Self-Assessment of Extracurricular Sessions in an Online Synchronic Learning Environment to Improve the EFL Speaking Skill. A Social Practice with 6th Grade Students at Instituto Técnico Superior Dámaso Zapata.

Dalia Yurani Moreno Manrique and Valentina Torres Poveda

Trabajo de Grado para Optar al Título de Licenciadas en Lenguas Extranjeras con Énfasis en Inglés

Director:

Heidy Alegría Gutiérrez León

PhD in Translation Studies

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

Licenciatura en Lenguas Extranjeras con énfasis en Inglés

2022

Dedicatoria

To my parents: Jorge Adán and Carlina, whose love, example, and unconditional support have always shown me the way when everything seems to be lost. To my siblings Andrea, Yeimi, Jorge, Karol, and Laura who have been my accomplices and companions in adventures. To my teacher Alba Milena, who has been my role model and inspiration to give my best in this laudable profession.

- Dalia Yurani Moreno Manrique

To my parents, Hernando and Claudia, who with their love, patience and effort have allowed me to fulfill one more dream, thank you for instilling in me the example of effort and courage, and not to fear adversity because God is always with me. To my siblings, Cristian and Gabriela, for their love and unconditional support throughout this process, thank you.

- Valentina Torres Poveda

Acknowledgements

To God, who is the only Lord of life and by whom things are granted. To my friends, who were always a rock of rest in this long academic process. To all the teachers who have been part of my training process: my teachers at school, college, and university from whom I have learned valuable qualities for my profession. Last but not least, to my partner Valentina, whose talent, creativity and above all, her friendship made it possible to bring this project to a successful conclusion.

- Dalia Yurani Moreno Manrique

I thank God for inspiring me and giving me the strength to continue in this process of obtaining one of my most desired dreams. To my parents, for their love, work, and sacrifice in all these years, thanks to you I have managed to get here and become what I am. To all my family because with their prayers, advice, and words of encouragement they made me a better person and in one way or another they accompany me in all my dreams and goals. To Professor Heidy Gutierrez, who with her guidance, knowledge, teaching, and collaboration allowed the development of this work. To my dog and cats, Toby, Toto and Byby, for being always with me, even until the last day. Finally, I would like to express my greatest and most sincere gratitude to my partner, Dalia, whose friendship helped me to go through this roller coaster and without whom I would not have achieved this goal.

- Valentina Torres Poveda

Foreword

Cuando hicimos la propuesta de trabajo de grado en el semestre académico 2020-2, nunca imaginamos las diversas situaciones por las que atravesaría el desarrollo de este proyecto. Primero, la pandemia generada por el virus del COVID - 19 obligó a que la UIS se adaptara a la virtualidad para continuar con sus objetivos misionales. Segundo, el paro nacional que se vivió en Colombia durante la primera mitad del 2021. Con la incertidumbre por el paro nacional y la pandemia aún vigente, la comunicación con la directora inicial de este proyecto se perdió completamente, y aunque nosotras intentamos comunicarnos con ella en varias ocasiones y por diferentes medios, nunca recibimos una respuesta de su parte.

Ante el paso del tiempo y el avance del año escolar en el colegio, el cual siguió sus labores a pesar del paro nacional, nosotras decidimos continuar con el diseño de las sesiones, materiales y diferentes encuestas que se debían aplicar para llevar a cabo el proyecto. De la misma manera continuamos trabajando sin guía para redactar el informe final de trabajo de grado exigido por la Escuela de Idiomas como requisito para aprobar Trabajo de Grado II y como prueba de la aplicación de la propuesta entregada el semestre anterior.

Toda esta situación desafortunada continuó ya que la Escuela de Idiomas se encontraba en una transición administrativa en donde se había elegido una nueva directora y una nueva coordinadora académica. Antes de la entrega del documento final, nosotras redactamos un correo a la coordinadora de la Escuela de Idiomas en el que explicábamos la situación presentada con la directora y del hecho que el trabajo lo habíamos sacado adelante sin ninguna guía más que los lineamientos del Manual de Trabajos de Grado, sin embargo, nunca recibimos respuesta a este correo. Dada la falta de información y teniendo en cuenta que la situación de salud pública estaba mejorando, decidimos acercarnos a las instalaciones de la Escuela de Idiomas en la universidad en busca de respuestas.

El retraso en la respuesta de la Escuela de Idiomas retrasó así mismo el proceso de evaluación negándonos la posibilidad de tener un docente como guía durante todo este proceso de trabajo de grado. Una vez que la Escuela se había acomodado a sus cambios administrativos y dado que nosotras seguíamos insistiendo, logramos obtener la evaluación del informe final enviado anteriormente la cual reprobaba el reporte. Ante esta circunstancia y los antecedentes de la falta de dirección en el trabajo, el Consejo de la Escuela de Idiomas aprobó que se asignara un nuevo director, llamado al que la profesora Heidy Gutiérrez, adscrita a la Escuela de Idiomas, atendió y se ofreció voluntariamente para tomar la dirección de nuestro trabajo.

A partir de ese momento se inició un camino largo en el que la nueva directora se debía enterar del tema para poder ofrecer su guía en el mismo. Sin embargo, el trabajo debió reescribirse casi en su totalidad en menos tiempo del estimado atendiendo a las sugerencias de la nueva directora. Reflexionando sobre estas situaciones y una vez terminado este nuevo documento, podemos concluir que hubo injusticia en este proceso y falta de acción en el momento oportuno por parte de la Escuela de Idiomas. Finalmente, el trabajo que se presenta en las próximas líneas es el producto de la guía constante en el presente semestre de la profesora Heidy Gutiérrez.

Table of Contents

Figure and Table List

Annexes List

Abstract

Title: Self-Assessment of Extracurricular Sessions in an Online Synchronic Learning Environment to Improve the EFL Speaking Skill. A Social Practice with 6th Grade Students at Instituto Técnico Superior Dámaso Zapata. [*]

Authors: Valentina Torres Poveda, Dalia Yurani Moreno Manrique[**]

Key words: Self-Assessment, Extracurricular Sessions, Online Learning, English as a foreign language (EFL), Speaking Skill, Scaffolding.

Descripition:

This social practice report aims to self-assess the methodological aspects of 12 online extracurricular sessions designed and implemented to enhance confidence for speaking English as a foreign language from 6th grade students at Instituto Técnico Superior Dámaso Zapata. This project followed some steps of the action-research method design where an online survey and a data analysis form (Memo) were used to collect and organize information in order to carry out this assessment. The findings indicated that although some stages from scaffolding were limited across the teaching sessions, students felt comfortable and lost the fear of speaking the foreign language, and at the same time they perceived to have broadened their vocabulary. In addition, students' interest, enjoyment and motivation to communicate in English increased. Finally, this report concludes that the major achievement was the boost of students' confidence on their own speaking skill development. However, some aspects need to be improved, for instance, the implementation of all the methodological aspects in the planning of the activities.

Resumen

Título: Autoevaluación de sesiones extracurriculares en un entorno de aprendizaje sincrónico en línea para mejorar la habilidad de hablar en inglés como lengua extranjera. Una práctica social con alumnos de 6º grado del Instituto Técnico Superior Dámaso Zapata.[*]

Autoras: Valentina Torres Poveda, Dalia Yurani Moreno Manrique[**]

Palabras Clave: Autoevaluación, Sesiones extracurriculares, Aprendizaje en línea, Inglés como lengua extranjera, Expresión oral, Scaffolding.

Descripción:

Este reporte de práctica social tiene como objetivo autoevaluar los aspectos metodológicos de 12 sesiones extracurriculares llevadas a cabo en línea, las cuales fueron diseñadas e implementadas con el fin de fortalecer la confianza para hablar inglés como lengua extranjera de los estudiantes de 6º grado del Instituto Técnico Superior Dámaso Zapata. Este proyecto siguió algunos pasos del diseño metodológico Investigación-Acción donde se utilizó una encuesta en línea y un formato de análisis de datos (Memo) para recolectar y organizar la información con el fin de llevar a cabo esta evaluación. Los resultados indicaron que, aunque algunas etapas del scaffolding fueron limitadas a lo largo de las sesiones, los estudiantes se sintieron cómodos y perdieron el miedo a hablar en la lengua extranjera, así mismo, los estudiantes percibieron haber ampliado su vocabulario. Además, se aumentó el interés, el disfrute y la motivación de los alumnos para comunicarse en inglés. Por último, este informe concluye que el mayor logro fue el aumento de la confianza de los alumnos en el desarrollo de su propia capacidad de expresión oral. Sin embargo, hay que mejorar algunos aspectos, por ejemplo, la aplicación de todos los componentes metodológicos en la planificación de las actividades.

---

[*] Trabajo de grado
[**] Facultad de Ciencias Humanas. Escuela de Idiomas. Directora Heidy Alegría Gutiérrez León

Introduction

Characterization of the setting

Instituto Técnico Superior Dámaso Zapata is an official institution located in Bucaramanga, Santander that provides the public service of formal technical education for boys, girls, and adolescents of school-age in the levels of Preschool, Primary, Lower and Upper Secondary, and High school, approved according to resolution No.082 of January 25, 2010.

The public service previously mentioned is provided by the Institute on four (4) campuses:

- Campus A, located in the neighborhood La Universidad.

- Campus B, located in the neighborhood Vegas de Morrorico

- Campus C, located in the northern area of the city

- Campus D, located near SENA, Bucaramanga.

According to the Students Code of Conduct[1], the school year of the institution has forty school weeks and meets the following schedules:

Preschool, twenty (20) hours per week, for a total of eight hundred (800) hours per year. Primary school; twenty-five (25) hours per week, for one thousand (1,000) hours per year. Lower and Upper Secondary and High school; thirty (30) hours per week, for one thousand two hundred (1200) hours per year. In the same way, the school year is distributed as follows: In Primary school: it is divided into five (5) class periods of 60 minutes with a 30-minute break. In Lower, Upper Secondary, and High school, the school day is divided into six (6) class periods of 60 minutes with a 30-minute break. In Preschool: in four (4) 60-minute class periods and a 30-minute break.

---

[1] Manual de Convivencia para el contexto colombiano.

Moreover, the school day takes place at the following times: the morning session, which starts at 6:00 am and ends at 12:30 pm, and the afternoon session, which starts at 12:30 p.m. and ends at 6:30 p.m.

Historical review of the institution

Institución Educativa Técnico Dámaso Zapata was founded on January 20th, 1888, under the name of the Escuela de Artes y Oficios (School of Arts and jobs) and came to offer technical education in 1891, the same year in which the first 11 students graduated in Herrería (blacksmith), Carpintería (carpentry), Guarnición y Zapatería (shoe making). Years later, the school was closed due to negligence and political misunderstandings, which led to the fact that in 1918 the governor was authorized to hire the Salesian Religious Community and/or the Lasallian Community, to direct and administer the school. However, in 1922 it closed again due to a lack of students and the disapproval of the expenses budget by the local government.

