UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Ciencias de la Educación Mención: Inglés.

THEME:

"**MINGLE ACTIVITIES AND SPEAKING SKILL**"

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Ambato – Ecuador

2019-2020

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I, Verónica Elizabeth Chicaiza Redín Ph.D, holder of the I.D No. 171510632-2, in my capacity as supervisor of the Research dissertation on the topic: "**MINGLE ACTIVITIES AND SPEAKING SKILL**" investigated by Miss Dayana Lilibeth Carreño Pinargote with I.D No. 131407666-0, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

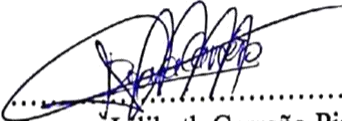Mg. Verónica Elizabeth Chicaiza Redín Ph.D

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I declare this undergraduate dissertation entitled "**MINGLE ACTIVITIES AND SPEAKING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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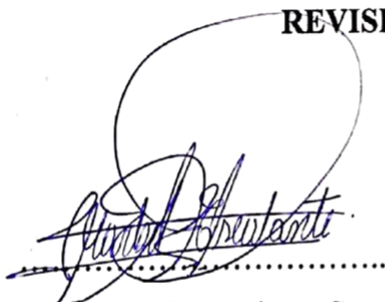I.D 131407666-0
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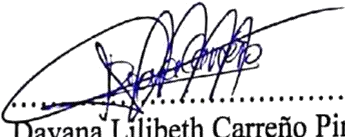I.D. 180291725-0
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ACKNOWLEDGEMENTS

TO:

God for being present at every stage of my life and helping me to build my destiny by learning from my mistakes.

My parents and siblings, who are my fundamental pillars for my professional and personal formation. Thank you for your unconditional support, trust, advice, opportunities, and resources to conclude my career and fulfill each one of my goals.

My friends, for allowing me to forge a bond with them and learn more about life by their side.

Ph.D. Veronica Chizaiza, tutor of the research work, who with patience and motivation guided me through the entire research process to complete one more stage of my life.

The university for allowing me to train in it and to all the professors who participated in my education, who guided me during my learning process and were responsible for contributing their knowledge and wisdom that will be reflected in the culmination of my university career.

The "CTT de los Andes" and its educators, for giving me the opportunity to apply my research and guide me through the complete process.

Dayana.

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ABSTRACT

TITLE: Mingle activities and the speaking skill

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In the English learning process, it is important to develop the four main skills but learners do not fully develop the speaking skill because they do not have enough practice. They cannot speak fluently which makes them feel unsure about speaking and avoid using the language. For these reasons, this research aimed to determine the relationship of mingle activities (find someone who, speed dating, talk when the music stops) and the speaking skill. Furthermore, the participants of the study were 30 students from the fourth-level students at the language center "CTT de los Andes" divided into 14 students to the experimental group (EG) and 16 students from the control group (CG). The methodology used in this study was quasi-experimental and data was collected by performing a pre-test and a post-test taken from the KET speaking section validated by Cambridge. The difference between the groups was tested using the t-test and it was determined that there was a slight difference in the pronunciation, vocabulary and interactive communication which can be seen in the P-value (0.000). It can be concluded that mingle activities improve the speaking skill as it is demonstrated in the analysis of the students' scores from the fourth level of the language center "CTT de los Andes", in which learners from the EG improved 2.5 points. In other words, after applying the mingle activities, the learners' performance improved from 5.8 to 6.6 in grammar and vocabulary, from 5.9 to 6.7 in pronunciation and from 5.7 to 6.7 in fluency.

Keywords: mingle activities, find someone who, speed dating, talk when the music stops, speaking, fluency, pronunciation, vocabulary.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

For the present research, several previous works were taken into account, which served as the basis for an analysis of the use of mingle activities for the development of the English speaking skill. It is important to emphasize that the selected documents contain themes similar to this work, carried out by professional graduates, whose digital files are freely accessible in their institutions' digital repository.

The first research was carried out by Darmayenti and Nofiadri (2015) titled "*Mingle Model for Teaching English Speaking Skill for College Students*". The authors pointed out as the main aim, the development of mingle as a new model to teach speaking for students of EFL Institute for Islamic Studies Padang. The approach was qualitative since it described the implementation of mingle activities for speech development and quantitative since it interpreted the effect of the mingle activities by analyzing questionnaires, checklist, and tests. The study population designated by the author is made up of 68 students divided into the experimental and control group.

This study can be used as a guide for the development of this investigation since it presented the mingle model in 7 steps: preparation, warm-up, rules, mingle activity, presentation, review, and discussion. Also, it concluded that the mingle model develop the speaking skill with an improvement from 12.65 to 18.71 from the experimental group. Furthermore, it supports the sub-skills improvement such as pronunciation, vocabulary, grammar, fluency, and comprehension with an increase from 2.18 to 3.70 showing the progress of 30.4% in the students' speaking ability.

Similarly, the study carried out by Utami (2017) in the "*The use of mingle game to improve second-grade students' speaking achievement at Sman 1 Bandar Lampung*" pointed out as the main objective to find out a significant difference of second-grade students' speaking achievement after using mingles. The author used a quantitative approach to measure the results from the pre and post-tests scores based on the speaking sub-skills such as pronunciation, fluency, and comprehensibility. The study population designated by the author was 36 students between 16 to 17 years old.

After the analysis of the research, it was concluded that mingle games are effective to improve the ability to speak. The author separated it into sub-skills in which pronunciation presented an improvement from 61.9 to 72, fluency from 62.3 to 71.9 and the understanding from 62.3 to 75.5 with an average improvement of 10.98. This demonstrates that the use of mingle activities has an important impact on the development of speaking skills in these 3 aspects by demonstrating their functional utility in learning a new language. The results demonstrated by the author allow mingle activities to be applied as a widespread technique by demonstrating the statistical significance of mingle activities over classic methodology in his work.

Alternatively, Fajrin (2018), in his study "*the use of mingle technique to develop students' speaking skill at the seventh grade of Smp Negeri 12 Palu*" pointed out a general objective of explaining that the use of the Mingle Technique can develop students' speaking skill. The author used a quasi-experimental research design to measure the speaking fluency and accuracy in the pre and post-tests, with a population of 44 students in which 23 students worked as the experimental group and the control group with 21 students.

After analyzing the data, the author concluded that using mingle technique can develop the speaking skill. There was an improvement in the students' achievement in the pre-test and post-test. The experimental group improve from 53.17 to 72.52 while the control group improved from 59.09 to 69.95. Also, after the application of the mingle activities, it showed that students improved their confidence while speaking with their classmates. This is an aspect equally valid in this research since it focuses not only on the educational context but also on the motivation to speak in English, which is an important contribution to the development of all students' communicative skills.

Equally important, Chrissunday (2018) in his work titled "*Improving the Students' Speaking Ability through Role-Playing Technique*" delimited with a general objective of demonstrating the effectiveness of teaching speaking through role play. The author applied a quasi-experimental method in which two different groups were taking into consideration to analyze the pre and post-tests based on fluency, accuracy, and comprehensibility. The study population designated by the author was 43 students separated into a control and experimental group, where the experimental class consisted of 23 students and the control class was 20 students.

In the control class, the author assessed students without applying any means of improving speaking and then applying and determining the degree of improvement through the student's grade. During this cycle, speaking and confidence were valued when speaking, 25% doubted at the time of speaking so the message they were trying to express was not clear and 58% doubted in each sentence so they had to repeat the sentences up to 3 times so they could express their message. Within these, 2 students presented grammatical errors that also influenced their ability to communicate so they got a *poor* grade. Regarding trust, 67% presented doubts and fear at the time of expression.

While in the experimental class, the student's speaking skill after the use of mingle activities showed a great improvement. It was demonstrated since no student remained at a poor level, 3 students qualified with the *fair* level and 13 went up to the category of *good,* so 87% of students already presented an adequate level for expression. Regarding their confidence, 71% already expressed safely and fearlessly. Also, it evidenced that learners could do their dialogue better than before with better pronunciation, showing an improvement from 49.34 to 71.30 in the test scores.

