of pedagogical scaffolding, which is guidance and support offered in a lesson by the teacher and helps to enlarge learners' autonomy. While the importance of speaking skill is well acknowledged in the field of foreign languages, there is a scarce use of strategies that support specific oral skill criteria such as fluency. This single-subject action research seeks to explore the contribution of interactive scaffolding in an EFL adult learner's speaking fluency in the context of online private lessons. The participant had six sessions with the use of two strategies of interactive scaffolding, which were the use of flashcards and interactive reflections; after this, the participant answered a pre- and post-intervention test and a semi-structured interview at the end. The findings indicated a positive contribution in the fluency criterion of the participant due to the interactive scaffolding techniques, and there was an improvement of confidence in the student towards EFL learning. Therefore, the interactive scaffolding strategies enhanced several criteria of fluency such as hesitation and pauses in the oral skill, besides, the development of confidence in the student.

Keywords: Interactive Scaffolding / Fluency / EFL Teaching / Teaching Strategies / Speaking skill

CHAPTER I

INTRODUCTION

1.1 Background information

To speak fluently and confidently in a variety of situations is a very important goal to enhance and improve communication and interaction (Leong & Ahmadi, 2017). People live in a context in which it has become necessary to speak a foreign language fluently to interact with others and to achieve goals. The importance to communicate effectively in English has increased significantly because this language has become the most spoken one across the world, being included in the commerce, business and cultural world creating a huge expansion of the language worldwide (Ahmed, 2016). The main goal of teaching the speaking skill is communicative efficiency, and students should be able to make themselves understood when using their full proficiency.

Include information that connects the interest for EFL with speaking and fluency in particular, consider that this is the focus of your AR.

1.2 Problem identification

In the South American context, the speaking skill has been one of the most difficult abilities to master by EFL learners, many students of the language struggle with this ability in particular, leading to a lack of interest in the aspect of learning a foreign language. According to McKay, (2017) educators should recognize how valuable is to include different types of strategies and methodologies to improve the interaction and motivation of students, emphasizing their context to real-life situations.

1.3 Aims

General objective:

- To explore the contribution of interactive scaffolding in an EFL adult learner's speaking fluency.

Specific objectives:

- To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.
- To identify the participant's perceptions on the use of interactive scaffolding techniques to support her fluency.

CHAPTER II

CONCEPTUAL FRAMEWORK

Check referencing style:
According to Qureshi (2012),...

2.1 The importance of speaking

According to (Qureshi, 2012), language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech, which means that without this, we cannot communicate with others, and here is where the speaking abilities are the key for the learners of a foreign language because we use the language in many situations, and if there is a gap, misunderstanding takes place and communication cannot be fully achieved. An effective speaker communicates clearly and smoothly, obtaining the attention of the listeners, enhancing their confidence and fluency.

Consider including some references that support the claims in this paragraph.

Usually, communication skills in English are becoming more globalized and massive amongst humans, and they help to have more interaction and effectiveness in the message itself, that is why teachers should increase their strategies to teach speaking at the school, and they should also encourage their students to gain more interest in this language, to increase their knowledge of why it is so important for their future; this can multiply the opportunities to be successful in a variety of areas. Students should learn the speaking skill with more exposure to the language and in a variety of real-life contexts, it would make a huge difference on how they speak in several situations on a daily basis. It should not be just an academic requirement for all the people, it should be the most important medium of international communication.

One relevant question is why is it essential to speak fluently and confidently a foreign language? According to Schroeder & Epley (2015), the possibility of misunderstanding in speaking can be reduced by mastering fluency and increasing confidence, because the ability to get ahead in jobs and studies is almost impossible without communication skills.

References?

Language is needed to convey ideas, thoughts, opinions, decisions, and so on, to be able to fulfill the important task of interaction. People need to know how to express this without hesitation, and demonstrate a good level of confidence to increase the interest of others as well.

(Leong & Ahmadi, 2017) claim that humans cannot learn a foreign language without the necessary opportunities for meaningful repetition; oral interaction can provide the practice they need to internalize the language.

According to...

2.1.1 Characteristics of the speaking skill

The most important characteristic of the speaking skill is fluency, and it is the main aim of teachers in teaching the oral skill.

Regarding Hughes & Reed (2017), fluency is the ability to speak in an understandable way in order to maintain the communication with others effectively.

Fluency is the ability to answer in a coherent form by connecting words and phrases, while pronouncing the sounds clearly and with a good use of intonation and stress (Hedge, 2001). According to the definitions mentioned, fluency refers to how well a learner communicates meaning and expression instead of how many mistakes they make in grammar.

Another characteristic of speaking is accuracy, which relates to the correctness of the words you produce. Students have to be fluent and coherent in learning a foreign language; and teachers should emphasize this in their teaching strategies to help their learners increase vocabulary, pronunciation, and grammatical structures (Mazouzi, 2013).

2.1.2 Fluency and its indicators

Lennon (1990) and Schmidt (1992)

(Lennon, 1990; Schmidt, 1992) have emphasized that fluency is a performance phenomenon. This means that is a skill that happens in real time. Lennon (1990) mentions that fluency, as one of the elements of the speaking skill, is not like the other components like lexical range, use of idioms, pauses, hesitation and so on. It is related to automatic production and knowledge of the language you are learning.

According to this performance in real time, fluency has quantifiable indicators such as speech rate, frequency or pauses and hesitations, which will be defined below:

Speech rate: it is defined as the number of syllables uttered per second. This is normally produced at an average rate of about two or three words per second (Levelt, 1993). This indicator can measure the speed at which humans process and produce speech in their first or second language. It can be assessed in two ways, syllables per second or words per minute.

Hesitation: it is defined as an indecision, doubt or vacillation, the act of pausing before doing something. According to Clark (2002), hesitations are used when the speaker tries to formulate a sentence that they want to speak in order to manage a proper conversation or interaction.

Pauses: a pause is a break in the speech, an interval of silence that can vary in length. Frequency, presence and length of silences can affect the listener's perceptions of the speaker's fluency. Social interaction like conversations and discussions have pauses as a common feature, nevertheless, these pauses can be seen as a sign of dysfluency, especially in a foreign language, and it can be perceived as a lack of vocabulary and slow mental processes to produce the language. (Chafe, 1980) highlighted several needs for pausing in native speaker's production such as:

- In the native language, people are more likely to hesitate when they try to express new thoughts as in a seminar or conference, than in a normal interaction exchange. Silences in a point of the utterance can mean that the speaker is searching an idea or a grammatical form.
- There is a differentiation in pauses, the "natural pauses" and the "unnatural pauses". Natural pauses are the ones that allow breathing space, while unnatural pauses appear in other places of the utterance, revealing either morphological or lexical uncertainty.

Regarding the exploratory research of (Maise, 2018), oral fluency is one of the most important markers of proficiency in a second language, and one very important aspect of fluency is related to temporal aspects of speech like speaking rate, frequency of dysfluency markers like hesitation, self-correction and repetitions, and speech pauses. In addition, this study mentions that speakers become more fluent when their speech rate increases and speech flow contains fewer pauses and hesitations as well.

Another perspective about fluency is the one that is mentioned by Segalowitz (2016), in which he divides oral fluency into 3 domains: cognitive, utterance, and perceived. Cognitive fluency measures the speaker's capacity to convert ideas into speech; utterance fluency measures the speech itself, and perceived fluency is a listener's opinion of the speaker's ease in processing thoughts into speech. According to Segalowitz (2016), utterance fluency has gained by far the most scholarly interest, as it is the most susceptible to a quantitative examination of the dependent variables that capture speed, repair, and breakdown.

2.1.3 Factors that affect the speaking skill

In the actual world, the English-speaking skill is one of the most important skills to be developed by every learner of this language, but also it is regarded as the most difficult to improve and use correctly. Learners usually struggle with this particular skill despite their knowledge of the language itself, making them unable to express their thoughts in a conversation.

Academic writing avoids the use of contractions.

In the exploratory investigation of Leong & Ahmadi (2017), they suggest that there are several problems that learners of EFL currently have, such as inhibition, in which the learners are worried about making mistakes; lack of topical knowledge, when they cannot remember anything to say and they **don't** have enough motivation to do it because they **don't** have knowledge of the chosen content; low participation, due to the lack of time to speak among students and some students that dominate the entire class makes it more difficult. In addition, the mother tongue use is another issue in which learners that share the same language, prefer to use it in the English lesson because **it's** very easy for them (Gudu, 2015).

