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Exploring the use of Three-Step Interview and Peer Feedback for enhancing oral skills in a group of pre-school assistant students

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Table of Acronyms

CEFR **:** Common European Framework of Reference for Languages

CLT **:** Communicative Language Teaching

EFL **:** English as Foreign Language

MINEDUC **:** Ministry of Education

ZPD **:** Zone of Proximal Development

Abstract

This action research examines the impact of the Three-Step Interview and Peer Feedback on enhancing the speaking skills of undergraduate students in a Preschool Assistant Program in Concepción, Chile. The study addressed students' challenges in formulating and answering questions in English, stemming from limited interactive language experience and foundational knowledge. This study combines quantitative and qualitative data collection techniques and involved a convenience sample of 18 participants. The data were obtained through pre- and post-tests, a Likert scale, focus group interviews, and teacher-researcher reflections to gather quantitative and qualitative data.

The intervention demonstrated significant improvements in speaking performance. The mean score increased from 9.05 in the pre-test to 21.65 in the post-test ($p < 0.01$). Students also reported positive perceptions of the techniques, highlighting enhanced confidence, fluency, and collaboration. They valued the innovative nature of the methods, particularly the rotation of roles, use of flashcards as scaffolding tools, and opportunities for constructive peer feedback. Teacher-researcher reflections emphasized the importance of fostering a supportive, collaborative environment to encourage student engagement and autonomy.

These findings underscore the effectiveness of interactive, student-centered methodologies in developing oral proficiency and suggest their potential applicability across diverse educational contexts and proficiency levels.

Keywords: Three-Step Interview, Peer Feedback, Speaking Skills, Collaboration, Interaction.

Resumen

Esta investigación-acción examina el impacto de la técnica Three-Step Interview y la retroalimentación entre pares en el desarrollo de las habilidades orales de estudiantes de pregrado del programa de Asistente de Párvulos en Concepción, Chile. El estudio abordó los desafíos de los estudiantes para formular y responder preguntas en inglés, derivados de una experiencia limitada de interacción oral y una base de conocimiento insuficiente. Este estudio combina técnicas de recopilación de datos cuantitativos y cualitativos y contó con una muestra por conveniencia de 18 participantes. Los datos se obtuvieron a través de pruebas pre y post intervención, una escala Likert, entrevistas grupales y reflexiones del docente-investigador para recopilar información cuantitativa y cualitativa.

La intervención demostró mejoras significativas en el desempeño oral. El puntaje promedio aumentó de 9.05 en la prueba inicial a 21.65 en la prueba final ($p < 0.01$). Los estudiantes también reportaron percepciones positivas sobre las técnicas, destacando una mayor confianza, fluidez y colaboración. Valoraron la naturaleza innovadora de los métodos, en particular la rotación de roles, el uso de tarjetas como herramientas de andamiaje y las oportunidades de retroalimentación constructiva entre pares. Las reflexiones del docente-investigador enfatizaron la importancia de fomentar un entorno colaborativo y de apoyo para incentivar la participación y autonomía de los estudiantes.

Estos hallazgos subrayan la efectividad de metodologías interactivas centradas en el estudiante para desarrollar la competencia oral y sugieren su potencial aplicabilidad en diversos contextos educativos y niveles de competencia.

Palabras clave: Three-Step Interview, retroalimentación entre pares, habilidades orales en inglés, Colaboración, Interacción.

Chapter I: Introduction

Introduction

1.1 Background Information

Speaking is a fundamental skill in English language learning, essential for effective communication and professional success. In Chile, the Ministry of Education (MINEDUC, 2023) highlights the importance of productive language skills, particularly speaking, as a tool for fostering critical thinking and identity awareness. Students in the Chilean education system receive a minimum of 684 hours of English instruction during their compulsory education (Abrahams & Silva, 2017). By the end of 12th grade, it is expected students to achieve at least a B1 proficiency level, as defined by the Common European Framework of Reference for Languages (CEFR). This proficiency is intended to have further development in higher education, where English remains a core component of undergraduate and postgraduate programs (MINEDUC, 2023).

However, many students entering higher education struggle to meet the expectations of their English modules. These modules are designed to support academic success and enhance employability. Despite these objectives, students often face difficulties due to gaps in their proficiency in the language. As a result, they risk not passing their English courses, potentially delaying their graduation and affecting their academic progression (Matear, 2008).

Scholars have proposed different explanations for these foundational gaps. Abrahams and Silva (2017) highlight contradictions between the curriculum, syllabus expectations, and traditional pedagogical practices in schools, which impacts students' ability to build a solid foundation in English. Yirlom (2016) further explores this issue, arguing that teachers often prioritize activities focused on isolated vocabulary or grammatical theory, neglecting contextualized practice in speaking. Barahona (2016) shifts attention to socio-economic disparities, noting that students from under-resourced and low-performing schools face significant challenges in accessing higher education, compounding their difficulties with English proficiency.

These systemic and socio-economic challenges are particularly evident among students in various higher education programs. A group of Preschool Assistant students at a university in Concepción, who face significant barriers to achieving English proficiency. In their professional context, effective communication in English can enhance their professional opportunities, particularly given the growing emphasis on English language skills in early childhood education.

1.2 Problem Statement

A group of Preschool Assistant students from a university in Concepción faces significant challenges in their English lessons, particularly in speaking spontaneously and correctly. These students struggle to make and answer

questions using proper structures and varied vocabulary, primarily due to limited interactive language experiences and weak foundations in the English language. Consequently, they are unable to engage in short conversations unless these are written and rehearsed beforehand.

To address this issue, this study proposes fostering oral interaction through the use of the Three-Step Interview technique, developed by Kagan (1994), and Peer Feedback, a scaffolding tool that enables students to exchange guidance and support (Brooks & Swain, 2009). These techniques are seamlessly integrated with the topics covered in the students' syllabus to promote natural and meaningful interaction.

This research adopts an action research approach, as defined by Mason (2002), Burns (2010), and Clark et al. (2020). It systematically examines how the Three-Step Interview and Peer Feedback can support the development of speaking skills in undergraduate students. Specifically, it addresses their difficulties in formulating and answering questions and involves both the teacher-researcher and students in a reflective and collaborative process.

The objective of this study is to examine the contribution of the Three-Step Interview and Peer Feedback techniques in enhancing second-year undergraduate students' speaking skills when asking for and providing information. The study aims to: (1) analyze students' speaking performance through the application of these techniques, (2) identify students' perceptions regarding their effectiveness in improving oral performance, and (3) explore the teacher-researcher's perspective on using these techniques to enhance students' speaking skills. The guiding research question is: How does the use of Three-Step Interview and Peer Feedback enhance second-year undergraduate students' speaking skills when asking and providing information on a given topic?

1.3 Research Objectives

1.3.1 General Objective

To examine the contribution of three-step interview technique and Peer Feedback to enhance second year undergraduate students' speaking skills when asking and giving information.

1.3.2 Research Specific Objectives

SO1: To analyze students' speaking performance when using the Three-Step Interview and Peer Feedback when asking and giving information.
SO2: To identify students' perceptions regarding the use of Three-step interview and Peer Feedback as collaborative learning techniques for enhancing their oral performance.
SO3: To unveil the teacher-researcher's perspective on the use of Three-step Interview and Peer Feedback in enhancing students' speaking skills.

Chapter II: Theoretical Framework

2. Theoretical Framework

This theoretical framework examines the multifaceted nature of speaking skills development in English as a foreign language (EFL), emphasizing the interplay between fluency, accuracy, scaffolding, and interaction. Framed within the Chilean educational context, it addresses the policies proposed for teaching English as well as the challenges learners face. By integrating insights from collaborative learning and pedagogical strategies, this framework aligns with the research objective of exploring how the use of the three-step interview technique and peer feedback enhances students' speaking skills when asking and giving information.

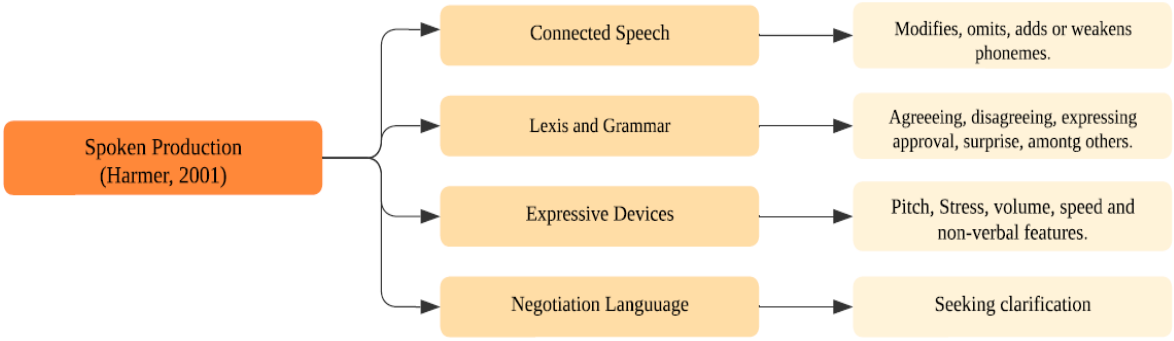
2.1 Speaking

Speaking is the most essential means of communication that humans have in order to express their knowledge, messages, emotions, feelings and opinions. When learning a second language, learners associate speaking with their own knowledge of the language as it reflects the ability of using this foreign language effectively. For that reason, being understood and able to express themselves proficiently is the goal of many learners (Celce-Murcia, 2001; Fadhila, 2018; Luoma, 2004).

When comparing speaking to other areas of language proficiency, it differs from writing in terms of production. However, in terms of processing, speaking is closely intertwined with listening and contrasts with reading (Brown, 1995; Bygate, 2001). Nunan (2003) explains that this reasoning can be associated with the fact that, like listening, speaking happens in real time: when we speak, there is another person waiting for a reply, and it is not possible to check what is going to be said or how it will be pronounced, differing from the other skills.

To explore the defining features of speaking, Nunan (2003) characterizes speaking as an auditory skill that is temporary and has immediate reception. It is also characterized by prosody, immediate feedback, and limited planning and editing due to its channel. Regarding the features of speaking, Harmer (2001) explains that certain elements are necessary for spoken production, such as connected speech expressive devices, lexis and grammar, and negotiation language which are developed further as follows:

Figure 1:
Harmer's characterization of spoken production



Source: Self-elaboration

Spoken production involves not only delivering a message but also managing the sounds of the language and expressing intention through intonation. Additionally, it requires the ability to choose the correct words, form sentences almost instantaneously, and provide an appropriate response. Regarding the speaker's productive abilities, Nunan (2003) suggests that they depend on rapid processing, language processing, interacting with others, and "on-the-spot" information processing. Even though speaking is a natural process, it can be far from being easy because its competences take time to develop since speaking is done in real time and learners' possibilities to plan, process and produce are challenged extensively (Luoma, 2004; Nunan, 2003).

Furthermore, it is relevant to consider that the mental processes involved in speaking an L2 are comparable to those of speaking an L1, as both require conceptualization, formulation, and articulation. However, the difference lies in the knowledge of the L2, where vocabulary and grammar are neither automatic nor easily accessible. Additionally, learners often think in their L1 and then 'translate' their thoughts into the L2, which slows the delivery of their utterances. Lastly, learners often experience pressure to achieve accuracy, which may hinder their performance due to constant self-monitoring aimed at avoiding mistakes, which may affect negatively their fluency and self-confidence (Thornbury, 2005).

2.1.1 The role of fluency and accuracy for developing speaking skills

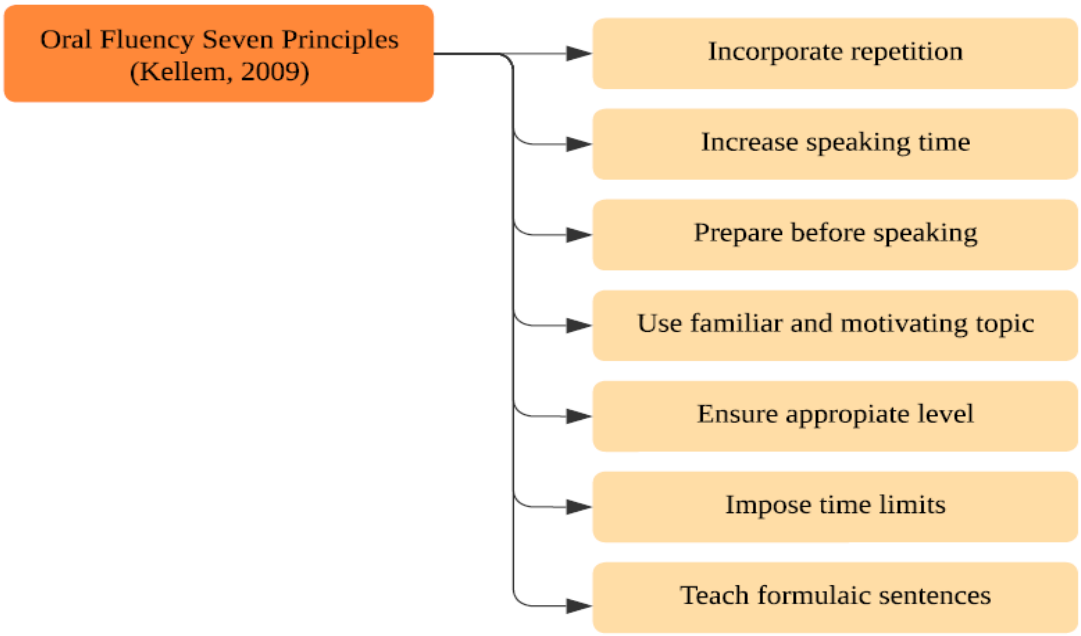
Providing opportunities to students for practicing with both fluency and accuracy seems crucial when developing speaking skills. As teachers, it is important to enable these moments to students in the class and assess them not only considering a particular feature of speech, since it may conflict with the learner's goal of communicating and being understood (Luoma, 2004).

Fluency is described as the ability to express ideas easily and spontaneously during communication regardless of possible accuracy mistakes. Whereas accuracy refers to the correct use of language which includes vocabulary, pronunciation and

grammar (Hadfield & Hadfield, 2008). In literature (e.g. Brown, 1995; Brumfit, as cited in Kellem, 2009), it is suggested that these two concepts appear to be opposites. This perception may be based on the fact that fluency emphasizes the ability of giving a message as confidently and quickly as the person can, enclosing other variables such as pauses, hesitations, and accuracy remarks the correctness in which the message is delivered (Hadfield & Hadfield, 2008). Nunan (2003) states that especially in beginning and intermediate levels, teachers should foster students' fluency and accuracy providing opportunities to enhance both. Additionally, it is emphasized that the teachers preferably avoid constant interruptions to correct errors, since making mistakes is part of the learning process.

Regarding the practice of fluency, Kellem (2009) proposes seven principles for developing oral fluency summarized as follows:

Figure 2:
Kellem's seven principles for oral fluency in language learning

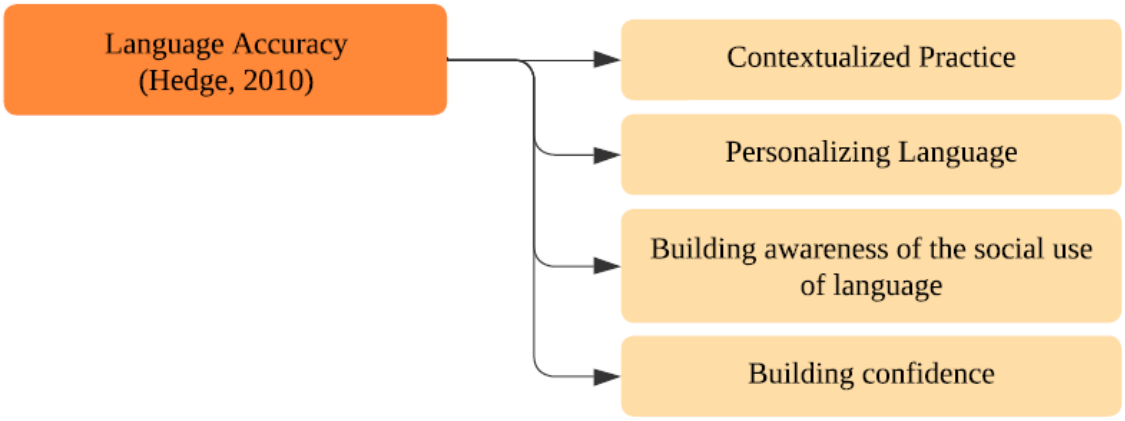


Source: Self elaboration.

The context in which this author proposes this set of principles is based on his experience in Japanese ESL classrooms where it is common to see that students' strengths are in their reading and grammar skills, surpassing their speaking and listening skills. All these principles aim towards not just the opportunities that students may have in a lesson for practicing speaking skills, but also to the ideal conditions that the teacher can provide in order to ensure students' approach to speaking activities inside the classroom.

Regarding the practice of accuracy, Hedge (2000) states that when designing speaking activities based on accuracy, it is important to provide input which they can achieve and then ensure instances for producing a controlled output. This controlled output can be the focus on a “grammar structure, a phonological feature, a conversational gambit, or the time sequencers that might be needed to tell a story” (p.273). The author stresses the importance of presenting the students with the required knowledge and skills for communication and be clear about the outcomes that the teacher expects to design the activity. This approach expects that the teacher is able to recognize students’ needs that can be identified as follows:

Figure 3:
Hedge's outlines regarding accuracy in language learning



Source: Self elaboration.

The first requirement connects teaching a language structure to its communicative function, giving the students a situation in which a structure is commonly used accompanied by a useful context. The second need addresses the importance of allowing students to express their opinions, ideas and feelings through the activity to make this experience meaningful and motivating. As for the third need, the author states that it is important to reflect on the social behavior present in an interaction, and the last need alludes to the necessity of building confidence in the students to achieve the aim of producing language at ease.

The principles proposed by Kellem (2009) and the needs stated by Hedge (2000), while setting the characteristics for activities focusing on practicing fluency and accuracy respectively, both coincide with the idea of creating the best possible environment for students to improve their speaking skills. They aim to provide students with various resources to express themselves as effectively and confidently as possible.

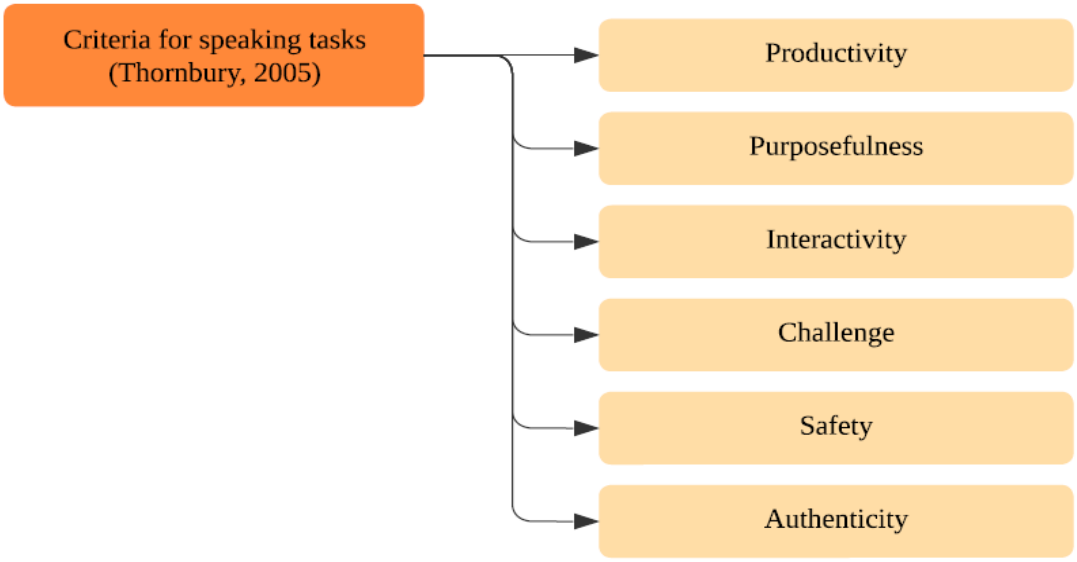
For this reason, reaching a balance between fluency and accuracy is crucial for the objectives of this study, since it seeks to enhance fluency by spontaneous interaction and accuracy through the guidance of scaffolding and feedback.