Finally, Sianipar (2015) in her research titled *"Improving Students' Speaking Skills through Interview Technique"* indicated that speaking can improve by using interview technique. The approach was qualitative since it described the implementation of the interview technique in class and quantitative since it interpreted the effect of the technique by analyzing observation checklists and tests of the students' speaking performance. The study population designated by the author is made up of 40 students from the second grade of SMP Negeri 19 Pontianak. This study was carried out in three different cycles. In the first and second cycles, the mean score was categorized as poor with 48% and 59% since students could not speak well. Finally, in the third cycle, the mean score was categorized as good since it improves to 72%. It was concluded that the interview technique facilitates the improvement of speaking since learners are engaged with the activities and feel motivated to speak with the teacher and their peers.

This is how it can be concluded that the mingle activities help to develop speaking and increase vocabulary since students feel more confident to talk with their classmates. Also, it enhances their understanding, fluency, grammar, and pronunciation while speaking with their peers. In

addition, they feel in a confident and natural environment working together to improve their vocabulary and pronunciation by receiving feedback from their friends.

1.2 Objectives

1.2.1 General Objective

To determine the relationship between mingle activities and the speaking skill in students of the fourth level at the language center "CTT de los Andes".

1.2.2 Specific Objectives

- To diagnose the level of students' speaking skill.
- To identify the types of mingles activities that can be applied in English lessons.
- To state the speaking subskills that are developed in English lesson.

In order to achieve the objectives, firstly, it was necessary to carry out a pre-test and a post-test on the students of the fourth level of language center "CTT de los Andes". After obtaining the general score, the result was compared with the Cambridge English scale where the scores of the KET exam and other Cambridge English Score Test are found according to the Common European Framework. Secondly, in order to identify the types of mingles that can be applied in the English lessons, a bibliographic investigation was carried out from several authors, where the three most mentioned mingle activities were taken into account. Thirdly, in the same way to establish the speaking sub-skills that can be developed in the classroom, a bibliographical investigation was carried out in which the 4 speaking sub-skills were taken into account based on the Cambridge speaking assessment rubrics.

1.3 Theoretical framework

Some definitions that will be used in this work are: mingle tasks, mingle activities, speaking skill and sub-skills. Furthermore, according to Borzova (2014), there are three types of mingling tasks that can be applied depending on the skill that the teacher wants students to develop, language (called form-focused mingles); communicative skill (form-focused mingles in communicative disguise); and meaning activities (used as meaning-focused mingles).

1.3.1 Mingle tasks

1.3.1.1 Form-focused mingle

Form-focused mingle 1: The materials used will depend on the grammar that the professor wants to indicate. To begin this task, students receive a list with activities written like "Use the correct form of the verb in brackets: "Jack London [be] born in San Francisco.", After the indicated time, the teacher reviews the students' work and each one becomes an expert to which each student mingles looking for different answers between them.

Form-focused mingle 2: Each student receives a different sentence, it must be ensured that there is the same number of students and sentences. The students mingle and dictate their sentences to everyone, then they must form pairs and arrange them in stories that they should recite to the whole class.

1.3.1.2 Form-focused mingles in communicative disguise

Two examples of these types of mingles are the tasks "Find Someone Who _____" and "Poll Your Classmates."

In the task "Find someone who _____" students can practice different tenses. For example, when using present simple tense half of the students conduct a survey on how their peers spend their weekends, nights, or holidays. Also, if the learners are practicing the present perfect tense, half of the students fill out a survey with questions such as "What interesting food have you eaten? What countries have you visited?"

In the task "Poll your classmates" students can practice specific vocabulary. For instance, in this first activity, they write 3 singers, food, colors, places, sports or other activities that they dislike. Then, students mingle and look for someone who has similar dislikes. In this second task, the learners will find out how well they know each other. Each student receives the name of a classmate and asks the other students questions about that student. Finally, they check the information given by the rest of the class and see if it is true. Lastly, in this task, each student receives a short text about an imaginary person, animal, etc. The text has different versions with some adaptations and differences. Students mingle with their peers to identify how their texts differ from each other.

1.3.1.3 Meaning-focused mingles

In these tasks, students share and collect information, which they will later use for doing projects. Therefore, meaning-focused mingles can be based on sharing the content of texts or collecting information and opinions with polls and questionnaires.

1.3.2 Mingle activities

A "mingle" activity involves students walking through the classroom and having short conversations with several classmates (Utami, 2017). These activities make learning more fun and easier to remember by allowing students to leave their chairs, move around, and learn

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actively. According to Darmayenti & Nofiadri (2015), face to face interaction is the main goal of a mingle activity in which students speak and take notes according to the peers' answers. As this type of activity is repetitive, it allows students to talk, form sentences, and recognize patterns. Pollard and Hess (1997) pointed out that in the learning process, mingle is a game with certain steps in reading, listening and speaking skills where face-to-face interaction is the principal goal.

It is deduced that "mingle" can be implemented as an activity or game which requires that students stand up, look for a classmate and ask a question. This process needs to be repeated with several people to complete the activity. It not only allows students to talk but also to improve their speaking, listening and reading skills. Also, the mingle activity can be implemented by two different activities, walking around and talking to other students or rotating pairs, where students form circles and face each other. Furthermore, these activities may include questionnaires, written surveys, opinion polls, games, role plays or find your partner.

1.3.3 *Types of mingle activities*

According to Utami (2017) and Walton (2018), some common examples of effective and fun mingle activities are: find someone who, speed dating, talk when the music stops, snowball and guess who.

Find Someone Who activity involves learners trying to find someone in the class who matches a description. According to Randall (2017) this type of activity helps the teacher to review grammar and vocabulary at the end of a unit and it can be adapted for most grammar tenses. For example, to practice the perfect present, students have a worksheet with several verbs in

their base form, e.g., "drive a car", "visit Quito", "travel in an airplane" etc. and should find a student who has done these activities at some point in the past, asking the right questions in the perfect present; e.g., learners start to ask their peers "Have you ever driven a car?" "Have you ever visited Quito?", if one classmate says "Yes, I have," they write his or her name on their worksheet. The activity continues until most students have found a different partner to do each action. For lower levels, the question could simply be "Do you like...?" with different foods or sports.

Speed dating also called "speed interviews", involves students sitting in two rows in front of each other to have a short conversation, but they all have to change partners at the same time according to the signal given by the teacher, for example, a slap or saying "change". When a row moves one position to the right, new pairs are created. This process is repeated with different conversational topics. According to Heathfield (2019) speed dating provides learners multiple opportunities to talk and allow them to know each other better generating a lot of laughter and fun.

Talk when the music stops also called musical conversations or carrousel, has the same idea as speed interviews but instead of two seated rows, students stand in two concentric circles facing each other. When the music is playing students walk around their circle and when it stops, students freeze in front of one classmate so then they start to speak. This process is repeated several times until the questions or topics are covered.

Snowball implicates learners to write true things about them in a sheet of paper, which then they screw them up into balls. When the teacher gives a sign learners start throwing them around like snowballs. Also it includes to pick up other people's "snowballs" and throw them

again. After a while, students pick up one snowball close to them and go around trying to find the owner of their sentences by eliciting some questions. According to Ashe (2020), this type of activity can be used at the beginning of the year to give learners the opportunity to know each other, but also, it can be used with different grammar tenses and vocabulary.

Guess Who involves asking students to choose a famous person they know some things about and not tell anyone who they are. Students then ask and answer questions about the identity of the celebrity until they guess their partner's identity. For example, an exchange might be something like: "Are you a man or a woman? Man. Are you alive? No. Were you an actor? No. Were you a singer? Yes. Where were you born? In the USA. Are you Michael Jackson? Yes." After they guessed who their classmate's famous identity was, they look for a different partner and continue mingling until they guess each other's identities. This is a fun activity where students enjoy and practice asking questions that are difficult to structure in English.

1.3.4 Speaking skill

Speaking is one of the four main language skills, which are: Listening, Speaking, Reading, and Writing. Furthermore, when learning English, speaking is usually the second language skill that we learn.

According to Celce-Murcia and Olshtain (2000) speaking has been considered the most challenging of the four skills in a second language since it involves a complex process of constructing meaning. Speakers have to make decisions about why, how, and when to communicate depending on the cultural and social context. In addition, ToastMasters International (2011), points out that the ability to speak is the delivery of language through the use of many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth, and

lips. Moreover, Torky (2006) and Chaney & Burk (1998) define speaking as a process of constructing and sharing meaning which involves producing, receiving and processing verbal and nonverbal symbols in a different context.