After more than a decade, as of July 1st,1937, the school resumed its duties and in 1941, it was given the name of *Instituto Industrial Dámaso Zapata* in addition, in 1951, by Decree No. 1342 of December 28, 1950, it became an independent educational institution directly related and regulated by the Ministry of Education. On January 20th, 1951, the direction of the Institute was taken by the Brothers of the Christian Schools or Brothers de la Salle.

In 1997, the New Study Plan for the Technical Area was implemented, considering the Parameters set by Law 115. In 2003, after 115 years of male education, the Institute introduced coed and opened its doors for 152 girls to start technical training. By means of Resolution No. 12450 of October 28, 2000, of the Government of Santander, several schools were merged under the name of the *Instituto Técnico Superior Dámaso Zapata*, forming its different headquarters. In 2004, the school has worked with the merged Institutions to restructure the

PEI[2], under the guidelines of the Ministry of National Education and the Municipal Secretary of Education, attending to an urgent priority ordered by Law 115 on Total Gratuity of Education through the ninth grade.

Statement of the problem

Apparently in Bucaramanga, students do not perceive English as a crucial part of their school's curriculum, instead, it is considered an uninteresting, tedious, and an unnecessary subject as some teachers limit themselves to typical, unappealing approaches, resulting in monotony and apathy among students that study this language. The reasons that could lead to this situation may be that this subject is not directly related to their native language or culture. However, our experience as English teaching practitioners at the *Instituto Técnico Superior Dámaso Zapata* allowed us to notice that the aforementioned statement was not the case for students of this institution.

Therefore, it is important to highlight that as it is stated in the Institutional Mission of the *Instituto Técnico Superior Dámaso Zapata*, its ultimate goal is to bound students to the productive sector of the economy by successfully accomplishing the academic subjects as well as the different technical specialties offered by the school. Moreover, in order to be part of the productive sector, it is important to reinforce their abilities with a second language, especially English, which has become the international lingua franca and the language of communication in the labor world.

However, as it is portrayed in the schedules of the school, only three hours per week are devoted to English lessons. Additionally, the excess of students in a classroom hinders the work of teachers and students as it makes it difficult for the teachers to efficiently convey knowledge or to apply didactic strategies that motivate students to learn a new language.

---

[2] PEI (Proyecto Pedagógico Institucional by its Spanish acronym). It is the navigation chart of schools and colleges, which specifies, among other aspects, the principles and purposes of the establishment, the teaching and didactic resources available and necessary, the pedagogical strategy, the regulations for teachers and students and the management system. The PEI shall respond to the needs of the local community.

This also limits the practice of the students' conversational skills in the foreign language. Furthermore, students do not have extracurricular spaces for both reinforcement and contact with the second language. Likewise, the school still needs to provide students with enough input where they have alternatives to practice the language and improve their linguistic skills. This situation may seem unpleasant to those who are willing to improve their foreign language skills and who do not find spaces and alternatives that may provide them with new tools to enhance their learning process.

It is also necessary to clarify that students' recognition of the importance of mastering the foreign language should not be seen as the absence of problems. Instead, if the lack of confidence persists, it could potentially affect students' learning process to the point of generating disinterest in the English language, a key tool in today's globalized world. In the following lines, we put forward the aims of the social practice project and its report.

1. Objectives

1.1. General Objective: (Report)[3]

To self-assess the methodological aspects of the 12 sessions implemented during the project and gauge to which extent they influenced participants' confidence for speaking English as a foreign language.

1.2. Specific Objectives:

To determine students' needs and issues during their participation in English classes through the application of a Needs Analysis Survey.

To design and implement extracurricular sessions where students can feel comfortable to put their English-speaking skills into practice, out of the academic schedule and duties.

To identify students' opinions after experiencing the extracurricular sessions using a satisfactory survey.

To assess methodological aspects by means of a conceptual framework and data analysis tools.

This report is divided into four parts. The first part presents the conceptual framework of the project. Within this chapter, we intend to delve into the notions of communicative competence, speaking skills, communicative language teaching approach, scaffolding, and online learning. These notions are useful as they set the theoretical underpinnings, categories of analysis, as well as shed light for decision-making.

The second part presents the methodological design of the report, describing the nature of the project, the resources used in the sessions, and instruments used to collect data, as well

---

[3] The general objective of the initial project was to enhance the English-speaking skills of sixth graders of the Instituto Técnico Superior Dámaso Zapata through the development of twelve extracurricular sessions in an online synchronic learning environment.

as the operational stages of the whole process. The third part contains information about the teaching intervention. Part 3 encompasses the diagnosis of the problematic situation, the description of the teaching sessions (Intervention), the methodological assessment by means of analysis and discussion, and students' feedback. Finally, the fourth part of this document contains the concluding remarks and recommendations for future work on the matter.

2.   Conceptual Framework

2.1. Theoretical Underpinnings

2.1.1.   Communicative Competence

Over the years, it has been proven that being proficient in a language involves mastering different abilities and domains (Carrasquillo, 1994, p. 65), and one important part of this proficiency has been thought of as communicative competence. The term communicative competence was first used by Savignon (1972) to describe the ability of language learners to communicate with other people, to establish context, as contrasted to their ability to take and succeed in grammar tests. Building on this concept, Canale & Swain (1980, p.29) list four distinct qualities that constitute communicative competence:

1. **Grammatical competence:** Language code information (grammar rules, vocabulary, syntax, pronunciation, orthography, etc.).

2. **Sociolinguistic competence**: The dominance and use of the socio-cultural language code (appropriate application of vocabulary, register, politeness, and style in speech acts).

3. **Discourse competence**: The ability to integrate structures of language into various forms of clear and unified texts in a meaningful way in order to produce and

comprehend the language. (One's ability to perceive and process stretches of discourse, taking turns in conversations).

4. **Strategic competence:** Awareness of verbal and non-verbal communication techniques that can allow us to overcome problems when there are communication breakdowns and therefore, increase effectiveness.

This notion of communicative competence and its subcategories were a fundamental pillar in the development of this project. Indeed, when designing the activities that were going to be presented to the students, we tried to integrate all of its four qualities. For instance, games such as *Stopots* and *Gartic phone,* just to mention two of them, allowed students to use English to reach agreements and solve problems typical of the activity developed.

Stopots is an online and slightly more interactive version of the classic stop game. *Gartic Phone* follows the chain methodology of the classic broken phone game, but with the difference that students start by writing a sentence, then, the next student must draw this sentence idea, and the next student must describe it in such a way that the next student can draw it, and so on until the end of the round. The idea of the game is that you can reach the end of the round by keeping as much as possible the initial idea. In these two activities, students had to reach common agreements to validate their classmates' answers and drawings by using the appropriate structures and vocabulary to convey their message.

Additionally, in recent years, Sandal et al (2020, p. 20) have recognized the aforementioned competences as components of the communicative competence of any language and added the four basic skills: Listening, reading, writing, and speaking as important factors of this competence. Therefore, following the aims of this project, we based communicative competence as the underlying conceptualization and focused on the speaking skill.

2.1.2. *Speaking Skills*

Different scholars have come to an agreement on the fact that there are two aspects to consider when it comes to describing language skills: the first in terms of direction (productive or receptive) and the second in terms of modality (oral-aural or written) (Bailey, 2005; Fethi, 2017). Speaking is one of the two productive language skills. It can be defined as the ability of people to produce existing sounds in a language whose production is loaded with meaning and carries a message. However, speaking can also be defined as the use of a language to communicate with others (Van Moere, 2012, p. 327). In other words, the interaction between two speakers in which they have to participate as speakers and listeners at the same time as well as react to what they hear and follow a communicative sequence. For another author (Shumin, 2002, p. 126), speaking is the ability to use verbal and nonverbal aspects in communication, that is, the use of paralinguistic elements that enrich the interaction.

Many authors have labeled speaking as the most challenging skill for EFL learners because it is characterized by vowel contractions, the use of jargon and idioms, stress, rhythm, and intonation, and the necessity to interact with at least one other speaker. As a result, people studying English as a foreign language often have limited opportunities to speak English with all the aforementioned aspects beyond the classroom (Zhang, 2009, p. 32), and therefore, may find difficulty when trying to speak this language. Speaking skill development requires the implementation of pre-speaking, during, and post-speaking activities.

Based on the definitions previously presented by different scholars, this project understands speaking skills as the process in which two parties take turns acting as receivers and producers of a message during the interaction. Thus, being able to efficiently express their feelings, emotions, and thoughts through the spoken language. As a result of the interaction, speakers "create a relaxing atmosphere whereby they can feel at ease and the purpose of social interaction can be served" (Fethi, 2017, p. 15).

In fact, all the activities planned and executed in this project had the aim of providing students with a relaxing atmosphere so that they could interact as both receivers and producers of the target language. For instance, some sessions included activities that helped us to create communicative situations where students could share personal experiences raising interest in their classmates who then took the risk to ask more questions in order to go deeper in their classmate's story.

Two examples are *Would you rather,* where students were given two options and were requested to explain their choice, and *Have you ever*, where students were given different situations in which they added or took away points to a score depending on whether they had done the activity or they had not.

2.1.3.   *Communicative Language Teaching Approach*

Communicative language teaching (CLT) has become a term for methods and curricula that supports both classroom learning objectives and processes in the teaching practice that considers competence in terms of social interaction and aims to take account of its growth through further language acquisition research. According to Rodgers (2001, p. 1), CLT is commonly regarded as an approach to language teaching that represents a specific model or research framework, or theory (Celce-Murcia, 2001, p. 6). CLT is based on the idea that communication is the primary feature of language use, and that language is best learned by communicating. Consequently, the main purpose of CLT is for learners to develop communicative skills, or simply put abilities to face circumstances that involve contact in real life. Moreover, this approach has emphasized the learner by developing and implementing programs and methodologies that facilitate the development of functional language skills through the involvement of learners in communicative events.

Therefore, when introducing CLT to young learners' education, it is essential to be aware of their social context and background as this is going to be the base of their interaction.

According to Duff (2014, p. 15) "communication [in CLT] includes learning about classmates' interests, activities, preferences, and opinions". Indeed, in different social domains, teenagers may need to use the foreign language to talk about their family, their occupations, and hobbies, their neighborhood and their needs, to share personal experiences, preferences, and desires. For instance, in session 12 of this project, an activity derived from the *Stopots game* was a chain of questions in which students were asked to introduce themselves, mention their nationality, occupation, their favorite color, animal, food, actor, actress, singer, the sport they practiced, and one action they like to perform, as well as asking back their peers. This activity was initially done with the *Stopots game* activity vocabulary, conditioning this vocabulary to the letter chosen for each round. Later, the limitation of the letter was removed so as to allow students to give varied and free answers according to their own interests.

The aforementioned concepts allow us to conclude that the endeavor of becoming proficient users of a language implies being able to communicate in different social domains in a natural way. Hence, encouraging students to own the foreign language by giving them support and reaching the next level of learning ends up being essential. Consequently, the concept of scaffolding becomes relevant to this project.

