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**FOSTERING ORAL PROFICIENCY IN SECONDARY
ENGLISH EDUCATION: IMPLEMENTING
COMMUNICATIVE METHODOLOGIES FOR
IMPROVED LEARNING**

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Resum

Aquest estudi explora l'efectivitat de la implementació d'una nova metodologia centrada en activitats orals per millorar les competències orals d'anglès dels alumnes d'educació secundària. Centrat en vint-i-quatre estudiants de segon d'ESO d'un institut català, la recerca s'estén durant tres setmanes i comprèn nou sessions d'una hora estratègicament estructurades per incorporar activitats orals interactives i materials audiovisuals. Els estudiants participen en projectes grupals, culminant en jocs de rol gravats basats en escenaris d'entrevistes, proporcionant un context real per avaluar la fluïdesa, l'expressió i la col·laboració. S'observen millores notables en la competència oral, la participació activa i la comprensió del contingut. Malgrat els reptes en l'acomodació dels estudiants amb necessitats especials, la metodologia fomenta la col·laboració i minimitza les diferències de nivell entre els estudiants. Els resultats posen de manifest la importància de les activitats de mediació, els principis de l'Ensenyament de Llengua Comunicativa (CLT) i la integració de materials audiovisuals en la promoció del desenvolupament de les habilitats orals. Aquest estudi aporta coneixements valuosos sobre estratègies efectives per millorar les habilitats orals en anglès dels estudiants en l'educació secundària, emfatitzant la importància d'aproximacions pedagògiques innovadores en l'ensenyament de llengües.

Paraules clau: Activitats orals, Competències orals en anglès, Col·laboració, Jocs de rol, Activitats de mediació

Abstract

This study explores the effectiveness of implementing a new methodology centered on oral activities to enhance the English oral skills of secondary education students. Focusing on twenty-four second-grade students from a Catalan secondary school, the research extends three weeks and comprises nine one-hour sessions strategically structured to incorporate interactive oral activities and audiovisual materials. Students engage in group projects, culminating in recorded role-plays based on interview scenarios, providing a real-world context for assessing fluency, expression, and collaboration. Notable enhancements in oral proficiency, active participation, and content comprehension are observed. Despite challenges in accommodating students with special needs, the methodology fosters collaboration and minimizes level differences among students. The findings underscore the significance of mediation activities, Communicative Language Teaching (CLT) principles, and audiovisual material integration in promoting oral skills development. This study contributes valuable insights into effective strategies for enhancing students' oral skills in secondary English education, emphasizing the significance of innovative pedagogical approaches in language teaching.

Keywords: Oral activities, English oral skills, Collaboration, Role-plays, Mediation activities

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1. Introduction

In this Master's Final Project (TFM), the need to address is the lack of engagement and the limitation in the development of students' oral skills as a crucial need in English classes in secondary education. This approach allows students to improve their speaking skills through meaningful interactions and authentic communicative situations.

The proposed methodology offers a comprehensive approach to enhancing students' oral skills by incorporating various interactive activities. Thematic debates, role-playing games, interview simulations, question-and-answer rounds, and other engaging tasks are designed to promote real communicative situations, encouraging students to actively participate and engage in oral expression. Furthermore, the integration of audiovisual materials, such as videos, podcasts, and excerpts from English television programs, enriches the learning experience by exposing students to diverse language varieties and authentic language use.

1.1 Motivation and Justification

The significance and importance of this work lie in its potential to address a demanding need in English language education. Effective oral communication skills are essential for academic, professional, and social success, yet traditional teaching methods often fail to develop these skills adequately (Brown, 2015). By focusing on meaningful interactions and authentic communicative situations, this project aims to empower students to become confident, fluent, and effective communicators in the English language.

Research has shown that individuals proficient in oral communication often have better opportunities for career advancement and social integration (Savignon, 2001). Therefore, addressing the limitations in the development of students' oral skills in secondary education is not only a pedagogical necessity but also a means of equipping students with essential life skills. By fostering a supportive and dynamic learning environment where students can actively engage in oral expression, this project aims to empower students to navigate the complexities of communication in the English language confidently.

Furthermore, the innovation proposed in this project lies in its comprehensive approach to addressing the identified need. Rather than relying solely on traditional teaching methods, the project integrates interactive activities and audiovisual materials to create a dynamic and engaging learning environment. These mediation activities immerse learners in authentic discourse, enabling them to negotiate meaning, express opinions, and engage actively in language use. This innovative approach is grounded in pedagogical theories such as Communicative Language Teaching (CLT) (Richards & Rodgers, 2001) and is informed by current research on effective language learning strategies (Nunan, 2004).

2. Theoretical Background

2.1 Lack of Oral Skill Development in EFL Classrooms

Proficiency in oral communication is one of the most important aspects of learning a language, especially when it comes to teaching English. However, a general lack of natural development in students' oral proficiency goes through English as a foreign language (EFL) classroom. Additionally, Cook (2008) emphasizes that inadequate accessibility to an environment that is beneficial for the development of oral competence restricts the comprehensive development of language skills, which in turn prevents students from fully utilizing the range of linguistic skills necessary for efficient communication.

Simultaneously, a noticeable lack of student engagement contributes to the barriers to oral skills development within the secondary English education setting, as noted by Harmer (2007). Conventional teaching methods often fail to generate the enthusiasm necessary for active participation and meaningful interactions. This lack of participation not only affects the improvement of oral proficiency but also puts into doubt the general effectiveness of language learning activities in the classroom: "A loss of attention should be taken as an indication of the learner's lack of involvement in learning, the implication being that variety in the choice of learner tasks will increase attention and therefore promote learning" (Richards and Rodgers, 2001: 118).

2.1.1 Main Factors Affecting Oral Interaction in Language Classrooms

To improve oral contact in language classes, it is important to identify the barriers preventing it from developing. According to Brown (2015), factors like low self-esteem, nervousness, and shyness are among the things that prevent students from speaking English well. Educators may overcome these obstacles by developing a supportive learning environment, responding to mistakes with empathy, and highlighting the fact that making mistakes is a necessary part of learning.

Teachers often prioritize grammar over oral skills, limiting speaking practice, but one way to reduce this gap is to integrate speaking activities with reading, writing, and listening as suggested by Krashen (1982).

Obstacles also stem from peer pressure, lack of motivation, and inadequate support, as noted by Sheehy (2011). Teachers must encourage a positive environment, offer immediate rewards for English communication, and provide language and emotional support.

2.1.2 Importance of Addressing Oral Skills in Secondary Education

Given the complexity of language learning and the inherent relevance of oral abilities, secondary education must compensate for these lacks. The importance is not limited to developing language skills; it also includes giving students the communication skills they need for their social, professional, and academic pursuits (Swain, 2000). The development of oral proficiency is an effective way of creating opportunities, promoting efficient communication, and encouraging a more profound comprehension and admiration of the English language: "The strong version of CLT, therefore, involves providing learners with opportunities to experience how language is used in communication" (Ellis, 2003: 2).

2.2 Theoretical Foundations of Communicative Language Teaching

2.2.1 Communicative Language Teaching (CLT)

Beyond mere structural competence, Communicative Language Teaching (CLT) promotes comprehensive language usage, indicating an important change in language education (Richards & Rodgers, 2001). This approach emphasizes utilizing language for effective communication in authentic contexts rather than solely focusing on grammar rules. CLT, as highlighted by Savignon, places principal importance on interactive and meaningful language use, aiming to develop learners' communicative competence: "Without methods, without a book, without grammar or rules, without a whip and without tears, I had learned a Latin as proper as that of my schoolmaster" (1983: 47).

CLT strategies, as outlined by Richards and Rodgers (2001), incorporate various communicative activities such as role-plays, information-gap tasks, and authentic discussions, enabling learners to actively engage in real-world language scenarios. Moreover, the methodology prioritizes functional language use, enabling students to acquire the ability to express themselves fluently and appropriately in diverse social situations.

This pedagogical approach fosters a student-centered learning environment, encouraging learners to communicate for genuine purposes rather than focusing solely on linguistic accuracy. By emphasizing authentic communication, CLT aims to bridge the gap between classroom language learning and practical, real-life language usage (Richards & Rodgers, 2001). Through exposure to genuine language contexts, learners are better equipped to navigate real-world communication challenges and develop a higher degree of communicative competence.

