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USING WRITTEN CORRECTIVE FEEDBACK TO IMPROVE YOUNG BEGINNING
STUDENTS' ORAL PRODUCTION IN A PUBLIC SCHOOL

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To my family, for their constant love and support.

Table of Contents

Abstract.....	7
Introduction	8
Theoretical Framework.....	16
Online teaching	16
Participation	20
Participation in an online context	21
Motivation.....	22
Engagement with the language learning process	24
Engaging students online	33
Willingness to communicate.....	35
Linguistic Factors	37
<i>Grammatical Accuracy</i>	37
<i>Vocabulary</i>	38
<i>Extension</i>	39
<i>Subordinating Conjunctions</i>	40
<i>Oral Production</i>	41
Methodological Factors	42
<i>Anne Burns' Cycle</i>	42
<i>Corrective Feedback</i>	45
Research Aims and Scope	47
Ethical Considerations	49
Methodology.....	51
Action Plan	59
Results	75
Analysis	78
Participation Observation	79
<i>Student 1</i>	81
<i>Student 2</i>	81
<i>Student 3</i>	81
<i>Student 4</i>	82

<i>Student 5</i>	82
Motivation	83
Pre-Test	85
<i>Student 1</i>	85
<i>Student 2</i>	86
<i>Student 3</i>	87
<i>Student 4</i>	88
<i>Student 5</i>	89
First Speaking Instance	91
<i>Student 1</i>	91
<i>Student 2</i>	92
<i>Student 3</i>	93
<i>Student 4</i>	94
<i>Student 5</i>	96
Second Speaking Instance	98
<i>Student 1</i>	98
<i>Student 2</i>	100
<i>Student 3</i>	102
<i>Student 4</i>	103
<i>Student 5</i>	104
Post-Test	105
<i>Student 1</i>	105
<i>Student 2</i>	106
<i>Student 3</i>	108
<i>Student 4</i>	108
<i>Student 5</i>	109
Delayed Post-Test	110
<i>Student 1</i>	110
<i>Student 2</i>	111
<i>Student 3</i>	111
<i>Student 4</i>	112
<i>Student 5</i>	113

Use of Written Corrective Feedback	114
<i>Student 1</i>	116
<i>Student 2</i>	117
<i>Student 3</i>	118
<i>Student 4</i>	119
<i>Student 5</i>	121
Limitations of the Study	124
Conclusions and Projections.....	127
Bibliography	136
Annex	140

Abstract

An online modality has proven to be a problem and an advantage for education, for the development of a student's oral production. This investigation used written corrective feedback to improve the oral production and participation of young learners in a public school. To help accomplish this goal this investigation applied Anne Burns (2012) cycle for teaching speaking with Eslami's (2014) definition of written corrective feedback. The structure of this investigation was a pre-test, post-test, and delayed post-test where the students were meant to create stories using a collection of images. These stories were assessed using a modified version of the A2 Speaking Criteria Assessment for grammar and vocabulary and the number of subordinating conjunctions were considered for extension. The results of this investigation showed a steady increase over time in regards to the students' control of grammar, vocabulary, and extension yet there was a small decrease in the delayed post-test, particularly in the category of extension. Regarding the students' participation, there was an increase in their written participation due to the online modality while the rest of the participation remained constant. This shows that the treatment was effective in the short term when considering the categories of grammar, vocabulary, and extension yet it was not as effective for extension in the long term.

Keywords: Anne Burns' Cycle, Written Corrective Feedback, Subordinating Conjunctions

Introduction

Once the COVID-19 pandemic began, people's lives changed, while they could go outside before, now they were told to remain indoors. Many jobs that were once face-to-face have moved online for the foreseeable future. Among these areas, education has been greatly affected as well. Many, if not all, educational places have begun implementing online teaching, which has made many teachers struggle trying to teach their students. Many teachers currently working from home have expressed struggles pertaining to online teaching, saying that sometimes students do not connect to their classes and that teachers cannot confirm whether the student is paying attention or not. There have also been technological problems where teachers have had to create and implement material to use in their lessons since most of the material at their disposal was meant to be used in face-to-face classes. Beyond this, teachers and students as well have shown connectivity issues.

This problem has appeared to be so prevalent that it not only affects at a local level but at an international one as well. Teachers all over the world have had problems involving online teaching. Most, if not all teachers around the world have had to adjust to this modality and many of them have faced problems involving their students. Most teachers at an international level have seen a decrease in their students' attention span, problems with arriving to class on time, and others who do not arrive at all. Furthermore, since the current classes are taking place online, students can get easily distracted on their computers because they can easily switch their screen to something different, for example, a student may not be paying attention to the class because they could be watching videos on sites like YouTube or TikTok. Regarding teachers, they have faced the new challenge of adapting their knowledge to an online modality and even teaching themselves how to use new tools for their classrooms, such as Zoom or Google Classroom. At the beginning of the

pandemic, teachers had to teach themselves to use these platforms so they could teach their students, this meant knowing how to use the platform on general terms while also learning to use the individual tools on each one. For example, a teacher at the beginning of the pandemic had to learn to use Zoom and while learning how to use it, they had to learn to use the specific tools as well, such as how to use Breakout Rooms or even sharing just a portion of the screen.

Considering teaching had to go through changes, classrooms did as well. One of the factors impacted by this change in modality was students' oral production. In fact, due to the lack of practice, it can be said that students' oral production has decreased. Another aspect regarding students' oral communication that was affected was classroom interaction. Before the pandemic, the only kind of communication students had while they were in the classroom was oral and the only instance of written communication before were emails or text messages between the teachers and the parents. Now, communication can be both written and spoken, it can be spoken when the students activate their microphones and communicate with the teacher, and it can be written when the students send messages through the chat function.

These are problems that are both local and global, especially in countries as wide as the United States. Considering the breadth this country reaches, it can be stated that there is a great variety of problems this country can face. Before explaining the problems students have faced, the educational structure in the United States must be explained first. In the United States, most states, except for Louisiana and Alaska, are divided into counties, local government structures that oversee all dealings within a specific group of cities. One of the counties in California is Santa Clara County, found at the south end of the San Francisco

Bay Area. Educationally wise, each county is in charge of all school districts in its area and each city may be divided into various school districts. These districts oversee several schools for students of all ages, elementary, middle, and high schools among others. In the city of San José, within Santa Clara County, one may find Alum Rock Union School District. This district oversees charge of fourteen elementary schools, four middle schools, and three Transitional Kindergarten through 8th grade schools. One of these Transitional Kindergarten through 8th grade schools is Adelante Dual Language Academy, a school focused on teaching their students two languages, English as Spanish throughout the day.

In terms of demographic, most students at Adelante Dual Language Academy are of Latin American origin, mostly Mexican. Furthermore, some of these students are first generation Mexican American while others are Mexican. Due to this information, it can be said that most students speak Spanish as their first language as they learn English as their second language.

This school is what is considered as a dual immersion school. These kinds of schools are responsible for teaching students two languages simultaneously. When the students begin school, most of their education is in English with only some parts in Spanish, yet as they get older, the amount of time dedicated to learning Spanish increases to a point in which they hear the same amount of English as Spanish. As these students are learning English and Spanish simultaneously while at school, they are classified according to their level of English. Depending on their classification, these students may be part of the ELD program. ELD stands for English Language Development and it is used as a means to improve a student's English language. The overall purpose of the ELD program is to develop a student's English language skills enough so they are at the same level as their

classmates. Overall, these classes take place during the day, in instances when the other students are in Language Arts classes or working individually during math.

For a student to be classified as an English learner, they must not pass the ELPAC, English Language Proficiency Assessments for California. This is a longitudinal test students take every year to measure their English level in reading, writing, listening, and speaking. When students take this test, they take the listening, reading, and writing as a group, as in being in the same room as their classmates whereas the speaking portion is administered individually. Regarding duration, the ELPAC lasts between 100 to 175 total minutes distributed between all skills. The listening portion of the exam lasts from 20 to 30 minutes, speaking also is assessed between 20 to 30 minutes as well, reading, on the other hand, is the longest test, lasting between 30 to 60 minutes, and finally writing is the second longest portion of the exam lasting between 30 to 55 minutes.

In order to assess a student's competence, this test evaluates them based on their overall performance and also their performance in all four skills. At overall performance levels, students are assessed in a scale of one to four, considering their skills in all four language abilities, Listening, Speaking, Reading, and Writing, the first overall score that a student can obtain is a one, which is "Beginning." The next overall score for these young learners is a two, meaning that this skill is "Somewhat developed," after obtaining a score that is high enough, students may advance to the next tier, "Moderately developed," which is represented by a three. The final score that can be obtained is a four, which stands for "Well developed."

Overall Score	Name
---------------	------

1	Beginning
2	Somewhat Developed
3	Moderately Developed
4	Well Developed

Table 1: Students' Competence According to the ELPAC.

Beyond an overall score for the students, these abilities are also divided into Oral and Written. The Oral component involves Listening and Speaking whereas the Written one involves Reading and Writing. The Oral and Written components are also evaluated using an Overall Levels performance scale of one to four, one standing for "Beginning," two being "Somewhat developed," three representing "Moderately developed," and finally four meaning the skill is "Well developed."

At a micro level, the four language skills, Reading, Writing, Speaking and Listening, are evaluated using the Domain Performance Levels scale. This scale evaluates each skill in a range from one to three. Obtaining a one in any of these skills according to the Domain Performance Levels scale states that the student is "Beginning" to control this ability. The next level a student can ascend to is a two, if a student obtains a two in any of these language skills, then it means that the student has developed this skill "Somewhat/Moderately." Once a student is advanced enough in any of these language skills, they may obtain a three, meaning a student's skill is "Well developed."

The students part of the ELD program have reinforcement classes for thirty minutes every day. Beyond this time, these students share the rest of their day with the rest of their peers, meaning they are part of the regular school schedule and program most of the day.

During these thirty minutes, the students practice the four skills of language learning, reading, writing, listening, and speaking. Doing so by learning the content the regular students see, but in a different manner. For example, the first topic involves learning about the United States' Constitution and its creation. The first lesson involves teaching the students about the past simple as well as the past perfect and the purpose of it is so the students learn about these tenses through the U.S. Constitution. The first part of the lesson involves modeling in which the teacher is meant to show the students how the simple past and the past perfect tenses are used as well as modeling some sample sentences. The second part is about guided practice, here the students are meant to practice the use of the past simple as well as the past perfect. The third part is about read-pair-share where the teacher provides the students with additional examples involving the use of past simple as well as the past perfect. The final part involves bridging, where the students are meant to practice individually by creating their own sentences, the students are also meant to explain to others what the past simple and past perfect tenses are. Furthermore, throughout the lesson there is also the need to check for understanding so as to see the comprehension of the students throughout the lesson, these checks for understanding, normally take place in between each part of the lesson to assure the students understand the content they are learning at every step. Overall, this lesson involves teaching grammar in an explicit manner, therefore focusing on language use, while also concentrating on students' comprehension, which focuses on the students' skill development.

As the lesson carries on, it is explained in such a manner that all ELD students can understand and participate, something that is normally used in the reading portion of each lesson, as seen in picture four. This means that every student, regarding their level of

English, has a different kind of practice. According to the textbook Benchmark Advanced from Benchmark Education Company, the students may be divided into Emerging, Expanding, and Bridging. Similar to the overall levels students can obtain in the ELPAC. The Emerging stage involves low level ELD students and in this part of the reading the students are meant to be asked reading comprehension questions involving the text. In this part, the students are also meant to discuss, orally, with their peers the questions they answered as well as analyze the text. The Expanding stage involves students that are at an intermediate ELD level, in this part the students are meant to discuss and analyze while also rephrasing excerpts from the text in their own words. The final part is the Bridging Stage, this stage is normally meant for more advanced ELD students. In this stage the students are asked more in depth questions about the text, these questions are meant for the student to be able to paraphrase, infer, and analyze a portion of the text. This is similar to the descriptions of the students' performance in the ELPAC as Emerging is meant to relate to the students who have the lowest scores, those who are described as Beginning. The Expanding stage is closely related to the students whose skills are Somewhat or Moderately developed. The final stage, Bridging, is similar to the students whose skills have been Well Developed.

This book includes the content that is seen in the regular classroom, but explained in such a way that proves beneficial for ELD students, meaning that it broaches subjects and poses questions in a manner in which ELD students can understand and participate. For example, when the students learn about conjunctions in the classroom the book begins by engaging the students and making them think about the subject they are going to learn. The beginning exercise is to have the students read a short passage and connect the ideas

included using words such as “that.” Once the students have proven capable of accomplishing it, the next step is to have them read a letter and respond accordingly, having at least use one conjunction in their response.

Beyond this exercise that may be similar to all students, there are individual exercises depending on the students’ level. If a student has a lower level of English, Emerging, then they may be asked to complete sentences using the conjunction “and.” Giving them a first glance about the control of the content. The students who are in the Expanding category, may be given two separate sentences and asked to connect those two ideas using conjunctions. In this category, the students are also meant to be able to explain to their classmates what they are learning. The final category used to group students is Bridging, meaning that the student has their language abilities “Well Developed.” In this case, the students may explain how different conjunction words work and explain the differences between them, they are also given more conjunctions they can use to join sentences together. An additional practice that students may have in this category is to have a partner write to different sentences and having the other student try to join them together using a conjunction.

In general terms, the students part of the ELD program at Adelante Dual Language Academy struggle with extending their constructions and on grammatical aspects, they struggle with the use of subordinating conjunctions in oral form. This can be seen in the students’ speech as they are unable to extend their sentences as they speak, this makes their sentences really short, sometimes extending to one word at most. The lack of subordinating conjunctions in their speech makes them unable to extend their constructions and also considering their current level, their vocabulary is also low.

Theoretical Framework

Online teaching

While online teaching is something that has been present for around two decades (Ko & Rossen, 2017) it was not implemented much until the COVID-19 pandemic began. According to Ko & Rossen (2017) online teaching, “means conducting a course partially or entirely through the internet—either on the web or by way of mobile apps that allow one to manipulate course elements.” (p. 28). Therefore, as long as the internet is part of the medium of instruction, then it can be considered as online teaching.

Once this kind of teaching was implemented, it brought upon several benefits to the classroom environment, “what makes online teaching so unique is that when you teach online you don’t have to be someplace to teach” (Ko & Rossen, 2017, p. 29). This means then that this kind of instruction can take place anywhere, giving teachers and students more freedom regarding the time and location the learning takes place. Many students can learn from the commodity of their homes now, but this brings forth many distractions that can be detrimental to the students. Now teachers are able to move freely as they teach, not being constrained to a classroom in a specific city or place. One of the new positive aspects this has for teachers is that they have more freedom regarding their office hours as they do not need to stay and wait for people, and they can have it at any time. Another benefit is that teachers may attend meetings and even teach classes in other places in the world without traveling. The final advantage this may bring teachers is that they can check messages, emails, and postings from their students and also access resources. (Ko & Rossen, 2017).

Beyond these advantages there is the fact that both teachers and students have to adapt themselves to this new medium since not everything that can be done in a face-to-face class can be replicated exactly in an online one. While there are aspects that cannot be replicated exactly in a face-to-face context, there are methods in which they can be adapted so that they achieve the same or similar outcome (Allen & Wood, 2020, 5:31-5:41).

The aspect of sharing one's screen can be used to show students, presentations, web browsers, images, videos, documents, among other things which is very similar to the use of a projector in a face-to-face classroom (Allen & Wood, 2020, 8:05-8:32). This allows for teachers to present the material similarly to face to face lessons while also allowing the teacher to see every student as they engage with the lesson. Furthermore, sharing one's screen can also permit teachers to write over the document they are projecting, eventually transforming the screen into a smartboard.

Another essential tool is the use of the chat. This is only available online as it has no clear equivalent in face-to-face classes. The chat allows the teacher and the students to adapt to be involved in the online learning environment by asking and answering questions, having the students show whether they are ready or not, showing written instructions to a future task, showing and correcting students' mistakes, sharing documents with the students, and praising students as well (Allen & Wood, 2020, 10:26-11:04). It can also be used to communicate with students if anyone is having connection or audio issues. This tool can also be useful for the students who appear to be shyer than their peers since they still have a method through which they can participate. If a student feels too shy to participate orally, they can use the chat function to express themselves and it can also be used with other students in situations where the teacher wants to confirm that the students

can perform a specific part of the lesson, for example the teacher can request examples to be sent through the chat to see if the students know how to write a question using an auxiliary verb in English. Even while there are other learning environments besides synchronous classes, they can also be used to help in a student's learning. Teachers can find and post resources online to help their students, this is something that can be done through the use of online platforms, like Google Classroom and Canvas, where the teachers can upload grades, post assignments, and even upload their classes.

While there are certainly benefits to teaching online, this comes with its fair share of disadvantages as well. Teachers may have the availability to teach from any place, yet this is limited only to places that have an internet connection available, something that is not widely available as of yet. Many of the places that appear to have an internet connection do not normally have one that is stable enough to teach a class, this is something that is particularly true for places such as hotels and even coffee shops. Even more, many people have presented problems with their internet provider once the pandemic began and everyone had to work from home, causing internet services to collapse due to the sheer number of people working from home. This problem is still ongoing even if the pandemic has been around for more than a year.

While the tools stated before may help online education greatly, they do not bring something wholly new to the table since there are equivalents to them in in-person classrooms, they are merely adaptations. There is also the fact that none of these attributes can be of any help if the students are distracted by their own environments. The fact students can leave the class at any moment they wish and not pay attention is not something that can be remedied by the use of a chat box or sharing a screen, and as such it is

something beyond a teacher's control. Students are more engaged and pay more attention when they are in a physical classroom. Furthermore, the implementation of these tools does not replace the fact students interact less with their peers, they barely engage or interact with one another beyond the online classroom setting.

The same is true for the students, they are also able to learn anywhere they wish and are more accessible to their teachers. They also have the distinct advantage of having more freedom since they can submit their homework, meet with their teachers, and see their grades among others (Ko & Rosen, 2017). These benefits apply to all students, regardless of their age. Even young students can benefit from meeting with their teachers, turning in their homework, and seeing their grades in an online context. For example, now younger students do not need to wait for grades to be sent home to know their class performance or have to ask for the work when they miss a day of school, now both may be found online.

While there appears to be advantages to this online system, it also comes with its own set of drawbacks. One of them is that students appear to speak less online and are even more distracted than when they were in their in-person classes. For example, since students just have to turn on their computers or mobile devices to attend class, it is at times not required for them to turn on their cameras, meaning that a student can leave the class on as they are off to do something different. Even if a student has their camera on and appears to be paying attention to the class it may not be completely so since they may be watching something other than the class. Overall, a student's oral production has been greatly affected because of online teaching. One of the ways in which this has been affected is by reducing the student's concentration as they can be paying attention to something else. When the students do not pay attention in class then they have fewer instances to practice

their oral production. Furthermore, the fact that online students have the possibility to answer via instant messaging then they can opt not to participate orally.

Participation

Participation will always allow the student to show what they have learned and can also be used by teachers to know how much knowledge their students are acquiring. As one of the crucial aspects in a classroom, participation can be regarded as, “a process of taking part and also to the relations with others that reflect this process’. It is a complex process that includes, for example, doing, talking, thinking, feeling, and belonging. Participation involves action, e.g., talking with someone, and connection, e.g., feeling that one takes part” (Hrastinski, 2009, p. 79). As such, there are different kinds of participation, and each can have a different impact on the students. Participation may be divided into direct and indirect participation, yet regardless of the type of participation, all students appear to benefit from it some way or another, “listeners in an English class recalled more language from tutor-student interactions than direct participants, and that aspects topicalized by other students resulted in better uptake than those topicalized by the teacher” (Slimani, 1989 as cited in Pleines, 2020, p. 5). Thus, regardless of how active their participation is, all students manage to acquire knowledge. Furthermore, “all classroom learners participated in social activity, even silently, and pointed to a lack of evidence that higher levels of participation lead to higher levels of productive competence” (Breen, 2001; Ellis & Shintani, 2014 as cited in Pleines, 2020, p. 5). Even while their explicit participation is little, there is still the participation they need to acquire knowledge and begin learning a new language. Nevertheless, regardless of how little interaction there is, it is still a necessity so that language can develop, “sociocultural theorists have maintained that

learning arises in interaction as meaning and social context are co-constructed between interlocutors, thereby making social interaction a prerequisite for any language development to occur” (Lantolf & Thorne, 2006 as cited in Pleines, 2020, p. 5). Learners can learn even when they are not directly involved in the interaction, “overhearers learn from correct and deviant input and ‘unencumbered by the demands of production’ have more attentional resources at their disposal and may notice more language than direct participants” (Ohta, 2001, p. 79 as cited in Pleines, 2020, p. 5). One of the advantages overhearers have is that they do not have to worry about giving a response to what they hear so they can focus solely on the input and therefore notice more than what the interlocutor may notice. The interlocutor worries mainly about the meaning of the message and how to respond to it whereas the overhearer may take into consideration: the message, vocabulary, pronunciation, and even intonation at times.

Yet, while participation may be done in an indirect manner and be beneficial for the learner, it is more beneficial when it involves interacting with others (Hrastinski, 2009). Participating by interacting with others may bring forth benefits such as, “spending more time synthesizing and integrating ideas and concepts, and promotion of problem solving, critical and active thinking skills” (Hrastinski, 2009, p. 79).

Participation in an online context

Unlike participation in a face-to-face context where it can be direct or indirect, participation in an online context can take place in a variety of ways, yet online learning “is best accomplished when learners participate and collaborate” (Hrastinski, 2009, p. 79). In fact, for online participation to prove to be extremely beneficial for the learner, they must feel as if they are part of a group, if a student cannot feel as if they are part of a group, then

they end up feeling alone and as such, their study is not as successful as it could be.

Therefore, in online education it is vital to promote social interaction so they feel as part of a group and reduce the feelings of loneliness (McInnerney & Roberts, 2004). Therefore, feeling close to their peers and being able to interact with them is one of the key aspects of online learning to keep students participating. Having the students interacting with their peers will bring them closer to one another and even keep them engaged in their learning.

Motivation

Motivation is a factor that is present in many areas, not just those of language learning and education, if a person needs to perform a task, there is going to be motivation involved, “motivation to do something usually evolves gradually, through a complex mental process that involves initial planning and goal setting, intention formation, task generation, action implementation, action control and outcome evaluation” (Dörnyei & Ushioda, 2011, p. 6). Motivation is then a process, not only involved in taking the first step towards completing a task and it is present throughout the entire task. A person’s motivation defines whether this task will be accomplished or not and whether it will be repeated or not.