2.1.4. Scaffolding

According to Flyman and Norrby (2013, p. 116), one of the most common strategies to promote understanding of a foreign language is scaffolding. In this strategy, children are given a set of classroom routines to provide continual linguistic structures as they are practiced every day. "Such frequent repetition helps the children to quickly build a small repertoire of chunks and phrases in the L2" (Ibid. p.116). These routines not only give structure to classroom management and activities (Edelenbos et al. 2006, p. 32), but also enable students to understand and produce output from the very beginning, which allows them to feel more comfortable in the foreign language (Ibid. p.129).

Scaffolding can be presented as verbal or non-verbal signals such as phrases, expressions, songs, bells, or pictures to indicate an activity. Even though students are not able to process phrases word by word, they understand their utter meaning and refine their understanding as the language learning process advances. Moreover, scaffolding requires a set of stages to accomplish its purpose. These stages are first, a routine that students should repeat every day. Second, a recap to connect lessons in order to get closer to the objective. Third, input that allows students to be exposed to the foreign language. And fourth, feedback that helps students evidence their own progress.

The concept of scaffolding was implemented in this project as we designed and followed the same structure every session creating, therefore, a routine for students. This project included scaffolding in the following aspects: First, the language bar. A tool designed to show the students the degree with which Spanish and English were going to be used in every session. Second, the presentation of useful expressions for each session, where the expression, an example or modeling of its usage, and its translation were provided in a table.

Furthermore, session 6 of this project is a good example of the implementation of this teaching technique. This session started with a recapitulation of the vocabulary used the previous sessions. Then, a set of scaffolds such as the language bar, charts with useful expressions, and different examples of short sentences were shared with students in order to support them as they were joining in the activities. Eventually, students adopted those aids as the basis of their output, that is, the basis of their oral and written production intended to be used in the *Gartic Phone* game.

Finally, as the activity went on and some expressions and vocabulary were repeated, students demonstrated significant progress in their speaking skills. They were able to maintain a basic conversation with the group to compare the sentences that they had written at the

beginning of the activity to the ones that they wrote during the guessing time without the necessity of looking back at the aids aforementioned.

In short, when teaching speaking, the act of participating in conversational group activities, such as role-plays or discussions do enhance the learner's speaking skills as students are forced to listen attentively to the previous speaker in order to agree, disagree, or add information. In this vein, both speaking skills and the communicative competence of students are enriched, as they go several times over similar phrases, structures, and activities that pertain to different communicative settings.

2.1.5.   *Online Learning*

The term online learning "was first used in 1995 when the web-based system WebCT was developed as the first Learning Management System (LMS)" (Singh V. and Thurman A, 2019, p 289). However, over the years, new terms related to online learning emerged with the development of technology and the advance of the internet itself, causing ambiguity in the usage of this concept. Terms such as e-learning, blended learning, online education, and online courses, among others "have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means" (Cojocariu et al., 2014, p. 1999). These terms have been used as synonyms for online learning.

Drawing on this, it has been difficult for both academics and researchers to reach an agreement and give a unified definition of the term online learning. Consequently, works such as Singh V. and Thurman A. (2019) have emerged, in which they review the literature to try to find a consensual definition. Therefore, after extensive research, the authors propose the following three definitions: First, "Online learning is defined as learning experienced through the internet/online computers in a synchronous classroom where students interact with instructors and other students and are not dependent on their physical location for participating in this online learning experience."

Second, "Online learning is defined as learning experienced through the internet in an asynchronous environment where students engage with instructors and fellow students at a time of their convenience and do not need to be co-present online or in a physical space." Third, "Online education is defined as education being delivered in an online environment through the use of the internet for teaching and learning. This includes online learning on the part of the students that is not dependent on their physical or virtual co-location. The teaching content is delivered online, and the instructors develop teaching modules that enhance learning and interactivity in the synchronous or asynchronous environment" (Ibid. p. 302).

For the purpose of this project, the first definition proposed by Singh V. and Thurman A. (2019) which talks about synchronous classrooms has been taken into account.

Altogether, based on the idea of enhancing the English-speaking skills of sixth graders of the Instituto Técnico Superior Dámaso Zapata through the development of twelve extracurricular sessions during the pandemic caused by COVID-19, it emerges the necessity to frame the present project in an online synchronic learning environment. Moreover, to frame it in the development of the speaking skills contained within the communicative competence and contribute to this process through the use of scaffolding as a strategy to consolidate the progress.

2.2. Legal Reference

This project was carried out under the legal framework that covers the academic agreement, signed by *Universidad Industrial de Santander* and the *Instituto Técnico Superior Dámaso Zapata* that regulates the pedagogical practices in this institution. In this agreement, various considerations are taken into consideration. One of them is article 3.2 of Resolution No. 2041 form 2016, in which the Ministry of National Education describes pedagogical practice as spaces in which students can recognize, understand, and embrace the different classroom dynamics and its context with diverse populations. Likewise, it is declared that the

pedagogical practice constitutes the basis of the investigation of the pedagogical fact through the classroom proposals that the practitioner formulates.

Therefore, taking into account these and other considerations, the agreement resolves that this activity is governed by article 209 of the Political Constitution of Colombia, in Act 489 from 1998 article 96; Law 80 from 1993; Decree 1075 from 2015, as well as the Sole Regulation of the Educational Sector, Resolution No. 18583 of 2017 of the Ministry of National Education and by the Civil Code, the Commerce Code and other relevant public and private regulations. Finally, the agreement establishes the obligations and responsibilities of each signing party, as well as the grounds for termination in case of non-compliance.

2.3. Ethical Aspect

During the intervention of the project, both parents and students were informed of the privacy principles that we were going to maintain in order to protect the identity and personal information of the participants. Therefore, informed consents were sent to parents in the format of a google forms document, where they were asked to participate in the project freely and voluntarily. See (Annex 1).

Moreover, parents and students were assured that all of the information obtained from their participation was going to be used only for the academic purpose of assessing the impact of the project on the community. Therefore, such information would remain confidential as the sessions would not be recorded and none of their names or identities would appear in documents and reports, hence, ensuring their anonymity. Furthermore, this agreement allowed us to provide them with a completely free space where students would not be evaluated or judged at any time.

3. Methodological Design

3.1. Nature of Social Practice

This social practice project follows some parts of the structure of the action research method, which according to Cohen et al. (2018, p. 297), "is a process in which practitioners investigate particular events in order to evaluate, enhance, and guide decision-making and practice". Furthermore, Bell (2010, p. 6) identifies action research as an approach that is "carried out by practitioners who have themselves identified a need for change or improvement, sometimes with support from outside the institution". Along these lines, it is crucial to understand how technical and teaching methodological aspects can be improved and how students' perceptions and performance, in the new educational modality, are conveyed in order to find specific solutions that are reflected in the creation and implementation of innovative extracurricular sessions.

Susman & Evered (1978, p. 588) suggest a five-stage cycle process when it comes to the execution of action research:

Figure 1 illustrates the stages to follow in the development of action research, in a social practice modality. First, the diagnostic stage. This stage helped us identify students' primary concerns with online learning through the use of a Needs Analysis in the form of an online questionnaire. The second stage was to create an action plan that included multiple sessions and strategies to address the challenges identified. Third, an action-execution stage. This stage consisted of a process to be developed in order to carry out the sessions and strategies proposed in the action plan. Fourth, an evaluation stage. This stage was a process that we failed to carry out right after the sessions were over. However, we managed to implement part of stage 5, the final stage. We created and used a survey whereby students expressed their opinions on the impact and results of the sessions on their English learning and speaking performance

(Baskerville, 1999, p. 16). Nonetheless, this current project intends to make up for the missing part of the evaluation process.

Figure 1

Stages of the Action Research

Note. Adapted from Susman, G. I., & Evered, R. D. (1978). An Assessment of the Scientific Merits of Action Research. Administrative Science Quarterly, 23(4), 582–603.

3.2. Resources and Tools

3.2.1. Data Collection Instruments

For this project, two internet surveys were conducted. Internet surveys are becoming commonplace in many branches of educational research (Cohen et al, 2018, p. 361). These types of surveys are similar to paper-based surveys, but they have advantages in terms of design flexibility, response checking, exportability, anonymity, honesty, and authenticity (Coomber, 1997; Fowler, 2009).

The first survey consisted of 6 sections whose aim was to, first, characterize the target population in terms of age, the devices they had available to participate in the sessions, and the amount of time they invested every day in learning a foreign language. Second, we presented multiple-choice, Likert scales, and open-ended questions, so as to have some insights into the students' perception of online learning. Once the characterization was set, the survey presented a section where participants could express their personal interests and preferences on different topics. This instrument was relevant as it helped us to accomplish one of the specific objectives of this project, which is to make a diagnosis. The information gathered with this survey allowed us to have a better understanding of the population, thus, base our planning and material design to meet such personal experiences and interests.

The second survey, the Satisfactory survey (Annex 2), consisted of 3 sections whose aim was to collect data about students' perceptions towards the project. It uses the same multiple-choice, Likert scales, and open-ended type of questions to have the possibility to get a more in-depth view of students' final perceptions of the process during and after the implementation of the sessions. It is worth noting that the results of this survey are presented in the general assessment of the project.

3.2.2. Resources

In table 1, the specific resources used for every stage of this project are presented. The first column contains stages 1- to -5 of the project, and the second column contains the resources and materials that were used alongside the implementation of the sessions. Therefore, they are classified according to the stage in which they were used. Some of the most common resources are the online meeting platforms, as this was utterly an online project.

Table 1

Resources and Stages of Social Practice

Stages	Resources
Stage 1: Needs Analysis Design	● Needs analysis design (Google forms) ● Online meeting platforms (Meets, Zoom) ● Personal Computers ● Internet connection
Stage 2: Planning and creation of the teaching material	● Satisfaction survey design (Google forms) ● Vocabulary and common expressions when playing games (PDF for the students - See) ● Educational platforms (Pear deck, Near pod, Educaplay) ● Games (Gartic phone, Stopots) ● Google slides and aids to present the games ● Personal computers ● Internet connection
Stage 3: Needs analysis execution and material design	● Information collected from the needs analysis ● Google forms + Google slides ● Excel ● Information process ● Zoom platform ● Personal computers ● Internet connection
Stage 4: Implementation of the planned sessions	● Zoom platform (premium account) ● Zoom breakout rooms ● Google slides and aids to present the games ● Educational platforms (Pear deck, Near pod, Educaplay) ● Personal computers ● Student's smartphones and computers ● Online games (Gartic phone, StopotS) ● Internet connection
Stage 5: Final Report	● Personal computers ● Satisfaction survey (Google forms) ● Analysis of the information collected from the satisfaction survey ● Data analysis instruments (memos) ● Internet connection

3.3. Operational Stages

Table 2 presents the activities executed during the stages of the practical application of the project. In the first column, the activities were divided into 5 stages, which include 1. The planning, revision, and implementation of the needs analysis. 2. The planning and correction

of the extracurricular sessions. 3. The data analysis and revision of material designed. 4. The

implementation of the planned sessions. 5. The Final Report. The second column presents the

specification of every activity proposed and the third one, the date for each activity.