2.1.2 Teaching Speaking

Teaching speaking is an important aspect when planning a lesson, since it is a relevant part of the curriculum in language teaching and how it is taught and assessed becomes significant as well. Different authors (Luoma, 2004; Nunan 2003; Thornbury, 2005) emphasize the importance of providing opportunities for practice and the lack of them can be considered as an influential component to speaking failure.

Thornbury (2005) outlines that this practice should not be limited to grammar and vocabulary practice, but practice of interactive speaking as well. In addition, the author describes that for enhancing the potential of these tasks, students must develop autonomy—the ability to self-regulate during speaking tasks by gaining control over skills previously regulated by others—and automaticity, which refers to the learner's capacity to focus on the aspects of speaking necessary for task success, such as planning or articulating. He concludes that in order to maximize speaking opportunities and autonomous language use, certain requirements need to be met.

Figure 4:
Thornbury's criteria for speaking tasks.



Source: Self elaboration

The criteria proposed by Thornbury (2005) evaluate the potential of a speaking task by prioritizing the maximization of target language use to foster autonomous language development. Additionally, the criteria emphasize establishing a clear and shared outcome for the task. The task design should also consider its impact on the audience and challenge learners to utilize their communicative resources to achieve the learning objectives, in order to ensure that the task aligns with their proficiency level and develop a sense of achievement. Moreover, successful implementation of a speaking task requires a supportive classroom dynamic that encourages experimentation with language under real-life conditions, including spontaneity, minimal assistance, and limited preparation, while connecting to topics and situations relevant to learners' interests and needs.

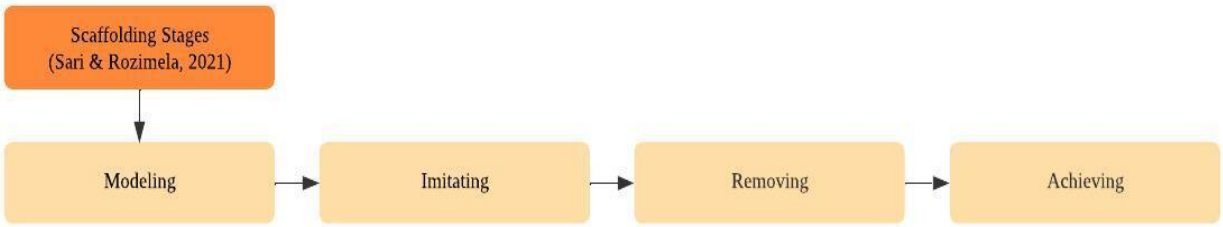
Furthermore, Hedge (2000) explains that sometimes students may lack the vocabulary or the structures they need to speak, which can lead the student into not participating in the conversation or trying to cope with the task. Still, Hedge invites teachers to “simply appreciate and understand what is happening when students use communication strategies” (p. 267) and exhibit a positive attitude towards the achievements of the students if they decide to speak and encourage these behaviors.

2.1.3 The Relevance of Scaffolding

The metaphor of scaffolding was introduced by Wood et al. (1978) referring to the assistance that “enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted effort” (p.90). Furthermore, this concept is attributable to Vygotsky (1978) and his sociocultural theory; especially the zone of proximal development (ZPD). According to this theory, learning is not merely a behavior (as in practice) or a mental process (as in restructuring) but a collaborative construction in which interaction and language play crucial roles. Moreover, learning occurs within the ZPD, which refers to what a learner can achieve independently and what they can do with the help of a knowledgeable other (Sun, 2021; Thornbury, 2005; van de Pol et al. 2012).

In the field of language teaching, Thornbury (2005) identifies sociocultural theory as one of three key theoretical frameworks in this area, alongside behaviorist and cognitivist theories. He asserts that achieving autonomy in a skill requires experiencing other regulation through interaction with a “better other” (p. 38). The teacher, acting as the knowledgeable other, provides a supportive framework through interaction with the learner. This framework, known as scaffolding, consists of the materials and strategies the teacher employs to help students construct new knowledge and enhance their learning process. Its primary objective is to build students' confidence in learning new information, while the teacher provides assistance until they can complete the task independently. Successfully applied, scaffolding empowers learners to believe that developing new skills is attainable. (Sari & Rozimela, 2021).

Figure 5:
Stages implemented in Scaffolding



Source: Adapted from “Scaffolding strategy for encouraging Speaking skills among tenth graders” by Riera & Paredes, 2023.

The stages of scaffolding, as illustrated in Figure 5, include modeling, imitating, removing and achieving. In the 'Modeling' stage, the teacher explicitly introduces new knowledge demonstrating its use and application. The 'Imitating' stage, learners engage in collaborative practice, where learners follow the teacher’s guidance to internalize skills. During the 'Removing' stage, scaffolding is gradually reduced, allowing learners to practice autonomously while the teacher provides substantial guidance and supervises their performance. Finally, the 'Achieving' stage marks the point where learners reach autonomy and are able to perform tasks independently.

These stages align seamlessly with the characteristics of effective scaffolding, as described by van de Pol and Elbers (2013): contingency, fading and transfer of responsibility. Contingency requires tailoring support to learners’ needs during each stage, ensuring that assistance is appropriate and effective. Fading corresponds to the gradual reduction of support in the “removing” stage, preparing learners for autonomy. The transfer of responsibility finishes in the “achieving” stage, where learners take full ownership of their learning process. Together, these characteristics and stages provide a structured approach to guiding learners from dependence to independence.

Scaffolding stages align with the design of this study, which progressively builds students’ speaking confidence and independence through structured tasks like Three-Step Interview.

2.1.4 The Importance of Interaction in Speaking

Interaction, in evolutionary terms, is an essential form of communication through which the human cognitive and social makeup evolved. It is characterized by immediate responsiveness where both verbal and non-verbal channels, such as

touch, proximity, eye contact, facial expressions, and gestures, alongside spoken words play significant roles in face-to-face dialogue (Fadhila, 2018; Meyer, 2016).

While speaking can often be perceived as an individual process, it is essentially interactive and contextual. Nonetheless, it is essential to acknowledge that speaking forms part of the act of talking. Typical spoken interaction involves two or more participants exchanging ideas, information, opinions, or feelings that are contextually relevant and meaningful. The participants involved are both a speaker and a listener who collaboratively shape the interaction and mutually influence its outcomes (Luoma, 2004).

Theoretical perspectives emphasize the importance of fostering interaction for speaking skills development, particularly in second-language acquisition contexts. Hadfield and Hadfield (2008) highlight the need for learners to interact with others and the process that occurs when speaking in an L2. This process requires that learners think about what they want to say in the L2 and then feel confident enough to try to express themselves. Interaction, as Hadfield and Hadfield (2008) assert, involves not only constructing a message but also actively responding to others. It requires the speaker to think about the structure of the message, the words used, and the pronunciation of these words delivered with appropriated intonation, speakers must also manage disruptions, such as forgotten words, by finding alternative ways to convey their ideas.

This theoretical groundwork of interaction not only examines the processes involved in the act of speaking but also highlights how the techniques proposed in this study enhance students' ability to engage in meaningful exchanges, fostering fluency and accuracy. These insights set the stage for understanding how such principles are adapted and applied within the unique context of English language teaching in Chile.

2.2 Teaching Speaking in Chile

The theoretical principles discussed in the previous sections, such as interaction, scaffolding, and the balance between fluency and accuracy, must be adapted to specific educational contexts to address their own challenges and opportunities. In the case of Chile, national policies and classroom realities shape the way English is taught and assessed. This section examines the alignment between theoretical approaches to teaching speaking and the policies, practices, and challenges specific to Chile.

2.2.1 Chilean Educational Policies

Chilean educational policies regarding English language teaching are governed by the General Education Law No. 20,370. This law introduced significant changes in 2012, particularly in the curriculum guidelines for English instruction. These guidelines emphasized the importance of developing the four language skills—listening, reading, writing, and speaking—by establishing specific learning outcomes

and attitudes for each grade level. Additionally, the guidelines mandated the use of the Communicative Language Teaching (CLT) approach to foster the cognitive skills necessary for language acquisition. As part of these reforms, the compulsory hours of English instruction were increased to three pedagogical periods per week (45 minutes each) (Abrahams & Silva, 2017; Barahona, 2016).

Furthermore, the English curricular framework aligns with the standards of the Common European Framework of Reference for Languages (CEFR), specifying target proficiency levels at key educational stages. By the end of 8th grade, students are expected to achieve an A2 level, while by the end of 12th grade, they should reach a B1 level (Agencia de Calidad de la Educación, 2018).

2.2.2 Challenges in English Language Teaching in Chile

Although the Ministry of Education has proposed policies aimed at strengthening the national curriculum by redefining methodologies, objectives, and attitudes, as well as introducing textbooks, guidelines, and progress maps, these efforts have been largely unsuccessful in improving English proficiency levels in Chile (Abrahams & Silva, 2017). For instance, regarding speaking skills, the British Council and Intelligence's (2015) report revealed that 44% of individuals who rated their speaking skills as poor/basic or intermediate attributed this to infrequent use of spoken English. Similarly, the 2012 Chilean Census found that only 9.1% of the population believed they may maintain a conversation in English.

The reasons for this persistent challenge are multifaceted. According to the Agencia de Calidad de la Educación (2018), students from higher socioeconomic backgrounds demonstrate significantly higher levels of proficiency than their peers in the public school system, highlighting stark inequalities in access to quality education. Moreover, overcrowded classrooms hinder the creation of spaces where students can practice and experiment with the language, making it difficult for teachers to provide personalized monitoring and assessment. In such conditions, implementing pedagogical strategies or innovations to foster interaction and communicative skills in English becomes particularly challenging (Barahona, 2016).

Furthermore, despite the Ministry of Education's framework emphasizing the development of all four language skills, teachers often prioritize listening and reading over speaking and writing, as the former are assessed by the national standardized test, SIMCE Inglés. These imbalances between educational policy, classroom realities, and assessment priorities negatively impact students' performance and their English proficiency levels upon graduating from secondary school (Barahona, 2016; Inostroza, 2015).

Within the Chilean context, this study addresses the challenge of fostering speaking skills by adapting Three-Step Interview technique and Peer Feedback. These approaches are tailored to consider students' background, providing support to help them overcome their difficulties in making and answering questions.

2.3 Classroom Interaction

In the EFL classroom, interaction plays an important role in the development of speaking skills by providing learners with opportunities to exchange information, negotiate meaning, and practice language use in meaningful context (Mackey et al., 2007). This interaction happens at two levels: teacher-student and student-student.

Teacher-student interaction is often the most influential, shaping learners' development, achievement, and performance (Fadhila, 2018). Teachers act as facilitators, guiding students through structured activities and encouraging active participation. On the other hand, student-student interaction position learners as central participants while the teacher assumes the role of monitor and mediator (Tuan and Nhu, 2010, as cited in Fadhila, 2018).

Collaborative activities such as discussions, role plays, and debates foster meaningful interaction, allowing students to develop confidence and autonomy in language use. These activities provide access to input, opportunities to negotiate and the benefit of peer feedback. However, promoting such interactions can be challenging. As noted by Govindasamy and Shah (2020), teachers must clearly define the characteristics of the lesson and demonstrate how it benefits students in achieving proficiency. Additionally, fostering meaningful and effective interaction requires collaboration between teachers and students to ensure the success of speaking activities.

By fostering interaction through collaborative activities, this study acknowledges the importance of classroom dynamics to enhance students' speaking skills through techniques that includes collaboration between peers, allowing them not only to facilitate the construction of knowledge but also encourage students to develop autonomy in their learning process.

2.4 Collaborative Learning Techniques

Collaborative Learning Techniques serve as an umbrella term for educational methods that involve a joint intellectual effort by students, or by students and teachers working together. The primary objective of these techniques is to search understanding, develop solutions, explore meanings, or create products. Techniques within the scope of collaborative learning are designed to generate and provide meaningful learning opportunities (Smith & MacGregor, 1992).

Furthermore, it is mentioned some features of a collaborative learning task such as the importance of collaborate since the students should "engage actively in working together towards the stated objectives" (Barkley et al., 2014, p. 5) and the amount of work of each student is equitable. Moreover, the task should be aligned with the course curriculum in order to achieve learning outcomes. The responsibility in the success of the activity is shifted to the students since collaborative learning occurs when students and faculty engage together to work for creating knowledge"

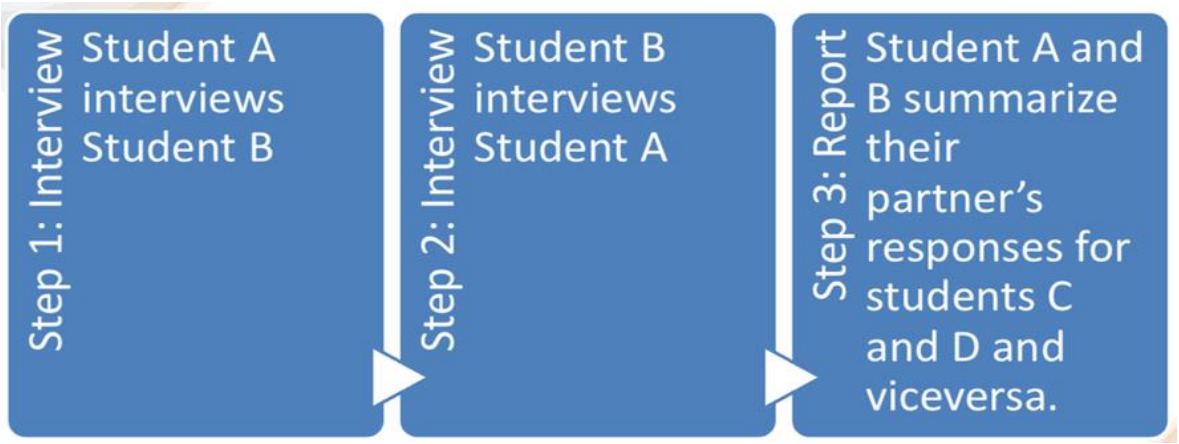
(Matthews, 1996). Within this set of collaborative techniques, we can find the use of “Three-Step Interview” and “Peer Feedback”.

This study leverages collaborative learning techniques, particularly the Three-Step Interview, as it fosters meaningful interaction. As will be explored in the next section, this approach is instrumental in addressing students’ challenges with formulating and answering questions spontaneously

2.5 Three-Step Interview

Three-Step interview, proposed by Kagan (1994), is a collaborative learning technique designed to promote discussion among students. As the name suggests, the Three-Step Interview technique consists of three steps: Interview, Interview, Report.

Figure 6:
Three-Step Interview model by Kagan (1994)



Source: Self-elaboration.

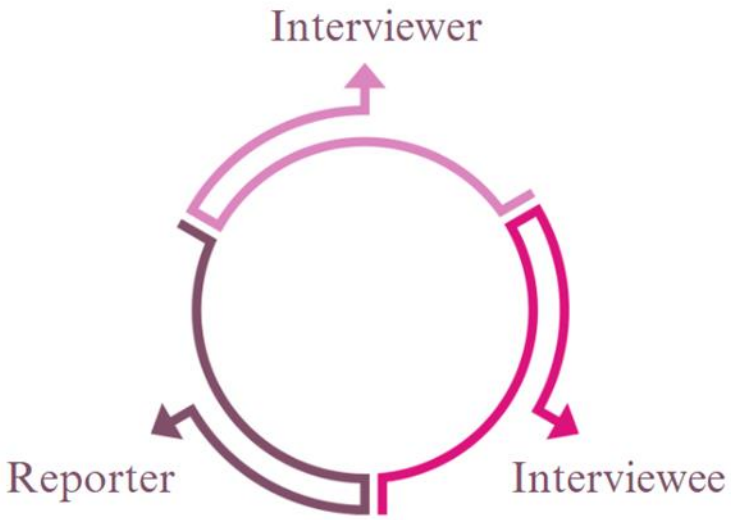
Its enduring relevance is noted by Barkley et al. (2014), who highlight that Three-Step Interview “creates the opportunity for students to network and improve specific communication skills” (p. 175). Students not only focus on posing good questions but must also actively listen to their partner´s responses. Additionally, they are encouraged to promote elaboration by focusing on their partner’s answer while refraining from imposing their own thoughts or opinions. Finally, students should be able to deeply understand the information gathered synthesize their partner’s responses and presents them to the rest of the group.

Given its focus on structured discussion, Three-Step Interview has been recognized as an effective technique for “drawing students’ experience and knowledge from outside the class” (p. 178). In addition, teachers are encouraged to pair students with less familiar classmates to foster fresh perspective and generate new information within the group. These insights can be shared by the entire class through a

spokesperson who presents one or two of the most meaningful responses on behalf of the group, validating the contribution of the students.

It is important to state that for the purpose of this research, a variation of the Three-Step Interview was used by Aristy et al. (2019). Students will be grouped into roles of 'interviewer', 'interviewee', and 'reporter'. The student in the role of interviewer will ask questions to the student in the role of interviewee. Meanwhile, the reporter will take notes on how the interaction is performed by the other students. These notes will be shared at the end of the round to provide feedback to their peers. In the second and third rounds, each student will take turns performing all three roles.

Figure 7:
Three-Step Interview model used by Aristy et al. (2019)



Source: Self-elaboration

Kagan's (1994) foundational concept of Three-Step Interview had been studied to enhance students' speaking skills. For example, Aristy et al. (2019) conducted a study that demonstrated how the technique improved students' interest and motivation in speaking. Additionally, their research revealed significant improvements in students' speaking abilities, measured through five elements: accent, grammar, context, fluency, and vocabulary. Similarly, a study by Quynh and Van (2021) tested the technique's effectiveness by assessing improvements in vocabulary, grammar, pronunciation, and interactive communication. This study also evaluated the technique's acceptability in terms of usability, appropriateness, appeal to the target audience, and relevance, finding that students not only improved their performance but also engaged positively with the technique.

Moreover, Three-Step Interview technique has been applied beyond speaking skills to other subjects, such as mathematics. Usmadi et al. (2020) investigated its use in building knowledge in mathematics. Their findings indicated that students who used the three-step interview technique achieved higher learning outcomes. This

suggests that the technique is versatile and can be implemented in any subject where greater student engagement and a shift towards learner responsibility in achieving outcomes are required.

This study builds on Kagan's work by adapting Three-Step Interview to address students' challenges in formulating and answering questions by fostering scaffolded opportunities to enhance speaking skills in spontaneous interactions about different topics.