In relation to the factors that affect the speaking skill, for Leong & Ahmadi (2017), the first factor is related to performance conditions, such as time, pressure, quality of performance, planning and the amount of support.

The second factor involves affective conditions, (Oxford, 1989) claimed that one of the important factors in learning a language is the affective side of the learners. According to (Krashen, 1982), affective variables have been connected to second language acquisition, and motivation, anxiety and self-confidence are the main types that have been investigated by researchers.

The third factor is the listening ability, it is said that students can not improve their speaking ability unless they develop the listening ability, learners should understand and comprehend what is being said to them. (Shumin, 2002) suggested that when students talk, the other students answer through the listening process. For any language, speakers assume two roles, speakers and also listeners, this means that in an interaction or communication process, speakers have to produce what they want to say, and based on what they listen from the other person, they have to respond logically and coherently. Based on the research of Leong (2017), students will not be able to reply if they do not understand what is told. This reflects that speaking is **very close to listening.**

Suggestion:
"closely related to listening"

The fourth factor is topical knowledge, (Bachman & Palmer, 1996), defined it as the knowledge of structures in the long-term memory, which means that this is the main knowledge that students have about certain topics and it helps them to apply language related to the context in which they live.

The fifth factor is related to the feedback during speaking activities, we as teachers, have the compulsory task of giving feedback in each activity that our students develop in the lesson, they also expect to receive feedback based on their speaking performance, to understand and learn from the mistakes they have made. According to Harmer (2010), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make.

Consider more updated references to support these claims.

Another factor that affects the oral production is the age or maturational constraints, according to (Krashen et al., 1982), they mentioned that humans that begin learning a foreign language in early childhood through teaching and natural exposure, achieve higher proficiency than those who start as adults. Adult learners do not seem to have the same propensity as children for acquiring fluency and accuracy in the spoken language.

The sociocultural factor can also affect L2 or foreign language learning. Carrasquillo (1994, p. 55) expressed that "beliefs and shared values create the traditions and social structures that bind a community together and are expressed in their language". In other words, to speak a second language, one has to know how it is used in a social context, and be aware of its rules of usage.

Consider including references from the literature to support these claims.

In addition, there are affective factors that affect this skill, such as emotions, empathy, anxiety, motivation and attitude towards the foreign language, furthermore, these factors are associated with feelings of frustration, self-doubt, and apprehension. Unlike children, adults are aware of how they can be judged by others, and this becomes into anxiety and fear of the oral skill, leading to misunderstanding of the message they want to produce.

The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despair and a sense of failure in learners (Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, 2016).

How are these factors connected to fluency in particular?

2.1.4 Pedagogical scaffolding

One definition of pedagogical scaffolding says that it is a system or framework of support provided by an instructor to help a student reach the next level of learning. Reference needed.

Scaffolding has been adopted as a general definition that can be used to describe all types of guidance and support offered in a classroom by the teacher. Reference needed.

In this case, the interactive scaffolding is one of the techniques of instructional scaffolding, and includes aids like flashcards to relate learning, interactive reflection between the student and the teacher (about the abilities they have to improve), and self-reflection can also be included in the lesson.

Suggestion:
"According to ..."

Regarding Walqui (2008), there are several features of pedagogical scaffolding, such as:

Continuity: tasks are repeated, with variations and connected to one another (e.g., as part of projects)

Contextual support: exploration is encouraged in a safe, supportive environment; access to means and goals is promoted in a variety of ways.

Intersubjectivity: mutual engagement and rapport are established; there is encouragement and non-threatening participation in a shared community of practice.

Contingency: task procedures are adjusted depending on actions of learners; contributions and utterances are oriented towards each other and may be co-constructed.

Handover/takeover: there is an increasing role for the learner as skills and confidence increase; the teacher watches carefully for the learner's readiness to take over increasing parts of the action.

Flow: skills and challenges are in balance; participants are focused on the task and are "in tune" with each other.

2.2 Studies about teaching speaking skill

In many countries, English speaking lessons have several problems which interfere with the opportunity to speak the foreign language with fluency and accuracy, such as crowded classrooms, low motivation, short periods of time and low exposure to the language. Based on these issues, (Wang et al.,

2005 gives suggestions for teachers who want to promote speaking in their lessons and to develop autonomy and motivation. The suggestions are the following:

1. Build up an open and pleasant learning climate.

Such an environment consists of cooperative and competitive oral activities, jokes, games, etc. This environment can be the first step in motivating students to speak in English.

2. Become a friendly, creative and enthusiastic teacher.

By paying attention to the equal relationship between teacher and student, creating new oral activities such as speeches, discussions, role plays, debates, etc., by boosting their own motivation a highly-motivated teacher can improve learners' willingness to communicate in class, and raise their interest and enthusiasm towards language itself.

3. Present a variety of meaningful and intercultural materials.

The importance of teaching material is very important for increasing the interest of learners. In order to energize students in oral tasks, the teacher should present many meaningful intercultural materials.

4. Enlarge learners' autonomy.

By increasing learner autonomy, providing informative feedback, giving more chances for learners to set their own goals, choose topics, regulate their behaviors in their learning, etc., the teacher can support students' sense of self determination and enjoyment.

5. Provide individualized self-assessment.

Exam-oriented assessments both decrease the learners' intrinsic motivation and make them addicted to external rewards to avoid punishment. Therefore, to avoid such situations, the teacher can give opportunities to the learners to self-asses their own oral language abilities by creating self- assessment forms based on the learners' own abilities and feelings.

Based on the exploratory investigation of Bahrani & Soltani (2012), one of the main concerns in EFL learners is how to enhance the speaking skill, however, a common aspect of

language lessons is that they have a focus on grammar and vocabulary, leaving behind this important communicative ability. The main position of the EFL context is that this skill will be acquired implicitly.

In our daily lives, most of us use the speaking ability rather than writing, yet many English teachers still spend the most part of the lesson on reading and writing practices. This demonstrates that speaking is almost ignored in the actual context, even though it

Consider including references to support this claim

Bahrani & Soltani (2012) suggest different aspects for teaching speaking in lessons:

- 1. Giving positive feedback:** teachers must give positive feedback because this can help students to encourage and relax when they make mistakes when speaking, it can help them to prevent nervousness and frustration at the moment of speaking in the lesson.
- 2. Motivate your students to speak:** teachers can adapt the activities, according to the students' interests, so they can feel more motivated to talk about the topic and more relaxed.
- 3. Language input and communicative output:** teachers can use activities that combine language input and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class; it helps students to develop language production. The language input may be content oriented or form oriented; the first one focuses on information while form oriented focuses on ways of using the language. In communicative output, the main purpose of language learners is to complete a task, for example, creating a video, obtaining information or finishing a dialogue. The idea is that, to complete the task, students must use the vocabulary given by the teacher, but they can add more resources they know. In these activities, the criterion of success is whether the learner gets the message across.
- 4. Encourage and praising students:** students will see this as a reward for their effort in learning a language, if teachers just ignore the effort of the learners in the lesson, they can feel disappointed and disengaged. In contrast, if students' progress is praised timely from the teacher, they will make more progress in the language.

Another research conducted by Kayi (2006), shows several points of what it means to teach speaking to EFL and ESL learners, these are:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences, according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.

Mention some of the authors

Many researchers, linguists and ESL / EFL teachers agree that students need interaction to learn a language in an effective manner. The communicative skill is based on real-life situations that require interaction. Teachers should know how to enhance the classroom environment in order to give the opportunity to students to communicate with each other in the target language, creating authentic activities and tasks related to real-life situations to promote this skill in a more natural way.

Who?

In addition, this author gives activities that can help to promote speaking such as discussions, roleplays, simulations, brainstorming, storytelling, interviews, story completion, reporting, picture narrating, picture describing, and find the difference. The main aim of these activities is to encourage learners to communicate orally with their classmates, giving opportunities to interact and improve the effectiveness of the language.

Furthermore, Kayi (2006) suggests the following points for teachers of the speaking skill:

- Provide maximum opportunities to students to speak the target language by creating a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciate your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract students from their speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Consider including references to support these claims.