It is important to remember that due to pandemics and social factors, the number of

interventions was reduced to 12 instead of 18 and the temporal setting between some activities

was affected. Additionally, the spatial setting is not taken into account in this table since all the

activities were carried out via Zoom.

Table 2

Action Plan

Stage	Activities	Date
Stage 1: Needs Analysis Design	Planning and creation of the need analysis using google forms.	April 19th - 23rd, 2021
	Revision and correction of the needs analysis.	April 26th - 30th, 2021
	Interrupted by the National strike	
	Meeting with the English teacher of 6th Grade to present the project.	September 1st, 2021
	Meeting with the students' parents	September 3rd, 2021
	Implementation of the needs analysis	September 3rd - 5th, 2021
Stage 2: Planning and creation of the material	Design of the first draft of the extracurricular sessions (Vocabulary, games, metalanguage, etc)	May 3rd - 14th, 2021(during the national strike)
	Creation of the first draft of the satisfaction survey in a google form format.	May 17th - 21st (during the national strike)
Stage 3: Data analysis and revision of material designed	Analysis of the information collected in the surveys	September 5th, 2021
	Revision and corrections of the session plan according to the information obtained in the needs analysis.	September 5th - 6th, 2021
Stage 4: Implementation	Implementation of sessions 1 to 12	From September 7th, 2021, to October 11th, 2021

of the planned sessions	Application of a satisfaction survey	October 11th, 2021 - October 13th, 2021
Stage 5: Final Report	Analysis and writing of the Final Report	July 2022
	Revision of the Final Report	August 9th, 2022
	Correction of the Final Report	August 10th - August 11th, 2022
	Final Report delivery	August 11th, 2022

4.   Intervention: Description, Analysis and Discussion

4.1. Diagnosis of the Problematic Situation

Data collected in the Needs Analysis allowed us to characterize the population of students and to identify their perception towards learning English as a foreign language during the pandemic generated from COVID 19. In this survey, students were asked about the time they spent studying the foreign language, their conception on how much they thought their English level had advanced during virtual classes, and their opinion about how stressful online learning had been for them. These questions showed us that students invest from 0 to 1 hour per day to study English. As a consequence, they were not getting enough input to actually learn the language. Then, students stated that their English level had not advanced at all or had advanced little during the virtual classes. Afterwards, most students agreed that online learning had been really stressful for them.

Moreover, as stated previously in the justification of this report, the Needs Analysis implemented in the first stages of the pedagogical practicum at the institution also gave us insight on the unwillingness of the students to actively participate in English classes, despite the fact that they did recognize the importance of the foreign language for interacting with foreigners, getting better job opportunities, and traveling to different parts of the world. The results of both Needs Analyses portrayed remarkable students' low participation rates in the

English classes. This idea was reinforced during the interventions of the same pedagogical

practicum as it was possible to notice that the lack of confidence and tools were the main factor

leading to such a situation. Having established the context within this project takes place, now

we present the activities planned and executed to address the challenges identified.

4.2. Intervention Activities Executed

A total of 12 extracurricular sessions were carried out as part of this project. These

sessions took place twice a week on Tuesdays and Thursdays from 9:00 a.m. to 10:00 a.m.

To have a more straightforward way to communicate with students and their parents, a

WhatsApp group was created before the sessions started. Additionally, to encourage students

to participate using the target language, a PDF with several common expressions (See annex3)

and a glossary was shared beforehand, so that students could print it and have it handy. This

glossary ended up being an important resource during the sessions as it allowed students to be

independent and ask for clarification of meaning and words by themselves.

Table 3 presents the structure and organization of all the 12 sessions. This table is

divided into 5 columns which present the number of the session, the topic or topics reviewed,

the purposes of each session, the activities conducted and students' performance of every

session. The material used along the sessions is compiled in the link for Annex 4[4].

Table 3

Activities executed

Session	Topics	Purposes	Activities	Students Performance
1	Class routine. Introducing ourselves Use of Zoom	To present the class routine. To clarify any doubt regarding the project and the	Introduction and explanation of the Language Bar (95% Spanish, 5% English).	Students' participation was not as active as expected because no

---

[4] To access the slides used during the 12 complete sessions you can follow this link:
https://drive.google.com/drive/folders/14b_nW0ujEmgVgbv2zQ_SgBrKt2OuCIuc?usp=sharing

	platform	Zoom platform since students were not used to it.	Presentation of a short description of the project and an Imitation game to teach the ZOOM functions.	useful expressions were provided during the session. However, some of them tried to use the useful expressions sent in advance to ask for the meaning of new words and participate in the activities.
		To get to know each other other better	Feedback during students' interventions in the Zoom features explanation.	
2	Class routine. Real-life situations. Imaginary scenarios.	To keep using the class routine. To clarify the meaning of the vocabulary and expressions presented To finish the activities that took place in the previous session.	Presentation of the Language Bar (90% Spanish, 10% English). Presentation of the expressions expected to be used in class. Q&A activity using questions of "Would you rather" and "Name 3 things" (20 questions) Matching activity (vocabulary and translation) Feedback during the activity	Students started to understand the usage of the language bar. Students used part of the vocabulary presented to participate in the activities. Students were more motivated as they had more opportunities to participate
3	Class routine. Vocabulary: fast, never, fly, go back, holiday. Experiences and anecdotes. Present perfect simple	To keep using the class routine. To reinforce the vocabulary practiced in the final activity of the previous session.	Presentation of the Language Bar (85% Spanish, 15% English). Presentation of the expressions expected to be used in the next activity. Matching activity	Students understood the usage of the Language Bar. Students used most of the vocabulary presented to participate in the activities.

			(vocabulary and translation)	Students understood the meaning and pronunciation of the vocabulary presented.
		To learn new expressions to carry out a new game.		
			Presentation of the expressions expected to be used in the next activity.	As the vocabulary and expressions expected to be used were long and not visible during the activity, the students struggled to use them.
			Q&A activity with Have you ever …? questions - 8 situations.	
4	Class routine. Vocabulary: fast, never, fly, go back, holiday. Experiences and anecdotes.	To keep using the class routine.	Presentation of the Language Bar (85% Spanish, 15% English).	Students understood the usage of the Language Bar.
		To reinforce the use of expressions practiced in the final activity of the previous session.	Presentation of the expressions expected to be used in the next activity.	Students participated actively.
		To finish the Have you ever...? activity	Q&A activity with Have you ever …? questions -16 situations (this time, the slides contained useful expressions)	Students shared their experiences related to the activity situations using the expressions seen during the session.
			Feedback during the activity.	
			Wrap up by sharing the scores obtained in the activity.	
5	Class routine. Vocabulary: pet, present, hammock, ghost, camping,	To keep using the class routine. To review the	Presentation of the Language Bar (80% Spanish, 20% English). Presentation of the	Good handling of vocabulary through the appropriate use of

	pool, hat, river, letter, bone, mismatched, socks. Experiences and anecdotes. Present perfect simple	vocabulary presented in the Have you ever...? activity	expression expected to be used to review the vocabulary Matching activity to review vocabulary (words and images)	expressions to indicate the correct answers. Students struggled to use the expressions during the activity since they were not visible as the activity was carried out outside Zoom. Students' participation was decreased since the space for individual participation was reduced as all the students stayed in the main room.
		To learn new expressions to carry out a new activity.	Presentation of the expressions expected to be used in the next activity	
		To put in practice new expressions through the use of a didactic platform called Gartic phone.	Introduction of the game Gartic Phone (where students draw what they see and guess what they saw)	
			Gartic Phone activity using words from the vocabulary learned previously (Trial round + 2 rounds) Feedback during the activity. Wrap up	As the game had to be stopped due to the time, teachers wrapped up by recalling the activities done during the session and assuring the students that the game would be continued next session.
6	Class routine. Vocabulary: dog, mountains, ghost, camping, hat, mismatched, socks, hammock, fast,	To keep using the class routine. To reinforce the use of different expressions through the use of the	Presentation of the Language Bar (80% Spanish, 20% English). Presentation in detail of the expressions expected to be used	Students paid more attention to the expressions. Students followed the

	letter, pool, sleeping, running, writing, swimming	didactic platform Gartic phone that was used in the previous session.	during the Gartic Phone game.	instructions given and created their own sentences.
	Expressing opinions.	To encourage students to have small conversations using the expressions and vocabulary learned in the previous sessions.	Presentation of examples of short sentences that included the vocabulary discussed in the previous sessions to encourage students to create their own and use it in the Gartic phone game.	Students participated more in the oral guessing of the sentences and were able to give a simple reason to support their guesses.
			Gartic Phone activity using words from the vocabulary learned previously (Trial round + 2 rounds)	Students had a group conversation to compare the sentences that they had written at the beginning of the activity to the ones that they wrote during the guessing time.
			Feedback during the activity.	
			Wrap up by having time for discussion	
7	Class routine. Vocabulary: Name, last name, country, color, object, verb, animal, sport, movie, singer, actor/actress, and food. Letters: A - C - M - T - P - E - S - R.	To keep using the class routine. To put in practice new expressions through the use of an online platform called Stopots. To acquire new vocabulary through the use of an online platform called Stopots. To encourage students to have small conversations	Presentation of the Language Bar (75% Spanish, 25% English). Presentation of the expressions expected to be used in the next activity. Presentation of the chosen categories and letters for the Stopots game. Time for students to look for words that could be used during the activity	Students made use of new and different expressions to participate, but the vocabulary used was the same as in the previous sessions. Students took advantage of this time and found out different vocabulary.

		using the expressions and vocabulary learnt in this as in the previous sessions.	Introduction of the Stopots platform and explanation of its use. Stopots game (trial round) Short discussion around the validity of the words chosen by the students in each category.	Students used the expressions learnt in class to support the validity of their answers.
8	Classroom routine. Vocabulary: Name, last name, country, color, object, verb, animal, sport, movie, singer, actor/actress, and food. Letters: A - C - M - T - P - E - S - R. Questions to clarify meaning	To keep using the class routine. To reinforce the use of expressions practiced in the final activity of the previous session. To continue the Stopots activity. To encourage students to have small conversations using the expressions and vocabulary learnt in the previous sessions.	Presentation of the Language Bar (70% Spanish, 30% English). Presentation of the chosen categories and letters for the Stopots game. Presentation of new useful expressions, along with the ones presented in the last session, Stopots game focused on the comprehension of the vocabulary used. (4 rounds) Feedback during the activity. Short discussions around the meaning of the words chosen by the students in each category of the game (after each round)	Students made use of new and different expressions to participate, along with the new vocabulary. Students participated actively as they were in charge of helping their peers to guess the meaning of the word, they used in the Stopots game
9	Class routine	To keep using the	Presentation of the	Most of the

	Vocabulary: Name, last name, country, color, object, verb, animal, sport, movie, singer, actor/actress, and food.

Letters: A - C - M - T - P - E - S - R.

