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"INTERACTIVE PRONUNCIATION ACTIVITIES AND THE SPOKEN PRODUCTION"

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DEDICATION

TO:

God for strengthening me to continue each day when I have been on the edge of falling and for guiding me on the right path to reach each one of my goals. To my parents Rosa and Luis who have allowed me to accomplish another goal of my life, for having instilled in me the example of effort, dedication, and courage, and of not being afraid of adversity.

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ABSTRACT

TITLE: "Interactive pronunciation activities and the spoken production"

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Interactive Pronunciation Activities and the Spoken Production

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The current research is expected to cover an examination accomplished with the following topic: "Interactive Pronunciation Activities and the Spoken Production" which investigates the relation among both variables and how students' understudies improve their Spoken Production. This research was coordinated by using a mixed approach by performing a pre-test and a post-test taken from the KET Speaking section by Cambridge which assess the elements of the spoken production, such as: grammar, vocabulary, and pronunciation. To assess those speaking elements interactive pronunciation activities were applied into the class, as follows: guess who, snowball, and find someone who. For that reason, this research aimed to determine the influence of interactive pronunciation activities in the spoken production. Furthermore, the participants of the study were 42 students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. The results were that after applying interactive pronunciation activities, the student's performance improved from 2,5 to 4,8 in grammar and vocabulary, and from 2,6 to 4,8 in pronunciation. Discerning about the results it can be concluded that interactive pronunciation activities improve the spoken production as it was demonstrated in the analysis of the students' scores.

Keywords: Interactive Pronunciation Activities, Spoken Production, Speaking Elements

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RESUMEN

TÍTULO: "Interactive pronunciation activities and the spoken production"

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Actividades Interactivas de Pronunciación y la Producción Hablada

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La presente investigación pretende abarcar un estudio realizado con el siguiente tema: "Actividades Interactivas de Pronunciación y la Producción Hablada" que investiga la relación entre ambas variables y cómo los estudiantes mejoran su Producción Hablada. Esta investigación se coordinó utilizando un enfoque mixto al realizar un pre-test y un post-test tomados de la sección KET Speaking de Cambridge que evalúan los elementos de la producción oral, tales como: gramática, vocabulario y pronunciación. Para evaluar estos elementos de la producción oral se aplicaron actividades interactivas de pronunciación en la clase, como las siguientes: adivinar quién, bola de nieve y encontrar a alguien que. Por ello, esta investigación pretendía determinar la influencia de las actividades de pronunciación interactiva en la producción oral. Además, los participantes del estudio fueron 42 estudiantes de primer semestre de la carrera de "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Los resultados fueron que después de aplicar las actividades de pronunciación interactiva, el rendimiento de los estudiantes mejoró de 2,5 a 4,8 en gramática y vocabulario, y de 2,6 a 4,8 en pronunciación. Discerniendo sobre los resultados se puede concluir que las actividades de pronunciación interactiva mejoran la producción oral como se demostró en el análisis de las puntuaciones de los estudiantes.

Palabras clave: Actividades interactivas de pronunciación, producción oral, elementos del habla

CHAPTER I
THEORETICAL FRAMEWORK

1.1 Investigative Background

For the present research, several previous works were considered, which served as the basis for an analysis of the use of interactive pronunciation activities for the development of the spoken production. 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 institution's digital repository.

The first research was carried out by (Martínez, 2016) titled "Teaching pronunciation through experimental learning and pronunciation techniques". The author pointed out as the main aim to develop the student's pronunciation by experimenting with new techniques. The approach was mixed since it analyzed and described the results by using questionnaires, and surveys created by the author which covered the pronunciation techniques proposed. The study population in the process was made up of 32 students in the course 6A from "Luigi Pirandello" school. The results obtained were able to establish that pronunciation techniques support teaching pronunciation with an increase from 2.18 to 3.70 showing the progress of 30,4% in the students' pronunciation and the improvements in sub-skills such as vocabulary, grammar, fluency, and comprehension.