2.3 How to teach the speaking skill

In the educational field of English teaching, it is known that the most difficult skill to teach is speaking, this is because there are certain things that the students have to master in order to develop proficient communication in a foreign language.

To help students to reach communicative efficiency in this skill, teachers can use activities that can combine different approaches, such as interaction or context-related tasks. It is also essential for teachers to know what strategies they can use to develop speaking skills in their lessons.

There are many speaking activities that teachers can use to develop this skill, such as expressing opinions, having a telephone conversation, role plays, dialogues based on real-life situations, and so forth. The purpose of real communication is to understand each other, in this case, the learners must manage uncertainty about what the other will say, according to their response, which is called authentic communication, and to achieve this in a lesson, instructors must incorporate an information gap and a purpose for communication or expression (Bahrani & Soltani, 2012).

According to Alibekova & Urinboyeva (2020), communication can only be taught by integrating students in various types of activities, imitating real-life communication scenarios based on the systematization of linguistic material, giving us a communicative system-activity approach. The learning process in this approach is based on the communication model. According to this concept, training should be as near to genuine conversation as possible. They also mention that the situations can have different topics, and they can be imaginary or real, but they should be correlated with the age and characteristics of the students.

CHAPTER III

METHOD

3.1 Type of Study

“Action research is a term which is applied to projects in which practitioners seek to effect transformations in their own practices” (Brown and Dowling, 2001, p.152). Action research is also participatory, because it shows development and reflection in both parts of the investigation.

Regarding action research definitions, this study can be considered as single-subject action research, its purpose is to find a solution or try to solve a particular problem, in this case, the participant’s English-speaking fluency, and it follows several steps, like identifying the problem, planning a solution, implementing it, monitoring and evaluating its effectiveness (Tripp, 2005).

Concerning the scope of the study, this action research is mostly explanatory and descriptive, because the main idea is to identify the effect of a strategy, in this case, the interactive scaffolding, and how this can help an EFL adult learner’s speaking fluency, including a description of why it may cause a contribution on the student’s confidence about the oral skill. It is also causative/predictive, because the main focus is to know what is the influence of the interactive scaffolding strategy in the fluency of an EFL learner.

3.2 Research problem

According to the context in which we live, it has become necessary to speak a foreign language with high standards, such as fluency, good pronunciation, and knowledge of the grammatical structures (Clement & Murugavel, 2018). The importance to communicate effectively in English has increased significantly because it has become the most spoken language across the world, being included in commerce, business, and culture, creating a huge expansion of the language worldwide (Ahmed, 2016). This particular concept, in which it is necessary to speak English fluently, can help the participant of this study to achieve her goals in life and to improve the quality of her job opportunities, as she wants to work in a foreign country and be able to understand and produce the language appropriately.

The research context is related to private lessons, this student is not confident about her speaking skills, therefore, at the moment of speaking, she starts hesitating and missing connectors in the structures of the utterances. It has become difficult to maintain a fluid and natural conversation due to this issue, consequently, she gets anxious and she becomes unable to speak fluently.

This intervention already took place so past tense is recommended.

In order to address this issue, I will include interactive scaffolding techniques (flashcards and Interactive reflection) in six lessons with this student, to observe the process and how this can contribute to her fluency and confidence towards her speaking skill. This strategy helps students to become more independent and more autonomous in every task.

3.3 Research question and objectives

- **Research question:** how can the use of interactive scaffolding techniques support an adult learner's speaking fluency?
- **General objective:** to explore the contribution of interactive scaffolding in an EFL adult learner's speaking fluency.
- **Specific objectives:**
SO1: to identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.
SO2: to identify the participant's perceptions on the use of interactive scaffolding techniques to support her fluency.

3.4 Participants

Regarding the sampling selection, a convenience sample was chosen, it is referred to the researching subjects of the population that are easily accessible to the researcher. In this case, the participant is my only student at this moment, that is why it is suitable for me. Convenience samplings are affordable, easy and the subjects are readily available (Ilker et al., 2016).

This study is single-subject action research, the participant is a 28-year-old female, who works as a pharmacist, currently living in Santiago de Chile and is taking English private lessons since April of 2021. Her English level is between A2 and B1. She studied in a subsidized school in which she did not learn as much English as she wanted to. In addition, she wants to develop professionally and study a PhD abroad, which is the main reason why she wants to improve her oral skill.

3.5 Stages of the action research study

This action research lasted three weeks, from May 23rd to June 9th. There were six sessions considering pre- and post-intervention tests. The length of each session was 30 minutes. All the sessions of this action research were online through the Zoom app because the participant lives in another city. The stages are summarized in Table 1 below.

Consider explaining in detail the interactive scaffolding techniques used in the intervention, before describing what happened in each session.

Session	Session's objective
1	Participant answered the pre- intervention test. Participant was able to describe scaffolding strategies such as flashcards to relate meaning and interactive reflection.
2	Participant was able to describe images related to hobbies and answer an interactive reflection.
3	Participant was able to describe images related to daily routines and answer an interactive reflection.
4	Participant was able to describe images related to likes & dislikes and answer an interactive reflection.
5	Participant was able to describe and compare images related to food and answer an interactive reflection.
6	Participant answered the semi-structured interview and the post-intervention test.

Table 1: stages of the action research

In the first session, before starting, the pre-intervention test was applied and after this, the lesson began with an explanation of the interactive scaffolding definition and the two strategies that were used. The concepts of hesitation, pauses, speech rate, and overall fluency were addressed, after this, flashcards were shown and the student had to recognize and talk about them. At the end of the session, an interactive reflection was applied.

The second session started with the concept of hobbies and vocabulary about hobbies. After this, flashcards were shown and the student had to recognize them and talk about each one of them. At the end of the session, an interactive reflection was applied.

The third session developed the topic of daily routines and vocabulary about this topic. After this, flashcards about this were shown and the student had to recognize them and talk about each one of them. The interactive reflection was applied at the end of the session.

"regarding the topic"

The fourth session dealt with likes & dislikes and vocabulary about the mentioned topic. After this, flashcards about this were shown and the student had to recognize them and talk about each one of them. The interactive reflection was applied at the end of the session.

In the fifth session, the topic was food and vocabulary related to this. Flashcards about different meals and types of food were shown and the student had to recognize them and speak about

each one of them. As mentioned above, an interactive reflection was applied at the end of the session.

In the final session, a semi-structured interview was applied, which helped to reflect and clarify the strengths and weaknesses of both sides, and after this, the participant answered the post-intervention test.

techniques?

3.6 Data collection techniques

The methods to collect the data in this investigation were mixed methods, which combined elements of qualitative and quantitative data research, this shows better and more specific results of the participant of the study and strengthen the conclusions and reflections.

How many questions and sections did the interview task considered? Was it based on any resources from the literature?

The first and second instruments were a pre-test and an analytic rubric focused on fluency. This helped me to identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques. Concerning the description of the first instrument, it consists of a task interview, in which the teacher-researcher asked questions to the participant orally, and these answers were recorded to assess the level of fluency using the second instrument (analytic rubric); the questions of this interview were created based on the main topic of each lesson. (See this instrument in appendix 8.2 and 8.3).

The third instrument that was applied was a semi-structured interview, it consisted of 5 open questions that the participant answered regarding the strategy used in the action research. I created this interview with dimensions that I found very relevant to this study, which are the improvement of fluency, the strategies used, the main topics and the personal opinion of the participant. This instrument helped me to investigate the participant's perceptions on the use of interactive scaffolding techniques to support her fluency. According to Drever (1995), semi-structured interviews are a very flexible strategy for small-scale research. (See in appendix 8.4).


Finally, the post-intervention test was applied (same as the pre-test mentioned), which consisted of an interview task focused on the topics of each session and the analytic rubric that helped me to identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques (See appendix 8.2).

3.7 Data analysis techniques

In this action research, I decided to use descriptive statistics and thematic analysis to analyze data about the contribution of interactive scaffolding on an EFL adult learner's speaking fluency.

In order to process the audio data, I used a software program called Speech Rate analysis tool (SRT), which is a suprasegmental speech feature that provides a graphical user interface that enables a user to load input *.wav files, compute speech rate, and visualize segmentation into phonemes. This was used to analyze speech rate and pauses with the use of the recorded audio files.

