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EXTRANJEROS**

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DEDICATION

TO:

My beloved mother who has always given me her unconditional love and support and for being the one who has encouraged me to move forward and face any situation, to my dad for his unconditional support and for his help that makes my days easier, to my little and beloved daughter Noemi who changed my life and makes my days better with her smile, to my family for their support and prayers and for being there for me in the most difficult moments.

Giss.

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THEME: “Tandem and Speaking skills”

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ABSTRACT

This research study focused on analyzing the perceptions of the students of the Unidad Educativa "Sagrada Familia" regarding the use of the Tandem method and its impact on their speaking skills. This study is characterized as descriptive in nature. The study sample consisted of 60 participants; their age ranged from 17 to 19 years old. A survey was used as a data collection instrument, which was composed of 18 items on a Likert scale and three open-ended questions, distributed one per section. The validity of the survey was corroborated by Cronbach's alpha which obtained a coefficient value (0.804). The results suggest that each Tandem modality has its own perceived strengths and weaknesses. Although all modalities appear to have barriers to their effective use in improving speaking skills, either due to lack of opportunities, perceptions of their effectiveness, or technical difficulties. Regarding the teaching strategies employed by teachers to improve students' speaking skills, the results showed that teachers used various teaching strategies to develop students' speaking skills. Among these strategies, interviewing scored the highest. These finding evidences that students consider collaborative strategies in which authentic communication is encouraged to be valuable in developing speaking skills. Finally, the results showed that the highest rated learning strategies were compensatory strategies and cognitive strategies. This suggests that students prefer to use strategies in which authentic communication is encouraged to improve speaking skills.

Key words: Tandem modalities, speaking skills, teaching and learning strategies.

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RESUMEN

Este estudio de investigación se centró en analizar las percepciones de los alumnos de la Unidad Educativa "Sagrada Familia" sobre el uso del método Tándem y su impacto en sus habilidades de expresión oral. Este estudio se caracteriza por ser de naturaleza descriptiva. La muestra del estudio estuvo conformada por 60 participantes; su edad osciló entre los 17 y 19 años. Como instrumento de recogida de datos se utilizó una encuesta compuesta por 18 ítems en escala Likert y tres preguntas abiertas, distribuidas una por sección. La validez de la encuesta se corroboró mediante el alfa de Cronbach, que obtuvo un valor de coeficiente (0,804). Los resultados sugieren que cada modalidad de tándem tiene sus propios puntos fuertes y débiles percibidos. Aunque todas las modalidades parecen tener barreras para su uso eficaz en la mejora de las destrezas orales, ya sea por falta de oportunidades, por la percepción de su eficacia o por dificultades técnicas. En cuanto a las estrategias de enseñanza empleadas por los profesores para mejorar las destrezas orales de los alumnos, los resultados mostraron que los profesores utilizaban diversas estrategias de enseñanza para desarrollar las destrezas orales de los alumnos. Entre estas estrategias, la entrevista obtuvo la puntuación más alta. Esto demuestra que los alumnos consideran que las estrategias de colaboración en las que se fomenta la comunicación auténtica son valiosas para desarrollar la expresión oral. Por último, los resultados mostraron que las estrategias de aprendizaje mejor valoradas fueron las estrategias compensatorias y las estrategias cognitivas. Esto sugiere que los estudiantes prefieren utilizar estrategias en las que se fomente la comunicación auténtica para mejorar sus destrezas orales.

Palabras clave: Modalidades tándem, destrezas orales, estrategias de enseñanza y aprendizaje

CHAPTER I

1.1 Research background

The background information for this study was derived from scholarly sources like journals, articles, and books. These resources provided pertinent and beneficial data that contributed to the theoretical development of each variable.

In their research, Rahimi and Fathi (2022) investigated the influence of e-tandem on the speaking abilities and communication willingness of students learning English as a foreign language. The study employed a sequential explanatory mixed methods approach, using the IELTS speaking proficiency test, a willingness to communicate scale, and individual semi-structured interviews to gather both quantitative and qualitative data. The study involved two groups of students from a language institute: a control group of 20 EFL students and an experimental group (e-tandem group) of 22 EFL students. The qualitative data was examined through thematic analysis, and the findings suggested that e-tandem learners held positive views and perceptions of e-tandem-based collaborative speaking exercises. The researchers concluded that both e-tandem and traditional classes enhanced the oral proficiency and readiness to communicate of EFL learners. However, the e-tandem group demonstrated superior performance in oral proficiency and readiness to communicate compared to the traditional group.

Resnik and Schallmoser (2019) conducted a research paper whose main objective was to analyze a virtual cross-border language exchange program (e-Tandem). The research employed qualitative methods and the data were examined through a categorical qualitative analysis; the results were obtained from 19 in-depth interviews that explored the relationship between e-Tandem language learning and the enjoyment of learning foreign languages. The participants in this study were 19 students, 9 of whom were studying English and 10 of whom were studying German at tertiary level; their ages ranged from 20 to 32 years. The findings indicated that most of the participants had a positive impact of e-Tandem language learning on their language enjoyment. The authors concluded that e-Tandem language learning can increase the perceived enjoyment of foreign language learners at the tertiary level, highlighting the interconnectedness of social and personal aspects.

Guanoluisa and Viera (2021) carried out a study whose main objective was to analyze the advantages and disadvantages of an institutional, non-integrated e-tandem. This study applied a qualitative method and used observation files and student journals for data collection, for the analysis of the data the triangulation technique was used, which consisted of validating the data by cross-checking the students' journals and the teachers' observation files. In addition, the research was developed between a group of 29 English students from the Technical University of Cotopaxi in Ecuador and Spanish students from the University of Miami in Florida; 5 students were at A1 level, 17 of them were at A2, 6 had B1 and one student had PET certificate. The results of the study showed that the students had a positive attitude towards language learning and were interested in participating. The authors concluded that the institutional non-integrated pilot e-tandem project had some advantages such as: promoting language learning, developing cultural awareness and increasing motivation. On the other hand, the disadvantages identified were: technological problems, problems with the schedule, and a low level of the target language. Despite the many disadvantages experienced during the implementation of e-tandem learning, the students showed positive results.

Serrato and Rodriguez (2020) developed a research study in which 8 students from a public university in Mexico participated. The main objective of the research was to analyze the experiences of these students in learning English using academic e-tandems as a strategy. The participants connected through Skype with a group of people who were studying Spanish in the United Kingdom. The methodology used in the research was qualitative, and field notes, a survey, and a focus group were used to collect the research data. The results showed that the participants were excited and motivated to meet students from another country. Finally, the authors concluded that the e-tandem session was effective as a strategy for learning English as a foreign language in an academic setting because students practiced the language orally, received feedback from native speakers, and discovered cultural differences and similarities.

Reyna and Martínez (2022) conducted a research study whose main objective was to identify changes in students' motivation when using virtual tandems in English language learning. The methodology used in the study was qualitative and followed the focus group technique for data collection. The research participants

were 21 subjects who were asked some questions related to their participation in the project and their experiences. The collected data were analyzed according to the constructs of the Gardner and Lambert model. The results showed that the use of virtual language tandems promoted the students' attitude, interest, and motivation toward learning English. The authors concluded that the use of virtual tandems helps to increase students' interest in learning a foreign language and also increases their confidence in interacting with a native speaker of the language.

In a study conducted by Watkins (2019), the main objective was to illustrate the experiences of participants in a course where students practiced teletandem while performing SDLL. The study adopted an interpretive approach and used interviews and surveys for data collection, consisting of both Likert-type and open-ended questions. The study participants were 21 independent students at a self-study center at a Japanese university. The findings showed that teletandem practice provided English language learners with the opportunity to use the language in a low-anxiety environment, which resulted in linguistic, cultural, and emotional benefits. In addition, the self-directed learning skill development tasks motivated learners to actively participate in and reflect on their learning process, thereby improving their control over emotional aspects related to learning.

Alvarado and Reyna (2023) carried out a study focused on identifying changes in learner acceptance when using virtual language tandems. The study followed a mixed method with sequential explanatory design and used a Likert scale questionnaire for quantitative data collection; as for qualitative data, collaborative whiteboards were designed in which participants described in written form their feelings and experiences in the tandem sessions. The participants in this research were a group of 21 subjects belonging to a Spanish class (B1 level) at a university in the United States. The results were analyzed using the constructs of Venkatesh's model, and it was found that the use of virtual language tandems contributes to the attitude, interest, and especially the motivation that students have towards learning foreign languages. The authors concluded that virtual language tandems are an innovative and feasible tool for foreign language learning.

Mridha and Muniruzzaman (2020) developed a study that aimed to investigate the barriers faced by Bangladeshi university students in developing their English-

speaking skills. The research employed a qualitative method and used a questionnaire with 13 questions for data collection. The participants of the study were 100 students selected from five departments of the university; 20 students from each department, the departments selected were Bangla, History, Philosophy, International Relations and Archaeology. The findings revealed that the barriers that stand out in the development of English-speaking skills are lack of practice, mother tongue interference and lack of support from teachers. The importance of a supportive environment and the use of contextualized vocabulary are also mentioned. The authors concluded that students' speaking skills need to be developed because this skill has become a vital necessity in today's world.

Alrasheedi (2020) conducted a study that focused on investigating the psychological factors that affect the speaking skill of Saudi learners of English as a foreign language. The study adopted a quantitative method and used a survey for data collection and Statistical Package for the Social Sciences (SPSS) software for data analysis. The results of the study revealed that affective factors such as shyness, peer pressure, anxiety, and fear of making mistakes have a significant impact on students' speaking skills. In addition, barriers such as lack of necessary vocabulary, lack of exposure to English, and few opportunities to practice speaking outside the classroom were identified. Finally, the author emphasized the need to train teachers in strategies that promote speaking skills and the importance of institutional support. The author stated that it is essential to create a positive educational environment and provide the necessary resources to expose learners to the target language culture through appropriate pedagogical approaches.