Similarly, the study carried out by (Carreño, 2020) titled "Mingle activities and speaking skill" pointed out as the man aim to determine the relationship between mingle activities and the speaking skill. The author used an experimental approach to measure the results from the pre and post-test based on the speaking sub-skills from the scoring rubric adapted from (Cambridge University, 2019) which covered grammar and vocabulary, pronunciation, and interactive communication. The population was involved by students from the fourth level of "CTT de los Andes" who were divided into an experimental and control group. According to the results, it was shown that after applying mingle activities the experimental group increased their speaking skill from 17,5 to 20 points that can be inferred that mingle activities improved the students' speaking skill.

Alternatively, (Chrissunday, 2018) in his study "Improving the students' speaking

ability through role-playing technique" carried out with a general objective of demonstrating the effectiveness of both variables. The author used a quasi-experimental method to measure the results where two different groups were considered to take a pre-test and post-test based on the speaking sub-skills before and after using the role-playing technique with a survey with a level A1 was adapted from (Cambridge University, 2019). The research was developed by a study population of 43 students divided into an experimental and control class where the treatment was implemented in a different way. The results presented an improvement from 61,9 to 72 with an average improvement of 10,1 that demonstrates that the use of the role-playing technique has an important impact on the development of the students' speaking ability.

Finally, (Järnström, 2019) in her research titled "The role of speaking skills in EFL classrooms in Finland: A survey of teachers' opinions and practices" pointed out that speaking improves EFL classrooms by using its role. The main aim of this research was to gain an overview of teachers' views on speaking skills and their methods in the class where speaking was assessed using different methods. The methodology used was a quantitative and qualitative approach focused on the analysis of both, in order to give an overview of teachers' opinions by using a survey of teacher's opinions and practices developed by the author. The study population selected were 64 teachers from Finning and Swedish-language schools. The results presented an improvement from 6,9 to 8,8 with an average of 1,9 that was inferred that the role speaking improved EFL classrooms because teachers were engaged, and they felt motivated to use it in their lessons.

This is how it can be concluded that interactive pronunciation activities help to develop the spoken production by increasing different speaking sub-skills such as grammar and vocabulary, and pronunciation. Besides, it enhances the importance of developing interactive activities in the class while applying pronunciation with learners in order to develop one important English skill that is speaking. Consequently, with this type of activities students will be comfortable and the environment in the class begins in a natural context since working teachers and students together improve the spoken production by interacting with their classmates and being motivating with activities that increase their pronunciation.

1.2 Objectives

1.2.1 General Objective:

To determine the influence of interactive pronunciation activities in the spoken production in students of first semester from Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

1.2.2 Specific Objectives:

- To identify the types of interactive pronunciation activities that can be applied for the spoken production.
- To diagnose the level of students' spoken production.
- To establish the components of English's spoken production.

1.3 Theoretical Framework

Independent Variable: Interactive Pronunciation Activities

1.3.1 English Language Teaching

According to (Dilshoba & Kudratbek, 2020), English has become one of the most important universal languages, and one billion people are using it in their daily life. In order to teach a language, it is necessary to develop grammar and different skills such as reading, listening, writing, and speaking. Grammar plays a fundamental role in linguistics that refers to the study of rules including morphology, syntax, and phonology. Nowadays, there are teaching methodologies that are considered easy to apply in the class because they can be found on Internet websites.

To teach a language is necessary to achieve interest and desire through interactive teaching methods using all possible modern technologies (Alves, Duarte, & Marques, 2018). Moreover, teachers decide to prepare and use all those kinds of aids according to the student's needs such as interests, or learning styles, etc. Interactive methodologies are the most important in this process because of the activities that include in order to facilitate teaching a language. These methodologies include mingle activities which are used to increase interaction in the class.

(Makhmudov, 2020) states that introducing teaching tools such as authenticity is very useful to teach a language through building dialogues with real games or quizzes. These kinds of materials create an English real context through a natural conversation. On the other hand, interactive teaching methods are necessary for every lesson because they can motivate students to learn the language, improving learners' abilities and capacities. Besides, the activities can be useful in all the school subjects because those can be adapted to achieve the teacher's goals.

Teaching a language may be difficult for learners due to the grammatical structures, but if a teacher uses a combination of content, sources and methods connected with the four core skills the class will be more interesting for them (Richard, 2016). English Language Teaching requires knowledge of different methodologies and learning styles with a combination of methods where methodologies do not work without interaction. Those are the best ways for students to remember the class that has been presented using visual and interactive aids through developing the four-core student's skills.