In other words, speaking can be defined as an interactive process to construct meaning which requires using parts of our body to produce verbal sounds, to receive and to process more information to keep a conversation according to the cultural and social context in which the verbal symbols are used. The speaking skill is very important since it is achieved by being in constant practice and with the appropriate environment.

1.3.4   *Speaking sub-skills*

The development of speaking requires the development of sub-skills to provide learners with strategies to improve their communication skills which usually are divided into four main sub-skills such as grammar, vocabulary, pronunciation and fluency.

1.3.4.1   *Grammar*

According to Hartwell (1985), grammar is defined as the branch of linguistics with grammatical items or formal patterns in which a language is arranged to convey meaning. Also, it is considered as a linguistic etiquette with formal language patterns that covers the description, analysis and formulation of the language. Besides, Richards (2012), considered grammar as a system of rules used to create grammatically well-formed sentences. Additionally, grammar is classified by Huddleston (1984), in two different categories: descriptive grammar and prescriptive grammar. Descriptive grammar describe the use grammar by native speakers, what is accepted and understood as part of their language, while

perspective grammar describe to its language users what grammatical rules they should follow. As a final point, grammar can be considered as a branch of linguistics with a system of rules arranged in formal patterns to form sentences to convey meaning. Also, it is divided into two different categories descriptive and prescriptive which aims to tell the language users what is accepted in the language and the rules they should follow.

1.3.4.2   Vocabulary

Alqahtani (2015), mentioned that vocabulary is considered as one of the most important aspects when learning a foreign language since limited vocabulary impedes successful communication. Besides, Lessard-Clouston (2013), define vocabulary as the words of a language which includes single items and phrases to covey a particular meaning. Additionally, Hatch and Brown (1995), pointed out that vocabulary comprehend a set of words with an alphabetical order system that individuals of a particular language use. Finally, Laufer (1997), stated that vocabulary is the essence of a language because without it, the speakers cannot communicate and convey meaning. Equally important, Nation (2011), stablished that to learn vocabulary words, it is necessary to study the words' grammatical dimensions such as form, meaning, and use, to communicate efficiently and use them in any particular context. Lastly, it can be concluded that vocabulary is a set of words which includes individual words and phrases considered as the main aspect of a language for its grammatical dimensions to communicate and convey meaning.

1.3.4.3   Pronunciation

According to Cook (1996), pronunciation is defined as the production of English sounds to make meaning. Additionally, Widi (2017), expressed that English pronunciation as a foreign language is one most difficult to learn because generally if we want to change the pronunciation

of a word, it is necessary to analyze the component sounds of that word. Besides, Harmer (2001), pointed out some pronunciation components such as pitch, intonation, minimal pairs, spelling, rhythm, and stress. Abbas (2016), mentioned that the main aim of pronunciation is not to pronounce exactly like a native speaker but to pronounce comprehensible enough to communicate. Above all, pronunciation can be defined as one of the most difficult speaking sub-skills to learn and improve since the production of sounds consist on several factors that affect the pronunciation and make meaning different.

1.3.4.4 Fluency

According to Thornbury (2005), fluency is defined as the ability to express our ideas in precise words. Furthermore, Yang (2014), pointed out that fluency is produced when the speaker communicates with a continuous speech and meaning without causing comprehension difficulties for the listener. Besides, Hedge (2000) stated that speaking fluency consist on producing a coherent response in a conversation by using proper linking devices, pronunciation and intonation. In other words, it can be determined that fluency is the ability to produce our ideas in a meaningful, clear and coherent way by using appropriate expressions without causing any understanding problems to the listener. Subsequently, fluency activities require students to focus on meaning in communication without immediate concern for accuracy while errors can be corrected afterward.

Apart from the most common speaking sub-skills, Eady and Loru (2013) pointed out that instead of giving learners just time to speak, it is necessary to teach specific skills or micro-skills to mix the outside conversations with those inside the class rather than trying to duplicate real-world conversations. Furthermore, the authors mentioned different speaking sub-skills to

encourage learners to be motivated and exposed to the language in order to use it in a natural environment. The speaking sub-skills by Eady and Loru are shown in the following list:

Table 1 Speaking sub-skills

Sub-skills	Application
Accuracy with words and pronunciation	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled activities are the most common way of working on spoken accuracy.
Using Functions	Activities that stress that verbal communication is for a reason or purpose. Students use specific vocabulary and phrases with functions such as asking for clarification, introducing oneself, etc., according to the context or situation.
Appropriacy	Activities that stress that the purpose of talking determines what language is appropriate. Students need to choose the correct grammar, vocabulary and even the correct intonation and length of the time to speak according to the context.
Turn-taking skills	Turn-taking skills involve knowing how and when to interject, elicit an interjection or prevent one. An example is making learners to practice listening or speaking with gaps to notice when it is their turn to speak without irritating the other speaker.
Relevant Length	Activities that demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be enough in a job interview.
Responding and initiating	Activities that get students to practice managing a conversation appropriately with specific words and phrases. Students can practice by asking a question and answering it or by introducing a new idea.

Repair and repetition	The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood. Students practice by repeating a section of a conversation when they do not understand.
Discourse markers	When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Students practice using words/phrases which organize a speech.

Source: (Eady & Loru, 2013)
Elaborated by: Carreño, D (2019)

2   CHAPTER II. METHODOLOGY

2.1   Resources

For this document, the resources necessary for its application were human and technical. It was fundamental the author's ability to search for information. In addition, it was crucial the participation of students from the fourth level of the language center "CTT de los Andes" to apply the mingle activities, being the only human resources necessary. As for the technical resources, a PC was needed to process the collected data.

2.2   Methods

In conducting this research, the author used a quasi-experimental design to apply mingle activities in English lessons to improve the speaking skill at the language center "CTT de los Andes". An experiment was designed by the author considering 3 types of mingles such as find someone who, speed dating, and talk when the music stops to develop the speaking skill and evaluating the subjects involved with the criteria of Cambridge A2 speaking level which covers the 4 sub-speaking skills grammar, vocabulary, pronunciation, and fluency or interactive communication.

To measure the impact of the mingle activities, there were 2 groups designated in this research; the experimental group (EG) and control group (CG). Both groups were given the pre-test to know the level of the students' speaking skill before the students who were involved in the experimental group receive the treatment. Then, they took the post-test. It means that the group that received the treatment was the experimental group while in the control group there was no intervention.

The subjects involved were 30 students from the fourth level of "CTT de los Andes" with an A2 English level, 14 students from 4A as the experimental group (EG), and 16 students from 4D as the control group (CG). The students have an average age between 17 and 19 years old. In addition, the participants used Spanish as their mother tongue and English as a foreign language.

Table 2 Population

Population	Male	Female	Total	Percentage
Experimental	4	10	14	46,7%
Control	5	11	16	53,3%
TOTAL	9	21	30	100%

Source: Students' list
Elaborated by: Carreño, D (2019)

In collecting the data about speaking, the author used a speaking test. Pederson and Evans (2010) define tests as an investigation technique that links the approach to the problem with the responses obtained from the population. Considering these criteria, the speaking section of the KET (Key English Test) was simulated as pre-test and post-test of this investigation. This test lasts between 8 to 10 minutes in the speaking section and it is designed for students with an elementary level of English which measures the oral expression to communicate in simple and everyday situations by answering and asking simple questions. The Pre-test was given to the students to measure their speaking before getting the treatment, While, post-test was given to the students after the treatment to measure the students' speaking development.

In this research, the data was collected by using the KET speaking questionnaire to assess students on the speaking skill. In the pre-test and the post-test, the author took the test in pairs. This test comprehends two parts: A) to respond to personal questions and B) To talk with

informational cards where one candidate asks and the other candidate provides the answer with the information on the cards. In part A, the author asked 5 questions to each candidate while in part B each card consisted of 5 questions for one candidate and 5 answers to the other candidate. The purpose of the test was to measure the students speaking skill before and after treatment. Equally important, the scoring rubric adapted from Cambridge University (2019) was used in which the assessment scale was divided into 3 criteria which covered the 4 speaking sub-skills: grammar and vocabulary, pronunciation and interactive communication which covers the fluency speaking sub-skill. Also, the scale is categorized into 6 bands, with 0 being the lowest and 5 the highest. Furthermore, as the examination contained 10 different items from each participant, the test was scored with the scoring rubric with 5 points maximum each answer, comprising a total of 10 points each criterion and 30 points the complete test.