Theoretical framework

Independent variable and development

Theories of language learning

Learning theories are an organized set of principles that explain how individuals acquire, retain and remember knowledge; these principles can be used as guidelines to help select tools, techniques and instructional strategies that promote learning (Carranza et al., 2023). Vega et al. (2019) mentioned that learning theories

help to understand, anticipate and regulate drawbacks that may arise in the teaching-learning process.

Over the years the development of several learning theories emerged as a need to improve the teaching and learning process. In the field of language learning theories, three classic approaches stand out: First, behaviorism, which proposed that language was acquired through imitation, repetition and reinforcement (Parmaxi et al., 2021). Secondly, Voskoglou (2022) defined cognitivism as a theory based on the idea that learners process the information they receive, rather than simply responding to stimuli. Finally, constructivism which considers learning as a process where individuals construct new ideas or concepts based on prior knowledge and experience (Oommen, 2020). Several contemporary learning theories derive from the theoretical principles of the last theory; for this reason, and for its relevance to research, it is discussed in more detail below.

Constructivism

Constructivism is a theory that emphasizes learning from experience and social interaction, rather than from formal instruction. This theory is based on Piaget's concept of cognitive development, according to which children gradually develop abstract thinking skills through experiences involving social interaction with other children and adults (Montenegro et al., 2022). Additionally, Bello et al. (2022) mentioned that in constructivist learning theory knowledge is actively constructed through experiential activities and reflection, rather than passively absorbed. This approach emphasizes hands-on learning, problem solving, and collaboration, valuing learners' perspectives and giving them control over content and strategies. Instructors act as facilitators, fostering a growth mindset and adapting to unlock learners' potential (Chuang, 2021).

Constructivist learning theory encompasses three key divisions: individual constructivism which is based on personal construction of meaning through experiences (Smith & Ragan, 2004). In contrast, Alkhudiry (2022) stated social constructivism or social theory focuses on collaborative learning, in which meaning is negotiated through interactions with others. As for contextualism emphasizes real-life contexts and authentic assessment (Smith & Ragan, 2004).

Social Theory

Within modern theories, one of them is socio-constructivism or social theory, which is an evolution of constructivist theory. Albert Bandura's social learning theory focuses on learning through vicarious experiences in a social context and focuses on cognitive processes during observation rather than subsequent behavior, thus recognizing the influence of environmental reinforcement and cognition on behavior (Chuang, 2021). According to Maroungkas et al. (2023), in this theory the person plays an active role that seeks gradual learning. The act of learning depends on the relationship between learning and life. Collective learning is part of the central axis of teaching that will potentiate the ability to solve contextualized problems through investigative practice (Altamirano & Salinas, 2016).

Socio Cultural theory

Vygotsky's theory holds that cognition is not simply a psychological process, but is mediated by cultural artifacts and activities, especially interaction. In the field of Second Language Learning, this theory has been adapted in key areas, most notably the Zone of Proximal Development (Hughes, 2021). According to Vygotsky (1978), the social historical perspective, also defends the active character of the individual in learning, but emphasizing the evolutionary, cultural and social aspect, the author pointed out learning occurs when students solve problems above their level of development or with the support of another. From this approach derives the concept of Zone of Proximal Development (ZDP).

Zone of Proximal Development

Vygotsky conceptualized learning as a mediated process, classifying the learner's abilities into three levels: what he can do without help, what he can do with mediation, and what he cannot do even with mediation (Hughes, 2021). The Zone of Proximal Development (ZPD) refers to the disparity between a learner's current developmental abilities, which they can accomplish independently, and their potential developmental abilities, which they can achieve with the assistance of an adult or a more skilled peer (Silalahi, 2019).

Teaching methods and approaches

The approach serves as the underlying philosophy and theoretical framework for understanding language and language acquisition, while the method operationalizes these principles by setting objectives, determining content, and employing strategies that are integrated into the instructional design and implemented in the teaching procedures (Richards & Rogers, 2014). Oliva and Kuhne (2020) defined that an approach is a set of principles, assumptions and beliefs about the language and its acquisition process and constitutes the theoretical level of greatest abstraction and allows for diverse interpretations and concretizations, these are materialized in a practical way in a method, which is the theoretical level in which concrete decisions are made regarding the skills, contents and strategies through which they will be worked.

Fauziati (2008) explained that the popularization of foreign language teaching and learning is a phenomenon that has been increasing over the years, a phenomenon that has led linguists to reflect, offer and seek new approaches, methods and more effective alternatives for the foreign language teaching and learning process.

Oliva and Kuhne (2020) categorized the different methods and approaches that have emerged over the year in three categories: First, natural-centered methods and approaches that are based on the idea that a foreign language is acquired in a similar way as the mother tongue is acquired; for this reason, they have in common an absolute prevalence of oral skills over written skills, this category included the Direct Method, the Oral Approach, Situational Teaching, and the Audio linguistic Method. Second, methods and approaches centered on meaning comprehension that postulate that the process of foreign language acquisition and linguistic competence in that language is preceded by the primary development of the ability to comprehend the underlying meanings. This category of approaches encompasses the Silent Way, Suggestopedia, Total Physical Response and Natural Approach. Finally, communication-centered theories are based on the conviction that language should be a tool for communicating meanings and intentions. Within this category are theories such as Community Language Learning, the Communicative Approach, Task-Based Learning, Competency-Based Language Teaching, and Content and Foreign Language Integrated Learning.

Some methods mentioned in the previous point did not endure over time, although some of the principles they advocated for remain relevant today. Furthermore, in the 1970s, there was a proliferation of theories, methods, and approaches, each varying in terms of acceptance and impact. This study delves into the most significant methods that are most relevant to the research (Oliva & Kuhne, 2020).

Learner-centered approach

In accordance to Arman (2018), this type of approach understands that each learner has different personalities, abilities and interests about different topics, so not all strategies that seek to work the contents in a certain way and through specific types of materials will be equally effective for everyone. Aytaç and Kula (2022) added that this method focuses its attention on the needs of the students, so that the teacher designs the teaching-learning experiences taking as a starting point the specific needs of their students, both individually and as a group, in order to offer them materials and strategies that increase their motivation, reduce their stress and favor their learning. Finally, the learner-centered approach seeks to design teaching-learning experiences in line with the personality, skills and interests of the learners, seeking a balance between these and the strategies offered to favor successful learning (Olugbenga, 2021).

Collaborative Learning Approach

In agreement to Laal and Laal (2012), collaborative learning is an educational approach to teaching and learning that involves groups of students in a collaborative problem solving, task completion, or product creation process. Within the collaborative learning environment, students encounter social and emotional challenges as they engage with diverse points of view, requiring the expression and justification of their own ideas. This process empowers students to construct their own conceptual frameworks, reducing their reliance on the frameworks provided by experts or texts and fostering a more independent approach to knowledge construction (Ramdani et al., 2022).

Communicative approach

According to Azimova (2019), Communicative approach to language is based on the fundamental conception that language is primarily a tool for communication and serves to adequately convey meanings and intentions in various situations; it is also aware of the shortcomings and weaknesses of predecessor methods, it shows great concern for the learner to acquire knowledge and skills that he/she is able to use in real contexts outside the classroom. Richards and Rogers (2014) outlined 5 principles of this approach: First, language acquisition is fundamentally rooted in its practical application, encompassing both comprehension and production. Second, language learning activities should engender genuine and meaningful communicative scenarios. Third, fluency is a significant component, it should not overshadow the importance of accuracy and correctness. Fourth, effective communication requires the harmonious integration of various macro-skills. Finally, language learning is an inherently creative process that thrives on experimentation and learning from mistakes.

Task Based Learning

Celik (2017) highlighted that the main characteristic of this approach is to contextualize and trigger learning with the performance of real tasks, in other words, tasks that every individual performs in his or her daily life, without any relation to language learning, but whose purpose is to develop the communicative competence of the target language. On the other hand, Oliva and Kuhne (2020) stated that this approach is a concretization of the communicative approach, and conceives language as a tool at the service of communication and is based on its postulates.

This approach emphasizes the simultaneous consideration of form and meaning in language instruction, prioritizing authentic communication and the use of genuine materials. Error is viewed as a natural part of the learning process and is addressed through teacher-provided reformulations, brief explanations, or encouraging self-correction (Willis, 2021). The advantages of this approach encompass heightened motivation, flexibility in curricular planning, the capacity to review content without monotony, inherent error correction, and increased student satisfaction (Richards & Rogers, 2014).

Tandem

The tandem method, as defined by Elo and Pörn (2021), is a two-way language learning approach that emphasizes interaction and collaboration between individuals who speak different native languages. In this method, the learners teach each other their respective languages, fostering a meaningful and mutually beneficial learning experience. Tardieu and Horgues (2019) provided an analogy of the tandem bicycle, a bicycle designed for two individuals pedaling collaboratively in the same direction. This term is appropriate to refer to a language learning method that involves two speakers of different languages coming together to learn each other's respective languages through mutual exchange. Additionally, Sarayeva (2022) explained that the tandem method represents an autonomous approach to acquiring proficiency in a foreign language, involving the collaborative efforts of two individuals possessing distinct native languages.

The original vision of Tandem emerged in the 1960s after World War II, with the intention that French and Germans would meet and learn each other's language in order to clarify linguistic and cultural differences between the nations of Europe and thus rebuild Europe after the destruction caused by World War II (Lewis & Peters, 2019). However, the tandem method emerged at the end of the 20th century in Germany, and in the 1980s the first tandem courses appeared in European universities (Sarayeva, 2022).

Basic principles

As outlined by Woodin (2018), Tandem learning is supported by three fundamental principles. First, it places a strong emphasis on autonomy, with learners assuming responsibility for their own educational journey, including the identification of their needs, goal-setting, and the development of strategies to achieve those goals. Second, the principle of reciprocity underscores the importance of mutual benefit, with both tandem partners committed to supporting each other's learning and ensuring that the exchange is mutually advantageous. Finally, intercultural learning that is essential, as Tandem learning fosters communication between individuals from diverse linguistic and cultural backgrounds, thereby promoting intercultural understanding and learning (Larsen & Anderson, 2013).