Common questions: What is your name? Where are you from? and What do you do? | classroom routine.

To give the students the opportunity to put into practice the vocabulary used in the activity in a daily-based conversation by following a structured dialogue.

To acquire new vocabulary through the use of an online platform called Stopots and the interpretation of role-plays. | Language Bar (70% Spanish, 30% English).

Stopots activity (1 round - letter P)

Presentation of a short conversation created based on the categories of the game.

Guided role-play interpreted by the teachers and repeated by students.

Role-play activity using the words from the Stopots round.

Feedback after each role-play.

Wrap up | students were highly participative and confident.

The use of Spanish was low. Students paid attention to their peers to avoid repetition of the words.

Students were reminded of all the activities done during the session. |
| 10 | Class routine

Short conversations

Common questions: What is your name? Where are you from? and What do you do? | To keep using the class routine

To give more independence to the students at the | Presentation of the Language Bar (60% Spanish, 40% English).

Role-play activity using the words from the Stopots round.

Presentation of a chart with different questions related to every category of the Stopots and returning questions

Creation and role-play of a longer dialogue without a | Students participated to review the vocabulary from the previous session.

Students in couples got together to create the dialogue using at least 6 questions and vocabulary with the letter assigned.

Students did not finish, teachers |

			moment of creating and starting a conversation with a stranger.	given structure

Feedback while students created the role-plays

Wrap up | recalled what was done during the session and the activities were left for the next session. |
| 11 | Class routine

Short conversations

Common questions: What is your name? Where are you from? and What do you do? | To keep using the class routine.

To give students the possibility to share their role-plays with their classmates.

To put into practice the vocabulary, structure and spontaneity learnt in the last sessions. | Presentation of the Language Bar (55% Spanish, 45% English).

Planning of the role-play presentations.

Students' role-plays presentation

Feedback during the activity.

Wrap up | Some students took advantage of the time they were given to practice pronunciation, others used it to finish their dialogues.

Students presented their role-plays in a very active and participative way.

The results were grammatically correct conversations.

Students listened to the teachers' comments as they summarized what was done in class. |
| 12 | Class routine. | To keep using the class routine.

To put into practice new expressions

To have students focused as they | Presentation of the Language Bar (50% Spanish, 50% English).

Presentation of structures of questions and answers

Creation of Chain of Questions (using | Explain this in the beginning and do not repeat.

Students followed the instructions and |

could be called at any moment of the activity to participate.	the driving questions from unit 10)	were attentive to be called
To have students both to the listening and the speaking abilities	"Say the word" activity - choosing a category and taking turns to say a word related (10 rounds)	Students participated actively as this activity had accumulative points
	Feedback

Wrap up the project and say goodbye to the students. | Students shared their favorite moments during the sessions and opinions. Teachers thanked students for their participation, perseverance, and effort |

4.3. Analysis of Information

For the assessment of this project two main tools were analyzed: A teaching self-assessment chart (table 4) and the satisfaction survey for students' perceptions. These tools were useful to collect and/or organize information so as to be easily analyzed. The following sections describe in detail the aforementioned tools' use and provide the analysis of the data collected.

4.3.1. *Assessment of the Methodological Aspects*

In this section, the activities executed in every session are evaluated in terms of methodological processes and considering the main criteria used in the theoretical underpinnings of this project and its corresponding subcriteria. Every activity is indicated with a number 1 to 12 which corresponds to the 12 sessions carried out throughout this project.

Every criteria and subcriteria is marked with a tick (✔) or an X. The ✔ indicates that this aspect or technique was executed or completed within the session and the X indicates the opposite.

In order to analyze these activities, we designed and filled in analysis forms called memos. We selected 7 sessions and used this tool for the analysis. The analyzed sessions are the even numbered ones, plus session 7; they were chosen with the intention of trying to illustrate the progress of the sessions throughout their implementation. The memos' structure has 6 parts described as follows: Memo number, date of memo creation, session and date of implementation, categories of analysis such as 1. Scaffolding, which is subdivided into routine, recap, input, main activities, feedback and wrap up. 2. Speaking Skill, subdivided into Pre-speaking Activities such as input in terms of vocabulary building, useful expressions, modeling, rehearsal, During Speaking activities, and Post-speaking activities. For one example of the Memo, see (Annex 5).

4.3.1.1.   Analysis and Discussion of Sessions.

The analysis of the selected sessions allows us to have a big picture of the project, its impact on students and the accomplishment of the goals stated at the beginning of this paper. As part of the self-assessment, we consider that the input stage in the first sessions was limited in terms of vocabulary building, modeling and rehearsal, scaffolding stages that should have been done before the main speaking activity.

In fact, during the self-assessment of session 3, we identified that the absence of permanent input during the main activity led to students' low participation, therefore, for session 4, the input stage was improved by leaving the useful expressions on the slides of the Q&A activity to ensure students understanding of these expressions in order to participate in the activity. Nevertheless, this stage was still limited as it lacked vocabulary building and

rehearsal. As Van Moerer (2012, p. 327) notes, there must be a sequence to be followed for communication activities; and in this case, the sequence was not clearly presented.

For some of the following sessions we identified that the input and modeling were improved with the addition of the recap, but still the sequence was not clear enough for students. However, as Schumin (2002, p. 156) highlights, speaking requires more than just verbally communication of ideas; it also involves the use of paralinguistic components to enhance the interaction, and in this case, students had the possibility to complement their opinions with gestures, as they had their camera on all the time, intonation, and the use of Zoom interaction features.

Regarding the subcriteria of scaffolding as the routine, main activity, feedback and wrap up, the analysis shows that it was possible to conduct them in most of the sessions observed. According to Flyman and Norrby (2013, p. 116) the use of scaffolding stages "help the children to quickly build a small repertoire of chunks and phrases in the L2." In the process of the implementation (halfway), it is observed that students were used to finding useful expressions at the beginning of the session. This routine enabled them to understand and produce output from the very beginning, which allowed them to feel more comfortable in the foreign language (Edelenbos et al. 2006, p. 129).

Additionally, in terms of speaking skill development, the implementation of different main activities in the sessions and the fact that students were not assessed quantitatively helped us to create a relaxed atmosphere for learning whereby they could feel at ease and the purpose of social interaction could be served (Fethi, 2017, p. 15). Consequently, this led us to accomplish our second specific objective which aimed at designing and implementing extracurricular sessions where students could feel comfortable to put their English-speaking skills into practice, out of the academic schedule and duties.

Finally, during the last sessions of the project, the implementation of the role play combined with Q&A games helped us to generate a wider communicative interaction where two out of the four categories of communicative competence (Canale & Swain, 1980, p.29) were identified. The sociolinguistic competence, as students performed an appropriate application of vocabulary within a hypothetical scenario related with a social domain. Likewise, the strategic competence, as students overcame problems of communication by negotiating the validity of the words used. Additionally, the analysis showed that thanks to the feedback students were more involved in the activities.

Table 4

Teaching Self-Assessment Chart

Criteria and subcriteria	Sessions											
	1	2	3	4	5	6	7	8	9	10	11	12
Scaffolding												
Routine	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recap	X	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓
Input	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓
Main activities	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Feedback	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓
Wrap up	X	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓
Speaking Skills												
Pre-speaking activities												
Vocabulary building	X	X	X	X	✓	✓	✓	✓	X	X	X	X
Useful expressions	X	✓	✓	✓	✓	✓	✓	✓	X	X	X	X
Modeling	X	X	X	✓	✓	X	✓	X	✓	✓	✓	✓
Rehearsal	X	X	X	X	X	X	✓	X	✓	✓	✓	X
During speaking activities												
Games	X	X	X	X	✓	✓	✓	✓	X	X	X	X
Q&A activity	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓

Role Play	X	X	X	X	X	X	X	X	✓	✓	✓	✓
Post-speaking activity	X	✓	✓	✓	X	✓	✓	X	X	✓	✓	✓

After the analysis of the teaching sessions, it is important to investigate the impact that this project may have had on students. For this purpose, the following section looks over students' responses and comments that resulted from the Perception Survey.

4.3.2. Perceptions' Survey Analysis

This section puts forward and analyzes the data collected from the satisfaction survey (Annex 2), answered by students once the implementation of the sessions had finished. With this analysis, we want to measure the project's impact on students' linguistic development, by means of their perceptions towards the teaching sessions and their own achievements.

Some of the questions included in this survey asked students about the device they used in order to attend virtual classes; exposure time with the foreign language; stress level during online learning at school and stress level during online learning in the extra-curricular sessions. Likewise, the survey included questions on students' perception about their own linguistic advancement.

The survey's results showed that the majority of students connected to the sessions using smartphones, and this may have affected their participation. Additionally, results reveal that some students invest 2 to 3 hours per day to study English, which shows a degree of improvement in students' intrinsic motivation to learn the language.

Moreover, it was noticeable that a good number of students were not stressed during the sessions as they had an open space to speak English beyond the classroom, which is often a problem for EFL learners (Zhang, 2009, p.32). In the same vein, compared to the results obtained in the Needs Analysis survey, students demonstrated a higher level of comfort during

the sessions, as interaction with other peers may have contributed to the creation of a pleasant atmosphere where they could feel at ease to speak (Fethi, 2017, p. 15).

In terms of the linguistic development self-perception, answers reveal that students found themselves to be at a higher level than they were before starting the sessions, which results in a positive aspect for the project. Accordingly, students' perceptions towards their speaking skill development were meaningful as all of them saw a significant improvement in their speaking and, consequently, in their confidence when performing this skill.

Furthermore, these results provided us with a great understanding of students' opinions about the main activities carried out. These opinions showed a remarkable contrast between the activities they enjoyed the most and the ones they found more useful in terms of learning. Thus, examples of the former are Q&A sessions and games, and an example for the latter are role-plays. This information allowed us to conclude that students were very conscious of their process and identified those activities that presented more useful scaffolding stages. Therefore, teaching strategies such as input, modeling, rehearsal, and repetition helped students to reach a considerable understanding of their speaking skill in the foreign language.

4.4. General Assessment of the Intervention

After having analyzed the information collected by surveys, as well as the processes involved in the implementation of the teaching sessions, it is possible to say that the specific objectives along with the general objective of this work were accomplished as this information allowed us to determine the opinions of the students after participating in the extracurricular activities, as well as to assess the methodological aspects of the teaching sessions. It is possible to say that there is a twofold accomplishment in terms of increase of students' self-confidence and motivation in the use of English. In fact, most students (55.6%) expressed that they used a

smartphone during the sessions, which reflects that despite their limited resources, students were committed and happy to participate in the sessions.

On the other hand, the limitation of the internet connection made it difficult for students to accurately participate when the activities were held in online platforms out of zoom. This caused the sessions to be sometimes interrupted so we had to invest more time in extending the explanation of the platforms than in the actual activities. This can be evidenced in the self-assessment chart where it is pointed out that only in one of the sessions was it possible to complete all the exercises with the subcriteria for speaking skill development.