This is not unlike motivation in L2 learning, as stated by Dörnyei and Ottó motivation in L2 language learning can be regarded as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out” (1998, p. 65 as cited in Dörnyei & Ushioda, 2011, p. 6). Similar to the previous definition of motivation, motivation when learning a foreign language involves structuring and prioritizing a task

before attempting it, yet when it comes to L2 motivation, this prioritization may arise from a person's interests towards different areas of a language.

As stated by Noels et al., (2019) motivation can be organized into a taxonomy.

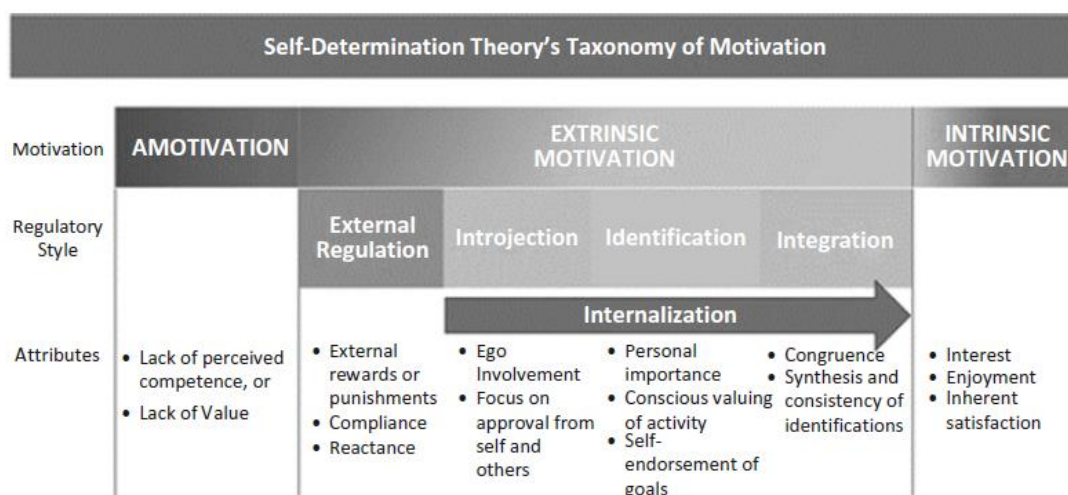


Figure 4: Taxonomy of intrinsic and extrinsic motivation (Noels et al., 2019)

From this we can see there are three kinds of motivation. Amotivation, as the name implies, is a total lack of motivation towards language learning, something that may be due to lack of perceived competence or lack of value. The second kind of motivation is extrinsic motivation, ranging from external factors to those more intrinsic. The third one is intrinsic motivation and this one depends solely on factors that can be completely controlled by the learner such as interest, enjoyment, and inherent satisfaction.

The aforementioned taxonomy on motivation can be attributed to many sorts of educational backgrounds. However, motivation in an L2 context, as stated by Keller (1983) and cited in Dörnyei & Ushioda (2011), has four components. The first of these components is interest, this factor is related to a person's intrinsic motivation, their inherent curiosity, and desire to know more about themselves and their environment. The second factor has to deal with relevance, or "the extent to

which the student feels that the instruction is connected to important personal needs, values, or goals” (Dörnyei & Ushioda, 2011, p. 50). This factor also relates to how well classroom instruction is conducive to the goal of mastering an L2. The third component is about expectancy and relates to the “perceived likelihood of success and is related to the learner’s self-confidence and self-efficacy at a general level” (Dörnyei & Ushioda, 2011, p. 50). The final factor is satisfaction and “concerns the outcome of the activity, referring to the combination of extrinsic rewards such as praise or good marks and to intrinsic rewards such as enjoyment and pride” (Dörnyei & Ushioda, 2011, p. 50).

A factor that relates specifically to children is specifically related to their school performance. As stated by Ames (1992) students apply two attitudes in regard to their academic work. The first one of these facts is that of “mastery orientation,” where the student focuses on learning the content, meaning their main focus is on mastering the content they are being taught (as cited in Dörnyei & Ushioda, 2011). The second factor that affects children’s learning and performance in school settings is “performance orientation,” this involves the students focusing on demonstrating their abilities in the learning setting, such as when they obtain a better score or perform better than their peers (as cited in Dörnyei & Ushioda, 2011).

Engagement with the language learning process

While motivation is something that may arise from the student, the teacher also plays a hand in keeping the students engaged throughout the learning process. The classroom procedure the teacher carries out as well as the way in which the teacher and students interact can affect the student’s motivation as well as their engagement with the

entire learning process. According to Dörnyei (2001), the organization of a class in order to keep students engaged should involve a series of four steps.

The first of these steps is “creating the basic motivational conditions” (Dörnyei & Ushioda, 2011, p. 107), this stage involves creating a scene that promotes the effective use of motivational strategies. Furthermore, this step relates to the attitudes a teacher must have, such as showing good behavior and having a good relationship with the students, like showing trust in them as well as having mutual respect (Dörnyei & Ushioda, 2011). Having a supportive as well as a pleasant atmosphere in the classroom is also beneficial as it would reduce a student’s anxiety and reduce the possibility of having a tense classroom setting. This eventually makes the students more willing to express themselves (Dörnyei & Ushioda, 2011). Regarding an online classroom, however, Arcos et. al (2009) has added students may feel anxious in online settings when practicing their L2 orally due to the constraints of technology and by not having nonverbal multimodal cues (as cited in Dörnyei & Ushioda, 2011). Some of these cues involve, but are not limited to the way teachers move or the gestures they make while they are teaching. Another factor is having appropriate group norms for when the students work with their peers (as cited in Dörnyei & Ushioda, 2011) When participating in group work, these have to promote group cohesiveness so that the students feel more engaged and willing to interact with others (Dörnyei & Ushioda, 2011).

The second step is “generating student motivation” (Dörnyei & Ushioda, 2011, p. 107). As stated by Dörnyei and Ushioda (2011), there are several ways in which this can be achieved, one of these ways is by “enhancing the learners’ language-related values and attitudes” (p. 113). This means the teacher needs to motivate the value that students give to

learning, by appealing to their value system, their perceptions, feelings, and beliefs towards their position in the social world which are determined by their internal preferences and their basic approaches to activities. Overall, this can be motivated by promoting a young learner's language-related values and attitudes (Dörnyei & Ushioda, 2011). In order to promote this, the teacher has to appeal to the intrinsic value of learning another language, this is done by calling the students' attention to the topic at hand and by making them interested in it (Dörnyei & Ushioda, 2011). A learner's language-related values and attitudes can also be promoted through its intercultural value, this can give students real situations where they can use a language (Dörnyei & Ushioda, 2011). A situation in which this may take place is when students apply what they are learning in class to real life, such as when they tell stories.

Another method through which student motivation might be generated is by "increasing the learners' expectancy of success" (Dörnyei & Ushioda, 2011, p. 115). To achieve this, it is very important to ensure the students reach their goals and that they achieve them consistently, having a constant sense of success and the expectation they can achieve more success (Dörnyei & Ushioda, 2011).

To generate student motivation, teachers must also increase the learners' "goal-orientedness" which can be considered as the level to which a group is focused on pursuing its official goal (Dörnyei & Ushioda, 2011). This can be done by ensuring that the students are well aware of what they are going to learn and what they are learning at that moment. This can also be done by having the students identify their learning goals, whether they are those established in the classroom or those they establish themselves.

Student motivation is also generated through the materials themselves. The materials the teacher uses must be relevant to the learners and it must also be something the learner considers to be worth learning (Dörnyei & Ushioda, 2011). For a student to consider material to be worth learning, it has to be something that is relevant to their goals.

The third stage is about “maintaining and protecting motivation” (as cited in Dörnyei & Ushioda, 2011, p. 107), showing that motivation has to be maintained throughout the entire lesson. Motivation is something that can easily be lost during a lesson when this happens students might lose sight of the goal of the lesson, become bored or even get distracted (Dörnyei & Ushioda, 2011). Motivation has to be maintained and protected so that students keep the goal of the lesson in mind, do not get distracted, and do not get bored. Some of the ways in which motivation can be maintained and protected is by

Making learning stimulating and enjoyable; presenting tasks in a motivating way; setting specific learner goals; protecting learners’ self-esteem and increasing their self-confidence; allowing learners to maintain a positive social image; promoting cooperation among the learners; creating learner autonomy; promoting self-motivating learner strategies (Dörnyei & Ushioda, 2011, p. 118).

As the quality of the learning experience is increased, the students feel more motivated in their learning, which in turn maintains the engagement and motivation throughout the lesson. There are two ways in which this can be achieved, one of these ways is by “breaking the monotony of learning” (Dörnyei & Ushioda, 2011, p. 118) this is something that can be accomplished when a teacher makes lessons differently, meaning there is variation between them. The other factor that can increase the quality of learner experience is when a teacher makes tasks more interesting (Dörnyei & Ushioda, 2011).

Tasks can be made more interesting when teachers change the difficulty and the content included in them, adding new things for the students and by adding content relating to their daily lives (Dörnyei & Ushioda, 2011).

Beyond changing and increasing the quality of the learning experience, another factor able to maintain a student's motivation throughout the learning process is when tasks are presented in a motivating manner (Dörnyei & Ushioda, 2011). It is a fact students are not going to be motivated by all of the topics they see in class, thus one key aspect is to present the content in a manner students find motivating and engaging, such as when students narrate stories (Dörnyei & Ushioda, 2011). When teachers present a task, they normally express what the students will do, the objective that will be accomplished once it is finalized, and also how the task and the students' accomplishments will be evaluated.

Another factor that maintains motivation is the learner's self-esteem and self-confidence. If students are capable of trusting themselves and have the necessary self-esteem and self-confidence then they will be able to improve as learners (Dörnyei & Ushioda, 2011). Improving self-confidence and self-esteem in students is something that can be done through five different approaches. The first approach is by having teachers foster the belief in their students that their competence can be developed since it is changeable and controllable, thus dispelling any misconceptions or unrealistic fears that they might have (Dörnyei & Ushioda, 2011). The second approach is by emphasizing what learners can do rather than what they cannot do (Dörnyei & Ushioda, 2011). The third one is by making all learners feel as if they are making useful contributions to the classroom setting, this eventually makes all student feel as if they are playing an important role in the classroom (Alison and Halliwell, 2002 as cited in Dörnyei & Ushioda, 2011). The next

approach involves giving students praise or encouragement (Dörnyei & Ushioda, 2011).

The final one teachers can implement is attempting to “reduce classroom anxiety by making the learning context less stressful and by providing learners with strategies to cope with anxiety-provoking situations” (Dörnyei & Ushioda, 2011, p. 121).

Motivation can be maintained and protected by allowing learners to maintain face as well as a positive social image. This is something that is very relevant for schoolchildren since for them “school is the most important social arena and their peers are their main reference group” (Dörnyei & Ushioda, 2011, p. 121). Because of this, it can be said that schoolchildren care greatly for what other children have to say about them, thus the opinion that other students have of them can demolish their motivation. Therefore, students should not do tasks that may show them in a negative light in front of their peers or even tasks where “they are made to look small in front of their contemporaries” (Dörnyei & Ushioda, 2011, p. 121). In order to maintain and protect motivation and account for this, teachers should present activities where all students have the possibility of being a lead or play a protagonist role so they may feel good about themselves in front of their classmates (Dörnyei & Ushioda, 2011). Another factor used to improve a learner’s social image is giving them feedback that cannot be considered as humiliating and to promote group tolerance and acceptance in the students.

In a similar vein regarding the learners, one way in which motivation may be maintained and protected is by promoting cooperation among them. It has been stated that when students are in a cooperative environment, they “have more positive attitudes towards learning and develop higher self-esteem and self-confidence than in other classroom structures” (Dörnyei & Ushioda, 2011, p 122).

While motivating cooperation is important for maintaining and protecting motivation in the classroom setting, another aspect that has to be considered is that students also have to motivate themselves. As stated by Dörnyei (2001), self-motivating strategies can be grouped into five main classes. The first of them is the student's commitment to control strategies to help preserve or increase the student's original commitment to their goal. This can be done by having in mind positive incentives as well as favorable expectations (Dörnyei & Ushioda, 2011). The second one involves metacognitive control strategies, these strategies are meant to control and monitor control and while also preventing unnecessary distractions that may lead to procrastination (Dörnyei & Ushioda, 2011). These strategies are meant to help keep the students on task. The third class involves strategies meant for eliminating boredom as well as adding attraction and interest to the task at hand (Dörnyei & Ushioda, 2011). These strategies are meant to help keep students focused and interested in what they are doing. The next class involves their emotions, students have to be able to control them, through this, students will be able to manage negative emotions that may prove to be disruptive for the language learning process and channel emotions conducive to the learning process and can allow them to fulfill their language learning intentions (Dörnyei & Ushioda, 2011). The final class relates to the student's environment and in controlling it. This class is about attempting to reduce or eliminate negative environmental influences and promoting positive ones (Dörnyei & Ushioda, 2011). Overall, this class has the purpose of making the language learner's environment an ally rather than a detrimental factor.

The final step is "encouraging positive self- evaluation" (as cited in Dörnyei & Ushioda, 2011, p. 107). Research has stated that "the way students feel about their past

accomplishments, the amount of satisfaction they experience after successful task completion and the reasons to which they attribute past successes and failures will significantly determine how they approach subsequent learning tasks” (Dörnyei & Ushioda, 2011, p. 126). As whole, the way in which students felt about their past performance will help determine how they feel about future tasks. In this light, teachers can give students strategies to help them evaluate achievements in a more positive manner and they may also encourage students to assume responsibility for their accomplishments by making the students understand that these happened because of the students’ abilities and efforts (Dörnyei & Ushioda, 2011). There are three different areas of postactional activities that can be carried out in the classroom, “promoting attributions to effort rather than to ability; providing motivational feedback; increasing learner satisfaction and the question of rewards and grades” (Dörnyei & Ushioda, 2011, p. 126)

The first one of these areas is “promoting attributions to effort rather than to ability” (Dörnyei & Ushioda, 2011, p. 126). On average, failure that is attributed to uncontrollable factors such as low ability affects future achievement behavior more so than failure that can be accounted for controllable factors, such as the amount of time that the students study. Regarding the first situation, where failure may occur despite the student’s efforts and hard work, one the strategies teachers may implement is to show the students the strategies they could use in order to improve and to make it clear for them that they can improve (Dörnyei & Ushioda, 2011). In failure that occurs due to the students’ lack of effort the students need to be made aware that this situation may be rectified by putting in more effort next time thus showing the students they can do better in the future (Dörnyei & Ushioda, 2011).

The second of these areas involves providing the students with motivational feedback. One of the ways in which feedback can be motivating for students is by giving them informational feedback, giving young learners this sort of feedback “enables the students to understand where they are in relation to achieving goals and what they need to continue or improve their progress” (Jones & Jones, 2009 as cited in Dörnyei & Ushioda, 2011, p. 127). Another factor that involves feedback and improve self-efficacy while at it is observing models. Once the students are made aware their peers can and are achieving the task at hand, they will feel as if the task is well within their grasp and abilities (Dörnyei & Ushioda, 2011). Giving a student effective feedback can also involve including a positive persuasive element, by this is meant that the teacher must show they believe in the students’ capabilities for completing the task and reaching a goal, as a whole students “experience high efficacy when told they are capable of attaining success by trustworthy source such as the teacher” (Dörnyei & Ushioda, 2011, p. 127). Effective teacher feedback also involves giving students the necessary information “about how well learners were applying *strategies* and how strategy use is improving their performance” (Dörnyei & Ushioda, 2011, p. 128 italics in original). Giving students feedback on the strategies they are using might improve and guide their future performance while also keeping them focused on the task they are going to achieve, especially in their L2 acquisition (Dörnyei & Ushioda, 2011).

The third area for encouraging positive self-evaluation considers the need to increase learner satisfaction as well as the question of rewards and grades. Learner satisfaction is a crucial aspect towards maintaining learner motivation. Learner satisfaction can be promoted by “allowing students to create finished products that they can perform or

display” (Dörnyei & Ushioda, 2011, p. 128). This encourages students to feel proud of themselves and of their accomplishments, this is something that can be done from time to time, so students feel constantly proud of their progress (Dörnyei & Ushioda, 2011). As stated by Dörnyei and Ushioda (2011) one of the difficulties for accomplishing this is the need for grades which bring more focus to the student’s overall success or failure in school matter rather than in their overall progress. For this to be accounted for, the feedback students receive should reflect their overall performance and improvement rather than reflecting their performance with the students’ grades. Through this, the students will feel as if they improve but they will not feel the pressure that is behind school grades.

Steps for generating and maintaining motivation

- Create basic motivational conditions.
- Generate student motivation.
- Maintain and protect motivation.
- Encourage positive self-evaluation.

Diagram 1: Generating and maintaining motivation in language learning (Dörnyei & Ushioda, 2011).

Engaging students online

When teaching students, one of the factors that must be taken into account is engagement. Engagement is a way in which a student can be interested in what they are learning, engagement is what makes people focused on something such as a subject and willing to continue learning it. This concept can be understood as “... that feeling. That thing that you can’t stop doing. That you really love. That absorbs you 100%. That makes you be just there present in the moment, losing track of time, in the flow, in the zone”

(Cambridge, 2020, 5:09-5:29). Engagement is one of the main factors that keeps students motivated and focused on a task at hand. This is a factor of such importance that can make or break a student's learning, "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals; nor are appropriate curricula and good teaching good enough to ensure student achievement on their own." (Dörnyei, 2018 as cited in Cambridge, 2020, 7:38-7:53). According to this, learning depends greatly on a student's engaged and if the student is not engaged, then the student is, very likely, not going to learn since they would not be interested in the subject at hand.

To improve a student's engagement in an online learning environment and thus provide for social interaction, McInnerney and Roberts (2004) state that three criteria must be met. The first one is that there should be a greater use of synchronous learning rather than asynchronous learning. This is something that can be easily implemented nowadays due to the variety of software available, such as Zoom, that permit teachers and students to have synchronous classes. The next criteria that must be met is incorporating a 'warm-up stage' into the course structure (McInnerney & Roberts, 2004). This would permit the students to focus on the task at hand and on how to complete it rather than just allowing them to be distracted during the beginning of the class. The third one is establishing guidelines for successful online communication (McInnerney & Roberts, 2004). These guidelines can be implemented when students are communicating via the microphone or chat. In fact, one of these guidelines may stem from keeping the students organized so they follow turns when speaking, such as when students raise their hands on Zoom to speak.

Willingness to communicate

Willingness to communicate began as a way in which it was studied why some people communicated more than others, yet as with many other components of language this is context bound, a person's willingness to communicate may depend on the size of the group a person is speaking to, varying from speaking in dyads, speaking to small groups, speaking in meetings, or to large audiences. Furthermore, it also depends on how close the speaker is to the other person, varying as to whether they are strangers, acquaintances, or close friends, not only this, but it is also something that depends that it is related to a learner's characteristics as well, whether they are introverted, have communication apprehension, their perceived communication competence, as well as their self-esteem (Yashima, 2019). Therefore, whether a person wishes to communicate with another person or not depends greatly on contextual factors as well as in their own personality, thus amounting to how comfortable they would feel in that situation.

While the factors stated in the previous paragraph apply greatly to L1 and L2 speakers of a language, there are also additional factors that pertain only to L2 learners, L2 learners of a language have more factors that affect their willingness to communicate.

In an online context, furthermore, students may be more willing to communicate. This may arise from the fact that students do not need to have their cameras on, so they may be more willing to participate as it makes them feel less anxious (Freiermuth & Jarrell, 2006). In such a manner, this is more amicable than a face-to-face interaction since they do not need to look at the person they are speaking to and as such they may not be affected by factors such as the reactions of their classmates. Another factor that makes students more willing to communicate online is the use of the chat box (Freiermuth & Jarrell, 2006). The

use of the chat box makes students feel more at ease since they can communicate with the rest of the class at their own rhythm (Freiermuth & Jarrell, 2006). In addition to this, their self-image and social image are more protected through the chat (Freiermuth & Jarrell, 2006). From this it can be concluded that an online setting makes students more willing to communicate since their image may be more protected, this is reinforced by the use of the chat since the students feel more protected by the fact that they can communicate at their own pace when they use the chat box.

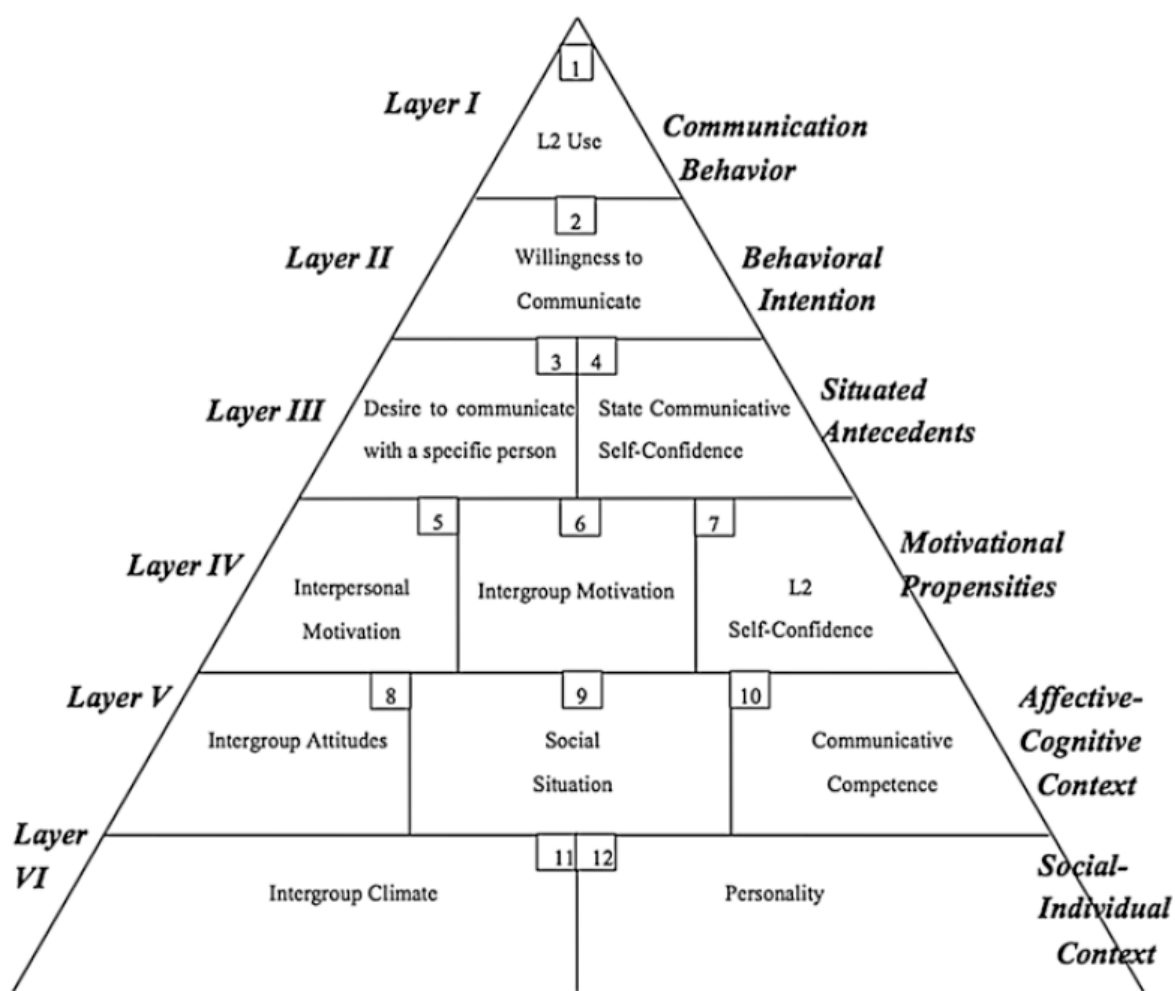


Figure 5: An L2 learner's WTC (MacIntyre et al., 1998, p. 547 as cited in Yashima, 2019).