1.3.2 Interaction

Interaction plays an important role in teaching a language such processes that include learner's exposure and production of language (Loewen & Masatoshi, 2018). The interest in interaction, its effects, and the variables have impacted its effectiveness in general or specific components making interaction one of the most beneficial tools for L2 acquisition. It is important to consider the key components of interaction such as input, negotiation, output, and attention that help teachers to understand how to apply and manage interaction in a class.

Input is a component of language acquisition where learners receive comprehension and L2 development. Negotiation for meaning is the heart of interaction being posited as the driving force in proving learner comprehension and L2 development (Long, 1981). Output refers to the language that learners produce on a focused interaction, but it is not considered an important role for language production in L2 development. Attention is cognitive in nature and is essential for L2 learning because it is part of the interaction in the L2 learning process.

To know the interaction at the school organization is important to understand the effects in students' interactions because they are considered the key to develop knowledge (Gatti, Ulrich, & Seele, 2019). In this study, the primary focus is on students' interactions where it has been found that they have a major impact in different aspects such as the environment and the process of the class. The primary area of focus is on the way in which teachers apply interaction in the class. It is through activities that allow students to share a good experience with their classmates.

The impact of interactive activities has on the development of the class where students show them on different areas, including student's behavior, students' experiences development, student's achievement, and the school's effectiveness. According to (Reckmeyer, 2020) students' interaction in the classroom is the key to develop good communication and to achieve the proposed goals through activities that contribute to the development of the English language and emphasize the importance of interaction in the teaching environment because activities do not work without interaction.

1.3.3 Interactive Activities

Interactive activities include a wide range of strategies that involve students in doing and thinking things related to the content (Martin & Bolliger, 2018). It is very beneficial to enhance the learning environment and to develop knowledge effectively. When a teacher applies interactive activities, it will be spending a great portion of time helping students to understand and to develop their skills. Besides, the teacher provides opportunities to demonstrate what students have learned in order to facilitate feedback from their activities and to achieve the aims that has been proposed.

Interactive activities can be used to engage students in thinking creatively, developing skills such as speaking with a classmate, in pairs or groups, expressing ideas through writing and speaking, giving, and receiving feedback, and showing the goals achieved. There are so many interactive activities found to teach the language that can be used to increase student's knowledge. Most of them are through online tools found on the Internet that have universal factors such as learning styles, student's personalities, and the kind of knowledge that teachers may apply in the class. (Khandve, 2019)

Teachers encourage learners to participate actively in the class through activities that give them the opportunity to be exposed to the new language and the different aspects such as new vocabulary, grammatical structures, and the development of the four skills. (Shaw, 2018) states that student's oral participation is an important part of interactive activities because language learning is more effective when the language is used interactively improving the speaking skill. In addition, when students work in groups, they are motivated and take more initiative to learn the language.

On the other hand, there is a relationship among students' oral participation and types of classroom activities because it increases appropriate vocabulary, a friendly classroom atmosphere, students behavior, learning acquisition, and the students' pronunciation which is the most important part to develop the speaking skill through the use of interactive activities as tools for beginning the interaction in the class (Auliya, 2019). This interaction facilitates conversations among teachers and learners because learners participate actively in the learning process.

1.3.4 Interactive Pronunciation Activities

A significant dimension to English language teaching is applying new strategies and providing students the opportunity to interact freely in the class and to learn from each other's mistakes. According to (Masita, 2017) in interactive pronunciation lessons, teachers are aware of the different ways of teaching focusing on students' needs to understand and improve their communicative competence. On the other hand, students prefer to work with interactive activities because it allows the use of language in a real context involving easy methods to increase students' interest in the classroom.

Interactive pronunciation activities involve students working together around the classroom and having pronunciation educational practices in order to improve the student's pronunciation problems related to English language teaching (Utami, 2017). These activities make learning more interesting and funnier to remember by allowing students to interact with their classmates and to leave their sites by learning actively. According to (Wright, 2017) face to face interaction is the key to interactive activities where students may develop speaking skills by talking with their classmates.