2.6 Peer Feedback

Peer feedback is characterized as a dynamic interaction phenomenon, shaped by its affective and social dimensions (Philp & Duchesne, as cited in Sato, 2017). Sato (2017) argues that peer interaction provides learners with a context to freely experiment with language and fosters an environment conducive to meaningful output practice. Additionally, Peer Feedback functions as a scaffolding tool, allowing students to 'provide expertise to each other' (Brooks & Swain, 2009, p. 69).

As outlined in the previous section, the Three-Step Interview Technique includes a role referred to as the 'reporter.' Traditionally, the reporter or note-taker documents significant interactions between the interviewer and the interviewee. However, to enhance peer interaction, the reporter's role shifts toward providing peer feedback through peer assessment. This adjustment not only deepens student engagement but also reinforces the role of peer feedback as a critical component in language learning, supporting both affective and cognitive development.

From the perspective of collaborative learning, peer evaluation can be viewed as 'an integral part of collaborative learning because peers have a firsthand view of what is going on during collaborative activities' (Barkley et al., 2014). This process enables peers to identify each other's performance levels effectively. However, a period of instruction and training is strongly recommended to ensure effective assessment. Cheng and Warren (2005) emphasize the importance of equipping students with the skills needed to provide constructive feedback, enabling them to detect and correct errors in their peers' language use. This, in turn, helps them improve their own performance. Moreover, assessing others encourages students to take responsibility for evaluating the learning process of their peers. Nakamura (2002) argues that engaging in peer assessment helps students recognize the criteria necessary for making progress and achieving their objectives.

While numerous studies highlight the positive outcomes of Peer Feedback -such as fostering autonomy, critical thinking, and self-assessment (Kim, 2012; Sato & Lyster, 2012; Sippel and Jackson, 2015)- its effectiveness is not universally supported. Sato (2017) notes that some research has found its impact to be minimal (Ballinger, 2015) or even negative (Adams et al., 2011). Similarly, Sará (2016) identified mixed results when comparing three studies on Peer Assessment for developing oral skills (Ahagari, Rassekh-Alqo, & Akbari, 2013; Serrano & de la Serna, 2011; and Gómez,

2014). These findings suggest that while Peer Feedback holds great potential, its success depends on factors such as the training provided to students and the design of the assessment process.

Based on research, Sato (2017) identifies two main variables that influence the effectiveness of peer feedback: students' mindsets toward the task and social dynamics established during peer interaction. Students' attitudes before and during the task play a crucial role in determining the success of Peer feedback, as a negative or reluctant mindset can hinder productive collaboration. Similarly, the quality of the social relationships formed during peer interaction affects the depth of engagement and willingness to provide constructive feedback. These factors underscore the importance of careful planning, student preparation and training and ongoing support from teachers to maximize the benefits of Peer Feedback.

By addressing the challenges highlighted in the literature and considering the variables identified by Sato (2017), this study aims to enhance the use of Peer Feedback through the use of Three Step Interview and ensuring that students are equipped with an appropriate skills and support to engage meaningfully with their peers, fostering language development and collaborative learning.

Chapter III: Method

3 Method

3.1 Type of Research

This study was structured within the framework of action research, a methodology rooted in self-reflection, critical inquiry, and systematic investigation. Action research enables teachers to explore their teaching contexts by questioning existing practices and generating innovative ideas to enact improvements (Burns, 2010). Teachers, as "investigators" or "explorers," address the complexities of their educational environments while crafting personalized solutions and gaining insights into their professional practices.

Furthermore, this action research followed a qualitative approach that nurtures from quantitative analysis. Aligned with Mason's (2002) perspective on qualitative research, this study adopted a flexible and context-sensitive approach, integrating observation, reflection, and pedagogical interventions to enhance participant experiences.

Grounded in theoretical insights and methodological rigor, this study adopted an action research framework to systematically explore how the use of the Three-Step Interview and Peer Feedback could support the development of the speaking skills of a group of undergraduate students, particularly addressing their difficulties in formulating and answering questions. By documenting and analyzing the processes and outcomes of an intervention, the study aimed to contribute meaningfully to the broader understanding and advancement of educational practices.

3.2 Description of the Participants

This action research was conducted with a group of undergraduate students from the Preschool Assistant Program at a university in Concepción, Chile. The participants were selected using convenience sampling, as the "members of the target population met certain criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate" (Etikan & Ilker, 2016, p. 2).

Table 1:
Participants' features summary table

Category	Details
Number of participants	20
Age Range	18-42 years old
Gender	Female
Language Proficiency Level	A1-A2

Source: Self-Elaboration

As table 1 illustrates, the study included 20 female students aged 18 to 42, whose English proficiency ranged between A1 and A2 according to the Common European Framework of Reference (CEFR). These students were enrolled in the "English Final Stage" course, the second and final module of the English program required in their curriculum. Classes were held twice a week, with one session consisting of two 50-minute modules and the other consisting of a single 50-minute module. By the end of this course, students are expected to comprehend and produce sentences related to personal information and everyday topics such as family, job-related matters, school, or travel. Additionally, they should be able to speak clearly and slowly, providing factual information on subjects of interest. These learning outcomes align with the objectives of the "English Initial Stage" program.

It is noteworthy that most participants attended public or subsidized schools, where English is a compulsory subject from 5th to 12th grade, as mandated by the Ministry of Education (MINEDUC). This background may indicate varying levels of exposure to interactive language practices, which could contribute to the participants' struggles with formulating and answering questions in English, as observed by the teacher-researcher.

Regarding ethical considerations, participation in the study was voluntary. Students signed a letter of consent, prior to starting the intervention (See Appendix 1). Out of the 25 students invited to participate, 20 agreed to be part of the action research, ensuring that informed consent was obtained from all participants.

3.3 Research Question

How does the use of three-step interview technique and peer feedback enhance second year undergraduate students' speaking skills when asking and giving information on a given topic?

3.4 Research Objectives

3.4.1 General Objective

To examine the contribution of three-step interview technique and peer assessment to enhance second year undergraduate students' speaking skills when asking and giving information.

3.4.2 Research Specific Objectives

SO1: To analyze students' speaking performance when using the Three-Step Interview and Peer Feedback when asking and giving information.
SO2: To identify students' perceptions regarding the use of Three-step interview and Peer Feedback as collaborative learning techniques for enhancing their oral performance.

SO3: To unveil the teacher-researcher's perspective on the use of Three-step Interview and Peer Feedback in enhancing students' speaking skills.

3.5 Research Problem

In the realm of English language learning, speaking is a fundamental skill for effective communication. In Chile, Agencia de Calidad de la Educación (2018) emphasizes the importance of the productive skills of the English language in their programs. In the case of the learning outcomes proposed for 12th grade, speaking skills are engaged to the development of critical thinking and identity awareness. As a result, it is anticipated that students will attain a level of English suitable to be enhanced in their university years.

Nevertheless, a group of students of Preschool Assistant from a University from Concepción struggles with speaking spontaneously and correctly in their English lessons. Concretely, they are not able to make questions and answer them following a correct structure and using different vocabulary, due to their lack of interactive language experience and lack of foundation in the English Language.

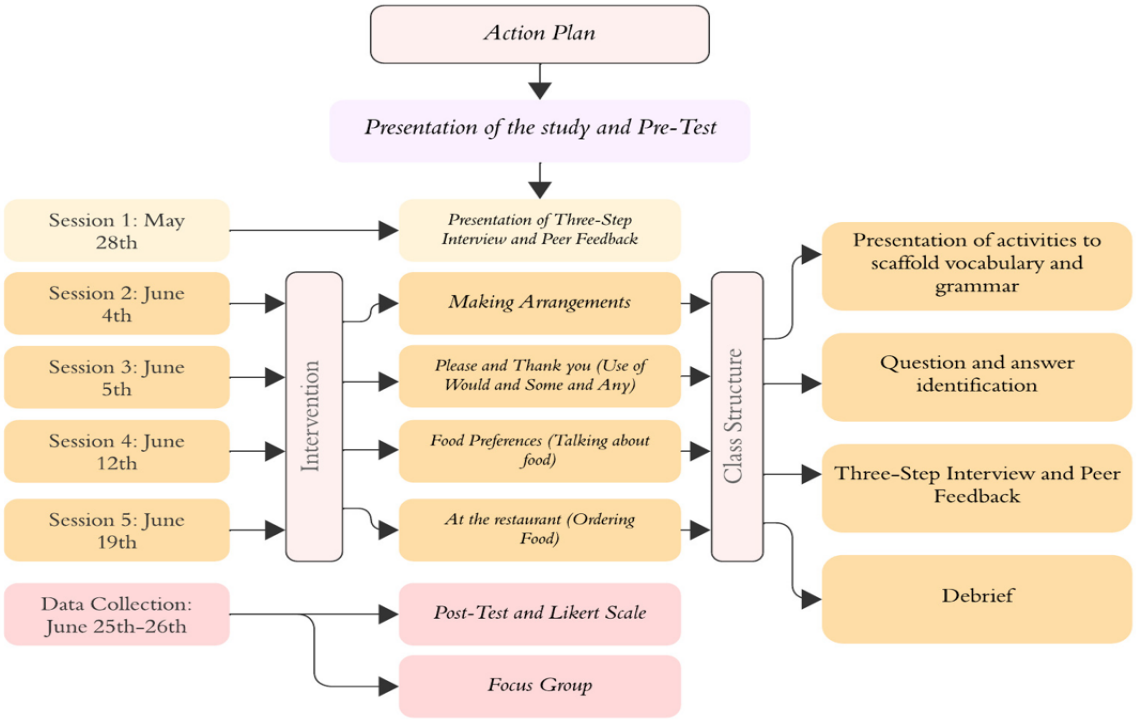
By fostering structured and interactive opportunities for oral communication, the Three-Step Interview and Peer Feedback directly address the specific challenges students face in forming questions and providing responses, ultimately aiming to improve their fluency and accuracy.

3.6 Stages of the Action Research

Prior to the implementation, the action research was presented to the students, and then the pre-test was applied to gather data about the students' performance before the intervention.

In the first session, the two techniques were presented to train the students in their use. The students watched a video to identify the steps and objectives of the Three-Step Interview, followed by a reflection on various examples of each criterion on the peer assessment checklist

Figure 8:
Action Plan diagram



Source: Self-elaboration

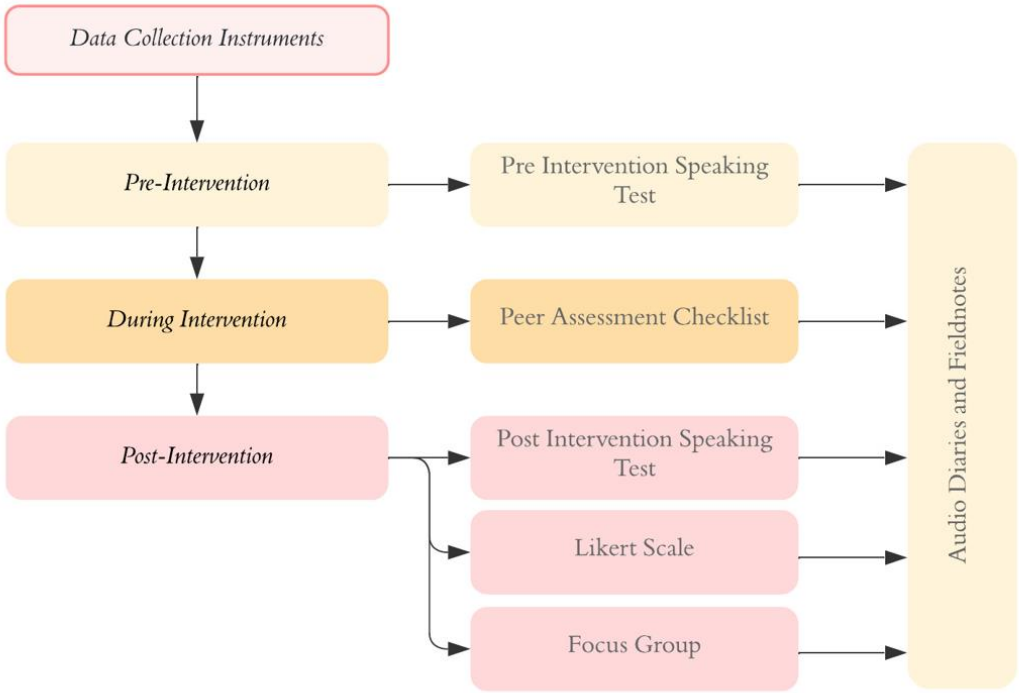
During the intervention sessions, each class began with activities designed to scaffold the vocabulary and grammar required for question-and-answer interactions. Students identified the types of questions and answers they could use during the Three-Step Interview rounds and noted key aspects to consider when assessing peers with the checklist. Each round of the Three-Step Interview and Peer Feedback process was systematically conducted, with students rotating through the roles of "Interviewer," "Interviewee," and "Reporter." The "Reporter" was tasked with providing constructive feedback to their peers. The teacher monitored each round, ensuring proper time management, facilitating role rotations, and offering support as needed regarding content and process. After completing the rounds, each session concluded with a brief debriefing to evaluate participants' experiences, address challenges, and discuss areas for improvement. These reflective moments allowed participants to recognize their progress through practice but also likely reinforced their ability to articulate their perceptions, contributing to the completion of the Likert scale and focus group discussions.

The Data Collection Stage was conducted over two days. On the first day, students completed a post-test to evaluate their speaking performance after the intervention and filled out a Likert scale to share their perceptions of the Three-Step Interview and Peer Feedback techniques, as well as their views on their oral performance. On the second day, a selected subgroup participated in a focus group to provide detailed insights into their experiences with the techniques and their perceptions of their speaking performance.

3.7 Data Collection Instruments

This study utilized seven instruments to collect data. A pre-intervention speaking test was administered at the outset to assess students' initial speaking performance. During the intervention, students used a peer feedback checklist to evaluate their performance while engaging in the Three-Step Interview technique. The researcher maintained audio logs and field notes to document observations and reflections after each session. In the data collection stage, a post-intervention speaking test measured students' progress, followed by a Likert scale to assess their perceptions of the techniques and their oral performance. Finally, a focus group provided in-depth insights into students' experiences and perceptions of the intervention. Each instrument is described in detail in the following sections.

Figure 9:
Data Collection Diagram



Source: Self-elaboration

3.7.1 Pre- and Post-intervention Speaking Test

Pre- and post-intervention tests were implemented to measure participants' progress during the action research. Students performed role plays, a technique similar to the "Three-Step Interview," which simulates real-life situations and promotes active language use (Qing, 2011). In a 2-minute dialogue, students asked and answered questions based on communicative scenarios using vocabulary and grammar covered in class. Pre-test scenarios included “routines” (present simple) and “what

did you do yesterday?" (past simple), while post-test scenarios featured "making arrangements," "please and thank you" (expressions for requesting and offering products), and "at the restaurant" (restaurant interactions). An analytic rubric was used to assess students' performance (See Appendix 2 and 3).

3.7.2 Analytic Rubric

The analytic rubric, designed specifically for this action research, assessed students' speaking performance across four categories: organization (word order, correct tense use), delivery (intonation, smooth delivery), language (use and range of vocabulary), and interaction (coherence, communication maintenance, task completion). Scores ranged from 1 to 3 points, corresponding to "Needs Improvement," "Satisfactory," and "Excellent." This instrument, created by the teacher-researcher, was reviewed and validated by experts. Analytic rubrics are effective for formative and summative assessments, providing clear performance descriptors that benefit both teachers and students (Brookhart & Nitko, 2019; Vercellotti & McCormick, 2021).

3.7.3 Peer Assessment Checklist

Checklists are assessment tools designed to "encourage or verify that a number of specific lines of inquiry, steps, or actions are being taken or have been taken" (Given, 2008, p. 78). In this study, the peer assessment checklist (see Appendix 4) aimed to help students evaluate their peers' performance based on selected criteria, raising their awareness of their learning process and progress. Students assessed four dimensions—organization, delivery, language, and interaction—each containing two items phrased as questions to guide evaluation. Adapted from Sará's (2016) study on peer assessment and speaking skills, this checklist was reviewed and validated by experts.

3.7.4 Likert Scale

According to Batterton and Hale (2017), a Likert scale measures attitudes by grouping related questions to assess participants' perspectives on a specific issue. The Likert scale designed for this research (see Appendix 5) included three dimensions with two items each, focusing on students' perceptions of the Three-Step Interview, peer feedback, and their oral performance. Participants selected from five options—strongly agree, agree, undecided, disagree, and strongly disagree—scored from 5 to 1. This instrument, created by the teacher-researcher, was reviewed and validated by experts.

***Table 2**:*
Dimensions of Likert Scale and sample statements

Dimension 1: Use of Three-Step Interview Perception	
Focus: Innovation	Item Sample: It was an interesting technique to practice my English-speaking skills.
Dimension 2: Use of Peer Feedback Perception	

Focus: Collaboration among peers	Item Sample: It was a significant opportunity to help my peers.
Dimension 3: Oral Performance Perception	
Focus: Self-confidence	Item Sample: The intervention helped me feel more confident in my abilities when speaking in English.

Source: Self-Elaborated

3.7.5 Focus Group

A focus group is a research technique used to explore participants' experiences and insights, led by a moderator who follows a topic guide or script (Philipsen & Vernooij-Dassen, 2007; Pv & Peremans, 2007). This method facilitates guided interaction and engagement among participants. Six students were selected for the focus group based on their interest and willingness to share opinions about the intervention. Data were collected across three dimensions, each with three questions, focusing on students' perceptions of the Three-Step Interview technique, peer feedback, and their oral performance (see Appendix 6). This instrument, created by the teacher-researcher, was reviewed and validated by experts.

Table 3:
Dimensions of Focus Group and sample questions

Dimension 1: Students' perception about Three-Step Interview	
Focus: User experience	Sample Question: How would you describe the process of using this technique? Was it easy or difficult?
Dimension 2: Students' perception about Peer Feedback	
Focus: Peer Feedback perceptions	Sample Question: What do you think about providing feedback to your peers?
Dimension 3: Students' perception about their Oral Performance	
Focus: Impact on questioning techniques	Sample Question: Do you think this process changed how you ask questions in English? How?

Source: Self-elaboration

3.7.6 Audio Diaries

An audio diary is a qualitative tool that enables researchers to document their reflections during the intervention process. According to Káplár-Kodácsy and Dorner (2020), this instrument, commonly applied in educational contexts, fosters reflective practices by encouraging critical thinking. Its primary advantage lies in articulating the researcher's perspectives on experiences, thoughts, and circumstances during the intervention. For this study, the teacher-researcher systematically recorded reflections after each session using a structured framework, which included session details, a summary of activities, and perceptions of the piloting and implementation process. Prompts for the audio diaries addressed consistent questions about session number, intervention stage, and a summary of the class. They also

encouraged analysis of what worked, what did not, and how challenges were addressed (see Appendix 7). This instrument was reviewed and validated by experts.

3.7.7 Fieldnotes

Fieldnotes provided the researcher with a tool to record detailed descriptions of people, places, and events, along with reflections on data, patterns, and research processes (Given, 2008). This instrument captured details not easily recorded through other methods, offering insights into session characteristics, observations, and the researcher's reflections during the intervention. The fieldnotes followed a structured format: session details, session structure, student observations, and teacher reflections. They enabled the researcher to analyze class structure, student behavior, and overall performance, as well as the teacher's observations (see Appendix 8). The instrument was reviewed and validated by experts.