Types of Tandem

Huerta (2001) stated that there are two types of the Tandem method, the homogeneous Tandem that allows working in pairs, based on the premise that the two members have the same possibilities of development, therefore, it is a method to stimulate social competence, where the tandem couple can take advantage of their talents and abilities. In contrast, the heterogeneous tandem is based on the assumption that the two members of the tandem pair do not have the same level of development, it is oriented to work in such a way that the less advanced partner receives the help of his or her tandem partner who should have a higher level of proficiency in the language (Brammers, 2001).

Tandem modes

There are three modes of tandem language exchange: non-institutional, institutional non-integrated, and institutional integrated. Firstly, non-institutional tandem involves language learners independently engaging in tandem learning without any formal institutional involvement or recognition (Spatti, 2018). This mode is typically chosen by individuals seeking to enhance their second language skills outside the classroom, and it is a voluntary activity that does not receive formal support from educators. On the other hand, Cando and Tovar (2021) stated that in institutional non-integrated, the sessions are conducted as extracurricular activities separate from the formal educational environment. In contrast, the institutional integrated tandem, integrates language exchange activities into the official language curriculum (Cavalari & Aranha, 2019).

Tandem modalities

According to Hernández-Hernández et al. (2020), there are three different tandem modalities: face-to-face tandem characterized by the possibility of meeting in the same physical space to develop different teaching-learning activities. E-tandem, a method of online learning via telephone, e-mail, messages and chats that allows Tandem partners to communicate from different physical and geographical locations to carry out teaching-learning activities. Finally, Teletandem characterized mainly by the visual aspect of computer-mediated communication (Pérez, 2022).

Face to face tandem

It is a face-to-face modality in which participants usually meet in the same physical space. The advantage of this modality is that the participants can carry out activities together, complementary to the linguistic and cultural exchange, which also allow them to get to know each other better and to carry out a tandem learning process more efficiently (González, 2015). This method, which involves partners who are proficient in the languages being studied engaging in mutual learning, holds significant educational promise for facilitating genuine communication (Kytina et al., 2020).

E- tandem

E-Tandem is a language learning method in which individuals collaborate with a language learning partner from another country through various means such as telephone, email, or other forms of media. Through this reciprocal exchange, participants have the opportunity to learn their partner's language while teaching their own native language (Guanoluisa & Viera, 2021). When using virtual language tandems, there should be at least one native speaker of each language, or an expert in the language, in order to have a meaningful exchange of knowledge. The sessions can be controlled by the organizer or free. The benefits of e-tandems are to create enthusiasm for learning in participants by creating a real environment where there is interest, personal purpose, and learning in a meaningful and fun way (Mesa, 2019). Additionally creates an atmosphere of trust between the two people, which facilitates interaction and reduces the distrust of making mistakes (Hernández et al., 2020). Moreover, the e-tandem modality has been found to exert a positive impact on second or foreign language learning by enhancing oral competence and facilitating the acquisition of grammatical, lexical, and syntactical knowledge (Guanoluisa & Viera, 2021). However, not everything is positive, there are limitations such as Internet connectivity, availability of platforms or applications, physical space, operation of equipment or institutional administrative management or the willingness of the teacher, which are factors that can intervene in the process (Colli & Becerra, 2014).

Teletandem

Teletandem is a method to learning that takes place in a virtual and collaborative environment, where individuals from different linguistic backgrounds work together to acquire proficiency in a new language through reciprocal cooperation (Telles, 2006). This methodology enables students to engage in meaningful interactions with native speakers, facilitated by video communication platforms such as Zoom, Meet, Skype, Teams, and others (Guanoluisa et al., 2020). The fundamental tenets of teletandem learning encompass the strict separation of languages, the mutual exchange of knowledge and skills, and the cultivation of learner autonomy (Vasallo & Telles, 2006). Through teletandem, students acquire confidence to apply the newly acquired language in authentic contexts, acquire a deep understanding of lexicogrammatical elements inherent in the language, and foster an enhanced cultural sensitivity (Guanoluisa et al., 2020). On the other hand, Guanoluisa and Viera (2021), stated that there are several drawbacks associated with this modality, including technological issues, scheduling problems, and a lower proficiency level in the target language. The authors highlighted these disadvantages as potential challenges that learners may face when engaging in this particular learning method.

Typologies

Hammrich and Friedel (2022) stated that typologies of tandem considered as informal learning can be infinite depending on the negotiation carried out by the participants, but in a formal learning environment these typologies are reduced and we can systematize them in three typologies: Synchronous that is conducted via telephone lines or videoconferencing, closely resemble face-to-face interactions and promote real-time oral communication. Quasi-synchronous involves written communication through internet platforms like chat, Twitter, or Messenger, enabling immediate interactions but through text. Asynchronous that is similarly to traditional postal mail, offers participants a wider range of possibilities on the internet, including email, blog posts, or forum discussions, albeit without the constraints of real-time communication (Hernández-Hernández et al., 2020).

Digital tools for online tandem language exchanges

The use of digital tools in online tandem collaboration offers the potential to support collaborative learning and foster international exchange. Students not only acquire skills in handling web applications, also experience the added possibility of learning online together with others across large physical distances (Salom et al., 2019). The apps most commonly used by people for tandem language teaching are: HelloTalk, Speaky, Tandem Language Exchange and Hi uTandem (Hernandez-Hernandez et al., 2020).

HelloTalk: It is an app for language exchange, in which you can interact with native speakers of other languages who want to learn your mother tongue, through voice, video conference and text messages can help you to improve your language skills.

Speaky: It is a free platform that allows you to meet and interact with people and practice the language you want to learn using text, audio and videos.

Tandem Language Exchange: It is an app that connects language learners with native speakers, in this app users can search for language exchange partners and interact by text or voice chat.

Hi uTandem: It is a free mobile application that connects people interested in language exchange, allowing the organization of face-to-face language exchange sessions and providing information about companies related to education and language learning.

Classroom tandem in formal language instruction

Classroom tandem learning within a formal language instruction setting is distinctive in terms of how autonomy is practiced and authentic interactions unfold. School curricula, lesson plans, assessments, and the teacher's responsibility imply certain constraints on students' decision-making and topics of discussion. In some cases, students may be motivated primarily by fulfilling task demands rather than focusing on language aspects they need to learn (Pörn & Hansell, 2020). The concept of learner autonomy, as defined by Holec (1981), encompasses the ability to take charge of one's own learning, including setting goals, choosing learning materials, methods, and evaluating one's own progress. In the context of classroom tandem, however, students do not have the freedom to decide entirely in these aspects, and

autonomy should be understood as doing something for oneself, not necessarily by oneself. Teachers play a critical role in supporting students as they develop learner autonomy, which requires training and guidance.

Reciprocal learning is another fundamental principle, with both students equally benefiting from their collaboration and supporting each other. This principle ensures that both languages involved in tandem learning hold equal importance. The classroom tandem model differs from other language learning approaches as it centers on two-way learning between students with different first languages. The focus in classroom tandem is on language itself, making it distinct from content and language integrated learning models. Interaction is the key to language learning in this model, combining implicit and explicit grammar instruction (Pörn & Hansell, 2020).

Tandem method in teaching English language

Unlike conventional methods of teaching English, the tandem method allows for an unprecedented degree of individualization and socialization in the learning process. As noted by Omorakunovna and Emilbekovna (2023), tandem-based curricula were carefully created to meet the specific needs and interests of the tandem partners, thus adopting a learner-centered approach that is synonymous with individualization. Sarayeva (2022) emphasized that tandem learning promote interaction through collaborative pedagogical practices where individual and social dimensions seamlessly converge. This interaction increases the motivation of tandem participants, as direct communication with native speakers serves as a powerful catalyst for the refinement of linguistic and communicative skills (Hammrich & Friedel, 2022).

Teachers' role

The teacher has traditionally played a dominant role in directing the learning process of students, to the point of setting objectives without taking into account the preferences and interests of the students. For this reason, in the field of language teaching, a distinction has begun to be made between the functions of the teacher and the functions of the advisor (González, 2015). Applying this concept to the context of language learning, the figure of the language advisor emerges, whose main function is to provide support to learners seeking to maximize their knowledge acquisition. In

agreement with Cavalari and Aranha (2019) the role of the advisor differs from that of the teacher in that his or her role focuses on providing guidance and advice, avoiding the imposition of goals. The advisor suggests and collaborates with the student in planning his or her learning objectives, encouraging the student to reflect on his or her own process of acquiring competencies.

However, it is very common for students to set goals as general as speaking more fluently even though they lack the most basic linguistic resources to communicate. The task of the assessor is precisely to make him/her realize the unfeasibility of such a goal and the importance of setting more achievable goals, such as improving the pronunciation of certain problematic phonemes or gaining confidence when confronted with the language in question; in the end, it will be these small, more realistic goals that will enable him/her to speak more fluently (Emilbekovna, 2023).

Although the role of advisor is not directly involved in autonomy, his or her work is essential, as he or she tries to guide the tandem participants towards a greater degree of autonomy, which leads to increased motivation and the development of their own learning strategies. If there are several meetings between the participants and the advisor, the latter will be able to evaluate whether the methods they are following are helping them or whether, on the contrary, they do not seem to benefit their learning. At the end of the tandem, participants should self-evaluate whether they have met their objectives (Cavalari & Aranha, 2019).

The use of learning strategies in Tandem

Learning strategies refer to a variety of actions, methods, and tools tailored to meet the specific needs of individuals seeking to acquire new knowledge. Montaña (2017) defined learning strategies as a set of approaches that individuals employ to take control of their own learning process. The proactive utilization of language learning strategies empowers learners to guide their learning journey, promoting the development of language skills, boosting confidence, and increasing motivation in the learning process (Shi, 2017). Conversely, Oxford (1990) categorized strategies into two main groups: direct strategies and indirect strategies. Direct strategies involve the direct manipulation of the target language and include memory strategies, cognitive strategies, and compensation strategies. In contrast, indirect strategies are aimed at

helping learners manage the learning process and encompass social, affective, and metacognitive strategies (Hardan, 2013).