In applying the treatment, the author used a lesson plan as the instrument of the research to give students the opportunity to practice in real-life conversations and share their personal opinions. In order to cover the three types of mingle tasks, three different lesson plans were created according to the topics of the KET speaking examination to A1-A2 level and the book Life 4, units 11 and 12 from students of the fourth level of "CTT de los Andes" based on Harmer J. (1998), lesson plan structure.

The first lesson plan focused on the language form, vocabulary, and grammar that the learners already know. The main activity to complete was "Find someone who" in which the students had to ask and answer questions about them and their partners by using the second conditional. Additionally, the second lesson plan focused on the communicative function of asking for information in which students got authentic communication by having real-life experience activities. The main activity to complete was "Speed dating" in which learners mingled with

their peers, ask and answer questions about time travel. Finally, the third lesson plan was based on the simultaneous practice of all skills (reading, listening, speaking, writing) in which learners interacted and exchanged opinions about technology and digital connections. This lesson plan mixed different activities that allowed learners to improve their grammar, vocabulary, fluency and critical thinking. The main activity to complete was "Talk when the music stops" in which learners asked their peers about their use of technology to compare information and write a short summary.

Finally, all numerical data was collected as the subject of statistical analysis to analyze the scores of the pre-test and post-test between the experimental and control groups before and after the application of mingle activities. There were 2 types of data analysis. Qualitative analysis was used to describe the results of the implementation of mingle activities to improve the speaking skill. Quantitative analysis was used to describe the effect of the mingle activities in improving the speaking skill by analyzing the scores of the experimental and control groups by using the T-test. All the data was registered into the computer and then analyzed through the SPSS program to get descriptive statistics such as frequency means and standard deviation.

2.2.1 Hypothesis

Mingle activities influence in the speaking skill of students from students of fourth level of the language center "CTT de los Andes."

2.2.2 Variable Identification

Mingle activities (Independent)

Speaking skill (Dependent)

3   CHAPTER III. RESULTS

3.1   Analysis and discussion of the results

3.1.1   Pre-test results of the Control Group

Table 3 Pre-test results of Control Group

#	Initials	Pre-test	Grammar and Vocabulary	Pronunciation	Interactive Communication
			Pre-test results of Control Group		
1	AS	16,2	5,2	5,4	5,6
2	GK	19,4	7	6,2	6,2
3	HC	14,6	4,6	5	5
4	JK	14,8	5	5,2	4,6
5	LJ	17,2	5,6	5,8	5,8
6	LF	19,6	6,8	6,8	6
7	MM	12,6	4,2	4,2	4,2
8	ML	15	5	4,6	5,4
9	NP	16,4	5,4	5,8	5,2
10	PC	16,2	5,6	5,2	5,4
11	QB	15	5	5	5
12	RD	13,2	4,6	4,4	4,2
13	SM	15,8	5,4	5,8	4,6
14	TL	12,2	4,2	4	4
15	TP	11	3,8	3,6	3,6
16	VC	17,8	5,8	6,2	5,8
	Total	247	83,2	83,2	80,6
	Mean Score	15,4	5,2	5,2	5,0

Source: Students' grades
Elaborated by: Carreño, D (2019)

As noticed in the table above, the highest score of the control group in the pre-test was 19.6 over 30 points and the lowest was 11 over 30. After getting the standard score of 247, the mean score was calculated which resulted of 15,4 over 30 points.

3.1.2 Post-test results of the Control Group

#	Initials	Post-test	Grammar and Vocabulary	Pronunciation	Interactive Communication
			Post-test results of Control Group		
1	AS	16,8	5,6	5,4	5,8
2	GK	20,4	7,2	6,6	6,6
3	HC	15,6	5	5,4	5,2
4	JK	15,2	5	5,2	5
5	LJ	17,4	5,8	5,8	5,8
6	LF	20,2	7	7	6,2
7	MM	15	5	5	5
8	ML	15	5	5	5
9	NP	17	5,6	6	5,4
10	PC	16,8	6	5,4	5,4
=11	QB	15,8	5,2	5,4	5,2
12	RD	15	5	5	5
13	SM	16,6	5,6	6	5
14	TL	13	4,4	4,4	4,2
15	TP	12,6	4,2	4,4	4
16	VC	18,4	6	6,4	6
	Total	260,8	87,6	88,4	84,8
	Mean Score	16,3	5,5	5,5	5,3

Source: Students' grades
Elaborated by: Carreño, D (2019)

As noticed in the table above, the highest score of the control group in the post-test was 20.4 over 30 points and the lowest was 12.6 over 30. After getting the standard score of 260,8 the mean score was calculated which resulted of 16,3 over 30 points.

3.1.3 Pre-test results of the Experimental Group

Table 5 Pre-test results of the Experimental Group

Pre-test Results of Experimental Group					
#	Initials	Pre-test	Grammar and Vocabulary	Pronunciation	Interactive Communication
1	AE	20,2	6,6	7,2	6,4
2	BD	17,6	5,8	6	5,8
3	CS	15,2	4,8	5	5,4
4	DA	17	6	5,6	5,4
5	EA	20	6,4	6,8	6,8
6	GA	20,4	6	8	6,4
7	GMB	16,6	5,4	5,4	5,8
8	MD	15,8	5,2	5,6	5
9	MJP	11,2	3,6	3,8	3,8
10	NM	17,4	6	5,6	5,8
11	TS	19	6,6	6	6,4
12	VJ	18	6	6	6
13	VJ	17,2	6,2	5,4	5,6
14	ZJ	18,8	7	6	5,8
	Total	244,4	81,6	82,4	80,4
	Mean Score	17,5	5,8	5,9	5,7

Source: Students' grades
Elaborated by: Carreño, D (2019)

By looking at the table above, the highest score of the experimental group in the pre-test was

20.4 over 30 points and the lowest was 11,2 over 30. After getting the standard score of 244,4,

the mean score was calculated which resulted of 17,4 over 30 points.

3.1.4 Post-test results of the Experimental Group

Table 6 Post-test results of the Experimental Group

#	Initials	Post-test	Grammar and Vocabulary	Pronunciation	Interactive Communication
		Post-test Results of Experimental Group			
1	AE	21,8	7	7,6	7,2
2	BD	20	6	7	7
3	CS	19,8	6	6,8	7
4	DA	18,4	6,4	6	6
5	EA	21,2	6,8	7,2	7,2
6	GA	23,6	8	8,4	7,2
7	GMB	19,4	6,4	6,6	6,4
8	MD	18	6	6	6
9	MJP	15	5	5	5
10	NM	20,6	7	6,6	7
11	TS	21	7,2	6,8	7
12	VJ	19,8	6,6	6,6	6,6
13	VJ	19,6	7	6	6,6
14	ZJ	21,6	7,6	7	7
	Total	279,8	93	93,6	93,2
	Mean Score	20,0	6,6	6,7	6,7

Source: Students' grades
Elaborated by: Carreño, D (2019)

By looking at the table above, the highest score of the experimental group in the post-test was 23.6 over 30 points and the lowest was 15 over 30. After getting the standard score of 279,8, the mean score was calculated which resulted of 20 over 30. It should be noticed that there was a slightly noticeable increase in the grades with almost 3 points of difference in the mean score.

