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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**TEMA: “PEER COACHING TO IMPROVE FLUENCY IN ENGLISH
SPEAKING DEVELOPMENT”**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster
en la Enseñanza del Idioma Inglés como Lengua Extranjera

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A LA UNIDAD ACADÉMICA DE TITULACIÓN DE LA FACULTAD

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TABLE OF CONTENTS

A LA UNIDAD ACADÉMICA DE TITULACIÓN DE LA FACULTAD	ii
AUTORÍA DEL TRABAJO DE INVESTIGACIÓN.....	iii
DERECHOS DE AUTOR.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
GREATFULNESS	x
DEDICATION	xi
INTRODUCTION	1
RESEARCH PROBLEM.....	3
1. Research topic.....	3
1.1. Problem statement.....	3
1.1.1. Contextualization of the problem.....	3
1.2.2. Critical analysis.....	7
1.2.3. Prognosis.....	9
1.2.4. Problem formulation	9
1.2.5. Research questions.....	9
1.2.6. Delimitation of the research problem.....	10
1.3. Justification	10
1.4. Objectives	12
1.4.1. General Objective	12
1.4.2. Specific Objectives	12
CHAPTER II.....	13
THEORETICAL FRAMEWORK	13
2.1. Research background	13
2.2. Philosophical foundations	15
2.3. Legal foundations.....	17
2.4. Conceptual foundations	19
Reflective teaching and learning.....	24

2.5 Variable statement	53
2.6. Hypothesis.....	53
CHAPTER III	54
METHODOLOGY	54
3.1. Basic research approach.....	54
3.2. Basic research modality	55
3.2.1. Bibliographical and documentary research.....	55
3.2.2 Field research	55
3.2.3 Correlational research	56
3.3. Level or type of research.....	56
3.3.1. Action research	56
3.3.2. Quasi-experimental research.....	57
3.3. Population	57
3.4 Operation of variables.....	58
3.5. Data collection plan	59
3.6. Data processing and analysis plan	62
CHAPTER IV	63
ANALYSIS AND INTERPRETATION	63
4.1. Pre-test and post-test	63
4.1.1 Pre-test and post-test.....	63
CHAPTER V	84
CONCLUSIONS AND RECOMMENDATIONS	84
5.1. Conclusions.....	84
5.2. Recommendations.....	85
CHAPTER VI.....	87
THE PROPOSAL	87
6.2 Background of the proposal.....	87
6.2. Justification	88
6.4 Objectives	88
6.4.1 General.....	88
6.4.2 Specific objectives	88
6.5. Feasibility analysis.....	88

6.6. Proposal foundation	89
6.7. Proposal development	97
The Golden Egg	117
Cat and Dog were Friends.....	117
First,	131
Second,.....	131
Next,	131
Bibliography	133
ANNEXES	146
Speaking.....	151

LIST OF TABLES

Table 1. Population	57
Table 2. Independent variable characterization	58
Table 3. Dependent variable characterization.....	59
Table 4. Data collection plan	60
Table 1. Pre-test results and post-test results	64
Table 2. Fluency qualitative and quantitative results.....	66
Table 3. Fluency. General results.....	66
Table 4. Pronunciation. Pre and Post-tests results	68
Table 5. Pronunciation general results	68
Table 6. Vocabulary Pre and Post-tests results	70
Table 7. Vocabulary general results.....	70
Table 8. Grammar Pre and Post-tests results	71
Table 9. Grammar general results	72
Table 10 . Pre and post-test. Normality test.....	74
Table 11. Descriptive statistics	75
Table 12. Pre-test	75
Table 13. Post-test.....	76
Table 14 . T-student test.....	78
Table 15. Check list observations	80
Table 16. Fluency Assessment.....	96

LIST OF FIGURES

Figure 1. Tree of problems.....	6
Figure 2. Conceptual foundation.....	19
Figure 3. Kolb´s cycle of Reflective Learning.....	29
Figure 1. Fluency general results	66
Figure 2. Pronunciation. Pre and Post-tests results	68
Figure 3. Pre-test. Vocabulary	70
Figure 4. Pre-test. Grammar.....	72
Figure 5. Normality tests. Pre and post-tests Normal plots	74
Figure 6. Pre-test	76
Figure 7. Post-test	77
Figure 8. Final results.....	79

GREATFULNESS

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Nancy Barreno

DEDICATION

*This important accomplishment in my life
is dedicated to my beloved children who
have supported and encouraged me all
the time.*

With love,

Nancy.

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TEMA: “PEER COACHING TO IMPROVE FLUENCY IN ENGLISH SPEAKING DEVELOPMENT”

AUTHOR: Lic. Nancy de las Mercedes Barreno Silva

DIRECTOR: Lic. Enith Jessenia Mejía Sánchez. Magíster

DATE: 18 de noviembre de 2019

RESUMEN EJECUTIVO

El objetivo principal de la presente investigación fue determinar el impacto del peer coaching en el desarrollo de la fluidez al hablar de los estudiantes de tercer nivel de la Universidad Estatal Amazónica. En este contexto, se ha realizado una investigación acción con la participación activa de los estudiantes quienes asistieron a los cursos de inglés para el propósito. Para verificar la eficacia de la propuesta de esta investigación, un pre-test fue tomado por los estudiantes antes del tratamiento. Más tarde, un post-test fue tomado por los estudiantes después de la intervención en el aula. Tanto el pre-test como el post-test estaban basados en la prueba estandarizada PET en la parte oral. Además, se diseñó un folleto con planificaciones didácticas que apuntaban a mejorar el desenvolvimiento de la fluidez oral a través de peer coaching. El peer coaching se realizó con cinco estudiantes quienes se alternaron para ayudar a cada grupo. Luego de la aplicación de la propuesta, el post-test arrojó datos importantes los cuales fueron transformados cuantitativamente a través de una rúbrica de evaluación. Además, la docente utilizó una lista de cotejo durante la observación para ofrecer la correspondiente retroalimentación a sus estudiantes. Estos datos se analizaron con el paquete estadístico SPSS y la prueba T-student. Este estudio comprobó la efectividad del uso del peer coaching con estudiantes para mejorar su fluidez en el desenvolvimiento oral. Por lo tanto, se concluye que los estudiantes mejoraron su fluidez. Y se recomienda a los docentes su aplicación para contribuir con la mejora en el proceso del aprendizaje del idioma inglés.

Palabras claves: fluidez – oral – desenvolvimiento – oportunidad – planes – didácticos – rubrica – lista de cotejo – retroalimentación.

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EXECUTIVE SUMMARY

The main objective of this research was to determine the impact of peer coaching to improve fluency in English speaking development of third level students at the Estatal Amazonica University. In this context, an action research has been carried out with the active participation of the students who attended the English courses for the purpose. To verify the effectiveness of the proposal of this investigation, a pre-test was taken by the students before the treatment. Later on, a post-test was taken by the students after the intervention in the classroom. Both the pre-test and the post-test were based on the standardized PET (Preiminary English Test) speaking part. Besides, a booklet was designed with didactic plans that aimed to improve the development of fluency in speaking through peer coaching. Peer coaching was performed with five students who alternately worked in each group. After the application of the proposal, the post-test yielded important data which were quantitatively transformed through an evaluation rubric. In addition, the teacher used a checklist during the observation to provide the corresponding feedback to her students. These data were analyzed with the SPSS statistical package and the T-student test. This study proved the effectiveness of the use of peer coaching with students to improve their fluency in oral development. Therefore, it is recommended to teachers its application to contribute to the improvement in the English language learning process.

Keywords: fluency - oral - development - opportunity - plans - didactic - rubric -
checklist – feedback

INTRODUCTION

In this era of globalization, it is important to prepare the students to face more difficult challenges. The lingua franca or English language must be learnt to globally communicate. Furthermore, the students must be familiarized with different alternatives to learn from each other. However, it has been noticed that students do not have the desired level of speaking at the end of the higher education at Estatal Amazónica University. That is the reason why this study focused on peer coaching to improve fluency in students' speaking development.

Peer coaching is a technique used for didactic purposes in the classroom where students take their own decisions and responsibilities. The coach is a person who must not teach but encourages, motivates, suggests, and advises his or her peer to obtain good results in the oral development in class. In these circumstances, a passionate, reliable, and motivational environment can be built in the classroom. This study is divided into six chapters.

CHAPTER I. It presents the problem and the contextualization of it. Besides, critical analysis, prognosis, and establishment of the problem, research questions, and delimitation of the study, justification, and objectives are stated.

CHAPTER II. It displays the research background, philosophical and legal foundations. Moreover, the key categories, the independent and dependent variables theoretical foundation, and the hypotheses are depicted.

CHAPTER III. It describes the methodology, and the intended population. Moreover, the conceptualization of variables, the method of data collection and analysis are part of it.

CHAPTER IV. It presents the data from the pre and post- tests results and the results of the survey. It also describes the analysis, interpretation, and hypothesis verification.

CHAPTER V. It introduces conclusions and recommendations.

CHAPTER VI. It presents a proposal which is focused on the use of peer coaching to improve fluency on students' English language performance.

CHAPTER 1

RESEARCH PROBLEM

1. Research topic

Peer coaching to improve fluency in English speaking development

1.1. Problem statement

The lack of peer coaching influences in the improvement of fluency in English speaking development.

1.1.1. Contextualization of the problem

Based upon the fact that English has been considered as the global language for business, technology, education, science, tourism, among other fields in the human development (Crystal, 2003) worldwide, it is important to analyze information in three main contexts.

First, English proficiency has several issues to analyze around the globe. For instance, there is a deficient level of English proficiency in European countries like Spain. Spain has a low level of English proficiency since the average is 55.85 and it is located in the 32nd position in the global ranking out of 88. Therefore, it is considered that this low level of English proficiency means a lack of opportunities for the Spanish population (Education First, 2018). However, there are other countries whose level of English proficiency is lower than Spain such as Morocco, Tunisia, Turkey, Jordan, Syria, Azerbaijan, Kuwait, Oman, Kazakhstan, Algeria, Burma, Saudi Arabia, Afghanistan, Cambodia, Uzbekistan, Iraq, and Libya.

Additionally, the level of English proficiency in Latin America is low. Countries like Honduras, El Salvador, Nicaragua, and Venezuela are in the lowest places according to the global ranking of Education First (2018). While, Chile, Brazil, Colombia, and Bolivia have a low place in the same ranking. This means that

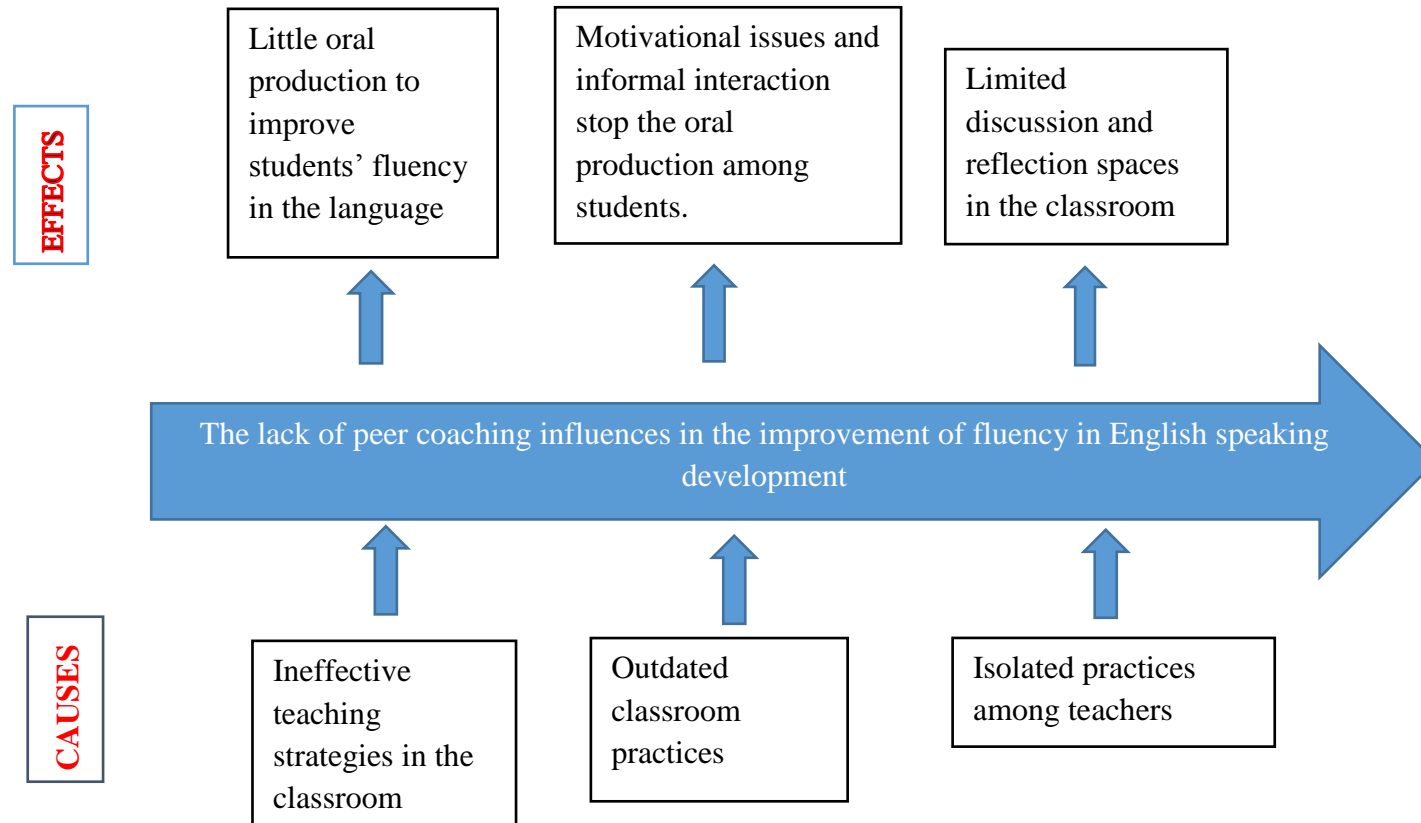
Latin American Countries need an immediate proposal that helps to solve this problem. Ecuador is also in a low position of the level of English. Based upon the results in 2018 (Education First, 2018) Ecuador is in the 65th place among 88 countries. This means that Ecuador has severe problems in this subject matter of education.

Education First (2018) states the Coastal region has a better English proficiency with 49.08. It is followed by the Highland region with 48.35 and the Amazon region has 47.95. The capital of the country has the highest level with 51.91, and, it is followed by Guayaquil with 51, 57. The other places correspond to Cuenca with an average of 51.18, Ambato has 48.95, Latacunga has 47.77, Manta 47.35, and Loja has 46.95. As it has been noticed, the Amazon region is in the lowest position among the regions of Ecuador. It gives the idea that learners and teachers must create reliable projects that address to an immediate improvement.

Thirdly, the students of Estatal Amazónica University which is located in the city of Puyo, Pastaza province, struggle with their speaking development. Since, those students come from different backgrounds, it is clearly visible that they need more support from their English teachers for a better English language learning. According to the registers in the secretary's office, students have low levels of English. The students in the third level hardly maintain a small conversation in English. This information was evidenced during the diagnostic tests which were taken at the beginning of the current semester.

To sum up, even though English language is considered as the current "lingua franca", the language users are facing some problems in some places around the world, in Latin America, and at Estatal Amazónica University.

Figure 1. Tree of problems



Created by: Barreno, N. (2019)

1.2.2. Critical analysis

English language teaching and learning involve a number of steps and processes. Therefore, teachers must share their knowledge among them to achieve goals. However, there is a lack of using peer coaching that influences in the improvement of fluency in English speaking skill which was detected at Estatal Amazónica University. Thus, it is important to describe some causes for this core problem and its corresponding effects.

First, teachers use ineffective teaching strategies in the classroom. It involves that there is a lack of didactic routes applied in the classroom, which produces little or null oral production to improve students' fluency. Consequently, students do not have an appropriate development of oral skill in the target language (Barrios, 2017). This fact interrupts communication and understanding between the listener and the speaker. Teacher does not take into consideration students' needs nor use techniques to enhance speaking skill such as oral agreement through peer coaching conversations, reading comprehension, oral presentations, storytelling with pictures, role plays, and so forth.

At Estatal Amazónica University, the students have background knowledge about the target language; however, they cannot speak fluently and with confidence about familiar topics such as family, place of living, and other topics related with their university specialization. That is the reason why the researcher took the risk of implementing peer coaching among students in order to decrease the difficulties that students have to speak fluently.

Second, the teachers are performing outdated classroom practices (Lan L. S., 2019) that affect motivational issues and informal interaction which stop the oral production among students (Prince, Snowden, & Matthews, 2010). Those outdated activities are summarized in the lack of encouragement and motivation to apply peer coaching to improve fluency in speaking skill; and, generalized use of mother tongue. Teachers' instructions and informal interaction with students

are done in the first language which stops the improvement of fluency in English language. Teachers center their speaking activities in reading aloud, answering questions, reading the answers, reading aloud vocabulary lists, repetition drills, and model sentences and replacing words on the board. These activities turn classes into boring experiences.

With the fluency improvement as the goal in mind, the researcher aimed to implement peer coaching among students with the ultimate objective to provide meaningful and motivational speaking moments for students through discussion, agreement, reflection, and dialogue which are developed through peer coaching (De Jong, 2016).

Last, there are isolated practices among teachers as consequence are limited discussion and reflection spaces for students in the classroom (Yee, 2016). Therefore, there is a generalized individualism among teachers who do not ask for help nor provide support to each other either (Yee, 2016); therefore, there is a lack of communication among teachers and consequently there is not a good space for students to improve their fluency in speaking skill (Shteiwi & Hamuda, 2016). Since, teachers do not implement peer coaching strategy and they are commonly very stressed in the classroom, so they do not promote students' autonomous learning (Prince, Snowden, & Matthews, 2010). The students are not able to participate, argue, share, debate and or perform conversations. In this case, students do not have meaningful opportunities to practice real English nor perform peer coaching either.

Students at Estatal Amazónica University do not communicate in English at all. They just listen and try to understand to ask some questions. Furthermore, the students use to fill blank spaces and guide themselves through songs and pictures to accomplish any task. However, when the teacher asks for some communication among them, they simply speak in their mother tongue. After some minutes of interaction in their first language, the students present and socialize their tasks with many errors and low level of fluency.

To sum up, causes like ineffective teaching strategies in the classroom, outdated classroom practices, isolated practices among teachers and their corresponding effects highly affect students' fluency in their English speaking performance.

1.2.3 Prognosis

Some causes for the problem of the current research have been identified, however, if these problems are not solved the effects could be worse.

Teachers have the hard task to contribute with their students' improvement and development performance but sometimes it does not happen. Those causes have their negative consequences such as disappointment during oral activities, difficulties to express ideas, little or null production of the language, and low spoken English proficiency. If limited peer coaching use is not solved in the classroom, the level of English language proficiency will continue being low (Education First, 2018).

Nevertheless, if this problem is solved the level of English would increase and the standards of performance would be achieved. According to the Common European Framework of Reference (2001) the independent user of the language must get the level B2 which is the intended goal of the Ecuadorian education. Therefore, it is needed to apply an interesting way of learning and interacting through peer coaching for improving English speaking development.

1.2.4. Problem formulation

What is the impact of peer coaching in fluency of third level students' English speaking development at Estatal Amazónica University?

1.2.5. Research questions

1. What theoretical foundation supports the use of peer coaching activities to improve fluency of students' speaking skill?

2. In what ways do peer coaching activities improve fluency in speaking skill?
3. What is the relation between peer coaching activities and fluency speaking development?

1.2.6. Delimitation of the research problem

Content delimitation

Peer coaching to improve fluency the English speaking development

Area of Research

Education

Line of Research

EFL Methodology

Place delimitation

Students of third level of English of Estatal Amazónica University Puyo-Paztaza

1.3. Justification

English is the global language of communication among other fields of the human beings' development (Crystal, 2003), this research was focused in a part of its learning process which is centered in Peer coaching for improving fluency in speaking skill. At the same time, it is needed to say that this work is justified for two main reasons.

First, the topic is **intriguing** since it is new in the Estatal Amazonica University. This means that there is no evidence of a previous work referring to the same topic at this higher education institution. Therefore, it contributes with a new proposal that help students in their English learning process. It is also important to mention that this research provides intriguing tips to enhance fluency in speaking skill.

This study positively **impacts** in the students' development because it aims to develop the articulation between peer coaching and the improvement of fluency in

the speaking skill. This research starts from the question: what the impact of peer coaching in fluency of English speaking development is. With the purpose of answering this question, a review of the problem through the concept of peer coaching was made. It starts from a conceptual perspective, particularly within pedagogy, to present the theoretical framework that guides the themes of the following chapters.

Besides, peer coaching, as a specific situation in the classroom to improve the oral ability of students, **confronts** the subject with the need to interact and cooperate. Therefore, students propose solutions according to their own interests that allow to achieve a better development in their spoken ability. It lets them improve their social interaction. This study involves overcoming various difficulties, which are accentuated by the lack of oral interaction between students because of a limited use of peer coaching among them.

Furthermore, this research is **necessary** since students need to learn English not only for their own promotion but also for communication goals. When students have a good level of English performance, they can travel the world and establish a successful communication. Besides, students feel comfortable during oral practices in class and have a better language performance.

This research is also necessary because the use of peer coaching to improve the students' speaking skill can be included in a context of self-reflection and constant improvement of students. To achieve this goal, the results of the descriptive and quasi-experimental research with 48 students of the third level of English of the Estatal Amazónica University are presented. In addition, the description and analysis of the initial state of the students is organized with a pre-test. Next, a qualitative and quantitative analysis is carried out, focusing on the analysis of the results of the pre-test.

Afterwards, the application of a booklet with peer coaching-based classes combined with fluency aspects is presented in order to be implemented in the classroom. Later, a new test is performed to verify the scope of this investigation

through a post-test. The conclusions are also useful to answer the problem posed in the research question, specifying the relationship and function of peer coaching in improving students' fluency.

In conclusion this study is plenty justified because it is interesting and necessary.

1.4. Objectives

1.4.1. General Objective

To determine the impact of peer coaching in fluency of third level students' English speaking development at Estatal Amazónica University.

1.4.2. Specific Objectives

- To establish peer coaching activities which support fluency of students' speaking skill.
- To distinguish how the fluency aspects can be developed through peer coaching.
- To evaluate the level of students' fluency before and after applying peer coaching in the classroom.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research background

Having reviewed the repository of different universities worldwide, it was concluded that peer coaching usage among teachers has been widely researched. Those investigations served as the basis for applying the current one which was focused on peer coaching to improve fluency in speaking skill.

Peer coaching is the educational strategy that guides team members to look for a unique goal which matters to all (Jarvis, et al., 2017). It is a kind of moral that everyone in the team respects. In this regard, they share values, commitment, decisions, sources, and information which matter to all. According to Ferrell (2015), Gottesman (1987) proposed the peer coaching model. This model created by Gottesman, eliminated evaluation, judgment and supervision to the assessment purpose. While, in 1996, Showers and Bruce proposed the theory of peer coaching and its principles focused on teaching practices in the classroom.