To process the semi-structured interview, I used thematic analysis data, which is defined as "a set of techniques for the systematic analysis of texts of many kinds addressing not only manifest content but also the themes and core ideas found in texts as primary content" (Drisko & Maschi, 2016; Mayring, 2014).



Consider describing the steps and stages involved in the thematic analysis.

CHAPTER IV

FINDINGS

In this chapter, the data that has been collected will be presented and analyzed in relation to each specific objective.

4.1 SO1: To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.

To address this specific objective, a pre- and post-intervention test was implemented. These consisted of a task interview with five different questions, which the participant had to answer orally. Each of the questions represented a different dimension: daily routines, hobbies, likes & dislikes, and food. These two tests were assessed using an analytic rubric focused on four categories to assess fluency: speech rate, hesitation, pauses & overall fluency; four levels of performance: excellent, very good, good, and needs improvement.

Figure 1 shows the comparison between the scores obtained by the participant of this action research. The participant obtained a total of 5 points in the **pre-test** whereas in the **post-test** she obtained a total of 11 points. This shows an improvement in her language fluency performance. **of X points**

pre-/post-intervention test

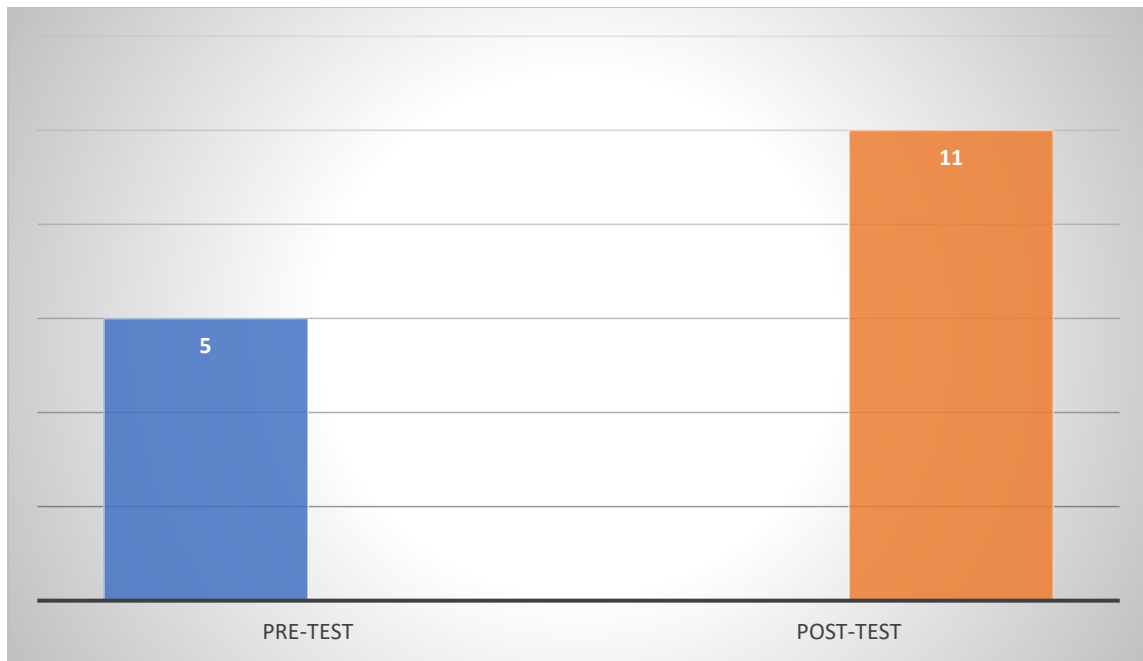


Figure 1: Comparison between pre- and post-tests.

pre-/post-intervention test

The results of each criterion in the pre- and post- test will be shown below.

4.1.1 The speech rate criterion

In the analysis of this dimension, there was an improvement between the **pre-test and post-test**. Figure 2 shows the results regarding the speech rate criterion.

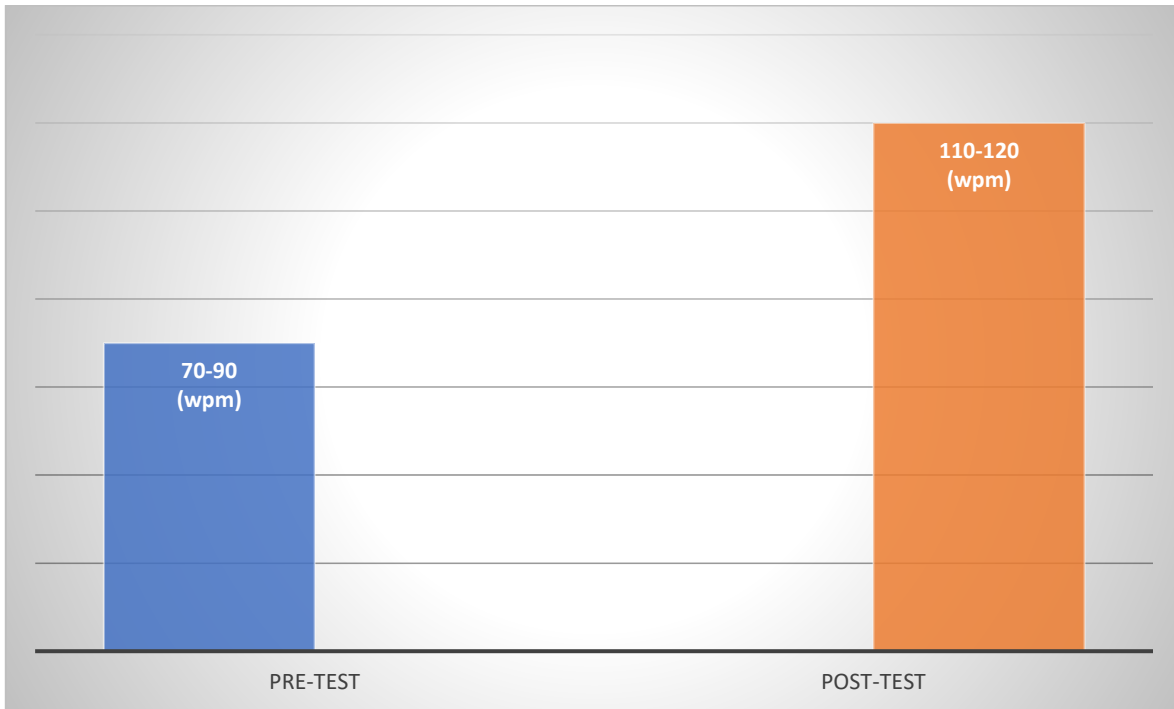


Figure 2: Participant's results on speech rate.

In the **pre-test**, the participant spoke about 70 and 90 words per minute, in the analytic rubric this was scored as 1 in the performance level needs improvement. The following extract is about the words she used in the task interview in one minute: ***My morning routine is wake up, take my pills, and go to the bathroom to take a quick shower, then I use the bathroom and brush my teeth, and wash my face. Next, I prepare a tea, put some cream on my face and sunscreen and change my clothes, and go to my job. -Yes, I do have hobbies, right now I like to listen to music, listen podcasts about situations, aliens, things like that. Read, watch series.*** This shows a total of 78 words in one minute.

On the other hand, in the post-test, the participant spoke about 110 and 120 words per minute, obtaining a score of 2 points in the performance level good. The following extract is about the words she employed in the task interview in one minute: ***My morning routine starts to the sound of my alarm a quarter to five and forty-five minutes, I wake up and take my pills and then come back to sleep another 25 minutes or half an hour, then I wake up and go to the bathroom, brush my teeth, take a quick shower, use the bathroom, then I brush my hair and put sunscreen and cream on my face, then I change my clothes, put my shoes, and prepare my backpack with my lunch and tea and go to my job. -Yeah, I have hobbies, one of my favorites hobbies is listen to music, I like to disconnect from the world with the music and sometimes I like to read.*** This shows a total of 119 words in one minute.

4.1.2 The hesitation criterion

In the analysis of this dimension, the participant shows a development from the **pre-test to the post-test**. Figure 3 shows the results in this criterion.