Direct Strategies

Memory strategies

According to Abbas (2014), memory strategies in language learning are tools that assist the learner in associating elements or concepts of the target language, although they do not always involve deep understanding. These strategies reflect simple principles such as organization, association building and revision. As outlined by (Rajan et al., 2022) the mind has the capacity to store a significant amount of knowledge, but only a small percentage is used unless learners employ memory techniques. The creation of mental links, the use of images and sounds, comprehensive evaluation, and action are the key components of the memory strategy. It has been observed that learners who apply keyword strategies to recall vocabulary items in both their first and second languages achieve better learning outcomes in the target language. This memory technique, which involves the association of words with images and sounds, can contribute significantly to learners' long-term retention of vocabulary (Guanoluisa et al., 2020).

Compensatory strategies

In the area of communicative competence, compensatory strategies aim to help learners achieve proficiency in a foreign language and foster confidence in their ability to communicate effectively (Syafryadin et al., 2020). Compensatory strategies help learners to eliminate knowledge gaps and be able to provide continuity in communication; that is why they are also known as communicative strategies. Actions such as deducing the meaning of a word according to the context when listening or reading in English, using synonyms or giving an explanation for a word when there is no better communicative option when speaking or writing in English, and using gestures or phrases that provide an opportunity to pause and think are examples of actions that show the implementation of compensatory strategies (Abbas, 2014). Oxford (1990) explained that these types of actions enhance learning because any instance in which a learner uses his or her second or foreign language is itself a learning opportunity experience.

Cognitive strategies

Cognitive strategies refer to mental processes that individuals employ to actively engage in self-reflection and enhance their learning experience (Guanoluisa et al., 2020). As described by Oxford (2005), cognition refers to the mental processes involved in acquiring knowledge and understanding through thought, experience, and sensory perception. Furthermore, Di Carlo (2017) argued that cognition addresses mental processes and skills related to information processing and validation, excluding emotional or affective aspects. These strategies focus on intellectual actions aimed at reflecting on one's own learning process, as well as analyzing and synthesizing what has been acquired. Cognitive strategies offer the learner the ability to handle linguistic material directly, involving processes such as reasoning, analysis, note-taking, summarizing, synthesizing, schematizing and reorganizing information to strengthen the construction of knowledge structures. Vandergrift and Goh (2012) mentioned that exposure to authentic linguistic input using cognitive strategies can have a significant impact on the development of students' skills.

Indirect strategies

Affective strategies

Affective strategies are related to the emotional part of the learner given that they allow controlling feelings, motivations and attitudes related to language learning (Guanoluisa et al., 2020). According to Mandasari and Oktaviani (2018), the use of affective strategies is the most effective way to motivate students in second language learning. Rossiter (2003) mentioned that the utilization of affective strategies enables students to effectively navigate the language learning process by connecting the learning environment with their individual learning strengths. This means that students can effectively address any challenges that arise during language learning. This is a crucial factor that contributes to the improvement of students' speaking skills. The creation of a positive learning environment has a positive influence on students, making it easier to overcome obstacles in language learning (Zakaria et al., 2019). The use of affective strategies includes the ability to identify one's own level of anxiety, talk about feelings, reward oneself for having successfully completed a task, use deep breathing to self-regulate, and talk to oneself in a positive way. Affective strategies are

often very important for students who are beginning their English language studies because as they reach higher levels of proficiency, they tend to respond more automatically and require less emotional self-regulation (Chanderan & Hashim, 2022).

Metacognitive strategies

Metacognitive strategies, which encompass planning, monitoring, evaluating, and problem-solving, are considered an interdisciplinary concept that has a significant impact on learners' performance in the fields of metacognition, language learning strategies, and language assessment. Guanoluisa et al. (2020) noted that metacognitive strategies help students direct, plan, regulate, and self-assess their learning. The use of these strategies includes being able to identify personal learning preferences, styles, and needs, plan how to accomplish a task in English, gather and organize the materials needed to accomplish a task, organize the workspace and study schedule, monitor possible errors, evaluate the success of a task, and evaluate the success of the use of any learning strategies implemented. The application of metacognitive strategies has a direct impact on the most effective use of cognitive strategies by students (Chanderan & Hashim, 2022).

Social strategies

The application of social strategies is evidenced when a learner asks questions to check for understanding, when asking for clarification on a point that is confusing, when asking for help in completing a task in English, when conversing with a native English speaker, and when exploring cultural and social norms specific to the context (Chanderan & Hashim, 2022). Social strategies lead to higher levels of interaction in English by making it possible to exchange with other learners in a discursive situation. Hardan (2013) highlighted the effectiveness of social strategies in language learning, particularly in enhancing speaking skills. By engaging in speaking practice with peers, students can overcome their lack of confidence in speaking languages other than their native language. Mandasari and Oktaviani (2018) emphasized that students have the opportunity to collaborate and become active language learners, allowing them to become more proficient in speaking without the fear of making grammatical mistakes. Rusdin (2018) emphasized the importance of communication and collaboration as essential elements in learning, enabling students to actively practice speaking in

English and enhancing their speaking skills alongside listening, reading, and writing skills.

Advantages of tandem method

The tandem method benefits the students in two ways: particular and social, in the particular benefits it brings security and reinforces self-esteem, in the social benefits it offers a double perspective (learner/teacher), it propitiates the knowledge of the other. The primary objectives of this initiative encompass, enhancing communication skills, gaining insights into the individual and their culture, and acquiring knowledge and experiences from the other person (González, 2015).

Disadvantages of tandem method

Tandem method has its challenges and drawbacks. Language skill disparities among participants can result in frustration and imbalances in practice, with more advanced learners potentially feeling demotivated. Variability in availability and commitment further complicates maintaining a regular practice. The absence of a formal pedagogical structure and guidance poses a disadvantage, as Tandems often lack an established educational framework. Error correction becomes a potential issue, as participants may be hesitant to point out and correct their peers' mistakes (González, 2015). Additionally, Sarayeva (2022) stated that cultural and linguistic disparities may lead to misunderstandings, and the absence of specific resources for addressing grammatical and conceptual issues can limit the effectiveness of the Tandem method. Despite its potential benefits, these drawbacks underscore the importance of supplementing the Tandem approach with other structured methods for a more balanced and effective language learning experience.

Dependent variable and development

Language skills

Language is a fundamental component of human communication as it enables competent interaction between individuals. Schmidt (2014) defined language as a linguistic system of phonetics, grammar, and vocabulary that humans use for the purpose of communication. Complementarily, Alshami (2019) emphasized the role of

language as a channel for expressing thoughts and emotions. In agreement to Darancık (2018), in order to acquire proficiency in a second or foreign language, it is crucial to master four basic language skills, writing, speaking, listening, and reading, these constitute essential basis of human communication and significantly influence language learning. Directly linked to these essential skills are sub-skills such as comprehension of meaning, grammatical structures, pronunciation, spelling and vocabulary. All these skills, both primary and secondary, maintain an interconnection with each other, thus leading to an optimal communication process (Al-Jubori & Al-Talqani, 2019).

Sreena and Ilankumaran (2018) pointed out that the four language skills are divided into productive and receptive skills. Productive skills are speaking and writing, where the learner is active and produces language, and listening and reading are receptive skills, where the learner receives information. Furthermore, these skills can be classified according to the form of communication (oral or written), integrating to achieve language comprehension and production (Husain, 2015).

Meliboyeva (2023) defined receptive skills as the ability to comprehend spoken language that is heard or read, representing the input to the linguistic process. Receptive skills encompass the comprehension of language through listening and reading. Sreena and Ilankumaran (2018) highlighted the initial role of listening in communication, emphasizing the ability to attach meaning to sounds to maintain a fluent interaction. On the other hand, Nan (2018) explained that reading enriches schematic knowledge, improving listening comprehension. These skills allow decoding the message, enriching the imagination through listening and reading. These skills are basic pillars in linguistic comprehension and fundamental in the acquisition of linguistic knowledge, since they share psychological and decoding processes.

Productive skills, also called active skills, refer to the language user's ability to convey information orally or in writing. They are called productive because when using these skills, a learner or language user is not only in an active role, but also produces sounds in the case of speech and uses written symbols, such as letters, in writing (Golkova & Hubackova, 2014). Nan (2018) stated that speaking involves the use of vocabulary, grammatical rules, rhythm, and intonation. Writing, on the other hand, requires more logical thinking and more complex grammatical structures.

Productive skills

Productive skills are the skills that enable students to express themselves through oral or written language. As outlined by Majeed and Ilankumaran (2022), productive skills are speaking and writing and are fundamental as they allow students to function in conversational contexts, such as oral expression, writing academic texts, describing topics, among others. These skills are fundamental since they are visible signs of language learning and are indicators of students' linguistic and pragmatic competence. Therefore, the greater the accuracy and coherence of the language produced, the greater the evidence of students' progress in the language system (Golkova & Hubackova, 2014).

Majeed and Ilankumaran (2022) emphasized that both skills, speaking and writing, are mutually reinforcing, as an increase in speaking practice facilitates familiarity with linguistic material, which is subsequently reflected in greater fluency in writing. In addition, more frequent speaking can speed up writing because the speed and lack of opportunity for correction in speaking encourages quick thinking and agile responses that benefit writing. On the other hand, Nan (2018) pointed out that more writing practice improves word choice, logical expression, and proper composition, which are crucial elements for improving speaking skills. Therefore, these aspects ultimately contribute to learners' ability to express their ideas more effectively and accurately.

In the field of foreign language teaching, speaking and writing are skills that enhance communication and students often rely on these skills to learn, especially when the foreign language is used primarily in the classroom. However, lack of proficiency in both areas negatively affects accuracy and comprehension, which is particularly evident in learners of English as a foreign language (Azizovna et al., 2021).