Ferrell (2015) also argued that middle of the twentieth century coaching appeared in management literature as an approach to develop employees through the teacher-learner relationship. Then during the 1970s, people started to use this approach in competitions and sports. Later on, in the 1980s, the peer coaching started to be used in the educational field among teachers. Peer coaching is a good way to improve teaching practices in order to help students to improve their language performance. Therefore, several studies have been analyzed to have a better understanding on this topic and its implications with the teaching process (Galeano, 2019).

Vijaya (2016) aimed to establish that peer team teaching provided more opportunities to enhance students' speaking skill. It was based on observation of

lab- sessions followed by feedback. The classroom activities also pretended to enhance some aspect of the language such as vocabulary, reading, and team working. The data was collected as it was mentioned before through observation of classes. Students also contributed with their feedback about the activity. After the observations the researcher concludes with the fact that students enhanced their speaking skill under the aspects of fluency, coherence, accuracy, pronunciation and body language.

Soisangwarn and Wongwanichb (2013) aimed to use peer coaching to help teachers to improve their teaching skill. This study involved three important stages such as conceptual change, practice in becoming a reflective teacher and enabling teachers to coach each other (there are obvious benefits to colleagues collaborating and sharing ideas, thoughts and observations); and, assessing and reflecting on teaching skills. That study involved reflective teaching procedures to improve professional development with a mixed method research approach. The authors concluded that peer coaching enriches educators on their professional practices. In this context, this research will be an important source of information because the researcher will enhance her teaching practices while fostering her students' speaking skill (Soisangwarn & Wongwanichb, 2013).

Yalçın Arslan and Ilin (2013) had as their main objective to evaluate the effects of peer coaching in the teaching strategies at a University level. This qualitative research used a semi-structured interview and a checklist to gather data. The checklist was used in order to observe the peer's classes. Teachers provided feedback to each other and give reasons for their opinions. After the experiment finished, the results about classroom management were better compared with those at the beginning. The authors concluded that peer coaching is very effective to develop teaching practices.

Prince, Snowden, and Matthews (2010) claim that teachers need a lot of abilities and personal characteristics to manage and improve the educational process. In this context, they developed a research to support teachers' performance through

discussions and dialogue. The authors' main goal was training pre professional teachers to coach to each other to obtain a better performance in the classroom. The students took some surveys after the implementation of the research. In this way, qualitative and quantitative data were obtained to be analyzed. Data obtained evidenced the partial improvement in the developmet of confidence and classroom practices in pre- professional teachers.

Yee (2016) reports her experience in the use of peer coaching to improve teaching development and students learning. The research was carried out during two semesters. During this period of time, the researcher applied collaborative learning and observed the students' performance. Furthermore, she applied collegial peer coaching to a group of teachers who taught different subjects, they were assessed through formative assessment. There were three important steps: pre-observation, to plan; observation among peers, and post-observation discussions. The results showed that teachers have widely improved in their professional development because they had the possibility to apply self-reflection, sharing experiences, and mutual growth in their expertise as teachers.

To sum up, from the middle of the past century until the early 1980s, peer coaching has been developed among teachers because of their great value in sharing and working cooperatively. Therefore, as the researcher of the present study, I want to apply this knowledge in the classroom with students bearing in mind all of the studies reviewed in this section.

2.2. Philosophical foundations

The present research is based on Pragmatism. Pragmatism was developed in the United States and their principal exponents were Dewey, James, Peirce, among others. The pragmatism is the philosophical movement that consists in reducing the truth by denying the theoretical knowledge in diverse grades which are successful according to the verified results. The truth for this philosophical foundation is the congruence of the thoughts with the practical aims of man, in

that those are useful and profitable for the practical conduct of the reality (Gardey, 2009).

There are some coaching philosophical movements. First, the practical coaching the most important exponent was Thomas Leonard (Brock, 2008). He claimed that this pragmatic system motivated the self-esteem, the action, and produce some challenges. Second, the ontological coaching that originated in South America. Their mayor exponents were Rafael Echeverria and Julio Olalla (O'Connor & Lages, 2007). They propound the human being training that constitutes in the value of conversations. Human being training is the key to understand the people and their knowledge and how that knowledge can change lives. Another coaching philosophical movement is the systemic coaching. This was a modality to emphasize in the processes in order to build relationships. It promotes the individual talent and organization competences in high development environments.

Furthermore, this research is centered on the Constructivism approach. Since the main objective of this approach is improving fluency in speaking through peer coaching. The researcher talked and learned from her coach to improve her teaching performance in order to improve students' performance (Hooker, 2013). According to Bada (2015) Constructivism is the approach that enlightens teaching and learning processes which refers that "knowledge" or learning is the result of mental construction.

It means that students match their previous knowledge with the new one. Furthermore, constructivism affirms that learning is determined by the context in which an idea is thought and the students' own beliefs and personalities. Besides, constructivism is conceptualized as a learning theory (Bada, 2015) which explains how people learn. According to the author, constructivism suggests that people learn according to their experiences. Piaget (1936 as cited in Bada 2015) found that this theory of constructivism has a huge impact on learning theories and teaching methods.

Nowadays, peer coaching is a term which comes from the English root “To coach” that means training; therefore, coach is the person who trains. Around the decade of 70s Timothy Gallwey discovered that the most important barrier of a person is not in his or her body but in his or her mind. Hence, he created the philosophy which focuses on the idea that each human activity has two parts the internal and external. The external approach centers on achieving external goals, on the contrary, the internal play is carried out in order to in the mind of the player which has some barriers such as doubts and fears. Therefore, the internal play focuses on overcome the obstacles that stop the person to prove all his or her power.

Finally, it is important to mention that the present study is supported on the educational coaching specialization for young people who are preparing to be professional teachers (Ferrel, 2015). This coaching specialization tends to strengthen the teaching learning process which is the main goal of this research. In this way the students would give birth ideas and strategies to learn in a better way taking into consideration the Socratic maieutic in order to discover new ways of learning according to their teaching goals.

2.3. Legal foundations

The present research focused on the Ecuadorian Higher Education council (2013) or CES because Estatal Amazónica University is active part of it. Consequently, it is important to mention the correspondent articles that come from it.

In the Regulation of Organic Law of Higher Education Article 30 states:

Artículo 30.- “Aprendizaje de una lengua extranjera. - Las asignaturas destinadas a los aprendizajes de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera... Para las carreras de tercer nivel o grado, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1 del Marco Común Europeo de referencia para las Lenguas. Para que los estudiantes regulares matriculados en carreras de grado cumplan el requisito de suficiencia de una lengua extranjera, las instituciones de educación superior, en el caso de que así lo requieran, podrán realizar

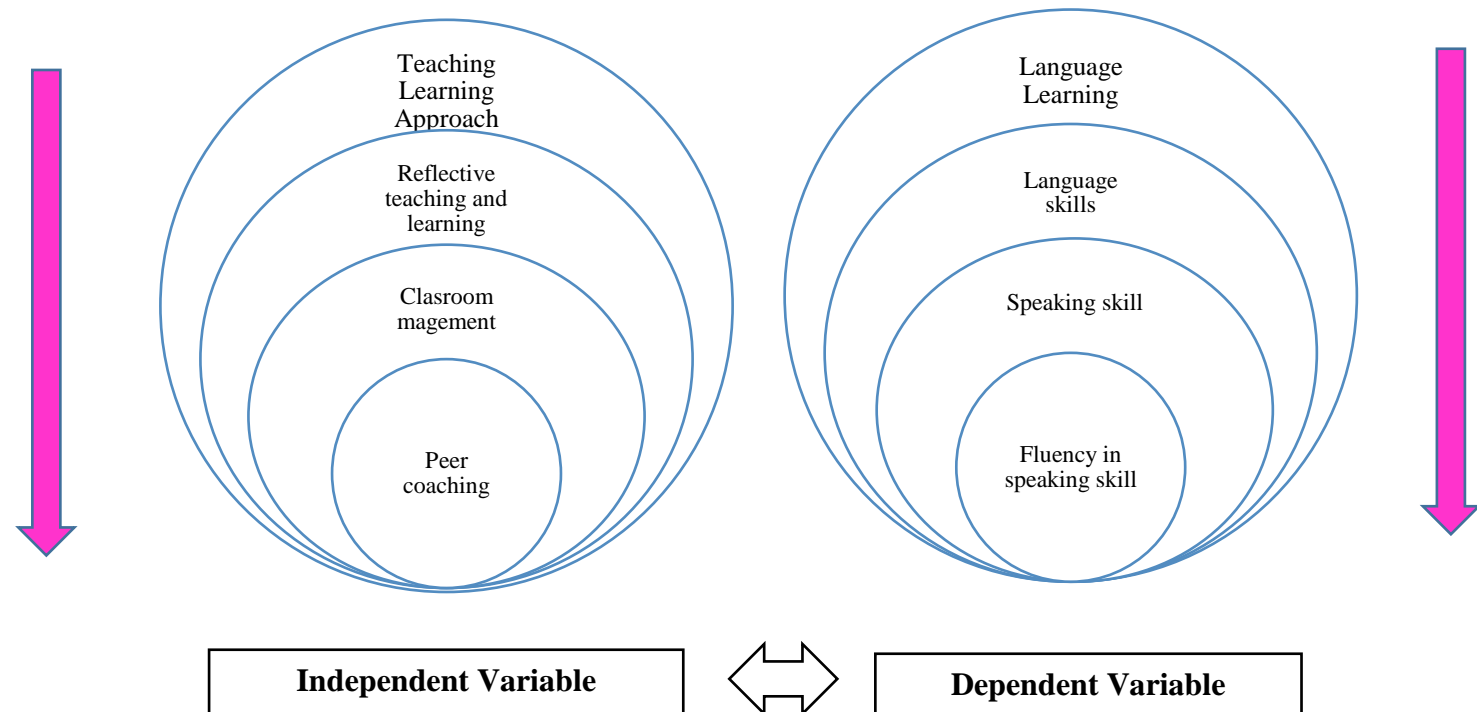
convenios con instituciones que, si bien no forman parte del Sistema de Educación Superior, brindan programas o cursos de lenguas, siempre que éstas emitan certificados de suficiencia con reconocimiento internacional.”

According to the Art. 30. Learning of the Foreign Language could be or could not be part of the curricular documents of the major. For the majors of third level or degree, it is understood by sufficiency in the handling of a language foreign the level B1 according to the Common European Framework of Reference.

To guarantee the level of sufficiency required for the higher education, it is necessary to contribute with new proposals in this field. In this case, the present research is propounding the peer coaching as an effective teaching issue to cooperate with education. Therefore, this research work is widely connected with the information previously mentioned because this was addressed to higher education students belonging to Estatal Amazónica University.

2.4. Conceptual foundations

Figure 2. Conceptual foundation



Created by: Barreno, N. (2019)

Independent variable

Teaching learning approach

According to the British Council (2008) an approach is a way of looking at teaching and learning processes. It is a theoretical view of what language is and how it is learned. An approach represents the wider layer of the knowledge which is followed by the method. The method is the way of teaching something.

The approach is the generalized foundation that teachers follow according to their needs in order to fulfill theoretical and philosophical guides. For example, the Communicative Approach is one of the more widely used in schools in terms of teaching English as a foreign language and as a second language. This approach helps teachers to focus on using the language for communication rather than center on grammar rules. Furthermore, the approach is formed by methods, strategies, techniques, and classroom activities (Herrera, 2012).

From ancient times to the current days approaches and methods had been changed at the same time the human kind was researching about how to teach and learn. There are teaching and learning approaches such as behaviorist, cognitive, constructivism, psychoanalytical approach and humanist approach, neuro-linguistic programming among others.

Behaviorist approach

The main precursors of behaviorism are Pavlov, Watson (1913), Thorndike, Guthrie and Skinner who argued that human beings learned through stimulants to obtain certain behaviors. It represents the idea that teachers must adjust, arrange and control their students' inputs and outputs. In this case outputs are objectives and they are observed and measured while their senses are not important. What is important is the students' features viewed from outside (Akdeniz, et al., 2016).

According to McLeod (2017) the behaviorist is the psychological approach that focuses on scientific and objective methods of investigation. The teaching and learning process emphasizes in the stimulus and responses that can be observed.

Moreover, these behaviors are assimilated through the direct interaction with the environment.

In this regard, according to Watson, there are some assumptions to analyze which are focused on learning through the contact with the environment. First, this approach emphasizes the idea that when born the human brain is a “tabula rasa” which means that there is no previous knowledge in it (blank state). Classical and operant conditioning are the channels to obtain new learning.

The second assumption deals with observable behavior, as the opposite to internal facts as thinking and emotion. The third assumption focuses on the concept that learning similarly occurs in humans as well as in animals. Both of them learn through the contact with the environment. For example, scientists prove their hypothesis by using pigeons and rats in order to observe their behavior by controlling the environment.

Cognitive approach

Cognitivism has several exponents who made their own contributions. For instance, Piaget whose theory related to individual cognitive development. Another theory comes from Vygotsky’ who proposed the theory of social cognitive growth or zone of proximal development. Yet another theory is Festinger’s cognitive dissonance; and, Bruner’s cognitive constructivist learning theory.

They argued that learning goes beyond stimulus and behavior because not all the human beings respond to the stimulus in different ways. Therefore, the cognitive approach focuses on learning through meaningful and organized information which is connected to background knowledge (Yilmaz, 2011). It means that teachers must develop instruction based on previous mental structures.

Communicative approach

According to Richards and Rodgers (2001) the Communicative approach develops learners’ communicative competence. It is performed because learners

use the language for certain purposes and functions such as arguing, intriguing, persuading, asking for information, apologizing, among others. Furthermore, the language is used according to the social setting and environment and according to the interlocutors. Moreover, the communicative approach focuses on producing different types of texts and understanding them. In this context, language users maintain communication channels through different communicative strategies even though there are different linguistic limitations.

Besides, the communicative approach has the communication of meaning as its core goal through language. For that reason, the classroom planning centers on lessons that help the students to practice the language in order to achieve linguistic competence (Zakime, 2018).

Constructivist approach

Akdeniz, et al. (2016) quotes to J. Bruner, W. James, J. Dewey, J. Piaget and L.S. Vygotsky who have developed the theory of the constructivism. This theory describes how the human being understands and explains what she/he has learnt. Furthermore, this theory claims that people are able to create new understandings or combine things, ideas, events and activities they already know and believe in a manner of mutual interaction.

Psychoanalytical approach

According to Sigmund Freud (1856-1939) Trebješanin (2007 as cited in Drakulić, 2014) introduced the psychoanalysis in 1896. This approach was created to explore psychological processes. Besides, it was also used as a method for treating neurotic disorders. It establishes connections with pedagogy because school rules and processes demand high rates of control, assessment, monitoring, and testing. This fact tries to correct students' family traumas (Drakulić, 2014).

Humanist approach

Firdaus and Mariyat (2017) state that humanistic approach is the philosophical view of the subject-matter adapted to teaching methods. Teachers focus their

attention on the human beings whose main purpose in life is to achieve happiness and fulfilment. This approach puts the religion apart. It also refers to humans with purposes in life and with own potential to be developed along it.

Nath, Kumar, and Behura (2017) claim that humanistic education is a necessity in today's world because education in some places has been deteriorated. According to the authors, students are losing their values and they are becoming more aggressive. Therefore, it is necessary to work in human beings to support their growth and development.

Finally, Neuro-linguistic programming approach is detailed because it was considered as the suitable approach for the purposes of this research. Being part of the society, teachers need to support to each other and know how to deal with difficult situations when they do not understand their peers' behavior.

Neuro-linguistic programming approach

Philosophically speaking, neuro-linguistic programming is the training philosophy that focuses on how people influence to each other and how the behavior of effective people could be duplicated (Grindler & Bandler, 1970 as cited in Richards & Rodgers, 2001). Neuro refers to functions and beliefs created by the brain and linguistics refers to the theory of communication while programming is the observable patterns of thought and behavior (Richards & Rodgers, 2001).

Richards and Rodgers (2001) compiled four key principles of neuro-linguistic programming which refer to the outcomes, rapport, sensory acuity, and flexibility. The first key factor, outcomes, includes goals and ends because language users must know what they want in order to achieve an objective. The second key factor, rapport, is essential for effective communication which maximizes similarities and minimizes differences between people at a nonconscious level.

Furthermore, sensory acuity includes the use of senses for understanding what the others try to say. It includes listening, looking at, and feeling what is going on.

Flexibility means that the language user tries different ways of communication in order to be understood.

Reflective teaching and learning

Reflective teaching

Tice (2004) states that reflective teaching is the act of looking at what teachers themselves do in the classroom. They think about what to do and whether it will work or not. In other words, reflective teaching is the process of self-observation and self-assessment. Reflective teaching is important because the teacher thinks about why it is important and starts his or her reflection through a process of construction of teacher's diary, peer observation, recording lessons, and student feedback. After this process, the teacher thinks, talks, reads, and asks about his or her teaching performance. Finally, the teacher draws his or her own conclusion.

Firestone (2019) argues that reflective teaching is a process. It centers in the teachers' thinking about practices, how well was it and how can be improved or changed to get better results. Therefore, teachers assess their own practice and try to improve and learn other kind of strategies to solve students' problems. Those solutions involve practices like cooperative learning for instance.

Furthermore, Serra (2015) suggests that reflective teaching is the personal tool for teachers who are the busiest people in the world. With this method, teachers can make a private process of analysis, evaluation, and discussion to discover what, why, or how they can change in their practice with patience and commitment. Moreover, reflective teaching is based on peer observation which involves some suggestions:

- Both participants can observe to each other.
- Both participants need to have a pre-observation orientation session to discuss about materials, topics, students, class participation, and evaluation, problems, among other issues.

- The observation must be done in complete agreement with the other part; and,
- It is needed a post-observation session in order to report the collected information and discuss about it.

Furthermore, the reflective teaching method has some benefits for teachers (Serra, 2015). First, teachers are aware on what and how plan their lessons to be observed and collect information. In this case, teachers are motivated to do their best and the class would have better results. Secondly, they make a good classroom management referring to tasks, time, class performance, questions, and grouping. In sum, teachers acquire a great amount of knowledge from their peers.

Nowadays, teachers are challenged by certain aspects such as their knowledge, pedagogical abilities, dowers, tact, communication, results, and students in general. According to Heick (2018) English teachers must follow some tips to be a more reflective teacher. First, they must always record themselves. This action can help them to watch and review various aspects of their class. In this way, students can be assessed or instructions from the teacher can be improved. Secondly, that video can be shared with other teachers in order to receive feedback.

Besides, colleagues can observe the classes and make critics. In this case, the observed teacher must be mature enough to receive critics because sometimes it can be hard to hear. Critical friends are valuable for this action hence they would contribute with ideas to be better each day. Furthermore, teachers must be proactive and open mind because the critics and feedback are not about themselves but about their teaching practice (Heick, 2018). This theory has widely helped for the application of the proposal in this study hence one student who has outstanding grades plays the role of the coach for a group of four students. The coach must be practical and open minded to take the right decisions to suggest ideas that ca help his peers. In doing this, the coach must maturely critic to the rest of the group and they have to discuss and agree to achieve their common goals.

Moreover, self-reflection is important. Teachers must ask themselves about how they are developing their classes and how well they are. These questions refer to Cognitive Coaching training and it is useful to start self-reflection. In the self-reflection some ideas like “it works”, “what evidence shows it works”, “what others say” can be valuable to continuously improve classroom duties.

Additionally, teachers must keep a record about their teaching issues. It can be a good therapy for teachers who like to write and reflect on their teaching practice. In doing this, teachers have lots of motivation to observe, analyze, and design new ideas in their classroom. Here, teachers can create a list of strategies, techniques, and activities that work better than others to continue using. This action does not deal with being rude with teachers themselves but being honest about things that are suitable in the classroom for discarding others that are not useful. This honesty is valuable for both, the coach and the peers.

According to the purposes of the current study, the coaches must make a record of the conversations with their teacher as they receive instructions to develop their coaching activities in the best way possible. This would help them to remember some tips to contribute with their peers. On the other hand, in the case of the peers, they also have to keep notes to continue growing not only in doing tasks but to improve their fluency in speaking. After observation sessions, both, the coach and the peers have to meet and discuss about their performance; so, their notes would be valuable to guide their improvement.

In sum, being reflective helps the students to continue improving in their speaking performance. Being reflective is a good value that students learn during the whole process of this research because they discuss, suggest, correct, decide, and present a task that is the result of their own reflection.

Reflective learning

Soisangwarn and Wongwanichb (2013) state reflective learning takes place after asking the students how they learn. This stage is very important because educators reflect on what and how their students learn for improving their future classroom practices. There are four types of reflective learning questions that teachers must ask 1) what do students already know?, 2) could students give an example?, 3) can students apply what they know?; and, 4) in what way do students consider the basic concepts of reflection as important for learning development?. All of these questions help to keep notes for continue enhancing their performance.

In this way, somehow, the teachers support their students learning process and encourage them to continue growing and improving their language abilities. On the other hand, the students must be aware of their challenges in order to ask for feedback and support from their partners and teachers.

Accoding to Lowry (2015) reflective learning helps students to be prepared to face the “real world”. They deepen and strengthen their abilities based on their background knowledge and their new learning experience. Self-reflection supports students’ learning because they become more meta-cognitive learners. They improve their skills in an accelerated way hence they are engaged in their connection with past and new experiences across learning moments.

Gray (2018) states that reflective learning is the way in which learners involve themselves in deep thinking and making meaning about what they have learn through reading, doing, or listening. It means that students do more than memorizing facts, formulas, numbers, dates, or concepts. According to her, there are some advantages that reflective learning has.

Some of the perks that students experience through reflective learning are: accepting responsibility and improvement of personal growth. Besides, the students are aware about their high order thinking skills and processes as well as their learning goals. Furthermore, students have a clear idea about the link their make between the work they perform with the obtained results. Even though

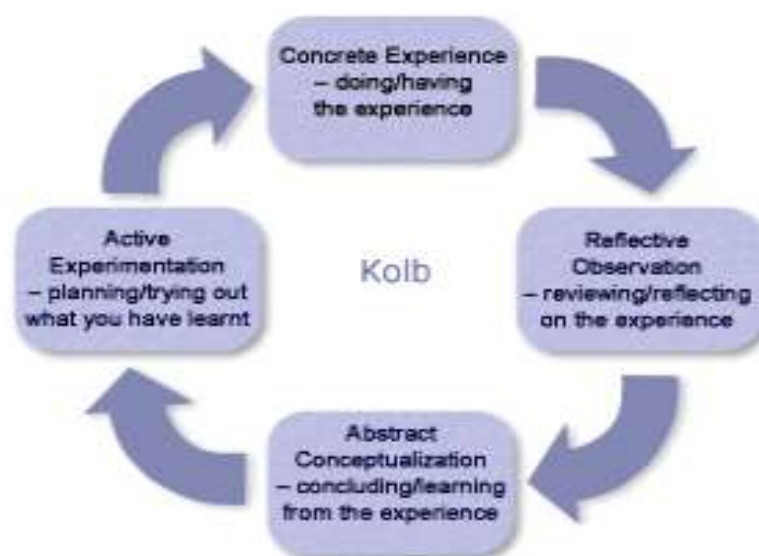
reflective learning can be valuable, it may require some time and patience from students to be familiarized with.