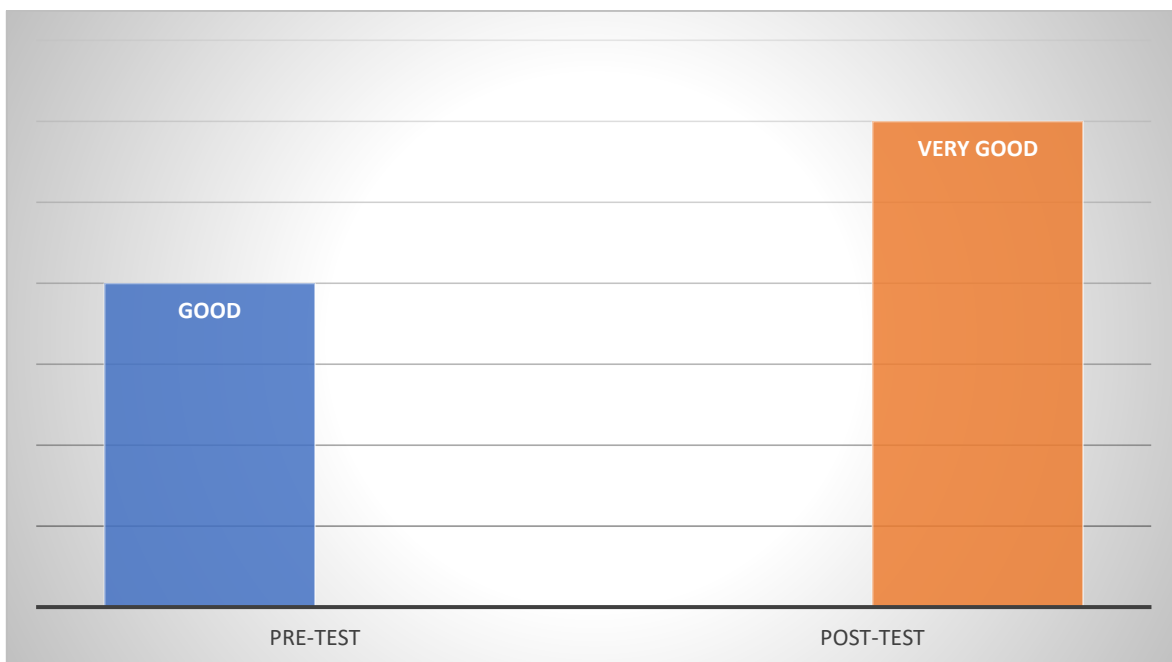


Figure 3: Participant's results on hesitation.

In the **pre-test**, the participant obtained a score of 2 points, categorized as good. In the following extract from one of the answers in the task interview, the hesitations are exposed.

Uhhmm, actually, I don't know if something likes me, because I don't see TV, uhhh, I used to see TV, I don't know when was the last time I saw TV, and what I dislike, I think that uhhmm, matinales, and uhhhm... I don't remember.

On the contrary, in the **post-test**, the participant scored 3 points, very good. This proves that there is a decrease in hesitation in her speaking. The following extract from the same answer will show the hesitations.

I don't like it, I think I don't like anything because I don't see Chilean television eeehh, nothing, and I think I dislike some programs like, I don't know, gossip, uhmm, it is trash, so I think that kind of shows I don't like it, but in general I don't see Chilean television, so I think all chilean television don't like.

4.1.3 The pauses criterion

In the analysis of this criterion, a progress could be observed in the participant. Figure 4 shows the results in this analysis.

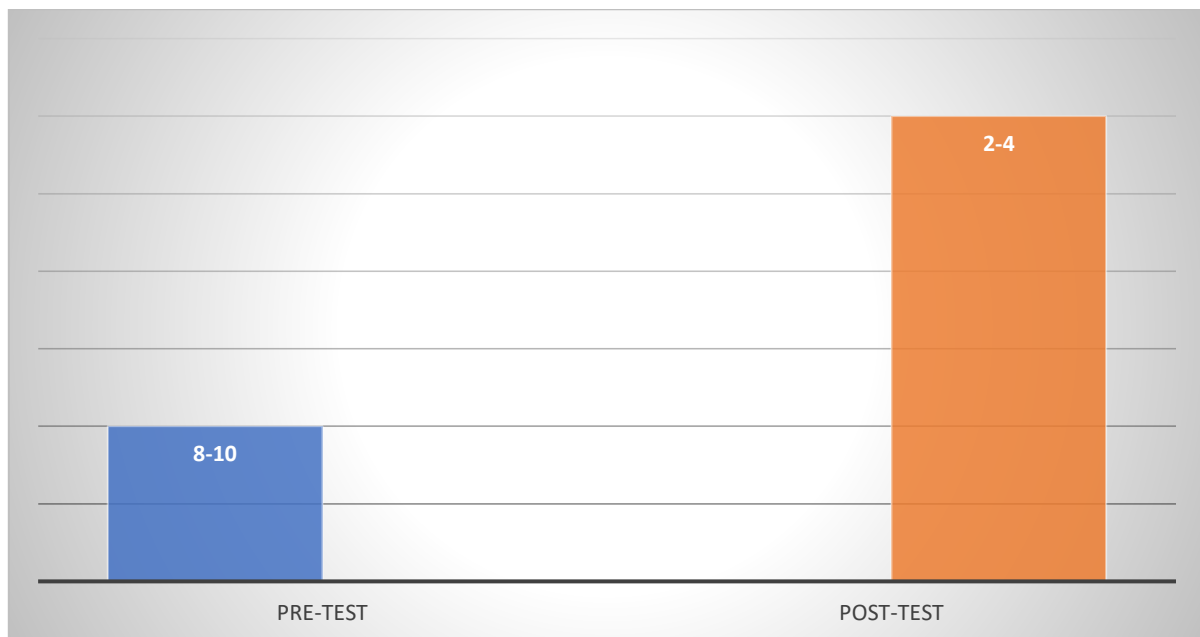


Figure 4: Participant's results on pauses

In Figure 4, the progress of the participant is remarkable, in the **pre-test**, she scored 1 point, needs improvement, and this can be seen in the next extract of the task interview.

...My favorite food... I think it's fries...yeah. I don't know why...because you can eat it... all the time... and... you don't need to eat...another thing...because all you need is fries...if you like and... I don't know, I think it's fries.

In opposition, in the **post-test**, the participant obtained a score of 3 points, very good, which means that there are less frequent pauses in her answers. The following extract will show the pauses of the participant in the post-test.

In the first time I think I said something that I need to change to another one that I like more... and I need to say cazuela, I like it so much, with beef. I like the form that my mum does, and I try to reply what my mum does, the recipe...and when I don't remember how to do it, I call my mum and... or I text her and write mum please, how can I do cazuela, and try to reply the recipe because that is the form I like, and this season it's perfect for cazuela.

4.1.4 The overall fluency criterion

In the analysis of this criterion, a progress can be seen in the results of the participant. Figure 5 shows the scores obtained in overall fluency on the part of the participant.