The purpose of this diagram can be explained in the following manner. The top of the pyramid, layer one pertains to the speaker about to use their L2 to communicate. The next layer shows the behavioral intention to start communication, this occurs when behavior is combined with opportunities. Layer three conditions for the desire to communicate with another person and also a state of communicative self-confidence. This stage involves the speaker perceiving and a reduction in anxiety. In the fourth layer, the speaker is confident enough in their L2 level and in being able to communicate in a way that is adaptive and efficient. Layer five speaks about the speaker's communicative competence and the final layer is about the speaker's personality. These final two layers help the speaker communicate in an adaptive and efficient fashion (Yashima, 2019).

Linguistic Factors

Even while the cognitive aspects of a person as well as their attitudes towards learning a foreign language are important, it is also important to account for the linguistic components that are part of the language learning process.

Grammatical Accuracy

As a person learns a foreign language, something they must accomplish to sound more proficient in the language is grammatical accuracy. Grammatical accuracy, or accuracy in general, can be considered as, “a learner's capacity to handle whatever level of interlanguage complexity she has currently attained” (Skehan, 1996, p. 46 as cited in Caicedo Pereira, Lozano Bermúdez & Vanegas Medina 2018, p. 129). From this it can be concluded that grammatical accuracy is a factor that varies according to the student as it relates solely to their current control and knowledge of the language, the grammatical accuracy a beginning student has is completely different from an one student since a

beginning students know fewer aspects of language, such as grammatical structures, than an advanced learner. As well as being capable of controlling the language complexity according to their skill, it is also essential for the learner to be accurate while speaking so their language production process can be automatic (Admadian & Tavakoli, 2011 as cited in Caicedo Pereira et al., 2018). The greatest benefit that being grammatically accurate can produce in a person is that it can improve their language production greatly by making it sound more natural and fluent as they speak, therefore making the process automatic. Beyond this, being grammatically accurate is beneficial for the learner as they are able to express themselves in a clearer and more precise fashion, allowing them to communicate with a large number of people.

Vocabulary

As a person is learning a foreign language, one aspect people have to focus on is on the use of vocabulary, this is something that is especially true for beginning learners, as stated by de Groot (2011), vocabulary may be considered the most important language component for a beginning language learner. If they improve their basic vocabulary, they improve their chances of fulfilling their basic needs in a foreign language. Vocabulary acquisition is, therefore, essential for a beginning learner since it is one of the aspects they can quickly improve on as they are learning a foreign language. Improving their vocabulary can easily lead a beginning learner to being more capable when expressing themselves.

As a student is learning vocabulary, however, another aspect that a learner must consider as they learn the vocabulary of a foreign language is that they must be able to recall the vocabulary (de Groot, 2011). When a learner is increasing their vocabulary, they

must be able to recall it quickly so as to be able to use it in instances such as when they speak.

Extension

Extension may be considered to be the length of a student's speech. In order to account for extension, we must first consider the cognitive stages that are involved in language production. Before a person can even begin to speak, the first stage is that of conceptualization. This stage involves the learner planning the message they want to convey, microplanning the information into constructions that can be uttered by the speaker and also macroplanning the message. (Kormos, 2011 as cited in Révész, Sachs, & Hama, 2014). Here the student prepares the speech into what can be uttered, a preverbal plan that is linguistically accessible. The next stage is the formulation stage, where the students encode their message on phonological, grammatical, and lexical encoding (Kormos, 2011 as cited in Révész et al., 2014). Once the formulation stage is completed, comes the articulation stage, here the articulation, or production, of each phoneme is retrieved, both in terms of phonological forms and in articulatory gestures, so as to utter the message to the recipient (Kormos, 2011 as cited in Révész et al., 2014). The final stage is the monitoring, a stage where the speaker controls and modifies accordingly what they will say for it to be heard better by the recipient of the message.

Once a learner has been capable of producing an utterance one of the things they can do to extend their constructions and thus make them longer is that of structural priming, structural priming can be regarded as the repetition of structures they have recently produced or some that they have heard others produce (Pickering & Ferreira, 2008). This leads learners of a foreign language to imitate constructions that they have heard from

others to improve their own speech production and by improving their speech production in this manner they are also able to imitate the manner in which they hear others combine different types of phrases to expand their own constructions. Through this way, speakers are also able to represent and organize the different sorts of processes that are part of life.

Subordinating Conjunctions

Subordinating conjunctions are taken as adverbs that help connect two clauses together, as such they help learners expand and connect their speech. According to Unubi (2016), subordinating conjunctions may be regarded as words used to link clauses of unequal rank together. These conjunctions are commonly used to join dependent and independent clauses together. To continue with this, there are eight kinds of subordinating conjunctions. Time subordinating conjunctions are those that create transitions or consequences in time (Unubi, 2016). The next one is cause or reason, these, as the name states, give a reason as to why something happened, explain causal reasons (Unubi, 2016). The third one include those which explain result or consequence, the principal subordinating conjunctions in this category being “so” and “that” (Unubi, 2016). The fourth kind is purpose, these subordinating conjunctions provide a sense of “for this or for that reason” (Unubi, 2016). The kind of subordinating conjunctions after this category involve conditions, these show how one condition is dependent on the other. The following one involves circumstance, these show that there is a condition that has already been met and a conclusion made from it, the most typical one in this case is “so that” (Unubi, 2016). The seventh one is concession, these subordinating conjunctions show reluctant agreement, some subordinating conjunctions in this category are “although” and “even if” (Unubi, 2016). The eighth and final category is comparison; these subordinating conjunctions are

meant to create comparisons between the elements in the dependent and independent clauses (Unubi, 2016).

Oral Production

To begin measuring and analyzing a student's oral production, it must first be specified which aspects compose it, Bachman and Palmer (2010) describe a learner's language ability as two concepts, one of them being "strategic competence" and "language knowledge" or language competence. Strategic competence can be summarized as a collection of metacognitive strategies that regulate the way how language users use their different attributes, language knowledge, topical knowledge, affective schematic to interact with the use of language in each situation (Szpotowicz, 2012). Thus, this kind of competence can be summarized as the set of skills that the learners have. On the other hand, "language knowledge" can be described as a "domain of information available' for language users and consisting of organizational knowledge (divided into the grammatical and textual) and pragmatic knowledge (divided into functional and sociolinguistic)" (Szpotowicz, 2012, p. 143). This kind of knowledge relates to the knowledge the learner has about a subject. For children to practice these skills, they must have a speaking task that closely resembles their classroom environment since for them the real use of language is in the classroom setting (Szpotowicz, 2012). This can be related to the ELPAC where the students implement the content they are learning in class to real-life situations such as learning about the U.S. Constitution. The students learn about a subject, like the constitution, they also acquire a new set of tools seen in the use of the past perfect and present simple, and then carry out a speaking activity to improve their speaking skills.

Methodological Factors

Another key component for the realization of this investigation is the methodology that will be implemented. Since teaching younger learners the ability to speak is quite complex, it is important to consider the method that will be used as well as how the students' performance will be assessed.

Anne Burns' Cycle

Anne Burns (2012) has stated a cycle teachers can implement to teach speaking during their classes. This cycle is composed of seven stages and in each one the student is meant to focus on a speaking aspect in order to improve their speaking performance. The first step is to "focus learners' attention on speaking" (Burns, 2012, p. 172). Here the teacher must encourage students to plan and prepare for the speaking task that will come ahead (Burns, 2012). Therefore, taking into consideration the demands of the speaking task and what strategies they can use to complete it (Burns, 2012). This step works as an introduction to the speaking task as well as means to motivate the students to participate in the upcoming speaking task. When this is applied to younger learners, it allows them to prepare for the speaking task, finding all of the subordinating conjunctions, as well as vocabulary they have to complete the task.

Stage two involves providing input and/or guiding planning. In this stage students are meant to plan what they want to say and how to say, using whatever linguistic skills they deem necessary, and the teacher has to give them support. To give the students support, the teacher may help the students recognize their own linguistic skills and develop their linguistic knowledge (Burns, 2012) for the speaking task they will have to do. Therefore, this stage involves considerable scaffolding for students to develop their skills

and prepare for the forthcoming linguistic task (Burns, 2012). At this stage, the students are supposed to receive input from the teacher regarding the necessary skills to fulfill the speaking task.

The third stage is about carrying out the speaking task (Burns, 2012). In this stage the students must partake in the speaking task using every tool they have at their disposal so as to improve on fluency. However, this stage appears to disregard grammatical accuracy (Burns, 2012). Hence this stage is useful to practice storytelling and help achieve fluency since the students use all of the linguistic tools, such as structures and vocabulary, to express their ideas, but since grammar is not the main focus of this stage, students might make several grammatical mistakes as they speak.

The following stage, stage four, is meant to have students “improve language accuracy, as well as to enhance their effective use of skills and strategies” (Burns, 2012, p. 175). In this part of the cycle, the teacher has to give students feedback based on their performance so the students may improve it. In this feedback, the students are also meant to improve on other areas such as grammar, vocabulary, or pronunciation (Burns, 2012). Overall, here the students are meant to concentrate on improving the specific aspects of speech, and not just on achieving fluency.

Once the students have received feedback on how to improve their performance, stage five has the students repeating the speaking task. Hence, in this part the students are meant to analyze what they said previously and improve it (Burns, 2012). At this stage the students should begin to show improvements regarding their grammatical constructions since they have just received feedback based on their performance. This will also help

improve their oral performance since they begin to notice their mistakes. Furthermore, the feedback that the students are given, should also be motivating for them so they may continue to improve and believe in themselves. By motivating the students through feedback, they may continue to improve their self-esteem and self-confidence.

By stage six the students should reflect on their learning, analyzing their performance and what they have learned from it. Apart from analyzing their current performance, students must think about their performance for a future task, thinking what they could improve on and how they plan on improving them (Burns, 2012). This part requires no intervention from the teacher since it is meant to be a reflection coming from the student, yet the teacher could comment on what aspects students could consider and what recommendations they could give their classmates if it is possible. This part will also help the students improve their oral performance since they may reflect on their performance to not repeat their mistakes.

The final stage involves the teacher giving the students feedback regarding their performance (Burns, 2012). The teacher has to give the students feedback based on what the teacher observed during the rest of the cycle so the students can continue improving. This feedback is normally given in written form.

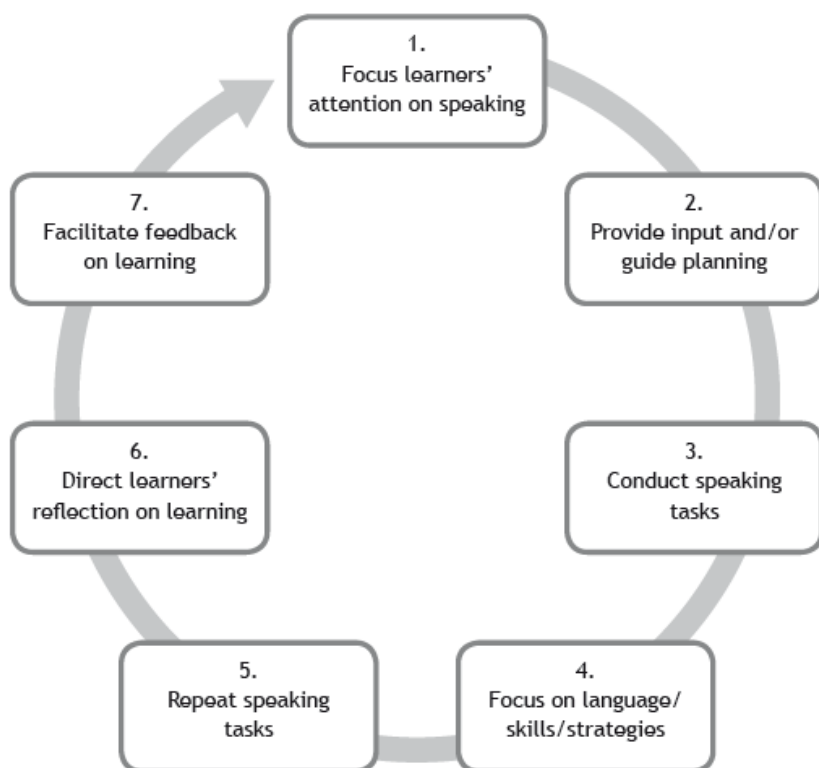


Figure 7: Anne Burns' cycle for teaching speaking (Burns, 2012, p. 172).

Corrective Feedback

Another factor to consider due to the nature of this investigation, is the use of corrective feedback. According to Ur (1996, as cited in Aranguiz & Quintanilla, 2016) corrective feedback can be defined as any instance in which a learner is made aware an error has been made. The error the learner makes can be brought to their attention in an implicit manner or in an explicit one (Gass & Selinker, 2008 as cited in Aranguiz & Quintanilla, 2016). In an explicit correction, the teacher would mention that there is an error whereas in an implicit correction, the teacher may correct the student during an interaction (Gass & Selinker, 2008 as cited in Aranguiz & Quintanilla, 2016). The use of feedback may help a learner in the process of scaffolding since it guides them towards making correct constructions.

Regarding written corrective feedback, there appears to be two main types, direct and indirect. Direct written corrective feedback is the one in which the teacher gives the student the correct way something should be written or said. This method is particularly efficient for low proficiency students who are unable to correct themselves, but it does not lead to long-term acquisition (Eslami, 2014). The second kind is indirect written corrective feedback, here the teacher points out there is a mistake but does not offer the correct way of saying it. This method appears to be efficient for writers as well as more advanced learners since they can find it more engaging and can lead to long-term acquisition (Eslami, 2014).

Concerning young learners, the implementation of corrective feedback appears to be quite useful (Lyster, Salto & Sato 2013). When a student is of a younger age, they are able to identify their mistakes as well as other linguistics features (Lyster et al., 2013) this could eventually mean that they are capable of learning and correcting their constructions through the use of feedback since they would be able to realize their mistakes and correct them accordingly.

Research Aims and Scope

In this group it has been seen that there is a reduction in the students' participation and also in their oral production. There was a reduction in their participation seeing that the students were less willing to participate unless they were called out loud by the teacher. There was also a reduction in the students' oral production considering their speech was shorter than before, the sentences they made were much shorter than before the pandemic. The purpose of this investigation will be to carry out a mixed-methods investigation to explore if creating stories helps students improve the quality of their oral production in grammar, extension, and vocabulary. The students that will partake in this investigation are five fifth graders from a public school in San José, California. These students were selected as they are English Learners in accordance with their ELPAC scores as they were low enough to consider them to be English Learners. This investigation will involve having the students create stories and measuring their accuracy, through quantifiable means, in linguistic and discourse competence. In terms of discourse competence, this investigation will consider the category of extension whereas for linguistic competence, the categories of grammar and vocabulary. The qualitative part of this investigation will involve a linguistic analysis of their stories, a linguistic analysis of their interviews, and an analysis of their participation throughout the cycle.

Research Questions

- How does written corrective feedback improve the development of oral production in stories?
- How does voluntary participation improve oral production in young beginning learners?

General Objectives

- Improve young public school student's oral production via creating stories.
- Improve young public school student's participation.

Specific Objectives

- Describe the level of the students regarding participation at the beginning of the investigation.
- Describe the level of the students regarding oral production at the beginning of the investigation in terms of linguistic and discourse competence.
- Analyze how much students' participation improves after having them use subordinating conjunctions in storytelling.
- Analyze how much the student's oral production of storytelling improves in terms of linguistic and discourse competence after implementing Anne Burns' cycle.
- Analyze how much the student's oral production improves in terms of linguistic and discourse competence after implementing Written Corrective Feedback.

Ethical Considerations

For this research investigation to take place, it is necessary to take into account the ethical considerations that ensure the safety of both students and the researcher. These ethical considerations must be put in place also to protect the students in case of any sensitive issues being mentioned during the classroom. Furthermore, the importance of stating the ethical considerations for this investigation is due to the way in which the data is going to be handled, especially since it may include personal information from the students.

Out of all the ethical considerations to account for, the first one that will be taken care of is the amount of information that is shared with the participants. The importance of accounting for this stems from the possibility of affecting the student's responses, "how much information should be shared with the participants about the research so as not to cause any response bias or even non-participation" (Dörnyei, 2007, p. 65). For this investigation, the students will be fully informed of the process they are participating in, explaining that they are going to reinforce and practice their story-telling skills.

The next ethical consideration involves the relationship between the researcher and the students. This may be an issue because there are times where the participants and researchers may share information in order to build a relationship,

Qualitative studies can often result in an intimate relationship between researchers and participants, with the former trying to establish rapport and empathy to gain access to the participants' lives and stories...and there is the concrete dilemma about how to *end* a research project without leaving the participants feeling that they were merely used (Dörnyei, 2007, p. 65).

Throughout this investigation the researcher and the participants will get to know each other, yet all communication is meant to be open since it is meant to build trust between the researcher and the participants. Regarding the issue on how to end the investigation without making them feel as if they were used, the participants are going to be asked constantly if they have liked participating in this process. Additionally, when finishing the investigation, the researcher is going to thank the participants for being part of it and will also leave the door open for any future conversations they may want to have.

The final consideration to be accounted for is about data ownership. This is an issue considering that it deals with the person or people who own the data and how it may be distributed, released, or even edited. (Dörnyei, 2007). Since this investigation involves having the students record themselves, recording the sessions, and interviews this consideration is quite an important one. The researcher will be the only owner of this investigation and no recordings will be shared nor edited. This will be to maintain the data as natural and anonymous as possible to protect the identities of the students since they are minors.

Methodology

The methodology that will be carried out for the purposes of this research will be only online, therefore, all the investigation will be carried out using Zoom. This will also be done to account for the distance there is between the researcher and the sample. The sample used to carry out this investigation will be selected by using convenience sampling. As a whole, convenience sampling is when “members of the target population are selected for the purpose of the study if they meet certain practical criteria” (Dornyei, p. 98-99, 2007). The purpose of using convenience sampling is because this investigation is meant to benefit the students from a very specific context, this being young public school students. The students chosen to partake in this study are five fifth graders part of the ELD program at Adelante Dual Language Academy in San José, California, United States. By being part of the ELD program these students are learning English as a second language up to the point where they have a basic to intermediate level of English, according to their ELPAC scores.

Since this investigation is a mixed methods one, the methodology will have to be explained according to its nature. The mixed methods of this investigation will be so as to measure the students’ improvement involving the process they are participating in. The qualitative aspect will be used to give evidence as to how the students improved and performed. The quantitative part is to gauge and measure the students’ improvement in terms of their extension, vocabulary, and grammatical accuracy.

Overall, this investigation took place for over a month to fulfill all the necessary steps. In order to carry out this investigation, it was necessary to observe the sample, the reason behind this observation period was because the students used for this investigation were from another teacher. This meant that the researcher had to observe the students so as

to assess their initial performance. This investigation took place for sixteen twenty-to-thirty minute sessions so as to improve the students' oral production using written corrective feedback. The first step of this investigation was to observe these younger learners to gauge their knowledge regarding vocabulary, grammatical accuracy, and extension. Their vocabulary was analyzed regarding the variety of it and if they were able to use vocabulary appropriate for their grade, meaning if they are capable of using the vocabulary involved in fifth grade. Grammatical accuracy considered if the students were able to make themselves understood by their teacher and their peers and if their statements were formulated correctly. The topic of extension was assessed by observing if the students were capable of using subordinating conjunctions to expand their speech. This observation period took place for two sessions of twenty minutes to have all the necessary information about the students' performance. Along this, this observation period was also used to look at the students in terms of their participation, taking into consideration which students participate more than others. The students' participation was analyzed based on how much they participated and if it was prompted by the teacher. The matrix used to observe the students has been included in the annex. This information was obtained by recording the sessions and then completing the matrix.

Once the observation period finished, the next step was to implement a pre-test. This pre-test was done to assess the students' initial performance involving their grammar, vocabulary, and extension. To carry it out, the students had to create a story about anything they wished. However, to aid them, the students were given a set of images as visual stimuli, along with instructions. The students could use as much or as little stimulus as they wished, making it clear they could use the images for reference but that they did not have to

use them if they did not want to, giving them enough freedom to let their creativity flow but also giving them a safety net if they could not find any inspiration. The students would have five minutes to create their stories and after that the students recorded their stories on Flipgrid. The story the students created was assessed using a modified version of the A2 Flyers Speaking Assessment criteria for both Grammar and Vocabulary whereas for Extension, the number of subordinating conjunctions they used correctly was counted. Duration was only used to express how long the story was in terms of time.