There are several theories for reflective learning. First, John Dewey (1904-1933), also known as the founder of reflection, refers to reflective learning as an active and deliberated process. It deals with thinking activities to achieve learning goals. He argues that reflection is very useful when students try to understand something difficult. Reflection involves recalling the information and making questions to comprehend concepts or facts and propose new ideas to obtain different outcomes.

Another theory related to Reflective learning was developed by Donald Alan Schon (1930-1997) who built his theory based on Dewey's one. He linked reflection to professional development and practice in order to become experts in their field of knowledge. He distinguishes two kinds of reflection: reflection in action and on action. The first reflection is retrospectively done and the other is thinking in the new knowledge which lets the learner to rapidly respond and use his or her instincts in the correct way to solve problems.

Yet another theory was developed by Kolb and Fry in 1975. They analyzed the constituent parts of reflection. Based on this, they designed the leaning cycle framework. Kolb created four parts of this cycle. The first part is the conceptualization of the theory; then, the students can develop active experimentation of the knowledge by putting it into practice. After that, the students develop concrete experience through making by themselves something new. Finally, the students make the reflective observation through the revision of the concepts and the reflection on those points which need more attention.

Figure 3. Kolb's cycle of Reflective Learning



Source: <http://edshare.soton.ac.uk/11124/1/index.htm>

Finally, Boud, Keogh and Walker in 1985 challenged the previous theories and stated that emotions like fear, panic hesitation, calm or elation are associated to learning. They argued that emotions can influence the way the students learn and remember and interpret events.

In sum, reflective learning can be helpful for the students because they analyze, recall, and create new knowledge based on their background knowledge through self-reflection.

Classroom management

According to Mulvahill (2018) classroom management is “more than getting your ducks in a row”. Therefore, classroom management is more than keeping the

classroom in silence, or keeping the classroom clean. On the contrary, classroom management is a serious process that involves some steps to achieve educational goals.

Classroom management involves a number of skills and techniques used by teachers to develop a class in a smooth way. These skills involve avoiding students' disruptive behavior. Further, it refers to a structured learning environment that includes clear rules to eliminate manners that can disturb the normal development of the class. However, not all classroom management rules are the same but it depends on the students' age, the class size, and the teacher's personality (Mulvahill, 2018).

As it was mentioned, the teacher's personality plays an important role for classroom management. Therefore, the activities and techniques used by an organized and routine loving teacher, maybe, would not work for a disorganized teacher. What matters in the classroom management is to obtain an academically and productive classroom environment that aims to get focused, attentive, and concentrated students. However, this process may be successfully accomplished after years of practice and teaching experience.

Kratochwill, DeRoos, and Blair (2019) claim that classroom management is the process to create and sustain appropriate environment in the classroom which includes students' appropriate behavior. The main objective of teachers when implementing classroom management is students' behavioral and accademical enhancement. Besides, an effective classroom management is applied on the majority of subject matters and all grade levels of education.

It is important to mention that some teachers correct students' misbehavior with strict disciplinary rules. Perhaps, at the beginning it may work but then other students have the same mibehavior and the teacher would not know what to say. This is called as "ripple effect" that may be corrected with effective classroom management rather that strict discipline rules which can be backfire. In this regard,

the Ministry of Education of Guyana (2019) has detailed eight proactive classroom management tips.

- Establish, maintain, and restore relationships.

Sometimes conflicts among students are present in the classroom. In these cases, the teacher has to rebuild and repair students' relationships through focusing on solutions rather than focusing on problems.

- Cues and reminders use

Reminders and cues are very helpful in the classroom. They must be used according to the students' ages. They are effective tools that are used in order to engage the students to follow instructions without forcing them. Reminders can be verbal, visual, auditory, or physical. Their use depends on the teachers' abilities and commitment.

- Optimization of seats

The teacher must assign the students their seats because it will help to avoid misbehavior and control discipline. It does not mean that choosing seats is always bad, but the experts argue that the teacher must build a sense of ownership in the classroom in order to obtain positive results. Furthermore, the classroom must have a welcoming environment for reducing anxiety and improve academic performance.

- Give behavior special approval or admiration

Teachers must avoid the word "Don't". On the other hand, students use to respect rules when the teachers give clear instructions with their corresponding reasons.

- Establish clear expectations

Teachers and students must agree on the same classroom rules through discussion. This action will create in the classroom a sense of community.

- Active supervision

The presence of teachers is very important to keep classroom management. In this way, the teacher can deliver instructions easily. Furthermore, the teacher must walk around the classroom in order to check his or her students' progress, interact with students, and provide enough feedback. To achieve this purpose, smiling and making eye contact can help to reduce distance and promote positive feelings.

- Applying rules for everyone

The rules must be applied for every student. When the teacher has his or her "favorite", he or she could have serious discipline problems because the violation of rules is seen by everyone. Therefore, classroom expectations and rules must be applied fairly to all. When someone breaks a rule, the teacher must correct errors and provide additional instructions (Ministry of Education, Guyana, 2019).

Peer coaching

According to Parnov, Gama, Ferreira, and Soares (2014) the term "coaching" comes from the french word "coaching" which signifies "means of transport for a person from one place to another". Another root to this word is the English word "coax" that means to persuade, to induce, to teach, and to prepare. It is also conceptualize as a cooperative and collaborative relationship where the coach is committed to support and help to the learner in order to achieve certain results.

In the case of the current research, peer coaching is implemented in the classroom with five coaches who work with a group of four students. Those five coaches are trained according to their performance in using the target language. Inside of the groups, the students develop peer coaching through observation and dialog. Then, they cooperatively and collaboratively help to each other to present good classroom tasks. It is also based on a link that promotes skills and stimulates to the people involved in the learning process.

Alen (2018) states that peer coaching is the engagement of colleagues to improve classroom practice. Peer coaching provides teachers with a framework and a practical set of skills and abilities to support to each other and guide among them to work effectively. Teachers have the capacity to work in collaboration with their colleagues and share their experiences as a community in order to accomplish the achievement of goals. Moreover, peer coaching involves observation and feedback among teachers in a common place. Therefore, peer coaching, being part of active learning process, is applied for the main goal of this study. The students support inside of their groups and obtain good speaking presentations.

Galeano (2015) argues that peer coaching is also practiced with students. It consists in two students working together who meet regularly in order to learn from each other. In this way, they improve their abilities and overcome obstacles. During the peer coaching meetings, one student acts as the coach who listens attentively and guides him or her to improve. Then the roles are switched the guided students becomes the coach and vice versa.

Peer coaching has its own advantages. First, it promotes the cooperation and confidence among partners. Furthermore, the situations and challenges are easier for both parts; in other words, the peer and coach. Additionally, it is the best way to find someone who learn from and share experiences. In this research, the pair of students learned from each other because they shared their suggestions to develop a better classroom performance because they had to present a final task after each class.

According to Hooker (2013) peer coaching can be developed in two main ways. The first way is called as “expert peer coaching”. This is developed when a more experienced person or who knows more about any topic observes, gives suggestions, or provides feedback to the person who is observed. The second way is called as “reciprocal peer coaching”. In this case, two people work alongside to each other and share their experiences and provide suggestions in order to improve their performance.

Robins (1991) explains that peer coaching can be focused on several educational fields; for example, curriculum content, instructional strategies, classroom management, students, among others. Peer coaching helps to improve questioning techniques. This permits to strengthen high order thinking and problem-solving skills. Furthermore, peer coaching can be put into practice either within the classroom or in other rooms. Pairs, trios, or work teams can be part of peer coaching practices.

Peer coaching emphasizes on eight skills. First, active listening is developed by the coach. It is necessary because the peer needs to express his or her ideas. In this case, the coach listens to the peer attentively in order to comprehend what he or she is trying to explain. Secondly, the coach must be present. Being present is the complement of listening actively. Thirdly, building trust is also crucial. This skill demands lots of empathy in order to build a good partner relationship. Yet another skill is empathizing. As it was mentioned before, empathy serves to build good relationships with the peer in order to have better results. Furthermore, being succinct is another peer coaching skill. Being succinct means that the observation and the feedback sessions must have clear and concise ideas (Alen, 2018).

Another peer coaching skill is asking best questions. The coach must ask valuable questions with the aim of preparing the peer to offer good presentations. The other skill is clarifying and giving suggestions as a way of giving feedback. This is very important after the observation phase. This activity helps the pair of students to look for strengths, difficulties, and things to be improved. The coach provides feedback but does not judge or evaluate. In this friendly way, both the coach and the peer have a narrow relationship and produce better learning results (Robins, 1991).

Moreover, “the way of being” is also important in peer coaching activities. “The way of being” means that there is a special connection between the peer and the coach in the conversation phase. Both, the peer and the coach build a special

human and warm connection because they have the same goal. The coach is the responsible for his or her partner and vice versa (Hooker, 2013).

Barkley (2019) claims that peer coaching involves a more comfortable learning environment for students who want to experience other learning strategies. Peer coaching involves involve both learners and leaders work. Furthermore, peer coaching promotes more dynamic learning and enhances students' self-control and independence. Moreover, peer coaching provides the school the chance to establish high learning expectancies and standards. In addition, school improves its instructional competence. The school also supports an ongoing evaluation process. Additionally, peer coaching has been turned into a school policy.

Besides, Ferrel (2015) asserts that peer coaching supports students' relationships in the frame of respect and trust and each day becomes more honest and rigorous. Then, peer coaching has taught to learners the importance of a good relationship where confidentiality is an important part of the peer coaching process. Further, in peer coaching, the confidential relationship is the major policy. It focuses on learning from each other rather than considering the coach as "the expert" but a person who anyone can trust. In this case, peer coaching promotes an environment where everyone has high leaning expectations and skills improvement which encourages to experiment, investigate, reflect, and implement strategies and techniques to empower students' learning.

According to Showers and Joyce (1996) peer coaching practices refer to those practices which involve observation of the students' performance in stages such as pre-conference, observation, and post-conference. All of these steps include the improvement of learning through verbal feedback. The principals of peer coaching are all the participants must agree to be members of the project in order to support to each other. The support is based on sharing information and planning strategies together in order to achieve learning goals. In this case, collaborative planning is crucial for the development of new and better outcomes. Furthermore, the oral feedback is important for experiencing students' growth.

Collaborative work is also important because the students come up with new ideas through dialogue after observations and meetings (Hooker, 2013). During the implementation of the proposal, the students worked in three different stages (pre-observation, observation, and post-observation). These steps were done when the students had to present their projects. For example, they had to socialize how to make marmalade. Therefore, they met, talked, and agreed on how to do it. Then, one of them (the peer) presented the project and the coach observed. After that, they met again and talked about things that can be improved for further presentations.

For that reason, it is necessary to plan strategies with the support of a person who later becomes as the coach who watches and observes his or her peer. After that, the coach offers some feedback and suggests new ways of doing classroom tasks.

Peer coaching as a confidential process

According to Robbins (1991), peer coaching is the confidential process that uses new ideas to solve problems of the educational system that looks for the excellence. Nowadays, in this globalized world, the knowledge society offers lots of challenges also situated in the schools.

Peer coaching has some important issues that let students to develop their activities in a good way (O'Connor & Lages, 2007). First, they have the possibility to select their peer in order to have more confidence with each other. In this way, accountability is present and partnership is built. Additionally, students build a partnership feeling and a sense of leadership. These things permit the students to create a relationship which focuses on the same goals and achievements.

In this context, peer coaching is performed with collaborative development, refinement, and sharing of craft knowledge.

Collaborative development in peer coaching

Peer coaching deals with collaborative development because it involves working with others. In regard with this, collaborative development includes peer

integration and negotiation of meaning. Peer coaching has advantages regarding with collaborative development hence it constitutes the heart of the learners' language development. Furthermore, as peer coaching is a learning development model where students teach to each other through interaction, discussion, observation, and meetings for feedback activities to improve classroom works every day, confidence, time, awareness, and collaborative skills must be taken into consideration (Hooker, 2013).

This collaborative development needs a high level of truth among peers. It is extremely important because they need freedom from judgement in order to promote real improvement. Furthermore, peers who meet to solve their problems and plan strategies for doing it strengthen their high order thinking skills (Robins, 1991).

Sharing of craft knowledge

Students help to each other by sharing their ideas of reflection. Students reflect on their own knowledge and combine what they already know with their new knowledge in order to develop their improvement.

Elements of peer coaching

Human capital

Human capital is the most important element in peer coaching (Ferrel, 2015). There are two main participants in it: the coach and his or her peer. In the current study, the coach, as it was previously mentioned, is one of the students who has demonstrated a better English language performance which are evidenced in his or her grades. On the other hand, the peers form a group of four students that need to improve their language competences. This is an excellent and strengthening way of teaching; as it was developed in this study. However, it is not widely used and it is necessary to adopt it as a classroom culture. This action would help both students and teachers to engage in the learning process for obtaining better

students' performance. They learn to plan, apply strategies, solve problems and so forth through effective collaboration.

There are three main ways to apply peer coaching (International Coaching Federation, 2014). The first is asking for help of external peer coaches. The teacher asks other teachers to produce a coaching volunteering project to bring students from other classrooms. This action would give the opportunity to give special training to the invited group of students to build a strong coaching culture in the whole school.

The second way is to work with internal coaches. In the same classroom, the teacher applies his or her classroom management skills in order to form pairs of work. In this manner, peer coaching is developed with more confidence because students are familiarized among them. There is more support among them hence they are friends. The teacher must be careful with pair group strategies to avoid problems with students who do not have harmonious relationships.

The third way to apply peer coaching is to look for leaders who use coaching abilities. Those leaders are also trained to help others. In this context, leaders are coaches who motivate, keep harmony, and promote a new learning environment in the classroom. They also share what they know, provide feedback, and look for strategies to solve problems during the working process in the class. In this way, leaders strengthen their skills as coaches and the peers learn from them.

However, there can also be barriers to execute peer coaching in the classroom. One of them is the limited amount of time that teachers have. Classroom management skills must be used for teachers in order to manage the time in an efficient way.

Decisional capital

Decisional capital is the capability that participants have to take their own decisions based on their ways of learning and improvement. Decisional capital is used in terms of desired goals and advancement. The main goal for decisional

capital in peer coaching is to enable the participants to become more reflective (Barkley, 2019).

Steps of peer coaching

Pre-observation

According to Yee (2016) in the pre-observation the pair of students have a wide dialog about the tasks to be developed. In this step, the students discuss and agree about the strategies to perform classroom activities for better results. In the pre-observation discussion, the plan is designed in order to have a route about the actions to be performed to accomplish any classroom task.

For this research, the students form groups of 5. It means that there are 4 peers or “coachees” and one coach (Jarvis, et al., 2017). The members of the team plan all their actions to accomplish the task that their teacher previously asked. In this phase, the coach listens and provides suggestions for successful results. On the other hand, the members of the group also give their ideas to fulfill their teacher’s requirements. All of them are encouraged to accomplish a goal that matters to all.

Observation

In this step, the coach observes in the place or through a video. The coach does not participate in his or her peer’s performance but takes notes for discussing after this step (Yee, 2016). The teacher asks or assigns a project or a classroom task to the students to make a previous presentation to practice. For the case of this study, the coach, who was named by the researcher, observes and takes notes for further suggestions. After the practice, students talk and agree about the ideas to do this presentation in a better way. In this step, the teacher walks around the classroom and provides feedback to his or her students.

Post-observation

The post-observation is the step where the students have the opportunity to share and comment about their experiences. The coach provides trustful and reliable

assessment. This does not mean that there will be problems but dialog. On the other hand, the observed students have the chance to ask about suggestions for further works to perform in a better way (Garn & Jenkins, 2005).

This is a reliable and trustful discussion amongst members of the group including the coach because they plan their strategies for further presentations taking into consideration that improvement is the most important goal.

Dependent variable

Language learning

Cambridge University Press (2019) defines Learning as the action of obtaining knowledge. Learning includes a (Krashen, 1981 as cited in Richards & Rodgers, 2001). The Common European Framework of Reference (2001) states languages are taught in order to develop communication in second or foreign languages. In the context of language learning some aims are developed such as language learning for specialists and non-specialists, for instruction (teaching), and for social purposes which includes mobility from one country to another. Furthermore, language learning involves understanding and skills which are part of language competences. Language competences include the ability to use the target language for understanding, information, and communication.

Bilash (2009) states language learning refers to the use of strategies of the student performs in order to learn the target language. It also depends on the people`s learning styles. For instance, some students are extroverted and interact with others easily, while others are introverted and practice the language in a private way. Therefore, the learning strategies of the extroverted person will never be the same to those strategies used by the introverted students.

Vigotsky pointed out that there is a big difference between language acquisition and language learning (Zaščerinska, 2010). For that reason, it is necessary to analyze some types of relationships; for instance, spontaneous concept and first language and foreign language, inner and outer conditions in learning a foreign

language and the first language. It is stated that when a person develops a conscious realization of language and arbitrary, then he or she speaks spontaneously.

There are some characteristics of language learning strategies (Lessard-Clouston, 1997). First, they are generated by learners. In this case, learners create their own ways of learning a language. Besides, language learning strategies strengthen language learning and improve language performance. It is evidenced in the development of language skills such as receptive and productive ones. Furthermore, language learning strategies appear in two ways: first, they take the form of behavior and techniques; and, they cannot be seen like thoughts and mental processes. The fourth characteristic of language learning strategies is that they include information and memory which can be analyzed in terms of vocabulary and grammar rules.

According to Krashen (1981) language learning is a conscious process. This process involves people's thinking which is helped through error correction and rules presentations. Error correction helps the learners to make mental representations of the linguistic issues. These mental representations can be seen as open questions that represent feedback. Furthermore, this conscious process is a monitor which is produced through active communication. The language learner uses the conscious process to reform the acquired knowledge after or before the utterances. The reforms are made in order to improve the fluency and accuracy of language.

TESOL International Association (2017) states that there are several basic tenets of language learning. First, language is a tool for communication. English is a global language (Northrup, 2013) and it is widely used around the world for communication purposes. Secondly, mastery skill and knowledge are included in language learning. This means that learners must deal with language skills and the information of they require. Fourth, the language users and learners must consider the impact of feelings while studying a language. This means that positive

environment in learning a language may attract good learning results. Finally, the language learners differ in their approaches to learning. It refers to the language learners' learning styles.

Furthermore, language learning involves two core implications in the ways that learners must learn. First, practicing a lot is very important for learning a language. Learning a language is just done by practicing a lot. For instance, if the learner wants to learn to read; then, he or she must read a lot. In the same way, if the learner wants to write; so, he or she must practice writing a lot. Moreover, a learner learns to speak just by speaking. That are the reasons why teachers must provide class spaces to make students practice. In other words, mastery a language is produced by practicing it (TESOL International Association, 2017).

Second implication deals with the necessity of repeated practice. In this case, automaticity is important. Automaticity refers to the skills that are developed by learners to do different things at the same time. The language learners can speak and this includes choosing vocabulary, grammar rules, pronunciation and intonation. All of these things happen in the brain of the language learner when he or she is trying to communicate something. These complex operations are not produced easily. Therefore, it is necessary to practice to be produced automatically later. It needs repeated practice to perform a fluent and accurate production of the language (TESOL International Association, 2017)

In sum, language learning is a conscious process of acquiring a new language or foreign language. It requires some attention to linguistic features of the language and it also requires lots of practice to become an expert or fluent language user. Bearing in mind that language is a very important tool of communication, the language users must use it in many fields of human development.

Language skills

According to Husain (2015) language is different from other subjects. Language is a skill that differs from content-based subjects such as Geography, Social Studies, Mathematics, among others. Those impart information and provide the human

beings with knowledge while Language, or English, being a skill involves the use of psychomotor domain. Another difference is that Language, a skill, is different from an ability. Abilities can be swimming or playing; when people develop those intellectual abilities and learn how to do them, they practice whenever they need; however, language is a complete skill that has four main subskills.

The Common European Framework of Reference (2001) has 56 for language descriptors. They involve language functions and five language skills which are detailed into six levels of performance from A1 to C2. The five language skills described are listening, reading, spoken productions and interaction, and writing. It also includes language learning issues such as communicative competence, language use and acquisition, teaching, curriculum, and assessment. All of them are studied in formal and in informal contexts as well.

According to Moe, Härmälä, Lee, Pascoal, and Ramoniené (2015), language skills are important for learning any subject matter. In this context, the students need to master them in order to succeed in school. It is very difficult depending on the context the students develop their learning. For instance, for students who live in migrant environments, it could be a big challenge. Basic interpersonal communication skills or BICS are the first ones that students must learn in order to develop socialization inside of a culture or in daily life situations. Cognitive Academic Language Proficiency or CALP, on the other hand, is used for language learners in the educational field.

Furthermore, there are some differences between BICS and CALP. The formers are used in everyday situations for that reason, it is not necessary to have a specialized knowledge to interact in social situations. On the contrast, CALP are skills that need cognitive effort. In the school environment, learners have to use CALP to focus on content when listen, read, speak, and write. Those skills are used with content of subject matters in order to compare and contrast, describe, interpret, and infer (Moe, Härmälä, Lee, Pascoal, & Ramoniené, 2015).

Furthermore, in some countries like Norway, Finland, Canada, as well as some countries in Europe, there is an integration of language skills in the curriculum. This means that Mathematics, History, or Science have language leaning focus. However, other countries like Lithuania, Portugal, Ecuador among others do not include the language skills in their curriculums (Education First, 2018).

The Confederation of Finnish Industries (2014) claims that working force need high rates of language skills. It happens because industries establish communication and business commitments worldwide. In this globalized world, people need to have a good language skills competence because it is a business requirement. In this context, people should prepare to be competent for the business industry.

Based upon the remarks of Vernier, Barbuzza, Del Giusti, and Del Moral (2018) the language skills are core parts of EFL classrooms. Taking into consideration that language skills are needed for communication, it is important to fulfill some components of EFL instruction. Those EFL components are also known as strategies such as organization, pragmatic strategic and psychomotor (Bachman 1990: 87; Celce-Murcia, Dörnyei, Thurrell (1995: 17 as cited in Vernier, Barbuzza, Del Giusti, & Del Moral, 2018). It is also remarked that language learners must focus on language use, fluency, accuracy, and contexts. Furthermore, language learners must practice the language skills in real life.

Morehouse (2017) states that there are four language skills or the four language skills of the language learning. He defines language skills as the abilities that help a person to understand and produce language to achieve communication aims. The author suggests these four skills as listening, speaking, reading, and writing. The first skill, listening, is a receptive skill which is seen as passive skill. The person listens and takes the information to the brain in order to decode and understand it. On the other hand, speaking comes after listening and is considered as an active skill because language users need to utter the sounds of the language to produce words, sentences, and complete ideas for communication. Moreover, reading is

another receptive and passive skill which requires to use the sight and bring the information to the brain in order to understand it. Finally, writing is the second productive or active language skill that requires the use of hands to produce letters and documents in a written form.