Effective teaching of productive skills, as identified by Harmer (2015), involves specific stages. It begins with an introduction to the topic, involving students in discussion and sharing of relevant experiences. The task phase details exactly what students will do, with clear examples and opportunities for students to review instructions. The monitoring phase requires the teacher to actively monitor the students

as they work, providing guidance and assistance as needed. Finally, feedback evaluates the completed task, not only from a linguistic perspective, but also in terms of content and positive aspects achieved, avoiding focusing solely on errors.

Speaking skills

Speaking is recognized as a productive linguistic skill that reflects the ability to generate meaningful sounds to facilitate effective communication (Royani et al., 2023). Hamsia (2018) highlighted that speaking involves interaction between individuals, who play dual roles as senders and receivers, interacting in an agile manner with specific intentions. Furthermore, Suban (2021) described speaking as an interactive process in which speakers seek to construct meaning through the production, reception, and processing of information. Thus, it is inferred that speaking skill is intrinsically related to communication, being fundamental to appropriately express thoughts, opinions, and emotions for the purpose of exchanging information between individuals in communicative contexts.

Speaking skill is the most basic means of human communication and is considered by many experts to be the most demanding of the four language skills. According to Thornbury (2005), the speaking process involves five vital aspects. It begins with conceptualization and formulation, which considers discourse structure, topics, and communicative goals, and continues with the strategic selection of discourse level, syntax, and vocabulary in the formulation stage. The subsequent process is articulation which represents the generation of utterances using the speech organs. The third aspect is self-monitoring and repair are intertwined with the previous processes and could result in the cancellation, pausing, reformulation or correction of utterances. Automation is the fourth aspect and involves the use of predefined utterances and memorization of utterances. The final aspect is fluency and is defined as the ability to speak without tension or hesitation, and speech management involves controlling turns in interaction and using discourse and paralinguistic cues, such as gestures (Royani et al., 2023). In summary, speech ranges from planning and structuring discourse to the fluent generation of utterances, involving self-regulation and the ability to control verbal and nonverbal communication.

In addition, Burkart (1998) pointed out that speaking skill is supported by three essential areas of knowledge. First, the mastery of mechanics that encompasses aspects such as pronunciation, grammar, and vocabulary, which enable learners to use words accurately in terms of their sequence and intonation. Secondly, the understanding of the functions involved in distinguishing between transactions and interactions, allowing to identify the need for clarity in the message conveyed. Finally, knowledge of social and cultural rules and norms includes elements such as turn control, pace of speech, length of pauses, and social roles, facilitating an understanding of who is communicating with whom, in what context, and for what purpose. These elements provide students with the necessary tools to understand and apply oral communication in diverse scenarios, considering both linguistic accuracy and the social and cultural aspects present in verbal interaction (Royani et al., 2023).

Speaking, as a form of verbal communication, performs several essential functions. According to Suban (2021), three main functions of speech are distinguished: interaction, transaction and performance. Interaction involves informal dialogues where social relations are established and roles, identities and politeness are reflected among interlocutors. On the other hand, transaction focuses on the negotiation of meanings to achieve consensus, where the emphasis is on the message conveyed rather than on the participants. Finally, performance relates to the public presentation of information to an audience, such as speeches or presentations, where the accuracy and form of the message are critical. These varied and distinctive speaking functions are geared to different contexts and communicative purposes, reflecting the diversity in verbal interaction and its implications in terms of accuracy, audience and format.

Types of speaking performance

Kurniati (2015) mentioned that there are five different types of speaking: Imitative refers to the ability to duplicate or mirror a word, phrase or idea, commonly practiced in educational contexts where the teacher guides (Royani et al., 2023). Intensive which involves a more detailed and precise effort, aimed at showing and demonstrating grammatical, lexical and phonological relations, demanding significant dedication for its execution (Mulyanti & Nadrun, 2021). On the other hand, the Responsive type focuses on comprehension and response to brief interactions, such as

greetings or comments, seeking to provide concise and meaningful answers to questions or dialogues. Meanwhile, the interactive type differs from the Responsive type in the extension and quality of the interaction, reflecting longer exchanges and involving multiple participants, addressing both specific information exchanges and the maintenance of social relationships. Finally, Extensive which involves more extensive and detailed discourse, including presentations and narratives, often limiting listener interaction or excluding it completely (Kurniati, 2015).

Elements of Speaking skill

Speaking proficiency involves several fundamental elements such as pronunciation, vocabulary, grammar, comprehension, accuracy, and fluency (Royani et al., 2023). Albino (2017) defined pronunciation as the way utterances are articulated, inseparable from intonation and stress, learned mainly by imitation. For Susanto (2017), vocabulary encompasses the words used in speech and writing, crucial for effective communication. Eunson (2020) considered grammar as internal knowledge that facilitates the production and recognition of structured expressions. In terms of comprehension, Roelofs (2020) mentioned two aspects: one where the listener assimilates sounds to interpret the message, and a broader one that involves extracting and storing new information. As outlined by Spratt et al. (2011), accuracy focuses on speaking accurately and without hesitation, being precise in grammar. On the other hand, pronunciation is communicating easily, clearly and comprehensively with few errors, similar to a native speaker (Sari & Wahyu 2020).

Teaching Speaking skill

As outlined by Royani et al. (2023), speaking is an integral aspect of second language acquisition and teaching. Despite its historical importance, the teaching of speaking skills has often been undervalued and limited to repetitive drills or simple memorization of dialogues. In today's context, the goal of speaking instruction should emphasize the improvement of students' communicative skills. This focus aims to enable students to articulate themselves effectively and to acquire an understanding of the social and cultural norms appropriate to different communicative situations (Assafari, 2020).

Teaching strategies for Speaking Skill

In second language learning, speaking is fundamental, in teaching speaking, the aim is to improve students' communicative ability based on essential elements such as vocabulary, grammatical structure, pronunciation, and fluency (Razi et al., 2021). Educators employ meticulous strategies to plan activities and achieve specific learning objectives, being crucial both in and out of the classroom to acquire English skills (Pratama & Awaliyah, 2015). According to Uyun (2022), teaching effectiveness depends on engaging strategies that maintain learners' interest, helping them to interpret contextual clues and face challenges in speaking. To ensure effectiveness in speech teaching, educators have multiple strategies at their disposal, such as role play, language games, picture descriptions, interviews, picture narrating, and storytelling.

Role Play

Role plays, activities where students assume roles in varied social contexts and offer students the opportunity to practice everyday language situations in the classroom by playing roles they do not embody in real life (Pratama & Awaliyah, 2015). These roles are selected according to students' needs, providing them with social experiences in communication (Razi et al., 2021). Role plays are divided into two forms: highly structured ones, where predefined dialogues are followed, and less structured ones, where students improvise. The preparation of both the teacher and the students is crucial. Role plays facilitate practice in different contexts and social roles, are fundamental to the communicative approach, and are adaptable to students of varying levels. This technique encourages the participation of reluctant or shy students, promotes classroom interaction and allows peer learning. The teacher's role can vary between facilitator, spectator or participant, providing feedback, observing and offering comments, or becoming involved as a model of accuracy, fluency and expression during the activity (Suban, 2021).

Language Games

Language games are adapted to the needs and level of the student, focusing on specific speaking goals (Razi et al., 2021). To select the most appropriate ones, educators must understand the diversity of games available, which are categorized according to their linguistic focus, resources, classroom management, and organization. They encourage a learner-centered approach, increasing learner

interaction and providing opportunities to practice and showcase language skills. In addition, they promote communicative competence, essential in language teaching, by creating meaningful contexts for language use, with activities designed for specific target language goals (Razi et al., 2021).

Picture describing

The practice of picture describing is considered a simple way to foster speaking skills. This activity prompts learners to directly understand the meaning of words from the picture (Razi et al., 2021). Pratama and Awaliyah (2015) mentioned that this strategy promotes both creativity and speaking skills. This strategy, although simple, is surprisingly productive at beginner and lower-intermediate levels. According to Suban (2021) the practicality of this strategy facilitates success, builds students' confidence and helps improve coherence in speech and oral fluency.

Storytelling

Storytelling proves to be an effective tool for improving speaking instruction as it encourages vocabulary expansion and the acquisition of new language structures (Razi et al., 2021). Suban (2021) pointed out that the versatility of this strategy allows teachers to employ different resources, such as books, images or moving characters, demanding dynamic creativity in the teaching process. Students, by summarizing or creating their own stories, stimulate their creative thinking and express complete ideas, including characters and environments.

Story completion

Story completion is an interactive and enjoyable activity to encourage oral expression in the classroom. Students sit in a circle, and the teacher initiates the narration of a story, then each student continues the story by adding four to ten sentences at a time. They can introduce new characters, events and descriptions to expand the story. This technique improves students' confidence, interest, and speaking skills (Suban, 2021). In addition, this strategy provides them with a relaxed environment to explore their imagination and creative thinking, encouraging the expression of their personal views and narratives (Gravett, 2019). In this way, students are given a voice in a less intimidating environment, encouraging equal participation in the classroom (Hukom, 2019).

Interviews

The interview is defined as a communication process that uses questions and answers as its primary medium. Effective interviewing is used in promoting the development of oral skills because it has the potential to stimulate cognitive activity. In the course of the interview, interviewers ask questions, and interviewees, for their part, listen and then respond to these questions. This particular strategy favors working in pairs, helping to make communication more dynamic and substantial (Hasriani, 2019).

Discussions

Discussions are an activity in which students engage in group conversations and work collaboratively towards achieving common goals. This activity is commonly implemented in speaking English classes, to facilitate students' English language proficiency (Mulyanti & Nadrun, 2021). Applying discussion activities in the English-speaking classroom offers several benefits, including increased student motivation and interest. When teachers incorporate discussion activities into their lectures, they can help maintain students' concentration and provide opportunities for students to practice their public speaking skills confidently and fluently (Mohammed & Ahmed, 2021).