Interactive pronunciation activities can be implemented in a class as a game or activity to interact with each one and to develop the student's pronunciation. It is necessary to repeat the process with all the students to complete it and to allow them to participate actively in the class. It develops the student's pronunciation through easier activities which can be implemented by working with all the class or with small groups (Masruddin, 2018). Furthermore, these pronunciation activities include games, opinions, role plays, critical thinking, questionnaires, and find your classmate.

Types of interactive pronunciation activities

Interactive pronunciation activities are games where to develop pronunciation through face-to-face interaction is the main goal (Cardoso, Rueb, & Grimshaw, 2017). According to (Walton, 2018) there are a variety of examples with effective and funny pronunciation activities which are used in the class in order to develop the students speaking skill and to achieve the class aims such as: guess who, snowball, find someone who, two truths and a lie, "positive, negative, crazy", the hot seat, and one beep.

Guess who activity involves students selecting a famous person that they know some details about him/her (Illahi, 2019). Then, the teacher presents a list of words to use during the activity in order to develop the English language. Finally, students ask for some characteristics using the list presented to identify their classmate's celebrities. For example, students may ask questions like: "Are you a man or a woman? Woman. Are you from the United States? Yes. Are you an actress? No. Are you a player? No. Are you a singer? Yes. Are you Miley Cyrus? Yes."

After students have guessed their classmate's identities, they look for a different person and continue guessing the other celebrities. This is an easy and funny activity where students develop their pronunciation using specific structures and vocabulary that they know. According to (Loewen & Masatoshi, 2018), it is a useful way to improve the student's language acquisition where students are the main of the class and they develop all the knowledge they have learned to interact with their classmates and to practice their speech.

Snowball involves students writing things related to the topic of the class on a sheet of paper, which they crumple the paper into a ball. Then, when the teacher gives the sign students throw the balls to other ones where they will have to pick up as many snowballs as possible. After that, students say out loud what it says on the ball and the other ones must be listening and correcting the pronunciation of the words. (Ashe, 2020) states that this activity can be used at the beginning of the class to remember the previous vocabulary and to practice the correct pronunciation of each one.

Find someone who activity implicates students finding someone in the class who complies with the description. This activity allows teachers to review vocabulary and grammatical structures through speaking at the end of a chapter which can be adapted to the student's needs (Randall, 2017). For example, the teacher may create a worksheet with all the verbs learned and the grammar used in the different questions, such as "Do you use a laptop?", "Do you have a dog?", etc. and students should find a classmate who fulfills the required. (Auliya, 2019) states that this type of activity contributes to the student's interaction and develops the pronunciation that they share with the class.

Two truths and a lie is an activity where the teacher asks students to think of three statements about a specific topic (Voet & De Wever, 2017). Two statements must be true and one a lie. For example, if the teacher says the topic will be "fruits" students should make sentences related to that like, "I like bananas", "I eat seafood every day", "I eat strawberries with butter". Then, the other students must guess which statements are true and the lie and they explain why they think those are the correct ones. Finally, the students must say if his/her classmates are correct or incorrect.

Positive, negative, and crazy activity implies to make different sentences about a specific topic (Ashkanasy, Humphrey, & Huy, 2017). The teacher writes the topic on the board and then, she/he presents a roulette which will choose randomly one student to make each statement. When the student has been selected the teacher will say three possible options "positive, negative, and crazy". For example, if the topic is "food" and the teacher says "positive" the sentence should be, "I eat fruits every morning at home". If the teacher says "negative" the sentence should be, "I do not have fruits at home", if she/he says "crazy", the chosen student should make a sentence like, "When I am alone, I eat rice with chocolate". (Turner, 2020) says that this activity allows students to use all the English learned in the class as well as the correct pronunciation of each section.

The hot seat activity involves asking a volunteer to be the hot seat who will have to close his/her eyes (Van Dam & Bannink, 2017). Then, the teacher writes a word on the board. After that, the teacher asks the other students to think in descriptions about the written word in order to try to prompt the hot seater into guessing the word. For example, if the word is "smartphone", students can say things like, "it allows people to surf on the Internet", "it is used to call and to send messages". This activity allows students to interact with them by speaking and improving their pronunciation.