2.2.2 Methodologies for Promoting Oral Skills

2.2.2.1 Mediation activities

Mediation activities, such as thematic debates, role-playing, and simulations, have been identified as instrumental tools for enhancing oral proficiency (Swain, 2000). These activities immerse learners in authentic discourse, encouraging them to negotiate meaning, express opinions, and engage actively in language use.

Mediation in language learning is fundamental in facilitating communication across different language speakers, fostering mutual understanding and effective communication (Cantero & De Arriba, 2004). It serves as a vital strategy to promote intercultural understanding and enhance students' communication skills:

“The descriptors for mediating communication will therefore have direct relevance to teachers, trainers, students, and professionals who wish to develop their awareness and competence in this area, in order to achieve better outcomes in their communicative encounters in a particular language or languages, particularly when there is an intercultural element involved” (North B. & Piccardo E., 2016: 17).

Mediation skills are developed through a variety of language learning activities, including translation, interpretation, paraphrasing, summarizing, and note-taking (Cambridge University Press, 2022). These activities enable learners to bridge linguistic and cultural gaps, facilitating effective communication in multilingual contexts.

2.2.2.2 Use of Audiovisual Materials in Language Learning

The inclusion of audiovisual materials, as supported by Nunan (2004), significantly enhances language learning activities. Utilizing videos, podcasts, and authentic extracts

exposes learners to a wide range of linguistic contexts, fostering an enriched understanding of language complexities and cultural diversity. These resources serve as instrumental aids in developing both listening comprehension and oral proficiency skills.

Integrating audiovisual materials into language lessons captivates learners and provides an immersive experience, enabling them to interact with real-world language usage. This exposure to varied accents and speech patterns improves oral skills and encourages active participation, helping learners practice language in real-life situations (Nunan, 2004).

2.3 Educational Innovation and Leadership

2.3.1 The Role of Leadership in Educational Change

The implementation of methodological changes in educational settings is influenced by various factors. Effective leaders handle faculty awareness, institutional opposition, and resource limitations while cultivating a common goal among all parties involved. (Leithwood & Riehl, 2003). By providing guidance and support, they enable the successful implementation of new methodologies.

Leadership's proactive approach is crucial in cultivating a culture of continuous learning and innovation. Training programs for educators are essential, but leaders' active involvement in new methodologies has a greater influence. Furthermore, leadership's proactive attitude motivates faculty, creating an environment favorable to educational evolution.

2.3.2 School Culture and Communication

School culture significantly shapes innovation within educational institutions. A culture that values experimentation and diverse viewpoints fosters an atmosphere that is favorable to innovation (Schein, 2010). Effective communication strategies within this culture facilitate the exchange of ideas, nurturing innovative practices.

Several factors contribute to fostering educational innovation: open communication channels, celebration of experimentation, and adequate resources for professional development are crucial. Leadership promoting a growing mindset and acknowledging both successes and failures facilitates sustained educational innovation (Dweck, 2006).

3. Research proposal

English oral skills exhibit a lack of engagement and limitations in development among secondary education students. Observation reveals limitations in vocabulary, sentence formation, and pronunciation, indicating a delayed progression in oral proficiency. The need to improve confidence, listening comprehension, and active participation in authentic oral activities is crucial for effective learning. Furthermore, the identified challenge goes beyond academics, impacting students' overall language acquisition and communication abilities. The commitment is to create an environment where students feel confident, engaged, and equipped with practical language skills for effective communication in various settings.

3.1 Research Question

Taking into account the context of the study, including the participants involved, the identified need within the educational setting, and the proposed innovative methodology, the research endeavors to address the following inquiry: How can the implementation of a new methodology focused on oral activities enhance students' confidence, oral comprehension, and active participation in English classes in secondary education?

3.2 Objectives

- **General objective**

To enhance the oral skills of secondary education students through the implementation of interactive oral activities.

- **Specific objectives**

In pursuit of the general objective, this study delineates specific objectives aimed at achieving comprehensive improvement in students' oral skills:

- Increase students' confidence in their oral expression.
- Encourage active and committed participation of students in oral activities.
- Develop student's oral Fluency and Comprehension through structured practice and exposure to authentic language use.

- Cultivate a dynamic learning environment that encourages collaboration, creativity, and critical thinking among students.

3.3 Hypotheses

Before carrying out the investigation, the following assumptions present the anticipated results:

- Implementing a new methodology centered on interactive oral activities, complemented by the integration of audiovisual materials, will significantly improve students' confidence in their oral expression in English classes in secondary education.
- The incorporation of interactive oral activities and audiovisual materials will lead to increased active participation and commitment among students during oral activities in English classes.
- Students exposed to the new methodology will demonstrate enhanced oral fluency and comprehension compared to those following traditional teaching methods.
- The implementation of the proposed methodology will contribute to the creation of a dynamic learning environment characterized by collaboration, creativity, and active engagement among students.

3.4 Research Design

This study adopts a case study design to provide an in-depth exploration of the impact of a new oral-focused methodology on English language learning in an EFL class (English as a Foreign Language). It delves into the essence of collaborative experiences, group interactions, and the evolving narrative of oral proficiency within a team context. A qualitative approach will be used in the research to get a comprehensive knowledge of the new methodology's impacts.

This case study involves an in-depth investigation of a specific case within its real-world context. It seeks to explore the complexities and unique aspects of the case, providing rich and detailed insights into the subject of study. In this research, the case study approach allows for a focused examination of how the new oral-focused methodology unfolds in a particular secondary education class.

4. Educational intervention

The context revolves around the introduction of Unit 4 of the English book, where students delve into vocabulary related to good deeds, personal adjectives, phrasal verbs, and grammar involving 'be going to' and 'will.' The primary challenge is to confront the observed deficiencies in oral proficiency among 2nd-grade students (2nd of ESO).

This scenario is directly related to the ongoing language learning process, building upon the foundation laid by the English book. The aim is to transition from theoretical comprehension to practical application, fostering an interactive and participative learning environment.

The selected methodology, qualitative research with an interactive and participative approach, seeks to engage students actively in the learning process, addressing the identified issues in oral proficiency.

The essence of the intervention lies in the final project. This project was carried out during the last 5 sessions of the implementation. It involves students working collaboratively in groups, deciding, and creating interviews. The learning objectives are: to enhance oral communication skills through the exploration of vocabulary and grammar, and second, to showcase active participation throughout the interview project. This practical application of language skills provides a real-world context for assessing fluency, expression, and collaboration.

5. Research Method

5.1 Participants

This study involved the participation of twenty-four second-grade students from ESO (Compulsory Secondary Education), ranging in age with an average of 13 years. The class exhibited gender parity, with an equal distribution of male and female students.

The implementation period spanned 3 weeks and consisted of a total of 9 sessions, each lasting 1 hour (see Appendix N). These sessions were strategically structured to incorporate various interactive oral activities and the integration of audiovisual materials, aligning with the proposed methodology.

Characterized by significant socioeconomic diversity among students, the secondary school provided a rich and varied backdrop for the study.

Among the participants, four students received support through the Integration Program (PI), underscoring the diversity and inclusivity within the educational context. One student had been diagnosed with dyslexia, while another exhibited symptom of ADHD (Attention-Deficit/Hyperactivity Disorder). Additionally, one student faced challenges in comprehension and expression, while another student required support in communication and social skills.

To cater to the diverse needs of the class, groups were formed based on students' characteristics, facilitating peer-scaffolding scenarios during activities. Six groups, each comprising four students, engaged in the study activities, fostering collaboration and mutual support among peers.

Overall, the participants demonstrated a good level of English with their age group, although variations existed in specific skills. Challenges related to self-confidence and self-belief hindered students' ability to engage fully in speaking and writing activities, highlighting the importance of addressing these factors in language learning contexts.

5.2 Variables

This study focuses on several key variables to assess the impact of the educational intervention on students' oral skills development.

- Dependent Variable:

Improvement in Students' Oral Skills: This variable encompasses changes in students' confidence, listening comprehension, and active participation following the implementation of the new methodology. It serves as the primary indicator of the effectiveness of the intervention in enhancing students' oral proficiency.

- Independent Variable:

Implementation of the New Methodology: The independent variable of this study is the implementation of the new methodology, which is centered around interactive oral activities and the integration of audiovisual materials. This variable is under examination and measurement to determine its effectiveness in facilitating improvements in students' oral skills.

- Control Variable:

Sociodemographic Factors: While not the primary focus of the research, sociodemographic factors such as linguistic background, prior exposure to English, and socio-economic status will be included as control variables. These variables are not directly manipulated but are analyzed to understand how they might influence the dependent and independent variables.