Once the pre-test was completed, the next part of the investigation involved Anne Burns' cycle for teaching speaking so as to improve their oral performance. The first step of the cycle implemented to help these younger learners improve in terms of their oral production was to focus their motivation on speaking and participating. This was done by showing the students a video that includes an excerpt of the Wizard of Oz called "The Strange Land," by using this excerpt, the students were meant to get a first glimpse of the use of subordinating conjunctions while creating the motivational conditions for the remainder of the sessions, as had been stated by Dörnyei and Ushioda (2011). These motivational conditions were created using the material designed for these sessions. This material had been designed so that the students could be engaged from the beginning. Once the students finished watching the video, they were told they will learn about subordinating conjunctions and how to make their sentences longer. In order to teach the students about academic vocabulary, all of the terms used were academic ones and there was a discussion involving the images to make sure they had the necessary vocabulary to create their stories. Once the students were explained what they will be taught they were asked if they knew what a subordinating conjunction is to check for previous knowledge. After the students

had answered they reviewed the differences between independent and dependent clauses to give them enough background information to continue.

The next session involved implementing the next step in Anne Burns' cycle, which is about providing input for the students. This was carried out using a PowerPoint presentation to explain to the students dependent and independent clauses and how to identify them. Then, the students practiced how to identify independent and dependent clauses. Once the students had identified them, they were shown how these sentences had been expanded using subordinating conjunction. In this part, the teacher was also meant to generate student motivation, this was done by maintaining the students engaged with the content and language learning process. As the students were shown what subordinating conjunctions are, they were also shown the necessary vocabulary to incorporate them into their speech as well as examples made with each of them. Through this step, the students were also shown how they could use these subordinating constructions. As the students were being shown the constructions, they were also asked if they understood what they were being taught so as to check for comprehension.

After the students had been shown the content, taught the content, and obtained sufficient input to develop their own sentences, they had to create their own sentences based on the input they were provided and also create their own sentences using subordinating conjunctions. This stage was so as to assure the students are capable of using subordinating conjunctions to expand and develop their sentences. This point was also meant to help them improve on their participation and their oral production since it would help as a first instance to get them to improve on their extension, grammatical accuracy, and vocabulary. It would also help them improve their participation since all students

would have the opportunity to participate and create their own sentences using subordinating conjunctions. During this session, the students would also learn about the importance of subordinating conjunctions in storytelling, showing them a story that did not have any subordinating conjunctions.

After this, the students continued practicing how to combine sentences using subordinating conjunctions. This was to continue the scaffolding process that allowed them to construct stories. The final part of this session was to read a story that included subordinating conjunctions and have the students identify them to make sure they knew the vocabulary for subordinating conjunctions.

The next session involved step three of Anne Burns' cycle, meaning the students had to repeat their speaking task. For this, the students were shown a collection of images from Teachers Pay Teachers and then discussed with the researcher. The purpose of discussing the images with the students was to help them become inspired to create their own story and to prepare any vocabulary that may prove significant and useful for them. Once all the pictures had been discussed, the students were told to go to their Google classroom where they would find the pictures once again. This time the students were told they could use one or more pictures to create a story in their mind, they may plan the story, take notes, but not write the story completely. Next, the students went on Flipgrid and recorded their story.

In the next session, the students partook in step four of Anne Burns' cycle, providing the students with feedback. The researcher met with the students individually to talk to them about their performance. When giving feedback, the researcher first mentioned

the positive aspects to maintain motivation and then the negative ones. The negative feedback was handled in a way that did not undermine student confidence and maintained them motivated and willing to continue in the process. Furthermore, while giving the students' feedback they were shown the mistake they made and asked how they could correct it, if they corrected it, it would be considered indirect corrective feedback. In the instance where the student could not provide a correct alternative, then the researcher would provide one, cataloging it as direct corrective feedback.

The session after this involved a brief pause in Anne Burns' cycle, this was because in this session there was a series of semi-structured interviews to assess the students' perceptions regarding the process they were participating in. The purpose of making it semi-structured was because of its nature, allowing the researcher to ask additional questions based on the students' answers (Dörnyei, 2007). This gave the researcher a script of questions to ask and topics to broach while also giving sufficient freedom to delve into other topics.

The following session resumed Anne Burns' cycle for speaking, this time with step five, repeating the speaking task. In this instance the students and the researcher discussed a new set of images, as it was mentioned before, this discussion served the purposes of giving the students ideas about their stories as well as vocabulary they may implement. The rest of the process was very similar to the previous speaking instances, where the students had to go to their Google classroom, find the same images, and create a story based on what they saw. This story was also recorded on Flipgrid and evaluated using a modified version of the A2 flyers speaking rubric for Grammar and Vocabulary while for Extension considering the number of subordinating conjunctions used correctly.

The next session was also part of Anne Burns' cycle. In this session, the teacher permitted the students to communicate and talk among themselves most of the time. This was done with the purpose of having the students repeat their stories to their peers and gain confidence in their own abilities when they saw all their stories were very similar to one another.

After this, the next session focused on sessions six and seven of Anne Burns' cycle. This part entailed having the student meet the researcher to talk about their performance during the second speaking instance, first mentioning the positive aspects and then the negative ones to promote motivation and then the negative ones. The purpose of uttering feedback in this order to the students was so they did not lose motivation. Here the students were also asked about how they felt about their performance and their classmates' stories they heard the other day, eventually building confidence in them and having them improve based on what they heard from their peers. Eventually from this they receive feedback and reflect on their own performance in the speaking exercises.

Once Anne Burns' cycle had been completed, the students took part in a post-test where they had to create a new story. For this story they were shown a new set of images and they were discussed once again to activate their imagination as well as vocabulary they could use. After the pictures had been talked about, the students accessed their Google classroom where they would find the same images as well as the instructions for the story they had to create. Once they had planned their story, they had to go on Flipgrid to record it. This story was also evaluated using a modified version of the A2 Flyers speaking portion for Grammar and Vocabulary and the subordinating conjunctions they use correctly were used to assess Extension. Duration was only considered to state the time each story lasted.

Due to being absent, Student 3 was not able to participate in this instance therefore their results were compared with those obtained during the Delayed Post-Test.

The next day after the students had made their stories, they met individually with the researcher to have their final interview. This interview was so the researcher could gather the students' final perceptions about the research process they participated in.

Eighteen days after the interview, the students had their Delayed Post-Test. In this test the students met with the researcher, discussed the final set of images, and then went to Google classroom where they would find these images once again. After planning their final story, the students recorded it on Flipgrid where it was assessed using the same criteria as with the other instances.

Before stating the procedure that was used to analyze the data, it must first be stated how the data was collected. The quantitative data collected for the purposes of this investigation stemmed from the results obtained from the students in terms of Extension, Grammar, and Vocabulary in their storytelling during the Pre-Test, Speaking Instances one and 2, Post-Test, and Delayed Post-Test. In terms of qualitative data, the data collected was from the two sessions where the students were observed, the two semi-structured interviews that were conducted, and the stories created by the students. The observation period was included to describe the original production of the students regarding participation, grammar, vocabulary, and extension. The purpose of these interviews was so that the researcher was well-aware of the students' perceptions as they participated in the investigation. These interviews measured the students' responses to the treatment in regard to their opinions as well as investigating how they were responding to the feedback that

they were being given by the teacher. The stories were used to show how the students had changed in Vocabulary, Grammar, and Extension.

A quantitative test realized using this data was to calculate the average of the scores. This was also used to see if there was an improvement in the overall performance of the group involving their vocabulary, extension, as well as grammatical accuracy. The averages of each category were given after the Pre-Test, First Speaking Instance, Second Speaking Instance, Post-Test, and Delayed Post-Test to see how their performance changed over time. The qualitative data was analyzed using a thematic analysis, the purpose of it was to show how the students improved their storytelling skills according to Extension, Grammar, and Vocabulary. There was also a descriptive analysis of the students' participation and how this one improved as the investigation continued.

Action Plan

Session Number	Session Objectives	Session Plan	Session Date
1	Observation	<ul style="list-style-type: none"> ● Observe the sessions of the students. ● Observe the students' individual performance in terms of: <ul style="list-style-type: none"> ○ Grammar. ○ Vocabulary. ○ Discourse Extension. ○ Participation. 	November 29th, 2021

		<ul style="list-style-type: none"> ● Evaluate the aforementioned criteria using the table included in the annex. 	
2	Observation	<ul style="list-style-type: none"> ● Observe the sessions of the students. ● Observe the students' individual performance in terms of: <ul style="list-style-type: none"> ○ Grammar. ○ Vocabulary. ○ Discourse Extension. ○ Participation ● Evaluate the aforementioned criteria using the table included in the annex. 	November 30th, 2021
3	Pre-test	<ul style="list-style-type: none"> ● Have students create a story using visual stimuli. <ul style="list-style-type: none"> ○ Show the students some images (obtained from Teachers Pay Teachers) and talk with them about what they see. ○ Instructions: <ul style="list-style-type: none"> ■ Tell the students to go to their Google classroom and that in the classwork section they will see some pictures. 	December 1st, 2021

		<ul style="list-style-type: none">■ Choose one or more to create a story in your mind.■ They may take notes, but they may not write the whole story.■ They will have five minutes to create their story and when they are done, they have to record their story on Flipgrid.■ Once they are done recording, return to Zoom.■ They need to show a thumbs up if they understand.■ Show them the instructions on the whiteboard on Zoom.○ Tell them that they can use as much or as little of the visual stimuli as they wish but that it is there if they need it.○ Visual stimuli has been included in the annex.● Have the students record their stories using Flipgrid.● Evaluate the story using a modified version of the A2 Flyers speaking assessment criteria.	
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		<ul style="list-style-type: none"> ○ Assessment criteria is included in the annex. 	
4	<p>Anne Burns</p> <p>Cycle: Step 1:</p> <p>Motivation</p>	<ul style="list-style-type: none"> ● Tell them I watched their videos and that I really liked them, that they were great. ● Explain that today and in the following sessions they will be learning about what we call, “Subordinating Conjunctions” ● Show them a video of an excerpt from the Wizard of Oz “The Strange Land” <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=K6qWAv84MAs ● Check previous knowledge: Ask them if they know what a subordinating conjunction is. ● Review the difference between dependent and independent clauses. ● Summarize what we did during the session. 	<p>December 2nd,</p> <p>2021</p>
5	<p>Anne Burns</p> <p>Cycle: Step 2:</p> <p>Input</p>	<ul style="list-style-type: none"> ● Present content, powerpoint presentation, on subordinating conjunctions. ● Review dependent and independent clauses and practice identifying them. ● Show them the vocabulary, included in the powerpoint presentation, of subordinating 	<p>December 3rd,</p> <p>2021</p>

		<p>conjunctions.</p> <ul style="list-style-type: none"> ● Explain their use in context. <ul style="list-style-type: none"> ○ Some examples to give: <ul style="list-style-type: none"> ■ Show them the examples present in the powerpoint presentation, the ones that joined the dependent and independent clauses ● Summarize what we did during the session. 	
6	<p>Anne Burns</p> <p>Cycle: Step 2:</p> <p>Input</p>	<ul style="list-style-type: none"> ● Summarize dependent and independent clauses are. ● Explain what subordinating conjunctions are. <ul style="list-style-type: none"> ○ Explain the importance of using subordinating conjunctions in storytelling. <ul style="list-style-type: none"> ■ Show them a story that does not use subordinating conjunction ● Show them the vocabulary of subordinating conjunctions. <ul style="list-style-type: none"> ○ Create examples with the vocabulary. ● Have students create their own sentences 	<p>December 6th,</p> <p>2021</p>

		<p>using subordinating conjunctions.</p> <ul style="list-style-type: none"> ○ To start using them orally. ○ Also monitors the students' comprehension of the structure. 	
7	<p>Anne Burns</p> <p>Cycle: Step 3:</p> <p>Conduct Speaking Task</p>	<ul style="list-style-type: none"> ● Summarize the last session. ● Continue practicing how to use subordinating conjunctions. <ul style="list-style-type: none"> ○ Have them combine given sentences using subordinating conjunctions. ○ Have them create their own sentences using subordinating conjunctions. ● Read the story included in the PowerPoint presentation. <ul style="list-style-type: none"> ○ Identify the subordinating conjunctions being used. ● Summarize what we did during the session. 	<p>December 7th,</p> <p>2021</p>
8	<p>Anne Burns</p> <p>Cycle: Step 3:</p> <p>Conduct Speaking Task</p>	<ul style="list-style-type: none"> ● Show the students the images involved in the speaking task. <ul style="list-style-type: none"> ○ Discuss with the students what they see. ● Have the students create their stories. <ul style="list-style-type: none"> ○ Instructions: 	<p>December 8th,</p> <p>2021</p>

		<ul style="list-style-type: none"> ■ Tell the students to go to their Google classroom and that in the classwork section they will see some pictures. ■ Choose one or more to create a story in your mind. ■ They may take notes, but they may not write the whole story. ■ They will have five minutes to create their story and when they are done, they have to record their story on Flipgrid. ■ Once they are done recording, return to Zoom. ■ They need to show a thumbs up if they understand. ○ Evaluate the story using the written feedback rubric and the A2 Flyers Speaking Assessment criteria, both included in the annex. ● Summarize what we did during the session. 	
9	Anne Burns'	<ul style="list-style-type: none"> ● Tell students I heard their stories and loved 	December 9th,

	<p>Cycle: Step 4:</p> <p>Provide Feedback (Written)</p>	<p>them.</p> <ul style="list-style-type: none"> ● Meet individually with the students to provide individual feedback based on their performance. <ul style="list-style-type: none"> ○ Tell them first what they did well. <ul style="list-style-type: none"> ■ Point out the things that they did correctly so as to maintain their motivation. ○ Tell them then what aspects they could improve on. ● Give them indirect corrective feedback and ask them how they would correct it. <ul style="list-style-type: none"> ■ If they do not provide a plausible answer, give them a correct alternative, changing that feedback to direct corrective feedback. ○ Look at the table on the appendix to see how these errors will be written down. ● Summarize what we did during the session. 	2021
10	Semi-structured	<ul style="list-style-type: none"> ● Interview the students individually. 	December 10th,

	interview to see how the students feel about the previous speaking task.	<ul style="list-style-type: none"> ● Interview questions to ask: <ul style="list-style-type: none"> ○ Hello, how are you? ○ What did you learn from the activity? <ul style="list-style-type: none"> ■ Possible follow-up: What was your favorite part? ○ What did you think of the activity, of creating a story? Did you like it? <ul style="list-style-type: none"> ■ If not: What do you want to be different? ○ Do you think it helped you? <ul style="list-style-type: none"> ■ Possible follow-up: Do you think it helped your classmates? ○ What was your favorite story? Why did you like it? ○ What did you think of the feedback you got? <ul style="list-style-type: none"> ■ Do you think it was helpful? ● Summarize what we did during the session. 	2021
11	Anne Burns' Cycle: Step 5: Repeat	<ul style="list-style-type: none"> ● Have the students think and give ideas on how to improve their stories. <ul style="list-style-type: none"> ○ Write down their answers. 	December 13th, 2021

	Speaking Task	<ul style="list-style-type: none">● Show the students the images involved in the speaking task.<ul style="list-style-type: none">○ Discuss with the students what they see.● Have the students create a new story.<ul style="list-style-type: none">○ Give them new images for visual stimuli.<ul style="list-style-type: none">■ They are not compelled to use the visual stimuli, they can use as much or as little as they need, but it is there if they need it.■ These images have been included in the annex.○ Instructions:<ul style="list-style-type: none">■ Tell the students to go to their Google classroom and that in the classwork section they will see some pictures.■ Choose one or more to create a story in your mind.■ They may take notes, but they may not write the whole story.	
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		<ul style="list-style-type: none"> ■ They will have five minutes to create their story and when they are done, they have to record their story on Flipgrid. ■ Once they are done recording, return to Zoom. ■ They need to show a thumbs up if they understand. ○ Evaluate the story using the written feedback rubric and the A2 Flyers Speaking Assessment criteria, both included in the annex. ● Summarize what we did during the session. 	
12	Anne Burns' Cycle: Step 5: Repeat Speaking Task	<ul style="list-style-type: none"> ● Have the students narrate their stories to the group. ● Summarize what we did during the session. 	December 14th, 2021
13	Anne Burns' Cycle: Steps 6 and 7: Reflection and Facilitate	<ul style="list-style-type: none"> ● Provide the students with individual feedback based on their performance. <ul style="list-style-type: none"> ○ Tell them first what they did well. <ul style="list-style-type: none"> ■ Point out the things that they did correctly so as to maintain 	December 15th, 2021

	<p>Feedback on Learning (Written).</p>	<p>their motivation.</p> <ul style="list-style-type: none"> ○ Tell them then what aspects they could improve on. ● When giving the students Written Feedback: <ul style="list-style-type: none"> ○ Give them indirect corrective feedback and ask them how they would correct it. <ul style="list-style-type: none"> ■ If they do not provide a plausible answer, give them a correct alternative, changing that feedback to direct corrective feedback. ○ Look at the table on the appendix to see how these errors will be written down. ● Ask the students if they felt they improved in their story-telling. <ul style="list-style-type: none"> ○ What aspects they think they improved on. ● Ask them what they learned and what they liked from their classmates' stories. ● Summarize what we did during the session. 	
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14	Post-test	<ul style="list-style-type: none">● Show the students the images involved in the speaking task.<ul style="list-style-type: none">○ Discuss with the students what they see.● Have students create a story using visual stimuli.<ul style="list-style-type: none">○ Instructions:<ul style="list-style-type: none">■ Tell the students to go to their Google classroom and that in the classwork section they will see some pictures.■ Choose one or more to create a story in your mind.■ They may take notes, but they may not write the whole story.■ They will have five minutes to create their story and when they are done, they have to record their story on Flipgrid.■ Once they are done recording, return to Zoom.■ They need to show a thumbs up if they understand.	December 16th, 2021
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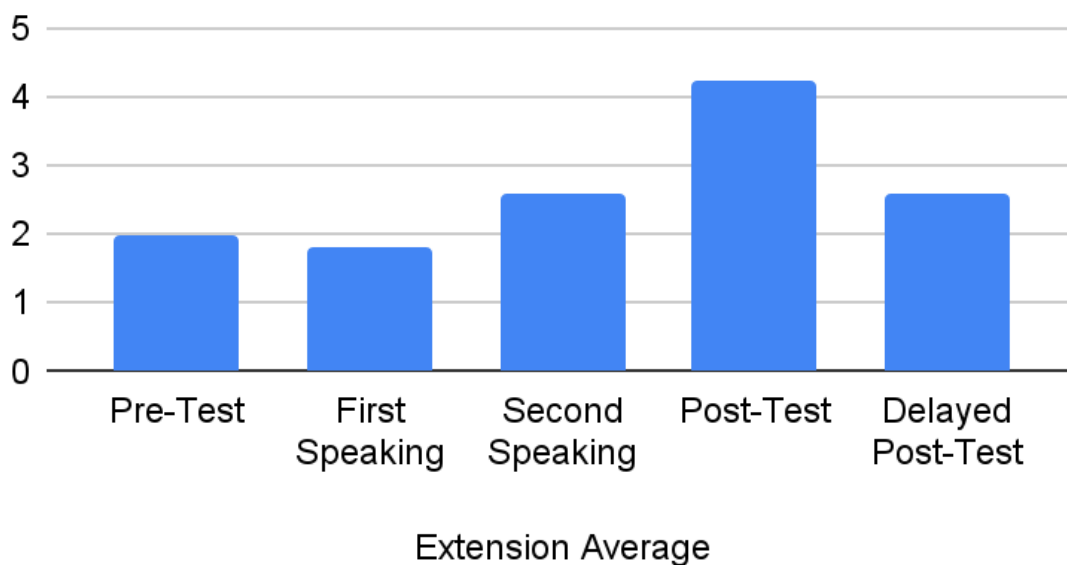
		<ul style="list-style-type: none"> ○ Tell them that it is not compulsory to use it but that it is there for reference. ○ Visual stimuli has been included in the annex. ● Have the students record their stories using Flipgrid. ● Evaluate the story using a modified version of the A2 Flyers speaking assessment criteria. <ul style="list-style-type: none"> ○ Assessment criteria is included in the annex. ● Summarize what we did during the session. 	
15	Semi-structured interview to see how the students felt about the process they participated in.	<ul style="list-style-type: none"> ● Interview the students individually. ● Interview questions to ask: <ul style="list-style-type: none"> ○ Hello, how are you? ○ What did you learn from the activity? <ul style="list-style-type: none"> ■ Possible follow-up: What was your favorite part? ○ What did you think of the activity? Did you like it? <ul style="list-style-type: none"> ■ If not: What do you want to be different? ○ Do you think it helped you? 	December 17th, 2021

		<ul style="list-style-type: none"> ■ Possible follow-up: Do you think it helped your classmates? ○ Do you think you improved your story-telling from the last story you said? ○ If you were to change anything about your story, what would you change? ○ What was your favorite story? Why did you like it? ○ What did you think of the feedback you got? ○ Did your classmates give you feedback? What did you think of it? ● Summarize what we did during the session. 	
16	Delayed post-test	<ul style="list-style-type: none"> ● Show the students the images involved in the speaking task. <ul style="list-style-type: none"> ○ Discuss with the students what they see. ● Have students create a story using visual stimuli. <ul style="list-style-type: none"> ○ Tell them that they can use as much or as little of the visual stimuli as they 	January 4th, 2022

		<p>wish but that it is there if they need it.</p> <ul style="list-style-type: none">○ Visual stimuli has been included in the annex.● Have the students record their stories using Flipgrid.● Evaluate the story using a modified version of the A2 Flyers speaking assessment criteria.<ul style="list-style-type: none">○ Assessment criteria is included in the annex.● Summarize what we did during the session and during the entire cycle.	
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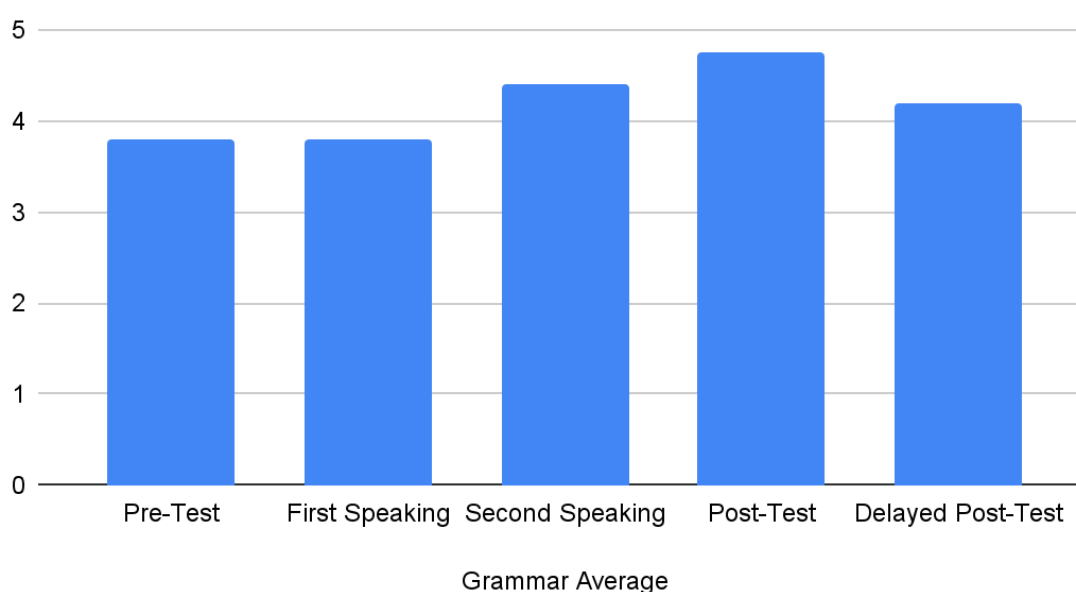
Results

Based on the results there is a clear improvement involving the students' Extension. At the beginning of the investigation, meaning in the Pre-Test, there was an average of two subordinating conjunctions per student, nonetheless it must bear mentioning that this number stems from the fact that Student 1 used five subordinating conjunctions while Student 3 used two, therefore increasing the average for the entire group. Once the Post-Test was finished, the students improved greatly in their Extension category, students that before were unable to use subordinating conjunctions in their stories used five or even three subordinating conjunctions, the average use of subordinating conjunctions during this test being 4.25. This is something that was seen greatly in Students 2, 4, and 5. This eventually shows an improvement in their discourse competence. However, there was a slight decrease in this regard, having a 2.6 average, during the Delayed Post-Test as in this test some of the students decreased their number of conjunctions used. This is something that can be seen in Students 2 and 5.