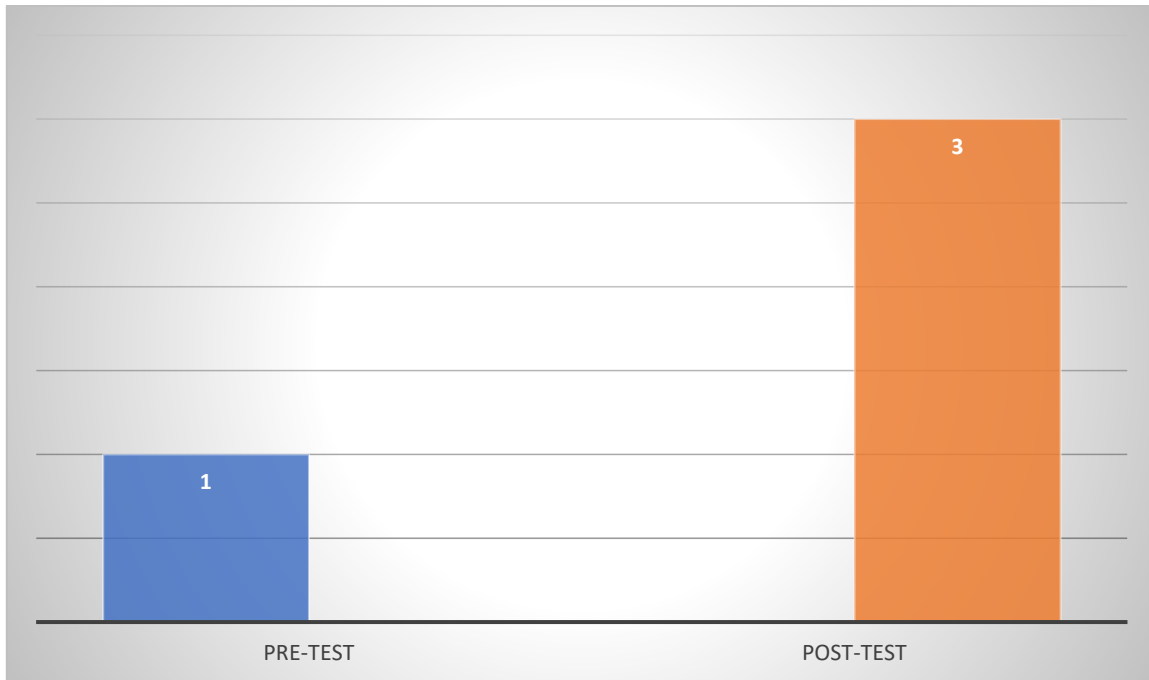


Figure 5: Participant's results on overall fluency.

In the **pre-test**, the participant obtained 1 point in her overall fluency, which is categorized as needs improvement, specifically: the participant can make herself understood in short exchanges on the topic. This shows her lack of fluency in the oral production of the foreign language.

On the other hand, in the **post-test**, she enhanced her overall fluency score to 3 points, very good, the participant could produce stretches of language with a fairly even pace. This proves that the use of the two strategies of interactive scaffolding that were implemented in the six sessions helped to improve the participant's speaking fluency.

Shows?

4.2 SO2: To explore the participant's perceptions on the use of interactive scaffolding techniques to support her fluency.

To achieve specific objective 2, a semi-structured interview was implemented to gather information about the perceptions and thoughts of the participant after the six sessions that were executed. This semi-structured interview consisted of 5 open-ended questions that the participant answered regarding the

strategy used in the sessions, these 5 questions were created in relation to 3 dimensions that are relevant in this study: the strategies used (flashcards & interactive reflection), the main topics, and fluency improvement. In order to analyze the data from the interview, the responses were transcribed and analyzed through thematic analysis, following the steps of coding data and identifying themes. The gathered data will be shown below according to each dimension.

4.2.1 Dimension 1. Strategies used

This dimension relates to the opinions and thoughts that the participant has about the two strategies used in each session, the 2 themes from this dimension were the use of flashcards and the interactive reflection, and the sub-themes found were the understanding of the topic (related to flashcards theme), and the critical feedback (related to the interactive reflection theme).

Table 2 shows an extract of the transcription from the audio-recordings.

Dimension 1: Strategies used	
Theme 1: Use of flashcards	
Sub-theme	Example
Understanding of the topic.	P: <i>Siento que son una forma fácil de entender un tema, y además una forma fácil de poder responder hacia el tema en general de la sesión porque tú ves la imagen y puedes describir la imagen o también explyarte.</i>
Theme 2: Use of interactive reflection	
Sub-theme	Example
Peer-feedback	P: <i>Yo creo que fue un muy buen feedback, siempre fueron reflexiones en las cuales yo pude expresar mis opiniones de cada sesión.</i>

Who was the peer that provided this feedback?

Table 2: Dimension 1: Strategies used.

In this dimension, it can be observed that the participant's perceptions were the way in which she could understand the flashcard content and to give an explanation in each one of them, creating a relation between the topic and the flashcard. It can be seen that she appreciated the critical and peer feedback in each one of the interactive reflections, and that she could express her opinion about each lesson.

Where was this feedback coming from?

4.2.2 Dimension 2. The main topics

This dimension corresponds to the participant's perceptions towards the topics that were taught in each session, there are 5 themes in this dimension: hobbies, daily routines, likes & dislikes, food and main interest. According to the answers from the participant, there were no sub-themes found in this dimension.

Dimension 2: The main topics
Theme 1: Hobbies, daily routines, likes & dislikes, food.
Example: P: <i> fueron temas fáciles en los cuales uno puede hablar con más fluidez, siento que en sí los temas son, fueron, livianos, sin tanto exceso de información.</i>
Theme 2: Main interest
Example: P: <i> el tema que más me gustó fue el de likes & dislikes. Ese siento que las fotos e imágenes estuvieron muy interesantes.</i>

Table 3: Dimension 2: The main topics.

4.2.3 Dimension 3. Fluency improvement

This dimension relates directly to the thoughts and perceptions about how the participant believes that she improved her fluency level from the first to the last session of the study and how she specifies this. The themes were 4: pauses, speech rate, hesitation, and overall fluency. No sub-themes were identified in this dimension.

Dimension 3: Fluency improvement
Theme 1: Pauses
Example: P: <i>en cuanto a las pausas, siento que fueron mejorando con cada sesión.</i>
Theme 2: Speech rate
Example: P: <i>el discurso creo que fue dependiendo del tema, era un poco más difícil que otros.</i>
Theme 3: Hesitation
Example: P: <i>creo que va más ligado al hecho de cómo expresar una idea o de que realmente no sé cómo describir lo que estoy viendo.</i>
Theme 4: Overall fluency
Example: P: <i>me cuesta explicar las cosas incluso en español, se me hace difícil de explicar porque es un concepto que, quizás no entiendo, o que lo entiendo demasiado.</i>

Table 4: Dimension 3: Fluency improvement.

In this dimension, it can be noticed that the participant improved several sub-skills from the fluency criterion, such as pauses and hesitation, but it shows that it is complicated for her to explain something even in her native language, which can be assumed as a different type of issue, such as psychological.

Bear in mind that this the participants self-perception of improvement.

CHAPTER V

DISCUSSION

The preceding examination of the data gathered during the intervention of this action research project led to the following discussion. It will be structured in accordance with the specific objectives, and the restrictions and implications of the study will also be provided.

5.1 In relation to specific objective 1: To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.

The first specific objective aimed at identifying the participant's improvement on different criteria when using interactive scaffolding techniques. To accomplish this, a pre and post intervention test was implemented together with an analytic rubric. As mentioned in the findings chapter, there was an enhancement in the participant's overall fluency criterion, and the results were quite good on the other criteria, such as speech rate, pauses and hesitations.

similar findings?

Avoid the use of contractions

It is crucial to mention that there aren't studies on interactive scaffolding as the main subject-matter, but there are similar studies based on scaffolding strategies and speaking fluency. In an action research study carried out in Indonesia by Naibaho (2019), the results show that the implementation of scaffolding strategies improves students' learning achievement in speaking skills, and it can also improve the motivation and positive responses from the students. The use of interactive scaffolding strategies in the speaking ability can help the students to comprehend more information, incorporate ideas into their prior knowledge, and also, to associate the information with other ideas. Interactive scaffolding creates an innovative context of language learning in comparison with the traditional ways or methods to teach EFL (Rahbar & Zarandi, 2021).

Make sure the have clear connection between the studies reviewed and your own AR findings.

Regarding speech rate, pauses and hesitations, an improvement was seen in each criterion. The participant showed progress in each one of them from the pre-test to the post intervention test. This result might have been due to the development of self-confidence and knowledge of the topics seen in the intervention sessions. Regarding Fauzan (2016), in learning speaking, confidence is a significant aspect that helps students to foster their speaking abilities, and as a teacher, one should encourage the students to participate and motivate them in achieving their goals as learners. According to Fauzan (2016, p. 55), "by implementing an appropriate teaching technique, the students' achievement as well as their motivation can be developed". Siswoyo (2022) in his investigation about the use of hesitation when producing the

What is evidence on this point collected in your AR?

English language, the main conclusion was that people hesitate when speaking a foreign language, due to the need of finding the English words and correct grammar, this study also mentions several factors that affect hesitation, such as anxiety, lack of English vocabulary, fear of being mistaken, and forgetting the English words and structures.

5.2 In relation to specific objective 2: To identify the participant's perceptions on the use of interactive scaffolding techniques to support her fluency.