5.3 Data Collection Instruments

The data collection for this study employs a multifaceted approach to ensure comprehensive insights into the participants' oral skills development and their perception of the learning process. Firstly, systematic observations are conducted during the learning sessions. These observations evaluate various aspects of oral expression, including fluency, pronunciation, intonation, and interaction dynamics among students (see Appendix M).

Furthermore, a questionnaire is administered to the students to gather direct feedback on their learning experience and personal development in oral expression. This feedback provides valuable insights into the students' perceptions of the learning process and potential areas for improvement (see appendix J).

To supplement the internal assessment, an interview is made for the practice mentor to obtain external feedback on the impact of the activities on student learning and observed progress in their oral skills. (see appendix L).

5.4 Data Analysis

The questionnaire responses from the students were translated into English before data analysis. After, all collected data, including observations and questionnaires are organized and analyzed using the Atlas.ti software application. This tool enables efficient coding and systematic analysis of qualitative data, helping in the identification of themes, patterns, and trends, thus facilitating the interpretation and extraction of meaningful results. Through this comprehensive data analysis approach, the study aims to provide a deeper understanding of the impact of the implemented methodology on students' oral skills development and their perception of learning English as a second language.

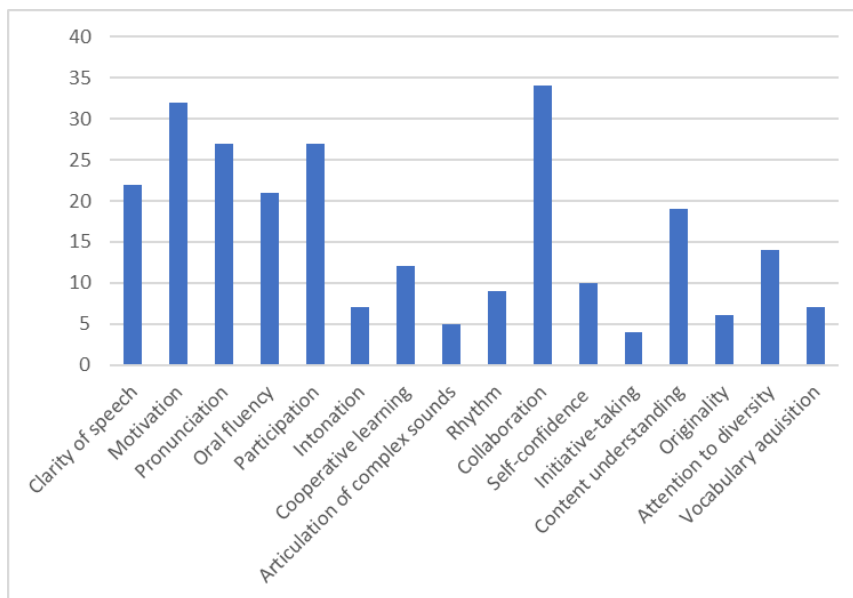
A thematic analysis will be employed, which involves systematically identifying, organizing, and interpreting patterns or themes within the collected data. This interpretive approach aims to reveal the underlying meanings associated with the impact of the new methodology on students' oral skills, confidence, and overall language learning experience.

6. Results

A qualitative method was employed in the analysis of the data acquired using the Atlas.ti program. Codes were found after reading and evaluating the information gathered by questionnaires, observations, and an interview (see Figure 1).

Figure 1

Codification originated from the data collection

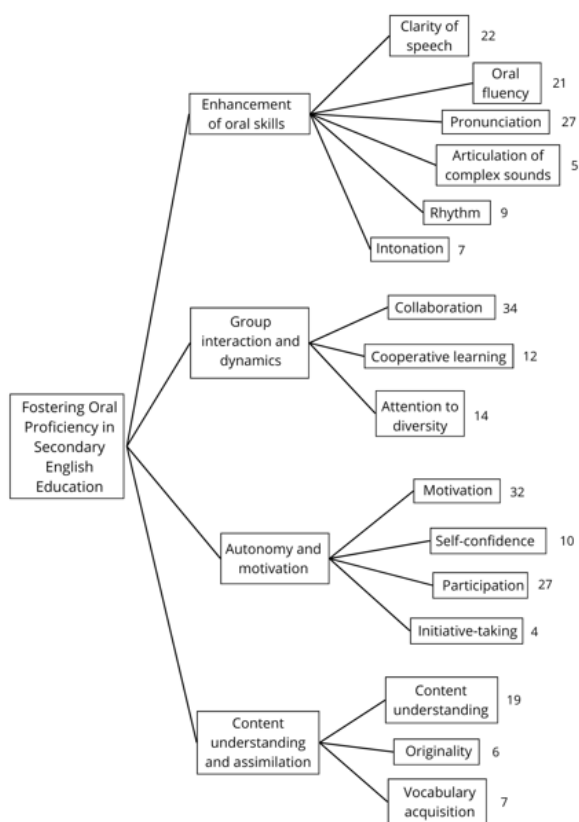


Note. The numbers correspond to the quotes extracted from the analysis of the collected data.

Four main themes were identified through data analysis, aligning with the research question and objectives. These themes include the enhancement of oral skills, group interaction and dynamics, autonomy and motivation, and content understanding and assimilation. Each theme encompasses one or more specific codes (see Figure 2).

Figure 2

Thematic codification originated from the data collection



To facilitate comprehension, the experimental results are organized into several sections based on the study question and objectives.

6.1 Enhancement of Oral Skills

In addressing the research question regarding how the implemented methodology could improve students' oral skills, significant findings emerged. The analysis of questionnaire responses and observations during the intervention shed light on students' experiences related to oral proficiency development. Firstly, some students expressed confidence in their oral skills before the implementation but acknowledged improvements in motivation and confidence afterward:

" I've always felt more confident speaking English since I go to an English academy and watch a lot of English films. But following these sessions, I feel more comfortable expressing my ideas in depth." (Participant 1)

"I used to be okay with speaking English, but sometimes I felt a bit nervous. However, now I feel more motivated and eager to participate in discussions." (Participant 5)

These students recognized a boost in their confidence levels and a greater willingness to engage in oral activities following the intervention. Conversely, other students acknowledged their initial lack of confidence and perceived improvements in their oral proficiency after the intervention:

"I've always found speaking English difficult, and I used to feel really nervous during speaking activities. But after these sessions, I feel less anxious." (Participant 8)

"Speaking English has never come naturally to me because of my pronunciation and vocabulary issues. But right now, I think I'm getting better." (Participant 13)

These students, who initially struggled with confidence in their oral abilities, reported feeling less anxious about speaking English after participating in the intervention. They attributed their recent confidence to the activities and strategies introduced during the sessions. Overall, the majority of students expressed positive changes in their beliefs and perceived improvements in their oral skills following the intervention. However, a few students indicated that they did not experience significant changes:

"I don't think these lessons did anything to improve my speech. I still have anxiety when I talk in English." (Participant 3)

"I didn't feel any different during the speaking activities after the sessions. I'm still not very confident." (Participant 10)

These students felt that the intervention did not have a substantial impact on their oral proficiency or confidence levels. Despite this, the majority of participants reported perceived enhancements in their oral skills, highlighting the effectiveness of the implemented methodology in promoting oral proficiency development.

6.2 Group Interaction and Dynamics:

Reflecting on the group interaction, the mentor acknowledged its effectiveness in promoting collaboration among students. However, she noted some challenges for students with special needs, indicating that the methodology might not be fully suitable for them:

“I observed that the new methodology encourages collaboration among students, which is beneficial for their learning. However, it may not be entirely suitable for students with special needs, as they may encounter difficulties in accessing the content despite adaptations.”

Despite recognizing the benefits of collaboration, the mentor highlighted the need for further adjustments to ensure inclusivity and accessibility for all students. Furthermore, Students expressed positive impressions of the group work facilitated by the methodology, perceiving increased comfort and engagement compared to traditional classroom activities.

“I found the collaborative tasks enjoyable and motivating. They encouraged me to participate actively without even realizing it.” (Participant 22)

“Working in groups allows me to focus more on tasks and express my ideas better. I felt more motivated to participate compared to whole-class activities.” (Participant 14)

Overall, student feedback highlighted the effectiveness of collaborative tasks in promoting active participation and meaningful engagement in the learning process. Despite some challenges observed among students with special needs, the majority of participants valued the opportunities for collaboration.