3.1.5 *Grammar and Vocabulary Results*

Table 7 Grammar and vocabulary results

Grammar and vocabulary

	Pre-test	Post test
Control Group	5,2	5,5
Experimental Group	5,8	6,6

Source: Students' grades
Elaborated by: Carreño, D (2019)

Graph 1 Grammar and vocabulary results
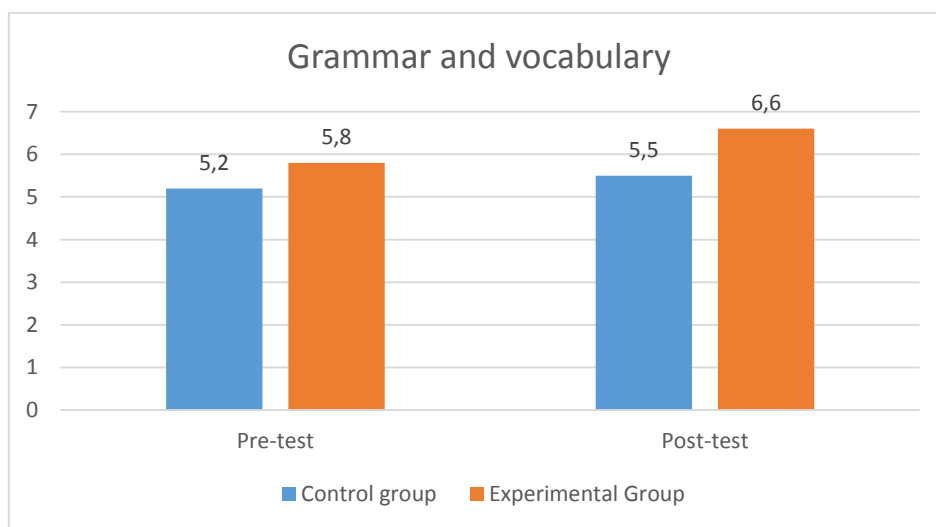
Source: Students' grades
Elaborated by: Carreño, D (2019)

Analysis and interpretation

The table above showed the first indicator in the KET Speaking test that is about grammar and vocabulary. The results showed that, in the pre-test, the average of the 16 students in this study who were part of the control group was 5,2 over 10. On the other hand, the average of the 14 students who were part of the experimental group was 5,8 over 10 points.

Based on the results obtained from the pre-tests, it is determined that both groups had the same level of grammar and vocabulary with a slight difference. Thus, the average in the post-test of

the control group was 5,5 over 10 and the average of the experimental group was 6,6 over 10 points. The results showed that there was a noticeable increase in the group who had intervention of the mingle activities "find someone who" and "speed dating" due to the fact that learners should focus on the form of language and recycle vocabulary to complete the activities. Also, it should be noticed that students in the control group improved their scores to some degree. This is due to the fact that students acquired more vocabulary and grammar according to the institution's curriculum. This result coincides with Houston (2012), who mentioned that that when learners use mingles in class, they required vocabulary and phrases to express their thoughts which allows them to express fluently and accurately.

3.1.6 Pronunciation Results

Table 8 Pronunciation results

Pronunciation

	Pre-test	Post test
Control Group	5,2	5,5
Experimental Group	5,9	6,7

Source: Students' grades
Elaborated by: Carreño, D (2019)

Graph 2 Pronunciation results
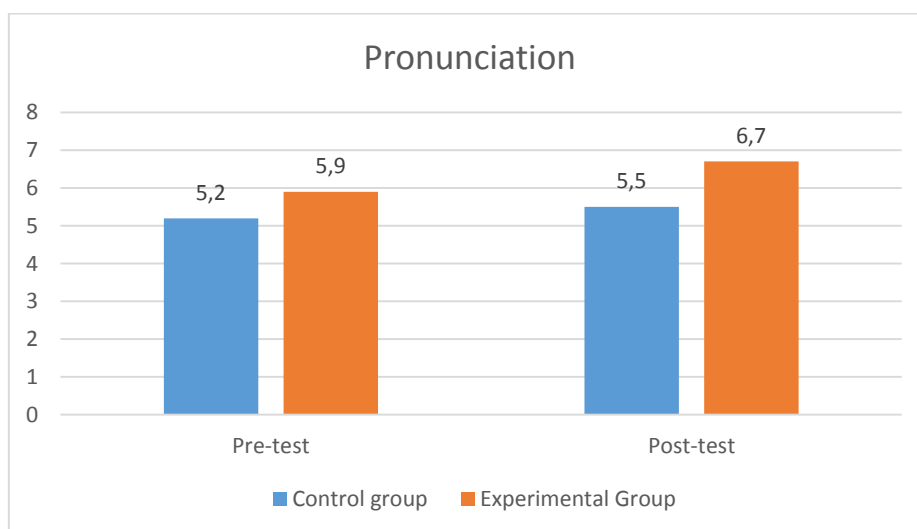
Source: Students' grades
Elaborated by: Carreño, D (2019)

Analysis and interpretation

The table showed the second indicator in the KET Speaking test that is about pronunciation.

The results showed that, in the pre-test, the average of the 16 students in this study who were

part of the control group is 5,2 over 10 points. On the other hand, the average of the 14 students

who were part of the experimental group is 5,9 over 10.

Similarly after applying the mingle activities "find someone who" "speed dating" and "talk

when the music stops", there was an increase in the pronunciation scores since students were

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exposed to real-life conversation topics, they began to imitate the pronunciation they heard from their peers. Therefore, the average in the post-test of the control group was 5,5 over 10 and the average of the experimental group is 6,7. The results showed that there was a noticeable increase in the group who had intervention by the researcher. Consequently, all these values demonstrate that an increase of 0,8 was achieved after the treatment of applying mingle activities.

3.1.7 Interactive Communication Results

Table 9 Interactive Communication results

Interactive Communication

	Pre-test	Post test
Control Group	5	5,3
Experimental Group	5,7	6,7

Source: Students' grades
Elaborated by: Carreño, D (2019)

Graph 3 Interactive Communication results
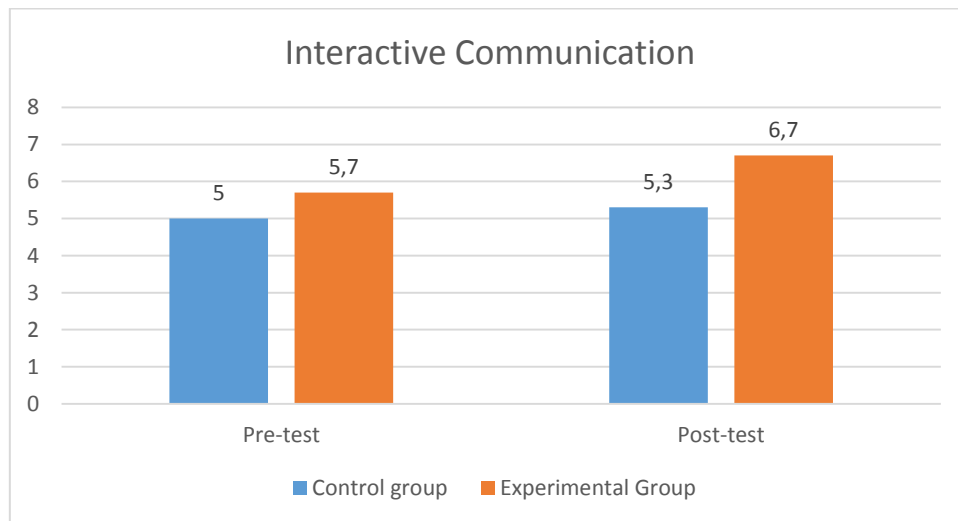
Source: Students' grades
Elaborated by: Carreño, D (2019)

Analysis and interpretation

The table above showed the results from the last indicator of the KET Speaking test that is about interactive communication. In this part of the test, students had to be able to interact fluently with their peers in a coherent and clear way about different topics in a correct length of time. The results of the interactive communication showed that, in the pre-test, the average of the 16 students in this study who were part of the control group was 5 over 10 points. On the other hand, the average of the 14 students who were part of the experimental group is 5,7 over 10.

Consequently, after applying the mingle activities "speed dating" and "talk when the music stops", there was an increase in the interactive communication scores since students were exposed to real-life conversations to give them the opportunity to practice different topics in a relevant time. Therefore, the average in the post-test of the control group was 5,3 and the average of the experimental group was 6,7 over 10 points. Consequently, the results of the tests determined that both the control and experimental groups were close as they present almost the same increase of their average scores.