3.7.8 Expert validation of instruments

The instruments previously described were validated by asking experts to provide feedback. Three university professors and two in-service teachers were experts that revised the instruments guaranteeing that the instruments were in alignment with the research objectives. The validation format declared the instruments selected for the research, general and specific objectives. The experts provide suggestions and observations.

3.8 Data Analysis Techniques

The data collected in this action research underwent a comprehensive analysis, incorporating both quantitative and qualitative information gathered through the intervention.

3.8.1 Pre and Post Intervention Speaking Test

Firstly, the results of the pre- and post-intervention speaking tests, assessed using an analytic rubric, were analyzed through descriptive statistics. Dörnyei (2007) highlights descriptive statistics as a clear and efficient method for summarizing quantitative data. Given the characteristics of the instrument, the analysis employed univariate techniques, focusing on measures of central tendency. Specifically, the mean, median, and standard deviation provided insights into students' scores before and after the intervention. Additionally, a Wilcoxon test was conducted to evaluate the significance of score differences between the pre- and post-intervention tests, measuring the impact of the intervention.

3.8.2 Likert Scale

Participants' Likert scale responses regarding their perceptions after the intervention were analyzed using descriptive statistics. Specifically, a univariate analysis was conducted to summarize the frequency distribution of individual variable values

(Bhattacherjee, 2012), highlighting the levels of agreement. Additionally, the results were visually represented using bar charts to enhance interpretability

3.8.3 Focus Group

Qualitative data gathered from the focus group was analyzed using content analysis, a method defined as a 'systematic examination of forms of communication used to objectively document patterns' (Given, 2008, p. 24). Through immersion in the data and a coding process, the information was categorized into main categories and subcategories. As explained by Drisko and Maschi (2016), main categories refine the collected data, while subcategories provide additional details within each main category, facilitating a deeper understanding of the students' perceptions of the interventions.

3.8.4 Audio diaries and fieldnotes.

Audio diaries and fieldnotes were analyzed under the scope of narrative approach, focusing on the teacher-researcher's reflections during the implementation of Three-Step Interview and Peer Feedback. According to Riessman's (2015) perspective on narrative reflexivity, the analysis considers how my position as a teacher-researcher influenced the interpretation of the data. The narrative process will examine "what went right, want went wrong, and wat was improved" aligning with Freeman's (2015) view of narratives as active meaning-making process. By identifying the main themes and patterns, the analysis aims to contextualize the experiences framing the narrative as a tool for self-reflection and pedagogical insight.

Chapter IV: Findings

4. Findings

In this chapter, the data collected in the intervention is presented in accordance with the specific objectives of this action research.

4.1 Specific Objective 1: To analyze students' speaking performance when using the Three-Step Interview and Peer Feedback when asking and giving information.

4.1.1 Pre-Intervention Speaking Test

A Pre-Intervention Test was conducted to evaluate students' speaking skills. Students were provided with prompts to perform a role play encompassing various communicative purposes covered in class. The dialogue produced by the students was assessed using an Analytic Rubric, which was divided into four criteria: "Organization," "Delivery," "Language," and "Interaction," each with two subcategories. Additionally, there was a criterion for "Task Completion." Each criterion and subcategory were rated across three performance levels: "Excellent" (3 points), "Satisfactory" (2 points), and "Needs Improvement" (1 point). A score of 0 was assigned if the student did not respond to the prompt. The maximum possible score was 27 points.

The descriptive analysis below (Table 4) summarizes the results of the pre-intervention speaking test taken by 20 students. The average score (mean) was 9.05, while the median score was 9. The standard deviation, which measures the dispersion of the scores around the mean, was 6.48, indicating a considerable level of variability among the students' scores. The minimum score observed was 0, and the maximum score was 22. There were students that did not complete the task, while the performance of some students can be regarded as satisfactory. Nonetheless, none of the students could achieve the maximum score. This indicates a considerable range of performance levels among the students in this group, demonstrating variability in their speaking abilities. This suggests that there is substantial room for improvement and highlights the need for targeted interventions to improve the overall performance of the students.

Table 4:

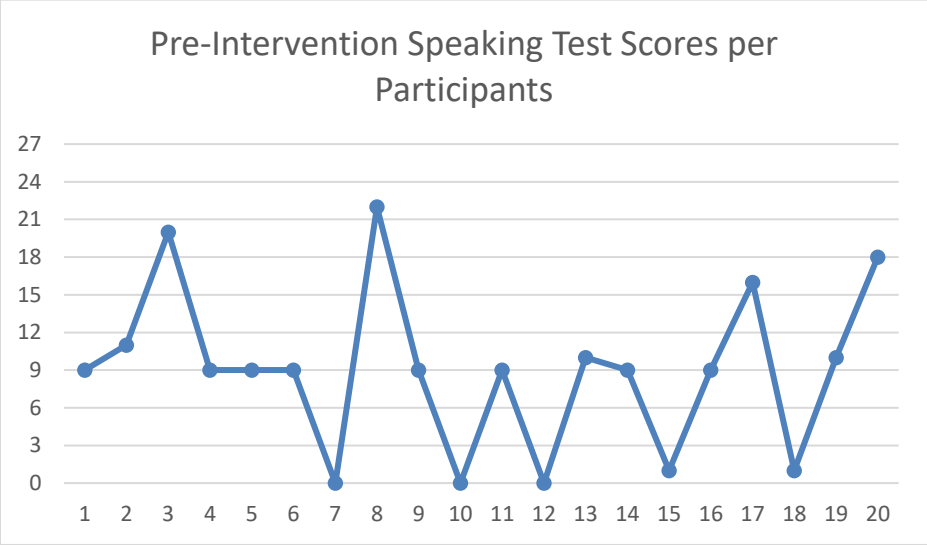
Pre-Intervention Speaking Test Scores. Global Analysis.

	N	Mean	Median	SD	Minimum	Maximum
Pre-Test Scores	20	9.05	9.00	6.48	0	22

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Figure 10 shows the scores of the participants in the Pre-Intervention Test. The distribution of scores among participants is uneven, with a noticeable concentration of low scores and the presence of outliers, as these scores are higher than the median of 9 points. These results imply that while some students struggled with the assessment, others performed very well. The Pre-test results suggest that the intervention needs to be tailored to address both low-performing and high-performing students.

Figure 10:
Pre-Intervention Speaking Test scores per participant



Source: Self-elaboration

The results of each criterion are presented in the following sections in order to provide insight into students' performance.

4.1.1.1 Dimension 1: Organization.

The area of "Organization" was divided into two criteria: "Word Order" and "Correct Tense". The first subcategory assesses students' ability to produce sentences in the correct order in questions and answers. The second subcategory assesses students' ability to select the correct tense according to the communicational context given for the role play.

Table 5:
Organization Pre-Test results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Word Order Pre-Test	20	1.05	1.00	0.605	0	2
Correct Tense Pre-Test	20	1.00	1.00	0.725	0	2

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

As summarized in Table 5, the results obtained in each subcategory of the Organization criterion indicate varying levels of student performance. For the "word order" subcategory, with a mean score of 1.05, and a median score of 1. The standard deviation was 0.605, indicating moderate variability. These results suggest that students had difficulties organizing their sentences to pose questions and answers, which was a key issue observed during the design of this action research.

In the "correct tense" subcategory, the mean and median score was 1.00. The standard deviation was 0.725, slightly higher than that of "word order," indicating greater variability in outcomes. This result demonstrates a low level of performance in choosing the correct tense according to the given prompt.

Comparing the results across these subcategories implies that the scores were generally low, highlighting the students' difficulties in expressing themselves when exchanging information. However, the variability in the "correct tense" suggests that while students struggle with sentence organization, they exhibit slightly better competence in selecting the appropriate tense.

4.1.1.2 Dimension 2: Delivery

The criterion of “Delivery” was divided into two subcategories: “Intonation” and “Smooth Delivery”. The first subcategory assesses students’ ability to use the appropriate intonation according to the type of sentence the student is producing. The second subcategory assesses students' speech and how it flows during the dialogue.

Table 6:
Delivery Pre-Test results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Intonation Pre-Test	20	1.00	1.00	0.795	0	3
Smooth Delivery Pre-Test	20	1.05	1.00	0.887	0	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 6 represents the results obtained in both subcategories. In “Intonation” the mean as well as the median were 1. The standard deviation was 0.795, indicating a moderate variability in the results. These results indicate that despite the differences in performance among the students, the students generally exhibited low performance in using the appropriate intonation when they ask questions or general statements.

For the "Smooth Delivery" subcategory, the mean score was 1.05, and the median score was 1. The standard deviation was 0.887, demonstrating slightly higher variability than in the "Intonation" subcategory. This indicates that students faced difficulties in delivering their messages smoothly and confidently, with low levels of hesitation or pauses.

Comparing the results obtained in both subcategories within the “Delivery” criterion, it is evident that students struggle with using appropriate intonation and delivering their messages with minimal pauses and hesitations. Although the students are slightly better at maintaining a fluid delivery of their sentences, it remains crucial to design strategies that help students become more aware of their speech patterns and improve their overall delivery skills.

4.1.1.3 Dimension 3: Language.

The criterion of “Language” was divided into two subcategories: “Use of vocabulary” and “Range of Vocabulary”. The first subcategory assesses students’ word choices regarding the use of the appropriate vocabulary according to the topic. The second subcategory assesses students’ ability of expanding the vocabulary given for enhancing the depth of the expression.

Table 7:
Language Pre-Test results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Vocabulary Use Pre-Test	20	0.950	1.00	0.686	0	2
Vocabulary Range Pre-Test	20	1.000	1.00	0.795	0	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 7 illustrates the results obtained in both subcategories of “Language”. In the “Use of Vocabulary” subcategory, the mean score was 0.95 and the median score was 1. The standard deviation was 0.686, meaning that there is a moderate variability in the results. These results show that the students have a low level of proficiency in using the vocabulary adequately according to the topic given. Thus, it could be inferred that some students struggle more than others, but the overall performance remains limited.

In the subcategory of “Range of Vocabulary”, the mean and the median were 1. The standard deviation was 0.795, which shows a slightly higher variation in the results than the subcategory “Use of Vocabulary”. The results imply that students have a limited vocabulary range, hindering their ability to express themselves effectively and diversely.

Comparing both subcategories of the “Language” criterion, it is evident that students face challenges in both the appropriate use and the range of vocabulary. Although the mean score for "Use of vocabulary" is slightly lower than for "Range of vocabulary," the variability in both subcategories indicates that there is a need for addressing strategies to enhance students' vocabulary skills. Improving both the use and range of vocabulary is essential for helping students express their ideas more clearly and accurately.

4.1.1.4 Dimension 4: Interaction.

The criterion of “Interaction” was divided into two subcategories: “Coherence” and “Communication Maintenance”. The first subcategory assesses that the ideas given by the student are organized and logically interconnected. The second subcategory assesses the level of engagement with the topic and the effectiveness of communication.

Table 8:
Interaction Pre-Test results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Coherence Pre-Test	20	0.950	1.00	0.686	0	2
Communication Maintenance Pre-Test	20	1.100	1.00	0.968	0	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 8 provides the results in the "Coherence" subcategory, the mean score was 0.95, and the median score was 1. The standard deviation was 0.686, indicating moderate variability in the results. These results suggest that students generally have a low level of coherence in their interactions, which limits their ability to connect ideas logically and clearly. While some students performed slightly better than others, overall, the coherence in their communication was inadequate.

In the "Communication Maintenance" subcategory, the mean score was 1.10, and the median score was 1. The standard deviation was 0.968, showing higher variability compared to the "Coherence" subcategory. This indicates that students had mixed results in maintaining communication effectively, with some demonstrating a slightly better ability to keep the conversation going than others. Nevertheless, the overall performance still reflects that students struggle when sustaining interactions smoothly.

Comparing both subcategories of the "Interaction" criterion, it is evident that students face difficulties in both coherence and communication maintenance. Although the mean score for "Communication Maintenance" is slightly higher than for "Coherence," the higher standard deviation indicates greater inconsistency in maintaining communication. These findings highlight the necessity of strategies to help students improve both the logical flow of their ideas and their ability to sustain their interactions for more effective and engaging communication.

4.1.1.5 Dimension 5: Task Completion.

The last criterion of the Pre-Intervention Speaking Test was “Task Completion”, which assessed the overall response to the task.

Table 9:
Task Completion results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Task Completion Pre-Test	20	0.950	1.00	0.686	0	2

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 9 illustrates the results obtained in the "Task Completion" criterion. The mean score was 0.95, and the median score was 1. The standard deviation was 0.686, indicating moderate variability in the results. This variability may have been able to meet certain aspects of the tasks, but overall, the ability to fully and effectively complete the task was limited.

4.1.2 Post Intervention Speaking Test

At the end of the intervention with the use of Three-Step Interview and Peer Feedback for enhancing Speaking Skills, a Post-Intervention Speaking Test was conducted for assessing students' speaking performance. The students were given prompts with the communicative purposes seen in class and practiced with both techniques and evaluated with the same analytic rubric.

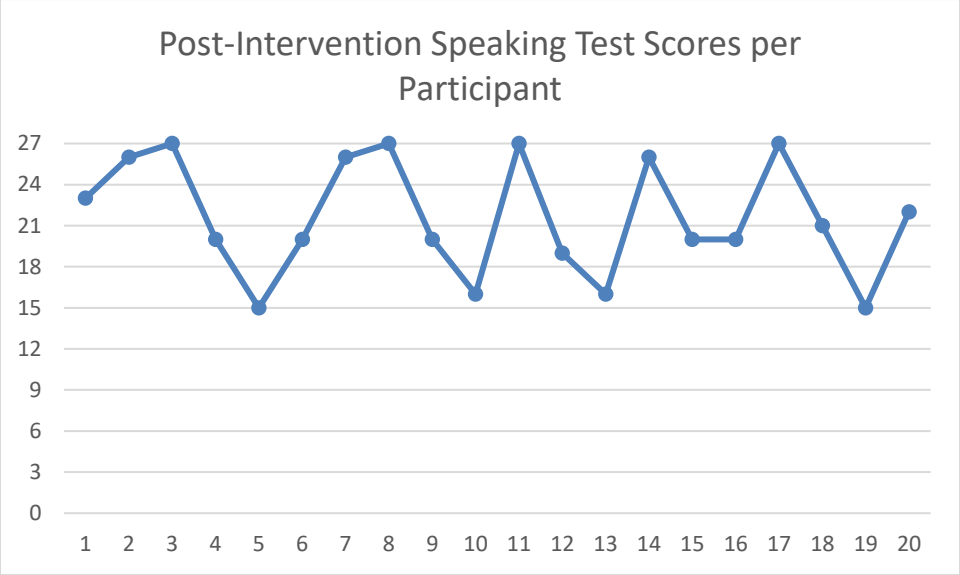
The descriptive analysis illustrated in Table 9 summarizes the results of the post-intervention speaking test taken by 20 students. The mean score obtained was 21.6, with a median score of 20.5 and a standard deviation of 4.27. The minimum score observed was 15 points and the maximum was 27 points, indicating that some students achieved the highest possible score.

Table 10:
Post-Intervention Speaking test scores. Global Analysis.

	N	Mean	Median	SD	Minimum	Maximum
Post-Test Scores	20	21.6	20.5	4.27	15	27

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Figure 11:
Post Intervention Speaking Test scores per participant



Source: Self-elaboration

Meanwhile, Figure 11 shows the scores of the participants of the Post-Intervention Test. The distribution scores among participants are partially balanced. Furthermore, it is noticed that the minimum and maximum score are higher than the pre-test and the maximum score was achieved.

The results of each criterion assessed in the post-test are presented in the next sections in order to provide insight into students' performance.

4.1.2.1 Dimension 1: Organization

The criterion of "Organization" was assessed with the same two subcategories as the pre-test: "Word Order" and "Correct Tense".

Table 11:
Organization Post-Test results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Word Order Post-Test	20	2.20	2.00	0.768	1	3
Correct Order Post-Test	20	2.25	2.00	0.639	1	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 11 presents the results obtained in both subcategories. In the "Word Order" subcategory, the average score was 2.20 and the median was 2. The standard deviation was 0.768, indicating a moderate variability in the scores. The minimum

score obtained by the student was 1 and the maximum score was 3, implying that while some students struggled with word order, 4 students achieved the maximum score. These results imply that most students demonstrated an improvement in the understanding and application of the correct word order for making questions and giving answers.

For the "Correct Tense" subcategory, the mean score was 2.25, and the median was 2. The standard deviation was 0.639, showing slightly lower variability compared to "Word Order". This suggests that the students improved their ability to choose the appropriate tense according to the given prompt, further demonstrating the positive impact of the intervention.

4.1.2.2 Dimension 2: Delivery

The criterion of "Delivery" was assessed with the same two subcategories as the pre-test: "Intonation" and "Smooth Delivery".

Table 12:
Delivery Post-Test results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Intonation Post-Test	20	2.80	3.00	0.410	2	3
Smooth Delivery Post-Test	20	2.35	3.00	0.813	1	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 12 summarizes the results obtained in the post-test in the criterion of "Delivery". In the "Intonation" subcategory, the average score was 2.80, and the median was 3. The standard deviation was 0.410, indicating relatively low variability in the results. The minimum score was 2, and the maximum was 3. These results suggest that most students performed well in using appropriate intonation, with many achieving near-perfect scores. This demonstrates that the intervention using the Three-Step Interview and Peer Feedback helped students to improve the way they intonate when asking questions and making statements.

In the "Smooth Delivery" subcategory, the mean score was 2.35, and the median was 3. The standard deviation was 0.813, indicating moderate variability in the results. The minimum score was 1, and the maximum was 3, suggesting that while some students still faced challenges in delivering their speech smoothly, many were able to achieve high scores. This implies that the students improved their ability to speak confidently and fluently, with fewer hesitations and pauses.

4.1.2.3 Dimension 3: Language

The criterion of “Language” was assessed with the same two subcategories as the pre-test: “Use of Vocabulary” and “Range of Vocabulary”.

Table 13:
Language Post-Test results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Vocabulary Use Post-Test	20	2.40	2.00	0.503	2	3
Vocabulary Range Post-Test	20	2.20	2.00	0.616	1	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 13 demonstrates the results obtained in the criterion of “Language”. In "Use of Vocabulary" subcategory, the mean score was 2.40, and the median was 2. The standard deviation was 0.503, indicating relatively low variability in the results. These scores suggest that students enhanced their vocabulary appropriately according to the given topics. The high mean and median scores, along with the low variability, reflect a consistent improvement among the students in this area.

In the "Vocabulary Range" subcategory, the mean score was 2.20, and the median was 2. The standard deviation was 0.616, showing slightly higher variability compared to "Use of Vocabulary." These results imply that students have expanded their range of vocabulary, although some variability remains in their performance. The improvement in mean scores suggests that students are now better at expanding and using diverse vocabulary, enhancing their ability to speak effectively.

4.1.2.4. Dimension 4: Interaction.

The criterion of “Interaction” was assessed with the same two subcategories as the pre-test: “Coherence” and “Communication Maintenance”.

Table 14*:*
Interaction Post-Test results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Coherence Post-Test	20	2.30	2.00	0.470	2	3
Communication Maintenance Post-Test	20	2.45	2.00	0.510	2	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 14 illustrates the results obtained in the post-test in the criterion of “Interaction”. In the "Coherence" subcategory, the mean score was 2.30, and the median was 2. The standard deviation was 0.470, indicating relatively low variability in the results. The minimum score was 2, and the maximum was 3. These results suggest that most students are able to connect ideas logically and clearly during interactions, achieving higher coherence in their communication. The high scores and low variability reflect a consistent improvement achieved through the intervention.