1.2 Objectives

1.2.1 General objective

- To determine learners' perspectives on the Tandem and speaking skills in Unidad Educativa Sagrada Familia

1.2.2 Specific objectives

- To examine the impact of tandem modalities on speaking skill
- To analyze the different teaching strategies that teachers use to develop students' speaking skills
- To recognize learning strategies based on tandem that students use to improve speaking skills

1.2.3 Fulfillment of objectives

The study successfully achieved all of its objectives by employing a survey as the primary data collection method, effectively addressing the three research questions.

Prior to administering the survey, it was imperative to familiarize the students with the tandem method. This involved providing a comprehensive explanation of the method, including its definition, benefits, various modalities, and underlying principles. The survey proved instrumental in enabling students to recognize and assess the advantages of the tandem method, as well as its different modalities.

Furthermore, it facilitated an examination of the teaching strategies employed by students in their quest to enhance their speaking skills. Notably, cooperative strategies such as interviewing emerged as the most commonly utilized by teachers and were viewed positively by students.

Lastly, understanding the specific tandem-based learning strategies employed by students to improve their speaking skills was crucial. This information played an essential role in identifying the most effective strategies that contribute to students' speaking proficiency.

CHAPTER II

METHODOLOGY

2.1 Materials

In order to conduct this study, the utilization of various technological and human resources was crucial. In terms of human resources, the participation of students of the "Unidad Educativa Sagrada Familia" was necessary for the successful completion of the research. In terms of technological resources, the use of different devices, including laptops and smartphones, played an essential role. Furthermore, Google Forms was employed as the survey instrument and data collection tool. The collected data was subsequently analyzed using SPSS software (Statistical Package for Social Science).

2.2 Methods

Research approach

2.2.1 Quantitative approach

This research was conducted using a quantitative approach, as it aimed to gather empirical data. According to Flores and Anselmo (2019), the quantitative approach is characterized by its focus on phenomena that can be measured and analyzed using statistical techniques. Quintana (2021) further emphasized that this type of research involves data collection procedures that predominantly present numerical data and are typically analyzed through statistical methods. By adopting a quantitative approach, this investigation sought to obtain objective and measurable evidence to examine the Tandem's effectiveness on speaking skills.

Type of Research

2.2.2 Descriptive level

This study opted for descriptive research, since the main purpose of the research was to collect data through the survey and to elaborate a description of the students' responses based on their personal views and experiences. The objective of descriptive

research is to gain insight into situations, customs, and prevailing attitudes through the accurate description of activities, objects, processes, and people. Its goal is not limited to the collection of data, but to the prediction and identification of the relationships that exist between two or more variables (Siedlecki, 2020).

2.2.3 Instruments

For the development of this research, a survey was structured, the survey was validated by three experts and validated by Cronbach's alpha with a result of 0.804, indicating the reliability of all survey questions. The survey was administered to a sample of 60 high school students. It was organized into three main sections; these sections were related to the following research questions: What is the impact of tandem modalities on speaking skills? What are the teaching strategies teachers use to develop students' speaking skills? What learning strategies based in tandem do learners use to improve speaking skills? The survey was composed of Likert scale items: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always and 1 open-ended question in each section. In total, 18 multiple-choice questions and 3 open-ended questions related to the main objectives. The first section focused on Tandem modalities and the impact on speaking skill; this section consisted of 6 Likert-scale items and 1 open-ended question. The second section examined the teaching strategies used by teachers in the development of speaking skill, incorporating 6 Likert-scaled questions and 1 open-ended question. The last section had 6 Likert-scaled items and 1 open-ended question, which aimed to collect information about the different teaching strategies based on tandem that learners used to improve speaking skill.

Useche et al. (2019) defined a survey as an instrument that groups a series of questions related to a particular event, situation or thematic, about which the researcher wishes to obtain information.

2.2.4 Population

The population of this study consisted of a total of 60 high school students from the "Unidad Educativa Sagrada Familia". Of the participants, 33 were male, 26 were female, and two preferred not to be identified. The majority of the participants were Ecuadorian, all identified as mestizos, the first language of all students was Spanish,

and the age of the participants ranged from 17 to 19 years old. Participation in the research was completely voluntary on the part of all participants. The selection of this population was made considering as a fundamental criterion their level of English proficiency, which was considered necessary to obtain optimal results in the study. In addition, the knowledge acquired by the students during their studies and their exposure to different teaching and learning strategies were taken into account.

Table 1

Population

Population	Participants	Percentage
Male	33	55,0%
Female	25	41,7%
Prefer not to say	2	3,3%
Total	60	100%

Note: Students surveyed

2.2.5 Ethical considerations

This descriptive research necessitated the voluntary agreement of the student participants, which was a vital precondition. Consequently, survey results were collected anonymously to safeguard participants' privacy and maintain confidentiality. The UK Statistics Authority (2022) outlined six ethical principles aimed at ensuring the societal benefit of research and statistics. These principles include maintaining data confidentiality, understanding potential risks and limitations associated with new research methods and technologies, adhering to legal requirements, acknowledging the projects public acceptability, and being transparent in the collection, use, and dissemination of the gathered data.

2.2.6 Procedure

The first process that was carried out involved in-depth bibliographic research of the various categories pertaining to both the independent and dependent variables. Through the utilization of various bibliographic sources, such as books, articles, and

academic databases, the theoretical framework of this research was constructed. The categorization of the variables was conducted with the following characteristics. For the independent variable, Tandem, the following categories were considered: Learning Theories and Teaching Methods and Approaches. Within the investigation of the independent variable, it was essential for the construction of the survey to explore the various modalities of Tandem. On the other hand, the dependent variable, speaking skill, encompassed the following categories: language skills and productive skills. All in all, this section delved into teaching strategies for developing speaking skills and learning strategies to enhance speaking skill. Subsequently, the research process continued with the creation of an 18-item Likert scale survey and 3 open-ended questions based on the theoretical framework related to Tandem and speaking skill. In the process of instrument development for the research, three research questions were drafted stemming from the specific objectives of the study. After the survey was constructed, it underwent a validation process where experts assessed its reliability and validity. Additionally, a pilot study was executed involving ten participants. The data from this pilot study was then fed into the Statistical Package for the Social Sciences (SPSS) software for validation processes, utilizing statistical measurements such as Cronbach's alpha coefficient. Close examination of the responses from the pilot study facilitated the necessary modifications to enhance the survey's clarity and effectiveness. The alpha coefficient of 0.804 implied the reliability of the survey instrument.

Subsequent to the survey validation, the study proceeded to the data gathering phase, which entailed administering the survey to high school students. However, before the distribution of the survey, students were introduced to the tandem method to ensure they were familiar with it. The rationale behind this introduction was to address potential misunderstandings or uncertainties students might have about the Tandem Method, considering it could be a less familiar topic for both educators and students. By arming students with the required knowledge and comprehension, this intervention enabled their active and significant engagement in the following survey process.

The survey was meticulously divided into sections of general information and sections corresponding to the 21 research questions. Respondents were encouraged to answer openly and thoughtfully, expressing their viewpoints. Following data collection, the

survey data underwent thorough analysis using SPSS software. The conclusions derived from the analyzed data resulted in insightful conclusions and findings that were startling.

RESEARCH QUESTIONS

1. What is the impact of tandem modalities on speaking skills?
2. What are the teaching strategies teachers use to develop students' speaking skills?
3. What learning strategies based in tandem do learners use to improve speaking skills?

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The purpose of this chapter is to present the analyzed data, which has been examined in order to address the three research questions and align them with the study objectives. The results obtained from the survey will be presented in conjunction with the data analysis.

1. What is the impact of tandem modalities on speaking skill?
2. What are the teaching strategies teachers use to develop students' speaking skills?
3. What learning strategies based on tandem do students use to improve speaking skills?

The subsequent analysis facilitated a comparison of the gathered data with findings from other studies.

Table 2

Tandem modalities

Item	Mean
When I have face-to-face interactions with a person who has a higher proficiency level in English, I think this promotes authentic communication	3,43
When I interact with a person who has higher proficiency level in English by cell phone, email, chats, messages, I feel more confident to express my ideas without fear of being wrong.	3,07
I participate in face-to-face interactions with proficient English speakers to improve my speaking skill	2,97
When I have video conferences with proficient English speakers, I think this contributes to learn about different culture facts of the language that I learn	2,87
I use cell phone, e-mail, chats, messages to interact with proficient English speakers to improve my oral competence	2,70
When I use video conferencing with proficient English speakers using Zoom, Google meets, Microsoft teams. I think that improve my speaking skills	1,82

Note: The means were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always.

Analysis and Interpretation

Research question number one: What is the impact of tandem modalities on speaking skill?

The results showed that face-to-face tandem modality, which involves face-to-face interactions in the same physical location, was perceived as the most effective modality for promoting authentic communication, as evidenced by a mean score of 3,43. Nonetheless, participation in this modality received a comparatively lower mean score of 2,97. On the other hand, the e-tandem modality, characterized by digital interactions with individuals possessing a higher level of English proficiency, appears to instill greater confidence in participants in expressing their ideas, as evidenced by a mean score of 3,07. Despite this, the use of e-tandem modality to enhance oral proficiency scored a lower mean of 2,70. Finally, teletandem modality that is videoconferencing interactions, seems to contribute to learning about different cultural aspects of the language being learned, with a mean score of 2,87. However, this modality received the lowest mean score of 1,82 when it comes to improving speaking skills.

Based on the results, it can be inferred that participants perceived strengths in each tandem modality. Nevertheless, all modalities appear to have barriers to their effective use in improving speaking skills. The face-to-face modality was perceived as an effective modality for promoting authentic communication. However, participation in this modality was perceived as less effective. This indicated that participants perceived significant value in face-to-face interactions to improve their English-speaking skills, nevertheless, they may perceive barriers to participation in this modality, such as time availability or lack of opportunities. On the other hand, e-tandem provides a safe space to express ideas; however, the use of this modality to interact with proficient English speakers to improve oral proficiency scored a lower mean. This may indicate that although participants are more comfortable interacting in these formats, they may not perceive them to be as effective in improving their oral proficiency as face-to-face interactions. Finally, teletandem provides opportunities to learn about the culture, however, this modality received the lowest mean score of all modalities. This could indicate that while participants see value in learning about the

culture through videoconferencing, they may find it less effective in improving their speaking skills, possibly due to technical problems or lack of face-to-face interaction.