The second specific objective aimed at identifying the participant's perceptions on the use of interactive scaffolding techniques to support her fluency.

In order to explore the perceptions, a semi-structured interview was employed after the intervention sessions, in which the participant expressed her thoughts about the techniques used in the intervention.

Three dimensions emerged from this instrument: strategies used, the main topics, and fluency improvement.

In the strategies used dimension, the participant's answers indicated a great acceptance of the two strategies developed in this action research, which were the use of flashcards and interactive reflections. These answers also showed that she appreciated the critical feedback in each one of the sessions, and she was glad to give her opinion at the end of each lesson. In the study of Damis & Halijah (2022), it is claimed that using flashcards as a teaching strategy can improve the speaking skill in students, enhancing interest to speak. The results in this dimension could have been due to the fact that the flashcards shown in each session were from topics that were interesting for the participant, so she could speak more about them and feel more confident about her answers. Another research related to this dimension shows that the use of visual aids can help students to absorb the content and be able to interact with no fear of giving wrong answers (Halwani, 2017).

Regarding the second dimension, the main topics, the participant's answers indicated that she enjoyed the topics presented in each session of the intervention, due to the background knowledge that she had, and also that she could share her thoughts in each topic because they were interesting for her as well. It is advisable for teachers to create interesting lessons in which the students' attention is gained and the motivation persists in the learning environment, because this can increase short-term goals and

Make reference to your findings in this regard.

students are more committed to improve their target language (Norris-Holt, 2020).

According to the third dimension, which was fluency improvement, the participant's answers showed that there was a development in each sub-skill of the fluency criterion, this might have been due to the exposure of the English language in each intervention session, the interaction between teacher-student, and due to these factors, she could internalize different features of the oral language.

In relation to oral fluency development studies, the role of input, interaction and output are primal in the improvement of this ability, Zhang (2009) concluded that if the students have an increased amount of exposure and interaction using the L2, they are able to develop speaking proficiency.

5.3 Limitations

When it comes to limitations, it could be stated that in this action-research project there was only one participant, that is why it is a single-subject action research and it is not representative, therefore, it would have been different if there were 2 or more participants in a study like this because then it is possible to compare and contrast the individuals and how they internalize and learn the speaking ability with these scaffolding strategies.

The second limitation of this study was the pandemic situation, in which using online platforms to teach were popular, in this case, the platform used to have online lessons was zoom.

Address the implications for yourself, your role and your practice.

How is this a limitation?

5.4 Implications

This study aimed at exploring the contribution of interactive scaffolding on an EFL adult learner's speaking fluency. To analyze this, different techniques were used regarding important criteria, such as wpm, pauses, and so on. It can be suggested by the findings that these two techniques of interactive scaffolding (flashcards and interactive reflections) helped to improve the oral fluency of the participant, and her perception of the strategies was positive towards the contribution in enhancing her speaking fluency and also an increase in her confidence.

In the educational field of EFL learning, this research is not representative given that it was a case study, but it could help to further research about the use of strategies such as interactive scaffolding to explore how it can contribute to the speaking fluency of the learners that have less confidence in this skill; and it could

help teachers to improve and innovate their lessons by applying these strategies to their students due to the context-related topics that are more interesting for them.

CHAPTER VI

CONCLUSIONS

6.1 Summary of main findings

Action research in education is an area of study that aims to understand and improve the quality of the educative process according to specific issues.

This single-subject action research aimed at exploring the contribution of interactive scaffolding on an EFL adult learner's speaking fluency.

Regarding specific objective 1: to identify the participant's improvement in speech rate, pauses, hesitations, and overall fluency when using the interactive scaffolding techniques, it can be concluded that the interactive scaffolding techniques, specifically the use of flashcards and interactive reflections, have improved positively the participant's fluency in speaking the English language.

This can be concluded regarding the notorious improvement from the pre-intervention test to the post-intervention test. The participant had a score of 5 points in the pre-intervention test, whereas in the post-intervention test, she scored a total of 11 points.

According to the four criteria that were measured (speech rate, hesitation, pauses, and overall fluency), she showed development in each one of them, having the following scores:

- **Speech rate:** in the pre-test, the participant obtained 70-90 words per minute, whereas in the post-test, she obtained 110-120 words per minute, this proves that she could enhance her speaking fluency.
- **Hesitation:** in the pre-test, the participant obtained a score of 2 points, whereas in the post-test, she improved that score to 3, which means that she made less hesitations in her speech.
- **Pauses:** in the pre-test, the participant obtained a score of 1, which means that there were too many pauses in her speech, whereas in the post-test she scored a total of 3 points, that means she made less frequent pauses and enhanced her speech.
- **Overall fluency:** in the pre-test, the participant obtained 1 point, whereas in the post-test, she obtained 3 points, which means that she improved her overall fluency.

Moving on to the second dimension: the main topics, the participant said that she really enjoyed the topics in each session, that they were very interesting and context-related. In the following word cloud, there are the most used expressions of the participant in this dimension:



Figure 7: Word cloud about dimension 2: the main topics.

As can be seen in Figure 7, the word “easy” is repeated again as the main thought of the participant in the interview, she also mentioned that the topics were very interesting to her.

Concluding with the last dimension, fluency improvement, the participant's answers proved that she noticed her fluency improvement after the intervention, especially the sub-skills like pauses and hesitation, in which she made a great development above the others.

6.2 Personal reflections

After carrying out this action-research project, I confirmed how fundamental is fluency in learning a foreign language such as English and how this can help to achieve good communication with others. I could also notice how the participant was learning successfully and how she could speak English confidently and was less anxious. Before applying this intervention, the lessons with this participant weren't as interactive as now, and I saw the change in using multiple ways to develop topics that can be of more interest to her, and how she developed self-confidence and was willing to learn more about the language. I learned how

important is to apply different strategies and approaches, according to the needs of our students, since this increases their interest and motivation towards learning a language and how important is to create a good atmosphere when we teach others.

Check punctuation.

6.3 Recommendations

I hope that this action-research project can influence teachers, in-service teachers, and future teachers to include scaffolding strategies in an interactive approach, not only because they can motivate learners, but because it shows context-related features that can be adapted in many different ways, according to our students' needs to improve one of the most useful skills of the language, which is the speaking skill. I would also like to encourage teachers to have more communicative resources with the students and to be a guide for our students to develop tasks autonomously. This can help to enhance the atmosphere and to make a positive contribution to the perceptions of the learners towards learning a foreign language.

CHAPTER VII

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CHAPTER VIII
APPENDIX

8.1 Intervention planning

DATE	OBJECTIVES	ACTIVITIES AND PROCEDURES	TIME	MATERIALS	ASSESSMENT	RESEARCH OBJECTIVE
May 23	<p>Introduce the learner to the definition of scaffolding and the different strategies. SWBAT to describe different scaffolding strategies such as Flashcards to relate meaning and Interactive reflection.</p> <p>PPP MODEL</p>	<p>Introduction to Scaffolding definition. Explanation of the Interactive Scaffolding strategies (Flashcards & Interactive reflection) Explain definitions of Hesitation, pauses, speech rate, overall fluency. After this, flashcards about this will be shown and the student will have to recognize them and talk about it. Teacher will assess the student with the analytic rubric. At the end of the session, an interactive reflection is going to be applied. <u>STAGES:</u> Presentation: Scaffolding definition and strategies Presentation: Fluency criteria Practice: Flashcards recognition Production: Speaking about flashcards (about the question: what do you think of this flashcard?) Interactive reflection.</p>	<p>Presentation: Scaffolding definition and strategies: 10 min. Presentation: Fluency criteria: 5 min. Practice: Flashcards recognition: 5 min. Production: Speaking about flashcards: 5 min. Interactive reflection: 5 min. Total: 30 min.</p>	<p>Slides: https://view.genial.ly/6286d0901b045f00121bdae7/presentation-session-intervention-1</p> <p>Flashcards Analytic rubric: https://docs.google.com/document/d/1oNH6sDtVLh8md1ysxWXDXW5jDNIQYeQ7/edit?usp=sharing&ouid=113925892406361604528&rtpof=true&sd=true</p> <p>Interactive reflection.</p>	<p>Flashcards related to the topic. Analytic rubric Interactive reflection.</p>	<p>To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.</p>