Graph 1: Average Scores in the Extension category.

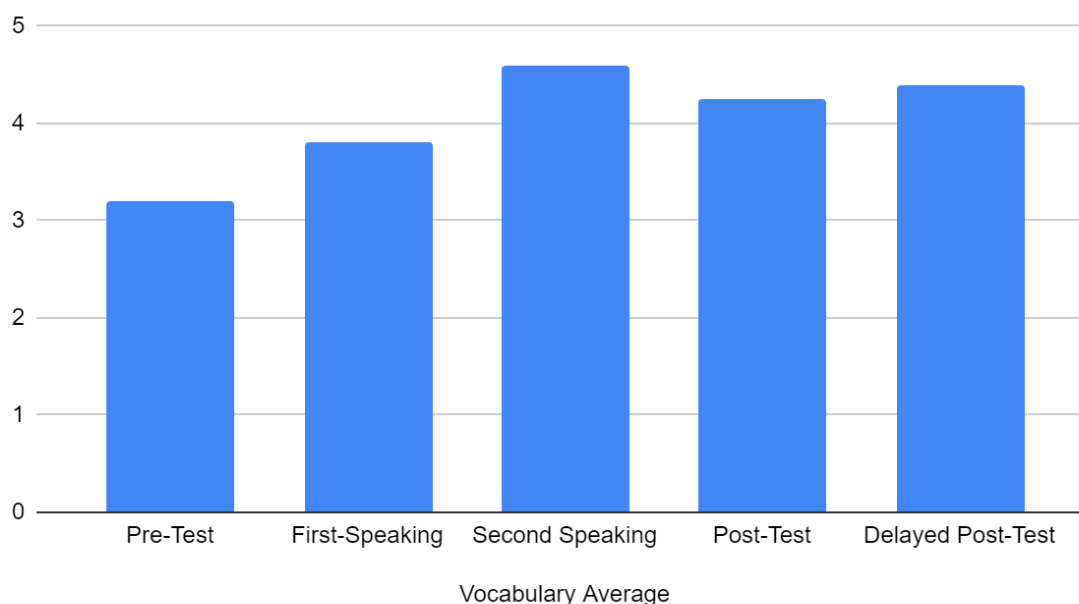
The next category, Grammar, also showed a slight improvement as the research continued. At the beginning of the investigation, the students obtained an average score of 3.8. This meant that most students used grammatical structures accurately yet there was little variety of verb tenses. This appeared to increase slightly for the Post-Test as most students obtained between fours and fives, averaging to 4.75, showing then an increase in this category. For the Delayed Post-Test there was a slight decrease in the scores as the lowest one was a three, nevertheless having an average score of 4.2, higher than the Pre-Test.



Graph 2: Average Scores in Grammar Category.

The category of Vocabulary also showed improvement, albeit a slighter one than that of Extension. During the Pre-Test, the students managed to obtain an average score of 3.2. Nonetheless by the time the Post-Test was finished, the average score managed to

increase to 4.25. After the Delayed Post-Test, the average score for the category of Vocabulary was 4.4. Overall this category managed to increase overtime and did not decrease by the time of the Delayed Post-Test, as it happened with the Categories of Grammar and Extension. Furthermore, considering the increase in this category as well as in Grammar it can be said the students' linguistic competence has also improved.



Graph 3: Average Scores in the Vocabulary Category.

Analysis

The results obtained in this investigation were analyzed through the use of different instruments. As a means to evaluate the performance of the students regarding the stories they created throughout the process. This rubric was designed to evaluate three different criteria, these being: Vocabulary, Grammar, and Extension, each of them being scored on a scale from one to five. The category of grammar involved both accuracy as well as variety in the students' stories. Extension dealt with usage of subordinating conjunctions, mostly the number of them used, therefore this category did not account for variety but instead for the quantity. Finally, vocabulary was interpreted to be the word choices made by students if they chose vocabulary below or at their level, also accounting for repetition. In addition to this rubric, there was also a thematic analysis of the responses being given by the students. This thematic analysis was used for analyzing the stories as well as the students' participation through the cycle.

The students were part of five different speaking instances. The first one was that of a Pre-Test which was used to measure the students' initial control of Grammar, Extension, and Vocabulary in their storytelling. Once the students carried out the Pre-Test, the next step was having a First Speaking instance. This was done once the students were taught about subordinating conjunctions, both in terms of vocabulary and in use. The First Speaking Instance was used to measure their comprehension of subordinating conjunctions, grammar, and vocabulary at that point in the investigation. Once the students carried out the First Speaking Instance, they were given feedback based on their performance, this feedback was meant to help the students prepare for their Second Speaking Instance. During the Second Speaking Instance, the students had to create another story and take into

account the feedback that was given to them in order to improve their storytelling. Once the students were given feedback for this Second Speaking Instance, they were meant to create a new story as a means of a Post-Test. This Post-Test was used to demonstrate the change in the students' storytelling in accordance with their Grammar, Vocabulary, and Extension. Two weeks after the Post-Test was done, the students carried out a Delayed Post-Test so as to show their control of Grammar, Vocabulary, and Extension in their storytelling once time had passed. This was also meant to observe if the treatment administered to the students was still effective in the long term.

Participation Observation

On the first day of observation, it could be seen that these students were willing to participate when prompted by the teacher, nevertheless, the answers provided by these students were relatively short. The students were willing to read aloud, unprompted, along with their teacher. Overall, the students' participation was described in terms of their Vocabulary, Grammar, Discourse Extension, and Participation; this matrix has been included in the annex.

As the investigation carried on, the students continued participating mostly when prompted. This happened mostly when the students had to participate and communicate orally. Even though the students' oral communication still happened mostly when they were asked by the teacher, they became more willing to participate more than once. In fact, during the first sessions of the investigation the students had to combine two sentences using subordinating conjunctions and even had to create sentences of their own using subordinating conjunctions. During these parts, the students created more than one sentence

each and they were constantly creating new sentences. Also, considering the students' level of English was similar to one another and because they are all in the same class, they felt confident enough to participate without feeling inferior or superior to their classmates, all of them were considered to be peers.

While there was an increase in the students' oral participation, there was also a great increase in written participation. Since all this investigation occurred through Zoom, they had available a tool that is not present in face-to-face education, the use of the chat box. This tool became widely implemented by the students, they appeared to communicate more through chat than they did through the microphone. Nonetheless, the students also used the chat box to make comments about things unrelated to the class or to school in general.

The instances in which the students' oral and written participation was the highest was when they discussed with the researcher what they saw in the pictures. During these, the students focused greatly on speaking and on expressing themselves, something that they also did greatly in writing. This communication was great for the students since it helped them gain useful vocabulary to express themselves and also to create their stories. In addition to this, these instances of interaction also made students connect the topics that were in the images with real life.

Another factor that needs to be considered in the students' participation is that while many of them remained quiet as their classmates participated, they still participated. This is since even when students are not actively talking or even sending messages through the chat, they were still receptive towards what their classmates said. This was a factor that was greatly seen when the students were sharing their stories with their classmates, all of them

paid attention to what the rest had to say and by the end of the intervention they had feedback about their classmates' stories. Most of this feedback was about what they thought of the story, but the input also helped the students gain ideas for their stories.

Student 1

Overall, Student 1 gave very short answers when asked a question yet never participated voluntarily. When talking about Discourse Extension, this student did not use subordinating conjunctions, similarly to their peers. Regarding this student's use of vocabulary, this student was able to use general vocabulary to talk about many subjects in detail. In terms of grammar, they did not make mistakes at all and there was nothing that could impede communication with the teacher or their peers.

During the second day this student was absent, thus making it impossible to describe them in terms of Vocabulary, Grammar, Discourse Extension and Participation.

Student 2

When talking about Student 2, this student did not use subordinating conjunctions as a means to extend their speech, similar to other students. Regarding this student's participation, this student participated only when prompted and as such did not do so voluntarily. In terms of Vocabulary, this student was able to use general vocabulary to speak about many subjects in detail. Similarly to Student 1, this student did not make any grammatical mistakes in their response.

Student 3

During the two days of observation, this student did not use a subordinating conjunction to extend their speech. This student, when explaining their Participation, only

participated when prompted, yet takes initiative and asks questions without being prompted. In the category of Grammar, this student did not make any grammatical mistakes that could have impeded communication. In the final category, Vocabulary, this student used common, or general, vocabulary to talk about everyday life and many other subjects in detail.

Student 4

The next student, Student 4, also answered when prompted, like their peers, yet they were the most willing to participate and interact during the second day of observation. The next category, Discourse Extension, was similar to their classmates in the first day where Student 4 did not use any subordinating conjunctions. This improved during the second day since this student used the subordinating conjunction “because” to justify their reasoning. In the exact same fashion as their peers, Student 4 did not make any major grammatical mistakes that impede communication. The final category, Vocabulary, was the same as their peers, in which they used general vocabulary to talk about many subjects in detail.

Student 5

Student 5, in terms of observation, was very alike to their classmates. Their participation took place only when prompted by their teacher. Regarding Discourse Extension, this student did not use any subordinating conjunctions during either observation day. The next category, Grammar, was just like their peers in which this student did not make any grammatical errors that impede communication. The final one, Vocabulary, was exactly the same as their peers since this student also made use of general vocabulary to talk about many subjects.

Motivation

The first step in this investigation was to generate student motivation. Once the students had sufficient motivation, then they would be willing to participate and remain focused during the rest of the sessions. Furthermore, generating student motivation would also increase their participation and increase the amount they would learn. To create motivation in these students, the first session involved showing them a story, an excerpt from the Wizard of Oz. While it was a useful introductory activity, it did not grab the students' attention as much as it could have. This can be seen due to the fact that none of the students made references to this video during their interviews, focusing instead their answers to the other activities during the cycle.

When talking about these students' motivation, it can be said that they constantly felt motivated by the sessions and as such their participation and knowledge increased as well. Due to the way in which the lesson was planned, the students found it in themselves to participate orally more. This even caused an increase in the students' participation when they were not speaking seeing as they were focused gaining input from what their teacher and peers had to offer. One aspect of the lessons that caused for the students' participation to increase was the implementation of activities they had not seen before, such as creating stories out loud. The students were used to create stories on paper or even through drawings, but they had not practiced oral storytelling nor the use of subordinating conjunctions in their speech.

Another innovative aspect of this lesson that allowed for the students to remain motivated was when they had to identify independent and dependent clauses and how to combine them, as it was mentioned by Student 1 when they were asked what they liked

from everything that we had done, “I liked how you made us think which one was the part that could stand by itself and which one couldn’t.” This can be used to show how the students felt motivated by something that was completely new to them and it was also interesting to them how it allowed them to remain engaged with the lesson. Furthermore, this motivation eventually allowed them to gain new insights and knowledge in grammar and in the use of subordinating conjunctions. This in particular can also be seen reflected in the other students’ performance. Since the students had not done something similar to that before, they were really motivated and as such they participated constantly during this activity.

Another aspect of this research that helped maintain the students’ motivation were the stories. Throughout the interviews the students expressed how much they enjoyed making the stories because they considered them funny. Enjoying making stories because they found them funny is something that was particularly applicable to Student 5, notwithstanding, all the students stated during their interview sessions how they felt that making stories helped them and their classmates as well. When the students were asked during the second interview if they thought that making stories helped them and their classmates, all of them replied “yes.”

Also pertaining to the stories, the students also showed interest when they were discussing the pictures with the researcher. During this part of the investigation, the students were really motivated as shown by how willing they were to participate and describe the pictures they were seeing. This is particularly true to the images they saw during the Pre-Test as they made many comments about it and even connected them to their daily lives. The other pictures also generated great amounts of discussion and knowledge

acquisition, seeing as some of the topics mentioned during these stories, found themselves into the students' stories.

Overall, it can be said that the increase in the students' motivation as well as the fact that it was maintained throughout the investigation process helped increase the students' participation as seen by the fact that they remained focused throughout the process and also participated more, whether it was oral or written. This increase in their participation is also reflected on the scores they obtained for every test as well as speaking task as each score increased as the research carried on.

Pre-Test

Student 1

Regarding the Pre-Test, it can be stated that Student 1 showed the most impressive results in the two minutes and thirteen seconds that this story lasted. In terms of extension, this student used a total of five subordinating conjunctions. However, it must be stated that these subordinating conjunctions only provide additional information based on time since this student used "until" three times, "when" once, and "after" one time as well. This can also show that Student 1 has shown some control in terms of discourse competence as they can use subordinating conjunctions to expand their speech. While the use of subordinating conjunctions appears to be good, there is no sufficient variety regarding their use, for example, there are no subordinating conjunctions to show contrast. However, due to the usage of five subordinating conjunctions, this student was awarded a score of a five in this category.

In accordance with Student's 1 use of Grammar during the Pre-Test, this category also obtained a score of five since the student's story involved structures that used both the present and the past in an appropriate manner, thus showing both accuracy and variety. This student also showed good control of the use of modal verbs such as when stating "he would play for hours with Zack at soccer and then he would play before dinner with Drake" or when the student says "you could watch Frog and Frog with me and Drake." By using both a modal verb and the past tense, Student 1 shows control over these components.

In terms of Vocabulary, this student presented a score of three points since all the vocabulary used by the student was appropriate for speaking about daily events the student did not use a range of appropriate vocabulary. The student was repetitive in their speech such as when using "really" to intensify Adjectives such as "funny" and "sick." The only instance in which this is different is at the beginning of the story where the student uses "very" in the expression "George is a very friendly dog."

Student 2

In the Pre-Test, Student 2, whose story lasted one minute and nine seconds, obtained a score of one in terms of Extension. This score was given since the student used only one subordinating conjunction in the entire story, that being "because." Due to the fact that this is the only subordinating conjunction used by the student throughout the entire Pre-Test, the student could not obtain a higher score in this category. Yet, considering that the student has used this subordinating conjunction correctly it can be stated that Student 2 can utilize subordinating conjunctions as a means of exemplification in their discourse competence.

The next category in which this student's story was evaluated was in that of grammar. In this category, the student received a four since while all grammatical structures are used accurately, there is no variety as the entire story is narrated in the past tense, both simple and continuous. Furthermore, in comparison to Student 1 who also used the simple past, Student 2 did not implement the use of modal verbs in the story.

In terms of vocabulary, Student 2 received a score of four points on the Pre-Test. This is due to the fact that the vocabulary used by the student does help them speak about everyday situations, but there is not a wide range of vocabulary being used by the student. This can be seen due to the repetition of "and" in the story as it is used four times, three of them as transitions in the story. Another instance of repetition by this student is seen in the use of "like," which is used twice, showing then that there is not a range of appropriate vocabulary. Beyond these instances, there are no other notorious instances of repetition.

Student 3

The story produced by this student was relatively short, lasting only thirty-three seconds, yet during that amount of time this student presented no instances of hesitation. Regarding this student's Extension as well as their discourse competence. Student 3 was awarded a two in this category because this student used two different subordinating conjunctions, those being "until" and "after." Nonetheless, the two subordinating conjunctions used by Student 3 are meant to create a transition in time and as such do not demonstrate completely the student's control in subordinating conjunctions as there are no others to show control in creating contrast or even explanations. It can still be stated that Student 3 can utilize subordinating conjunctions in an appropriate manner when it comes to creating transitions in terms of time.

In accordance with the category of Vocabulary, Student 3 received a score of three points due to the fact that this student repeated the use of “and” six times during the story, never once replacing it for a possible alternative. Another aspect that made the student receive this scoring is the fact that the student used “taked” instead of “took” as the simple past of the verb “take”.

In terms of Grammar, and the student’s control over it, this student received a score of three points. The student was awarded this score since while this student shows control over the past continuous tense, as evidenced by the use of structures such as “once a dog was playing outside and another dog named ‘Bob’ was lying down in bed trying to sleep” there appear to be problems with the use of the simple past, particularly in terms of verb conjugations, which can be seen when Student 3 says “until the other dog outside ‘taked’ the soccer ball.” One possible correction for this would have been to conjugate it in the third person present simple “takes,” yet it would not have been as efficient as using “took.” Furthermore, the student does not show ample variety regarding the use of different verb tenses as there are no other tenses beyond the past tense.

Student 4

Regarding the duration of the story, this student produced a story lasting thirty-one seconds. Student 4 constructed a story that in terms of Extension was given a one. This is so since Student 4 used only one subordinating conjunction during the Pre-Test, that being “until.” Considering that the student managed to use this subordinating conjunction correctly, it can be stated that Student 4 may show some control on the use of subordinating conjunctions involving time as well as showing discourse competence in this regard.

In terms of vocabulary, while Student 4 shows control of vocabulary used in everyday situations, there is not sufficient variation, therefore assigning this category a score of three points. This is due to the fact that in terms of variation, the student used “then” three times as a transition shows that the student has a narrow vocabulary in this regard.

Student 4 was given a three regarding Grammar. The student was given this score since while the student has shown variety in terms of grammatical structures, they are not completely accurate. Student 4 has shown variety regarding grammatical structures since the Pre-Test combines the use of both present and past tenses. While this is beneficial for the student, Student 4 shows some problems using the structures accurately. One of the instances in which this was seen was in the use of the simple past, when the student says “so then, the dog bite Superman...” For this statement to be uttered correctly, the student should have used the past tense of the verb “to bite” which is “bit” another possible solution would have been to change the verb into the third person present simple.

Student 5

Regarding the Pre-Test, Student 5 was given a score of two points in regard to Expansion. This score was given due to the fact that this student used the same subordinating construction twice, that being “because,” which is a subordinating conjunction used for explaining the reason why something was done. Taking into consideration that Student 5 used this subordinating conjunction correctly to expand their discourse, it can be said that Student 5 knows how to use it appropriately. All of this was uttered during the amount of time of twenty seconds, making it the shortest story produced during the Pre-test.

In the category of Vocabulary in the Pre-Test, Student 5 was awarded a score of three points, this is due to the fact that while this student can speak about everyday instances, there is not much variety in terms of vocabulary. In fact, this can be seen by the fact that this student uses the expression “but still” twice as a means to show contrast in the story. Another example of repetition in this story is seen in the expression “loud noise” as it was also used twice during the Pre-Test. The lack of synonyms for these two expressions shows that Student 5 does not have the sufficient vocabulary to speak about daily instances and include a range of vocabulary.

The final category which was used to evaluate the Pre-Test was that of Grammar. In this category, Student 5 received a score of 4 points. This student was given this score considering that the story was formulated in an appropriate manner, therefore showing accuracy over the use of grammatical structures, however, there was no variety since the story was formulated using only past tenses. Another positive aspect regarding the grammatical control of this student is the fact that this student is capable of using modal verbs, which can be seen when Student 5 says, “but he still couldn’t sleep.”

Overall, it can be seen that most students show a beginning control when using subordinating conjunctions, this can be seen due to the fact that all students used at least one subordinating conjunction in their stories. This also shows that students have a beginning control of their discourse competence. Student 1 appears to control their discourse competence the most yet this student also appeared to struggle in terms of the variety of subordinating conjunctions available. The students’ grammar appeared to be average in which most students used present and past tenses correctly, yet Student 3 and Student 4 showed some problems with the simple past since some verbs were not

conjugated appropriately. The students' vocabulary was also average, while all students used the vocabulary appropriately, most students showed repetition of words and expressions when narrating their stories. In terms of duration, the longest story lasted two minutes and nine seconds (Student 1) while the shortest one was twenty seconds (Student 5) yet no student showed major hesitation when narrating their stories.

First Speaking Instance

This first speaking instance took place once the students were explained how to use subordinating conjunctions. In this instance, the students learned about the vocabulary that compose subordinating conjunctions and also practiced how to use them. They were also taught the difference between independent and dependent clauses so that they were able to identify them.

Student 1

For the First Speaking Instance, Student 1 created a story that was fifty-three seconds long. This story turned out to be of a much shorter duration than the story created during the Pre-Test. During this amount of time, the student was able to formulate a story that was able to attain a one in terms of Extension. This is completely different from the result obtained during the Pre-Test, that being a five. The reason as to why this score is due to the fact that this student did not use subordinating conjunctions at all during this part of the investigation. This eventually shows that the student's discourse competence may be affected by the instructions they are given and how receptive they are of them. Nevertheless, it can still be said that Student 1 can create transitions in their stories as shown by their uses of connectors like "so," "later on," and "then."

In the next matter, that of Grammar, Student 1 received a score of four points. The student received this score since this story accounts for variety in grammatical constructions since it uses a combination of past and present tenses. Notwithstanding, this story was deducted a point due to the fact that this student committed a mistake in the use of the verb “catch” since for it to fit in the narrative, it should have been changed for “caught” since the previous segment of the story is also in the past tense.