6.3 Fostering Autonomy and Motivation

Throughout the implementation of the new methodology, several observations highlighted the impact of the approach on fostering autonomy and motivation among students. These observations captured instances where students demonstrated increased initiative-taking, self-confidence, and active participation in their learning.

Observation 1:

“During a group activity focused on problem-solving, several students took the lead in organizing tasks and delegating responsibilities. One student, in particular, demonstrated initiative by suggesting creative solutions and encouraging group members to contribute their ideas.”

Observation 2:

“In a role-playing exercise, students exhibited a high level of engagement and enthusiasm, eagerly taking on assigned roles and immersing themselves in the scenario. Despite initial apprehension, students showed growing confidence as they actively participated in the activity.”

Feedback from students further underscored the positive impact of the methodology on promoting autonomy and motivation in their learning journey.

"I feel more confident in expressing my ideas and taking initiative during group activities. These activities helped me to not have fear of failure." (Participant 6)

"I've been inspired to actively participate in and interact with the information by the interactive activities. I have greater confidence to pick up new ideas." (Participant 18)

By providing opportunities for active participation, encouraging initiative-taking, and fostering self-confidence, the approach empowered students to take ownership of their learning journey and pursue academic success with determination.

6.4 Enhancement in Content Understanding and Assimilation

During the implementation of the methodology, observations revealed notable advancements in students' content understanding and assimilation. These observations captured instances where students demonstrated originality in their ideas, deepened their understanding of the subject matter, and acquired new vocabulary through engaging activities.

Observation 3:

"In a collaborative project-based activity, students showcased originality in their approach to problem-solving. Working in groups, they brainstormed innovative solutions to complex scenarios, drawing on their understanding of the content and applying creative thinking skills.

Through collaborative discussions and peer feedback, students refined their ideas and synthesized information to produce unique and insightful outcomes."

Also, student feedback confirmed the approach's beneficial effects on improving comprehension of the material.

"The activities have enhanced my understanding of the subject matter. Working with peers allowed me to gain new perspectives and think critically and have original ideas." (Participant 9)

By providing engaging learning experiences, the approach empowered students to improve their comprehension, think critically, and express themselves better in English.

7. Discussion

The findings of this study aimed to investigate the effects of implementing a new methodology focused on oral activities to enhance students' oral skills in secondary English education. Through an analysis of data collected from questionnaires, an interview with the mentor and researcher observations, this section explores the connection between the results and the initial objectives and previous research.

7.1 Connection between Results and Objectives

The study's findings closely match the original goals that were stated at the beginning of the investigation. Firstly, the objective concerning the enhancement of students' oral skills received substantial support from the data analysis. Students demonstrated noticeable improvements in various aspects of oral proficiency, including clarity of speech, oral fluency, pronunciation, articulation of complex sounds, rhythm, and intonation. These findings underscore the effectiveness of the implemented methodology in addressing the identified need to boost students' oral skills in secondary English education.

The objective regarding increased active participation in discussions and oral activities was strongly supported by the findings. Students showed greater enthusiasm and engagement during oral activities, demonstrating a higher level of involvement compared to traditional classroom activities. This active participation was observed through their contributions to discussions, role-playing games, and other interactive tasks.

The study's findings provided strong support for the goal of improving student's self-confidence when doing oral activities. Both students with initially strong self-beliefs and those with weaker beliefs reported increased confidence and capability in oral expression following the implementation of the methodology. This suggests that the methodology effectively contributed to enhancing students' attitudes and beliefs towards oral activities in the English classroom, thereby fostering a more positive learning environment.

However, while the methodology succeeded in narrowing the gap between low and high achievers, it fell short in accommodating students with special needs. These students

were not fully integrated into the activities, limiting their participation and interaction during oral activities. Possible reasons for this include difficulties in understanding the activities among students with special needs and a lack of integration within the class group, leading to feelings of insecurity. Nonetheless, the methodology proved to be favorable to fostering collaboration and reducing level differences among most students.

Moreover, the objective related to the acquisition of grammatical structures through the methodology was largely confirmed. Students effectively engaged with activities aimed at learning and utilizing comparative adjective forms, demonstrating a solid understanding of the targeted grammar aspect in their final tasks. Additionally, while not the primary focus, the methodology also proved beneficial for vocabulary acquisition, as indicated by students' responses in the questionnaire, which emphasized the importance of vocabulary learning in English as a foreign language (EFL) lesson.

7.2 Connection between Results and Previous Research

The incorporation of mediation activities, such as thematic debates, roleplaying, and simulations, resonates with the research of Swain (2000), who emphasizes the importance of these activities in enhancing oral proficiency. Swain argues that such activities immerse learners in authentic discourse, enabling them to negotiate meaning and actively engage in language use. As observed in the current study, students' participation in role-plays and discussions facilitated meaningful interactions, allowing them to express opinions and negotiate meaning effectively. This suggests that mediation activities indeed play a crucial role in promoting oral skills development in language classrooms.

Secondly, the principles of Communicative Language Teaching (CLT) are evident in the methodology employed in this study. CLT emphasizes the use of language for effective communication in authentic contexts, rather than solely focusing on grammar rules (Savignon, 1983). The CLT approach prioritizes interactive and meaningful language use, aiming to develop learners' communicative competence. The findings of this study reflect the CLT principles by demonstrating how interactive oral activities and collaborative tasks facilitated authentic communication among students. This suggests that CLT strategies, such as role-plays and authentic discussions, are effective in promoting oral skills development.

Lastly, the integration of audiovisual materials in language learning, as advocated by Nunan (2004), has helped enhance oral proficiency in this study. Nunan argues that audiovisual materials expose learners to a wide range of linguistic contexts, fostering an enriched understanding of language complexities and cultural diversity. Similarly, the use of videos, podcasts, and authentic extracts in this study provided students with opportunities to engage with real-world language usage, thereby improving their oral proficiency skills. This indicates that integrating audiovisual materials into language lessons can significantly enhance oral skills development.

In summary, the findings of this study are consistent with previous research on the effectiveness of mediation activities, CLT, and the use of audiovisual materials in promoting oral skills development. These pedagogical approaches offer valuable insights into designing effective language teaching methodologies that prioritize authentic communication and meaningful interaction in the classroom.

8. Conclusion

The findings of this study provide valuable insights into the effectiveness of implementing a methodology focused on oral activities to enhance students' oral skills in secondary English education. Building upon the research objectives, the conclusions drawn from this study underscore several key points:

Firstly, the study confirms the efficacy of the implemented methodology in achieving its objectives. Students demonstrated significant improvements in various aspects of oral proficiency, including increased confidence, active participation, and engagement in oral activities. This suggests that the methodology effectively addresses the identified need to enhance students' oral skills in the English classroom.

Secondly, while the methodology succeeded in narrowing the gap between low and high achievers, it revealed limitations in accommodating students with special needs. Further research and adaptations to the methodology may be necessary to ensure the inclusion and participation of all students, regardless of their individual learning needs.

Moreover, the study highlights the importance of incorporating mediation activities, Communicative Language Teaching (CLT) principles, and the use of audiovisual materials in promoting oral skills development. These pedagogical approaches offer favorable approaches for designing effective language teaching methodologies that prioritize authentic communication and meaningful interaction in the classroom.

In conclusion, this study contributes to our understanding of effective strategies for enhancing students' oral skills in secondary English education. By utilizing mediation activities, CLT principles, and audiovisual materials, educators can create engaging and immersive learning experiences that foster students' confidence and proficiency in oral communication.

8.1 Limitations of the Study

Limitations of the study include the relatively small sample size and the specific context of the secondary school in Tarragona, Spain. Future studies could explore the generalizability of the findings across different educational settings and student populations. Additionally, longitudinal studies could provide insights into the long-term effects of the implemented methodology on students' oral skills development.

The implications of this study are diverse. For teachers, the findings suggest the importance of adopting innovative and interactive approaches to language teaching that prioritize oral skills development. For schools and educational institutions, the study underscores the need for supportive environments that encourage experimentation and collaboration among teachers to enhance pedagogical practices. Finally, for educational administrators, the study highlights the importance of investing in professional development opportunities to support effective language teaching practices in secondary education.

8.2 Future Research

The findings of this study open avenues for future research aimed at further exploring and refining the methodologies and strategies employed in this study. Longitudinal studies could provide valuable insights into the long-term effects of the implemented methodologies on students' oral skills development, academic performance, and overall language proficiency.