Nonetheless, it is noteworthy to see that more than 50% of students perceived progress in their English level, which may imply that this type of extracurricular activities in English should be done more frequently. When the students feel more secure and motivated, they tend to lessen the fear of using the English language as a means of communication, even for small tasks. For instance, students' final comments in the satisfaction survey, although different, came to the same conclusion, as can be seen in some of them as follows: "at the beginning [of the project] I felt nervous but then I was feeling more confidence along the sessions and I could understand and learn more", "I felt good, I noticed how my vocabulary was improving. It was very cool" and "I felt very good, I learned a lot and I left aside the embarrassment [of speaking in English]", among others.

5.   Concluding Remarks

The present paper focused on the analysis and assessment of the methodological aspects of the 12 sessions implemented during the project for Trabajo de Grado II and their influence on participants' confidence for speaking English as a foreign language. The most noteworthy finding was how much students felt confident during the sessions. In this project, the vast majority of students experienced that their English-speaking skill had improved despite the

setting conditions, and they quite rapidly lost the fear of speaking in the foreign language. Furthermore, all the students appreciated the experience of having academic freedom along with more varied activities and found this positive and motivating. Hence, there is reason to believe that students would benefit from a larger implementation of similar projects.

On the other hand, despite of the diverse situations and challenges that this project went through, it can be said that from the students' point of view, the extracurricular sessions had a positive impact on them; however, the analysis carried out in this report allowed us to identify different shortcomings in conceptual and methodological terms. For instance, self-assessment carried out after each session led us to the potential modification and improvement of the activities and methodologies proposed.

Therefore, a comparison among the first with the last sessions shed light on the evolution, yet not utterly accomplishment, of scaffolding and speaking skill development as students were capable of giving a better performance through role-plays and conversations. In this vein, a better planning of the activities is required so as to achieve all of the steps to attain scaffolding and the characteristics of speaking skill development. The assessment of the sessions points out the limitations in the vocabulary building, modeling, and rehearsal stages. As a result, beyond the comments and opinions of students, it was not possible to reach the discourse and strategic competences, key aspects of the Communicative Competence (Canale & Swain, 1980, p.29).

Additionally, we believe that providing students with a wide range of social domain-specific activities may enable them to use the foreign language in authentic contexts and obtain meaningful learning. These activities should be accompanied by continuous feedback and vocabulary-building tasks, which would enhance speech fluency and broaden students' vocabulary repertoires. These are essential components, since students may be asked to talk

about their families, jobs, and hobbies, their neighborhoods and needs, as well as their personal preferences and aspirations.

Further projects are required to have a real impact on participants' confidence for speaking English as a foreign language. Teachers should also consider expanding the number of teaching sessions and time devoted to each of them, as well as to different social domains where communication is essential.

References

Bailey, K. M. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill.

Baskerville, R. L. (1999). Investigating information systems with action research. *Communications of the association for information systems*, *2*(1), 19. 10.17705/1CAIS.00219

Bell, J. (2010). *Doing Your Research Project* (5th ed.). McGraw-Hill Education.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, *1*(1), 1-47. https://doi.org/10.1093/applin/I.1.1

Carrasquillo, A. L. (1994). *Teaching English as a second language: A resource guide*. Routledge.

Celce-Murcia, M. (2001). Language teaching approaches: An overview. In M. Celce-Murcia (Ed.) *Teaching English as a second or foreign language* (2nd ed., Vol. 4, pp. 3-10).

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

Cojocariu, V.-M., Lazar, I., Nedeff, V., & Lazar, G. (2014). SWOT analysis of e-learning educational services from the perspective of their beneficiaries. *Procedia-Social and Behavioral Sciences, 116,* 1999–2003.

Coomber, R. (1997). *Using the internet for survey research. Sociological Research Online*, 2(2), 49-58. https://doi.org/10.5153/sro.73

Duff, P. (2014). Communicative Language Teaching. In M. A. Snow, M. Celce-Murcia, & D. Brinton (Eds.), *Teaching English as a Second or Foreign Language* (pp. 15-30). National Geographic Learning.

Dyvnych, H. (2017). English-speaking competence of civil servants in Ukraine: criteria, principles and ways of assessment. Visnyk Kyivskoho natsional noho universytetu im.T.Shevchenka. Derzhavne upravlinnia, 2 (9), 22-26.

Edelenbos, P., Johnstone, R., & Kubanek, A. (2006). *The main pedagogical principles underlying the teaching of languages to very young learners*.

Fethi, M. B. B. (2017). On the Relationship Between Teaching Pronunciation and Teaching Speaking: From Technicality to Fluency: Case of First Year LMD EFL Students (Doctoral dissertation, University of Tlemcen).

Flyman Mattsson, A., & Norrby, C. (2013). Language Acquisition and Use in Multilingual Contexts. Travaux de l'Institut de Linguistique de Lund, 52.

Fowler, F. J. (2009). Survey research methods (4th ed.). SAGE. https://dx.doi.org/10.4135/9781452230184

Rodgers, T. S. (2001). Language Teaching Methodology. ERIC Issue Paper.

Sandal, J. U., Detsiuk, T., & Kholiavko, N. (2020). Developing foreign language communicative competence of engineering students within university extracurricular activities. Advanced Education, 19-28.

Savignon, S. J. (1972). Communicative competence: An experiment in foreign language teaching. Philadelphia: Center for Curriculum Development.

Shumin, K. (2002). Factors to Consider: Developing Adult EFL Students' Speaking Abilities. In J. C. Richards, & W. A. Renandya (Eds.), Methodology in Language Teaching (pp. 204-211). University Press. https://doi.org/10.1017/CBO9780511667190.028

Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306. doi:10.1080/08923647.2019.1663082

Susman, G. I., & Evered, R. D. (1978). An Assessment of the Scientific Merits of Action

    Research. *Administrative Science Quarterly*, *23*(4), 582–603.

    https://doi.org/10.2307/2392581

Van Moere, A. (2012). A psycholinguistic approach to oral language assessment. *Language*

    Testing, 29(3), 325-344.

Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching*

    *Forum,*47(1), 32-34. ching Forum,47(1), 32-34.

Annexes

Annex A. Informed Consent

English Everywhere - Extracurricular Classes for 6th grade

Los estudiantes de grado sexto, jornada de la tarde, han sido invitados a participar en el proyecto "English Everywhere" llevado a cabo por Dalia Moreno y Valentina Torres, estudiantes del programa de Licenciatura en Lenguas Extranjeras con énfasis en Inglés de la Universidad Industrial de Santander (UIS). Este proyecto busca ofrecer espacios extracurriculares que fomenten el uso de la lengua inglesa mediante el desarrollo de actividades de esparcimiento como lecturas, juegos, videojuegos, performances, entre otros; y de esta manera fortalecer las habilidades comunicativas de los estudiantes en el idioma extranjero.

Esta encuesta tiene como objetivo general recopilar información que al ser analizada permita a las encargadas del proyecto la creación y estructuración detallada de dichos espacios extracurriculares en base a las preferencias de los estudiantes.

Dado lo anterior nos dirigimos a usted de la manera más atenta con el fin de solicitar su autorización para que su hijo(a) participe en este proyecto. Se prevé que dichos espacios extracurriculares se lleven a cabo dos días a la semana (martes y jueves) en horas de la mañana (09:00 a 10:00 AM) y tengan una duración máxima de una (1) hora por sesión. Al responder esta encuesta se compromete a hacer a su hijo(a) participe de estos espacios.

La información que recopilaremos de esta encuesta será confidencial, por lo que el nombre de ningún niño, adolescente o padre aparecerá en nuestros reportes. Si usted tiene alguna pregunta o inquietud acerca del proyecto, favor comunicarse con las encargadas a sus respectivos correos electrónicos o a sus números de celular:
Dalia Moreno : dalia.moreno1@correo.uis.edu.co - 3213357234
Valentina Torres: valentina2162908@correo.uis.edu.co - 3217076463

Doy mi consentimiento voluntario para que mi hijo(a) participe en este proyecto, *
en el cual no se pone en riesgo su salud física y moral y en la que mis datos serán mantenidos de forma confidencial

◯ Sí

◯ No

Siguiente   **Borrar formulario**

Confirmación

Confirmo que mi hijo(a) tiene disponibilidad los días martes y jueves de 09:00 AM *
a 10:00 AM para participar en este proyecto.

○ Sí

○ No

Atrás   Siguiente   Borrar formulario

Información de contacto

Con el fin de tener un canal que facilite la comunicación entre estudiantes participantes y organizadoras, se creara un grupo de WhatsApp para compartir información importante, por tal motivo lo invitamos a diligenciar a continuación su nombre completo y su número de celular.

Nombre completo del padre de familia *

Tu respuesta

Número de contacto de WhatsApp *

Tu respuesta

Atrás   Siguiente   Borrar formulario

Caracterización de los estudiantes

Señores padres de familia, gracias por ser participes de esta encuesta.
A partir de esta sección las preguntas estarán dirigidas a los estudiantes.

Annex B. Satisfaction Survey Results

English Everywhere - Results

Padres de familia y estudiantes del grado 6-08, agradecemos grandemente su compromiso y participación durante las sesiones extracurriculares llevadas a cabo en el proyecto "English Everywhere" liderado por Dalia Moreno y Valentina Torres, estudiantes del programa de Licenciatura en Lenguas Extranjeras con énfasis en Inglés de la Universidad Industrial de Santander (UIS)

Esta encuesta tiene como objetivo general recopilar información que al ser analizada permita a las encargadas del proyecto evidenciar los resultados de los efectos de estos espacios en la expresión oral de los estudiantes en el idioma extranjero.

La información que recopilaremos de esta encuesta será confidencial, por lo que el nombre de ningún niño, adolescente o padre aparecerá en nuestros reportes. Si usted tiene alguna pregunta o inquietud acerca del manejo de dicha información, favor comunicarse con las encargadas a sus respectivos correos electrónicos o a sus números de celular:
Dalia Moreno : dalia.moreno1@correo.uis.edu.co - 3213357234
Valentina Torres: valentina2162908@correo.uis.edu.co - 3217076463

Encuesta de resultados

A continuación encontrarás diferentes preguntas relacionadas con el proceso llevado a cabo durante el desarrollo del proyecto "English Everywhere".

Recuerde que esta información es muy valiosa y que no hay respuestas correctas o incorrectas así que por favor responda con honestidad.

Nombre completo del estudiante *

Tu respuesta

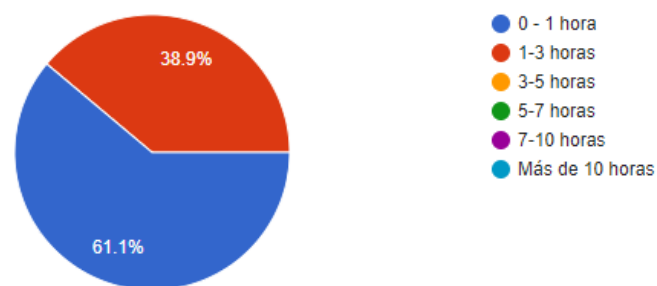1. ¿Qué dispositivo(s) usaste durante las clases virtuales?