The final aspect in which this story was evaluated was in that of vocabulary. In this category, Student 1 was given a four due to the fact that there was less repetition than in the previous story. In fact, the word that was repeated the most throughout the story was “and” which was used a total of five times. Out of all these five times, only once could it have been replaced by something else.

As a whole, Student 1 has shown a decrease in regards of duration and in the amount of subordinating conjunctions used within the story as compared to the Pre-Test. Grammar also decreased slightly, not in terms of variety but regarding accuracy since there was a wrong conjugation used in the story. However, there was an improvement in the vocabulary used due to a decrease in repetition.

Student 2

The next student, Student 2, created that was twenty-one seconds in duration, considerably shorter than the previous story. In this story, Student 2 obtained 1 point regarding Extension due to the fact that, in a similar fashion to Student 1, Student 2 did not incorporate any subordinating conjunctions into their story. Due to this, Student 2 had to be given the minimum score possible.

This student was given a score of 4 points in the Grammar category. This score was given because most of the story was unintelligible but from what was understood, everything was used accurately as the story used mostly the past tense. That being said, this story was also deducted a point since there was no variation in verb tenses since the story was narrated completely in the past tense.

The final category was Vocabulary and, in this category, Student 2 was given a score of three points. This score was given as there was repetition in the use of “and” since Student 2 used it three times, most of these uses were so as to connect the story, showing then a lack of vocabulary in connectors.

Student 3

The next student that performed the First Speaking instance was Student 3. This student created a story that was shorter than the one that was created for the Pre-Test since this new story had only a twenty-six second duration. Throughout this story, Student 3 used only one subordinating conjunction and as such this student was awarded a score of only one point in this category. The subordinating conjunction used by this student was “until” which was also used during the Pre-Test. This shows that this student knows how to use subordinating conjunctions appropriately in order to create transitions in time. This also shows good control regarding discourse competence since the student has demonstrated that they can use subordinating conjunctions to develop and connect their stories.

The next aspect that was evaluated was that of Vocabulary, a category in which Student 3 was given a score of three points. Student 3 was given this score because there was repetition, specifically in the use of the word “and” as it was used five times during the

story. One particular aspect about the use of “and” in this story was the fact that it was used mainly as a transition, therefore making it impossible for the student to incorporate any variety into their story.

The final category that was used to evaluate this story was that of Grammar. In the twenty-six seconds that this story lasted, Student 3 could attain a score of three points in this category. One of the aspects as to why this student was given this score is due to the fact that there appears to be less control over grammatical structures. This can be seen in some instances of hesitation at the beginning of the story where this student attempted to incorporate the use of the future tense, but eventually does so unsuccessfully. Beyond this, Student 3 shows accuracy over the use of the past tense throughout the story, both simple and continuous. Nonetheless, this story shows no variety in verb tenses and as such this category was given a score of three points.

Student 4

As compared to their performance during the Pre-Test, Student 4 is the one that showed an outstanding improvement. The first instance that improves was that of duration, the Pre-Test narrated by this student was of thirty-one seconds in duration, but as of the First Speaking Instance, the duration of the narration was of one minute and three seconds.

During this, Student 4’s Extension also improved. Before Student 4 used only one subordinating conjunction but in this step of the intervention, Student 4 used five subordinating conjunctions. The subordinating conjunctions used by this student were: when, although, whenever, where, and until. From what can be seen, Student 4 used three subordinating conjunctions to connect their story in accordance with time, one to talk about

place whereas the remaining subordinating conjunction was used as a means to create contrast. As compared with the previous iteration, now Student 4 has shown an improvement in discourse competence since they can now use subordinate conjunctions to state contrasting ideas in their speech, this can be seen by the use of “although” in the phrase “a man was walking to the store with his brother, although he didn’t have no money.” Along the lines of this, Student 4 continues to show control in the use of subordinating conjunctions to create transitions in time, this can be seen by the use of “when” and “until.” A final and new use of subordinating conjunction was in the use of “where” as it was used in the expression “he didn’t know where he was going.” While Student 4 showed considerable improvement in the use of subordinating conjunctions and as such improved their discourse competence considerably, there was one mistake committed by this student. As they narrated their story, Student 4 said “but he whenever he was blind so he didn’t...” from this statement it can be seen that the use of the subordinating conjunction “whenever” was wrong. This was something that was later corrected by the student when pointing out this error and working with them in a way to correct it, the final correction for this was changing “whenever” for “whatever.” Overall, considering the appropriateness of the use of these subordinating conjunctions as well as the one that was used incorrectly, this category was awarded a score of four points.

Regarding this student’s use of Grammar, this student has been given a score of four points in this category. This score has been awarded on the basis that this student can use verb tenses accurately, something that has been particularly shown by the use of the past tense throughout this story. However, this score was deducted a point since there was no variety in the grammatical tenses used as this story was mostly narrated in the past tense,

both simple and continuous, yet Student 4 never used other tenses beside the aforementioned ones.

The final category that was used to appraise this story was that of Vocabulary, a category in which Student 4 was given a score of four points. This student was given this score due to the constant repetition that was carried out throughout the narrative, mostly through hesitation. The repetition that took place during the First Speaking Instance was the repetition of the use of “but,” “so his brother was,” “until,” “that,” and “so.” As it was stated previously, this repetition was caused by hesitation and as such it caused no problems with understanding the story created by this student.

Student 5

Student 5 also showed some improvement in the categories of Grammar, Vocabulary, and Extension in comparison to their performance during the Pre-Test. In terms of duration, this story was very similar to the previous one with this one lasting twenty-four seconds. Regarding this student’s Extension, Student 4 was given a score of one point due to the fact that they used only one subordinating conjunction, “after.” Even if they used only one subordinating conjunction, this was used correctly thus shoring that Student 4 can correctly use subordinating conjunctions to create transitions in time and as such improve their discourse competence.

Another category in which Student 5 was evaluated was in Vocabulary. In this category, this student received five points since there was no repetition in the vocabulary and as such it showed that this student could use a range of vocabulary to speak about everyday subjects.

The final category this student was evaluated in was Grammar. Here, Student 5 was awarded a score of four points. This score was given because the student showed variety regarding their use of verb tenses as this story utilizes both present and past tenses yet there was a lapse in control when it came to the use of relative clauses. At the beginning of the story, it talks about a family and a flamingo that are traveling to Cancún, yet there is the use of the relative clause “that never wants to be separated” which causes confusion as it is unclear whether this makes reference to the flamingo or the family since it is used after these two elements.

Overall, the stories created during this segment tended to be shorter on average in terms of duration. Furthermore, this part of the intervention may also show that the students’ performance may be affected by the instructions that were given to them, or they may ignore them at the moment of creating a story. This is something that can be seen by the decrease in use of subordinating conjunctions in comparison to the Pre-Test, where the more students used one or more subordinating conjunctions.

One positive aspect worth noting however, is that while most students obtained a lower score in regard to their use of subordinating conjunctions as most of them used only one, Student 4 managed to increase their use of them substantially as they used four of them appropriately.

Another positive regard that bears mentioning is the fact that most students either improved or remained the same in the categories of Grammar and Vocabulary. Many students improved in each category by one point.

Second Speaking Instance

The next speaking instance the students had to go through was the Second Speaking Instance. This took place after the students received feedback from their stories. This feedback was given in order to guide the students in how to correct their narratives. Here the students were shown the positive aspects of their stories as well as those they could improve on, the students then showed possible corrections for the parts of their stories that could be improved. The aspects corrected in these stories ranged from the use of Grammar, Vocabulary, and Extension.

Student 1

For the Second Speaking Instance, Student 1 narrated a story about a dog playing with water. In this story, the duration was slightly longer than that of the previous task, before the duration of the story was fifty-six seconds and now it was a minute and six seconds. As the student's duration of the story increased, so did the use of subordinating conjunctions. During the previous speaking task, Student 1 managed to use only one subordinating conjunction whereas now this student correctly used a grand total of four subordinating conjunctions. Even as the number of subordinating conjunctions increased, so did its variety. As of the previous speaking task, Student 1 had used no subordinating conjunctions to show the improvement in their discourse competence, now on the other hand, Student 1 used four subordinating conjunctions. Two of these, "until" and "after," were used as transitions in time while the remaining two, "although" and "if" served as a means to create contrast and state a condition respectively. Due to the appropriateness of the usage of these subordinating conjunctions as well as the number of them used this score was awarded four points. By being awarded four points, Student 1 has shown great control

and improvement in regard to discourse competence seeing as they can not only create transitions in terms of time but also regarding contrast and conditions, something that was not previously done by this student.

In this speaking task, the next category assessed was Grammar. In this part of the evaluation, Student 1 received a score of five points. This score was given since this student was able to show a good degree of simple grammatical forms. This control can be seen throughout the entire story since the student shows accuracy regarding their control of verb tenses and it can also be seen by the variety of tenses included in the story since this story shows great control of present and past tenses.

The final category in which this student's story was evaluated was in Vocabulary. In the Second Speaking Instance, this student showed almost no repetition, apart from the expression "but the thing was" as it was used twice. However, considering that this is a complete phrase, unlike individual words as in the last two instances, it shows great improvement in the student's Linguistic competence. As such, this category received a score of five points since it fulfills the description of being able to talk about everyday situations using a range of appropriate vocabulary.

The improvements seen in the scores obtained by this student may also be attributed to the feedback session this student had after the first speaking instance. In this meeting, the student was capable of looking at the errors committed and thought of possible ways to correct them or even improve them. One of the changes made by the student was implementing more subordinating conjunctions in their speech, something that was clearly proven to be effective due to the increase in the students' score in terms of their discourse

competence as reflected by the scores in the category of Extension. In the first speaking instance, this student obtained a score of one point in the category of Extension whereas in the Second Speaking Instance this student increased their score for a four. Showing how the implementation of this feedback caused an improvement in the students' discourse competence. The meeting with the student also helped improve their linguistic competence since the scores in the categories of Grammar and Vocabulary increased in one point each as well.

Student 2

As the intervention went along, Student 2 also appeared to show improvement with each subsequent speaking task. As compared to the previous speaking task, this one was more comprehensible. Another aspect that appeared to improve as compared to the previous speaking assessment was duration. Previously, her response was of twenty-one seconds while this one is of thirty-five seconds it is still considerably shorter than the response given during the Pre-Test, one minute and nine seconds.

For the Second Speaking Instance, Student 2 used two terms that may be used as subordinating conjunctions, these being "after" and "when." The latter subordinating conjunction was used as a means to create a transition in time in the expression "and when they went back to Duck Land, nobody ever remembered." Based on how this expression was formulated, it can be said that this student can utilize subordinating conjunctions to create transitions in time. This in combination with the subordinating conjunction used during the Pre-Test "because" can say that this student has slightly improved their discourse competence as they can use subordinating conjunctions when it comes to using them to develop an opinion and to create transitions in terms of time. The aforementioned

term “after” was attempted to be used as a subordinating conjunction in the expression “they worked as a maid, a detective, a farmer, after the farmer it was a doctor” the fact that this term was used to add more information, the final profession in this case, instead of transitioning in terms of time. Due to this, this part of the assessment was awarded with a single point, similarly to the First Speaking Instance and the Pre-Test.

In terms of Vocabulary, this student received five points since they were able to use a range of vocabulary for speaking about everyday situations. This can be seen by the appropriateness of the names of the professions, which are casual enough that they can be used in their daily life without confusing their meaning for something different. An additional fact for this score is the fact that there is no repetition throughout the whole story. The fact that there was no repetition, or at least not a meaningful one, shows that this student’s linguistic competence has improved as accounted for by their use of Vocabulary.

The next and final category in which this story was analyzed is in the use of Grammar, in which Student two received a score of five points. This student was awarded the maximum score in this category since there is a wide range of verb tenses as well as accuracy in their use. Regarding the variety of verb tenses, this student correctly uses both present and past tenses. Out of both tenses used, the most commonly used was the simple past since it was used in constructions as “they didn’t really like their jobs.” The simple present tense was less used, as it was only used in the construction “they say it’s boring” when the characters of the story were giving their opinions for their professions. Nevertheless, this expression was used correctly as it was meant to express their opinion. This eventually shows that this student improved greatly in regard to their linguistic

competence as their score in this category has improved when compared to their Pre-Test and First Speaking Instance scores.

Similar to Student 1, Student 2 also met with the teacher to discuss their performance. In this meeting the students were given written corrective feedback based on their stories and the students were asked how they would correct their stories. This student was able to provide alternatives for the constructions they made yet there were no major changes regarding their discourse competence. Just like in the story created during the First Speaking Instance, Student 2 used only one subordinating conjunctions, thus not showing improvements in this area, meaning that the feedback session was not as effective in the improvement of Student 2's discourse competence. Regarding the other categories, Grammar and Vocabulary, this student shows improvements, meaning that the feedback session proved beneficial for the student's linguistic competence.

Student 3

Student 3's performance, similarly to their peers, showed improvement when compared to their First Speaking Task. Regarding the duration of this story, there was no change with this story also being twenty-six seconds long. The Extension of this story was given four points due to the fact that four subordinating conjunctions were used correctly, these being "although," "after," and "until" which was used twice. These are mostly used to create transitions in time with the exception of "although" that was used as a contrast.

When considering the category of Vocabulary, this score was awarded 4 points. While the vocabulary was used accurately it was not always appropriate or precise, there

were some instances of repetition due to hesitation and the use of the word “thing” which shows that Student 3 does not know the word “curb” or even how to describe it.

This student’s use of Grammar in this story has also shown improvement as compared to the two previous ones. This time Student 3 received a score of four points since this story used past tenses, simple and continuous, accurately yet there was no variety or incorporation of other tenses besides those.

As seen from the data shown previously, Student 3 saw improvements in their scores, showing an improvement in their linguistic and discourse competence. From this it can also be said that the feedback session the student participated in was beneficial for their oral production. This student saw an overall improvement in the categories of Grammar and Vocabulary by one point and in the category of Extension by two points. Showing that this student is capable of using subordinating conjunctions to express themselves.

Student 4

Student 4 showed similar results to those obtained during the previous speaking task. Regarding duration, this student created a story that was one minute long, very similar to the previous one. The student’s Extension in this story was awarded three points since they used subordinating conjunctions to correctly express reason. A point was deducted for not using two subordinating conjunctions to state contrast correctly, as expressed in “then he was sad, but although he was really mad.”

Considering Grammar, Student 4 was given three points due to some inaccuracies in use. For example, towards the end of the story, Student 4 said, “they done fighting” instead of “they are done fighting.” Additionally, there are also some expressions that need to be

reformulated, “so the car would run off” and “he let the car in his keys.” Nevertheless, this story shows variety regarding verb tenses as it shows the use of both past and present tenses.

In terms of Vocabulary, Student 4 was awarded five points since there were no major instances of repetition or hesitation. This eventually shows a great improvement in this student’s linguistic competence.

When compared to their peers, it can be said that Student 4 improved in some areas and got a lower score in others after meeting individually with the teacher in order to obtain feedback. The feedback session the student was part of, proved to show benefits in the category of Vocabulary shown by the increase in their score in this category. Nonetheless, there was a decrease in the categories of Extension and Grammar where both saw a decrease of one point. This may show that this student did not benefit as much as the rest from the feedback session.

Student 5

Student 5 has shown considerable increase in terms of duration, with this story lasting fifty-four seconds. During this amount of time, this student managed to use one subordinating conjunction, “even though,” and as such obtained a one in the category of Extension. Notwithstanding, through the use of this subordinating conjunction, even though, Student 5 managed to show control over how to use them to create contrast.

In accordance with Vocabulary, this student was given a score of four points. This score was awarded due to the fact that this student utilized the expression “so then, the owners” three times providing no alternative for reformulating this expression.

The final category, that of grammar, was given five points. This is since all constructions are used correctly while there is also the use of present and past tenses, both simple and continuous.

Based on what has been exposed during this section, it can be said that the duration of the students' stories increased once again with now more stories being closer to the one minute mark. The two students that have not shown a considerable increase in the duration of their stories as compared to the First Speaking Task were Student 2 and Student 3.

In a similar fashion to Student 4, Student 5 improved in some categories and decreased slightly in others. This, similar to the other student, may show how the feedback session was not fully effective for this student. The student remained the same in the category of Extension, showing that the feedback session did not prove beneficial for improving the student's use of subordinating conjunctions. Along the lines of this, Student 5 decreased their Vocabulary score by one point, showing the feedback session did not help them in this category either. On the other hand, the feedback session seemed to help Student 5 in the category of Grammar seeing as they increased their score in this category.

Post-Test

Once the students received the necessary feedback from their Second Speaking Instance and made possible corrections, they had to carry out a Post-Test to assess if there was any change that could be due to the intervention the students were part of.

Student 1

As for Student 1, there was an increase in the duration of their story, with this one being one minute and twenty-five seconds. During this amount of time, this student

managed to use four subordinating conjunctions, “until,” “as soon as,” and “because” which was used twice, which eventually grants this student a score of four points in the category of Extension. This shows that the student’s discourse competence has improved since they are able to use subordinating conjunctions to justify their story and are also capable of expanding it in terms of time. In fact, it can be said that this student has improved since the subordinating conjunction “as soon as” had not been used before by this student nor by any other student.

Regarding this student’s use of vocabulary, this story was given five points because there were no major instances of repetition. Additionally, this story also obtained five points in terms of Grammar due to the fact that there was variety in terms of the verb tenses used as well as accuracy. Regarding variety, Student 1 managed to correctly use, present and past tenses while also using modal verbs. In terms of vocabulary, this story did not present any mistakes thus showing that this student shows a good control of simple grammatical forms.

As seen by the constant in the student’s scores, it can be claimed that the feedback session helped them maintain their performance at the same level and as such showing how giving the student’s written feedback may allow their performance to remain constant.

Student 2

For the Post-Test, Student 2 showed a great increase regarding duration, with this story lasting a minute and twenty-eight seconds. During this length of time, Student 2 was capable of using five subordinating conjunctions, as such obtaining a score of five points in this category. The subordinating conjunctions used were: “before,” “after,” and “when,” in

which the two final subordinating conjunctions were used twice each. Through the use of these subordinating conjunctions, it can be said this student is capable of creating transitions in terms of time. Additionally, considering that during the Pre-Test this student used only one subordinating conjunction, it can be assured that there was an improvement in this aspect, and in the student's discourse competence as well, that can be attributed to the treatment.

The next category, Vocabulary, received a score of four points, namely because of the repetition of the expression "she went" as it was used five times without providing possible alternatives. Nonetheless, there were no other major instances of repetition within this story. This is a great improvement over the Pre-Test as it had more repetition. This eventually shows improvement regarding this student's linguistic competence.

The final category, Grammar, obtained a score of four points since the story was created in a completely accurate manner, nevertheless, it lacked variety in terms of verb tenses. As compared with the Pre-Test, the results were rather constant as Student 2 received four points as well.

Regarding the impact that the feedback session had on Student 2's Post-Test it can be said that, similarly to Student 1, it helped maintain their scores. There was a slight decrease in the student's linguistic competence seen by the decrease in the scores for the categories of Grammar and Vocabulary, nonetheless, considering that this decrease is very slight, it can be said that the feedback session allowed for the student to maintain scores that are relatively constant. On the other hand, the feedback session this student participated

in, allowed for a great increase in the student's discourse competence seeing as this score increased from a one to a five.

Student 3

Due to being absent, there were no Post-Test Results for Student 3, as such the Pre-Test will be compared to the Delayed Post-Test in the following section.

Student 4

As compared to their Pre-Test, this story was considerably longer, lasting a minute and nineteen seconds. Regarding this student's Extension, this story was awarded a score of three points since this student used three subordinating conjunctions, "because," "since," and "although," correctly. From the use of these subordinating conjunctions, it can be said this student can use them for both giving reasons and for creating contrast. This is also a great improvement from the Pre-Test since then this student used only one subordinating conjunction, "until" to provide more information on time.

In terms of Grammar, Student 4 obtained a score of five points. Student 4 was given the maximum possible score since they demonstrated themselves capable of utilizing a range of simple grammatical structures. This can be seen by this student's use of past and present tenses, in terms of variety, and the appropriateness of their use involving accuracy.

As for Vocabulary this student was given a score of four points due to repetition. While Student 4 can use everyday vocabulary to talk about casual situations, this student's vocabulary is limited as they cannot provide a plausible alternative for "so" as a connector.

When considering the feedback session, Student 4's scores also remained very similar to those obtained during their Second Speaking Instance, showing how another feedback session can help the students' performance remain stable. This stability can be seen by the student obtaining the same score in the category of Extension as in the Second Speaking Instance, three points. In regards to their linguistic competence, Student 4's grammar improved by two points while their vocabulary decreased by one point.

Student 5

In comparison to the duration of their Pre-Test, Student 5 was able to increase the length of their stories, with their Post-Test lasting a minute and one second. For the duration of this story, this student was capable of correctly using five subordinating conjunctions, "until" which was used three times, "before," and "as long as." From these it can be concluded that this student can use subordinating conjunctions to create transitions in time and so improve their discourse competence, therefore obtaining five points.

Regarding Vocabulary, this student managed to obtain a score of four points, seeing they are able to use the appropriate vocabulary to talk about everyday situations, but not completely in control since there were a couple of instances of hesitation, when this student uses "before everything happened" and "or hiding inside the tree."

The final category, Grammar, was given a score of five points since Student 5 shows a good control of grammatical structures, both in terms of accuracy and variety since they could use past and present tenses with precision. This student could use the past tense well throughout the story and also used the present tense when using dialogue, "as long as the cat stays away from the tree we're good."

As a group, the student's improved their performance in the categories of Extension, Vocabulary, and Grammar. This eventually shows that the students have increased their linguistic and discourse competence.

While the scores of this group remained rather stable when comparing the scores of their Second Speaking Task to those of their Post-Test, something slightly different can be said about Student 5. This student remained the exact same score in regard to their linguistic competence as the categories of Grammar and Vocabulary once again received the scores of five and four respectively. Notwithstanding, there was a great increase in this student's discourse competence, since now this student increased their score from one point to the maximum score of five.

Delayed Post-Test

The students that were part of this investigation had to create a new story for a Delayed Post-Test 19 days after the Post-Test to assure the retention of the content they learned about.

Student 1

The final story created by this student lasted a complete minute, and in this amount of time, this student was capable of correctly using four different subordinating conjunctions, "until," "before," "because," and "after." From the use of these, it can be seen this student is able to use subordinating conjunctions to expand in terms of time and reason, giving them great control over their discourse competence.