3.1.8   Speaking skill

Table 10 Speaking skill

Speaking skill

	Pre-test	Post test
Control Group	15,4	16,3
Experimental Group	17,5	20

Source: Students' grades
Elaborated by: Carreño, D (2019)

Graph 4 Speaking skill
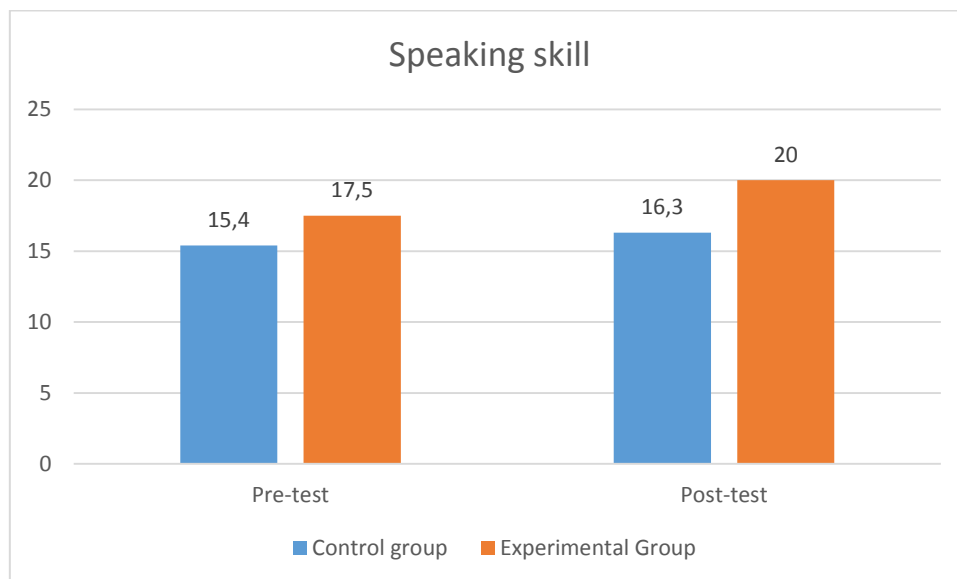
Source: Students' grades
Elaborated by: Carreño, D (2019)

Analysis and interpretation

According to the table above, it is shown that the control group mean score in the pre-test was 15,4 over 30 points while the experimental group average was 17,5. Consequently, after applying the mingle activities to promote the learners' interactive communication, pronunciation, grammar and vocabulary, the experimental group obtained an average of 20 over 30. This is 2,5 points higher than the pre-test average of the experimental group, while the control group increase 0,9 in their average score with 16,3 points. This means that both groups

had an increase in the post-tests, but the increase obtained in the experimental group was greater. Therefore, it can be inferred that the mingle activities improved the students' ability to speak.

3.2   Hypothesis verification

H1: Mingle activities influence in the speaking skill of students from fourth level of the language center "CTT de los Andes".

Ho: Mingle activities does not influence in the speaking skill of students from fourth level of the language center "CTT de los Andes".

Table 11 Paired Sample Statistics

Paired Sample Statistics

		Mean	N	Standard deviation	Standard error mean
Par 1	Experimental Pre-Test	17,4571	14	2,40439	0,64260
	Experimental Post-Test	19,9857	14	2,03275	0,54328
Par 2	Control Pre-Test	15,4375	16	2,43115	0,60779
	Control Post-Test	16,3000	16	2,16518	0,54129

Elaborated by: Carreño, D. (2019)

Table 12 Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	P value.
Par 1	Experimental Pre-Test & Experimental Post-Test	14	0,921	0,000003
Par 2	Control Pre-Test & Control Post-Test	16	0,971	3,8912E-10

Elaborated by: Carreño, D. (2019)

Table 13 Paired Sample T-Test

Paired Sample T-Test

| | | Paired differences | | | | | | |
		Mean	Standard deviation	Standard error mean	95% confidence interval for difference of means		T Statical Value	Degrees of freedom	P Value
					Lower	Upper			
Par 1	Experimental Pre-Test - Experimental Post-Test	-2,52857	0,95307	0,25472	-3,07886	-1,97828	-9,927	13	0,000
Par 2	Control Pre-Test - Control Post-Test	-0,86250	-0,60978	0,15245	-1,18743	-0,53757	-5,658	15	0,000

Elaborated by: Carreño, D. (2019)

The table presented above presents the statistical results obtained from the analysis of the data of the control group (CG) and experimental group (EG) of the pre-test and post-test. It shows the average of each test taken in which there is a difference between the means and the standard deviation, which mentions that learners increased their test score, also their scores are close to each other. Furthermore, the degrees of freedom for each group are different, showing 13 from the EG and 15 from the CG. Finally, the P value (0.000) is lower than the significance value (0.05), the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted. Therefore, mingle activities influence in the speaking skill of students from fourth level of the language center "CTT de los Andes".

3.3   Discussion

The results of the research showed that mingle activities provide new opportunities to develop the speaking skill from students of the fourth level of the language center "CTT de los Andes". The researcher can observe the learners' speaking abilities that include grammar, vocabulary, pronunciation, and fluency. These activities can also motivate learners to speak in English. According to Maja (2015), mingle enables students to help others to speak English and learn the subject. Also, Jones (2017), pointed out that every student is involved to do the activity, even shy students, so they can support each other to be brave and confident in speaking, work together to improve their vocabulary and pronunciation, and receive feedback from their friends.

Findings of the research showed that mingle activities such as "find someone who", "speed dating" and "talk when the music stops" improves grammar, vocabulary, pronunciation, and fluency. Furthermore, as in the study of Darmayenti and Nofiadri (2015), in which the experimental group improved pronunciation, vocabulary, grammar, fluency, and comprehension with an increase of 1.52 points, in this research, it is showed an improvement in grammar, vocabulary, pronunciation, and fluency of 2.5 points. Mingle activities are found to be beneficial in learning since students not only practice the language but also listen and respond to the same questions repeatedly allowing them to learn key vocabulary words and recycle information while they are playing. Finally, the findings imply that the English teachers have to use Mingles to enhance the quality of speaking skill especially at the language center "CTT de los Andes". Furthermore, it is suggested that foreign language teachers apply mingle activities in their teaching methodology to improve the speaking skill.

4 CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Mingle activities have a close relation to the development of the speaking skill as it is demonstrated in the analysis of the students' scores from the fourth level of the language center "CTT de los Andes", in which learners improve in their main score with a probability value of 0.000.

- Before applying the mingle activities, students from the fourth level of the language center "CTT de los Andes" showed an A2 English level according to Cambridge English Scale in which is stated the KET and Cambridge English Scores according to the Common European Framework. Furthermore, after the application of mingle activities they maintained the A2 English level.

- The mingle activities that were applied in the English lesson were "find someone who" "speed dating" and "talk when the music stops." According to the analysis, the tree mingle activities were effective to improve the speaking skill.

- The sub-speaking skills developed in the English lessons were grammar, vocabulary pronunciation, and fluency. According to the analysis, the use of mingle activities contributed to the development of these speaking sub-skills in the students who are part of the fourth level of the language center "CTT de los Andes.

4.2   Recommendations

- It is recommended that foreign language teachers, especially those teaching at the language center "CTT de los Andes", use and implement mingle activities to improve the speaking skill. It will be better if the implementation is given to students for more time than it was given in this study to give them more opportunities to develop their speaking.

- To improve the speaking English level, it is suggested that foreign language teachers implement mingle activities and other alternatives such as role-plays, interviews and jigsaw activities in their teaching methodology.

- It is proposed that English teachers, including, the teachers from the language center "CTT de los Andes" implement the mingle activities applied in the research, but also to apply other mingle activities such as "snowball" or "guess who" which are also beneficial in improving students' English speaking skills.

- It is recommended that foreign language teachers and teachers from the language center "CTT de los Andes" favor the application of mingle activities to improve other speaking sub-skills such as accuracy, appropriacy, turn-taking skills, etc.

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ANNEX 1

CARTA DE COMPROMISO

Ambato, 4 de Febrero del 2020

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Yo, Lic. Cristina Salazar Mg. en mi calidad de Coordinadora del Language Center del centro de transferencia y desarrollo de tecnología "CTT de los Andes", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"Mingle Activities and Speaking skill "** propuesto por la estudiante Carreño Pinargote Dayana Lilibeth, portadora de la Cédula de Ciudadanía 131407666-0, estudiante de la Carrera de Idiomas, de la 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.