18 respuestas

Copiar

Dispositivo	Respuestas
Computador portátil	7 (38.9 %)
Computador de escritorio	6 (33.3 %)
Tablet	2 (11.1 %)
Smartphone	10 (55.6 %)
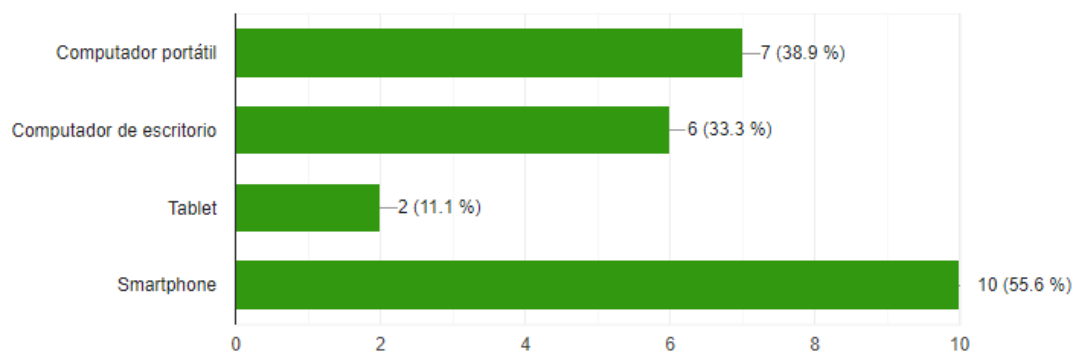
2. ¿Cuánto tiempo dedicas cada día en promedio a aprender otra lengua? (Ten en cuenta el tiempo utilizado en las sesiones)
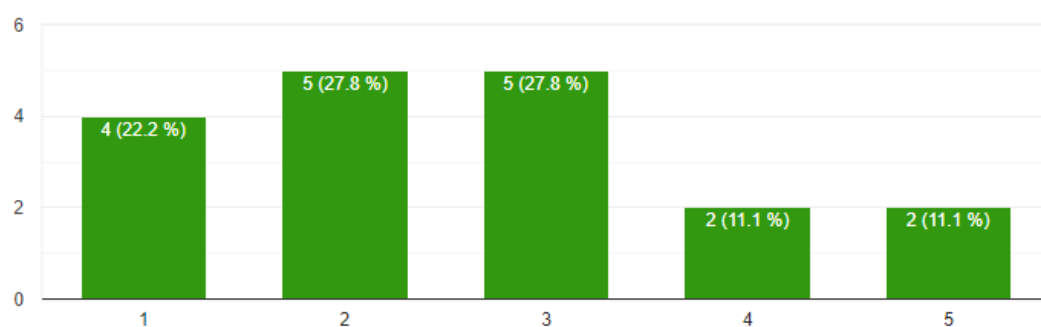
18 respuestas

Copiar

- 0 - 1 hora — 61.1%
- 1-3 horas — 38.9%
- 3-5 horas
- 5-7 horas
- 7-10 horas
- Más de 10 horas

3. En una escala de 1 a 5, donde 1 es "poco estresado(a)" y 5 es "muy estresado(a)". ¿Qué tan estresado(a) te sentiste durante la educación a distancia a lo largo de la pandemia de COVID-19?

18 respuestas

Copiar

Escala	Respuestas
1	4 (22.2 %)
2	5 (27.8 %)
3	5 (27.8 %)
4	2 (11.1 %)
5	2 (11.1 %)

4. En una escala de 1 a 5, donde 1 es "poco estresado(a)" y 5 es "muy estresado(a)". ¿Qué tan estresado(a) te sentiste durante las sesiones extracurriculares?

Copiar

18 respuestas

Bar chart:
- 1: 16 (88.9 %)
- 2: 0 (0 %)
- 3: 1 (5.6 %)
- 4: 0 (0 %)
- 5: 1 (5.6 %)
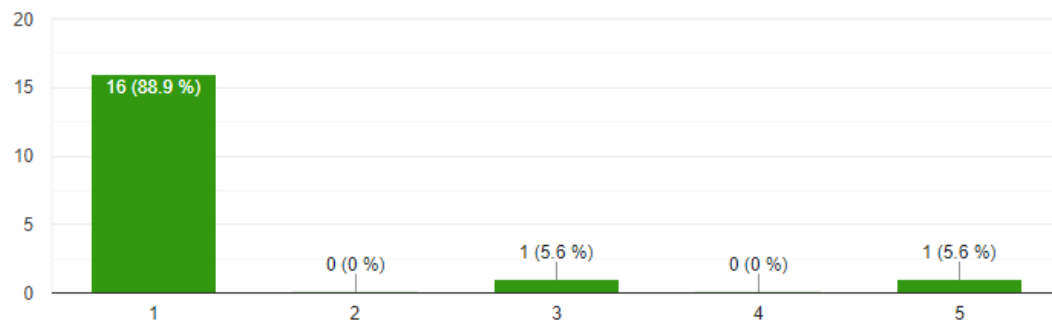
5. En una escala de 1 a 5, donde 1 es "muy incomodo(a)" y 5 es "muy cómodo(a)". ¿Qué tan cómodo(a) te sentiste al participar durante las sesiones extracurriculares?

Copiar

18 respuestas

Bar chart:
- 1: 2 (11.1 %)
- 2: 0 (0 %)
- 3: 1 (5.6 %)
- 4: 1 (5.6 %)
- 5: 14 (77.8 %)
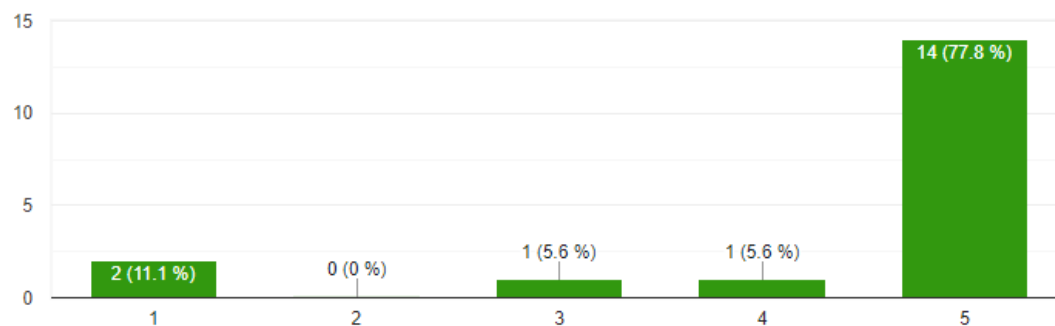
6. En una escala del 1 al 5, donde 1 representa "Sigo en el mismo nivel" y 5 "He avanzado mucho" ¿Qué tanto crees que avanzó tu nivel de inglés después de las sesiones extracurriculares?
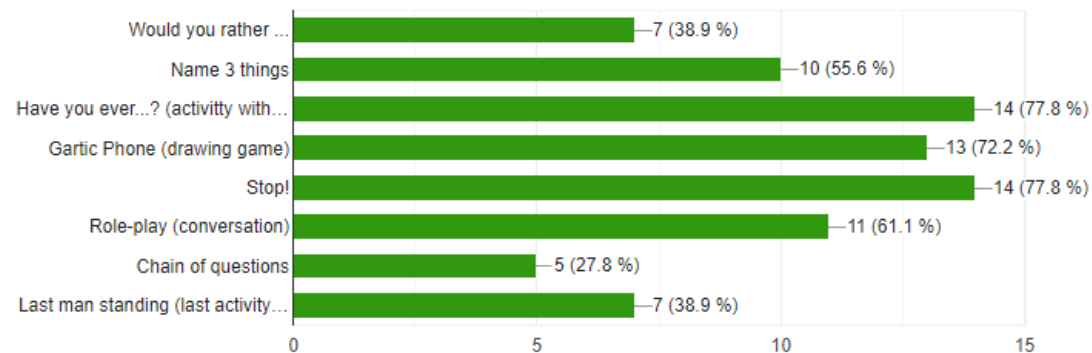
Copiar

18 respuestas

Bar chart:
- 1: 0 (0 %)
- 2: 0 (0 %)
- 3: 3 (16.7 %)
- 4: 6 (33.3 %)
- 5: 9 (50 %)
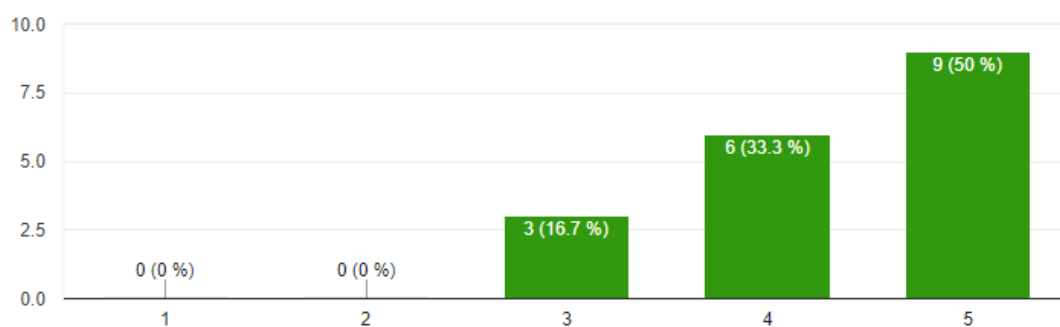
7. En una escala del 1 al 5, donde 1 representa "Sigo en el mismo nivel" y 5 "He avanzado mucho" ¿Qué tanto crees que avanzó tu capacidad de hablar en inglés después de las sesiones extracurriculares?

18 respuestas

Copiar

Escala	Respuestas
1	0 (0 %)
2	0 (0 %)
3	2 (11.1 %)
4	7 (38.9 %)
5	9 (50 %)
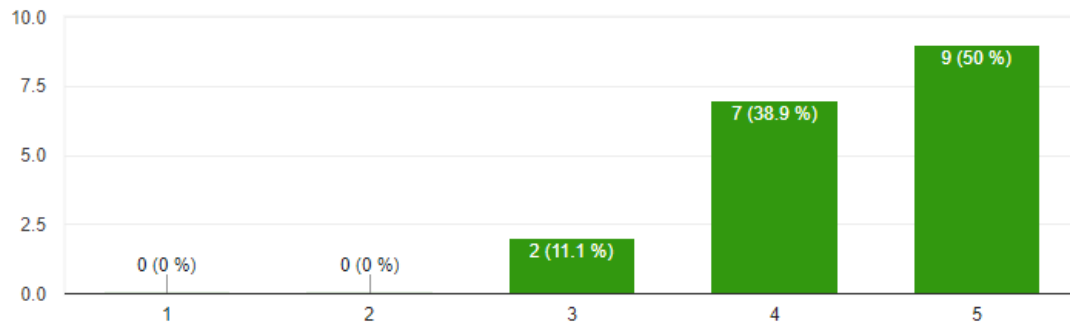
8. En una escala del 1 al 5, donde 1 representa "Sigo en el mismo nivel" y 5 "He avanzado mucho" ¿Qué tanto crees que avanzó tu nivel de confianza al hablar en inglés después de las sesiones extracurriculares?