Teachers are responsible to develop good standards for students' performance (Sadiku, 2015). This responsibility centers in the necessity to create appropriate conditions for students to succeed in the accomplishment of the learning goals. Further, teachers must integrate the language skills effectively in order to meet the high standards of communicative competence. Teachers should combine listening and speaking because those two skills are widely interrelated and are used in real life at the same time. This action aims to get effective oral communication with clear purposes. Additionally, reading and writing also have a strong relationship. They work together to obtain excellent written productions.

There are some differences between the learning of first and second languages and the skills to be learned (Schellekens, 2011). First language learning involves grammar, vocabulary, and language skills. On the other hand, leaning a second language involves understanding of grammar, word order, pronunciation, stress and intonation according to different contexts. Furthermore, in terms of assessment, it is also different because it is not the same to evaluate a person who manages the language skills as his or her first language than a person who has learned the language skills in the context of a foreign or second language.

Lotherington (2004) argues that most of the time people use the four language skills (speaking, reading, writing, and listening) while communicating among them. However, sometimes, people can communicate without the necessity of using those language skills. This is the case of people when they go the bank, drive a car, paying with credit cards, etc. For that reason, teachers must incorporate technology in language teaching and learning process and continue working with language skills because they are essential part of the communication.

In sum, language skills are essential part of the communication process and the teaching and learning issues. People use them in order to effectively communicate and understand with others. Besides, teachers must prepare the right scenario to strengthen those language skills for a good language development and performance.

Speaking skill

According to Fattah (2006) there two main approaches that define speaking skill such as the bottom-up and the top down approach. The bottom-up approach defines speaking skill as motor perceptive skills. It means that speaking is considered as the combination of sounds to utter verbal responses after listening something. Therefore, speaking must be taught from the smallest unit of sounds to the words and sentences to produce discourse.

Further, the second approach to speaking is the top down which considers speaking as the product of communication between two people who interact and share time and the physical context. This approach suggests that speaking skill must be taught from well-formed sentences which are put in discourse. In this way, learners would acquire a good level of performance (Fattah, 2006).

People who have high performance in speaking skill can develop some tasks using the language. They plant hypotheses, and talk in hypothetical situations. Furthermore, they can determine causes and consequences on any problem. They can also propose some sources to solutions. Moreover, they can cooperatively and collaboratively work with others. When they work in teams, they can establish a peer coaching environment with the capacity of contributing with ideas, organization of work, and explain and detail information (Moe, Härmälä, Lee, Pascoal, & Ramoniené, 2015).

Being as important as the other language skill, speaking is very special (Sadiku, 2015). After reading, and writing ideas, what people have to do is expressing orally. Expressiveness is determined with the way people speak. Moreover, speaking is developed in different scenarios such as public, social, or academic.

Each context has the same need of understanding and performance of the language. According to Sadiku (2015) people utter about five syllables each second. Therefore, people who listen have to understand that number of syllables. They must also recognize and translate them into thoughts to establish communication.

In addition, it is important that the speaker pronounces words in a strong way in order to catch the listeners' attention. Speakers must have the appropriate pronunciation, diction, and vocabulary. The language skills form a chain cycle because they connect to each other to produce the language. The level of English determines the competitive world in speakers. If the language learner can manage all of the four skills, the results in communication are astonishing (Fattah, 2006).

In recent times, speaking has been the emphasized skill to get language proficiency based on several factors (Vernier, Barbuzza, Del Giusti, & Del Moral, 2018). First, it started with the appearing of the Audio-lingual method in the 1960s and the increasing popularity of the communicative approach in the 1970s. Language students argue that they should develop their speaking skill as a priority because it brings personal satisfaction. This satisfaction lies on the ability to easily communicate in every place at every time. At the same time, language teachers should design effective strategies for maximizing their students' language development.

There are some kinds of speaking tasks that students must control (Al- Eiadeh, Al.Sobh, Al-Zoubi, & Al-Khasawneh, 2016). First, students must know how to develop conversations. They are the most frequent task that students have to develop in the classroom. Even though questioning is less practiced than conversation in the classroom, the teachers must do it in order to improve their students' thinking skills. Another speaking task that is developed in the classroom is explaining. After questioning, students have to explain why they mention their answers about any topic.

Discussion, presentations, making interview, giving examples, and dialogues are other tasks developed through speaking skill. Discussions are developed in the classroom taking into consideration various controversial topics. After group or pair discussions, there are interesting oral presentations that let the students to share their agreements. Yet another speaking task is making interviews. Interviews are combined with questioning and the students have the opportunity to focus on specific topics. While doing interviews, students perform meaningful dialogues. It can also made through group or pair discussion. Finally, in doing all the speaking tasks detailed above, the students provide examples (Al- Eiadeh, Al.Sobh, Al-Zoubi, & Al-Khasawneh, 2016).

Gudu (2015) mentions other speaking activities that are improved in the speaking skill classes. He argues that teachers apply different classroom activities depending on the situation. Besides classroom discussion, there is dramatization. Furthermore, teachers mostly use songs, impromptu speeches, and tongue twisters. Furthermore, there are other speaking skill activities that are role plays, short stories, debates, and poem recitation. Other speaking skill that is almost never used is the oral repetition drill. According to the author, all of the speaking skill tasks mentioned above are employed in the classroom in an integrated way.

The British Council (2015) states that speakers must try some tips to improve their speaking skill. First, speakers must organize their ideas in a logical order. Further, they have to be concise, clear, and direct at the time to speak. Moreover, the language uses must be expressive and responsive. It refers to the use of body language and appropriate tone of voice to express ideas and react quickly and positively while developing discussion and dialogues. In addition, they have to actively work in groups and pairs; and try to participate as many times as they can. Using imagination is also good and use a variety of verb tenses.

Fluency in speaking skill

Fluency is conceptualized as speaking fluently showing a reasonable rate of speech (Fattah, 2006). It uses the speaking skill in the whole context of nature

speaking. Furthermore, it is the ability to use facilitation skills such as fillers, lexical phrases, and ellipsis and compensation skills such as self-correction, rephrasing, or repeating in order to achieve fast communication (Widdowson, 1998 & Segalowitz, 2000 as cited in Fattah, 2006).

Yingjie (2013) claims that the term “fluent” is well-known in the pedagogical field. On the other hand, the term “fluency” is used in terms of evaluation and assessment. Hartmann and Stork (1976) as cited in Yingjie (2013) conceptualized fluent as the ability to use the language in a correct way in normal speed. It means that the language user must speak naturally while thinking about the meaning of words and the message to be addressed. Another conceptualization of the term “speaking fluently” is that it means talking with few pauses and with coherence, reasoning, and semantically correct. It also means to appropriately speak in any context. Besides, “speaking fluently” means to use the creativity and the imagination in the language use.

Furthermore, fluency had three aspects (Nation, 1989 as cited in Yingjie (2013)). The first aspect refers to speed and flow in the production of the oral language. The second aspect involves the control of language items such as pause, rhythm, pronunciation, stress, and the way of speaking interrupting. Taking into considerations these aspects, the definition of fluency can be developed within two main categories.

The first category refers to the narrow approach, which means that fluency deals with the speaking speed and smoothness while language delivering. The second category involves semantic density, appropriateness in expression, creativity and other sociolinguistic topics. However, assessment of fluency could be a very difficult task because it is centered on the listener’s impression and feeling.

Fluency is the ability to pay attention on the language users’ delivered message. In this way, fluency constitutes in the reflection about speaker’s oral skill. One way of measuring fluency is to analyze the number of words produced or articulated per minute and the pauses produced between syllables in speaking.

According to Richards and Rogers (2001) fluency is the natural production of language. This fact occurs while engaging and keeping meaningful conversation and communication. The communication must be comprehensible and ongoing. The language user must not take into consideration the limitation in communicative competence but the communication itself. In that way, the language user would be more comfortable with the communication process.

As has being stated, fluency is the natural production of the language in terms of smooth and normal speed. This can be engaged with the purpose of this study because peer coaching aims to propound conversation and oral feedback after observation sessions of the performance of any school task. In this manner, both the coach and the peer can establish a good relationship while enhancing their fluency in their oral skills.

As peer coaching aims to improve educational activities and learning through oral feedback; hence, fluency can be put into action and improved in the best of the cases. Peer coaching conversations and feedback suppose some session of dialog and formal assessment. Therefore, both of them complement to each other in the construction of a good manage of the oral language in order to deliver messages accurately.

The British Council (2019) states that fluency is the ability to speak easily. It is also the ability to speak quickly in a reasonably manner. In these circumstances, there are some activities that can be useful to improve the fluency in speaking.

1. Try to speak naturally and always communicate something.
2. Speak as many times as possible to acquire fluency.
3. Trust oneself while speaking.
4. Be clear when transmitting the message.
5. Making mistakes is normal. Don't worry.
6. Practice as much as possible.
7. Look for strategies of communication to make English sounds as natural as possible.

Fluency comes with accuracy and articulation together because they are part of speaking skill which are used to orally communicate.

Accuracy is also part of speaking abilities. Lam (2018) states that accuracy is act of producing the language in the correct way. It is correct sentences, grammar, and vocabulary. To improve accuracy, most of the teachers plan grammar and vocabulary practice. They also provide feedback to students after oral presentations. Furthermore, it is needed to explain that nowadays, most of the teachers tend to perform role plays and focus on fluency rather than accuracy in order to build students' confidence.

It is also important to mention that teachers must balance their approaches in classroom planning between fluency and accuracy in order to obtain better communication results.

Fluency and accuracy are related to each other because they are crucial for a successful communication. One important way to improve both fluency and accuracy is practice. Teachers must plan classroom activities that aim to enhance students' oral abilities. Discussion is a good alternative to talk about events, actions, and issues to strengthen the speaking skill. Fluency also deals with articulation.

Crystal (2008) argues that articulation is the action of producing sounds of the speech or pronounce them in a way that the message can be understood by the audience. There are some strategies to improve articulation.

- Students must control pitch variation. This action is crucial when they want to engage the audience attention.
- Language users also must control their voice projection. It is important to talk with sufficient intensity in order to have others' understanding.
- Strategically using pauses is also good because it would help to make emphasis in the required information.
- Combination of short and long sentences is also needed to catch the attention of others.

- It is also recommended that students record themselves and then listen in order to assess their fluency improvement.
- Another tip is controlling the speed while speaking. It can help to emphasize words and phrases.
- Confidence and self-assurance give students the opportunity to avoid stress and disappointment.
- Use the appropriate vocabulary according to the target audience.
- Control rhythm in articulation of sounds can help to talk with harmony.

Fluency is part of speaking skill (Herrera, 2012); therefore, it can also be evaluated through language learners' performance (Common European Framework of Reference, 2001). Crystal (2008) claims that performance is the accomplishment of any task. The performance in oral interaction is evaluated according to fluency, accuracy, and articulation.

2.5 Variable statement

Independent variable

Peer coaching

Dependent variable

Fluency in speaking skill

2.6. Hypothesis

H1: Peer coaching improves students' fluency in speaking skill

H0: Peer coaching does not improve students' fluency in speaking skill

CHAPTER III

METHODOLOGY

3.1. Basic research approach

This research focused on qualitative and quantitative approaches. It is needed to say that the current research is based on the theory of constructivism. Constructivism proposed by Jean Piaget and Lev Vygotski conceives the subject-who-knows and the object-to-know as interdependent entities and assumes that reality is human make-up and therefore knowledge can only be constructed under the control of something that is already known.

According to constructivism there are no things, data, objective facts or cognitive structures that are taken for granted; it establishes valid connections between the 'model' and the 'thing-that-represents', which can lead to relativize knowledge. In effect, any model built by the subject is as good as any other and then there would be no way to distinguish knowledge 'true' or adequate of an inappropriate or 'false' one. This theory deals with qualitative and quantitative research (Cohen, Manion, & Morrison, 2007).

This research is qualitative for many reasons. According to Haradhan (2018) qualitative research look procedures to answer questions. Furthermore, it searches for enough evidence. In this regard, this type of research discovers or proposes new products which are applicable to the immediate surroundings and beyond. Moreover, a research problem is understood based upon the perspectives of the involved population. Besides qualitative research involves specific information about the social context of the target population (Cohen, Manion, & Morrison, 2007).

Furthermore, this research is quantitative because of several facts. It involves with reliability of data with means dependability, conformity, and reproducibility. The replicability can be done over groups of study, instruments, or time. It also involves precision and accuracy (Cohen, Manion, & Morrison, 2007). This is also quantitative because there was a correlation between the independent variable, peer coaching, and the dependent variable, fluency in speaking skill (Elkatawneh, 2016).

3.2. Basic research modality

This study develops some research modalities.

3.2.1. Bibliographical and documentary research

The current study was also bibliographical documentary because it used primary and secondary book materials. Bibliographical data was used and quoted and analyzed to add authenticity, credibility, representativeness, and meaning. Credibility means that the research is honest and accurate. Furthermore, representativeness means reliability. It looks for representation of produced materials. And, meaning means that the research is useful. It also means that the evidence of the research is clear and comprehensible. The document is appropriately situated to its context as well; and, its methodology is ascertained (Kridel, 2016).

Furthermore, this research was bibliographical because it took into consideration previous research works based on the research problem. It was carried out in order to have the most appropriate information.

3.2.2 Field research

The present study applied field research hence the problem was observed and determined which focused on the lack of fluency in speaking. Therefore, the

treatment was placed on the field of study; it means that the students attended to classes to solve their fluency problem. The researcher's findings were analyzed with a peer and the solutions were proposed and applied in the classroom (Cohen, Manion, & Morrison, 2007).

Field research helped the researcher to develop observation, interaction, and understanding of people in-situ. In the case of the current study, the population was located in the third level of English at Estatal Amazónica University. The researcher has observed the students' behavior and planned to use peer coaching among students to strengthen their social skills while improving their language abilities.

3.2.3 Correlational research

This study had a correlational research modality because two variables, peer coaching and fluency in English speaking skill, were related to one another and data were integrated as theories that started being developed (Cohen, Manion, & Morrison, 2007). Moreover, the correlational research aims to respond the research questions. Those research questions involve the process of the current research.

3.3. Level or type of research

3.3.1. Action research

Burns (2015) claims that action research is grounded in practical action. It involves collaboration, dialogue, and action among the participants. Action research involves looking for practical outcomes and the creation of new forms of understanding any phenomena. This research method also involves everyday experience. This authentic and meaningful research method takes place in the classroom environment (O'Connor, Greene, & Anderson, 2006).

3.3.2. Quasi-experimental research

The current research developed a quasi-experimental design. Since, two exams would be taken such as a pre-test and a post-test (Hernandez, Fernandez, & Baptista, 2014). These tests were based on the PET exam from Cambridge. The pre-test would assess the initial level of fluency of students at third level of Estatal Amazónica university; on the other hand, the post-test would determine whether peer coaching activities helped to improve students' fluency in speaking skill or not.

3.3. Population

The present research had a population 25 students of third level at Estatal Amazónica University in the March – July 2019 academic period. The group of students who participated in this research belonged to third level corresponding to third semester of Agroindustrial engineering major.

Table 1. Population

Level /group	Number of students	Female	Male	%
3 rd Semester	25	11	14	100%
Third level				

Created by: Barreno, N. (2019)

The intended population of the current research belongs to low and medium socio-economic status. They come from both rural and urban areas of the city of Puyo in Paztaza. They also have their English language background because they have attended to English classes from first level. In the first and second levels, the population had learned English vocabulary and grammar and in the third level, they focus their language learning process in strengthening their language skills such as writing and speaking. It is important to note that the students have enough bases to continue improving their language performance. That is the reason why peer coaching was chosen as the appropriate tool to help them to improve their

fluency in speaking skill. Being a novelty, peer coaching encourages, both, the coaches and the peers to do their best in the accomplishment of classroom activities.

3.4 Operation of variables

Table 2. Independent variable characterization

Independent Variable:	Dimensions	Indicators	Item Tec.
<p>Peer coaching</p> <p>A confidential process developed by peers for working collaboratively with refinement, and sharing knowledge through elements such as human capital, social capital, and decisional capital in three different steps of peer coaching namely pre-conference, evaluation, and post-conference.</p>	Confidential process	<ul style="list-style-type: none"> ● collaborative development ● refinement ● sharing of craft knowledge 	PET exam Speaking part.
	Elements	<ul style="list-style-type: none"> ● human capital ● social capital ● decisional capital 	
	Steps	<ul style="list-style-type: none"> ● Pre-observation ● Observation ● Post-observation 	

Created by: Barreno, N. (2019)

Dependent Variable

Table 3. Dependent variable characterization

Dependent Variable:	Dimensions	Indicators	Item – Tec.
Fluency in speaking skill Attractive smooth ability of the speaker which represents the language proficiency as beginner, intermediate, and advanced language user with abilities such as accuracy and articulation for assessment purposes like language performance.	Language proficiency	Beginner Intermediate Advanced	PET exam Speaking part.
	Ability	Accuracy Articulation	
	Assessment	Performance	

Source: Direct Research

Created by: Barreno, N. (2019)

3.5. Data collection plan

The current research was developed with students from the third semester of English at the Estatal Amazónica University during the March-July 2019 academic period. The target population for this study was formed by 25 students who attend to Agroindustrial engineering major.

Table 4. Data collection plan

BASIC QUESTIONS	EXPLANATION
Purpose:	To get the objectives of this study.
Place:	Estatal Amazónica University
Target group:	25 Students from 3 rd level
Theme:	Peer coaching to improve fluency in English speaking development
Researcher:	Nancy Barreno
Time for the collection of information:	March – July 2019 academic period
Techniques:	Testing – PET speaking part
Instruments:	Questionnaire

Created by: Barreno, N. (2019)

For obtaining data, the researcher applied the PET (Preliminary English Test): parts 1, 2, and 3 as pre-test and post-tests (Annex 1). Twenty-five students of third semester who have taken it to evaluate their level of fluency in speaking skill. Furthermore, to obtain an accurate data, a rubric was used (See Annex 2). Besides, for the implementation of the proposal, the observation was used with its corresponding checklist (Annex 3).

Besides, the teacher played an important role in the execution of this study. Since, the teacher facilitated the peer coaching process among students. The teacher prepared the coaches in terms of pre-observation, observation, and post-observation phases. She also guided the coaches and provide the needed material for the execution of the projects. After students' interaction, the coaches reported the information about the group discussions and conclusions. Later, the teacher provided feedback and assessed through a checklist. The methodology for the intervention with the proposal was the communicative approach method because

students need to interact and develop their fluency in class. Furthermore, the teacher applied learning based on projects.

Furthermore, the proposal was implemented in the period March-July 2019 during 24 hours. Eight of them were used to give the pre-test and the post-test to the students of third semester of Agroindustrial engineering major in the Estatal Amazónica University. The rest of the time was used to apply the proposal in the classroom.

The classroom management was developed grouping the students into five. Each group had four peers and one coach. Moreover, the coaches were chosen according to their level of performance and because their grades before the implementation of the proposal were higher than the rest of the students. The researcher has observed the coaches in advance and she prepared them in terms of coaching. Before the implementation of this proposal, the researcher had a previous meeting with the possible coaches to ask for support and active participation.

As the coaches were enthusiastic and proactive, they accepted the challenge and started to share their abilities with the rest of the class. Each coach was moved into a different group each week. In this way, the students strengthen not only their language development but their social skills. The classroom activities were planned and assessed according to checklists that the researcher must manage and filled out according to the coaches' performance.

Moreover, this research was based on the productivity of the students. Therefore, the teacher assigned some projects in order to look for students' fluency in oral presentations. Additionally, this proposal did not use a workbook but was focused on the reinforcement of language skills through different classroom projects with the goal of language skills improvement, fluency in speaking.

3.6. Data processing and analysis plan

After data collection, the researcher developed the following steps:

1. A comparative analysis of the results taken from the pre and post-test, which evaluated the impact of using peer coaching to improve fluency in speaking skill.
2. A statistical treatment of data in order to define all the dimensions of the study with the statistical software SPSS.

All the steps above, let the researcher to:

- Codify data
- Obtain quantitative data: frequency and percentage
- Design tables and figures to show information.
- Develop inferential and descriptive analysis of the data.
- Interpret the results
- Do hypothesis testing.
- Draw conclusions

The process described above let the researcher to analyze and interpret data through the statistical software SPSS.

- Revision of data
- Analysis and interpretation of data
- Data representation

CHAPTER IV

ANALYSIS AND INTERPRETATION

This research aims to determine the impact of peer coaching in fluency of third semester of Agroindustrias major students' English-speaking development at Estatal Amazónica University. This was an action research, therefore, two main tests were taken by the students before and after the intervention in the classroom. The exam used as the pre and post-test was the Speaking part 1, 2, and 3 which was based on the PET (Preliminary English Test) test. Additionally; descriptive and inferential statistic methods were used to analyze the results. The mathematical method was the T-student test which was developed through the use of SPSS statistical software.

4.1. Pre-test and post-test

As it was been explained before, the pre-test was taken by the students before the intervention in the classroom. After the intervention, the students took the post-test with the same parameters. This exam was based on the Speaking part 1, 2, and 3 from PET (Preliminary English Test). The pre and post- test were graded through a rubric which had 4 parameters such as fluency, pronunciation, vocabulary, and grammar (Common European Framework of Reference, 2001). All of these parameters were graded out of 5, so the expected average was 20 as the highest score. The analysis and interpretation of data was developed through the statistical software SPSS.

4.1.1 Pre-test and post-test

The results obtained from the pre-test and the post-test based on the rubric are detailed below.

Table 5. Pre-test results and post-test results

Student N.	RUBRIC CRITERIA				Total	RUBRIC CRITERIA				Total
	Fluency	Pronunciation	Vocabulary	Grammar		Fluency	Pronunciation	Vocabulary	Grammar	
Student 1	2	2	2	2	8	3	2	3	2	9
Student 2	2	3	2	2	9	3	3	2	2	10
Student 3	2	3	2	2	9	2	3	3	3	11
Student 4	4	4	5	4	17	5	5	4	4	18
Student 5	2	3	3	3	11	3	3	3	3	12
Student 6	2	2	3	3	10	3	3	3	3	12
Student 7	2	3	2	1	8	2	3	2	3	10
Student 8	4	4	5	5	18	5	5	5	5	20
Student 9	2	2	2	2	8	3	2	3	2	9
Student 10	1	1	3	3	8	2	2	3	3	10
Student 11	1	2	3	2	8	3	2	2	2	9
Student 12	2	3	3	3	11	2	3	4	3	12
Student 13	1	2	4	1	8	3	2	3	2	10
Student 14	4	4	5	5	18	5	5	4	4	18
Student 15	1	2	3	2	8	3	3	3	2	11
Student 16	2	2	2	2	8	3	3	3	2	10
Student 17	1	2	3	2	8	2	2	3	2	9

Student 18	4	4	5	4	17	5	5	5	4	19
Student 19	2	2	2	2	9	3	3	2	2	10
Student 20	1	2	3	3	9	3	2	3	2	10
Student 21	2	2	2	2	9	3	2	3	2	10
Student 22	1	2	3	2	8	2	2	2	2	8
Student 23	4	5	5	5	19	5	5	5	4	19
Student 24	2	2	3	2	9	3	2	3	2	10
Student 25	3	3	3	3	12	3	3	4	3	13
Average	2.16	2.64	3.12	2.68		3.16	3	3.2	2.72	

Created by: Barreno, N. (2019)

As it was previously described, the instrument to obtain qualitative results was the rubric. With that rubric, important qualitative results were obtained.