In the "Communication Maintenance" subcategory, the mean score was 2.30, and the median was 2.45. The standard deviation was 0.510, showing moderate variability in the results. The minimum score was 2, and the maximum was 3, indicating that while some students improved in maintaining communication, others performed slightly lower but still within a high range. These results imply that students have improved their ability to keep conversations going smoothly and effectively, demonstrating better communication maintenance skills.

Comparing the results of both subcategories within the "Interaction" criterion, it is noticeable that students have made significant improvements in both “coherence” and “communication maintenance”. The high mean scores and relatively low variability in the results indicate that students have generally enhanced their interaction skills, making their communication more coherent and sustained. Moreover, improving in these areas enhances their abilities when posing questions and answering them by ensuring clearer and more engaging interaction.

4.1.2.5 Dimension 5: Task Completion.

The criterion of “Task Completion”, as it did in the pre-test, assessed the overall response to the task.

Table 15:
Task Completion Post-Test results

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Task Completion Post-Test	20	2.70	3.00	0.470	2	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 15 represents the results obtained by the students in the post-test in this criterion. The mean score was 2.70, and the median was 3, indicating that most

students scored near the upper end of the scale. The standard deviation was 0.470, reflecting relatively low variability in the results. These scores suggest that students have greatly enhanced their ability to complete the role play using the prompt given effectively.

The high mean and median scores indicate that many students were able to achieve thorough response to the task, demonstrating a marked improvement compared to their performance in the pre-intervention test. The low variability in scores implies that most students consistently performed well in this criterion, showing better achievement of the objective, which is enhancing their abilities to ask questions and answer them.

4.1.3 Pre and Post Intervention Speaking Test

Considering the results gathered from the pre- and post-intervention tests, it is possible to observe differences that imply the positive impact of the intervention on the students' speaking abilities.

Table 16:
Descriptive Statistics of Pre and Post Intervention Speaking Test

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Pre-Test Scores	20	9.05	9.00	6.48	0	22
Post-Test Scores	20	21.65	20.50	4.27	15	27

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

The descriptive statistics illustrated in Table 16 show the data gathered from both pre- and post-intervention tests. The analysis of these results indicates a significant improvement in the students' speaking abilities following the intervention. The mean score increased from 9.05 in the pre-intervention test to 21.65 in the post-intervention test, while the median score rose from 9 to 20.50. The Pre-Intervention Speaking Test showed a mean of 9.05 and a median of 9, with a standard deviation of 6.45. In contrast, the Post-Intervention Speaking Test results revealed a mean of 21.65 and a median of 20.50, with a smaller standard deviation of 4.27. The smaller standard deviation in the Post-Intervention Speaking Test results suggests more consistent performance among the students after the intervention.

These results imply that the intervention was effective in enhancing the students' abilities to express themselves in English. The increase in mean and median scores, along with the achievement of the maximum score, suggests that students benefited

from the use of the Three-Step Interview and Peer Feedback. This overall improvement indicates that these techniques helped students to formulate and answer questions effectively. To support this statement, the results were paired and analyzed using the Wilcoxon Test to explore their statistical significance.

Table 17:
Wilcoxon signed-rank test results of Pre and Post Intervention Speaking Test

Paired Samples T-Test

			Statistic	p	Mean difference	SE difference
Post-Test Scores	Pre-Test Scores	Wilcoxon W	210	< .001	12.5	1.36

Note. H_a $\mu_{\text{Measure 1 - Measure 2}} > 0$

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

The Wilcoxon test results indicate that the intervention had a statistically significant positive impact on the students' speaking abilities when asking and answering questions. The test statistic of 210 and the p-value of < 0.01 confirm the statistical significance of the results obtained in the intervention. Furthermore, the mean difference of 12.5 shows that, on average, the post-test scores were significantly higher than the pre-test scores. The Standard Error (SE) of the difference was 1.36. This SE value reflects the accuracy of the mean difference estimate and supports the reliability of the observed improvement.

In order to gain better insight into the significance of the results, the descriptive statistics are presented alongside the Wilcoxon signed-rank test to demonstrate their significance.

4.1.3.1 Dimension 1: Organization

Table 18:
Descriptive Analysis of Pre and Post test results in Organization Criterion

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Word Order Pre-Test	20	1.05	1.00	0.605	0	2
Word Order Post-Test	20	2.20	2.00	0.768	1	3
Correct Tense Pre-Test	20	1.00	1.00	0.725	0	2
Correct Order Post-Test	20	2.25	2.00	0.639	1	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 18 provides details about the progress made by the students in the criterion of Organization. The results show that in the first subcategory of 'word order,' the mean increased from 1.05 in the Pre-Intervention Speaking Test to 2.20 in the post-test, and the median scores rose from 1.00 to 2.00. This improvement is accompanied by a slight increase in the standard deviation from 0.605 to 0.768, indicating a minor increase in score variability. Additionally, in the subcategory of 'correct tense,' the mean score improved markedly from 1.00 in the pre-test to 2.25 in the Post Intervention Speaking Test, and the median scores also increased from 1.00 to 2.00. The standard deviation for correct tense scores decreased from 0.725 in the Pre-Intervention Speaking Test to 0.639 in the Post Intervention Speaking Test, suggesting a reduction in variability. Overall, the students enhanced their scores, with some achieving the maximum possible score. These results indicate a significant improvement in students' organization skills, enabling them to formulate better questions and answers in terms of grammatical structure and use correct tense according to the prompts given.

Table 19:
Wilcoxon signed rank test results in Organization Criterion

Paired Samples T-Test

			Statistic	p	Mean difference	SE difference
Word Order Post-Test	Word Order Pre-Test	Wilcoxon W	136 [a]	< .001	1.50	0.182
Correct Order Post-Test	Correct Tense Pre-Test	Wilcoxon W	171 [b]	< .001	1.50	0.160

Note. H_a $\mu_{\text{Measure 1 - Measure 2}} > 0$

[a] 4 pair(s) of values were tied

[b] 2 pair(s) of values were tied

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Moreover, the application of the Wilcoxon test to this criterion (Table 19) demonstrates that the improvements made by the students through the intervention are statistically significant. The p-value of <0.01 confirms this significance. Additionally, the mean difference of 1.50 in both subcategories suggest a notable improvement in the students' ability to formulate and answer questions.

4.1.3.2 Dimension 2: Delivery

Table 20:
Descriptive Analysis of Pre and Post results in Delivery Criterion

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Intonation Pre-Test	20	1.00	1.00	0.795	0	3
Intonation Post-Test	20	2.80	3.00	0.410	2	3
Smooth Delivery Pre-Test	20	1.05	1.00	0.887	0	3
Smooth Delivery Post-Test	20	2.35	3.00	0.813	1	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 20 provides details about the progress made by the students in the criterion of Delivery. The results show that in the first subcategory of 'intonation,' the mean score increased from 1.00 in the pre-test to 2.80 in the post-test, with the median scores rising from 1.00 to 3.00. This improvement is also observable with a decrease in the standard deviation from 0.795 to 0.410, indicating a reduction in score variability. Furthermore, in the subcategory of 'smooth delivery,' the mean score improved from 1.05 in the pre-test to 2.35 in the post-test, with the median scores increasing from 1.00 to 3.00. The standard deviation for smooth delivery scores decreased slightly from 0.887 in the Pre-Intervention Speaking Test to 0.813 in the Post Intervention Speaking Test, suggesting a minor reduction in variability. Overall, the students enhanced their scores, with some students achieving the maximum possible score. These results indicate a significant improvement in students' delivery skills, enabling them to demonstrate better intonation and smoother delivery in their performances.

Table 21:
Wilcoxon signed-rank test results in Delivery Criterion

Paired Samples T-Test

			Statistic	p	Mean difference	SE difference
Intonation Post-Test	Intonation Pre-Test	Wilcoxon W	171 [a]	< .001	2.00	0.200
Smooth Delivery Post-Test	Smooth Delivery Pre-Test	Wilcoxon W	133 [b]	< .001	1.50	0.242

Note. H_a $\mu_{\text{Measure 1 - Measure 2}} > 0$

[a] 2 pair(s) of values were tied

[b] 4 pair(s) of values were tied

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 21 illustrates through the Wilcoxon test that the improvements made by the students through the intervention were statistically significant. The p-value of <0.01

confirms this significance in the improvements. The mean of 2 and 1.50 in “Intonation” and “Smooth Delivery” respectively permits to establish the improvement achieved by the students for choosing the appropriate intonation when asking questions and giving answers and a better speech flow.

4.1.3.3 Dimension 3: Language

Table 22:
Descriptive Analysis of Pre and Post Test results in Language Criterion

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Vocabulary Use Pre-Test	20	0.950	1.00	0.686	0	2
Vocabulary Use Post-Test	20	2.400	2.00	0.503	2	3
Vocabulary Range Pre-Test	20	1.000	1.00	0.795	0	3
Vocabulary Range Post-Test	20	2.200	2.00	0.616	1	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

The results in Table 22 provide the progress that students demonstrated in “Language” criterion. It is detailed that in the first subcategory of 'vocabulary use,' the mean score increased from 0.950 in the pre-test to 2.40 in the post-test, with the median scores rising from 1.00 to 2.00. In addition, it can be noticed a decrease in the standard deviation from 0.686 to 0.503, indicating a reduction in score variability. Furthermore, in the subcategory of 'vocabulary range,' the mean score improved from 1.00 in the pre-test to 2.20 in the post-test, with the median scores increasing from 1.00 to 2.00. The standard deviation for vocabulary range scores decreased from 0.795 in the pre-test to 0.616 in the post-test, suggesting a reduction in variability. In summary, the students enhanced their scores, with some achieving the maximum possible score. These results indicate a significant improvement in students' vocabulary skills, enabling them to use a wider range of vocabulary more effectively and expand their options to provide details about the topic given.

Table 23:
Wilcoxon signed-rank test results in Language Criterion

Paired Samples T-Test

			Statistic	p	Mean difference	SE difference
Vocabulary Use Post-Test	Vocabulary Use Pre-Test	Wilcoxon W	190 [a]	< .001	1.50	0.153
Vocabulary Range Post-Test	Vocabulary Range Pre-Test	Wilcoxon W	136 [b]	< .001	1.50	0.186

Note. H_a $\mu_{\text{Measure 1 - Measure 2}} > 0$

[a] 1 pair(s) of values were tied

[b] 4 pair(s) of values were tied

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.or

The Wilcoxon test conducted for this criterion (Table 23) shows that the improvements made by the students through this action research are statistically significant. The p-value of <0.01 confirms this significance. Moreover, the mean difference of 1.50 in both subcategories indicate a considerable improvement in students' vocabulary, making it more appropriate for enhancing the depth of expression.

Table 24:
Descriptive Analysis of the Pre- and Post- Test results in Interaction Criterion

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Coherence Pre-Test	20	0.950	1.00	0.686	0	2
Coherence Post-Test	20	2.300	2.00	0.470	2	3
Communication Maintenance Pre-Test	20	1.100	1.00	0.968	0	3
Communication Maintenance Post-Test	20	2.450	2.00	0.510	2	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 24 provides details about the progress made by the students in the criterion of Interaction. The results show that in the first subcategory of 'coherence,' the mean score increased from 0.950 in the pre-test to 2.30 in the post-test, with the median scores rising from 1.00 to 2.00. The improvements can be noticed by a decrease in the standard deviation from 0.686 to 0.470, indicating a reduction in score variability. In addition, in the subcategory of 'communication maintenance,' the mean score improved from 1.10 in the pre-test to 2.45 in the post-test, with the median scores increasing from 1.00 to 2.00. The standard deviation for communication

maintenance scores decreased from 0.968 in the pre-test to 0.510 in the post-test, suggesting a reduction in variability. In summary, the students enhanced their scores, with some achieving the maximum possible score. These results indicate a significant improvement in students' interaction skills, enabling them to maintain coherence through interactions that are organized and better and effective communication in their performances when making questions and answering them.

Table 25:
Wilcoxon signed-rank test results in Interaction Criterion

Paired Samples T-Test

			Statistic	p	Mean difference	SE difference
Coherence Post-Test	Coherence Pre-Test	Wilcoxon W	190 [a]	< .001	1.50	0.131
Communication Maintenance Post-Test	Communication Maintenance Pre-Test	Wilcoxon W	153 [b]	< .001	1.50	0.182

Note. $H_a\ \mu_{Measure\ 1 - Measure\ 2} > 0$

[a] 1 pair(s) of values were tied

[b] 3 pair(s) of values were tied

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

The Wilcoxon test results in this criterion (Table 25) demonstrates that the improvements made in both subcategories are statistically significant. The p-value of <0.01 confirms this significance. Furthermore, the mean difference of 1.50 in both subcategories indicate a considerable improvement in students' ability to interact effectively when making questions and answering them through coherent and engaged interactions between students.

4.1.3.5 Dimension 5: Task Completion.

Table 26*:*
Descriptive Analysis of the Pre- and Post Test in Task Completion Criterion

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
Task Completion Pre-Test	20	0.950	1.00	0.686	0	2
Task Completion Post-Test	20	2.700	3.00	0.470	2	3

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Table 26 summarizes the progress made by the students in the criterion of Task Completion. The results show that the mean score increased significantly from 0.950 in the Pre-Intervention Speaking Test to 2.70 in the Post-Intervention Speaking Test, with the median scores rising from 1.00 to 3.00. It is noticed that there is a decrease in the standard deviation from 0.686 to 0.470, indicating a reduction in score variability. Overall, the students enhanced their scores, with some students achieving the maximum possible score. These results demonstrate a significant enhancement in students' ability to complete the task of performing a dialogue in which they could follow a conversation with questions and answers, as evidenced by the higher and more consistent scores in the post-test.

Table 27:
Wilcoxon signed-rank test results in Task Completion Criterion

Paired Samples T-Test

			Statistic	p	Mean difference	SE difference
Task Completion Post-Test	Task Completion Pre-Test	Wilcoxon W	210	< .001	1.50	0.176

Note. H_a $\mu_{\text{Measure 1 - Measure 2}} > 0$

Note: The jamovi project (2024). *jamovi* (Version 2.5) [Computer Software]. Retrieved from https://www.jamovi.org

Finally, the Wilcoxon test results for 'Task Completion' demonstrate that the progress made in this criterion is statistically significant (p-value <0.01). Moreover, the mean difference of 1.50 shows a considerable improvement in students' ability to fully perform the task of making and answering questions related to a certain topic.

4.2 Specific Objective 2: To identify students' perceptions regarding the use of Three-step interview and Peer Feedback as collaborative learning techniques for enhancing their oral performance.

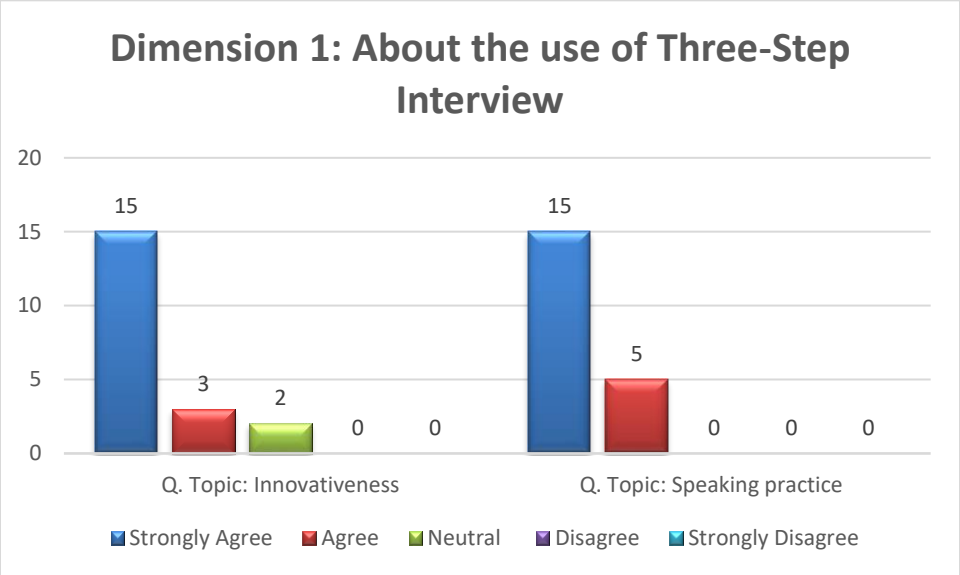
4.2.1 Likert Scale

At the end of the intervention, a Likert Scale was conducted to the students that participated in the action research in order to gather data about their perceptions regarding to three dimensions of this study: use of Three-Step Interview, use of Peer Feedback and their speaking skills. The students had 5 levels of agreement which were "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly disagree". The results of the Likert Scale are displayed by dimension.

4.2.1.1 Dimension 1: About the use of Three-Step Interview

Regarding this dimension, there were presented two statements to collect students' insights about their perceptions of using the Three-Step Interview. These topics were "Innovativeness" and "Speaking Practice."

Figure 12:
Students' perception about the use of Three-Step Interview results



Source: Self-elaboration

The results provided by Figure 12 give an overview of the range of answers for each topic in this dimension. Regarding "Innovativeness," most students, 15 out of 20, representing 75% of the sample, strongly agreed that the Three-Step Interview technique was innovative and provided valuable opportunities for practicing their speaking skills. Additionally, 3 students (15%), agreed with this statement, while 2 students (10%), remained neutral.

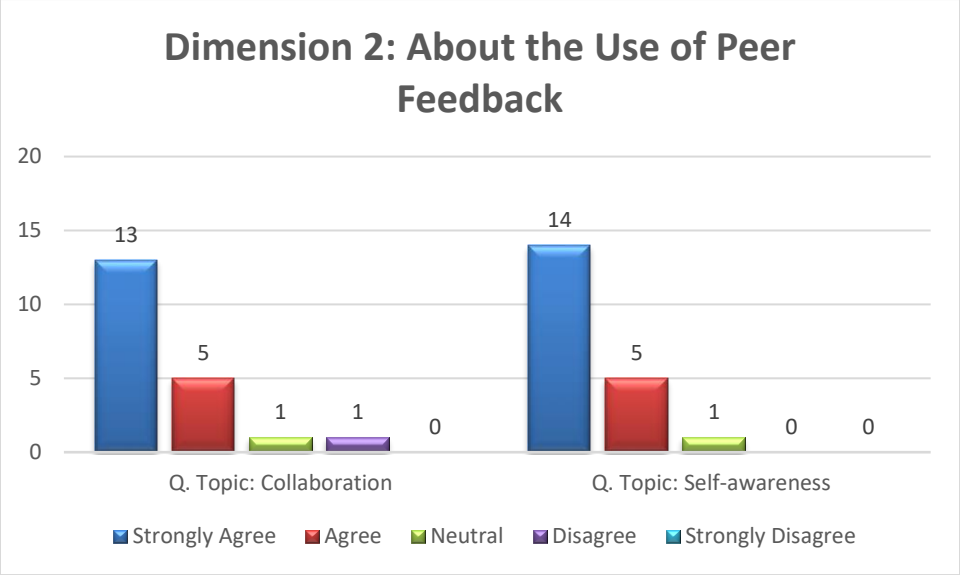
As for the topic of "Speaking Practice," students generally agreed that the Three-Step Interview was effective in helping them practice forming questions and answers. Specifically,15 students, representing 75% of the participants, strongly agreed with the statement, and 5 students, representing 25% of the participants, agreed. This indicates that participants considered the technique useful for enhancing their speaking abilities.