Additionally, comparative studies examining the effectiveness of different pedagogical approaches for oral skills development across diverse student populations and educational contexts could contribute to a deeper understanding of effective language teaching practices. Furthermore, qualitative research methods such as focus group interviews and classroom observations could provide rich data on students' perceptions, experiences, and attitudes toward the implemented methodologies, offering valuable insights for future research and practice in language education.

In summary, future research endeavours should aim to build upon the findings of this study to advance our understanding of effective strategies for enhancing students' oral skills in secondary English education.

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10. Appendixes

Appendix A - Project Builder 1

Project builder 1

Choose some good deeds to do

Your project is to record or film a radio interview about helping others. Another group will ask the questions and you will answer by talking about your good deeds and the benefits of doing good. Read question 1 below then complete exercises 1 and 2 to help you prepare your answer.

Question 1: What good deeds did you do recently and who did they help?

Ex 1. Think about some good deeds and discuss the questions.

- Which are easy / more difficult to do?
- Which can you do quickly? Which need more time?
- Which can you do at home or at school?
- Who will the good deed help, e.g. a friend, a family member, or the community?

Ex 2. Complete the table with two good deeds for each group member. Then try to do them this week.

Name	Good Deeds

Project builder 2

Choose a volunteering opportunity

Read question 2 of your radio interview then complete exercises 1-3 to help you prepare your answer.

Question 2: Where are you going to volunteer and why did you choose that role?

Ex 1. Choose three adjectives that describe you.

Ex 2. Choose the skills and qualities from the list that describe you. You can add more of your own ideas.

- good IT skills
- can play an instrument
- good communication skills
- can sing
- an animal lover
- can act

Ex 3. Choose a volunteering opportunity or use your own idea. Imagine you are going to volunteer in this role in the future. Write three or four sentences about your skills and qualities and what you plan to do in the role.

I have good IT skills and I'm patient. I'm going to volunteer to teach older people about

Project builder 3

Choose things to donate to charity

Read question 3 of your radio interview then complete the exercise to help you prepare your answer.

Question 3: What are you planning to donate to charity and how will the items help?

What do you have at home that you could donate? As a group, think of six items then copy and complete the table. Use the list of categories below to help.

- books • clothes • electronics • games • glasses • toys

Item	Who will want it?	How will it help?
<i>a winter coat</i>	<i>a homeless person</i>	<i>It's going to be very cold this winter. The coat will keep them warm.</i>

Project builder 4

Prepare to talk about how doing good is good for you.

Read question 4 of your radio interview then complete exercises 1 and 2 to help you prepare your answer.

Question 4: How is doing good good for you?

Write answers to the questions. How does doing good help:

1 your mental health?

2 your physical health?

3 you live longer?

Compare your answers with the other members of your group

Project

Record or film a radio interview about helping others.

Share and review

Look back at your Project Builders 1-4. Check that you have:

- A list of good deeds that you did.
- Your plans for volunteering work.
- A list of six things that you could donate to charity.
- Some reasons why doing good is good for you.

Is there anything you want to change?

Decide

- Make sure all the members of the group will speak.
 - Create an introduction.
- Use Project Builders 1-4 to answer questions 1-4

Appendix F - Exit Ticket



EXIT TICKET

- Write down two things you liked or found useful about today's lesson.
- Has today's lesson increased your motivation to perform good deeds? If so, briefly explain why.
- Share a personal experience related to one of the good deeds discussed today. How did it make you feel?

Appendix G - "Human Bingo" Energizer

B I N G O

FIND SOMEONE WHO

loves to swim	can play a musical instrument	does not like broccoli	is afraid of spiders	has a cat
has had stitches	is an only child	wakes up early	can whistle	hasn't had breakfast today
was born in January	drank coffee this morning	wears socks to bed	who has more than four siblings	bites his/her nails
has argued with a friend recently	... snores	has seen a snake in the wild	has fainted or thrown up in public	won a contest
enjoy maths	can use chopsticks	likes very spicy food	watches more than one hour of TV every day	is a couch potato

Appendix H - Peer Assessment

COLLABORATION	CREATIVITY	COMMUNICATION
<p>1 This group can give respectful feedback and respond to it</p> <p>☹️ ☹️ 😐 😊 😊</p>	<p>2 This group can record or film an interesting interview</p> <p>☹️ ☹️ 😐 😊 😊</p>	<p>3 This group can speak slowly and clearly in an interview</p> <p>☹️ ☹️ 😐 😊 😊</p>

Appendix I - Rubric Assessment

Oral Communication Skills	Excellent (3)	Good (2)	Fair (1)	Needs Improvement (0)
Clarity of Speech	Pronunciation is clear and coherent, with minimal errors.	Pronunciation is generally clear, with occasional minor errors.	Pronunciation is somewhat clear but may be affected by noticeable errors.	Pronunciation is unclear and difficult to understand.
Fluency	Speech flows smoothly and continuously without pauses or hesitations.	Speech is mostly fluent, with occasional minor pauses.	Speech is somewhat fluent but may be interrupted by frequent pauses.	Speech is choppy and disjointed, with significant pauses.

Vocabulary Usage	Appropriately uses a wide variety of vocabulary related to good deeds.	Demonstrates a good range of vocabulary related to good deeds, with occasional repetition.	Uses basic vocabulary related to good deeds but lacks variety and sophistication.	Limited vocabulary related to good deeds, with frequent repetition and inaccuracies.
Expressiveness	Uses intonation and expression effectively to convey meaning and engage the audience.	Demonstrates some use of intonation and expression to convey meaning but may lack consistency.	Attempts to use intonation and expression but with limited effectiveness.	Speech lacks intonation and expression, making it monotonous and unengaging.

Collaboration and Teamwork	Excellent (3)	Good (2)	Fair (1)	Needs Improvement (0)
Contribution to Planning	Actively participates in the process, offering insightful ideas and suggestions that contribute to the project's success.	Contributes to planning discussions, providing valuable input and supporting the development of the project plan.	Participates in planning activities to some extent but may require more engagement or initiative in generating ideas and making decisions.	Contributes minimally to the planning process, lacking input or engagement in developing the project plan.
Group Collaboration	Collaborates effectively with group members, fostering open communication, and demonstrating a willingness to listen to and consider others' perspectives.	Works well with the group, actively engaging in discussions and contributing to decision-making processes.	Collaborates adequately with the group but may encounter challenges in communication or cooperation at times.	Struggles to collaborate with group members, leading to friction, misunderstandings, or conflicts within the team.

Task Assignment	Ensures a fair and equitable distribution of tasks among group members, considering individual strengths and preferences.	Participates in task assignment discussions, offering input and accepting responsibilities as appropriate.	Contributes to task assignment decisions but may require guidance or support in ensuring an equitable distribution of tasks.	Does not actively participate in task assignment discussions, resulting in an uneven distribution of tasks or unclear responsibilities.
Time Management	Manages time effectively, ensuring that tasks are completed efficiently and on schedule, contributing to the overall success of the project.	Demonstrates good time management skills, prioritizing tasks and allocating time appropriately to meet project deadlines.	Manages time adequately but may encounter challenges in prioritizing tasks or meeting deadlines consistently.	Struggles with time management, leading to delays, rushed work, or incomplete tasks within the project timeline.

Appendix J - Questionnaire (English translation)

1. What do you think of the English lessons we've had so far?
2. Do you think the activities and exercises in class helped you improve your English speaking skills? Why?

3. What aspect of English classes have you found most useful for your learning?
4. What did you like most about the English lessons?
5. What did you find most difficult during the English lessons? Why?
6. Do you think that participating in English classes has improved your confidence in speaking English? Why?
7. What specific topics or areas of English would you like to explore or work on in more depth in future sessions?
8. In your opinion, have you and your classmates assisted one another? Feelings about lending a hand to your peers?

Appendix K - Answers to the questionnaire (English translation)

Participant 1:

1. The English lessons were quite helpful, but I've always felt more confident speaking English since I go to an English academy and watch a lot of English films. But following these sessions, I feel more comfortable expressing my ideas in depth
2. Yes, the activities were great. They made speaking English feel easier.
3. I liked working with my classmates. It helped me understand things better.
4. The best part was when we got to do group activities.
5. I struggled a bit with speaking English, but I feel less nervous now.
6. I feel more confident now, especially when we work in groups.
7. The interactive activities were fun, and I learned a lot from them.
8. Group activities were motivating, and I participated more.