Interactive pronunciation activities are a great way to develop the student's pronunciation through activities focused on improving the English language. Besides, these activities boost the student's participation in the class because it builds an atmosphere where they feel more comfortable learning the content. Most interactive pronunciation activities are adaptable, it is because of the new modality where teachers can use them in both physical and online classes. However, student's interaction with the class is the key to achieve the main goal which is to improve their pronunciation.

Dependent variable: Spoken Production

1.3.5 English Language

English as a global language has implemented many changes to the ways that the English language is used in different parts. However, according to (Cummins & Davison, 2017) English is not the most widely used language, but it is considered the most powerful and influential language in the world. For that reason, it is a very useful and common way to communicate in order to establish a context where the impact of the English language has a significance in areas such as education, business, diplomacy, the media and so on. (Wong & Dubey-Jhavery, 2017)

English has been associated with education because it plays an important role for people who want to learn the language. (Minhas, 2017) states that English language opens a lot of opportunities for people who learn it for different purposes like to study or for a job. On the other hand, English has a significant importance at the schools because the teacher's syllabus is the key to achieve scholar goals. According to (Muhammad, 2020) English language is the language of the internet on the media due to the Internet is the most basic need of today's world.

English language provides students opportunities to learn it in different ways by using activities that make the learning an easy way to carry out. According to (Cummins & Davison, 2017) English becomes the basic language of education and it is the language most studied in the world. For every education system English is an important part to learn and understand as a key to further study. That is why most teachers must implement activities which allow students to study English actively in order to have a modern environment in a technological context.

Interactive activities applied by teachers are modern and funny activities which improve the English language in the class. Moreover, they allow students to share thoughts and ideas among them where the different skills are developed in an interesting way. According to (Muhammad, 2020) to learn English language is necessary to include several skills to understand the main concepts to develop fluency, communication, written and oral abilities where English language skills are considered key components in the English language.

1.3.6 English language skills

For (Cesteros, 2004) learning the English language includes 4 skills, which are fundamental to talk and comprehend the dialect of this language. These abilities are listening, reading, speaking, and writing, which are the most vital part of language learning. The development of the four skills helps to improve the knowledge and contribute to communication that is the most important aspect of the English language. English language teaching promotes the relationship between the four skills that involve interaction and where a language skill complements the use of another.

Those are divided into two groups: productive and receptive skills. Productive skills are speaking and writing, and receptive skills are reading and listening. Productive skills are part of the results of learning and are forms of expression. Oral expression is to understand detailed information of the receptor in communicative situations, as well as audios emitted by the speaker. It allows perceiving the significance of open academic abilities where written expression involves exposing any thought or idea by signs in an orderly manner. (Ehsan & Fariba, 2018)

On the other hand, (Polišenská, Kapalková, & Novotková, 2018) state that receptive skills are the stimulus of information to be able to assimilate information and not produce language at all. (Wifag, 2016) suggests that it is better to start developing receptive skills when learning a language because they will improve their productive skills when using it. Receptive skills are considered complex because it is difficult to understand at the beginning of the learning especially if the teaching process does not have the right teaching methods.

English language skills contribute to English language acquisition because they are the key to developing language learning (Garaeva & Ahmetzyanov, 2018). In the educational system, a communicative pedagogical skill is important due to the actions and procedures that teachers and students apply in the teaching process. It requires the use of speaking skills as an essential element of communication to emphasize a comprehensive and explicit dialogue between them. So, English language skills do not work without speaking skills because they are complemented between each one.

1.3.7 Speaking skill

The development of oral expression and interaction in learning a language is called speaking which is a complex act with interacting elements to produce effective communication (Planques & Querol, 2018). The main purpose of speaking skills is to interchange ideas between people that can be expressed as a set of techniques to communicate effectively. Speakers must produce phonological features in order to be understood by the receptor people. Some of these features can include individual sounds that involve consonants, vowels, and diphthongs.