These results suggest that students had a considerably positive perception of the Three-Step Interview. Most valued the technique positively, recognizing it as an opportunity to practice and improve their speaking skills.

4.2.1.2 Dimension 2: About the use of Peer Feedback

Regarding this dimension, there were presented two statements to collect their perceptions about the use of peer feedback. These topics were “Collaboration” and “Self-Confidence.”

Figure 13:
Students' perception about the use of Peer Feedback results



Source: Self-Elaboration

The results provided in Figure 13 show the range of answers given for each topic in Dimension 2. Regarding "Collaboration," 13 students (65%), strongly agreed that the use of Peer Feedback was a meaningful opportunity to help their peers. Additionally, 5 students (25%) agreed with the statement. One student was neutral about the topic, and one disagreed with Peer Feedback as a meaningful collaborative practice.

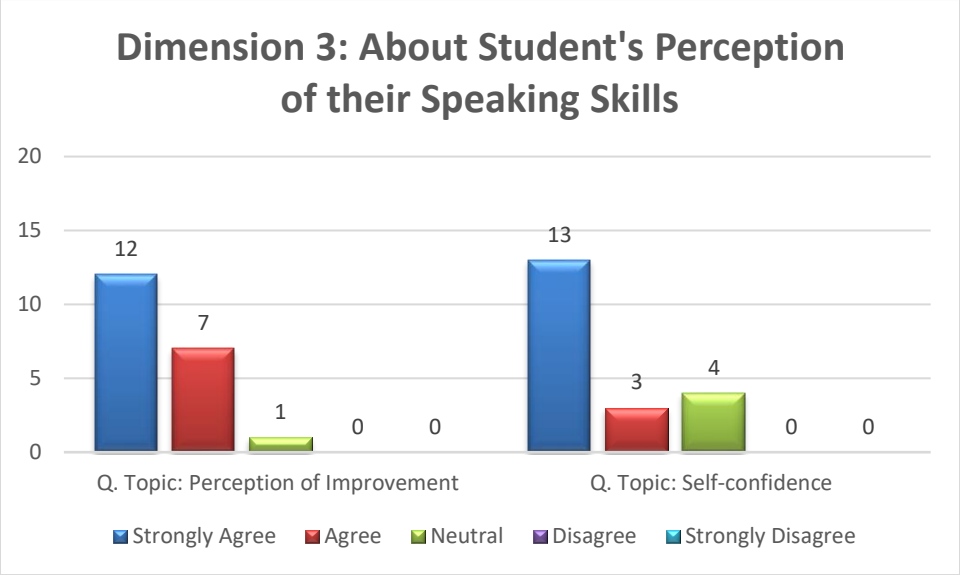
As for the topic of "Self-Awareness," 14 students (70%), strongly agreed that peer feedback helped them become aware of their strengths and weaknesses. Furthermore, 5 students (25%) agreed with that statement, while one student, representing 5% of the sample, remained neutral.

The answers given by the students indicate a generally positive perception of the use of peer feedback as part of the intervention. However, it is noteworthy that the level of agreement was slightly lower compared to the perception of the use of the Three-Step Interview.

4.2.1.3 Dimension 3: About the perception of Speaking Skills

Regarding this dimension, there were presented two statements to collect their perceptions about their speaking skills after the intervention. These topics were “Perception of Improvement” and “Self-Confidence.”

Figure 14:
Students' perception about their speaking skills results



Source: Self-elaboration

The results detailed in Figure 14 summarize the findings for each topic proposed in Dimension 3. Regarding the first topic, "Perception of Improvement," 12 students, representing 60% of the total, strongly agreed that the intervention helped them to enhance their speaking skills. Additionally, 7 students, representing 35% of the total, agreed with the statement, while one student remained neutral (5%).

In the topic of "Self-Confidence," 13 students, representing 65% of the total, strongly agreed that the intervention helped them feel more confident about their speaking abilities. Furthermore, 3 students, representing 15% of the total, agreed with the statement, and four students, representing 20% of the total, remained neutral.

It can be observed that students might exhibit more caution when evaluating their speaking skills. As seen in the other dimensions, most students valued the dimension positively. Nonetheless, it is significant that when it comes to their speaking skills, some students remain cautious about their confidence levels.

4.2.2 Focus Group

At the end of the intervention, a focus group was conducted with six students that participated in the action research to examine their perceptions regarding three dimensions of this study: use of Three-Step Interview, use of Peer Feedback and their speaking skills. The students answered and reflected on three different questions about the three dimensions. Their thoughts and perspectives on the subject were examined using a thematic analysis. The thematic breakdown of the perceptions of the students that were gleaned from the focus group is depicted in Table 28. The interview was applied in Spanish, but the excerpts presented are translated into English.

Table 28:
Thematic Analysis on students' Focus Group

Theme	Subtheme	Frequency	Example
Three-Step Interview	Collaboration	5	Participant 1: "Because we could supervise and help our classmates, some of whom might have more difficulty than others." Participant 4: "I think the peer interaction, which is what I emphasized the most, was what helped us the most."
	Rotation of roles	4	Participant 4: "The rotation helped us all learn each of the roles we had to perform." Participant 3: “It was great that we could rotate (…) because it helped with confidence. I felt more secure in one role than another, and it also showed us that we weren’t limited to just one role but could do everything."
	Functionality of the Technique	4	Participant 6: "The intervention helped us with that. Like starting to construct sentences, key words that we needed to use, and all of that." Participant 4: "I think the technique was great because it was more interactive, more exploratory."
	Challenges of the technique	4	Participant 2: "At first, it was really challenging because I thought, 'How am I going to speak English if I don’t know how to speak English?'" Participant 1: "The time was really tight to complete what we had to do. It didn’t give us much room to, I don’t know, get distracted for a moment and lose focus."
Peer Feedback	Empathy and Trust Building	6	Participant 4: "You gained confidence and were able to say, 'Am I doing this wrong?' We needed to improve because it was a group effort."

			Participant 1: "I feel that this generated more confidence, because even though we were with our group of friends, it also gave us self-confidence to carry things out."
	Constructive Criticism	4	Participant 3: "You have to evaluate and be empathetic, expressing things in a way that doesn't make others feel bad and ensuring a good job is done." Participant 5: "You shouldn't take it negatively because, in the end, they're helping you improve your vocabulary and all those things."
	Importance of Feedback	3	Participant 4: "When providing feedback to classmates, you also receive feedback yourself." Participant 2: "I really liked the way we evaluated our classmates, so they could later see their results and work on improving."
Speaking Skills Perception	Progress in sentence formulation	6	Participant 2: "I learned a lot. I don't do it perfectly, but it's better than at the beginning of the year when I started learning English." Participant 3: "Now I can ask and answer questions, and that was an achievement and a personal goal."
	Increased confidence in speaking	5	Participant 4: "If someone asked us something, we could say, 'Oh, I'll just come up with this.' That helped us not freeze and get past just saying yes or no." Participant 3: "I feel ready to go and speak in the United States."
	Fluency	4	Participant 2: "I would say that my way of speaking English now would be, uh, fluent." Participant 4: "I see progress in myself. Thanks to this intervention, I can construct sentences, respond, and even understand."

Flashcards	Support for sentence structure	5	Participant 1: "It was like a confidence tool we could use so we wouldn't freeze, and the session could continue." Participant 4: "We started with very short sentences, but by using the cards, we could build one sentence, then another, and another."
	Flashcards as a fallback tool	5	Participant 4: "It was like a helpful tool that aided us in sentence construction and boosted our confidence." Participant 5: "We would see what the cards said and repeat it. It was a great tool for me."
Innovativeness	Innovativeness of the techniques	6	Participant 1: "It was such an innovative idea because, at least for me, I had never done anything like it before, and it helped us learn more vocabulary." Participant 2: "I come from a high school where everything was on the board, worksheets, and then tests, but they never made us create dialogues in our own words in English. This helped me a lot."

The thematic analysis focused on students' perceptions of the Three-Step Interview, Peer Feedback, and their speaking skills, aligning with the dimensions presented in the Focus Group. Additionally, two new dimensions emerged from the Focus Group discussions: the use of flashcards and innovativeness

The subthemes with the highest frequency of supportive statements were "Empathy and Trust Building", "Progress in sentence formulation", and "Innovativeness". Students valued these subtopics as the most positive aspects of the study and appreciated the opportunity to provide and receive feedback in a safe environment, their progress during the intervention in making and answering questions, and the novelty of the technique.

4.2.2.1 Use of Three-Step Interview

The first theme, "Use of Three-Step Interview", revealed several subthemes. The subtheme with the highest frequency of supportive statements was "Collaboration", noted five times. Students emphasized that one of the strengths of the Three-Step

Interview was the opportunity it provided to support their peers by practicing language skills collaboratively.

The second subtheme, "Rotation of Roles", noted four times, highlighted students' ability to identify the technique's key characteristic. They remarked that this approach allowed them to strengthen weaker roles while enhancing stronger ones through active practice.

The third subtheme, "Functionality of the Technique", also reported four times, demonstrated that the Three-Step Interview helped students use previously reviewed vocabulary and sentence structures in a dynamic context, enabling them to explore the language further.

Finally, the subtheme "Challenges of the Technique", noted four times, addressed the difficulties students faced while using the Three-Step Interview. These included the limited time allocated for each round and the challenge of speaking in English despite their perceived limitations in language proficiency.

4.2.2.2 Peer Feedback

The second theme, “Peer Feedback”, revealed three distinct subthemes. The first and most frequently reported subtheme was “Empathy and Trust Building”, noted six times. Students valued Peer Feedback as a means to support one another collaboratively, fostering teamwork while simultaneously boosting their confidence in their individual performance.

The second subtheme, “Constructive Criticism”, mentioned four times, emphasized students' understanding of the importance of being assertive and tactful when providing feedback. They recognized that constructive feedback, rather than being perceived negatively, served as a valuable tool for growth and progress.

Finally, the third subtheme, “Importance of Feedback”, noted three times, highlighted its role as a vital mechanism for continuous improvement. Students also viewed feedback as an opportunity for reflection and self-assessment, enabling them to evaluate their own progress effectively.

4.2.2.3 Speaking Skills Perception

The third theme, “Speaking Skills Perception”, encompassed three subthemes. The first subtheme, “Perception in Sentence Formulation”, mentioned six times, highlighted students' views on how Three-Step Interview and Peer Feedback improved their oral skills. They reported enhanced abilities in forming and answering questions in English. Although students expressed cautious optimism about their progress, they acknowledged perceivable improvements in their performance.

The second subtheme, “Increased Confidence in Speaking”, noted five times, emphasized students’ growing confidence in using English. They indicated that they could effectively make and respond to questions, communicate using the knowledge

acquired during the intervention, and sustain conversations through their newly developed skills.

The third subtheme, “Fluency”, mentioned four times, revealed that students attributed greater fluency in their speech to the intervention. They observed improvements in recalling vocabulary and processing messages more efficiently, which enabled them to respond more quickly during interactions.

4.2.2.4 Flashcards

The fourth theme, “Flashcards”, unexpectedly emerged from the Focus Group discussions, as students recognized them as a significant aspect of the intervention. The first subtheme, “Support for Sentence Structure”, mentioned five times, demonstrated that students perceived flashcards as scaffolding tools. They facilitated sentence construction and helped prevent communication breakdowns during the Three-Step Interview activity.

The second subtheme, “Flashcards as a Fallback Tool”, also mentioned five times, highlighted their role as a resource for recalling or expanding vocabulary. Students described flashcards as a "fallback" mechanism, enabling them to maintain communication whenever they struggled to remember specific words or phrases.

4.2.2.5 Innovativeness

The final theme that emerged from the focus group was “Innovativeness”, mentioned six times. The subtheme, “Innovativeness of the Techniques”, highlighted those students perceived that Three-Step Interview and Peer Feedback as novel and distinct techniques from their typical English class activities. They appreciated how these methods encouraged active participation in speaking activities, marking a departure from traditional classroom practices often centered on workshops and board-based instruction.

4.3 Specific Objective 3: To unveil the teacher-researcher’s perspective on the use of Three-Step Interview and Peer Feedback in enhancing students’ speaking skills.

From the start of the intervention, the teacher-researcher utilized audio diaries and fieldnotes to document insights, perceptions, and reflections on the implementation of the Three-Step Interview and Peer Feedback techniques aimed at enhancing students’ speaking skills. After each session, audio recordings captured observations, which were followed by detailed written reflections addressing a set of guiding questions. This process provided a structured account of the events and outcomes of each session.

The insights gathered through these instruments are categorized into three key areas: successes, challenges, and areas for improvement. Table 29 illustrates a timeline of the intervention that offers a visual overview of the process, serving as a foundation for analyzing these categories in the following sections.

Table 29:
Timeline of the intervention

Date	Session/Stage	Key Activities/Events
May 22nd	Presentation of Research	Research delayed due to an unplanned academic recess.
May 28th	Presentation of Research	- Pre-intervention test conducted. - Three-Step Interview introduced.
May 29th	Use of Peer Feedback	- Examples of Peer Feedback introduced. - Extra session conducted.
June 4th	Making Arrangements	- Students practiced interactions for arrangements (asking, suggesting, accepting, declining). - Three-Step Interview and Peer Feedback implemented.
June 5th	Please and Thank You	- Students identified interactions for offering and requesting products. - Three-Step Interview and Peer Feedback implemented.
June 12th	Online Session	- Session adjusted due to harsh weather. - Students reviewed previous content.
June 18th	Food Preferences	- Daily interaction focused on asking about food preferences (likes/dislikes). - Three-Step Interview and Peer Feedback implemented.
June 19th	At the Restaurant	- Interactions for a restaurant scenario (offering, accepting, rejecting dishes). - Three-Step Interview and Peer Feedback implemented.
June 25th	Data Collection Day 1	- Post-intervention speaking test conducted. - Likert scale distributed to students.
June 26th	Data Collection Day 2	- Focus group conducted to gather students' reflections on the intervention.

Source: Self-elaboration

4.3.1 Successes

During the intervention, the teacher-researcher identified three main areas that were regarded as strengths. The first area was students' engagement and effort. The teacher-researcher observed that students demonstrated genuine interest in participating actively, despite initial doubts about their abilities. To address these concerns, it was emphasized that the intervention aimed to provide support and

opportunities for practice and progress. This encouragement motivated students to engage with the tasks and utilize the Three-Step Interview and Peer Feedback techniques effectively.

The second area was the use of flashcards as a scaffolding tool. Given students' concerns about lacking the necessary vocabulary to construct and answer questions, providing models of exchanges and their purposes was essential in preparing them for conversation practice. Flashcards were particularly valued by students as a reliable fallback resource when they needed support to sustain conversations. The teacher-researcher agreed with the students' perspective, highlighting that the success of flashcards lies in their tangible nature. Unlike models displayed on a PowerPoint presentation, flashcards provided a physical, accessible resource that resonated well with students, particularly given their field of study.

Lastly, the use of the Three-Step Interview and Peer Feedback fostered a collaborative classroom environment. Students were initially allowed to form groups with peers they felt comfortable working with. However, irregular attendance occasionally required students to collaborate with unfamiliar classmates. Even though this could have been considered a challenge, students viewed this as an opportunity not only to practice speaking but also to connect with their peers. They appreciated the chance to build relationships, recognize their shared journey of learning English, and explore the language in a supportive setting.

4.3.2 Challenges

Although the overall evidence demonstrates that the intervention's process and outcomes were successful, certain challenges arose that influenced the results, either by limiting or improving aspects of the study.

One significant challenge was related to attendance issues. Some students were mothers or lived far from the institution, leading to inconsistent attendance. This instability posed a barrier to maintaining continuity in the intervention. However, students generally recognized the importance of attending the sessions, and most managed to participate in the majority of the scheduled classes.

Another challenge involved unexpected changes to the intervention schedule. For instance, one of the weeks initially allocated for the study was abruptly rescheduled by the university due to an academic recess. This adjustment meant that the planned session for that week could not be conducted. Additionally, harsh weather conditions further disrupted the intervention. During one session, only six students were able to attend in person. Due to weather-related safety concerns, the class was moved online the following week. This shift required the teacher-researcher to adapt and reorganize activities to maintain the original four-session plan.

The last challenge addressed by the teacher-researcher was the lack of student autonomy. Despite being young adults, some students struggled with managing their time effectively during the rounds of the Three-Step Interview. Frequent distractions,

such as chatting or using mobile phones, reduced productivity during class. To address these issues, the teacher-researcher reviewed the class structure and clarified the steps and rounds of the techniques to ensure that the challenges were not due to misunderstandings about the tasks.

4.3.3 Areas for improvement

During the intervention, certain elements initially perceived as challenges were later transformed into opportunities for improvement. One of the most significant challenges was students' hesitance to explore the language due to fear of making mistakes. At the beginning of the intervention, students relied heavily on their peers and flashcards to produce sentences slowly. However, over time, they transitioned to asking and answering questions more confidently.

Additionally, Peer Feedback delivery improved throughout the sessions. The teacher-researcher observed that some students initially struggled to provide feedback, either because they had difficulty recalling the criteria outlined in the Peer Assessment Checklist or because they feared embarrassing their peers. Nevertheless, students came to understand that giving feedback was an opportunity to support their classmates in improving their speaking performance. Despite feeling insecure during the initial use of the checklist, students began to identify areas for improvement within their groups and provided constructive suggestions.

Finally, students adapted to the time constraints of the Three-Step Interview and learned to plan interactions, making and answering questions effectively based on various topics. Early in the intervention, some groups attempted to write out full conversations before practicing. However, they soon realized the importance of using their time to discuss key vocabulary and plan their questions and answers collaboratively. The teacher-researcher reinforced the importance of practicing within the allotted time and offered tips for quicker organization. This approach encouraged students to experiment with the language and view mistakes as a natural part of the learning process.

Chapter V: Discussion

V. Discussion

This chapter explores how the Three-Step Interview and Peer Feedback techniques enhanced preschool assistant students' speaking skills, particularly in asking and answering questions. The research objectives were to analyze students' speaking performance using these techniques (SO1), identify their perceptions of these collaborative learning strategies (SO2), and reflect on the teacher-researcher's perspective of their implementation (SO3). The discussion examines the outcomes for each objective, aligning them with relevant theories, while addressing the implications and limitations encountered during the action research

To provide a thorough analysis, the discussion is organized according to each specific objective.

5.1 SO1: To analyze students' speaking performance when using the Three-Step Interview and Peer Feedback when asking and giving information.

The first specific objective analyzed students' progress across various speaking performance criteria, assessed through pre- and post-intervention speaking tests. The results demonstrated significant improvement, particularly in students' ability to pose and answer questions effectively, with some achieving the highest scores in the post-test.

The statistical evidence supports these findings: the mean score rose from 9.05 to 21.65, and the median increased from 9 to 20.50, indicating marked progress. The reduced standard deviation in the post-test (4.27 compared to 6.45) also reflects greater consistency in performance. These results align with studies by Aristy et al. (2019), Quynh and Van (2021), and Usmadi et al. (2020), affirming the efficacy of the Three-Step Interview technique in fostering speaking skills through collaborative and structured methods.