Participant 2:

1. The English lessons were informative, but I think they could be more engaging.
2. Some of the activities were helpful, but I think I need more practice.
3. I found the group work most useful. It made learning more enjoyable.
4. The variety of activities was nice, especially the role-plays.
5. Speaking English fluently was a bit challenging, but I'm improving.
6. Yes, participating in English classes has definitely boosted my confidence.
7. I'd like to work more on vocabulary and grammar in future sessions.
8. Yes, we helped each other a lot in class. It felt good to support my peers.

Participant 3:

1. The English lessons were okay, but I think they could be more interactive.
2. The activities were alright, but I didn't see much improvement.
3. I don't think these lessons did anything to improve my speech. I still have anxiety when I talk in English.
4. The interactive activities were fun; I enjoyed those the most.
5. Speaking English fluently was tough, and I'm still struggling a bit.
6. No, my confidence in speaking English hasn't changed much.
7. I'd like to explore more advanced topics in future sessions.
8. Yes, we all helped each other out during group activities.

Participant 4:

1. The English lessons were interesting, especially with the new activities.
2. Yes, the activities definitely helped me become more comfortable speaking English.
3. I found the group discussions most beneficial for my learning.
4. I enjoyed the variety of activities, but the group work was the best.
5. Understanding English was a bit challenging, but the activities helped.
6. Yes, participating in English classes has improved my confidence.
7. I'd like to focus more on vocabulary and pronunciation in future sessions.
8. Yes, we collaborated well as a group and supported each other.

Participant 5:

1. I used to be okay with speaking English, but sometimes I felt a bit nervous. However, now I feel more motivated and eager to participate in discussions
2. Yes, the activities helped in improving my English speaking skills.
3. I found the group discussions most useful for my learning.
4. I enjoyed the interactive activities the most.
5. Speaking English fluently was challenging, but I feel more confident now.
6. Yes, participating in English classes has boosted my confidence.
7. I'd like to explore more complex topics in future sessions.
8. Yes, we all worked together as a team and helped each other during activities.

Participant 6:

1. The English lessons were engaging, especially with the new activities introduced.
2. I feel more confident in expressing my ideas and taking initiative during group activities. These activities helped me to not have fear of failure.
3. I found the group discussions most beneficial for my learning experience.
4. I particularly liked the role-playing exercises; they made learning fun.
5. Pronunciation was a bit challenging, but I feel more confident now.
6. Yes, participating in English classes has significantly boosted my confidence.
7. I'd like to delve deeper into advanced vocabulary and idiomatic expressions in future sessions.
8. Yes, collaboration among classmates was excellent, and we supported each other well.

Participant 7:

1. The English lessons were enjoyable, especially with the interactive activities.
2. Yes, the activities definitely helped me improve my English speaking skills.
3. I found the group discussions most helpful for my learning.
4. The interactive activities were the best part of the lessons for me.
5. Speaking English fluently was challenging, but I feel more confident now.
6. Absolutely, participating in English classes has enhanced my confidence.
7. I'd like to explore more advanced grammar concepts in future sessions.
8. Yes, we worked well as a team during group activities, and everyone contributed.

Participant 8:

1. The English lessons were quite interesting, especially with the new activities.
2. Yes. I've always found speaking English difficult, and I used to feel really nervous during speaking activities. But after these sessions, I feel less anxious.
3. I found the group discussions most useful for my learning.
4. I particularly enjoyed the role-playing exercises.
5. Pronunciation was challenging at first, but I feel more confident now.
6. Yes, participating in English classes has definitely improved my confidence.
7. I'd like to focus more on vocabulary enrichment in future sessions.
8. Yes, we collaborated effectively during group activities, and it was a positive experience.

Participant 9:

1. The English lessons were engaging, especially with the interactive activities.
2. Yes, the activities were very effective in improving my English speaking skills.
3. I found the group discussions most beneficial for my learning.
4. The activities have enhanced my understanding of the subject matter.
5. Pronunciation was challenging initially, but I feel more confident now.
6. Absolutely, participating in English classes has significantly boosted my confidence.
7. I'd like to explore more advanced vocabulary and idiomatic expressions in future sessions.
8. Yes, collaboration among classmates was excellent, and we supported each other well. Working with peers allowed me to gain new perspectives and have original ideas.

Participant 10:

1. The English lessons were quite enjoyable, especially with the interactive activities.
2. I'm still not very confident. I particularly liked the role-playing exercises.
3. I didn't feel any different during the speaking activities after the sessions.
4. Speaking fluently was challenging.

5. I'd like to focus more on pronunciation practice in future sessions.
6. Yes, we collaborated effectively during group activities, and it was a positive experience.

Participant 11:

1. The English lessons were interesting, especially with the new activities.
2. Yes, the activities were beneficial in improving my English-speaking skills.
3. I found the group discussions most useful for my learning.
4. The interactive activities were enjoyable, particularly the role-plays.
5. Pronunciation was a bit challenging, but I feel more confident now.
6. Yes, participating in English classes has enhanced my confidence.
7. I'd like to explore more advanced grammar concepts in future sessions.
8. Yes, we worked well together during group activities, and everyone contributed.

Participant 12:

1. The English lessons were quite enjoyable, especially with the interactive activities.
2. Yes, the activities were helpful in improving my English speaking skills.
3. I found the group discussions most beneficial for my learning.
4. The role-playing exercises were particularly enjoyable.
5. Pronunciation and vocabulary were challenging initially, but I feel more confident now.
6. Yes, participating in English classes has definitely improved my confidence.
7. I'd like to focus more on vocabulary enrichment in future sessions.
8. Yes, collaboration among classmates was excellent, and we supported each other well.

Participant 13:

1. English lessons were fun, especially with the new activities.
2. Yes, speaking English has never come naturally to me because of my pronunciation and vocabulary issues. But right now, I think I'm getting better.
3. I found the group discussions most helpful for my learning.
4. I enjoyed the interactive activities, especially the role-plays.

5. Speaking fluently was challenging, but I feel more confident now.
6. Absolutely, participating in English classes has boosted my confidence.
7. I'd like to delve deeper into advanced vocabulary in future sessions.
8. Yes, we worked well together during group activities, and everyone contributed positively.

Participant 14:

1. English lessons were interesting, especially with the interactive tasks.
2. Yes, the activities were effective in improving my English speaking skills.
3. Working in groups allows me to focus more on tasks and express my ideas better. I felt more motivated to participate compared to whole-class activities.
4. The collaborative tasks were enjoyable and engaging.
5. Pronunciation was difficult at times, but I feel more confident now.
6. Definitely, participating in English classes has enhanced my confidence.
7. I'd like to work on my grammar skills in future sessions.
8. Yes, we collaborated effectively during group activities, and it was a positive experience.

Participant 15:

1. English lessons were enjoyable, especially with the interactive elements.
2. Yes, the activities were beneficial in improving my English speaking skills.
3. I found the group discussions most beneficial for my learning.
4. The role-playing exercises were particularly enjoyable.
5. Pronunciation and vocabulary were challenging initially, but I feel more confident now.
6. Yes, participating in English classes has definitely improved my confidence.
7. I'd like to focus more on grammar concepts in future sessions.
8. Yes, collaboration among classmates was excellent, and we supported each other well.

Participant 16:

1. English lessons were engaging, especially with the new activities introduced.
2. Yes, the activities helped me improve my English speaking skills significantly.

3. I found the group discussions most useful for my learning.
4. The interactive tasks made the lessons enjoyable and interactive.
5. Pronunciation was challenging initially, but I feel more confident now.
6. Participating in English classes has definitely boosted my confidence.
7. I'd like to explore more complex grammar topics in future sessions.
8. Yes, we collaborated effectively during group activities, and it was a positive experience.

Participant 17:

1. English lessons were enjoyable, especially with the interactive activities.
2. Yes, the activities in class definitely contributed to improving my English speaking skills.
3. I found the group discussions most helpful for my learning.
4. The role-playing exercises were particularly enjoyable and engaging.
5. Pronunciation and vocabulary were challenging, but I feel more confident now.
6. Yes, participating in English classes has improved my confidence in speaking.
7. I'd like to work on expanding my vocabulary in future sessions.
8. Yes, there was good collaboration among classmates, and we supported each other well during group activities.