Intonation patterns in speech, falling, rising, or flat. The stressed and weak sounds in words, for example, in the compound noun "greenhouse" the word stress is "green". The rhythm of speech in general means that syllables have an equal amount of time between them. It is essential to know the types and components of speech in order to achieve the educational goals. Finally, the features of connected speech are aspects produced when speakers connect sounds, for example, contractions such as "I don't know". (Lara, 2018)

According to (Chaney & Burk, 1998) speaking is considered the most difficult skill in learning a language where speakers must decide specific things like why, how, and when to communicate depending on the context. This skill produces ideas, thoughts, and opinions where spoken production is the key to achieve educational goals. It is essential to take three elements when producing the skill. To transmit clearly what you want to say. To identify things with an appropriate name. And to be explicit when trying to communicate in order to transmit reliable messages to the audience.

The speaking skill is an interactive process to build meaning by using parts of your body in order to produce spoken sounds (Leong & Ahmadi, 2017). To maintain an active conversation is important to receive and to process more information where verbal symbols are used. This skill is very important at the time to communicate meaning and sounds because it is achieved by being in practice with an appropriate and diverse environment where students can develop their speaking in a real context. That is why the spoken production does not work without the speaking skill.

1.3.8 Spoken Production

Spoken production requires the development of speaking skills to provide learners the essential key to communication in order to achieve the goals. It is the mode where an individual vocalizes sounds to form words coherently. Moreover, it allows effective communication when a word is pronounced correctly it will not cause any confusion or misunderstanding at the time of transmitting the message. There are more advantages when using a correct spoken production such as, to learn the intonation of the words, to develop communicative skills, and to facilitate understanding when speaking.

Pronunciation

According to (Widi, 2017), pronunciation is the production of sounds to make sense and meaning in communication. Besides, English pronunciation is considered one of the most difficult languages to learn due to the pronunciation changes that it presents in a word, as well as the need of analyzing the component sounds of that word (Abbas, 2016). Additionally, (Harmer J. , 2001) states some pronunciation components such as minimal pairs, intonation, sentence and word stress, rhythm, and spelling. (Cook, 1996), points out that pronunciation is not about expressing exactly like a native speaker because it is more about being comprehensible to communicate.

(Harmer J. , 2001), mentions that pronunciation is one of the most important parts of learning English because of the improvement in the production of sounds which consist of aspects that can affect the way of pronunciation and make a different meaning. For example, the phonemic chart is defined as a set of phonemic symbols that shows how words and sounds are pronounced (Spratt, Pulvereness, & Williams, 2011). It is divided into three parts vowels, diphthongs, and consonants. Diphthongs are considered the most difficult part to pronounce because of the movement from one vowel sound to another within a single syllable.

According to (UKT, 2019), the most important part about diphthongs is that the first part is stronger than the second one. For that reason, it is important to know that the last part of diphthongs is not made too strong. There are eight diphthongs in the English language that are divided into three groups. First, centering diphthongs which are ending in /ə/, for example, “deer” with /ɪə/, “pair” with /eə/, and “sure” with /ʊə/. Then,

there are closing diphthongs that are ending in /ɪ/ and ending in /ʊ/, for example, “light” with /aɪ/, “play” with /eɪ/, “toy” with /ɔɪ/, “town” with /aʊ/, and “slow” with /oʊ/. (Cristiano, 2018)

Grammar

Grammar is defined by (Hartwell, 1985), as the branch of grammatical items where a language works to convey and transform meaning. Besides, it is a linguistic etiquette that covers, analyses, and describes the formal language. According to (Huddleston, 1984) grammar is a system of rules used to create well-formed sentences to achieve good communication. It is classified into two categories, prescriptive and descriptive grammar. Prescriptive grammar involves a description to its language users about what kind of grammatical rules they must follow, while descriptive describes the grammar used by native speakers, accepted, and understood as part of their daily language.

Grammar is considered as the form of combining, organizing, and changing parts of words to make meaning (Spratt, Pulvereness, & Williams, 2011). It refers to the way that words are presented in speech and is divided into nine parts of speech such as, nouns, verbs, adjectives, adverbs, conjunctions, exclamations, etc. On the other hand, it is important to know that the form of words changes when a function allows students to do it in the sentence. For example, old-older “my book is old” and “my book is older than yours”. It can be expressed that the grammatical forms change depending on the context and on the way that it is needed to express the sentence.