Table 3

Teaching Strategies

Item	Mean
My teacher promotes group activities in which we ask different questions about our life to develop our speaking skills.	4,18
My teacher uses picture description activities to help me improve my oral fluency and speaking coherence.	4,13
My teacher narrates stories and motivates us to continue with the storytelling to acquire new vocabulary and encourage class participation	3,72
My teacher encourages activities such as narrating or summarizing a story that I know to improve my fluency	3,67
My teacher uses role plays to encourage classroom interaction and develop speaking skills.	3,53
My teacher uses language games in classroom to promote peer interaction and develop speaking skill.	3,53

Note: The means were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always.

Analysis and Interpretation

Research question number two: What are the teaching strategies teachers use to develop students' speaking skills?

The results showed that teachers used different teaching strategies to develop students' speaking skills. Among these strategies, interview had the highest score with a mean of 4,18. This showed that students perceived interview as a highly effective strategy to improve their speaking skills and the most used by teachers. In addition, the picture description strategy received a mean of 4,13, indicating that students considered this strategy as one of the most used by the teacher and acknowledged the positive impact of the strategy on their oral fluency and speaking coherence. Picture description allowed students to effectively improve their ability to express themselves orally in a more coherent and fluent manner. On the other hand, both role-playing and language games received a mean of 3,53. Although these strategies were recognized

by students as strategies used by their teachers to enhance classroom interaction and develop speaking skills, they were found to be used less frequently.

The results suggested that students perceived interactive and engaging activities, such as interviews and picture describing, as the most effective strategies for developing their speaking skills. These activities likely provided students with opportunities to practice speaking in a supportive and engaging environment, which could help improve their oral fluency and speaking coherence. On the other hand, roleplays and language games, despite being interactive, were perceived as less effective. This could be due to various factors, such as the complexity of the activities, the students' comfort level with performing in front of their peers, or the effectiveness of the teacher's implementation of these strategies.

Table 4

Learning Strategies

Item	Mean
If I don't know a word, I try to understand its meaning from the context of the conversation.	4,18
I watch videos or movies in English to learn the language in a real way and improve my speaking skills	3,72
I congratulate myself when I am fluent in English	3,70
I repeat a word several times in my mind until I memorize it	3,68
I prefer to work with a partner to improve our speaking skills	3,53
I review the things my English teacher taught me to improve my speaking skills.	3,28

Note: The means were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always.

Analysis and Interpretation

Research question number 3: What learning strategies based on tandem do students use to improve speaking skills?

The results showed that participants indicate a preference for compensatory strategy to improve speaking skills, as evidenced with a mean score of 4,18. Participants recognized the importance of this strategy strategies that serve as a compensatory mechanism that facilitates effective communication. In addition, Cognitive strategies,

which involve mental processes that individuals employ received a mean score of 3,72. These strategies included activities such as watching videos or movies in English and participants recognized the benefits of this strategy in learning the language in a real-world context and improving their speaking skills. On the other hand, the social strategy was perceived as an effective strategy with a mean score of 3,53. Participants preferred working with a partner to improve their speaking skills, indicating the value of collaborative learning. The lowest rated strategy was the metacognitive strategy that refers to the processes designed to encourage reflective thinking, with a mean score of 3,28. Participants reported limited use of this strategy, which involved reviewing lessons, suggesting that it may have had less impact on their speaking skills than other strategies

Based on the results, it can be concluded that the students used a number of learning strategies based on Tandem to improve their speaking skills. Compensatory strategy was perceived by students as the most effective strategy for improving their speaking skills. This may indicate that the strategy likely provided students with the ability to navigate through conversations even when they encountered unfamiliar words. Additionally, Cognitive strategies, were also perceived as effective. This indicate that these strategies likely provided students with exposure to real-world language use, which could help improve their speaking skills. On the other hand, social and metacognitive strategies were perceived as less effective. This could be due to various factors, such as the students' comfort level with working with a partner, or the effectiveness of the teacher's instruction.

Table 5*Open-ended question*

Question 1	Answer	Total
What tandem modalities would you prefer to use to develop speaking skills?	Face to face	38
	E-tandem	17
	Teletandem	5
	Total	60
Question 2	Answer	Total
What other strategies does your teacher use in the classroom to develop speaking skill?	Discussions	22
	Drilling	21
	Simulation	10
	Card games	7
Question 3	Answer	Total
What other strategies do you use to improve your speaking skills?	Listen to music	19
	Work with a partner	17
	I practice the pronunciation of a new word	10
	I try not to translate; I deduce the context of the conversation.	7
	I try to correct my mistakes when I realize	5
	I try to relax before I start speaking in English.	2
Total	60	

Note: Learners' perspectives

Analysis and Interpretation

Table 5 shows the answers from the open-ended questions that were used to support the research questions.

The first open-question, what tandem modalities would you prefer to use to develop speaking skills?

Based on the data, it is observed that the majority of the participants prefer the tandem face-to-face modality to develop speaking skills. This indicated that learners perceive that interacting directly with native speakers in a face-to-face setting is the most effective way to improve their speaking skills. On the other hand, fewer students indicated that they would prefer the e-tandem modality to develop speaking skills. This showed that some students perceive the advantages of interacting online with peers who are fluent in the target language. However, a minimal number of participants indicated a preference for the teletandem modality. This result could indicate that students perceive limitations or disadvantages in this modality such as technical problems or lack of face-to-face interaction.

The second open-question, what other strategies does your teacher use in the classroom to develop speaking skill?

Analysis of the data revealed the strategies used by teachers in the classroom to develop speaking skills. The most frequently strategy used by teachers was discussion. This indicates that teachers frequently engaged students in discussions to improve their speaking skills. Discussions provided opportunities for students to express their thoughts, exchange ideas, and practice speaking in a communicative context. On the other hand, the other most commonly used strategy was drilling. Drilling involved repeated practice of specific language patterns or phrases. It helped students improve their pronunciation. By repeating and imitating the target language, students became more comfortable with the language. The third strategy mentioned was simulation. Simulation activities involved creating real-life scenarios where students could practice speaking in a simulated context. Finally, card games were mentioned as useful strategy. Card games provided a fun and interactive way for students to practice speaking.

The third open-ended question, what other strategies do you use to improve your speaking skills?

The analysis of the results based on the open-ended question revealed the various strategies employed by the students to improve their speaking skills. Among the cognitive strategies, participants mentioned that they listen to music as a means to learn the language in a more authentic way. This strategy allows learners to expose themselves to natural language. In terms of social strategies, participants reported working with a partner who possessed a higher proficiency level. Collaborating with someone who has a better command of the language can provide opportunities for learners to engage in meaningful conversations and receive feedback on their speaking skills. This highlights the importance of collaborative learning and the benefits of practicing speaking with others. Regarding memory strategies, participants highlighted that they practice the pronunciation of new words. This practice helps to reinforce their memory of correct pronunciation and develop fluency in speaking. This strategy emphasizes the significance of repetition and phonetic practice in language acquisition. A smaller number of participants, mentioned employing compensatory strategies. Participants indicated that they do not consider this strategy, which suggests

the use of contextual cues to facilitate understanding and effective communication, to be as valuable.

Discussion

Research question number one: What is the impact of tandem modalities on speaking skill?

Results indicated that participants perceived strengths in each tandem modality; however, all modalities appear to have barriers to their effective use in improving speaking skills. The face-to-face tandem modality was perceived as the most effective in promoting authentic communication. Kytina et al. (2020) mentioned that this method, which involves mutual learning between people who are proficient in the languages being studied, holds great promise for facilitating authentic communication. Almazova et al. (2020) mentioned that face-to-face tandem has advantages in language learning. These advantages include natural exposure to the language, frequent practice with native speakers, learning in a natural sociolinguistic environment, and progressive development of knowledge about the culture and norms of social interaction. However, participation in this modality received a lower mean score, which may indicate barriers to participation such as time availability or lack of opportunities. González (2015) pointed out that despite its advantages, the tandem method is not without its challenges and drawbacks. One of the main challenges is the variability of participants' availability and commitment, which can make it difficult to maintain a regular practice and limit the effectiveness of the Tandem method as a language learning approach.

On the other hand, participants perceived that the e-tandem modality contributed to their confidence to express their ideas without fear of making mistakes. Hernández et al. (2020). stated that e-tandem creates an atmosphere of trust between the two people, which facilitates interaction and reduces the fear of making mistakes. However, the use of this modality to interact with proficient English speakers to improve oral proficiency received a lower mean score. This finding suggests that despite the convenience offered by these formats, participants may not perceive them to be as effective in improving their oral proficiency as face-to-face interactions. Colli and Becerra (2014) mentioned that there are limitations in this modality, such as

internet connectivity, availability of platforms or applications, physical space, operation of equipment or institutional administrative management, or the willingness of the teacher, which are factors that can intervene in the process.

Finally, participants perceive that the teletandem modality contributes to learning about different cultural aspects of the target language. Guanoluisa et al. (2020) pointed out that through teletandem, students gain confidence in using the newly acquired language in authentic contexts, acquire a deep understanding of the lexico-grammatical elements inherent in the language, and foster an increased cultural sensitivity. However, this modality received the lowest mean score of all modalities. This finding may indicate that although participants see value in learning about culture through videoconferencing, they may find it less effective in improving their speaking skills, possibly due to technical problems or lack of face-to-face interaction. Guanoluisa and Viera (2021) noted that there are several drawbacks associated with this modality, including technical issues, scheduling problems, and a lower level of proficiency in the target language. The authors highlighted these disadvantages as potential challenges that learners may face when engaging in this particular learning method.

In summary, the findings suggest that each tandem modality has its own perceived strengths and weaknesses. Although all modalities appear to have barriers to their effective use in improving speaking skills, whether due to lack of opportunity, perceptions of their effectiveness, or technical challenges.