Regarding their linguistic competence, this student obtained a score of five points in Grammar because they used with precision a variety of verb tenses, in particular present

and past tenses. These were also used in an accurate manner as there were no mistakes that impeded comprehension. The final category, Vocabulary, was also awarded five points since this student used varied vocabulary to speak about everyday situations and there were no major instances of repetition.

Student 2

Regarding the duration of this story, Student 2 created a story that was one minute and seventeen seconds long. This shows this student is able to create longer utterances as it is still over the one minute mark, similarly to the Post-Test. In terms of Extension, this student was given a score of two points since this student correctly used the subordinating conjunctions “after” and “because.” While this is a decrease when compared to the Pre-Test, it shows improvement when compared to the Pre-Test as well as the speaking instances.

In terms of Grammar, this student was awarded four points since while Student 4 used the past tenses correctly, simple and continuous, there is no other variety such as using present or future ones. The final category, Vocabulary, was given five points since there were no major instances of repetition in the story.

Student 3

Student 3 created a story that was considerably shorter than those of their peers but still within their average duration, with this story lasting twenty-seven seconds. During this amount of time, Student 3 was able to use one subordinating conjunction, “when,” correctly to talk about time.

Furthermore, this student received a score of three points in Grammar. This score was given mainly because this student used only past tenses when narrating the story, therefore not accounting for variety, and also because there was an instance with a lack of grammatical control in the expression “when they were getting ready, they went to the birthday party” which should have been rephrased into “when they finished getting ready, they went to the party.”

The final category, Vocabulary, was given a score of four points. The reason why this score was given is not because of repetition but because this student did not show a range of appropriate vocabulary as this student used the expression “and a necklace on that thing.” This means that this student lacks the sufficient vocabulary to express themselves in daily situations.

Student 4

In terms of duration, this student has a duration similar to their Post-Test, this being one minute and twelve seconds. During this amount of time, this student was able to obtain a score of five points since this student correctly used three different subordinating conjunctions, “because,” “although,” and “after” which was used four times. From this it can be concluded that this student can use subordinating conjunctions to create contrast, connections in time, as well as giving reasons.

Regarding Grammar, this student was also given five points since this student was able to express both accuracy and variety in terms of verb tenses. This story is narrated in a completely accurate manner by having no grammatical errors and there was also variety since this student used a combination of present and past tenses to narrate their story.

The final category, Vocabulary was also awarded five points since there were no major instances of repetition that affect the story. Furthermore, the only instances of repetition occurred due to hesitation, yet it did not cause the story to be incomprehensible.

Student 5

In terms of Duration, Student 5 created a story that was slightly shorter than the Pre-Test but also longer than the Pre-Test and the other speaking instances. In this amount of time, this student was able to use one subordinating conjunction correctly, “until.” This eventually gives this category only one point, a decrease when compared to the Post-Test since during the Post-Test Student 5 obtained five points.

Regarding Grammar, this student received a score of four points since this student is capable of narrating a story in the past tense correctly, yet this story has no variety and uses no other tenses beyond past tense. One instance in which this student made a mistake was when they mentioned, “so he covered him with the, he covered himself with a blanket” nevertheless this student was able to correct themselves, thus being aware of the mistakes they make.

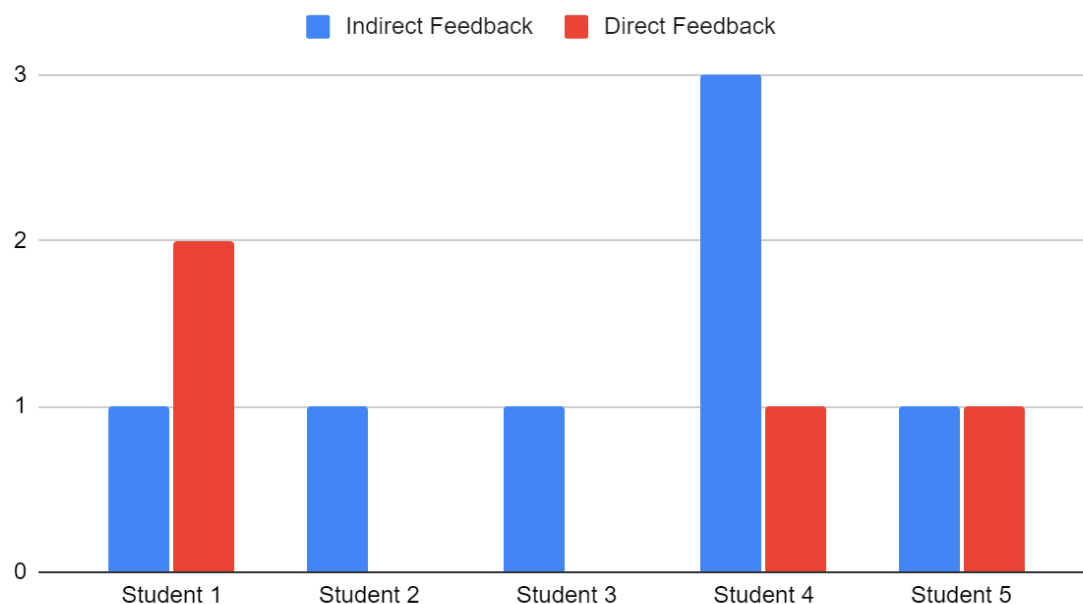
When talking about Vocabulary, this student has obtained three points due to the fact there were instances of repetition, this student repeated the use of “so” and “but,” which shows this student is unable to use a range of vocabulary to talk about everyday situations, having then a limited vocabulary. What the student could have done in these instances to make it seem less repetitive and thus show they are able to use a range of appropriate vocabulary to talk about daily events.

From the Post-Test to the Delayed Post-Test there is a decrease in the use of subordinating conjunctions from the students. Meaning then that there was not much retention regarding their use in the long term. Nevertheless, there was still a good performance when describing the students' grammar as well as vocabulary, meaning then that their linguistic competence was affected greatly by the use of Anne Burns' cycle as well as by written corrective Feedback.

Use of Written Corrective Feedback

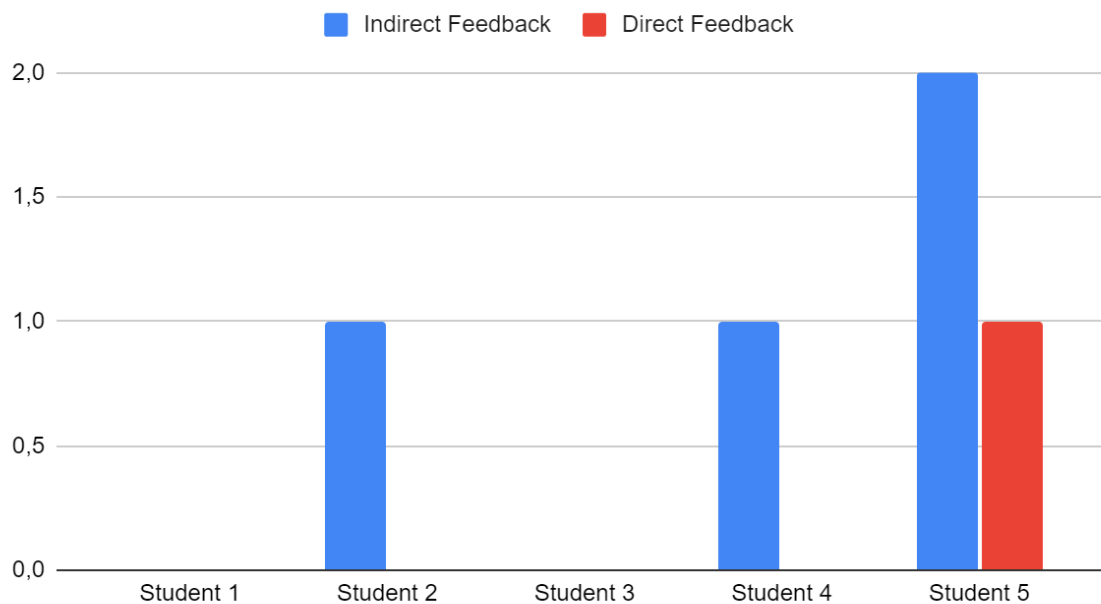
After each speaking task, the students met individually with the teacher to talk about their performance. During these meetings, the students were first told the things they did correctly and then saw the mistakes they committed in their stories and were asked to correct them. If the student was able to correct their own mistakes or provide a possible alternative, then this was classified as indirect corrective feedback. On the other hand, if the student was unable to correct their own or even provide a possible alternative, the researcher provided one and it was cataloged as direct corrective feedback.

First Speaking Instance



Graph 4: Direct and Indirect Written Corrective Feedback during the First Speaking Instance.

Second Speaking Instance



Graph 5: Direct and Indirect Written Corrective Feedback during the Second Speaking Instance.

Student 1

During the first time the researcher and Student 1 met, meaning after the First Speaking Task, this student was mentioned that they have a great use of vocabulary and connectors, but that they did not use subordinating conjunctions. Based on this, the researcher provided the student with some parts of their story where they could have added subordinating conjunctions. One of the instances in which this could have happened was when the student uttered the phrase “later on, he went outside,” the student was asked how they could reformulate this using a subordinating conjunction and the student provided the answer, “after he went outside.” Nevertheless, the other two scenarios in which the student could have reformulated their speech and incorporate a subordinating conjunction, they were unable to provide a plausible replacement, “...he randomly woke up and went and outside...” and “...he saw a person that was about to slip on a banana peel. He ran to the person...” which were corrected as “...after he randomly woke up he went outside...” and “...he saw a person that was about to slip on a banana peel when he ran to the person...” respectively. These changes made by Student 1 and the teacher allowed this student to improve their scores in the categories of Grammar, Vocabulary, and Extension, showing how the feedback session proved effective to improve this student’s linguistic and discourse competence.

When the researcher and Student 1 met once again, this time to give them feedback after Speaking Instance 2, this student was informed that they made no mistakes involving their story. The positive aspects the student was told was that they showed a great control

of vocabulary as well as subordinating conjunctions, also telling them that there were no perceivable mistakes in their story. This can be used to show how the student improved their story and regarded the comments from last time. Showing how they did not repeat the same mistakes. As Student 1 made no major mistakes that affected their oral production, it must be stated how this feedback session proved beneficial to maintain the student's scores in the categories of Grammar, Vocabulary, and Extension.

Student 2

After the First Speaking Task, Student 2 and the researcher met to talk about the story this student had created. After mentioning the positive aspects of their story, which they had a good use of vocabulary and could use connectors such as “then” very well, they were explained the not so positive characteristics of their story. The main issue from this story arose from technical ones as this student spoke very quietly and as such the story was difficult to understand at times. The other issue that stemmed from this student is that they did not use subordinating conjunctions when telling their story, as such the corrections had the student trying to add subordinating conjunctions to it, which they did successfully. The construction this student could have added a subordinating conjunction to was “and it went over the cement wall” to which they changed to “after it went over the cement wall” this eventually made this feedback direct corrective feedback. Having Student 2 provide their own corrections for the mistakes in their stories was very helpful for them as seen in the improvement of their scores from the First Speaking Instance to the Second Speaking Instance.

As for the feedback session for the Second Speaking Instance, this student reduced the number of mistakes they made. First, however, the positive aspects that filled this story

stem from the good use of subordinating conjunctions as well as of vocabulary. There was one instance, nevertheless, that could have been improved by the use of a subordinating conjunction. During their story Student 2 said, “they didn’t really like their jobs, they say it’s boring” and while this is not an incorrect construction, the student implemented a subordinating conjunction and transformed it into, “they didn’t really like their jobs because they say it’s boring” due to the fact the student provided an alternative on their own defines this as indirect corrective feedback. This feedback session helped the student obtain for the Post-Test scores that were very similar to their Second Speaking Instance.

Student 3

Student 3 was told that the positive aspects to their story were that they were able to use the subordinating conjunction “until” and also that they had a great use of vocabulary. They were also mentioned that they had a great imagination and were great at creating stories. Once the student was told the positive aspects of the story they created during the First Speaking Instance, they had to interact with the researcher and see how they could improve the story they created. One part where the student could have incorporated another subordinating conjunction was when they said “but he slipped off into the water and a shark ate it” here the student was able to provide a correction and said “since the slipped off into the water and a shark ate it” cataloging this as indirect corrective feedback. Similarly to their peers, being part of the feedback session helped this student improve their scores from their First Speaking Instance to the Second Speaking one. Showing that giving the students’ written corrective feedback is useful to improve their oral performance.

For their Second Speaking Instance, Student 3 used correctly subordinating conjunctions as well as vocabulary. The story was formulated so well that this student did

not make any mistakes that could have been considered changeable. Considering the increase in aspects like subordinating conjunctions, it can be said that Student 3 improved their storytelling skills and as such improved their oral production.

As this student did not participate in the Post-Test, the impact of this feedback session can be seen reflected on their performance during the Delayed Post-Test. It can be said this student's performance decreased in terms of their discourse competence as seen by the fact their score decreased in the category of Extension. During the Second Speaking Instance this student was given a score of four points, but it decreased to one point for the Delayed Post-Test. In the categories involved for the student's linguistic competence, Grammar and Vocabulary, there was only a decrease in terms of Grammar. The category of Grammar decreased by one point when comparing it to the Second Speaking Instance while the category of Vocabulary remained the same score as before, four points. Based on this it can be said that meeting with the students to provide them with feedback proves to be useful for the categories of Grammar and Vocabulary, for a student's linguistic competence, but not so much for a student's Extension or for their discourse competence.

Student 4

Student 4 appeared to be quite perceptive of the mistakes they made and as such they were very efficient in correcting them. Nevertheless, the positive aspects of this student's story were the use of subordinating conjunctions, which as can be seen before, used four of them in the First Speaking Task. Most of the mistakes made by this student were because of grammar, this can be seen when the student said, "but whenever he was blind" which was promptly corrected by them to "but whatever he was blind." One case involving a subordinating conjunction was when the student said, "then he going to a

hospital” which they corrected to “after they went to a hospital” correcting the grammatical error and also incorporating a subordinating conjunction. There was one particular error made by this student that is worth mentioning. This student made the construction “although he didn’t have no money” and provided the correction “even though he didn’t have no money” while it is evidenced that this student shows control in the use of subordinating conjunctions, there are still some grammar struggles as shown by the fact they kept “didn’t have no money.” When the alternative “although he didn’t have any money” was presented, the student did not grasp completely why “didn’t have no money was changed.” Because of this feedback session, Student 4 was able to improve their performance for the Second Speaking Task across the categories of Grammar and Extension while remaining the same for the category of Vocabulary.

Regarding the meeting to the Second Speaking Instance, Student 4 also showed a great improvement when compared to their performance, this student showed an improvement in their use of vocabulary as well as subordinating conjunctions. One mistake this student made was not because of content such as vocabulary or discourse competence, but simply because of word order. During the story, Student 4 mentions, “he left the car on his keys” which this student automatically corrected to “he left his keys in the car.” Improvements such as this can show how a student has improved in both discourse and linguistic competence. This meeting caused for this student’s scores to remain relatively similar when comparing their performance to the Second Speaking Task to that of their Post-Test. Their performance in terms of Extension remained the same, meaning that this student’s discourse competence was able to remain constant. Student 4’s score in terms of Vocabulary decreased by one point when comparing these two scenarios yet the score

obtained in the category of Grammar increased by two points. Overall, the student's scores remained relatively constant, but it can be said that this feedback session was able to help the student in terms of their linguistic competence.

Student 5

The case for Student 5 during the feedback for the First Speaking Instance showed that this student is capable of using “after” as a subordinating conjunction. On the other hand, some aspects this student could improve on was on the inclusion of more subordinating conjunctions, one of the sentences where this student could have included a subordinating conjunction was when they said, “so they went to Cancun and they were sitting near a pool” which the student corrected for “so they went to Cancun and after were sitting near a pool.” There was one instance where this student made a construction in which the alternative was provided by the teacher, when the student said, “near a pool that they were swimming” which was changed by the teacher to “near a pool where they were swimming” which defined this as direct corrective feedback. This feedback helped the student improve their performance of their Second Speaking Instance when compared to the first one. In this new speaking instance, the student was able to improve their Grammar score by one point while decreasing their Vocabulary score by one point as well. In terms of Extension, this student maintained the same score, one point. From these scores it can be stated that meeting with the student did not help in terms of Extension seeing as the score did not improve in this regard. On the other hand, it can be said that meeting with this student helped maintain similar scores from their First Speaking Task to the second one, showing that meeting with the students if efficient to maintain scores within a similar range and at times improve them.

During their Second Speaking Instance, Student 5 presented more errors than during the first one. One of the positive aspects of this story comes from the fact that this student showed a great control of grammar. On the other hand, there was an increase in the number of mistakes made by this student. At the beginning of the narrative, the student made the statement, "but he never could of how hot it was outside" to which the student was provided with the alternative of "but he never could because of how hot it was outside," this eventually classified this correction into direct corrective feedback. The other two instances are those where the student was able to provide their own corrections, meaning that these last two may be classified as indirect corrective feedback. The first mistake from this category was when the student expressed "but then one time the owners got distracted" which they changed for "but then one time, until the owners got distracted." The second mistake and subsequent correction in this category is when the student expresses "so then the owners got mad at him" which was corrected for "even though the owners got mad at him." When comparing the scores of Student 5's Second Speaking Instance with their Post-Test, it can be said that meeting with this student proved beneficial for them regarding their discourse competence. Overall, this category improved greatly from one speaking task to the other. Notwithstanding, Student 5's linguistic competence remained about the same as the scores did not change from one task to the other.

As a whole, it can be seen that the number of mistakes students made during their Second Speaking Instance was substantially less than those they made during their First Speaking Instance. This change could be interpreted as the students being more aware of their use of subordinating conjunctions and on how they could use them in their stories. Another fact that may complement this claim is that between the First Speaking Instance

and the second one, the use of subordinating conjunctions in the students increased, as the average for subordinating conjunctions during the First Speaking Instance was 1.8 whereas for the Second Speaking Instance the average for the category of Extension was 2.6.

Additionally, it can also be said that due to the fact the students were able to look at their mistakes and correct them, caused for their linguistic and discourse competence to improve. The improvement in discourse competence can be seen in the increase in the averages for the number of subordinating conjunctions used by each student. The students also improved their performance in regard to their linguistic competence. This improvement can be seen by an increase in the averages in the Grammar and Vocabulary categories, as the investigation carried on, these categories increased during every single test and speaking instance. Grammar showed a slight drop in the Delayed Post-Test but it was still higher than in the Pre-Test.

Limitations of the Study

As with any study, there are several limitations that may appear during the course of it. These limitations may affect the way in which the research is carried out as well as the interaction between researchers and participants. In this particular study, most of the limitations occurred because of connectivity problems and the relationship between the researcher and the participants.

A limitation present in this study was because the investigator was not the main teacher of these students, the group of students in this investigation were volunteered by another teacher. This affected the trust between researcher and students since the researcher had to gain the students' trust in the investigation so they could be willing to participate and answer honestly during the interviews. The fact that the researcher was not the students' teacher also affected the observation period since there was little time to observe the students and gauge their performance in terms of participation, extension, grammar, and vocabulary.

Due to the modality of this study, one of the limitations that took place and affected this study was the fact that Student 3 was not present for all the sessions in which the intervention took place. This eventually means that the student missed two of these sessions, one of those that was missed was the recording of the Post Test. This means that the student presented no data for the Post Test. Additionally, this student also missed the following session, that of the final interview which gauged the students' final perceptions regarding the process they were part of.

Another limitation to this study was seen in the modality in which this study took place. Since the students were carrying out this investigation through Zoom while they were in their regular classroom, this posed problems when recording. There were instances in which there was too much background noise that prevented the students from listening to the teacher. One of the times in which this happened was when the students were left with a substitute teacher. This also affected the instances in which the students had to record their stories, some of them were difficult to understand because there was too much background noise. This in particular happened during the Delayed Post Test of Student 1.

Along with the background noise that was present during the Zoom sessions, another problem that arose while the students and the researcher were on this platform were connectivity issues. This happened in particular during one the interviews were one student had to send their answers to the questions through the chat box since their internet connection was too slow for them to be understood completely.

Furthermore, another limitation was present during this study is the fact that there were times where there were technology problems. Some students had microphones that did not work. While they could hear the researcher, the researcher could not hear them. This happened during times in which the students were being interviewed. This involved solving this issue, to assure that the students could participate via microphone and carry out the interview sessions. When this happened as the students were recording their stories, they were asked to record once again so that they produced a story that could be heard and thus improved upon. The converse also took place, there were times in which the students could not hear the researcher. To rectify this, the students would have to leave the session and rejoin, which eventually corrected this issue. As a whole, this could have affected the

reliability of the study since some data was difficult to understand as the students spoke too quietly or had background noise when they were recording their stories.

Conclusions and Projections

During the realization of this investigation the researcher could see the impact that online education has on students. How this affects their performance during class and also how it affects the class dynamic.

In terms of the description of the students' participation at the beginning of the investigation it could be seen that most of their explicit participation occurred only when they were prompted by the teacher. There were very few instances, or even none, in which the students participated voluntarily or when they were not asked by the teacher. As there was little oral participation from the students at the beginning of the investigation, it is worth noting that there was one student, Student 3, who asked a question without being prompted by the teacher, showing engagement with the topic seen in class. On the other hand, the students were constantly paying attention to the teacher and as such they participated, as it was cited in Pleines (2020) in this regard. Due to this kind of participation, their linguistic and discourse competence showed improvements seeing as they were receptive of the content they were learning and how to implement it in their speech.

When it comes to the description of the students' oral production at the beginning of the investigation in terms of their discourse and linguistic competence, it was shown that regarding their discourse competence, the students did not use subordinating conjunctions, and as such their discourse competence was very low. There was an exception to this case, this being that Student 4 used the subordinating conjunction "because" during the second day as a means to justify their reasoning behind an answer they gave. This was the only instance where students used a subordinating conjunction during the observation process.

From this it can be stated that the students were unable to extend their constructions and as such their answers were reduced only to short sentences, meaning then that their discourse competence was not high at all.