Table 6. Fluency qualitative and quantitative results

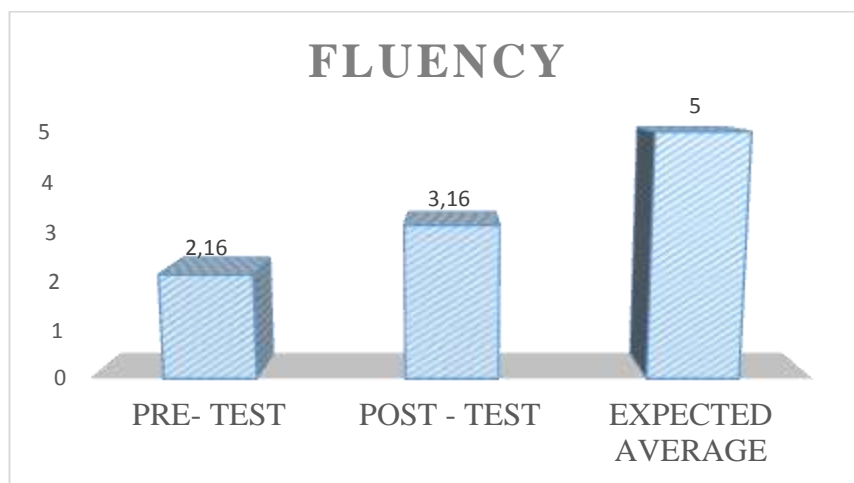
Created by: Barreno, N. (2019)

Table 7. Fluency. General results

FLUENCY	
PRE- TEST	2.16
POST – TEST	3.16
EXPECTED AVERAGE	5

Created by: Barreno, N. (2019)

Figure 4. Fluency general results



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Analysis and interpretation

Data showed above represents the general results obtained in the Pre-test and the post-test for the main focus of the current study, fluency in speaking skill.

In the pre-test, the table shows that 7 students out of 25 who represent 28% of the population have weak development in fluency. It means that student's speech is

slow, hesitant with lots of signs of stress except for short memorized phrases. It is also difficult to perceive continuous speech; besides, it is difficult to hear. Besides 12 students who represent 48% have performance that is considered “okay”. It means that their speech is commonly hesitant with some uncompleted sentences. The volume in the utterance of words is very soft. Moreover, 1 student who represents 4% of the population has “adequate” level of fluency. It means that student’s speech is smooth in comparison with the previous descriptions. There is some hesitation and variability caused by rephrasing and looking for words. Volume is relatively varied. There are 5 students who obtained “good” but there are no students who obtained “excellent” in their results.

All of the results detailed above represent the low level of fluency in speaking skill which is the main problem of this study. The average for the pre-test in “fluency was 2.16. The students needed support for their enhancement. Therefore, there is a necessity to propose peer coaching activities to do it.

The results from the pre-test are different from those in the post-test. First, there is no student with “weak” level of performance. However, there are 6 students who represent 24% of the population who obtained “okay”. In the same way, other 14 students obtained “adequate” which means that there are few hesitation moments but the performance in general is acceptable. Furthermore, there is no student with “good”. Finally, there are 5 students who obtained “excellent”. It means that the production of the speech is smooth and fluid. The hesitations are almost null and the volume is audible.

This is evidenced that the improvement is partial because most of them continue having troubles in fluency and their average was 3.16 which means that there was a slightly higher difference from the pre-test.

Table 8. Pronunciation. Pre and Post-tests results

PRONUNCIATION									
PRE-TEST					POST-TEST				
RUBRIC BANDS	Quantitative results	Qualitative results	Frequency	Percent	RUBRIC BANDS	Quantitative results	Qualitative results	Frequency	Percent
	1	Weak	1	4%		1	Weak	0	0%
	2	Okay	13	52%		2	Okay	8	32%
	3	Adequate	6	24%		3	Adequate	12	48%
	4	Good	4	16%		4	Good	2	8%
	5	Excellent	1	4%		5	Excellent	3	12%
		Total	25	100%			Total	25	100%

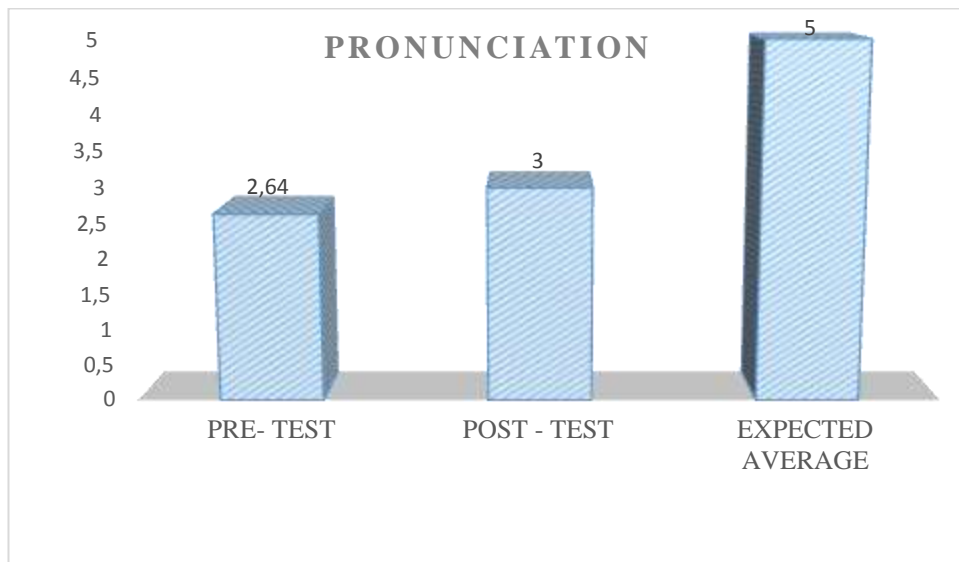
Created by: Barreno, N. (2019)

Table 9. Pronunciation general results

PRONUNCIATION	
PRE- TEST	2.64
POST - TEST	3.00
EXPECTED AVERAGE	5

Created by: Barreno, N. (2019)

Figure 5. Pronunciation. Pre and Post-tests results



Created by: Barreno, N. (2019)

Analysis and interpretation

Based upon the results in the pre-test, there are 1 student who represents 4% of the population has a weak development in pronunciation. It means that students utter words that are not understood or are hard to understand. There is also absence of effort towards native pronunciation. Furthermore, 13 students who represent 52% of the population have a level of pronunciation of “okay”. It represents that pronunciation is fine but there is lack of native accent. Furthermore, 6 students who represent 24% of the population have “adequate” level of pronunciation. Moreover, 4 students who represent 16% of the population obtained a “good” level of pronunciation. Finally, 1 student has excellent pronunciation performance.

In general, the results for the pre-test are low. The students obtained 2.64. In other words, it is needed to implement a proposal with peer coaching activities in order to improve pronunciation as part of fluency in speaking skill.

Related to the post-test results, while it is true that this criterion has evidenced an improvement, this improvement is partial. First, there are no students with “weak” pronunciation. On the other hand, 8 students have an “okay” pronunciation but do not show effort to produce native accent. Furthermore, 12 students have an “adequate” level of pronunciation and make effort at accent. Additionally, there are 2 students that have good level of pronunciation and good effort to speak. Finally, there are 3 students whose pronunciation is excellent.

Based on the data displayed above, it is evident an improvement in the pronunciation criteria. The students obtained 3.00 out of 5. However, this improvement is very slight, therefore, the students did not get the expected average.

Table 10. Vocabulary Pre and Post-tests results

VOCABULARY									
PRE-TEST					POST-TEST				
RUBRIC BANDS	Quantitative results	Qualitative results	Frequency	Percent	RUBRIC BANDS	Quantitative results	Qualitative results	Frequency	Percent
	1	Weak	0	0%		1	Weak	0	0%
	2	Okay	6	24%		2	Okay	8	32%
	3	Adequate	13	52%		3	Adequate	10	40%
	4	Good	1	4%		4	Good	4	16%
	5	Excellent	5	20%		5	Excellent	3	12%
		Total	25	100%			Total	25	100%

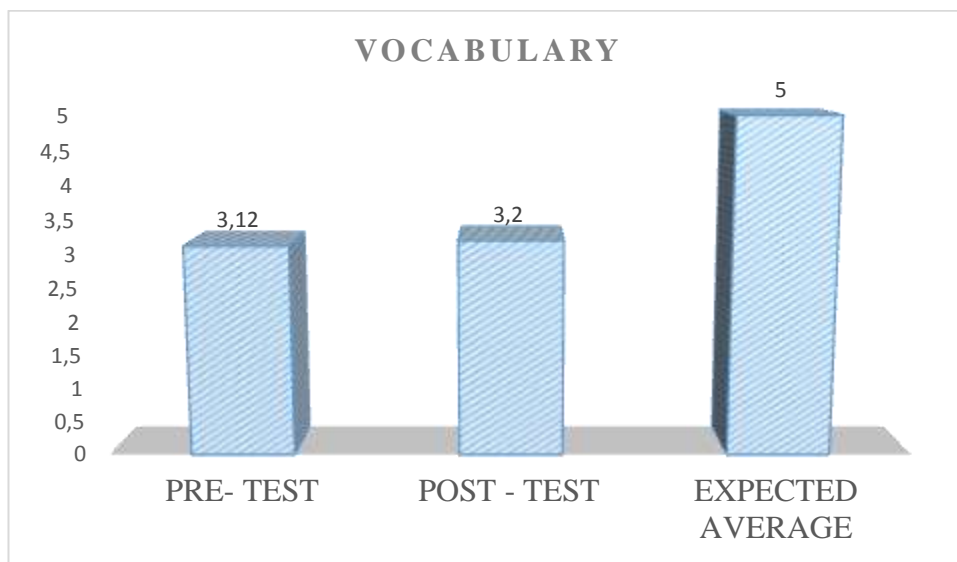
Created by: Barreno, N. (2019)

Table 11. Vocabulary general results

VOCABULARY	
PRE- TEST	3.12
POST - TEST	3.20
EXPECTED AVERAGE	5

Created by: Barreno, N. (2019)

Figure 6. Pre-test. Vocabulary



Created by: Barreno, N. (2019)

Analysis and interpretation

Concerning to vocabulary, in the pre-test, any of the students obtained “weak”. However, 6 students who represent 24% of the population had “okay”. It means that clumsy control of language persists but there is basic vocabulary selection. Additionally, 13 students had “adequate”. It means that there is appropriate control of language but the vocabulary scope is lacking. In addition, 1 student had “good” which means that there was a good manage of language with well-chosen words. Finally, 5 students obtained Excellent in their knowledge of vocabulary.

It is clearly visible that students have background knowledge related to vocabulary because they had studied English for several years. Therefore, their average is 3.12 which is higher than the other criteria.

The results in the post-test for the vocabulary rubric criterion are: No one student had “weak” level of vocabulary. While there were 8 students out of 32% whose vocabulary was okay; however, the message was not clear at all. Furthermore, 10 students had adequate vocabulary usage, nevertheless, the range of vocabulary was lacking. Moreover, 4 students had a good control of vocabulary and the words are well-chosen. Finally, 3 students had excellent management of vocabulary.

As it was seen, there is a slight improvement in vocabulary. The whole group of students obtained 3.20 which is not a significant difference in comparison with the pre-test result. It obeys to the lack of time to implement the proposal.

Table 12. Grammar Pre and Post-tests results

GRAMMAR									
PRE-TEST					POST-TEST				
RUBRIC BANDS	Quantitative results	Qualitative results	Frequency	Percent	RUBRIC BANDS	Quantitative results	Qualitative results	Frequency	Percent
	1	Weak	2	8%		1	Weak	0	0%
	2	Okay	12	48%		2	Okay	13	52%

3	Adequate	6	24%	3	Adequate	7	28%
4	Good	2	8%	4	Good	4	16%
5	Excellent	3	12%	5	Excellent	1	4%
	Total	25	100%		Total	25	100%

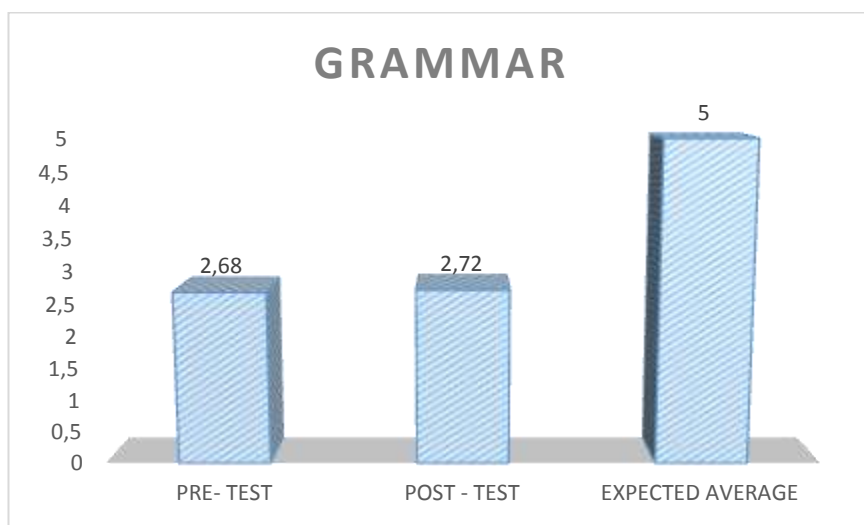
Created by: Barreno, N. (2019)

Table 13. Grammar general results

GRAMMAR	
PRE- TEST	2.68
POST - TEST	2.72
EXPECTED AVERAGE	5

Created by: Barreno, N. (2019)

Figure 7. Pre-test. Grammar



Created by: Barreno, N. (2019)

Analysis and interpretation

According to the grammar criterion results, there was 2 student who represents 8% that had “weak” level in grammar. It signifies that students have many grammatical errors and meaning is not understood. Furthermore, 12 students who represent 48% obtained “okay” grammar development. It means that there are

frequent errors in grammar that sometimes make meaning unclear. Furthermore, 6 students who represent 24% of the population that got “adequate” grammar development. In other words, the message is clear but with little variety of structures and has some errors. Besides, 2 students who represent 8% of the population have “good” grammar performance. It involves that there are some errors due to the intentions to vary in structures. Additionally, 3 students obtained excellent in their grammar development.

As it was evidenced, the students need support in grammar as well as other rubric criteria that come together with fluency in speaking skill because they obtained a general average of 2.68.

On the other hand, the population obtained the following results in the post-test. The data displayed above shows that any of the students had a weak level in grammar. On the contrary, 13 students showed a level of grammar which was okay. Furthermore, 7 students had an adequate level of grammar. Additionally, 4 students have a good level of grammar. Additionally, there was 1 student who had excellent knowledge of vocabulary.

These data shows that there was a slight improvement but the problems persist because the students had a general average of 2.72 out of 5.

Having obtain these results, it is important to note that the use of peer coaching in the classroom partially helped to improve the students’ fluency in speaking skill development.

Normality test

The normality test was developed taken into consideration 25 valid cases for the pre and post-tests. Due to this study had 25 valid cases, the Shapiro Wilk test was used; so, the results are displayed below.

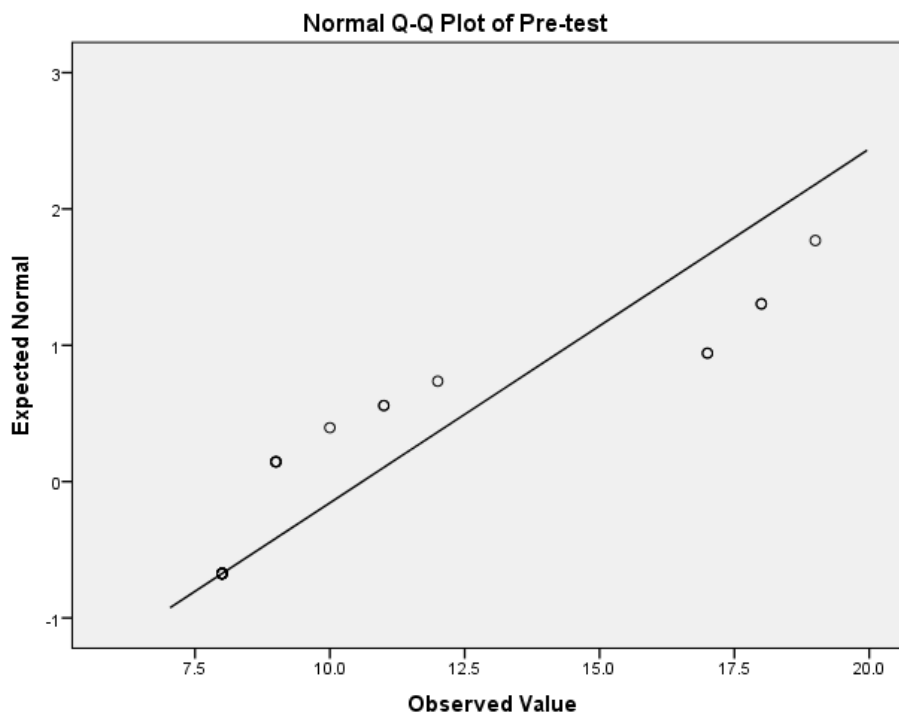
Table 14 . Pre and post-test. Normality test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.301	25	.000	.692	25	.000
Post-test	.269	25	.000	.756	25	.000

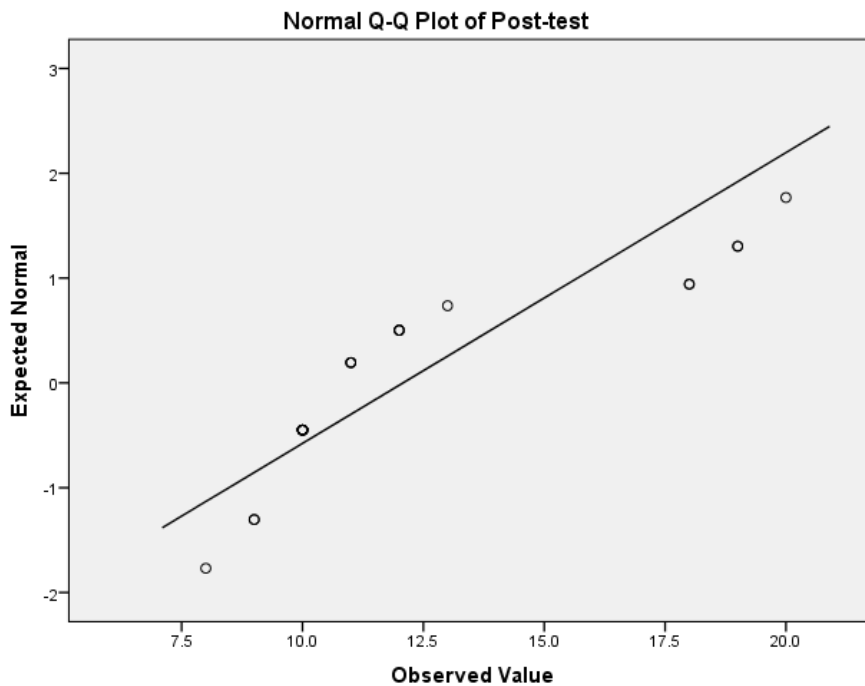
a. Lilliefors Significance Correction

Created by: Barreno, N. (2019)

Figure 8. Normality tests. Pre and post-tests Normal plots



Created by: Barreno, N. (2019)



Created by: Barreno, N. (2019)

According to the Shapiro-Wilk test, the significance for the pre-test corresponds to .000; at the same time, the significance corresponds to .000 for the post-test. This significance is $< .05$. Therefore, the data for both the pre and the post-tests come from an asymmetric distribution.

Table 15. Descriptive statistics

Descriptive statistics

		Statistics	
		Pre-test	Post-test
N	Valid	25	25
	Missing	0	0
Mean		10.60	12.08
Median		9.00	10.00
Mode		8	10

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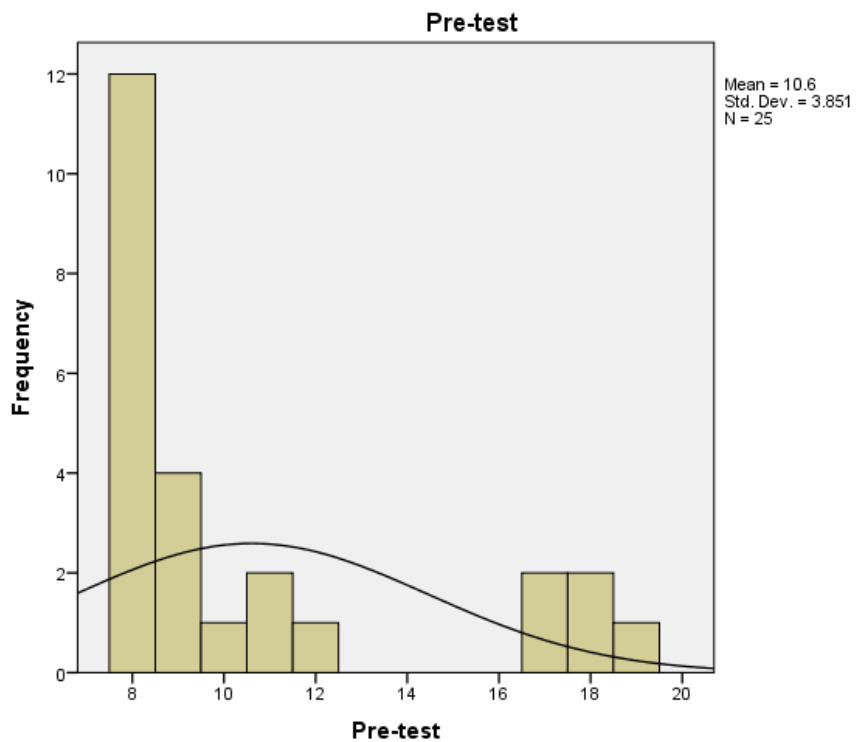
Pre-test

Table 16. Pre-test

		Pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	12	48.0	48.0	48.0
	9	4	16.0	16.0	64.0
	10	1	4.0	4.0	68.0
	11	2	8.0	8.0	76.0
	12	1	4.0	4.0	80.0
	17	2	8.0	8.0	88.0
	18	2	8.0	8.0	96.0
	19	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Created by: Barreno, N. (2019)

Figure 9. Pre-test



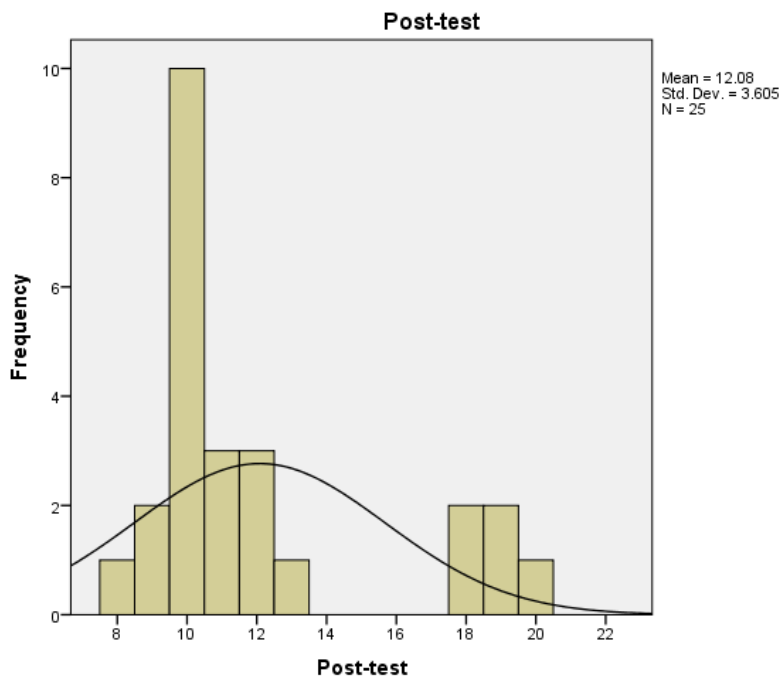
Created by: Barreno, N. (2019)

Table 17. Post-test

		Post-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	1	4.0	4.0	4.0
	9	2	8.0	8.0	12.0
	10	10	40.0	40.0	52.0
	11	3	12.0	12.0	64.0
	12	3	12.0	12.0	76.0
	13	1	4.0	4.0	80.0
	18	2	8.0	8.0	88.0
	19	2	8.0	8.0	96.0
	20	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Created by: Barreno, N. (2019)

Figure 10. Post-test



Created by: Barreno, N. (2019)

The table entitled descriptive statistics, displayed above, shows that there were 25 valid cases for the pre-test and the mean corresponds to 10.64; the median is 9, and the mode is 8. However, for the post-test the mean was 12.08, the median 10, and the mode 10.