Research question number two: What are the teaching strategies teachers use to develop students' speaking skills?

Discussion of the findings in response to the second research question revealed several teaching strategies that teachers used to develop students' speaking skills. Notably, the interview emerged as the most effective strategy, as students perceived its important role in improving their speaking skills. This suggests that the students consider collaborative strategies in which authentic communication is fostered as valuable to develop speaking skill. Hasriani (2019) highlighted the effectiveness of interviewing in language teaching, attributing its success to its interactive nature, which encourages dialogue and promotes fluency. The author mentioned that this

particular strategy favored pair work, which helped to make communication more dynamic and substantive.

In addition, the picture description strategy was highly valued by the students. Razi et al. (2021) stated that picture description facilitated linguistic creativity and increased coherence in discourse. The strategy encourages students to articulate their thoughts coherently, thus improving their oral fluency.

Additionally, the participants mentioned that discussion is a strategy that is often used by teachers and that they find it effective in improving their speaking skills. According to Mohammed and Ahmed (2021), there are several benefits to using discussion activities in the English classroom, including increased student motivation and interest. When teachers incorporate discussion activities into their lectures, they can help keep students focused and provide opportunities for students to practice their public speaking skills with confidence and fluency. Engaging in discussions also increases students' confidence in speaking and improves their overall fluency.

On the other hand, role-playing and language games, although recognized as valuable strategies for fostering classroom interaction, were reported to be used less frequently. This finding contrasted with the literature, such as the work of Pratama and Awaliyah (2015), who lauded the benefits of role-playing. They described role play as activities in which students take on roles in different social contexts, providing students with the opportunity to practice everyday language situations in the classroom by playing roles that they do not embody in real life.

Conversely, Razi et al. (2021) emphasized that language games promoted a learner-centered approach, increased interaction among students, and provided opportunities to practice and demonstrate language skills. They also promoted communicative competence, which is essential in language teaching, by creating meaningful contexts for language use with activities designed for specific target language goals. This discrepancy may indicate an underutilized potential within the classroom setting, suggesting that teachers might consider incorporating these strategies more frequently to enhance their students' speaking skills.

Research Questions number 3: What learning strategies based on tandem do students use to improve speaking skills?

Analysis of the results showed that the highest rated learning strategy was the compensatory strategy, which consisted of understanding the meaning of words from the context of the conversation. This strategy allows learners to improve their oral skills by increasing their vocabulary and improving their comprehension of spoken language. These findings are supported by the research conducted by Syafrudin et al. (2020), who emphasized that compensatory strategies help learners achieve proficiency in a foreign language and build confidence in their ability to communicate effectively. Abbas (2014) mentioned that these strategies also help learners to close knowledge gaps and achieve continuity in communication.

Another effective strategy identified in this study was the use of cognition, specifically watching videos or films and listen to music in English. This strategy was supported by Vandergrift and Goh (2012), who found that exposure to authentic language input through audiovisual materials can significantly improve learners' speaking skills.

On the other hand, social strategy, which consisted of working with a partner, was also found to be an effective strategy for improving speaking. This finding is consistent with the research of Hardan (2013), who emphasized the effectiveness of social strategies in language learning, especially in improving speaking skills. By interacting with peers, students can overcome their lack of confidence in speaking in languages other than their native language. Working with a peer allows them to establish authentic communication, receive immediate feedback, and develop their speaking skills through meaningful interactions.

In contrast, the metacognitive strategy of reviewing lessons was rated lower than other strategies. This finding is consistent with the research of Zhang et al. (2021), who pointed out that metacognitive strategies may require more conscious effort and self-regulation on the part of learners. Furthermore, the limited use of this strategy suggests that learners may not have fully realized the potential benefits of metacognitive strategies in improving their speaking skills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This study investigated the students' perceptions regarding the Tandem method and its impact on speaking skills. Based on the analysis and interpretation of the results obtained from the survey conducted at the high school levels in the "Unidad Educativa Sagrada Familia", it can be concluded that:

The impact of tandem modalities on speaking skills is influenced by various factors. Participants perceived strengths in each tandem modality, but all modalities also had barriers to their effective use in improving speaking skills. The face-to-face tandem modality was perceived as the most effective in promoting authentic communication. However, participation in this modality received a lower mean score, indicating potential barriers such as time availability or lack of opportunities. The e-tandem modality created an atmosphere of trust, facilitating interaction and reducing the fear of making errors. However, the use of e-tandem to interact with proficient English speakers for improving oral proficiency received a lower mean score, suggesting that participants may not perceive it as effective as face-to-face interactions. The teletandem modality contributed to learning about different cultural aspects of the target language. However, this modality received the lowest mean score, possibly due to technical problems or the lack of face-to-face interaction.

Overall, each tandem modality has its perceived strengths and weaknesses. While face-to-face tandem is perceived as the most effective in promoting authentic communication, e-tandem and teletandem have their advantages in terms of confidence-building and cultural learning. However, barriers such as time availability, technical issues, and the perception of effectiveness may hinder the effective use of these modalities in improving speaking skills.

The study revealed that teachers employ a variety of strategies to develop students' speaking skills. These strategies include interviewing, story completion, storytelling, role-playing, picture description, and language games. The participants indicated that the interview and picture description strategies are the most effective and most used

by teachers in the classroom to develop speaking skills because of their interactive nature and their ability to foster fluency and coherence. Role-play and language games, while valuable in fostering classroom interaction, are underutilized and could be incorporated more frequently to improve speaking. Finally, students indicated that story completion and storytelling strategies provide an environment conducive to creative expression and personal narratives, which may further contribute to the development of oral language skills.

Students use a variety of strategies based on tandem learning to improve their speaking skills. The results reveal that students use compensatory strategies, such as inferring the meaning of words from context, and perceive the compensatory strategy as effective in improving speaking skill. Cognitive strategies such as watching videos or movies in English and social strategies such as working with a partner are also strategies that participants use and are perceived as effective, as they provide authentic linguistic input and opportunities for meaningful interaction. Metacognitive strategies, such as reviewing lessons, and affective and memory strategies, although perceived as moderately used by learners and moderately effective, suggest that learners could benefit from greater awareness and use of these strategies to support the development of their speaking skills.

4.2 Recommendations

Based on the results of the study, it is evident that learners perceive strengths in each tandem modality. This modality provides natural exposure to the language, frequent practice with native speakers, and immersion in a sociolinguistic environment. Therefore, it is recommended that tandem learning opportunities for students be prioritized and promoted. This can be achieved through language exchange programs, conversation clubs or language matchmaking services. By promoting tandem learning, learners can increase their cultural knowledge, develop social interaction norms, and become more comfortable in authentic communication situations.

The study highlights the importance of using a variety of interactive strategies to develop speaking skills. Interviewing and picture description strategies were identified by participants as the most effective. Therefore, it is recommended that teachers incorporate these strategies more frequently in the classroom. In addition, role-playing

and language games, although underutilized, can contribute significantly to fostering classroom interaction and improving speaking skills. By diversifying the range of interactive strategies used, teachers can create a dynamic and engaging learning environment that promotes fluency, coherence, and creative expression.

The study revealed that students employ a variety of strategies such as cognitive, compensatory and social to improve their speaking skills. It is recommended that learners be encouraged to continue using these strategies, as they have been perceived as effective. In addition, learners can benefit from the conscious use of metacognitive strategies. By encouraging awareness and practice of these strategies, learners can improve their oral proficiency and become more autonomous in their language learning.

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ANNEXES

Annex 1: Commitment letter

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 25 de agosto de 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Daniel Zúñiga García, en mi calidad de Rector de la Unidad Educativa Sagrada Familia, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Tandem and speaking skill" propuesto por la estudiante Gissel Elizabeth Paredes Sánchez, portador/a de la Cédula de Ciudadanía, 1850827559 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Hno. Daniel Zúñiga García
Rector
CI. 1103100853
Telf. 0995274286
email: danielsafa@hotmail.com



Annex 2: Cronbach's Alfa validation

Reliability Statistics	
Cronbach's Alfa	N of items
,804	18

Note: Reliability statistics with Cronbach's Alfa of 18 questions with Likert scale.

Annex 3: Survey

Survey available upon request

Annex 4: Expert validation


A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what is stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓		✓		✓		
2	✓		✓			✓		✓		✓		
3	✓		✓			✓		✓		✓		
4	✓		✓			✓		✓		✓		
5	✓		✓			✓		✓		✓		
6	✓		✓			✓		✓		✓		
7	✓		✓			✓		✓		✓		
8	✓		✓			✓		✓		✓		
9	✓		✓			✓		✓		✓		
10	✓		✓			✓		✓		✓		
11	✓		✓			✓		✓		✓		
12	✓		✓			✓		✓		✓		
13	✓		✓			✓		✓		✓		
14	✓		✓			✓		✓		✓		
15	✓		✓			✓		✓		✓		
16	✓		✓			✓		✓		✓		
17	✓		✓			✓		✓		✓		
18	✓		✓			✓		✓		✓		
19	✓		✓			✓		✓		✓		
20	✓		✓			✓		✓		✓		
21	✓		✓			✓		✓		✓		
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: Mg. Edgar Encubada T.					ID: 0501824171			Date: 20/Nov/23				
Signature:					Email: eg.encubada@uta.edu.ec							
Place of work: UTA-FCHE-PINE					Academic degree: MAGISTER							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
21	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					NOT APPLICABLE							
Validated by: <i>Mg. Ana Cecilia Torre</i>					ID: <i>801299391</i>			Date: <i>21/11/2023</i>				
Signature: <i>Ana Cecilia Torre</i>					Email: <i>aj.vera@uta.edu.ec</i>							
Place of work: <i>Universidad Técnica de Azuay</i>					Academic degree: <i>Magister en Lingüística</i>							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
21	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					NOT APPLICABLE							
Validated by:					ID: 1802147548			Date:				
Signature: 					Email: manuelxucog@uta.edu.ec							
Place of work:					Academic degree: Magister							
<p><small>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</small></p>												

Annex 5: Turnitin Report



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