18 respuestas

Copiar

Escala	Respuestas
1	0 (0 %)
2	0 (0 %)
3	1 (5.6 %)
4	8 (44.4 %)
5	9 (50 %)
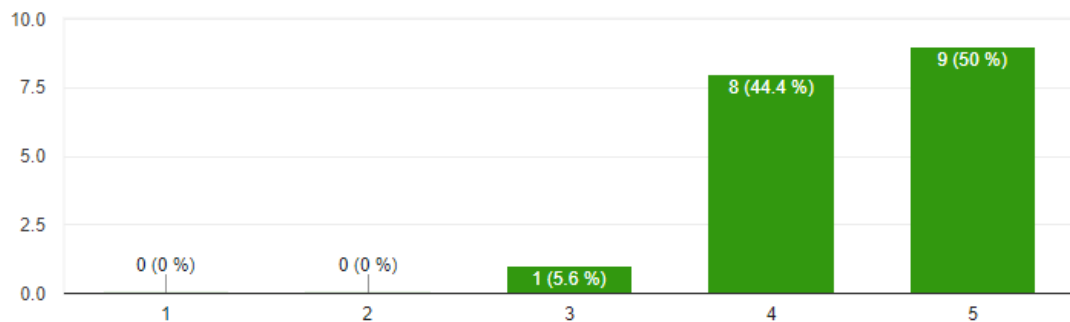
9. ¿Cuáles actividades de las desarrolladas a lo largo de las sesiones extracurriculares fueron más de tu agrado y disfrute? Puedes marcar más de una opción.

18 respuestas

Copiar

Actividad	Respuestas
Would you rather ...	7 (38.9 %)
Name 3 things	10 (55.6 %)
Have you ever...? (activitty with...	14 (77.8 %)
Gartic Phone (drawing game)	13 (72.2 %)
Stop!	14 (77.8 %)
Role-play (conversation)	11 (61.1 %)
Chain of questions	5 (27.8 %)
Last man standing (last activity...	7 (38.9 %)

10. ¿Con cuáles actividades de las desarrolladas a lo largo de las sesiones extracurriculares aprendiste más? Puedes marcar más de una opción.

📋 Copiar

18 respuestas

Activity	Responses
Would you rather ...	5 (27.8 %)
Name 3 things	11 (61.1 %)
Have you ever...? (activitty with…	9 (50 %)
Gartic Phone (drawing game)	5 (27.8 %)
Stop!	11 (61.1 %)
Role-play (conversation)	14 (77.8 %)
Chain of questions	6 (33.3 %)
Last man standing (last activity…	7 (38.9 %)
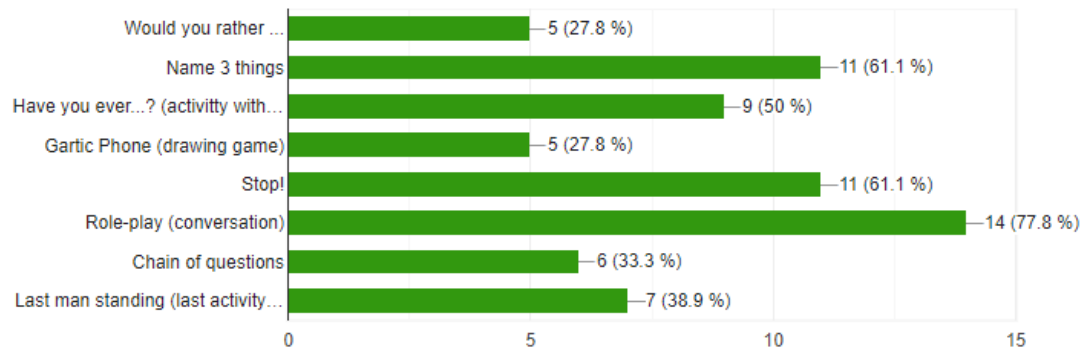
11. Para terminar, describe en este espacio cómo te sentiste durante las sesiones y deja un comentario.

18 respuestas

pues al principio me senti me nerviosa pero ya fui teniendo mas confianza a medida de las sesiones y pude entender y aprender mas. pues gracias por las sesiones fueron muy divertidas y pude dejar el miedo a participar tambien aprendi mas y me diverti mucho Asique gracias Por la oportunidad que nos dieron de poder estudiar y aprender mas el ingles.

me senti comodo y apoyado por las profesoras

me gustaron mucho las sesiones

yo me siento muy bien en confianza con las teacher de ingles y mis compañeros

Muy bien súper comodo me sentí muy bien con las teachers les agradezco está oportunidad

Me siento muy bien ya que eh aprendido mucho y son unas muy buenas teachers

Me sentí feliz y muy entusiasmado. Muchas gracias profesoras por su enseñanza y comprensión.

Bien, satisfecha porq aprendí un poco más de la lengua inglesa y nunca me imajine q pudiera hacerlo

Agradecimientos

Muchas gracias por haber completado este formulario, esperamos que su participación en este proyecto haya sido de su agrado.

Si usted tiene alguna pregunta o inquietud acerca del manejo de la información obtenida en este cuestionario, favor comunicarse con las encargadas a sus respectivos correos electrónicos o a sus números de celular:
Dalia Moreno : dalia.moreno1@correo.uis.edu.co - 3213357234
Valentina Torres: valentina2162908@correo.uis.edu.co - 3217076463

Annex C. PDF of Useful Expressions

Annex D. Excerpt of Activities and Sessions

Have you ever...?

Yes, I have ____
No, I haven't ____

You have 50 points.

+10 ... swum in a river?

+10 ... gone to emergencies?

−30 ... missed an English Class?

+45 ... eaten sancocho?

+10 ... had a pet?

+50 ... recycled?

+10 ... worn a hat?

−15 ... seen a horror movie?

Vocabulary

Pet
Present
Hammock
Ghost
Camping
Pool

1
2
3
4
5
6

I think ____ means ____

Look for the vocabulary

A – C – M – T – P – E – S – R

Name	Last Name	Country	Color	Object	Verb
Animal	Sport	Movie	Singer	Actor/Actress	Food

What is _____?
It is _____
It is related to _____

STRUCTURE

Hello!

Hi

What is your name?

I'm _____, What about yours?

I am _____. Where are you from?

I am from _____, and you?

I am from the _____.

Oh, cool, and what do you do?

I am a _____, and you?

I am a _____. I came to _____.

Oh, thank you

Driving questions

Question	
• What is your full name?	Name - Last name
• Where are you from?	Country
• What do you do?	Profession
• What is your favorite color/animal/food/?	Color / Animal / Food
• Who is your favorite singer/actor/actress?	Singer / Actor / Actress
• What sport do you practice?	Sport
• What do you like to do?	Verb

Returning questions: And yours? - And you? - What about you?

Chain of questions

QUESTION	ANSWER
• What is your full name?	My name is _____
• Where are you from?	I am from _____
• What do you do?	I am a _____
• What is your favorite color/animal/food/?	My favorite color / animal / food is _____
• Who is your favorite singer/actor/actress?	My favorite singer / actor / actress is _____
• What sport do you practice?	I practice _____
• What do you like to do?	I like to _____

Annex E. Samples of Data Analysis Instrument (Memos)

MEMO 1

Date: August 7, 2022

Session 2 (Date: September 9, 2022)

DATA. SESSION 2 OF ENGLISH EVERYWHERE

Categories of Analysis

1. Scaffolding
   1.1. Routine
   1.2. Recap
   1.3. Input
   1.4. Main Activities
   1.5. Feedback
   1.6. Wrap up

2. Speaking Skill
   2.1. Pre-speaking Activities
       Input: Vocabulary building, Useful expressions, Modeling, Rehearsal
   2.2. During Speaking activities
   2.3. Post-speaking activities

Findings: In terms of scaffolding, we identify that some stages were included in this session, such as the routine, and a recap where students remembered and finished pending activities from the previous session. Other stages were the introduction of useful expressions as part of the input, one main activity, and feedback.

Speaking skill development: (Main Activity)

As for the pre-speaking section, we presented input with two useful expressions, and we modeled the Q&A game where the expressions were used.

The speaking activity consisted of a series of slides with different interactive games where students found questions regarding real life situations and imaginary scenarios. They were free to use the pdf glossary of words and expressions and the zoom participation features. We were able to monitor students' answers and interaction by asking them individually.

The post speaking activity consisted of a matching vocabulary activity where students identified words that were used across the game.

Analysis and Discussion

As part of the self-assessment, we consider that the input stage was limited in terms of vocabulary building, modeling and rehearsal that should have been done before the main speaking activity. As Van Moerer (2012, p. 327) notes, there must be a sequence to be followed for communication activities; and in this case, the sequence was not clearly presented. However, we were able to put in practice a routine where students could practice continual linguistic structures (Flyman and Norrby, 2013, p. 116).

MEMO 3

Date: August 7, 2022

Session 6 (Date: September 23, 2022)

DATA. SESSION 6 OF ENGLISH EVERYWHERE

Categories of Analysis

1. Scaffolding
   1.1. Routine
   1.2. Recap
   1.3. Input
   1.4. Main Activities
   1.5. Feedback
   1.6. Wrap up

2. Speaking Skill
   2.1. Pre-speaking Activities
      Input: Vocabulary building, Useful expressions, Modeling, Rehearsal
   2.2. During Speaking activities
   2.3. Post-speaking activities

Findings:

Scaffolding

Most of the scaffolding stages were included in this session, for instance, the routine, recap, and input combined, one main activity, feedback and a wrap up were implemented.

Speaking skill development: (Main Activity)

As for the pre-speaking section, we presented useful expressions and model sentences as part of the input and modeling. The same model sentences worked as a vocabulary building instrument since they included vocabulary seen in the previous sessions. Another activity from this section was the creation of short sentences or phrases using the vocabulary from previous sessions and following the structure of the model sentences.

The speaking activity consisted of a drawing game called Gartic Phone. They were free to use the pdf glossary of words and expressions and the zoom participation features. We were able to monitor students' answers and interaction by asking them individually.

The post speaking activity consisted of a small conversation where students were able to compare their sentences and justify their interventions.

Analysis and Discussion

The self-assessment of this session allowed us to identify that the input stage was limited as the recap and input were combined instead of being developed separately. In the same way, the

rehearsal stage was missing and should have been done before the main activity. However, the main activity, feedback and wrap up were utterly complete. Besides, we kept implementing the established routine which according to Flyman and Norrby (2013, p. 116) helps the children to quickly build a small repertoire of chunks and phrases in the L2." Regarding the atmosphere to develop the speaking skill, Fethi (2017, p. 15) claims that the ideal is "[to] create a relaxing atmosphere whereby they can feel at ease and the purpose of social interaction can be served", in this case, the post speaking activity allowed us to reach this atmosphere through students' internalization of language.