T- Student test

The T-student test was applied in order to prove the hypotheses, which are detailed below.

H1: Peer coaching improves students' fluency in speaking skill

H0: Peer coaching does not improve students' fluency in speaking skill

Therefore, it is necessary to prove if the application of peer coaching technique gave good results or not to improve fluency in speaking skill.

Table 18 . T-student test

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
Pre-test	25	10.60	3.851	.770		
Post-test	25	12.08	3.605	.721		

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test	13.761	24	.000	10.600	9.01	12.19
Post-test	16.756	24	.000	12.080	10.59	13.57

Created by: Barreno, N. (2019)

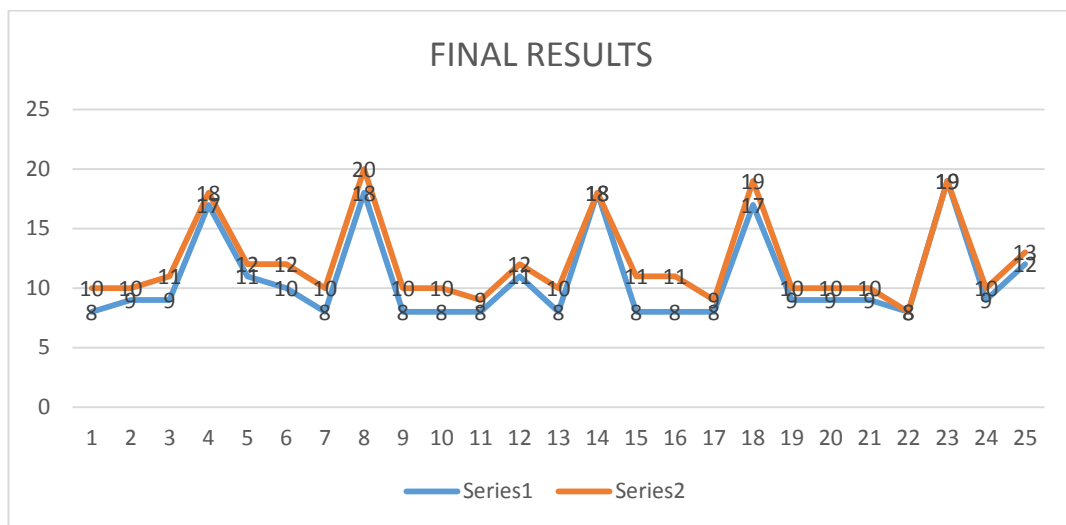
In accordance with the results of the pre and the post-tests, it is clearly stated that there is a two tailed significance of .000 which is < 0.005 . This means that there is a difference between means of the pre and the post-test. Therefore, with a confidence level of 95% in this research, the Hypothesis 1 is accepted. It was

stated that the application of peer coaching improves fluency in students' speaking skill. However, the hypothesis 0 was rejected.

These results indicate that the implementation of the proposal in the classroom was satisfying and the students have a slightly better speaking performance. Even though, the population in this study do not have the expected average but they have partially improved.

The figure below graphically shows the results in both the pre and post-tests.

Figure 11. Final results



Created by: Barreno, N. (2019)

Check list observations

During the whole process, the students with highest scores in their English language development were designated as coaches. They had some previous training in order to help their classmates in each group. To assess their development and performance as coaches, a check list was implemented for evaluation purposes. After each class, the coaches had a meeting with the researcher to analyze their work in the groups because the researcher was observing them in each classroom. According to the proposal, there were eight lessons and the researcher observed the coaches' performance. Based on the results of the check lists, the observations were tabulated as it is displayed below.

Table 19. Check list observations

Criteria	YES	NO	OBSERVATIONS
The coach demonstrates active listening	6	2 (first and second lessons)	Class 1 and 2, coaches are pretending to listen but they do not answer their peers' questions.
The coach observes his or her peer.	8		
The coach actively corrects and prevents wrong activities development.	6	2 (first and second lessons)	Class 1 and 2. Coaches did not correct, they said that all was correct even though there were some mistakes in the students' performance. It was corrected after teacher's suggestions. Use of mother tongue to assure the students' understanding.
The students' interaction is smooth	6	2 (first and second lessons)	Class 1 and 2. There was no interaction at all. The teacher corrected this issue and the students started to interact. Interaction in both Spanish and English.
The students engage in structured discussion about their performance	6	2 (first and second lessons)	Class 1 and 2, there was no engaging discussion. After class two, students discussed in both English and Spanish.
The students develop speaking skill in a non-threatening and non-evaluative atmosphere.	7	1 (first lesson)	Class 1 was stressful. It was improved after the second class.
The students learn new ideas from their peers.	7	1 (first lesson)	Class 1. Coaches did not do anything. From the second class, coaches suggested ideas to improve peers' performance.
Casual conversation about English learning activities is improved each time.	8	0	
The students reflect and experiment in the classroom.	8	0	
The students experiment more confidence each time.	7	1 (first lesson)	Class one, stressed environment.

Created by: Barreno, N. (2019)

Analysis and interpretation

- Active listening was demonstrated during the process; however, at the beginning (two first lessons) the coaches did not understand it. So, the researcher had a meeting with the coaches to talk about active listening and soon this was improved.
- The coaches observed his peers all the time, that is the reason why they established a good connection among them.
- The coaches corrected and prevented for wrong activities development. However, the two first lessons, it was not possible because the peers were reluctant to be corrected. As they were more and more involved in the research process, the peers let their coaches to suggest and accepted those suggestions. After the second lesson, the coaches started to use their mother tongue to provide efficient feedback. Some students looked more confident when their coaches detailed their suggestions. In this way, the peers corrected their presentations and did them in a better way.
- The students' interaction was not smooth the first and the second lessons. The peers did not speak at all, they kept in silence. Nevertheless, the researcher promoted deep conversation with coaches, so the communication improved the rest of the time. Furthermore, the use of English and Spanish promoted a meaningful interaction between the coach and the peers.
- As it is normal, changes are difficult when the students do not use to be involved in structures discussions. However, this fact was enhanced after the third class. Discussions were performed in the target language and Spanish from the third lesson.
- At the beginning, both of them seemed stressed because peer coaching was a new experience. However, with teacher's support and students' commitment, they experienced a non-stressful environment because they were the ones to correct themselves. Therefore, the classroom atmosphere was enjoyable after the second class.

- Students were continuously learning after the second lesson. They asked for vocabulary, grammar, pronunciation and obviously fluency. Therefore, learning moments were continuous and developed casual conversations.
- The students reflect on their performance each class. Soon, they were aware of their necessity to be more reflective and promoted experimentation in the class. Reflections were performed in the first language.
- As it was mentioned above, in the first class, the students seemed to be stressed but then, they were motivated. They also created a friendly environment in the classroom.

As it was previously mentioned, the coaches helped their peers all the time. They supported, suggested, showed, and gave ideas to develop classroom projects in the best way possible. Furthermore, it is needed to mention that Spanish was used to assure understanding and develop good connection channels.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Having completed this study, some conclusions must be addressed for better comprehension.

- The peer coaching has partial impact in fluency of third level students' English speaking development at Estatal Amazónica University. With 95% of confidence, it was proved that students had partial improvement in their fluency in speaking skill after the treatment. It was evidenced in the results of the T-test and in the averages from the pre-test and the post-test. This treatment was focused on peer coaching based on the academic syllabus which is studied by the target population.
- Peer coaching activities were analyzed and put into practice to improve fluency of students. There were lots of moments where students cooperatively work in order to suggest, concern, value, and clarify ideas and doubts. Those ideas were put into action in the steps of peer coaching namely pre-observation, observation, and post-observation. All of them concluded in conversations before and after the classroom activities. The collaboration of students was crucial.
- Two important fluency aspects were theoretically distinguished accuracy and articulation, where peer coaching was the channel to enhance those aspects during the classroom intervention because conversation moments were good opportunities to perform dialogue and discussion.
- Students' fluency was evaluated before and after applying peer coaching in the classroom. The results obtained from those exams clearly demonstrated that students improved their fluency through the implementation of a proposal with peer coaching approach.

5.2. Recommendations

It is also important to mention some recommendations that came up after finished this study.

- Having proved the effectiveness of peer coaching to improve students' fluency, it is recommended that educators promote its use in the educational field. Students have innate abilities to share with others. Therefore, it would not be difficult to put it into practice in the classroom at Estatal Amazónica University not only with students of third level but also with others.
- It is also suggested that teachers analyze some activities that can be practiced in class through peer coaching such as cooperative learning. It would help them to have the opportunity to interact and share knowledge. In this way, they could suggest, concern, value, and clarify through peer coaching. These activities can help students to enhance their fluency in speaking skill.
- Besides, it is advised that teachers distinguish some aspects to strengthen fluency such as accuracy and articulation. Some conversations, retelling stories, role plays, and dialogs can be good ways to do it. They are important classroom activities that can be used to strengthen students' speaking abilities that can be improved through peer coaching. In this manner, students would be more confident towards their speaking performance.
- It is recommended that teachers assess their students' fluency performance and propose the implementation of peer coaching among students not only for improving fluency in speaking skill but also for building good social relationships among students. They would create a more motivational,

peaceful, and reliable classroom environment while improving their fluency in speaking skill.

CHAPTER VI

THE PROPOSAL

Topic: “Peer coaching to improve fluency in English speaking development”

6.1 Informative data

Name of the institution: Universidad Estatal Amazónica

Location: Puyo

Beneficiaries: 25 students of third semester

Estimated time: 4 weeks

Beginning: March, 2019

Researcher: Nancy de las Mercedes Barreno Silva

6.2 Background of the proposal

This proposal aims to provide teachers with an alternative material focused on peer coaching activities for enhancing fluency in English speaking development”. This booklet was designed based on the learners’ age, and interests. It comprises activities based on peer coaching with communicative approach to improve fluency in speaking skill development. All of these activities were used to promote real language use and communication purposes among students of third level at Estatal Amazónica University. Moreover, this proposal was carried out during the March-July 2019 school period. This action research focused on a period of proposal implementation during 4 weeks full time. The students of third semester took the PET (Preliminary English Test) speaking parts 1, 2, and 3 as the pre and the post-test to gather important information about the students’ level of fluency in speaking before the implementation. After the whole process of proposal implementation, the learners took the post test.

6.2. Justification

This research focuses on using peer coaching to improve fluency during oral performance of the students of third semester the Estatal Amazonica University. According to their low levels of English language performance, teaching and learning processes are not ideal. Therefore, it is necessary to modify class management with activities that are innovative and motivating for students. Thus, the present work allowed to show the changes that the students have developed in their ability to speak after the class intervention. These adaptations would serve to produce effective communication in the social environment, and to deepen the theoretical knowledge about the learning processes. In addition, this proposal offers a comprehensive view at the repercussions that can cause if students do not produce oral language efficiently, thus helping to improve their performance in the use of language.

6.4 Objectives

6.4.1 General

To develop fluency in speaking skill through peer coaching activities.

6.4.2 Specific objectives

To identify activities that apply peer coaching for the development of fluency in speaking skill.

To reinforce students' socialization skills through peer coaching to improve their fluency in speaking.

To foster the use of a booklet to improve fluency in speaking skill.

6.5. Feasibility analysis

The current proposal is feasible for several reasons. First, the Estatal Amazónica University has enough human talent. It has the appropriate English teachers number to serve the whole community. It also has students and members of the

communitcy that are eager to learn in a better way. All of them are aware about the present proposal implementation. The teachers are people who would help if it was necessary. Furthermore, students have also the desire to improve their fluency.

Additionally, technological and organizational feasibility are also available. The university has a well-equipped computing laboratory where students can research for information in order to accomplish the panned activities; as well as, functional classrooms. There is also enough organizational feasibility. Since, the authorities have given the permissions for the implementation of this proposal and have shown the desire of better teachers and students development.

6.6. Proposal foundation

6.6.1. Theoretical foundation

Peer coaching

According to Romeo (2013) coaching is acquiring its own identity and is implemented daily with students, teachers. Those people are willing to make their best in their educational community. The basic ingredients to start are: time, knowledge, practice and believe in the potential of change and growth of any person.

Peer coaching and mentoring in the educational context is common practice nowadays. More and more schools adopt this way of teaching each day in order to improve the teaching and learning quality. Furthemore, peer coaching is widely used to develop students' skills and contribute with their development. From the beginning of XXI century many schools have introduced this educational tendency like an option to improve students' skills (Nieuwerburgh & Campbell, 2015).

According to Galeano (2019) "coach" means training. Therefore, peer coaching goes beyond the discovery of knowledge or capacities that a trainer has. It looks

for achievement of goals through the development of different abilities that contribute to improve lives. It is also known as educational leadership.

Confidential process

Robins (2019) reports that peer coaching is a confidential process for several reasons. First, two or more professionals share experiences and reflect on their practices. Therefore, students can also do the same because they learn from their peers. Furthermore, peers confidentially solve problems together, develop peer support, cooperate and collaborate with each other. Peers are in the same level, share the same classroom and there is a nonhierarchical structure. Peer coaching is the confidential process where two equals (Yalçın & Ilin, 2013) confidentially cooperate to improve their learning or practice.

Collaborative development

Collaborative development refers to the cooperation among peers. Peers utilize some strategies to achieve successful performance in school activities. They provide feedback and reflect on each one's development for improvement.

Refinement

This is a process where peers correct errors and implement new actions in order to have better results for any task. Refinement is possible when peers practice and repeat actions until they achieve the goal (Lom, 2012). Refinement also deals with the strategies to peer organization. In this case, heterogeneous peers can be suitable (Idelmerfaa, Rondeau, & Richard, 2000).

Sharing craft knowledge

Peer coaching also involves using craft knowledge from others. When the apprenticeship watches a master and receives feedback both of them are learning from each other. The presence of a peer coach is vital in learning because the skills are practiced, demonstrated, and the corresponding feedback is provided (Torrey, Churchill, & McDonald, 2009).

Elements of peer coaching

Human, social, and decisional capital are parts of the peer coaching.

Human capital

According to Ladyshevsky (2017) human capital is very important in the learning process when it is properly used. Peers are a good source for creating a culture of development in the education field. In this case, all the people in the classroom context are important because they learn from each other. In the case of implementing peer coaching, the students provide feedback and suggest to each other. In this way, they learn and improve by themselves. The students improve their skills. They are also motivated and engaged in their classroom project and activities. Besides, they trust to each other because they develop a relationship where both are in the same status. They also develop enough confidence (Alen, 2018) to freely talk about their challenges or problems and support their learning. It is also considered as human talent (Garber, 2014).

Social capital

Social networks are crucial and valuable in peer coaching because the peers learn from each other and do things for improvement. In this case, there are norm of reciprocity (Barkley, 2019). Social capital focuses on both warm and endearing feelings and confidence, cooperation, and reciprocity. All of them are connected to social networks. Social capital also gives value to people who cooperatively work together with equity through their correct interaction (Garber, 2014).

Decisional capital

Working in cooperation with other must be a mindset in peer coaching because it is helpful for the development of skills. Peers make decisions which are centered to content, effectiveness, innovation, and strategy as well (Garber, 2014). Making decisions is crucial in peer coaching especially when peers are facing difficulties. In this case peers' contribution is always valuable.

Process of peer coaching

Classes that are planned with peer coaching approach are developed by following three important steps which are called as pre-conference, observation, and post-conference.

Pre-observation

The pre-conference is the meeting that peers develop before doing the activity in the classroom. In this phase the coach asks some questions to his or her peer in order to make decisions (Yee, 2016). The first question is related to the objective of the classroom activity. Next, the coach invites the peers to reflect on concepts and ideas to present a well-structured work. Then, both the coach and the peers talk about the strategies to produce good students' outcomes. Furthermore, the students talk about their expectations related to the work or classroom project. Moreover, they plan the work steps and actions according to their experience. Finally, the coach suggests about things that he or she expects to see (Robins, 1991).

In the realization of the current proposal, some questions are placed by the coach to his or her partners. The coach asks about how he or she can help to the rest of the group. The other question refers to what specifically the group wishes the coach to look for. Moreover, what specifically the group wishes their coach to know. Besides, the coach asks the group if there is a particular peer the group would like the coach to watch. Additionally, the coach asks about the group objectives and expectations for the lesson. Besides, the coach asks the group how long they would like him or her to observe. Finally, how and when they can get together after their presentation.

Observation

The second phase in the peer coaching process is the observation. In this phase the coach silently and confidentially observes. The coach develops the observation

based on tools like checklists or rubrics. According to the experts, the coach collects data without interrupting the student's performance (Yee, 2016).

Post-observation

After the student's performance, the coach has a meeting with his or her peer. Based on the observation tool, they share their experience and analyze it. In the post-observation, the pair of students talk in order to design new strategies to make school works in a better way (Robins, 1991).

According to Yee (2016) there are some questions that can be asked by the coach to his or her peers. Therefore, in this study, the coach mentioned some of these questions. The first question, refers to the peers perception about how they think their presentation went. Another question involves recalling what the students do good and need improvement. Yet another questions is about what the peers did or the strategies they used. Furthermore, the coach asks about how the results are compared with the expected goals. Besides, it is asked about the reasons for the results. Finally, the coach asks if his or her peers want the coach to share about the observation.

Fluency in speaking

According to Raine (2018) fluency is the language skill that deals with speed and ease when performing speaking, reading, listening, or writing. Even though fluency can be associated with the core language skills, it can mainly be associated with speaking. When a person develops fluency in speaking, he or she links the units of speech without any difficulty. The language users talk appropriately, correct themselves, avoid frequent pauses and repetitions. Furthermore, fluency is the ability to easily and effectively speak with a combination of understanding on what others say (Benwell, 2018).

Fraser (2014) states that fluency is the main component of the communicative competence concept. It is also under the pragmatic competence where language users develop the necessary skills through activities to communicate. It is useful

for humans to easily link the sounds of speech. In this regard, fluency is the ability to produce the speech and communicate through it.

Furthermore, Crystal (2008) states that articulation is the physical movement that produces the speech sounds. This movement includes the modification of the airflow through the vocal tract (vocal folds, the soft palate, and the tongue, and the lips) and the larynx. Those speech sounds are produced according to the places of articulation (bilabial, labiodental, dental, post-alveolar, palatal, velar, glottal) and the manners of articulation (fricatives affricates, plosive, nasal, glides, stops, approximants). Besides, they are also classified into active and passive articulators. The active ones are the movable parts in the vocal tract like the lips, tongue, and lower jaw. On the opposite, the passive articulators are those that cannot move such as the roof of the mouth and the upper teeth.

Assessment of fluency

De Jong (2016) remarks that fluency is assessed through rubrics. It is widely known that international standardized English exams such as IELTS, FCE, CELTA, among others use them to evaluate the speaking skill. Four categories are mostly taken into consideration like fluency and coherence, lexical resource, grammar and accuracy, and pronunciation. In the fluency and coherence category, the rubric evaluates the length of performance, intervals, vacillation, repetitions, and self-repairs. In this case, speed in speaking is not assessed but smooth and fluid speech. For developing assessment of fluency, teachers and test takers use rubrics which have bands and own criteria.

Table 20. Fluency Assessment

This rubric was taken from CAMBRIDGE UNIVERSITY PRESS, 2010 PET TEST (Preliminary English Test).

	Fluency	Pronunciation and accent	Vocabulary	Grammar
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.

Source:

https://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/104/Rubric_Speaking.pdf

6.7. Proposal development

2019

PEER COACHING TO IMPROVE FLUENCY IN ENGLISH SPEAKING DEVELOPMENT

NANCY BARRENO

Teachers' guide

PRESENTATION

This teacher's guide aims to provide the educator with a valuable tool for his or her teaching daily duties. This is focused on Peer coaching to improve speaking skill development. This material includes basic information about how to manage a classroom centered on peer coaching activities. It contributes with the students' learning process with effective activities to support to each other. At the same time, this material aims to support and give the teachers an idea about how to promote peer coaching among students in order to improve their fluency in speaking skill.

This guide includes important topics, which were chosen according to the students' needs and interests. The lessons have been created in order to sustain motivation, the students' cooperation, and teamwork as well as the coaching modality to contribute with their speaking skill enhancement. Before the implementation of the present proposal, it was necessary to apply the PET exam in the speaking part. This exam provided an idea of the level of students related to their speaking skill development. Then, it was necessary to propose a set of lesson plans which were focused on the implementation of peer coaching to improve the fluency of speaking skill development. Those lesson plans have interactive and engaging activities to keep students motivated to continue growing.