Participant 18:

1. English lessons were fun, especially with the interactive activities.
2. Yes, the activities in class definitely helped me improve my English speaking skills.
3. I found the group discussions most beneficial for my learning.
4. The interactive tasks made the lessons enjoyable and engaging. I've been inspired to actively participate in and interact with the information by the interactive activities. I have greater confidence to pick up new ideas.
5. Speaking fluently was challenging, but I feel more confident now.
6. Participating in English classes has definitely boosted my confidence.
7. I'd like to explore more advanced vocabulary in future sessions.

8. Yes, there was effective collaboration among classmates, and we supported each other well during group activities.

Participant 19:

1. English lessons were interesting, especially with the new activities introduced.
2. Yes, the activities in class definitely helped me improve my English speaking skills.
3. I found the group discussions most helpful for my learning.
4. The role-playing exercises were particularly enjoyable and interactive.
5. Pronunciation and vocabulary were challenging, but I feel more confident now.
6. Participating in English classes has definitely boosted my confidence.
7. I'd like to work on improving my fluency in future sessions.
8. Yes, there was effective collaboration among classmates, and we supported each other well during group activities.

Participant 20:

1. English lessons were engaging, especially with the interactive activities.
2. Yes, the activities in class definitely helped me improve my English speaking skills.
3. I found the group discussions most beneficial for my learning.
4. The role-playing exercises were particularly enjoyable and interactive.
5. Pronunciation and vocabulary were challenging initially, but I feel more confident now.
6. Participating in English classes has definitely boosted my confidence.
7. I'd like to explore more complex grammar topics in future sessions.
8. Yes, there was effective collaboration among classmates, and we supported each other well during group activities.

Participant 21:

1. English lessons were enjoyable, especially with the interactive activities.
2. Yes, the activities and exercises helped me improve my English speaking skills because they made me more comfortable speaking in English.
3. Group discussions were the most useful aspect for my learning.

4. I liked the interactive nature of the lessons the most.
5. Sometimes I found it difficult to express my ideas clearly during the English lessons.
6. Yes, I feel more confident speaking English after participating in the classes.
7. I would like to explore more topics related to daily life and conversations in future sessions.
8. Yes, I believe we assisted each other well during group tasks, which made the learning process easier.

Participant 22:

1. I found English lessons were interesting, especially with the interactive activities.
2. Yes, the activities in class definitely helped me improve my English speaking skills.
3. I found the collaborative tasks enjoyable and motivating. They encouraged me to participate actively without even realizing it.
4. The role-playing exercises were particularly enjoyable and helped me express myself better.
5. Pronunciation was challenging, but I feel more confident now.
6. Participating in English classes has definitely boosted my confidence.
7. I'd like to explore more advanced grammar topics in future sessions.
8. Yes, there was effective collaboration among classmates, and we supported each other well during group activities.

Participant 23:

1. English lessons were enjoyable, especially with the new activities introduced.
2. Yes, the activities in class definitely helped me improve my English speaking skills.
3. I found the group discussions most beneficial for my learning.
4. The interactive tasks made the lessons engaging and fun.
5. Speaking fluently was challenging initially, but I feel more confident now.
6. Yes, participating in English classes has improved my confidence in speaking.
7. I'd like to work on expanding my vocabulary in future sessions.

8. Yes, there was good collaboration among classmates, and we supported each other well during group activities.

Participant 24:

1. English lessons were engaging, especially with the interactive activities.
2. Yes, the activities in class definitely contributed to improving my English speaking skills.
3. I found the group discussions most beneficial for my learning.
4. The role-playing exercises were particularly enjoyable and helped me express myself better.
5. Pronunciation was challenging initially, but I feel more confident now.
6. Participating in English classes has definitely boosted my confidence.
7. I'd like to explore more advanced grammar topics in future sessions.
8. Yes, there was effective collaboration among classmates, and we supported each other well during group activities.

Appendix L - Transcribed Interview

Interviewer: Can you share your overall impressions of the new methodology implemented during the English lessons?

Mentor: Certainly. Overall, I found the new methodology to be quite effective in promoting collaboration among students. The interactive nature of the activities encouraged active participation and engagement, which I believe is beneficial for their learning.

Interviewer: Were there any specific aspects of the methodology that stood out to you as particularly effective or challenging?

Mentor: Yes, definitely. I observed that the collaborative tasks, such as group projects and role-plays, were particularly effective in fostering teamwork and communication skills among students. However, I also noticed some challenges, especially when it came to accommodating students with special needs. Despite adaptations, some students still encountered difficulties in accessing the content, which could affect their overall learning experience.

Interviewer: How do you think the new methodology impacted students' confidence and proficiency in speaking English?

Mentor: From what I observed, the new methodology seemed to have a positive impact on students' confidence levels. Many students expressed feeling more comfortable and motivated to participate in oral activities. However, it's important to note that individual students may have had varying experiences, particularly those with special needs who may require additional support.

Interviewer: In your opinion, what adjustments or improvements could be made to enhance the effectiveness of the methodology, especially for students with special needs?

Mentor: I believe that further adaptations are necessary to ensure inclusivity and accessibility for all students. This may involve providing additional support resources, modifying activities to suit individual learning styles, and implementing strategies to address specific challenges faced by students with special needs. Additionally, ongoing collaboration between teachers and support staff is crucial in identifying and addressing these needs effectively.

Appendix M - Observation sheets

Session 1:

Collaboration: Students showed enthusiasm in working together, actively contributing ideas and supporting each other during group activities.

Motivation: Overall, students appeared motivated and engaged in the learning tasks, demonstrating eagerness to participate and interact with the material.

Clarity of Ideas: Students effectively communicated their thoughts and opinions, demonstrating clarity in expressing their ideas during discussions.

Participation of All: All students participated actively in the activities, contributing to group discussions and sharing their perspectives.

Fluency: Students demonstrated smooth and continuous speech patterns, with minimal pauses, indicating a good level of fluency in their oral expression.

Pronunciation: Most students exhibited clear and articulate pronunciation, effectively conveying their messages.

Session 2:

Collaboration: Students continued to work collaboratively, showing improved coordination and teamwork in completing group tasks.

Motivation: The level of motivation remained high among students, with active engagement observed throughout the session.

Clarity of Ideas: Students maintained clarity in expressing their ideas, demonstrating effective communication skills during group discussions.

Participation of All: Once again, all students actively participated in the activities, contributing to the group's progress and interaction.

Fluency: Students continued to demonstrate fluency in their speech, with smooth and coherent expression evident during oral activities.

Pronunciation: Pronunciation remained clear and intelligible, with minor errors observed in a few cases, which did not significantly hinder communication.

Session 3:

Collaboration: Students showed excellent collaboration skills, effectively coordinating their efforts and supporting each other in completing group tasks.

Motivation: Despite the challenging nature of some activities, students remained motivated and engaged, displaying a positive attitude towards learning.

Clarity of Ideas: Students maintained clarity in expressing their thoughts and opinions, demonstrating effective communication skills during group discussions.

Participation of All: All students continued to participate actively in the activities, with each member contributing to the group's progress and interaction.

Fluency: Students exhibited fluent and expressive speech patterns, with minimal disruptions or hesitations observed during oral activities.

Pronunciation: Pronunciation remained clear and comprehensible, with students demonstrating confidence in articulating words and phrases.

Session 4:

Collaboration: Collaborative efforts among students were commendable, with effective teamwork and cooperation evident in group tasks.

Motivation: Despite the increasing complexity of tasks, students remained motivated and engaged, showing a strong interest in the learning activities.

Clarity of Ideas: Students continued to express their ideas clearly and coherently, demonstrating effective communication skills in group discussions.

Participation of All: In a role-playing exercise, students exhibited a high level of engagement and enthusiasm, eagerly taking on assigned roles and immersing themselves in the scenario. Despite initial apprehension, students showed growing confidence as they actively participated in the activity.

Fluency: Students displayed fluent and articulate speech, with smooth expression and natural flow observed during oral interactions.

Pronunciation: Pronunciation remained clear and accurate, with students demonstrating proficiency in articulating English sounds and words.

Session 5:

Collaboration: Students demonstrated strong collaborative skills, effectively working together to accomplish group objectives and tasks.

Motivation: Despite the challenges posed by some activities, students remained motivated and enthusiastic, displaying a keen interest in the learning process.

Clarity of Ideas: Students continued to express their ideas with clarity and precision, effectively communicating their thoughts during group discussions.

Participation of All: All students remained actively involved in the activities, contributing to discussions and engaging with the material presented.

Fluency: Students exhibited fluent and coherent speech patterns, maintaining a steady pace of communication throughout the session.