The implementation of Three-Step Interview technique provided students with valuable opportunities to engage actively in classroom speaking activities. This approach fostered consistent improvement across key dimensions of speaking performance, including Organization, Delivery, language, Interaction and Task Completion. These findings validate the effectiveness of collaborative techniques in developing oral communication skills, as supported by Thornbury (2005), who advocates for interactive speaking practice that extends beyond isolated vocabulary or grammar exercises.

Scaffolded exchanges, target vocabulary, and the use of flashcards were integral to this process, encouraging language expansion and meaningful interaction. These approaches align with Hedge's (2000) emphasis on fostering communication strategies, providing a foundation for students to actively experiment with language rather than merely reproducing planned structures.

The dynamic structure of Three-Step Interview which required students to alternate roles every 1.5-2 minutes, encouraged them to maximize their efforts within the given time frame. This prevented students from preparing their questions and answers beforehand, and not only maintained engagement but also guaranteed equal participation among students. Additionally, the feedback provided by the reporter though the Peer Assessment Checklist enabled students to identify and learn from their mistakes, refining their speaking skills more effectively.

As for Peer Feedback, facilitated through the Peer Assessment Checklist, enhanced students' awareness of specific areas requiring improvement. Beyond addressing the aspects of their language learning process, this collaborative technique also fostered increased confidence and empathy towards their peers' learning journeys. Sará (2016) highlights both the strengths and challenges of Peer Feedback in literature, emphasizing its role in promoting self-evaluation and enjoyment while acknowledging potential drawbacks such as under- or over-assessment.

The outcomes regarding the positive impact of Peer Feedback can be influenced by the training period. Sato (2017) mentions it as a critical variable in the success of the technique. In this study, one class was dedicated to familiarizing students with the Peer Assessment Checklist before the intervention began. The checklist criteria were carefully aligned with those of the analytic rubric used for the Pre- and Post-Intervention Speaking Tests. During this training, students analyzed various examples to understand the expectations for each criterion.

On the other hand, Sará (2016) emphasizes the importance of providing structured opportunities for students to reflect on their performance and internalize assessment criteria. In this study, debriefing sessions held after the Three-Step Interview rounds became a cornerstone for fostering such reflection. Initially, students expressed uncertainty about assessing their peers, citing a lack of confidence in their ability to evaluate others' performance accurately. However, the examples provided during the training session proved instrumental in clarifying the checklist criteria and guiding students toward constructive feedback practices. By gradually engaging with these examples and applying them in practice, students reported feeling more confident in using the Peer Assessment Checklist to provide meaningful evaluations.

This enhanced confidence not only improved the quality of Peer Feedback during the intervention but also contributed to measurable gains in the Post-Intervention Speaking Test. Reflective debriefings were particularly impactful, as they encouraged students to critically analyze their learning processes, recognize areas for improvement, and celebrate their progress. As a teacher-researcher, these sessions underscored the transformative potential of guided reflection, which not only heightened students' self-awareness but also cultivated critical thinking skills essential for autonomous learning.

In this study, it was observed that students initially hesitated to provide critical feedback for two reasons: first they felt their proficiency level might not qualify them

to correct their peers; second, they were concerned about potentially discouraging their classmates, demonstrating a sense of empathy. However, through the intervention, students realized the importance of constructive feedback, as they themselves sought correction to improve. This shift in perspective encouraged them to provide meaningful feedback, which became a key factor in avoiding under-assessment within this group. Sará (2016) in her findings suggests that students may under or over assess their peers. Nonetheless, Sato noted that the quality of the social relationships may impact the willingness and engagement of the feedback.

Focus group participants reflected on their progress reporting a growing sense of accomplishment and higher levels of confidence. They became increasingly aware of both their own improvements and those of their peers, illustrating the dual benefits of Peer feedback for individual and collaborative learning. These insights enhance teacher-researcher's perspective on fostering interaction and collaboration not only for practicing speaking, but also for building knowledge.

5.2 SO2: To identify students' perceptions regarding the use of Three-step interview and Peer Feedback as collaborative learning techniques for enhancing their oral performance.

The second specific objective focused on identifying students' perceptions of the Three-Step Interview and Peer Feedback techniques used during the intervention. Data collected through a Likert scale and a focus group with six volunteer participants revealed their positive perceptions about the techniques, emphasizing the techniques' effectiveness in enhancing speaking skills and fostering meaningful learning experiences.

Students highlighted the Three-Step Interview as an effective and innovative approach to speaking practice. Likert scale results showed that most students found this technique engaging and distinct from traditional classroom practices, with focus group discussions reinforcing its value. Participants noted that its interactive, role-based structure provided practical opportunities to practice speaking in a supportive environment.

These findings resonate with Abrahams and Silva' (2017) assertion that, despite the communicative orientation of English teaching in primary and secondary education, many students enter higher education lacking fluency. While secondary-level students are expected to achieve an A2-B1 proficiency level (Agencia de Calidad de la Educación, 2018), persistent gaps in communicative skills underscore the need for innovative methodologies. Techniques such as the Three-Step Interview actively engage students, building both their confidence and competence in formulating and answering questions. In addition, its implementation can be adapted to different settings.

This context reinforces the teacher-researcher's perspective on the critical role of interactive tasks in bridging these communicative gaps in students' secondary years.

Implementing such techniques not only enhances students' speaking abilities in secondary school but also prepares them for higher education. Consequently, during those years, students would focus on improving their proficiency and broadening their understanding of English, particularly as it relates to their academic and professional fields of study.

Moreover, students appreciated the gradual learning process supported by this technique. By rotating through roles and managing their time, they were encouraged to use English beyond the self-imposed limitations of their perceived proficiency. This reflects the importance of interactive methods and tasks for fostering confidence and promoting language use. Thornbury (2005) mentions that speaking is a cognitive skill that becomes automated through practice and "practice makes-if not perfect- at least, fluent" (p. 79). Students also noted that practice opportunities made them explore the language.

Students perceived Peer Feedback as a valuable collaborative tool for enhancing speaking abilities. Although Likert scale results showed slightly lower levels of agreement compared to the Three-Step Interview, focus group discussions emphasized its significant impact on fostering collaboration and self-awareness. Participants noted that co-evaluation provided opportunities to learn from peers while encouraging the practice of constructive feedback, which enhanced their reflective skills. These findings highlight the importance of integrating peer-assessment techniques to support both collaborative and individual growth in language learning."

Students also reported positive yet cautious perceptions of their speaking skills, particularly regarding confidence. This pattern was evident in both the focus group and the Likert Scale findings. Most students strongly agreed that the intervention improved their speaking skills, while some agreed, and only one participant remained neutral. During the focus group, participants expressed satisfaction with their progress, citing improvements in sentence formulation and delivery as the main outcomes. However, students also revealed occasional pessimism about their abilities, often tied to personal expectations of how they should sound in English or the perceived difficulty of activities. Classroom encouragement, alongside reassurance that even advanced students faced learning challenges, helped boost their confidence and fostered speaking production.

An unexpected topic that emerged during the focus group was the use of scaffolding, particularly through flashcards. Students described the flashcards as reliable tools that reduced the likelihood of interaction breakdowns and boosted their confidence. Each set of flashcards was tailored to the session's vocabulary and interaction goals, evolving with each activity to maintain relevance and promote language use. For instance, students received vocabulary cards and interaction prompts, such as green cards representing acceptance and red cards indicating rejection, which guided them in offering or expanding options depending on the context.

Focus group participants highlighted how these flashcards became essential to their confidence during the Three-Step Interview, noting that without these aids, they would have felt less secure. Thornbury (2005) suggests that speaking tasks should be safe for students. While trying to challenge the student, it is important to make them feel that the task is achievable. Furthermore, this aligns with the principle of scaffolding, where targeted support is thoughtfully designed to match students' proficiency levels and situational needs (van de Pol & Elbers, 2013). The flashcards not only reinforced students' vocabulary recall but also encouraged meaningful experimentation with language, fostering greater confidence during interactions.

One student noted that "learning is a social process," emphasizing the role of attitudes in creating a meaningful and supportive learning environment. This aligns with Govindasamy and Shah's (2020) view that collaborative tasks thrive when both teachers and students actively foster interaction. Peer Feedback exemplified this, enabling students to provide constructive support while enhancing their own learning. Mackey (2007) highlights that student interactions serve as valuable input and opportunities for negotiating meaning. By promoting collaborative environments, teachers can empower students to engage meaningfully with peers and language, fostering autonomy and deeper understanding.

5.3 SO3: To unveil the teacher-researcher's perspective on the use of Three-step Interview and Peer Feedback in enhancing students' speaking skills.

The implementation of the Three-Step Interview and Peer Feedback techniques offered valuable insights into their effectiveness and challenges in enhancing students' speaking skills. Observing and analyzing each session was essential for informed decision-making during the intervention and for reflecting on progress. This section draws on reflective audio diaries and fieldnotes to explore the teacher-researcher's observations, perceptions, and lessons learned.

Both techniques fostered a collaborative and supportive environment, encouraging students to practice language and develop their speaking skills. They significantly enhanced participation and engagement, even when groups included peers who rarely interacted outside the classroom. Students adapted by collaborating to recall vocabulary, provide feedback, and learn from one another. These findings support research emphasizing that peer interaction fosters meaningful learning experiences and enhances classroom dynamics through opportunities for social and linguistic exchange.

Reflective observations and focus group feedback highlighted that students' perceptions of their pronunciation significantly influenced their confidence and engagement. Luoma (2004) notes, pronunciation often shapes learners' self-image as English speakers. Although the intervention focused on intonation rather than pronunciation, students demonstrated heightened awareness of how they sounded, which sometimes led to initial hesitation. However, consistent practice helped

students overcome these self-imposed limitations, boosting their confidence and willingness to speak.

From a teacher-researcher perspective, scaffolding through flashcards proved invaluable in addressing the diverse needs of students during the intervention. These aids minimized interruptions and enabled students to maintain conversations, especially for those with lower proficiency levels. While time constraints and class disruptions necessitated the continued use of flashcards throughout the intervention, their design evolved to reflect real-life contexts, such as a restaurant menu. This adaptation facilitated students' transition from reliance on prompts to more autonomous language use.

Research emphasizes scaffolding as a dynamic and responsive process (Belland et al., 2013; van de Pol & Elbers, 2013), and this study underscores the importance of tailoring support to both immediate classroom needs and long-term language development. The flashcards served not only as a practical tool but also as a reminder of the innovative and adaptable practices that can enrich teaching. Reflecting on this experience, it becomes clear that scaffolding is not just a temporary aid but a steppingstone to foster student autonomy and confidence in using the language.

Despite initial concerns about their language proficiency and expectations for speaking skills, students demonstrated gradual progress throughout the intervention. Even when sessions were rescheduled and compacted due to time constraints, students transitioned from fragmented sentences to coherent exchanges. These exchanges included accepting or rejecting, expressive devices such as intonation and non-verbal features, and negotiation strategies, aligning with Harmer's (2010) elements for connected speech.

5.4 Implications and limitations

The findings of this study provide valuable insights into teaching practices and shed light on the challenges encountered during the intervention. The implementation of the Three-Step Interview and Peer Feedback techniques demonstrated their effectiveness in fostering collaboration and enhancing speaking skills. These methods created meaningful opportunities for interaction while also supporting the development of linguistic and interpersonal abilities. Teachers should consider incorporating structured techniques like these to establish supportive environments that encourage active participation and autonomy among students.

The use of scaffolding, as exemplified by flashcards, highlights the importance of contextually appropriate materials tailored to students' needs. These aids were instrumental in fostering student confidence and engagement throughout the intervention. However, future implementations should balance the scaffolding process by gradually reducing reliance on such tools to promote greater independence, as suggested by van de Pol et al. (2010). Furthermore, the findings

emphasize the value of targeted training periods for Peer Feedback. In this study, a dedicated training session at the beginning of the intervention proved essential for helping students understand the Peer Assessment Checklist and confidently provide constructive feedback. This approach ensured a strong foundation for collaborative practices and addressed initial hesitations among participants.

Despite the overall success of the intervention, certain challenges were encountered. One significant challenge was the variability in students' proficiency levels, which required differentiated scaffolding to ensure equitable learning opportunities. While this diversity posed initial difficulties, students demonstrated positive attitudes and adapted effectively to the collaborative activities. These observations reaffirm the potential of techniques like the Three-Step Interview and Peer Feedback for diverse classrooms. Time constraints posed another notable limitation, with unexpected disruptions, such as severe weather, leading to session cancellations and affecting student attendance. These challenges underscored the importance of flexible teaching strategies and contingency planning in research design to address unforeseen circumstances.

Another limitation was fostering student autonomy, particularly in managing timed activities and ensuring active engagement within the roles required by the Three-Step Interview. Initially, students struggled with these aspects, requiring consistent reinforcement and teacher facilitation to guide them toward independent learning. Over time, however, the students demonstrated gradual progress, highlighting the importance of sustained practice and teacher adaptability in supporting student growth.

The intervention also emphasized the critical role of teacher adaptability in navigating challenges and ensuring meaningful outcomes. Adjusting lesson plans, compacting sessions, and creatively utilizing materials were essential in addressing disruptions while maintaining alignment with course objectives. For instance, the online session implemented during the intervention not only addressed immediate needs but also provided an opportunity to level students who had missed earlier sessions due to weather-related disruptions. This flexibility reinforced the importance of maintaining continuity and inclusivity in the learning process.

Reflecting on this experience, it is evident that collaboration between teachers and students is fundamental to achieving meaningful outcomes. Building a safe and supportive classroom environment fosters confidence, interaction, and language development while enabling students to overcome challenges and embrace learning opportunities. These insights will continue to inform my teaching practices, underscoring the importance of adaptability and innovation in addressing diverse learner needs.

Chapter VI: Conclusion

5. Conclusion

As the final chapter of this study, it is essential to highlight the primary objective that guided this research: to examine the contribution of the Three-Step Interview and Peer Feedback techniques in enhancing the speaking skills of students in the pre-school assistant program, particularly in formulating and responding to questions.

This research was driven by the challenges students faced in asking and answering questions, stemming from limited interactive speaking experiences and a lack of foundational knowledge in the English language. The study aimed to address these challenges by implementing the Three-Step Interview and Peer Feedback techniques to foster their speaking skills within a collaborative and interactive learning environment.

To conduct this intervention, various data collection instruments were employed alongside a carefully designed action plan tailored to accommodate the variability in students' proficiency levels. The consistent results following the intervention demonstrated a positive impact on students' speaking abilities, specifically in asking and answering questions.

The following sections summarize the main findings of this study, provide personal reflections from the teacher-researcher, and present recommendations for future practice.

5.1 Summary of the main findings

Regarding SO1, the aim was to analyze the use of Three-Step Interview and Peer Feedback to enhance students' speaking skills, particularly in asking and answering questions. The results from the Pre and Post Intervention Speaking Test revealed that the intervention had a significant effect on students' speaking performance. The analytic rubric used assessed the following criteria—Organization, Delivery, Language, Interaction, and Task Completion—all of which are essential for formulating and responding to questions effectively.

The Pre-Intervention Speaking Test highlighted a considerable variability in student performance, suggesting the need for scaffolding during the intervention. This variability underscored the potential for substantial improvement among the students.

After the intervention, the Post-Intervention Speaking Test demonstrated a significant improvement in students' speaking skills. The scores were more evenly distributed, with higher minimum and maximum values than in the pre-test, reflecting a more consistent performance. These results suggest that the use of Three-Step Interview and Peer Feedback effectively supported students in developing the ability to ask and answer questions proficiently.

SO2 aimed to identify students' perceptions of Three-Step Interview and Peer Feedback as collaborative learning techniques for enhancing their oral performance. Data collected through a Likert Scale and a Focus Group provided meaningful insights.

Students viewed the Three-Step Interview as innovative and effective for practicing asking and answering questions. They appreciated the collaborative environment, role rotation, and the support provided by flashcards, which helped prevent communication breakdowns. Challenges included limited time between rotations and their initial lack of language foundation.

Perceptions of Peer Feedback were generally positive, with students acknowledging its role in fostering empathy, trust, and self-awareness. While initially cautious about providing feedback, students became more confident and tactful over time.

Overall, students recognized the intervention's contribution to improving their speaking skills, confidence, and fluency, though they remained cautious in evaluating their abilities. The novelty of the techniques and their role in encouraging interaction and collaboration were also highly valued.

SO3 aimed to unveil the teacher-researcher's perspective on the use of Three-Step Interview and Peer Feedback in enhancing students' speaking skills. Insights collected through audio diaries and fieldnotes facilitated reflections on three key areas: what went right, what went wrong and what was improved during the intervention.

In terms of what went right, the teacher-researcher noted that students demonstrated genuine interest in participating despite initial concerns about their abilities. Also, the use of flashcards emerged as a valuable support tool during the Three-Step Interview rounds, helping to prevent communication breakdowns and providing a tangible resource for students. Additionally, the collaborative classroom environment fostered by the techniques encouraged stronger peer connections, as students recognized they were collectively engaged in the process of learning English.

What went wrong during the intervention included attendance issues caused by personal circumstances. External factors, such as an academic recess and harsh weather conditions, also disrupted the flow of the intervention. Furthermore, some students faced difficulties with self-management and time management, both of which were essential for the successful application of Three-Step Interview and Peer Feedback.

Regarding what was improved as the intervention progressed, it was noted students' hesitance to explore the language, which was improved as they became more confident, supported by collaborative efforts in the class. Additionally, while students were initially cautious about providing feedback to avoid appearing critical, their approach evolved to include tactful and constructive comments. Finally, the initial

challenge of practicing within the allocated time was addressed, as students gradually improved their time management skills and practiced more spontaneously with the scaffolding provided in class.

5.2 Personal Reflections

The process of planning and implementing this action research has been a meaningful and challenging experience as a teacher researcher. Through this experience, I have reflected on the importance of providing a collaborative environment for students to explore and learn the language. As a teacher, I strongly believe that it is important to foster interaction when teaching speaking skills. Nonetheless, I am aware that it can be very difficult due to different variables such as the level of performance of the students, their willingness to participate, their approach to the language, and their own contexts.

When exploring the idea of researching speaking skills, I discovered the Three-Step Interview technique. Its emphasis on changing roles aligned with my goal of creating classroom opportunities for students to speak spontaneously, without relying on pre-written scripts. However, the missing element in this approach was the incorporation of Peer Feedback. Based on my experience, students exhibit a heightened level of sensitivity and engagement when exchanging knowledge with peers, which can serve as a powerful catalyst for learning. Together, these two techniques complemented each other, fostering a collaborative environment where students became active participants and took responsibility for their own development.

At the beginning, I was hesitant to conduct this research with this group of students, knowing their difficulties and weak language foundation. However, this challenge motivated me to focus on providing scaffolding and emphasizing the value of learning through mistakes, which ultimately contributed to their growth. The students' commitment to the process and their motivation toward the intervention were crucial when unexpected circumstances, such as scheduling disruptions, interrupted the flow of classes. Their dedication made it possible to reschedule sessions effectively, minimizing the impact on their learning.

The process of data collection and analysis after the intervention proved to be a rewarding experience. Students who were initially unable to speak during the pre-intervention test demonstrated significant progress. They not only engaged in interaction but also enriched their utterances by using appropriate vocabulary and expanding their communication to include functions such as accepting, rejecting, and offering options, moving beyond simple 'yes/no' responses. Their results in the post intervention speaking test reflected their session of practice, the feedback given by their peers and the collaborative nature of their process.