Each lesson plan is constituted by three important stages that are based on peer coaching issues such as pre-observation, observation, and post-observation. In the pre-observation, the coach has an important role since he or she is the one who talks, encourages, advices, negotiates, and suggests ideas about his or her peers speaking development. In the observation phase, the coach takes notes and attentively observes his or her peers' performance. Finally, in the post-observation, the group has a meeting in order to talk about things that can be improved for the next performance. In this stage, a self-evaluation is carried out by the members of the group.

Besides, each lesson has its own objective which is focused on the speaking skill development. The average time for each lesson is two hours or 120 minutes. The class is divided into five groups of four members and one coach. Each coach is responsible for his or her group; however, the coach is changed to a different group in each lesson. Additionally, after the implementation of this proposal, it was necessary to take a post-test. Both, the pre and post-tests were graded through a rubric.

CONTENTS

LESSON 1	Myself
LESSON 2	What happened in the past
LESSON 3	Ecuador and its regions
LESSON 4	Tourist attractions
LESSON 5	The story and its moral
LESSON 6	The fashion show
LESSON 7	Camping
LESSON 8	How to make red wine

Objective: Students will be able to describe themselves and others.
Time: 2 hours
Students: Third level of Agroindustrial engineering of Estatal Amazónica University
Materials: Worksheet, dictionary, computer
Strategy: Descriptions

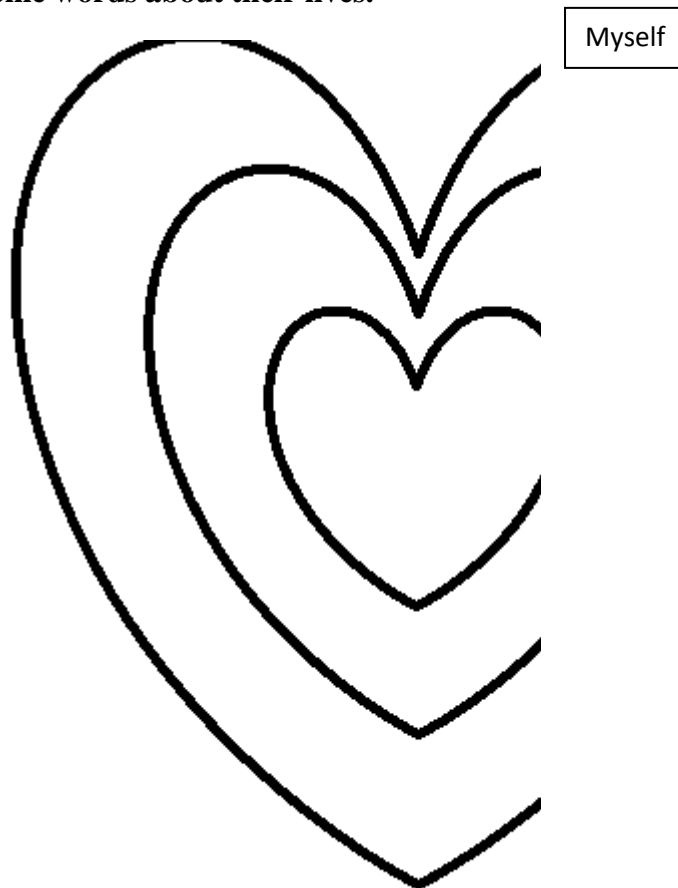
LESSON 1

Pre-observation 40 minutes	Observation 20 minutes	Post-observation 60 minutes
PROJECT TITLE MYSELF		
<p>COACH - asks the students to draw three hearts. In each heart, they have to write some words about their lives PEERS: - brainstorm words to fill in the hearts pictures. COACH - encourages the peers to socialize and share information they have written. PEERS: - socialize vocabulary COACH - asks to prepare a presentation of the members of the</p>	<p>- observes P: - make a pre-presentation. They introduce themselves and introduce one of their peers</p>	<p>- Suggests some points in the presentation to be improved: Grammar, vocabulary, and pronunciation. P: - Agree on points to improve their presentations. - Introduce themselves and one of their peers in front of the class.</p>

LESSON 1

MYSELF

1. The coach asks the peers to draw three hearts. In each heart, they have to write some words about their lives.



Note: In the first layer, the students must write words about themselves. In the second layer, they must write about their family. In the third layer, they must write about their likes and dislikes.

2. The coach encourages the peers to socialize and share information they have written.

3. The students share vocabulary.

4. The coach asks to prepare a presentation of the members of the group.

5. The peers make a pre-presentation and the coach observes.

6. The group meets to talk about some speaking aspects to improve.
7. The group agree on aspects like grammar, pronunciation, and vocabulary.
8. Each member of the group, presents one of their partners in front of the class.

LES
SON
2

Objective: Students will be able to describe an event in the past.
Time: 2 hours
Students: Third level of Agroindustrial engineering of Estatal Amazónica University
Materials: Worksheet, dictionary, computer
Strategy: Foldable

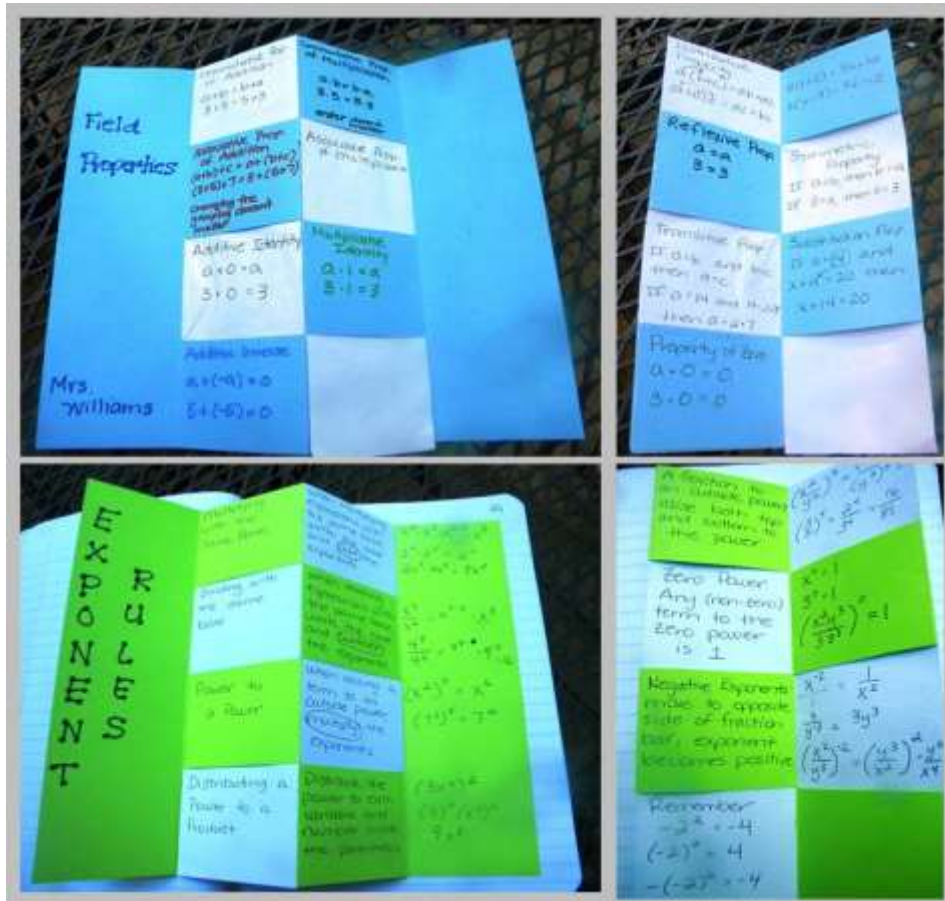
PROJECT TITLE
WHAT HAPPENED YESTERDAY

Pre-observation 35 minutes	Observation 40 minutes	Post-observation 55 minutes
<p>COACH</p> <ul style="list-style-type: none"> - Watch a video in advance - Teach how to make a foldable <p>PEERS:</p> <ul style="list-style-type: none"> - Make a foldable - Think about any important event in the past, write short notes or draw pictures. <p>COACH</p> <ul style="list-style-type: none"> - observe, asks some questions <p>PEERS:</p> <ul style="list-style-type: none"> - answer <p>COACH</p> <ul style="list-style-type: none"> - ask to tell the story and create an example of the 	<p>C:</p> <ul style="list-style-type: none"> - silently listens and takes note in the following table. <p>P:</p> <ul style="list-style-type: none"> - present their foldables orally by taking turns. 	<p>C:</p> <ul style="list-style-type: none"> - explain about notes and give suggestions to advice to the peers. <p>P:</p> <ul style="list-style-type: none"> - correct the foldables and practice oral presentations. - present his or her foldable to the rest of the class.

LESSON 2

WHAT HAPPENED IN THE PAST

- The coach watches a video in advance. “how to make a foldable” in <https://www.youtube.com/watch?v=ULbvKUGDZUI>. He shows his peers in advance and everyone has their own foldable.



Source: <https://mrswilliamsmath.wordpress.com/2012/04/30/interactive-foldable-book/>

- The peers think about any important event in the past and write short notes or draw pictures in each box.

3. The coach observes and orally asks some questions and the peers answer.

- How can I help you?

- What are you drawing or writing about?

- Is it your best or worst day in your life?

- Did you enjoy this day?

- Is there enough information in your foldable to tell your story?

4. The coach asks their peers to tell the story they have created in their foldable. The coach develops an example of the presentation.

5. The peers present their foldables by taking turns. The coach, however, silently listens and takes notes in the following table.

Good details	
Details which are out of the topic	
Details that are not understandable	
Details to improve	

6. The coach explains about his notes. Give suggestions and advice to the peers.

7. The peers correct their foldables and practice their oral presentations.

8. Each student from the group presents his or her foldable to the rest of the class.

Objective: Students will be able to compare and contrast the highland and the coastal region in Ecuador.
Time: 2 hours
Students: Third level of Agroindustrial engineering of Estatal Amazónica University
Materials: Venn Diagram
Strategy: Debate

LESSON 3

PROJECT TITLE
Ecuador and its regions

<p style="text-align: center;">Pre-observation 30 minutes</p> <p>COACH</p> <ul style="list-style-type: none"> - divide the group into two pairs of students. - decide what region of Ecuador the peers would describe or argue about. <p>PEERS:</p> <ul style="list-style-type: none"> - create a mind map by brainstorming their ideas about their region of Ecuador and prepare for a debate. - talk about their assigned region of Ecuador. <p>COACH</p> <ul style="list-style-type: none"> - listen and give examples. 	<p style="text-align: center;">Observation 50 minutes</p> <p>C:</p> <ul style="list-style-type: none"> - set the rules for debate: respect, ideas, and time. <p>P:</p> <ul style="list-style-type: none"> - develop the debate - start arguing <p>C:</p> <p>Take notes while moderating.</p>	<p style="text-align: center;">Post-observation 40 minutes</p> <p>C:</p> <ul style="list-style-type: none"> - evaluate the debate with peers. <p>P:</p> <ul style="list-style-type: none"> - agree on similarities and differences between the highland and the coastal regions. - create a Venn diagram to present to the rest of the class. - take turns to present the Venn diagram to the class
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LESSON 3

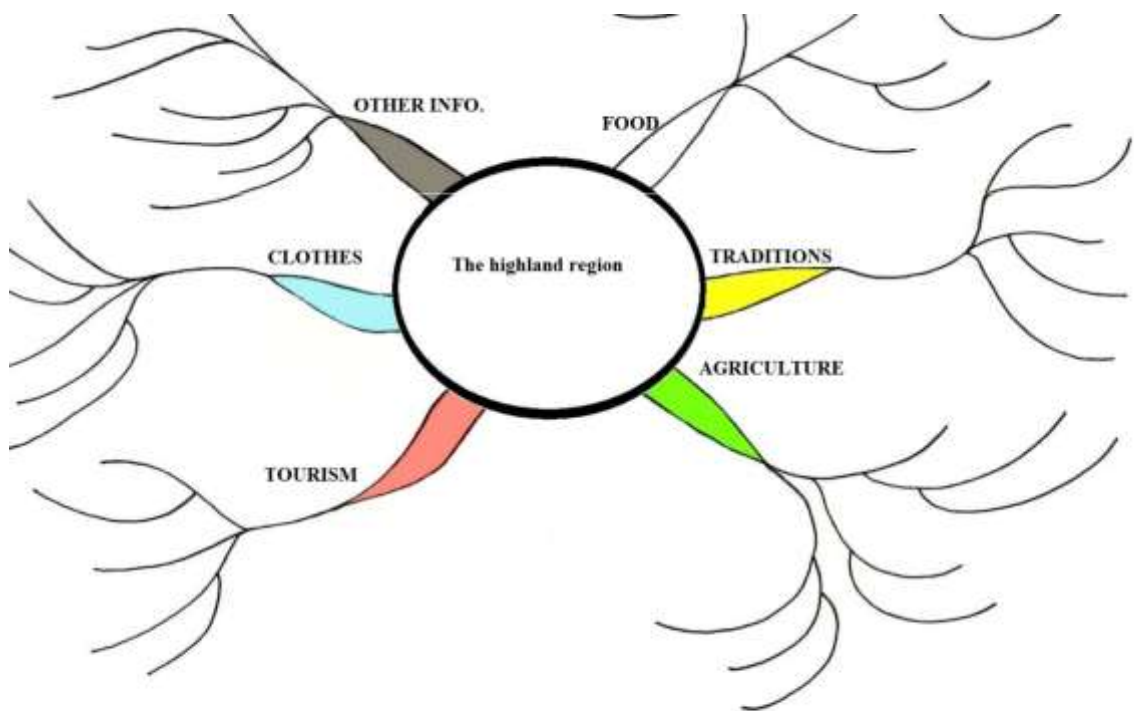
Ecuador and its regions

1. The coach divides the group into two pairs of students.
2. The coach decides what region of Ecuador they would describe or argue about.

Do you agree with this statement?

“Living in the coastal region is better than living in the highland region of Ecuador”.

3. The peers create a mind map by brainstorming their ideas about their region of Ecuador for a debate.



© Paul Foreman <http://www.mindmapinspiration.com>

4. The pair of students talk about their assigned region of Ecuador. They talk while their coach listens to them. The coach prepares to their peers by giving examples.

“When the other pair of students give food, you can say this”

5. The students develop the debate. The coach sets the rules of respect, ideas, and time.

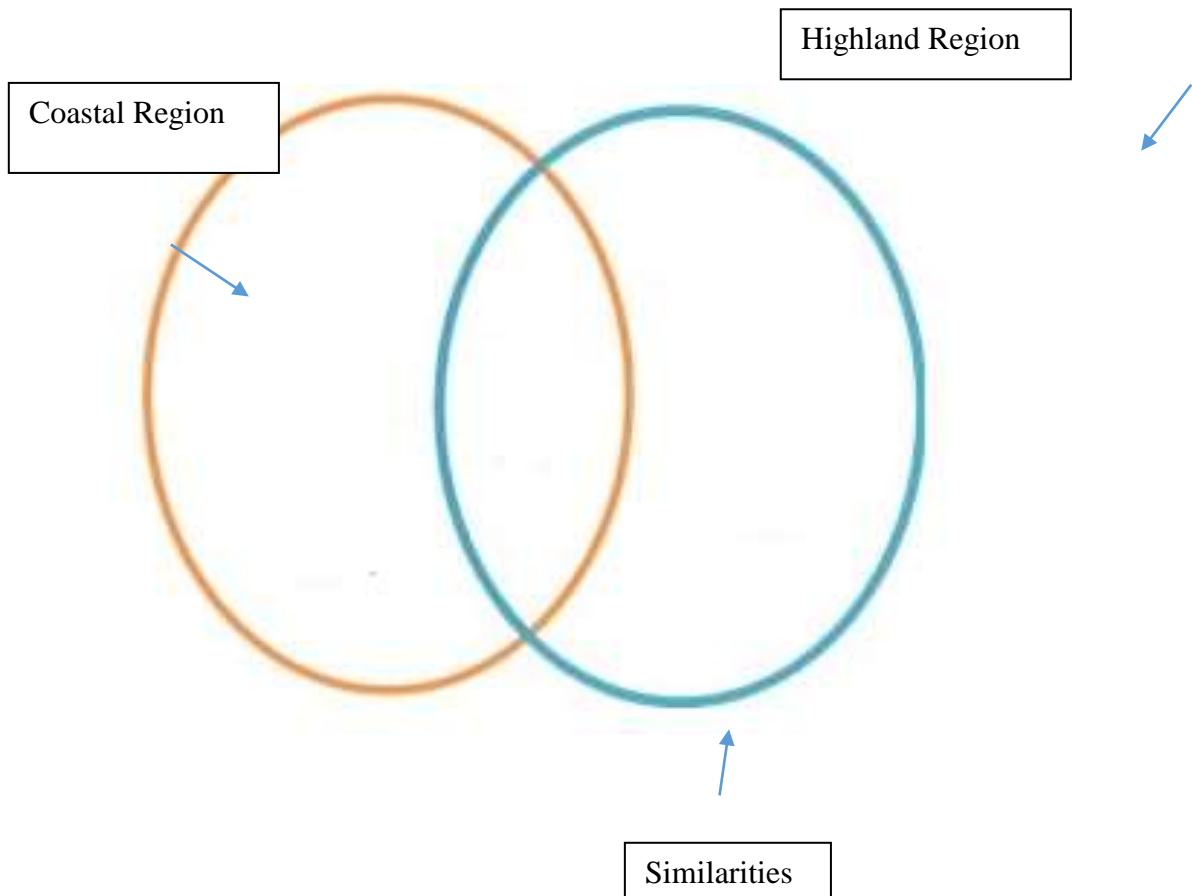
6. The students are making rebuttals and the coach takes notes while he is moderating.

Interesting facts	
Lack of information	
Coherence in ideas	
Appropriate vocabulary	

7. The group evaluates their debate. They agree about similarities and differences between the highland and the coastal regions.

8. The group creates a Ven diagram to present to the rest of the class.

9. The students take turns to present their diagrams.



Objective: Students will be able to develop a role play.

Time: 2 hours

Students: Third level of Agroindustrial engineering of Estatal Amazónica University

Materials: Tourist attractions pictures.

Strategy: Role play

LESSON 4

PROJECT TITLE

TOURIST ATTRACTIONS IN ECUADOR

Pre-observation 30 minutes	Observation 40 minutes	Post-observation 50 minutes
<p>COACH</p> <ul style="list-style-type: none"> - shows a collage with many touristic attractions in Ecuador <p>PEERS:</p> <ul style="list-style-type: none"> - look at the pictures and orally describe some of them. <p>COACH</p> <ul style="list-style-type: none"> - explain about the project for the class. <p>PEERS:</p> <ul style="list-style-type: none"> - outline a conversation giving and asking for information about the tourist attractions in Ecuador. <p>COACH:</p> <ul style="list-style-type: none"> - ask the students to perform a practice in the group in order to correct some details. 	<p>C:</p> <ul style="list-style-type: none"> - perform the role play while the coach is taking notes 	<p>P:</p> <ul style="list-style-type: none"> - meet the group to talk about their ideas to improve the presentation. <p>C:</p> <ul style="list-style-type: none"> - suggests some details. <p>P:</p> <ul style="list-style-type: none"> make a role play presentation in front of the class.

LESSON 4

Tourist attractions

1. The coach shows a collage with many touristic attractions in Ecuador.



Source:

<https://www.roamingaroundtheworld.com/top-things-to-do-in-quito-ecuador-travel-guide/>

- 2. The students look at the pictures and orally describe some of them.**
- 3. The coach explains about the project for this class. Two of the students pretend to be tourists from the United States and the others pretend to be tourist guides.**
- 4. The students have to outline a conversation giving and asking for information about the tourist attractions in Ecuador.**

They can use the following ideas for the role play.

- **What do you suggest me to visit in the Highland region?**
- **How much does the bus cost from Quito to Riobamba there?**
- **Where is the bus station?**
- **How much money do I need to go there?**
- **What activities can I do there?**
- **What kind of food can I have there?**

5. The coach asks the students to perform a practice in the group in order to correct some details.

6. The students perform the role play while the coach is taking notes.

7. The group meets to talk about their ideas to improve that presentation. The coach suggests some details.

8. The students make a role play presentation in front of the class.

Objective: Students will be able to retell a story and create a moral.

Time: 2 hours

Students: Third level of Agroindustrial engineering of Estatal Amazónica University

Materials: Reading texts. One text per group.

Strategy: Retelling a story with role play.

LESSON 5

PROJECT TITLE
THE STORY AND ITS MORAL

<p style="text-align: center;">Pre-observation 25 minutes</p> <p>COACH - invites his peers to read the assigned story.</p> <p>PEERS: - look for new words in order to find out their pronunciation and their meaning.</p> <p>COACH - invite his peers to read as many times as they can and create a moral for the assigned reading text.</p> <p>PEERS: - agree in the moral of their reading text</p> <p>PEERS: - create dialogs to role play the story. Through mind maps.</p>	<p style="text-align: center;">Observation 40 minutes</p> <p>C: - Ask the peers to practice their dialog and observe.</p> <p>P: - takes notes.</p>	<p style="text-align: center;">Post-observation 55 minutes</p> <p>P: - meets to discuss about their performance.</p> <p>C: - Suggest</p> <p>P: - role play in front of the class. - Paste the morals on the classroom walls.</p>
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LESSON 5

The story and its moral

1. The teacher assigns one story per group.

1. The coach invites his peers to read the assigned story.

GROUP 1

The Golden Egg

Once upon a time, there lived a cloth merchant in a village with his wife and two children. They were indeed quite well-off. They had a beautiful hen which laid an egg every day. It was not an ordinary egg, rather, a golden egg. But the man was not satisfied with what he used to get daily. He was a get rich-trice kind of a person.

The man wanted to get all the golden eggs from his hen at one single go. So, one day he thought hard and at last clicked upon a plan. He decided to kill the hen and get all the eggs together.

So, the next day when the hen laid a golden egg, the man caught hold of it, took a sharp knife, chopped off its neck and cut its body open. There was nothing but blood all around & no trace of any egg at all. He was highly grieved because now he would not get even one single egg.

His life was going on smoothly with one egg a day but now, he himself made his life miserable. The outcome of his greed was that he started becoming poorer & poorer day by day and ultimately became a pauper. How jinxed and how much foolish he was.



Source: <https://www.moralstories.org/the-golden-egg/>

GROUP 2

Cat and Dog were Friends.

Georgie Porgie

Georgie Porgie was a cheeky little boy. He liked to tease people especially little girls.

One afternoon, he went to the park near his house. He found a little girl and tried to kiss her. The girl cried and sobbed because she did not like Georgie.

Then, some boys came to the park and saw Georgie chasing after the girl. They shouted and laughed loudly at Georgie. Georgie stopped chasing the girl and ran away feeling embarrassed. Thereafter Georgie hesitated to play with his friends because he remembered his embarrassment that he faced in front of his friends. This incident prohibited him from chasing girls thereafter.

Source: <http://www.english-for-students.com/cat-and-dog-were-friends.html>

GROUP 3

Grey Goose and Gander

Once upon a time, there was a peaceful kingdom. The king heard rumors that barbarians were going to attack his castle soon. So, he called his two favorite pets - the huge grey goose and gander.