When it comes to describing the students' linguistic competence at the beginning of the study, it was shown that the students did not make any grammatical mistakes in their speech, there were no mistakes that could impede communication or having the students being understood by the teacher and by their peers. Yet it is also worth noting that the students' responses were very short and as such there was a reduction in the possibility of them committing a grammatical mistake that could affect their linguistic competence. Regarding the variety of verb tenses, most students tended to rely on using present tenses when speaking, hence there was no evidence at the beginning of the students ability to use other verb tenses. In the category of linguistic competence, there is also the matter of vocabulary. In general terms, the students were capable of using everyday vocabulary during class. As such, they were able to communicate with their teacher and their peers without having vocabulary problems such as not knowing a word. Nevertheless, the students lacked technical and more specific vocabulary. This was seen in the activity in which the students read a scientific text and make a question based on what they read, most of the questions involved vocabulary questions showing they did not know enough specific vocabulary. Notwithstanding, all the students were able to correctly use all of the vocabulary and grammatical constructions they knew, and due to this, their linguistic competence was good but was not advanced.

Once the investigation was over, there was the issue of analyzing how much the students' participation improved after having them use subordinating conjunctions in their

storytelling. From the results obtained in this investigation it can be said that the students' participation improved, yet it can not be completely attributed to the use of subordinating conjunctions in their storytelling. One of the factors that showed a great improvement in the students' participation was the modality. Since this investigation was carried out using Zoom, the students had the opportunity to participate using the chat box. By being able to give their answers in writing the students participated more in class. This also caused for the students to participate at the same time as their peers since all the answers they gave remained in the chat box. Also, due to the fact that their written participation improved, there was also an improvement in their performance since the students could benefit from their peers' input and incorporate it into their own storytelling.

Along this, as there was also an increase in the students' use of subordinating conjunctions and in their discourse competence, there also came an improvement in their participation. The improvement in the students' participation can also be attributed to their increase in their subordinating conjunctions. This can be seen from the beginning of the investigation when the students had to create their own sentences using the subordinating conjunctions provided to them. Even if the students were asked to create one sentence, they participated more than once on their own, showing that the use of subordinating conjunctions increased their participation.

There was also an improvement in the students' oral participation when considering the interviews and feedback sessions the students participated in. Since these instances were based on dialogue the students spoke mostly when they were prompted by the teacher, yet they were more willing to expand on their ideas. This is something that was greatly seen during the feedback sessions when the students were meant to provide alternatives to the

mistakes they made in their stories. Furthermore, during the interviews there were many students who expanded on their answers and as such gave more than one word answers, when compared to the length of their oral responses during the observation period.

Overall, in terms of the analysis of the students' participation after they learned subordinating conjunctions, it can be said that part of the students' participation increased because the investigation required the use of Zoom and as such the students had the ability to communicate using the chat box. Through the implementation of the chat box, the students increased their written participation rather than their oral one. It can also be said their participation increased because of the use of subordinating conjunctions. Their learning of subordinating conjunctions caused them to participate willingly in more instances, such as when they had to give examples that used subordinating conjunctions. As this happened during the beginning of the investigation, it can not be fully attributed to the use of subordinating conjunctions in storytelling, but it may be because of the use of subordinating conjunctions. One instance of participation that remained the same, is the indirect participation the students partook in. This remained the same as the students paid constant attention to their fellow students as well as to the teacher.

Another aspect of the students' performance to analyze is how much the students' oral production of storytelling improved in terms of linguistic and discourse competence after implementing Anne Burns' cycle. In terms of their linguistic competence, there was an improvement in the students' performance regarding their grammar and vocabulary. During the Pre-Test the students showed an average of 3.8 points for Grammar and 3.2 for Vocabulary. Nonetheless, by the Post-Test these numbers had increased to 4.75 and 4.25 respectively, showing that there was an improvement that could be attributed to the

implementation of Anne Burn's cycle. When compared to the Pre-Test, there was also an improvement in the Delayed Post-Test as the average score for Grammar was 4.2 whereas for Vocabulary it was 4.4. The increase seen in the students' Grammar category showed more variety in their use of verb tenses while the improvement in Vocabulary showed how the students implemented less repetition in their stories, they were able to find alternative ways to express themselves. Even if the scores of the Delayed Post-Test were lower to those of the Post-Test there was still an improvement when compared to the students' performance in these categories when compared to the Pre-Test. As such, it can be said that there was an improvement in the students' linguistic competence after implementing Anne Burns' cycle. Similar to the categories analyzed for linguistic competence there was a decrease in discourse competence during the Delayed Post-Test, yet this decrease was bigger than for the categories in discourse competence.

The other improvement that can be seen after implementing Anne Bruns' cycle is the students' performance according to their discourse competence. Through the implementation of the cycle there was a clear improvement in the students' use of subordinating conjunctions. With every test and speaking instance the students were part of, the number of subordinating conjunctions used by them increased. During the Pre-Test, the students obtained an average score of 2 subordinating conjunctions, yet it bears mentioning that this number was obtained because one student obtained 5 points in this category during the Pre-Test, as such increasing considerably the average score. Once the cycle was over, there was also an increase in the use of subordinating conjunctions, therefore showing an improvement in the students' discourse competence. For the Post-Test, the students managed to attain an average score of 4.25, a vast increase over the average score for the

Pre-Test. Nevertheless, this average score decreased for the Delayed Post-Test, the average being 2.6. Even if there was a decrease, the average score obtained in the Delayed Post-Test was still higher than that obtained during the Pre-Test.

Beyond this, there is also the issue of analyzing how much the students' oral production improved in terms of linguistic and discourse competence after implementing Written Corrective Feedback. The results and the improvement in this category were seen greatly when the students met individually with the teacher after the first and the second speaking instance. During these sessions the students met individually with the teacher to discuss their stories and how they could improve them. Looking at aspects such as the use of subordinating conjunctions and also of vocabulary and grammar. There was an increase in the average scores obtained by the group, during the First Speaking Instance, the average scores for the categories involving linguistic competence, Grammar and Vocabulary, were 3.8 for both while the descriptor for discourse competence, Extension, was 1.8. These scores improved for the Second Speaking Task as their averages were 4.4, 4.6, and 2.6 respectively. This shows that the use of Written Corrective Feedback helped improve the students' oral production in terms of linguistic and discourse competence.

This improvement was also seen by the students as during the interview sessions they took part of all of them commented how the feedback sessions they had with the teacher helped improve their storytelling. They mentioned how the feedback sessions helped improve their storytelling and also how it helped them become more aware of the mistakes they made and ways in which they could correct them. They also felt as if these feedback sessions were beneficial for their peers since they felt their fellow classmates also improved their storytelling. Their receptiveness of these feedback sessions and the

incorporation of the feedback they received in their stories can be seen in both the improvements in their scores as well as their perceptions during the interview sessions.

As a whole, it can be said that at the beginning the students' oral participation mostly occurred when the student was prompted by the teacher, but it could still be said that they participated as they were receptive to what their peers and teacher said and so they gained input from that. During the intervention in this investigation, there was great increase in the students' written participation while their oral production also saw an increase in the amount, but it still normally happened when the students were prompted by the teacher. The students' discourse and linguistic competence also showed improvements after the implementation of Written Corrective Feedback as well as Anne Burns' cycle. The students became capable of creating longer stories that used increasing numbers of subordinating conjunctions. There was also an improvement regarding their linguistic competence as they used a greater variety of grammatical constructions and vocabulary.

Considering the fact that the sample chosen to carry out this research was taken from a public school in the United States, one possible projection would be to work with a different sample, in fact this new sample could come from students who are part of the Chilean education system. Having this new sample could also mean interpreting how the decrease in the amount of time the students spend learning English affects their oral performance. Also, considering that students in Chile learn English at a different rate than children in the US this sample might have to stem from older students, those who have practiced speaking more and as such only need to improve their abilities in this regard. Furthermore, in this change in sample it could also be considered that the students have

similar levels of English and as such the sample size could increase as well, having a sample size that includes most if not all students in the classroom.

While this investigation focused mostly on the use of subordinating conjunctions in storytelling, another possibility is to continue analyzing subordinating conjunctions, but this time in another area of speaking. This could mean practicing the use of subordinating conjunctions in speaking exercises such as in conversations, speeches, and descriptions to name a few. This could give students newer manners in which they can extend their speech and as such it may also improve their linguistic and discourse competence.

Another possible change that could be made for a future study is the use of Anne Burns' cycle in a face-to-face modality rather than in an online one. This can bring forth several changes, one of them being their participation. This will change considering the comfort the students felt when being able to participate through the chat box. Furthermore, changing this from an online modality to a face-to-face one can also cause for the teacher to take into consideration the possible distractions this may cause for the students. During this investigation the students were distracted by their peers the day they were left with a substitute teacher because of the noise, something that is very plausible in a face-to-face context. Additionally, this may also cause distractions for the teacher since the teacher would have to focus on the students that are partaking in the investigation and on the rest of the class.

The final projection for a future study is implementing oral corrective feedback instead of a written one. The varieties of oral corrective feedback are more so than those in written corrective feedback and as such this can cause for different ways in which oral

corrective feedback can affect the students. This may cause changes in the students' performance as well as the way in which they improve their stories or speech as a whole over time. One aspect to consider, furthermore, is the efficacy of oral corrective feedback in the long term and how does this one compare to the efficacy of written corrective feedback.

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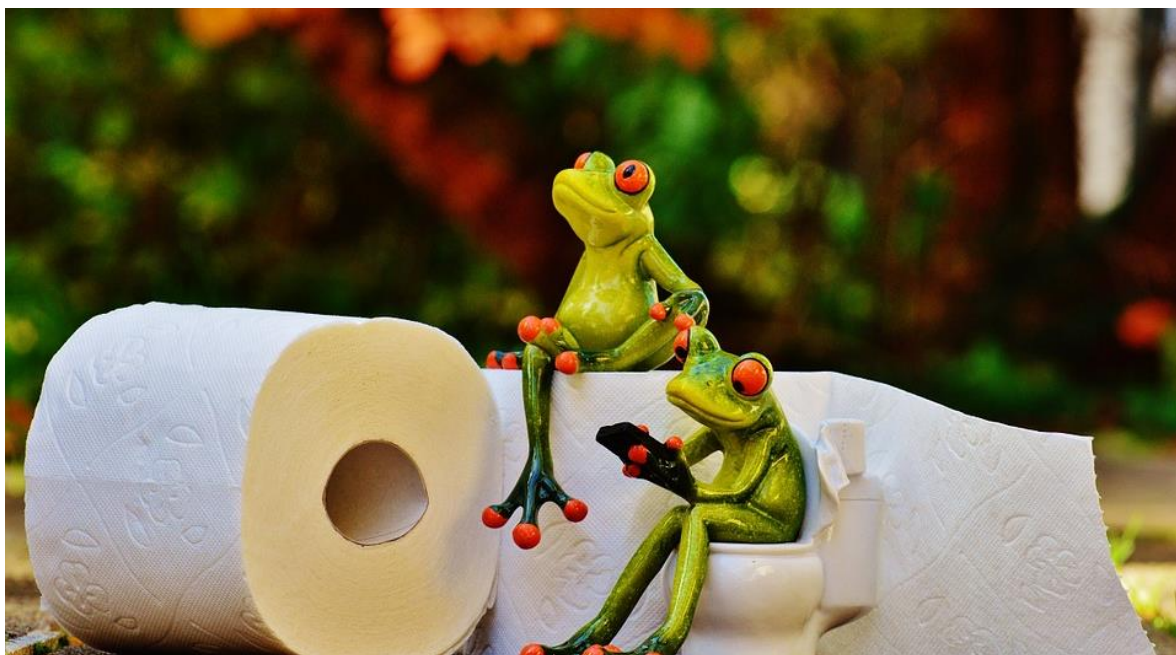
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Annex

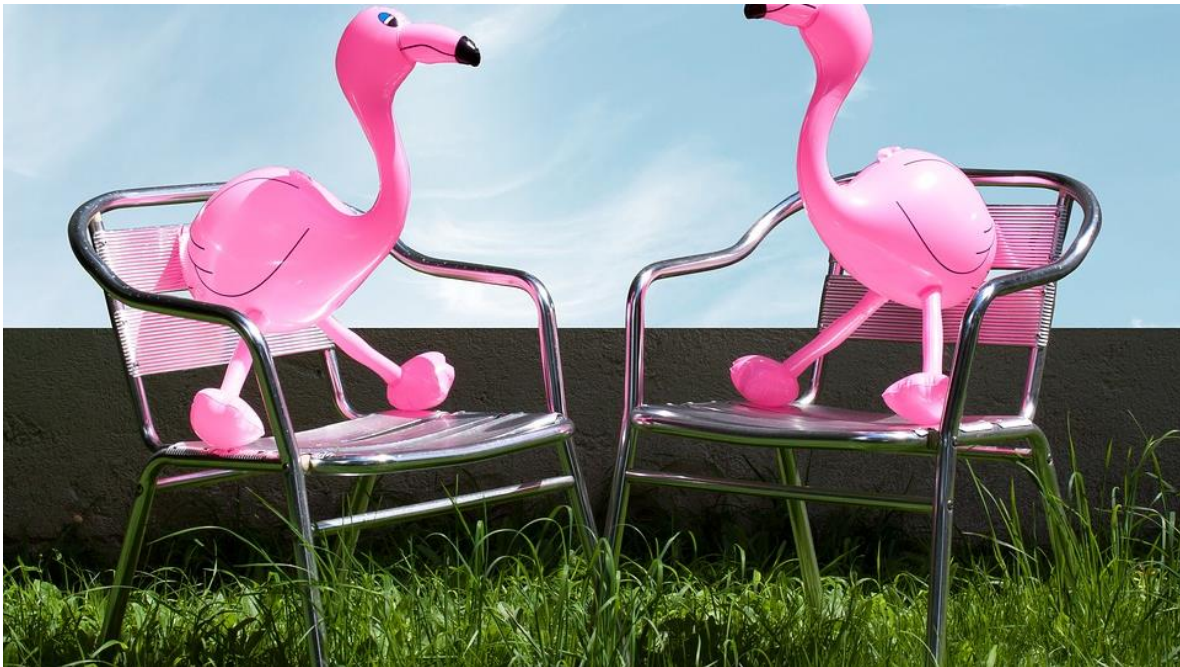
Visual Stimuli for Pre-test (Images Obtained from Teachers Pay Teachers)







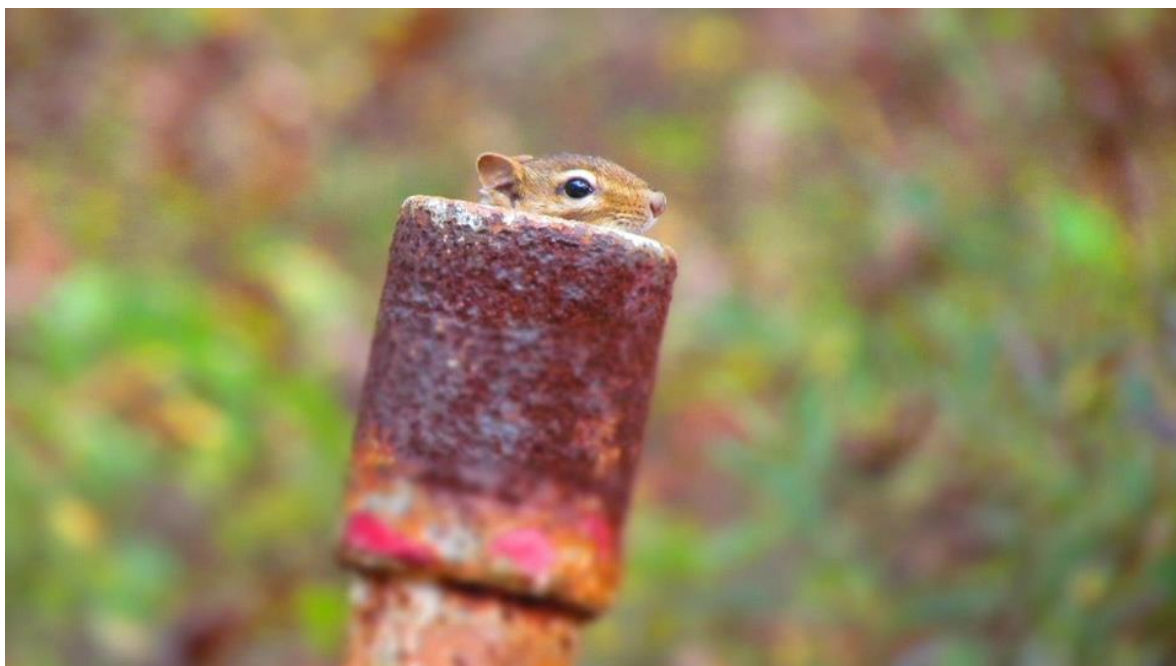
Visual Stimuli for First Speaking Instance, (Images obtained from Teachers Pay Teachers)





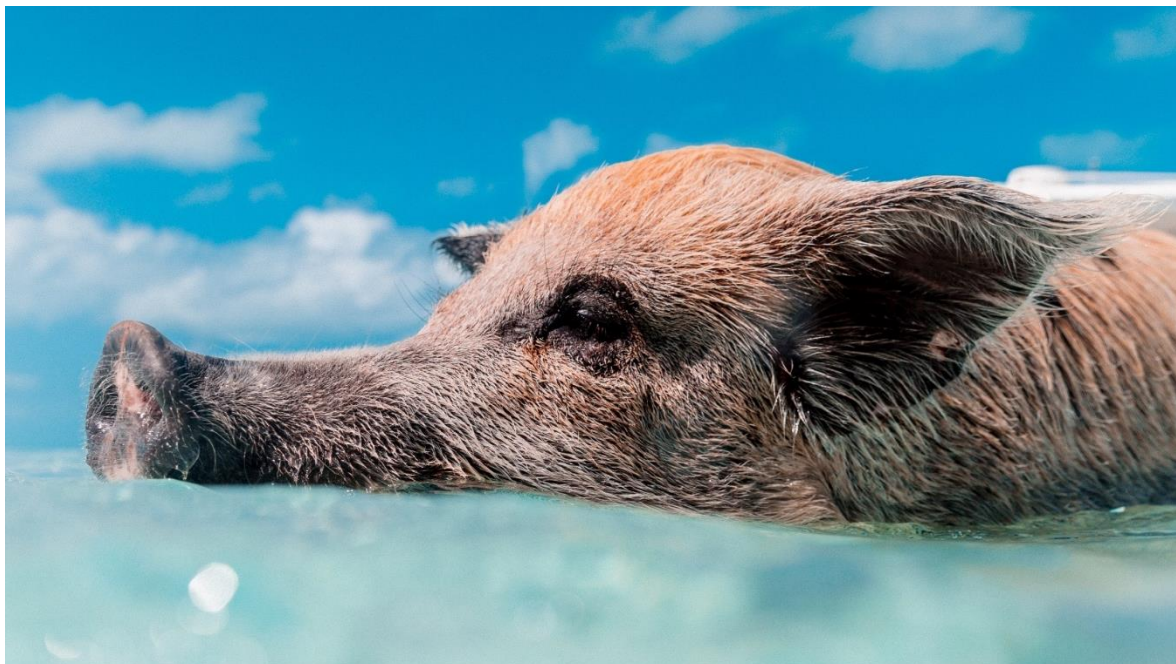
Visual Stimulus for Second Speaking Instance (Images obtained from Teachers Pay Teachers)





Visual Stimuli for the Post-Test (Images Obtained from Teachers Pay Teachers)





Visual Stimuli for the Delayed Post-Test (Images Obtained from Teachers Pay Teachers)







Matrix to Observe Classes

Student Name:			
Vocabulary	Grammar	Discourse Extension	Participation
The student makes use of specific vocabulary to talk about many subjects in detail.	The student makes no to few grammatical mistakes. These mistakes do not impede communication.	The student uses more than five subordinating conjunctions in their speech.	The student participates willingly most of the time, not being prompted by the teacher.
The student makes use of general vocabulary to talk about many subjects in detail.	The student makes some grammatical mistakes. These mistakes do not impede communication.	The student uses more than three subordinating conjunctions in their speech.	The student participates willingly half of the time, the other half they need to be prompted by the teacher.

The student makes use of general vocabulary to talk about a few subjects in little detail.	The student makes some grammatical mistakes. These mistakes impede communication.	The student uses at least one subordinating conjunction in their speech.	The students participate willingly less than half of the time, the rest need to be prompted by the teacher.
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Rubric to evaluate story

Score	Grammar	Vocabulary	Extension
5	Shows a good degree of control of simple grammatical forms.	Uses a range of appropriate vocabulary when talking about everyday situations.	Student uses five subordinating conjunctions.
4	Performance shares features of Bands 3 and 5.	Performance shares features of Bands 3 and 5.	Student uses four subordinating conjunctions.

3	Shows sufficient control of simple grammatical forms.	Uses appropriate vocabulary to talk about everyday situations.	Student uses three subordinating conjunctions.
2	Performance shares features of Bands 1 and 3.	Performance shares features of Bands 1 and 3.	Student uses two subordinating conjunctions.
1	Shows limited control of a few grammatical forms.	Uses a vocabulary of isolated words and phrases.	Student uses only one, or zero, subordinating conjunction.

Guidelines to Give Students Feedback

Student Name:			
Positive Aspects	Error Made	Correction Made by Student	Possible Alternative

Average Scores Obtained for Each Speaking Task and Test

Results Obtained During the Pre-Test.

Pre-Test	Grammar	Vocabulary	Extension	Duration
Student 1	5	3	5	2:13
Student 2	4	3	1	1:09
Student 3	3	3	2	0:33
Student 4	3	4	1	0:31
Student 5	4	3	1	0:20

Results Obtained During the First Speaking Instance.

First Speaking Instance	Grammar	Vocabulary	Extension	Duration
Student 1	4	4	1	0:53
Student 2	4	3	1	0:21
Student 3	3	3	2	0:26
Student 4	4	4	4	1:03
Student 5	4	5	1	0:24

Results Obtained During the Second Speaking Instance.

Second Speaking Instance	Grammar	Vocabulary	Extension	Duration
Student 1	5	5	4	1:06
Student 2	5	5	1	0:35
Student 3	4	4	4	0:26
Student 4	3	5	3	1:00
Student 5	5	4	1	0:54

Results Obtained During the Post-Test

Post-Test	Grammar	Vocabulary	Extension	Duration
Student 1	5	5	4	1:25
Student 2	4	4	5	1:28
Student 3				
Student 4	5	4	3	1:19
Student 5	5	4	5	1:01

Results Obtained During the Delayed Post-Test

Delayed Post-Test	Grammar	Vocabulary	Extension	Duration
Student 1	5	5	4	1:00
Student 2	4	5	2	1:17
Student 3	3	4	1	0:27
Student 4	5	5	5	1:12
Student 5	4	3	1	0:48