Lcda. Cristina Salazar Mg..
1803694460
cris89.sp@gmail.com

ANNEX 2 PRE-TEST

Test 1

Part 1 (3-4 minutes)

Phase 1 **Interlocutor**	
To both candidates	Good morning / afternoon / evening. Can I have your mark sheets, please? *Hand over the mark sheets to the Assessor.* I'm …………, and this is ………. .
To Candidate A	What's your name?
To Candidate B	And what's your name?

		Back-up prompts
	B, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in … (name of district / town etc.)?
	A, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in … (name of district / town etc.)?

Phase 2
Interlocutor

Now, let's talk about **friends**.

	Back-up prompts
A, how often do you see your friends?	Do you see your friends every day?
What do you like doing with your friends?	Do you like going to the cinema?
B, where do your friends live?	Do your friends live near you?
When do you see your friends?	Do you see your friends at weekends?

Extended Response
Now **A**, please tell me something about one of your friends.

Back-up questions
Do you like your friend?
Where did you meet your friend?
Did you see your friends last weekend?

Interlocutor

Now, let's talk about **home**.

	Back-up prompts
B, who do you live with?	Do you live with your family?
How many bedrooms are there in your house / flat?	Are there three bedrooms in your house / flat?
A, where do you watch TV at home?	Do you watch TV in the kitchen?
What's your favourite room in the house?	Is your bedroom your favourite room?

Extended Response
Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up questions
Do you like cooking at the weekends?
Do you play computer games at the weekends?
What did you do at home, last weekend?

Part 2 (3-4 minutes)

Before you answer the questions for this part, do the Further Practice and Guidance activities on page 63.

Part 2 (A)

Candidate A, here is some information about a music shop.

Candidate B, you don't know anything about the music shop, so ask **A** some questions about it.

Now **B**, ask **A** your questions about the music shop and **A**, you answer them.

Candidate A: your answers

Mike's Music

35 Main Street
(opposite City Museum)
CDs, music DVDs, music magazines!
Monday–Saturday 9am–6pm
We buy old CDs
Best prices in town

Candidate B: your questions

Music shop

- name/shop?
- what/sell?
- when/open?
- expensive?
- where/shop?

Part 2 (B)

Candidate B, here is some information about a film.

Candidate A, you don't know anything about the film, so ask **B** some questions about it.

Now **A**, ask **B** your questions about the film and **B**, you answer them.

Candidate B: your answers

Next Sunday only

Lost in London

the funniest film of the year
3pm (finishes 5.15pm)
at City Cinema, Oxford
285004 for tickets and information

Candidate A: your questions

Film

- sad/film?
- where/watch?
- watch/today?
- time/start?
- how/get tickets?

Part 2 (3–4 minutes)

Before you answer the questions for this part, do the Further Practice and Guidance activities on page 113.

Part 2 (A)

Candidate A, here is some information about a magazine.

Candidate B, you don't know anything about the magazine, so ask **A** some questions about it.

Now **B**, ask **A** your questions about the magazine and **A**, you answer them.

Candidate A: your answers

The magazine for teenagers...

Teen News

£2.99

on sale every two weeks

at newsagents and supermarkets

articles about music, films, fashion

www.TNmagazine.com

Candidate B: your questions

Magazine

- name/magazine?
- what/read about?
- when/buy?
- cost?
- website?

Part 2 (B)

Candidate B, here is some information about a school trip.

Candidate A, you don't know anything about the school trip, so ask **B** some questions about it.

Now **A**, ask **B** your questions about the school trip and **B**, you answer them.

Candidate B: your answers

School trip to Castle Museum

Wednesday 23rd February
All day
Bus leaves school 9am
£8 students
£12 for parents/adults
Want to know more?
Speak to Mr Dobbs (room 5)

Candidate A: your questions

School trip

- date/trip?
- where/go?
- student ticket? £?
- travel/train?
- more information?

Source: Cambridge University (2019)

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ANNEX 3 SCORING RUBRIC

A2	Grammar and vocabulary	Pronunciation	Interactive communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Maintains simple exchanges. Requires very little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	*Performance below Band 1.*		

Source: Cambridge University (2019)

ANNEX 4 MINGLE ACTIVITIES

#	TASK	ACTIVITY	SPEAKING SUB-SKILL
1	Form-focused mingle	Find someone who	Grammar / Vocabulary Pronunciation
2	Form-focused mingle in communicative disguise	Speed dating	Grammar / Vocabulary Fluency Pronunciation
3	Meaning-focused mingle	Talk when the music stops.	Fluency Pronunciation

Source: Lesson plans
Elaborated by: Carreño, D (2019)

ANNEX 5 JEREMY HARMER LESSON PLAN

Group:	Date:	Time:	No. of students:

Recent topic work:	Recent language work:

Aims: (stated in input terms, i.e. what the teacher intends to do)

Objectives: (stated in output terms, i.e. what the students are expected to do)

Assessment:

Materials:

Anticipated problems:

Timing	Teacher activity	Student activity	Success indicators	Aims of the stage

Additional possibilities:

Homework/Further work:

Source: Harmer, J (1998)

ANNEX 6 LESSON PLAN 1

Lesson plan 1: Form-Focused Mingle

Topic: Find someone who			
Level: A2	**Age:** 17 – 19 years old	**Time:**35 minutes	**No. of students** 14
Recent topic work: No limits		**Recent language work:** second conditional tense.	
Aims: Engage learners in effective discussions with peers.			
Objectives: • Use second conditional tense to create questions and sentences. • Use the second conditional in their speaking.			
Materials: Board, markers, cards.			
Assessment: Introducing others by using the second conditional.			
Anticipated problems: SS might have a hard time filling the blanks. SS might make mistakes during the mingle activity.			

Time	Teacher activity	Student activity	Success indicators
5min	**Warm Up – This or that** Divide the board into true and false sections and the class in two groups. Elicit some sentences which can be true or false. Choose the winner group according the points.	One student per group will have to move to a particular side of the room to represent his/her opinion.	Students participate in the activity.
5 min	**Reinforcement** Reinforce the students' knowledge about second conditional.	Pay attention to the teacher.	
5min	**Pre-activity – Build up the questions** Give the students the handouts. Give the students time to build up their questions.	Write their names in the handout and build up each question by using the second conditional.	Build up each question correctly.

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10min	**Main activity- "Find someone who"** Monitor the class	Stand up, ask and answer each question until complete the handout.	Make questions and answer them orally.
10 min	**Review - Introducing others** Encourage students to pass to the front to talk about their classmates' answers.	Some students will pass to the front to talk about their classmates' answers.	Present their information by using the second conditional.
Homework: Make a short summary about your classmates' opinions.			

Adapted from: Harmer, J (1998)

Elaborated by: Carreño, D (2019)

Warm- up sentences:

1. There is no word that rhymes with Orange. (True)
2. Chocolate is lethal for dogs. (True)
3. Giraffe says "oink" (False)
4. There are seven red stripes in the United States flag. (True)
5. The U.S dollars are made from fiber. (False. They are made from cotton)
6. Snoopy is yellow in Brazil (False. Snoopy is white everywhere)
7. A rabbit eats its own poops. (True)
8. Pigs cannot look up into the sky (True)

Elaborated by: Carreño, D (2019)

Second conditional. WHAT WOULD YOU DO IF YOU… ?

Name: _____

FIND SOMEONE WHO:

ANSWER: "I would…" / "I wouldn't…"

	Build the questions	**Questions**	**Name**	**Classmate's answers**
1	_____ ill? (feel)			
2	_____ a famous person? (see)			
3	_____ the head teacher of your school? (be)			
4	_____ fly? (can)			
5	_____ to the moon? (go)			
6	_____ angry with a friend? (be)			
7	_____ go to school? (do not have to)			
8	If you could be an animal, what animal _____ you be? Why?			
9	_____ an anonymous valentine? (get)			
10	_____ a cockroach in your bedroom? (see)			

Adapted by: Carreño, D (2019) Source: ESL Printables (2012)

ANNEX 7 LESSON PLAN 2

Lesson plan 2: Form-Focused Mingle in Communicative Disguise

Topic: The legacy of the samurai.			
Level: A2	**Age:** 17 – 19 years old	**Time:**30 minutes	**No. of students** 14
Recent topic work: The man who ate his boots		**Recent language work:** Second conditional	
Aims: Engage learners in effective discussions with peers.			
Objectives: • Ask about time traveling. • Discuss about time traveling in an organized way. • Use the second conditional in their speaking.			
Materials: Board, markers, cards. dice.			
Assessment: Discussion about time travel.			
Anticipated problems: SS might make mistakes during the mingle activity.			