Pronunciation: Pronunciation remained clear and intelligible, with students demonstrating confidence in their ability to articulate English words and phrases accurately.

Session 6:

Collaboration: Collaborative efforts among students were sustained, with effective communication and cooperation observed in group tasks.

Motivation: Despite the length of the session, students maintained high levels of motivation and engagement, demonstrating a genuine interest in the learning activities.

Clarity of Ideas: In a collaborative project-based activity, students showcased originality in their approach to problem-solving. Working in groups, they brainstormed innovative solutions to complex scenarios, drawing on their understanding of the content and applying creative thinking skills. Through collaborative discussions and peer feedback, students refined their ideas and synthesized information to produce unique and insightful outcomes.

Participation of All: All students remained actively engaged in the activities, contributing to discussions and participating in group tasks.

Fluency: Students exhibited fluent and expressive speech patterns, demonstrating confidence in their ability to communicate in English.

Pronunciation: Pronunciation remained clear and accurate, with students displaying proficiency in articulating English sounds and words.

Session 7:

Collaboration: During a group activity focused on problem-solving, several students took the lead in organizing tasks and delegating responsibilities. One student, in particular, demonstrated initiative by suggesting creative solutions and encouraging group members to contribute their ideas.

Motivation: Despite the challenges presented by some activities, students remained motivated and focused, showing a commitment to the learning process.

Clarity of Ideas: Students maintained clarity in expressing their ideas, effectively communicating their thoughts and opinions during group discussions.

Participation of All: All students remained actively involved in the activities, engaging in discussions and contributing to group tasks.

Fluency: Students displayed fluent and coherent speech patterns, maintaining a natural flow of communication throughout the session.

Pronunciation: Pronunciation remained clear and comprehensible, with students demonstrating proficiency in articulating English words and phrases accurately.

Session 8:

Collaboration: Collaborative efforts among students continued to be strong, with effective teamwork and coordination observed in group activities.

Motivation: Despite the intensity of some tasks, students remained motivated and enthusiastic, showing resilience and a positive attitude towards learning.

Clarity of Ideas: Students consistently expressed their ideas with clarity and precision, effectively conveying their thoughts during group discussions.

Participation of All: All students remained actively engaged in the activities, participating in discussions and contributing to group tasks.

Fluency: Students exhibited fluent and articulate speech, maintaining a smooth and steady pace of communication throughout the session.

Pronunciation: Pronunciation remained clear and accurate, with students demonstrating confidence in their ability to pronounce English words and phrases correctly.

Session 9:

Collaboration: Students continued to collaborate effectively, demonstrating strong communication skills and teamwork in completing the final group tasks.

Motivation: Despite the culmination of the project, students remained motivated and determined, showing a sense of accomplishment and pride in their achievements.

Clarity of Ideas: Students expressed their ideas with clarity and coherence, effectively communicating their thoughts and opinions during the final group discussions.

Participation of All: All students remained actively involved in the concluding activities, contributing to discussions and participating in group presentations.

Fluency: Students displayed fluent and expressive speech patterns, maintaining a confident and engaging communication style throughout the session.

Pronunciation: Pronunciation remained clear and intelligible, with students demonstrating proficiency in articulating English sounds and words accurately.

Appendix N - Lesson Plans

Session 1: Vocabulary of personal adjectives

Activity	Procedure	Grouping	Materials	Timing
Introduction to the sessions	The teacher explains what the sessions are going to be like, and the objective of these sessions. Then, the teacher provides examples about personal adjectives and writes it in the whiteboard	Whole Class	Whiteboard	15'
Vocabulary on personal adjectives	The teacher asks the meaning of each personal adjective. Then, a digital activity is carried out among everyone, about relating the personal adjective with its meaning.	Whole Class	Projector	20'
Vocabulary exercises	The students do the exercises on page 46 of the student's book	Individual work	Student's book	15'

Correction of the exercises	Together, the exercises done previously are corrected	Whole Class	Student's book and student's notes	10'
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Session 2: Vocabulary on Good Deeds

Activity	Procedure	Grouping	Materials	Timing
Introduction to Good Deeds	The teacher explains the meaning of good deeds and asks for examples, then writes them on the board.	Whole Class	Whiteboard	15'
Energizer: Sitting Challenge	Students sit in order according to their date of birth, seats are not changed until the end of class	Whole Class		15'
Exercises about Good Deeds	The students do the exercises on page 47 of the student's book	Individual work	Student's Book	15'
Correction of the exercises	Together, the exercises done previously are corrected	Whole Class	Student's book and student's notes	15'

Session 3: Grammar on be going to

Activity	Procedure	Grouping	Materials	Timing
Introduction to "be going to"	The teacher explains the "be going to" structure in the board with it's positive, negative and question form. Then, students copy it in the notebook.	Whole Class	Whiteboard and notebooks	20'
"Going to"	The teacher asks the students to	Whole Class	Whiteboard	10'

examples	say examples for each form. Then, the teacher writes it on the board.			
Exercises about going to	The students do the exercises on page 50 of the student's book	Individual work	Student's Book	15'
Correction of the exercises	Together, the exercises done previously are corrected	Whole Class	Student's book and student's notes	15'

Session 4: Project Builder 1

Activity	Procedure	Grouping	Materials	Timing
Review of Good Deeds Vocabulary	The teacher asks about the good deeds vocabulary that they remember from the student's book unit and also asks them for more examples	Whole Class	Whiteboard	15'
Introduction to the project	The teacher explains how the following sessions on the project will be carried out.		Whole Class	15'
Project Builder 1	The teacher shows on the screen the instructions on how to follow the first step of the project. The students in groups do them.	Group work	Projector and student's notebooks	30'

Session 5: Project builder 2

Activity	Procedure	Grouping	Materials	Timing
Review of the	The teacher observes what was done in project builder 1 and	Whole Class	Student's	5'

project builder 1	asks questions about it		notebooks	
Energizer: Kahoot	A Kahoot is held on the Good deeds vocabulary	Individual work	Projector and Kahoot	15'
Project Builder 2	The teacher shows on the screen the instructions on how to follow the second step of the project. The students in groups do them.	Individual work	Projector and student's notebooks	30'
Comparing student's choice	As it is an individual work, students must show the work done to their group mates and decide which will be the final one for the project.	Group work	Student's notes	10'

Session 6: Project Builder 3

Activity	Procedure	Grouping	Materials	Timing
Review of the project Builder 2	The teacher observes what was done in Project Builder 2 and asks questions about it	Whole Class	Student's notebooks	5'
Energizer: Human Bingo	Each participant receives a bingo card with various squares containing statements or characteristics. The goal is for participants to mingle and find others who match the descriptions in the squares.	Whole Class	Sheets	15'
Project Builder 2	The teacher shows on the screen the instructions on how to follow the second step of the project.	Group work	Projector and student's notebooks	30'

	The students in groups do them.			
Exit ticket	The teacher distributes an exit ticket to collect the students' thoughts regarding the sessions	Individual work	Exit ticket sheets	10'

Session 7: Project Builder 4

Activity	Procedure	Grouping	Materials	Timing
Review of the project builder 3	The teacher observes what was done in Project Builder 3 and asks questions about it	Whole Class	Student's notebooks	10'
Energizer: word chain	The students sit in a circle, the first student says a random word that has to do with the vocabulary of the topic, and the student next to him will have to say another word related to the topic that begins with the last letter it ends with. the previous word.	Whole Class		10'
Project Builder 3	The teacher shows on the screen the instructions on how to follow the second step of the project. The students in groups do them.	Individual work	Projector and student's notebooks	40'

Session 8: Project

Activity	Procedure	Grouping	Materials	Timing
Comparing student's choice	Students show the work done to their group mates and decide which will be the final one for the project.	Group work	Student's notes	10'
Review the previous questions and create a dialogue	Students put together the interview questions and create a script that they will read during the recording.	Group work	Student's notes	10'
Video recording	Each group records themselves carrying out the interview they have planned.	Group work	Student's notes and mobile	40'

Session 9: Interview recording and presenting

Activity	Procedure	Grouping	Materials	Timing
Video recording	Groups left record themselves carrying out the interview they had planned.	Group work	Student's notes and mobile	15'
Presenting the interviews	Students send their videos to the teacher. These videos are shown in class and students evaluate the other groups.	Whole Class	Mobile, projector and peer assessment sheet	35'
Exit ticket	An exit ticket to collect the students' thoughts regarding the sessions	Individual work	Exit ticket sheets	10'