The insights regarding students' perceptions confirmed that the experience was both meaningful and empowering. They acknowledged the need to push themselves to communicate with their peers in English, recognizing that everyone had areas for

improvement. Throughout each practice, students supported one another—not only by recalling vocabulary or structuring questions and answers to sustain interactions, but also by demonstrating patience and empathy. Their feedback was constructive and delivered thoughtfully.

Students also realized their growing independence during the use of Three-Step Interview and Peer Feedback. With the teacher in a monitoring role, they took responsibility for managing their time, following the steps of the techniques, and actively engaging in speaking and listening activities with their peers. Additionally, they came to understand that speaking does not have to be perfect; instead, they learned to take pride in their current abilities, seeing them as a foundation for future progress.

Moreover, as a teacher-researcher, it was significant to observe that the applied techniques were perceived as “innovative”, a term often associated with technology. However, innovation is not limited to technological tools; it simply refers to introducing something new. In contexts where technology is unavailable or resources are limited, innovation in the classroom can take many forms. In this case, it was represented through techniques such as rotations to speak, a Peer Checklist, and Flashcards.

In conclusion, this study has been transformative for me as a teacher, reinforcing the alignment between my teaching practices and my beliefs about language education. I am deeply convinced that teaching English should go beyond grammar and vocabulary—it should empower students to express their ideas, share knowledge, voice their opinions, and convey their emotions. Language is a bridge to connection, and it is our responsibility as educators to ignite curiosity and provide countless opportunities for students to explore and use it meaningfully.

Furthermore, by fostering collaboration and creating a safe, supportive environment, we can unlock the potential for active, impactful learning. This study has reminded me of the importance of reflecting on our practices and remaining open to adapting and innovating within the realities of our classrooms. It is through these reflections that we, as teachers, can continue to grow and support our students’ journeys toward confident and purposeful communication.

5.3 Recommendations

This action research aspires to contribute to the existing literature in several fields, including fostering interactive speaking in English language learning, the use of Three-Step Interview and Peer Feedback techniques, and collaborative learning strategies. Moreover, it offers a practical approach to enhancing speaking skills in the classroom. Both techniques are adaptable to various proficiency levels and topics, require minimal resources, and can be effectively implemented within a reasonable time frame—typically in less than 30 minutes.

I strongly believe that this action research not only highlights the positive contribution of using Three-Step Interview and Peer Feedback to develop speaking skills but also provides a foundation for future studies to refine and expand these findings. Future research could explore the long-term effects of these techniques over a semester or year, assessing their adaptability across different groups, contexts, and proficiency levels. For example, applying these techniques to higher-proficiency students with real-life topics or in secondary education settings, where their collaborative and interactive nature may enhance English language learning. Additionally, investigating their implementation in larger groups could provide insights into their scalability and further validate the findings of this study.

Training and practice were crucial for the effective application of Three-Step Interview and Peer Feedback. Further studies could analyze how structured training helps students manage their learning process and fosters autonomy. Introducing and explaining technical concepts such as 'Fluency' and 'Accuracy' could also enhance students' understanding of performance expectations and improve their ability to support themselves and others during speaking activities.

Moreover, future research could examine the impact of these techniques on promoting autonomy and addressing speaking-related anxiety, particularly through collaborative approaches. The use of scaffolding tools, such as flashcards, also warrants exploration, as it could shed light on how different types of support influence the development of speaking skills and students' perceptions of the learning process.

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Appendices

Appendix 1: Participant's Consent







CONSENTIMIENTO INFORMADO

Yo,_____ expreso mi acuerdo para participar en el proyecto de investigación-acción denominado **Exploring the use of Three-Step Interview and Peer Feedback** cuyo investigadora responsable es la señora Débora Valeska Meza Santibáñez, profesora de Inglés y tesista de magíster de la Facultad de Educación, Universidad de Concepción, bajo la supervisión de la Dra. Angie Quintanilla, Dra. Maria Jesus Inostroza y Dr. Claudio Diaz, académicos de la Universidad de Concepción, Facultad de Educación.

Este proyecto corresponde al programa Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés de la Facultad de Educación de la Universidad de Concepción.
El objetivo general de este estudio es: Examinar la contribución de la técnica Three-Step Interview y retroalimentación de pares como técnicas colaborativas para mejorar las habilidades de producción oral de estudiantes cuando preguntan y responden. *To examine the contribution of three step interview technique and peer assessment to enhance second year undergraduate students' speaking skills when asking and giving information.*

Los objetivos específicos de este estudio son:
1-. Analizar las habilidades orales de los estudiantes cuando utilizan la técnica Three-Step Interview cuando preguntan y dan información. *To analyze students' speaking performance when using the three-step interview technique when asking and giving information.*

2-. Identificar las percepciones de los estudiantes acerca del uso del Three-Step Interview y retroalimentación de Pares como técnicas colaborativas para mejorar sus habilidades orales. *To identify students' perceptions regarding of using of Three-step interview and peer feedback as a collaborative learning technique for enhancing their oral performance.*

3-. Establecer la perspectiva del profesor-investigador sobre el uso del Three-Step Interview y retroalimentación de Pares para mejorar las habilidades orales de los estudiantes. *To ascertain the teacher-researcher's perspective on the use of three step interview and peer corrective feedback in enhancing students' speaking skills.*

Se prevé que los componentes de este estudio de investigación-acción en el que usted da su consentimiento para participar, duren un máximo de 7 sesiones (con una duración máxima de 50 minutos cada una), y estos componentes se componen de elementos previos, durante y posteriores a una intervención. La intervención consiste en la enseñanza explícita de la técnica Three-Step Interview y como utilizar una checklist de retroalimentación de pares que se usara cuando se ocupe la técnica cuya habilidad principal a trabajar es la habilidad oral en el idioma inglés. Se realizarán sesiones pre y post

intervención están destinadas a examinar, explorar y identificar sus resultados en relación con el uso del inglés durante la comunicación oral.
Los datos para este estudio se recopilarán de las sesiones previas, durante y posteriores a la intervención. Los instrumentos de recopilación de datos para este estudio son el uso de rubricas analíticas para las sesiones pre y post intervención, una checklist de retroalimentación entre pares, una escala de Likert, Focus group, audio diarios y notas de campo. El uso de cualquier metraje de video o audio obtenido durante este proyecto de investigación-acción es estrictamente limita al ejecución y análisis de los datos de este estudio. Al aceptar participar en este proyecto de investigación-acción, acepta el uso de estos instrumentos de recopilación de datos y da su autorización para ser grabado, y acepta de participar con estos instrumentos.

Entiendo que mi participación es voluntaria y anónima y me puedo retirar o rechazar mi participación en cualquier momento sin razón alguna y consecuencias de ningún tipo.
La información recogida a través de este proyecto podría aparecer en artículos de revistas académicas y/o en un libro, tanto como en presentaciones públicas de los resultados de investigación. En tales circunstancias, mi nombre podrá ser señalado sólo si autorizo expresamente a la investigadora responsable para ello. De lo contrario, toda mi información es confidencial.
Los datos recopilados serán guardados por la investigadora responsable Débora Meza Santibáñez en formato virtual y almacenados en carpetas con claves secretas, manejadas sólo por la Investigadora Responsable. Los datos serán utilizados exclusivamente en la presente investigación.
Esta investigación no conlleva ningún tipo de riesgo o costo para las participantes, resguardando los aspectos de confidencialidad acordados.

Entiendo que, por mi firma en este formulario, señalo la aceptación.

Concuerdo con participar en el proyecto de investigación-acción:

Sí____ No____

_____ _____ _____
Nombre de participante Firma Fecha

Fono: _____ Dirección: _____

Se solicita firmar dos copias de este formulario, una copia para la investigadora responsable y otra para su archivo personal.

Investigador Responsable
Débora Meza Santibañez
Tesista de magíster, Facultad de Educación, Universidad de Concepción,
Profesora de Inglés
Email: debora.meza@ucsc.cl

Appendix 2: Pre Intervention Speaking Test. Roleplay topics

<table>
<tr><td colspan="4">Topic</td></tr>
<tr><td colspan="2">Present Simple</td><td colspan="2">Past Simple</td></tr>
<tr><td colspan="2">Situation 1</td><td colspan="2">Situation 1</td></tr>
<tr><td colspan="2">Two classmates are talking about how they organize themselves in a day.</td><td colspan="2">Two friends are talking about what they did last week.</td></tr>
<tr><td colspan="2">Roles</td><td colspan="2">Roles</td></tr>
<tr><td>Student A</td><td>You have problems organizing your daily activities. Ask student B how she organizes her day.</td><td>Student A</td><td>You had a normal weekend, but something indicates that your friend’s weekend was not like that. Ask Student B what she did at the weekend</td></tr>
<tr><td>Student B</td><td>You are an organized person. Answer Student A’s questions about what you do in a day.</td><td>Student B</td><td>You just had an awesome weekend. Answer Student B’s questions about your weekend</td></tr>
<tr><td colspan="2">Situation 2</td><td colspan="2">Situation 2</td></tr>
<tr><td colspan="2">Two friends are talking about the activities they do at the weekend</td><td colspan="2">Two friends are talking about the life of a family member</td></tr>
<tr><td colspan="2">Roles</td><td colspan="2">Roles</td></tr>
<tr><td>Student A</td><td>You are happy because it is Friday, but your weekends are not fun. Ask student B for different ideas for a weekend.</td><td>Student A</td><td>You saw a photo of your classmate’s family member. Ask Student B information about their life</td></tr>
<tr><td>Student B</td><td>You know a lot of fun activities to do on a weekend. Answer student B’s questions about that.</td><td>Student B</td><td>You showed a photo of a family member who had an interesting life. Answer Student B’s questions about their life.</td></tr>
</table>

Post Intervention Speaking Test. Roleplay topics.

<table>
<tr><td colspan="4">Topic</td></tr>
<tr><td colspan="2">Making Arrangements</td><td colspan="2">Please and Thank You</td></tr>
<tr><td colspan="2">Two friends are organizing an activity for a free day.</td><td colspan="2">A cashier and a client interact requesting and offering products.</td></tr>
<tr><td colspan="2">Roles</td><td colspan="2">Roles</td></tr>
<tr><td>Student A</td><td>You have ask your friend if she’s available to go out. Ask if she’s free a certain day, suggest an activity and confirm the day and hour.</td><td>Student A</td><td>You are a cashier in a place told by the teacher. Ask for the products that she wants and offer different options with each product.</td></tr>
<tr><td>Student B</td><td>Your friend is going to ask you availability for a meeting. Reject the first day or the first activity proposed.</td><td>Student B</td><td>You need to buy products in a place told by the teacher. Request three products. Accept and deny the possible options given by the cashier.</td></tr>
<tr><td colspan="2">At the restaurant</td></tr>
<tr><td colspan="2">A waitress and a costumer interact making and taking an order.</td></tr>
<tr><td colspan="2">Roles</td></tr>
<tr><td>Student A</td><td>You are the waiter in a restaurant. The teacher will give you the menu. Ask for the order and offer options. One of the meals should not be available.</td></tr>
<tr><td>Student B</td><td>You are a costumer in a restaurant. Look at the menu and request at least three times of the menu. Request the check.</td></tr>
</table>

Appendix 2: Analytic Rubric

Criteria		Descriptors		
		Needs Improvement 1	Satisfactory 2	Excellent 3
Organization	Word Order	Sentences lack of a clear structure. Frequent errors impede understanding	Some variations in sentence structure are noticed. Occasional errors may occur.	Sentences are well structured. It is noticed a consistent use of correct word order.
	Correct Tense	Tense usage is inconsistent and incorrect, leading to confusion.	Tense usage is generally accurate, but occasional errors may occur.	Tense usage is precise and consistent. Demonstrates mastery in the use of the required tense.
Delivery	Intonation	Limited variation of intonation or lack of expressiveness. Intonation does not match meaning.	Some variation in intonation, but it may not always enhance the delivery. Intonation generally matches meaning.	Varied an appropriated use of intonation. Speech is expressive and enhances meaning.
	Smooth delivery of sentences	Speech is choppy and disjointed. Pauses and hesitations disrupt flow.	Some fluidity in delivery, but occasional pauses may occur. Flow of speech is somewhat interrupted.	Speech flows smoothly with few pauses and hesitations. Delivery is confident and natural.

Language	Use of vocabulary	Limited vocabulary with frequent repetitions. Vocabulary may be inaccurate.	Vocabulary is sufficient but lacks variety. Some repetition of words/phrases is noticed. Vocabulary is generally accurate.	Rich and varied vocabulary enhances expression. Precise and apt word choice.
	Range of vocabulary	Vocabulary is basic and limited in scope. Little evidence of complexity.	Some evidence of a range of vocabulary, but it may lack depth. Limited use of more advanced vocabulary.	Demonstrates a wide range of vocabulary, including sophisticated language. Vocabulary enhances depth of expression.
Interaction	Coherence	Difficulty maintaining coherence. Disjointed presentation or information.	Some coherence maintained, but occasional lapses may occur. Ideas are generally organized, but transitions may be abrupt.	Ideas are logically organized and interconnected. Smooth transitions between interventions enhances coherence.
	Communication maintenance	Limited engagement with the topic. Communication lacks clarity.	Moderate engagement with the topic. Communication generally clear, but some points may be undeveloped.	High level of engagement with the topic. Communication is clear, focused and effectively maintained throughout.
	Task completion	Incomplete or minimal response to task requirements.	Adequate response to task requirements but may lack depth or thoroughness.	Comprehensive and thorough response to all aspects of the task.

Appendix 3: Peer Assessment Checklist

1. Observa la conversación de tus compañeras.
2. Responde las preguntas con un tick en la columna que corresponda.

	Criterios de Evaluación	Si	Parcialmente	No	Comentarios
Organización	¿Las estudiantes usan el orden de palabras correcto?				
	¿Las estudiantes hacen las oraciones en el tiempo gramatical correcto?				
Forma de hablar	¿Las estudiantes utilizan una entonación ascendente o descendente en las situaciones correctas?				
	¿Las estudiantes hacen las oraciones fluidamente?				
Lenguaje	¿Las estudiantes usan el vocabulario apropiado para el tema?				
	¿Las estudiantes usan diferentes palabras para explicar objetos o situaciones?				
Interacción	¿Las estudiantes realizan interacciones relacionadas al tema?				
	¿Las estudiantes mantienen la interacción en el tiempo entregado?				

Adapted from “Peer Assessment Checklist” from “The influence of Peer Assessment and the Use of Corpus for the development of Speaking Skills in In-Service Teachers.”

Appendix 4: Likert Scale

Por favor, lea cada afirmación cuidadosamente y marque con un tick (✓) la opción que mejor refleje su opinión. Le pedimos que sea lo más honesto posible en sus respuestas. Sus respuestas serán tratadas con absoluta confidencialidad

		Muy de acuerdo	De acuerdo	Indeciso	En Descauerdo	Muy en Desacuerdo
Acerca del uso de la técnica Three-Step Interview	Fue una técnica interesante para practicar mis habilidades de habla en inglés					
	Me ayudo a practicar el hacer y contestar preguntas en inglés.					
Acerca del uso de la retroalimentación de pares.	Fue una oportunidad significativa para ayudar a mis compañeras.					
	Esta práctica me ayudo a elevar mi consciencia sobre mis fortalezas y debilidades en el idioma inglés.					
Acerca de mi desempeño oral.	La intervención me ayudó a elevar mis habilidades orales del idioma inglés.					
	La intervención					

	me ayudo a sentirme más confiado de mis habilidades cuando hablo en inglés.					

Appendix 5: Focus Group

Dimensión 1: Percepción de las estudiantes acerca del uso de la técnica "Three-step interview"
a. ¿Qué piensan de la técnica "Three-Step Interview"
b. ¿Como describirían el proceso de usar esta técnica? ¿Fue fácil o difícil?
c. ¿Cuáles podrían ser los beneficios de usar esta técnica?
Dimensión 2: Percepción de las estudiantes acerca del uso de la retroalimentación entre pares.
a. ¿Qué piensan del haber realizado una retroalimentación a sus pares?
b. ¿Como describirían el proceso de retroalimentación a sus pares? ¿Fue fácil o difícil?
c. ¿Creen que retroalimentar el desempeño de sus pares tuvo alguna influencia en sus procesos de aprendizaje?
Dimensión 3: Percepción de las estudiantes sobre su desempeño oral en el idioma inglés.
a. ¿Creen que este proceso cambió el cómo realizan preguntas en inglés? ¿Cómo?
b. ¿Creen que este proceso cambió la forma en que respondes en inglés? ¿Cómo?
c. ¿Qué piensan sobre sus habilidades orales en el idioma inglés después de la intervención?

Appendix 6: Audio Diaries

Structure of the Audio Diary
Information of the session: o Number of the session o Date o Implementation Stage o Participants
Summary of the session:
Activities of the session: o General Description of the activities (Topic, number of groups, Resources Used) o Analysis of the activities (Challenges or difficulties, strengths, and observations)
Teacher's Perception: o What went right? Why? o What went wrong? Why? o What can be improved? Why?

Appendix 7: Fieldnotes

Session:	Date:	Implementation Stage:	Number of Participants:
Topic of the session:			
Session Structure:			
Observations			
Students' attitude and engagement			
Students' difficulties			
Students' strengths			
Students' performance	Positive Aspects	Negative aspects	What to practice?
Teacher's Reflections			

Appendix 8: Validation of Instruments

Dear Academic:

One of the requirements of the master program “Magister en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés” is conducting an Action Research which allows us to investigate a situation or issue of our teaching context and intervene aiming advances, contributions and a better understanding of our teaching reality. In order to do that, collecting data is an important process of our action research, since it is going to reflect the progress and information during this process. For this reason, and in order to grant the preciseness needed when collecting data, I request your assistance for validating the instruments that were created and adapted for this investigation.

This Action Research aspires to explore how does the use of three step interview technique and peer feedback enhance second year undergraduate students’ speaking skills when asking, giving information. In order to accomplish this objective, an intervention of 7 sessions will be applied, using a pre and post speaking test at the beginning and at the end of the intervention, a peer assessment checklist for the students when using the three-step interview and a Likert scale for gathering data of their perceptions after the implementation stage.

Bellow, pertinent information is provided, including the research question, general and specific objective, as well as the instruments utilized for data collection. Then, a checklist will be presented for validating the instruments for you to complete and provide observations.

Thank you very much for your time and cooperation.

Research Question

How does the use of three step interview technique and peer feedback enhance second year undergraduate students’ speaking skills when asking, giving and summarizing information on a given topic?

Research Objective

Examine the contribution of three step interview technique and peer assessment to enhance second year undergraduate students’ speaking skills when asking and giving information.

Research Specific Objectives

SO1: To analyze students’ speaking performance when using the Three-step interview and Peer Feedback when asking, giving information.

SO2: To explore how Three-Step Interview and Peer Feedback influences students’ speaking performance when using three step interview technique.

SO4: To unveil the teacher-researcher’s perspective on the use of three step interview and peer corrective feedback in enhancing students’ speaking skills.

	Yes	Partially	No	Comments and Observations
Attainment of Purpose: The instrument is appropriate to answer the objectives of the study.				
Suitability of Items: The items presented in the instrument are correctly designed to answer the objectives of the study.				
Presentation and Organization of Items: The items are presented and organized in a logical manner.				
Adequateness of the content: The number of questions per dimension is representative enough for gathering the data needed.				
Clarity and Direction of Items: The vocabulary level, language and structure of the instrument is written in a clear and understandable manner.				
Layout of the Instrument: The format of the instrument is well designed and accurate.				