<p>May 26</p>	<p>Definitions and vocabulary about hobbies. SWBAT orally describe images related to hobbies. Interactive reflection at the end of the lesson.</p> <p>PPP</p>	<p>Session will start teaching the concept of Hobby and vocabulary about hobbies. After this, flashcards about this will be shown and the student will have to recognize them and talk about each one of them. Teacher will assess the student with the analytic rubric. At the end of the session, an interactive reflection is going to be applied.</p> <p><u>STAGES:</u> Presentation: Concept of Hobby and vocabulary. Practice: Flashcards recognition Production: Speaking about flashcards (about the question: what do you think of this flashcard?) Interactive reflection.</p>	<p>Presentation: Concept of Hobby & vocabulary: 15 min.</p> <p>Practice: Flashcards recognition: 5 min.</p> <p>Production: Speaking about flashcards: 5 min. Interactive reflection: 5 min.</p> <p>Total: 30 min</p>	<p>Slides: https://view.genial.ly/6287fa4b2d9b160011a97f04/presentation-session-intervention-2</p> <p>Flashcards Analytic rubric: https://docs.google.com/document/d/1oNH6sDtVLh8md1ysxWXDXW5jDNIQYeQ7/edit?usp=sharing&ouid=113925892406361604528&rtpof=true&sd=true</p> <p>Interactive reflection</p>	<p>Flashcards related to the topic.</p> <p>Analytic rubric</p> <p>Interactive reflection.</p>	<p>To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.</p>
<p>May 30</p>	<p>Definitions and vocabulary about daily routines. SWBAT orally describe images related to daily routines. Interactive reflection at the end of the lesson.</p> <p>PPP</p>	<p>Session will start teaching the topic of Daily routines and vocabulary about the mentioned topic. After this, flashcards about this will be shown and the student will have to recognize them and talk about each one of them. Teacher will assess the student with the analytic rubric. At the end of the session, an interactive reflection is going to be applied.</p> <p><u>STAGES:</u> Presentation: Concept of Daily routines and vocabulary.</p>	<p>Presentation: Daily routines & vocabulary: 15 min.</p> <p>Practice: Flashcards recognition: 5 min.</p> <p>Production: Speaking about flashcards: 5 min. Interactive reflection: 5 min.</p> <p>Total: 30 min</p>	<p>Slides: https://view.genial.ly/62880f674748ea001123251c/dossier-intervention-session-3</p> <p>Flashcards Analytic rubric: https://docs.google.com/document/d/1oNH6sDtVLh8md1ysxWXDXW5jDNIQYeQ7/edit?usp=sharing&ouid=113925892406361604528&rtpof=true&sd=true</p> <p>Interactive reflection</p>	<p>Flashcards related to the topic.</p> <p>Analytic rubric</p> <p>Interactive reflection.</p>	<p>To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.</p>

		Practice: Flashcards recognition Production: Speaking about flashcards (about the question: what do you think of this flashcard?) Interactive reflection.				
June 2	Definitions and vocabulary about likes and dislikes. SWBAT orally describe images related to likes and dislikes. Interactive reflection at the end of the lesson. PPP	Session will start teaching the topic of Likes & Dislikes and vocabulary about the mentioned topic. After this, flashcards about this will be shown and the student will have to recognize them and talk about each one of them. Teacher will assess the student with the analytic rubric. At the end of the session, an interactive reflection is going to be applied. <u>STAGES:</u> Presentation: Likes & dislikes and vocabulary. Practice: Flashcards recognition Production: Speaking about flashcards (about the question: what do you think of this flashcard?) Interactive reflection.	Presentation: Likes & Dislikes and vocabulary: 15 min. Practice: Flashcards recognition: 5 min. Production: Speaking about flashcards: 5 min. Interactive reflection: 5 min. Total: 30 min	Slides Flashcards Analytic rubric: https://docs.google.com/document/d/1oNH6sDtVLh8md1ysxWXDXW5jDNIQYeQ7/edit?usp=sharing&ouid=113925892406361604528&rtpof=true&sd=true Interactive reflection	Flashcards related to the topic. Analytic rubric Interactive reflection.	To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.
June 6	Definitions and vocabulary about food. SWBAT orally describe images related to food. Interactive reflection at the end of the	Session will start teaching the topic of Food and vocabulary about the mentioned topic. After this, flashcards about this will be shown and the student will have to recognize them and talk about each one of them. Teacher will assess the student with the analytic rubric.	Presentation: Food & vocabulary: 15 min. Practice: Flashcards recognition: 5 min.	Slides Flashcards Analytic rubric: https://docs.google.com/document/d/1oNH6sDtVLh8md1ysxWXDXW5jDNIQYeQ7/edit?usp=sharing&ouid=113925892406361604528&rtpof=true&sd=true	Flashcards related to the topic. Analytic rubric Interactive reflection.	To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.

	<p>lesson. PPP</p>	<p>At the end of the session, an interactive reflection is going to be applied. <u>STAGES:</u> Presentation: Food and vocabulary. Practice: Flashcards recognition Production: Speaking about flashcards (about the question: what do you think of this flashcard?) Interactive reflection.</p>	<p>Production: Speaking about flashcards: 5 min. Interactive reflection: 5 min. Total: 30 min</p>	<p>Interactive reflection</p>		
<p>June 9</p>	<p>Semi-structured interview. Implementation of POST- TEST</p>	<p>In this final session, teacher is going to implement a semi-structured interview to the student, which will help to reflect and clarify strengths and weaknesses of both sides. After this, the post-test will be implemented (task interview)</p>	<p>Total:30 min</p>	<p>Semi-structured interview Post-test implementation</p>	<p>Semi-structured interview Post-test: Task Interview.</p>	<p>To identify the participant's perceptions on the use of interactive scaffolding techniques to support her fluency. To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.</p>

8.2 Interview task (pre and post intervention tests)

SO1: To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.

Intervention: 6 sessions

Pre-intervention test	
Dimensions	Question
Daily routines	1) What is your morning routine?
Hobbies	2) Do you have hobbies? If yes, which ones?
Likes & Dislikes	3) Tell me what you like and you don't like about Chilean TV?
Food	4) What is your favorite food? Why?
Daily routines	5) What do you do at evenings?

Post-intervention test	
Dimensions	Question
Daily routines	1) What is your morning routine?
Hobbies	2) Do you have hobbies? If yes, which ones?
Likes & Dislikes	3) Tell me what you like and you don't like about Chilean TV?
Food	4) What is your favorite food? Why?
Daily routines	5) What do you do at evenings?

8.3 Analytic rubric for the interview task

SO1: To identify the participant's improvement on speech rate, pauses, hesitations and overall fluency when using the interactive scaffolding techniques.

CATEGORIES	4 Excellent	3 Very good	2 Good	1 Needs improvement
SPEECH RATE (WPM)	140-150 words per minute.	140-130 words per minute.	120-110 words per minute.	90-70 words per minute.
HESITATION	Speaks smoothly with no hesitation, speaks with confidence.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with much hesitation, which interferes with communication.
PAUSES (How many times)	No pauses in communication.	Few pauses in communication. (2-4)	Frequent pauses in communication. (5-7)	Too many pauses in communication. (8-10)
Overall fluency	Can communicate spontaneously, with noticeable fluency and ease of expression.	Can produce stretches of language with a fairly even pace.	Can keep going and remain comprehensible.	Can make herself understood in short exchanges on the topic.

8.4 Semi-structured interview

SO2: To investigate the participant's perceptions on the use of interactive scaffolding techniques to support her fluency.

Dimensions	Questions
Topics: Hobbies, daily routines, likes & dislikes, food.	1) ¿Qué piensas de los temas tratados en esta intervención? ¿Cuál encontraste más interesante? ¿Por qué?
Use of flashcards	2) ¿Cuáles son tus opiniones en relación al uso de las flashcards?
Use of Interactive reflection	3) ¿Qué opinas sobre las reflexiones interactivas entre tú y la profesora?
Fluency improvement	4) De acuerdo a los criterios de fluidez (pausas, discurso de habla, indecisión o vacilación, y fluidez en sí), ¿has notado un cambio en cada una de ellos? ¿Podrías especificar?