"My dear goose and gander, our kingdom is in danger. Take my daughter to a safe place on top of the tallest hill," said the king. So, the grey goose and gander flew the princess who sat in a red sheet over the one-strand river to the top of the tallest hill.

Six months had passed but the kingdom was not attacked. The king regretted his decision and told the grey goose and gander to bring home his daughter. Then the king understood that he had to be careful before taking actions based up the rumors which need not be true. The king was aware of his discretion before taking any decision.

Source: <http://www.english-for-students.com/cat-and-dog-were-friends.html>

GROUP 4

The Farmer and the Snake

A Farmer walked through his field one cold winter morning. On the ground lay a Snake, stiff and frozen with the cold. The Farmer knew how deadly the Snake could be, and yet he picked it up and put it in his bosom to warm it back to life.

The Snake soon revived, and when it had enough strength, bit the man who had been so kind to it. The bite was deadly and the Farmer felt that he must die. As he drew his last breath, he said to those standing around, “Learn from my fate not to take pity on a scoundrel”.



Source: <https://www.moralstories.org/the-farmer-and-the-snake/>

GROUP 5

The Wise Man

People have been coming to the wise man, complaining about the same problems every time. One day he told them a joke and everyone roared in laughter. After a couple of minutes, he told them the same joke and only a few of them smiled. When he told the same joke for the third time no one laughed anymore.

The wise man smiled and said:

“You can’t laugh at the same joke over and over. So why are you always crying about the same problem?”

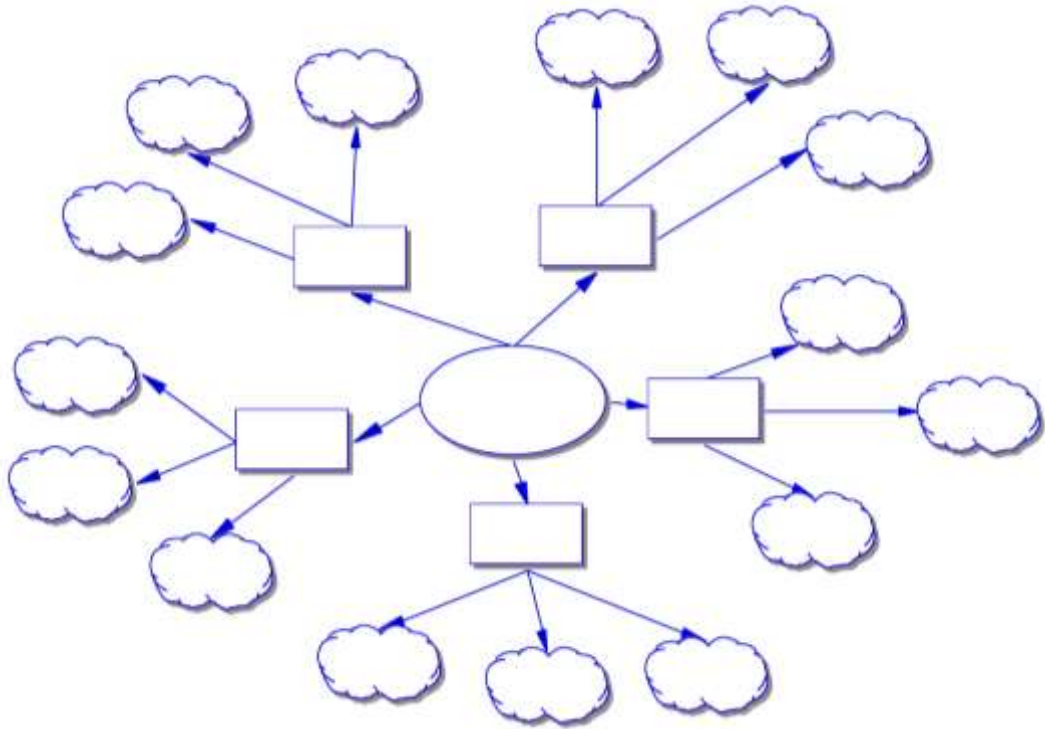
3. The coach asks the members of the group to look for new words in order to find out their pronunciation and their meaning.

4. The coach invites his peers to read as many times as they can and create a moral for the assigned reading text.

5. The group agrees in the moral of their reading text.



6. They create dialogs to role play the story. Through mind maps.



7. The coach encourages his peers to practice the role play while he observes.

8. The coach makes the observation and takes notes.

9. After the presentation of practice, the group meets to discuss about their performance.

10. The group role plays in front of the class.

11. The “morals” are pasted on the classroom walls.

Objective: Students will be able to describe different kinds of clothes.
Time: 2 hours
Students: Third level of Agroindustrial engineering of Estatal Amazónica University
Materials: Clothes
Strategy: Role play

LESSON 6

PROJECT TITLE
FASHION SHOW

Post-observation

60 minutes

P:

- meets to discuss about details to be improved

C:

- Give suggestions

P:

- present the fashion show

Pre-observation
20 minutes

COACH

- ask the group to look at the pictures and analyze them.
- encourage the group to look for differences and similarities between people wearing different kinds of clothes.

PEERS:

- fill in the table with similarities and differences.

COACH

- assign some kinds of clothes per group to make a fashion show.

PEERS:

- prepare a fashion show for the rest of the class with different kinds of outfits.

Observation

40 minutes

P:

- make a pre-presentation

C:

- take notes

LESSON 6

FASHION SHOW

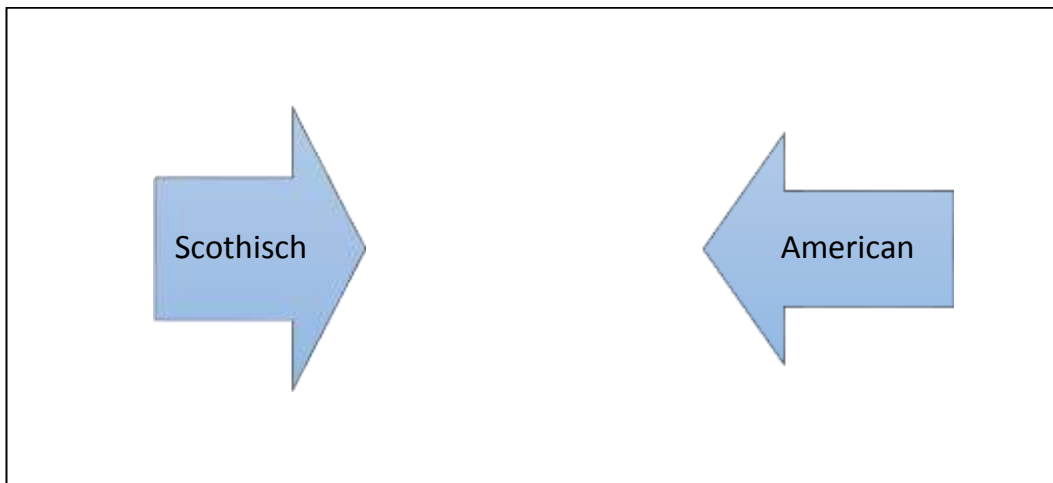
- 1. The coach asks the group to look at the pictures and analyze each of them.**

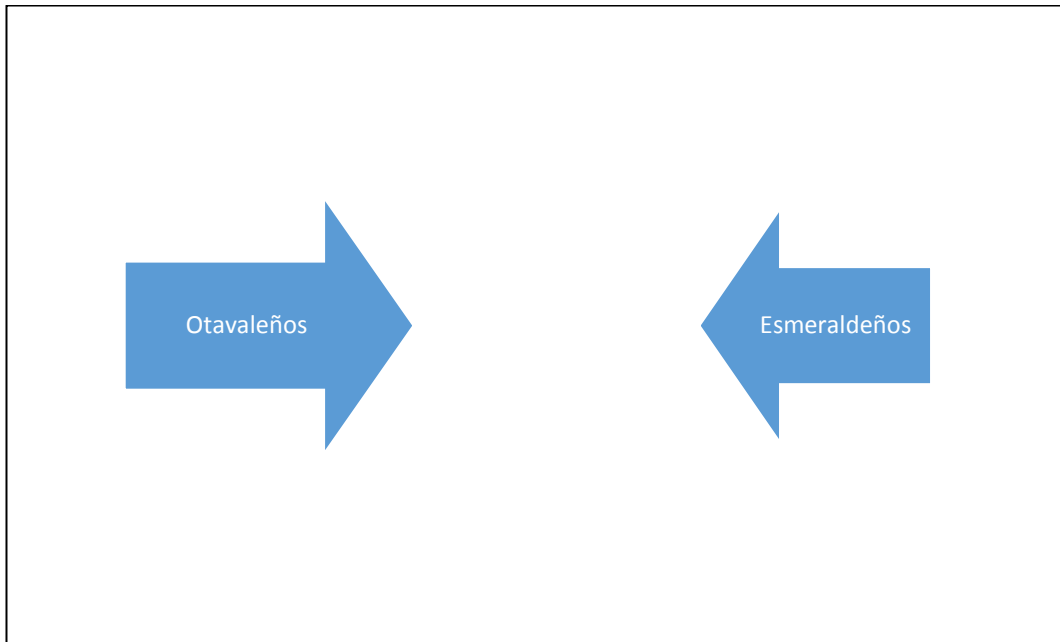




2. The coach encourages the group to look for differences and similarities between people wearing different kinds of clothes.

3. The students fill in the table with similarities and differences.





4. The group is asked to prepare a fashion show for the rest of the class with different kinds of outfits.

GROUP 1. Swimming wear

GROUP 2. Office outfits

GROUP 3. Night life

GROUP 4. Sports

GROUP 5. School

5. The coach asks his peers to bring some clothes with different colors and models.

6. The peers prepare their presentation through the description of each outfit.

7. Three of the students are the models to walk in the fashion show and one of them makes the presentation.

8. The group makes a pre-presentation and the coach takes notes.

**9. the group meets to d
iscuss about details to be improved.**

10. Each group presents their outfits.

Objective: Students will be able to retell a story.
Time: 2 hours
Students: Third level of Agroindustrial engineering of Estatal Amazónica University
Materials: Camping materials
Strategy: Dialog

LESSON 7

**PROJECT TITLE
CAMPING**

Pre-observation
20 minutes
COACH
 - Show a picture
PEERS:
 - Look for vocabulary words.
 - to look for the benefits of taking those items to a camping experience.
COACH
 - Ask questions related to vocabulary words.
PEERS:
 - Brainstorm answers.
 - establish a dialog using the vocabulary words and plan a trip for the next weekend.

Post-observation
60 minutes
C:
 - meet with the group to discuss about fluency, pronunciation, grammar structures and vocabulary used.
P:
 - develop the dialog presentation.

LESSON 7

CAMPING

1. The group is asked to look at the pictures and look for their translations into English. Then, they must write the English words next to each item.



Source: <https://www.mindomo.com/sv/mindmap/planeacion-logistica-20f73329baa649e18d9747a292e7c6e2>

2. Each student is asked to search on the net to look for the benefits of taking those items to a camping experience.

3. The coach asks some questions about those items.

- *What is the use of the canteen?*
- *Do you need some matches? Why?*
- *What do you need to sleep in the country side?*
- *What do you need to eat in the country side?*
- *What kind of shoes do you need to walk in the mountain?*

- 4. The students establish a dialog using the vocabulary words. They plan a trip for the next weekend.**
- 5. The coach asks to practice the dialog to be present in front of the class.**
- 6. The coach observes and take notes.**
- 7. The group meets to discuss about fluency, pronunciation, grammar structures and vocabulary used for the presentation.**
- 8. The peers develop the dialog presentation.**

Objective: Students will be able to produce and present the process of red wine.

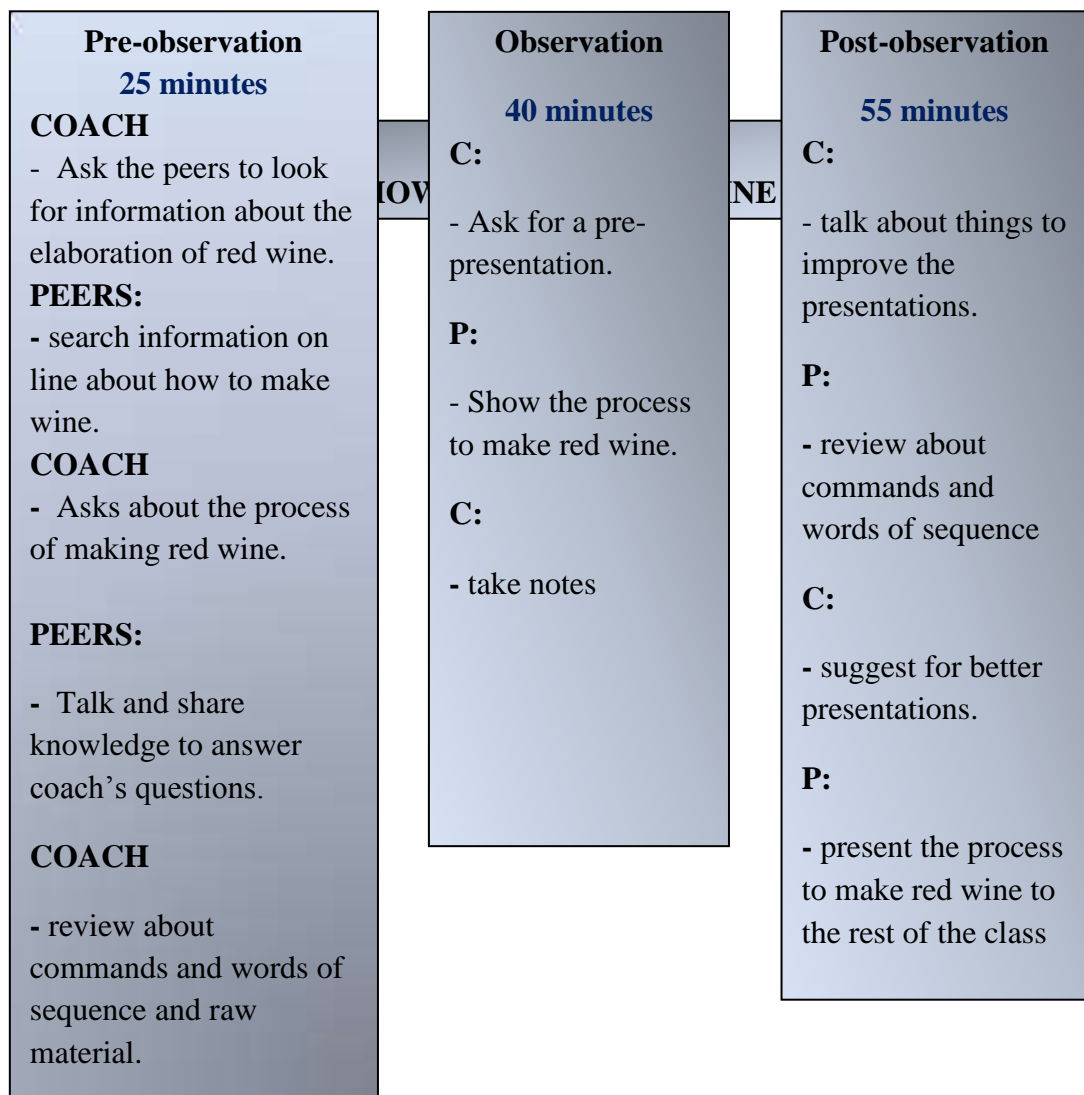
Time: 2 hours

Students: Third level of Agroindustrial engineering of Estatal Amazónica University

Materials: Raw material

Strategy: Explaining a process

LESSON 8



LESSON 8

HOW TO MAKE RED WINE

1. The coach helps their peers for searching information on line about how to make wine.

2. The group discuss about some questions from the teacher.

Answer these questions.

a. What is wine?

.....

b. How many kinds of wine do you know?

.....

c. What is the raw material for wine?

.....

3. The coach encourages to review more information about the kinds of wines.



Source: <https://www.finedininglovers.com/article/10-types-wine-glass-explained>

4. The coach helps his peers to review about commands and words of sequence.

COMMANDS	SEQUENCE WORDS
Collect grapes	First,
Wash grapes	Second,
	Next, ...

5. The group collects some raw material and utensils to show the process to the rest of the class.

6. The coach asks the group to make a pre-presentation of the process for the elaboration of wine.

7. The group of students make the pre-presentation and the coach observes and take notes.

Details to look for ...	Observations

Pronunciation	
Use of tone of voice	
Vocabulary	

8. The group meets and talk about their coach observations. They agree on some details to improve their presentation.

9. The group present the process to make red wine to the rest of the class.

COACHING CHECKLIST

The researcher uses this checklist in order to develop formative assessment in the performance of the coaches. After each lesson, she has a meeting with coaches to discuss about their work in order to improve their development.

Criteria	YES	NO	OBSERVATIONS
The coach demonstrates active listening			
The coach observes his or her peer.			
The coach actively corrects and prevents wrong activities development.			
The students' interaction is smooth			
The students engage in structured discussion about their performance			
The students develop speaking skill			

in a non-threatening and non-evaluative atmosphere.			
The students learn new ideas from their peers.			
Casual conversation about English learning activities is improved each time.			
The students reflect and experiment in the classroom.			
The students experiment more confidence each time.			
The students build trust and cooperation among them.			

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ANNEXES

ANNEX 1

PRE-TEST

OBJETIVE: To determine the level of fluency in English speaking development of the students of third level at Estatal Amazónica University during the March-August 2019 academic period.

SPEAKING PART 1, 2, AND 3 PET TEST

Paper 3: Speaking	Part 1 2-3 minutes
<i>Phase 1</i>	
Interlocutor	
[to both students] Good morning/afternoon/evening. Can I have your mark sheets, please? <i>(Students hand over the mark sheets to the Assessor.)</i> I'm and this is He / She is just going to listen to us.	
[to student A]	Now, what's your name? Thank you.
[to student B]	And what's your name? Thank you.
Back-up prompts	
B	Candidate B, what's your surname? How do you spell it? Thank you.
A	And, Candidate A, what's your surname? How do you spell it? Thank you.
<i>(Interlocutor asks the following questions. Use candidates' names throughout. Ask Candidate A first.)</i>	
Where do you live/come from? Do you study English at school? Do you like it? Thank you. <i>(Repeat for Candidate B.)</i>	
How do you write your family/second name? How do you write your family/second name? Do you live in ...? Do you have English lessons?	

Phase 2

Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

Do you enjoy studying English?

How will you use English in the future?

Did you do anything in your last school holiday?
What?

Tell us about your family.

Thank you.

Back-up prompts

Do you like studying English?

What did you do during your last school holiday?

What do you like doing when you're not at school?

(Introduction to Part 2)

In the next part, you are going to talk to each other.

Interlocutor

[to both students]:

I'm going to describe a situation to you.

You're both going on a three-day school **walking** trip in the **countryside**. Talk together about the things you will **need**, and decide which are the most important things to **take** with you.

Here is a picture with some ideas to help you.

[give students Part 2 booklet]

I'll say that again.

You're both going on a three-day school **walking** trip in the **countryside**. Talk together about the things you will **need**, and decide which are the most important things to **take** with you.

All right? Talk together.

Candidates complete the task without intervention.

Prompt only if necessary, by repeating parts of the question.

Thank you. (Can I have the booklet please?)

Retrieve Part 2 material.



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4

Paper 3: Speaking (Special clothes)

Part 3 3 minutes

Interlocutor

[to both students]:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of **people wearing special clothes**.

[to student A]

Candidate A, here is your photograph (Task 1A). Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

Thank you. *[take back booklet]*

Now, Candidate B, here is your photograph (Task 1B). It also shows **someone wearing special clothes**. Please show it to Candidate A and tell us what you can see in the photograph.

Thank you. *[take back booklet]*

Part 4 3 minutes

Interlocutor

[to both students]:

Your photographs showed people wearing special clothes. Now, I'd like you to talk together about the different kinds of clothes you might wear for different occasions.

The interlocutor will allow enough time to complete the task without intervention. They may ask further questions if candidates do not fill the time available.

Thank you. That's the end of the test.

Back-up prompts

- 1 Talk about what fashions you like.
- 2 Talk about your favourite clothes.
- 3 Talk about what your perfect school uniform would be.
- 4 Talk about what colours you like to wear.



ANNEX 2

The present rubric was created taking into consideration the reality of the students. As it was previously stated, students belong to rural areas and urban areas of the city of Puyo. Therefore, there are a multicultural setting.

RUBRIC

Speaking

Teacher Name: **Mrs. Nancy Barreno**

Student Name: _____

	Fluency	Pronunciation and accent	Vocabulary	Grammar
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.

Source:

https://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/104/Rubric_Speaking.pdf

ANNEX 3

COACHING CHECK LIST

Criteria	YES	NO
The coach demonstrates active listening		
The coach observes his or her peer.		
The coach actively corrects and prevents wrong activities development.		
The students' interaction is smooth		
The students engage in structured discussion about their performance		
The students develop speaking skill in a non-threatening and non-evaluative atmosphere.		
The students learn new ideas from their peers.		
Casual conversation about English learning activities is improved each time.		
The students reflect and experiment in the classroom.		
The students experiment more confidence each time.		
The students build trust and cooperation among them.		



Puyo, abril 03 de 2019

Doctor
Julio César Vargas, PhD.
RECTOR DE LA UNIVERSIDAD ESTATAL AMAZONICA
Presente. -

De mi consideración

Luego de enviarle un cordial y atento saludo, me dirijo a su Autoridad para solicitarle de la manera más comedida, la apertura para realizar el estudio investigativo de mi tesis de Maestría, con el tema "**Peer coaching to improve fluency in English speaking development**" dirigida a la Carrera de Agroindustrias, tercer semestre a partir del mes de marzo a julio.

Por la favorable atención a la presente, expreso mi agradecimiento.

Atentamente

A handwritten signature in blue ink, which appears to be 'Nancy Barreno Silva'. The signature is written in a cursive style and is positioned above the typed name.

Leda. Nancy Barreno Silva
Docente- UEA



UNIVERSIDAD ESTATAL AMAZÓNICA



MEMORANDO

N° 0173-REC-UEA-2019

PARA: Lcda. Nancy Barreno
DOCENTE-UEA

DE: Dr. C. Julio Cesar Vargas Burgos, PhD:
RECTOR DE LA UEA

FECHA: 08 de abril del 2019

ASUNTO: En el texto

Luego de un cordial saludo, en atención a su comunicación emitida a este despacho de fecha 05 de abril del 2019, este Rectorado Acoge su solicitud y se dispone al Dr. Pedro López Trabanco colabore con el desarrollo de esta investigación en la Universidad Estatal Amazónica.

Particular que informo para los fines correspondientes.

Atentamente,

Dr. C. Julio César Vargas Burgos, PhD,
RECTOR DE LA UNIVERSIDAD
ESTATAL AMAZÓNICA
JVB/MS

CC: Dr. Pedro López Trabanco-DOCENTE-UEA