Time	Teacher activity	Student activity	Success indicators
5min	**Warm Up – Pictionary** Divide the class in two groups Show a card with a vocabulary word about the unit.	One student per group pass to the front of the class to be de drawer Both students begin to draw a picture of the word and the team that correctly guess the word, receives a point.	Guessing the vocabulary word.
5min	**Pre-activity – Mingle Rules** Write six questions on the board related to time traveling and explain each question to students 1. Do you think time traveling is possible? Why? 2. Would you prefer to travel to the past or to the future? Why? 3. If you could travel to any time period in the past where and when	Pay attention to the teacher and ask if there is any doubt	None

	would you travel? Why? 4. If you could travel back in time and change something that happened in the world, what would you change? Why? 5. If you could know what was going to happen to you in the future, would you want to know? Why? 6. If you could travel 50 years into the future, but never return, would you do it? Why?		
15 min	**Main activity - Speed dating** Explain the rules of the mingle activity. Roll the dice to choose a question, which students will discuss for a designated time period (1-2 minutes). Monitor the class while students discuss their questions. Once time's up, calls "change!" to make students move one space to form new couples. Roll the dice again until finishing the questions.	Stand up and form two lines, standing and facing each other. Discuss the question designated by the teacher. After hearing the word "change", the line A moves one space across, therefore giving each person a new partner. Discuss the questions until finishing all.	Students participate in the activity.
5 min	**Review - Group discussion** Form groups of 3 and 4 students Encourage them to discuss their classmates'	They will discuss in groups about their classmates' answers.	Discuss their answers.

	opinions with their groups.		
Homework: Make a summary about your classmates' opinions by answering the question "Which was more popular, the past or the future?"			

Adapted from: Harmer, J (1998)

Elaborated by: Carreño, D (2019)

ANNEX 8 LESSON PLAN 3

Lesson plan 3: Meaning-Focused Mingle

Topic: Digital connections			
Level: A2	**Age:** 17 − 19 years old	**Time:**30 minutes	**No. of students** 14
Recent topic work: Sending a message		**Recent language work:** Technology vocabulary.	
Aims: Engage learners in effective discussions with peers.			
Objectives: • Ask about technology and digital connections. • Discuss about use of technology in an organized way.			
Materials: Speakers, music, handouts.			
Assessment: Discussion about use of technology and digital connections.			
Anticipated problems: SS might make mistakes during the mingle activity.			

Time	Teacher activity	Student activity	Success indicators
5min	**Warm Up – Brainstorming** Write the word "technology" on the board and asks students to pass to the front to write as much words as possible related to the topic.	Pass to the front to write words related to technology.	Students participate in the activity.
5min	**Pre-activity – Complete the handout** Give the students the handouts and explain the activity. Give the students time to answer the questions.	Students will have to think about how they use technology and answer some questions in the activity.	Answer each question.
15 min	**Main activity – Talk when music stops.** Explain the rules of the mingle activity. Divide the class in two groups to from 2 concentric circles.	Stand up and form two concentric circles. When the music stops, interact with the classmates by sharing the	Students participate in the activity.

	Play the music, when the music starts, the outer circle moves clockwise and the inner circle anti-clockwise. Monitor the class when the music stops.	information about their use of technology and digital connections and asking for their peers opinions.	
5 min	**Review - Analyzing** Encourage students to compare their collected information and discuss their opinions with the whole class.	Compare the information with your classmates.	Discuss their answers.
Homework: Report 3 interview questions of the survey.			

TECHNOLOGY USE AND DIGITAL CONNECTIONS INTERVIEW

PART I. Read the next questions about technology use and digital connections. Then, answer the questions about you. Later, stand up and ask your classmates the same questions.

QUESTIONS	ME	MY CLASSMATES
1. How much time do you spend on your computer every day?		
2. What do you do on the internet?		
3. How much time do you spend daily on a social networking website? What do you do there?		
4. Do you think teenagers use too much technology? Why?		
5. Could you manage in the modern world without digital communication?		
6. Is it possible to be addicted to social media?		
7. Are there any potential danger in the way we use digital media?		
8. Would you recommend teenagers to not be so dependent of technology? Why?		

PART II. Choose 3 of the interview questions of the survey to report in the present tense.

Example: I think that…. While my classmates think that…

1._____

_____

_____

_____.

2._____

_____

_____

_____.

3._____

_____

_____

_____.

Source: iSLCollective (2016)
Adapted by: Carreño, D (2019).

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ANNEX 9 POST-TEST

Test 2

Part 1 (3-4 minutes)

Phase 1
Interlocutor

To both candidates	Good morning / afternoon / evening. Can I have your mark sheets, please? *Hand over the mark sheets to the Assessor.* I'm …………, and this is ……..… .
To Candidate A	What's your name?
To Candidate B	And what's your name?

		Back-up prompts
	B, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in … (name of district / town etc.)?
	A, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in … (name of district / town etc.)?

Interlocutor

Now, let's talk about **music**.

	Back-up prompts
A, how often do you listen to music?	Do you listen to music every day?
What music do you like best?	Do you like rock music?
B, what is your favourite instrument?	Do you like the piano?
Where do you like listening to music?	Do you like going to concerts?

Extended Response	**Back-up questions**
Now **A**, please tell me something about your favourite singer or group?	Where is your favourite singer from? Why do you like them? Do your friends like them too?

Interlocutor

Now, let's talk about **shopping**.

	Back-up prompts
B, where do you like to go shopping?	Do you like to go to shopping centres?
What do you like to buy with your money?	Do you like to buy clothes with your money?
A, who do you like to go shopping with?	Do you like to go shopping with your friends?
What can you buy near your house?	Can you buy food near your house?

Extended Response	**Back-up questions**
Now, **B**, please tell me something about presents you buy for your friends.	Where do you buy presents? Do you like giving presents? Have you bought a present recently?

Part 2 (3–4 minutes)

Before you answer the questions for this part, do the Further Practice and Guidance activities on page 33.

Part 2 (A)

Candidate A, here is some information about a singing competition.

Candidate B, you don't know anything about the singing competition, so ask **A** some questions about it.

Now **B**, ask **A** your questions about the singing competition and **A**, you answer them.

Candidate A: your answers

Singing
Competition!

All 12–15 year olds welcome

Prize: make your own CD!

Saturday starting at 9am

The River Theatre

Call 406682 for information

Candidate B: your questions

Singing competition!

- when?
- for adults?
- win?
- where?
- more information? Telephone?

Part 2 (B)

Candidate B, here is some information about tennis lessons.

Candidate A, you don't know anything about tennis lessons, so ask **B** some questions about it.

Now **A**, ask **B** your questions about the tennis lessons and **B**, you answer them.

Candidate B: your answers

Tennis lessons

Every Wednesday
with Mark Brown
4.15–5.30pm
Castle Sports Centre
£65 for 10 lessons

Candidate A: your questions

Tennis lessons

- where?
- cost? £?
- time/start?
- weekend?
- name/teacher?

Part 2 (3–4 minutes)

Before you answer the questions for this part, do the Further Practice and Guidance activities on page 93.

Part 2 (A)

Candidate A, here is some information about a televison programme.

Candidate B, you don't know anything about the television programme, so ask **A** some questions about it.

Now **B**, ask **A** your questions about the television programme and **A**, you answer them.

Candidate A: your answers

New TV Cartoon programme

every Thursday
for young people aged 13–16
'Charlie Cool'
5.30pm–6.15pm
Channel 12

Candidate B: your questions

New TV programme

- name?
- type/programme?
- day?
- time/start?
- for teenagers?

Part 2 (B)

Candidate B, here is some information about a computer game.

Candidate A, you don't know anything about the computer game, so ask **B** some questions about it.

Now **A**, ask **B** your questions about the computer game and **B**, you answer them.

Candidate B: your answers

New computer game

'Journey'
Travel around the world
collecting treasure!
All levels: beginner – advanced
£37.50 from

The Good Games Shop

Candidate A: your questions

New computer game

- game called?
- where/buy?
- price? £?
- for beginners?
- how/play?

Source: Cambridge University (2019)