Vocabulary

(Laufer, 1997), mentions that vocabulary is the essence of language due to without it, it will not be possible to convey meaning by speakers to communicate efficiently. Besides, Vocabulary is considered an important aspect when learning a language because it implies to have a large range of words in order to generate successful communication. (Hartwell, 1985), defines vocabulary as a set of words which includes an alphabetical order system with a particular use depending on the different context where they will be used. Additionally, vocabulary comprehends single items and phrases that help to convey a particular meaning.

(Harmer J. , 2001), establishes that to achieve a good level of vocabulary words, it is necessary to know the grammatical situations that they imply such as, the use of forms

applied in particular situations to transform it into effective communication through interaction to achieve the educational goals. Finally, it is important to emphasize that vocabulary is a set of words that can include a word or a group of words which include phrases that can be considered the main aspect of learning the English language in order to know the grammatical dimensions, the correct way to communicate, and to convey meaning.

(Hatch & Brown, 1995), point out that producing words well produces a sense of satisfaction and gives security at the time of producing the language and interacting with other people. Spoken production is considered an important factor because it avoids communicating incorrectly and is one of the most important factors to contribute to the teaching-learning process. The English language has transformed communication with foreign people into an essential tool in the globalized world, as well as it has been considered a universal language. Learning a language is not easy but with the correct methods, tools, and knowledge it is not impossible.

Spoken production masters a language from the context where communication is fundamental because learning a foreign language is a meaningful and productive way to assimilate the language learned (Viera, 2017). Besides, learning language acquisition is important to develop a teaching process that exposes students to a real context in order to assimilate a complete language and to know the basic rules to communicate. It is relevant to give learners time to speak because it is necessary to teach an active conversation trying to develop it with real-life situations and developing all the grammar and vocabulary that has been learned.

According to (Fuchs & Rochet-Capellan, 2020) spoken production is the most important speech because it has a flexible communication to keep a cognitive perception. Furthermore, the authors mentioned all the necessary things to encourage learners to learn well-spoken production and to feel motivated when using it in a natural environment. English language and the correct way to carry out the learning make a significant change to create an interpersonal relationship in the class and to establish efficient communication among students and teachers. It is an essential part of English because it optimizes the communicative competence.

CHAPTER II

METHODOLOGY

2.1 Resources

For this research, human, technical and technological resources were necessary. It was fundamental the author's ability to search for information. Besides, the participation of students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" was crucial to apply interactive pronunciation activities, being the only human resources necessary. As for the technical resources, a computer was needed to process the collected data. And finally, the ability to surf on the Internet was the technological resource.

2.2 Basic Methods of Research

2.2.1 Research Approach

The current research work was a mixed approach, qualitative and quantitative. According to (Wisdom, 2018) a mixed approach gathers and analyzes qualitative and quantitative data. Therefore, as expressed by (Nuñez, 2020) a mixed approach will help researchers to gain from the strength of both approaches and guide the research to a better comprehension. For that reason, it was quantitative because it highlighted the statistical and numerical analysis of the students using the activities, and qualitative because it gathered information on how interactive pronunciation activities influence students on the spoken production where the information was analyzed.

2.3 Research Modality

2.3.1 Field

It was field, because it was developed in the same place where the study problem occurred, allowing a deeper comprehension of the problem. (Nkwj, Nyamongo, & Gery, 2018) Additionally, the field modality was necessary to make direct contact with the reality of research with students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros", it was possible to carry out a diagnostic process to know the development degree of the spoken production and the effectiveness of the use of interactive pronunciation activities.

2.3.2 Bibliographic - documentary

This research project was a bibliographic-documentary research, because the theory and the study problem were properly supported in academic articles, books, magazines, internet, and the general library (Kristalnyi, 1970). When Interactive Pronunciation Activities and the Spoken Production of the students of first semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” was known, the data was analyzed based on the correlation of the variables "Interactive Pronunciation Activities" and "Spoken Production "establishing the cause and effect of the problem, but with direct reference to reality.

2.3.3 Experimental Research

The current research work was experimental designed to apply interactive pronunciation activities in the English lessons to improve the spoken production of students of first semester. An experiment was designed by the author considering different types of interactive activities to develop the spoken production and to evaluate the level of each student based on the criteria of Cambridge A2 speaking level. To measure the impact of interactive pronunciation activities, it was necessary one group which was named experimental group (EG) and were evaluated with a pre-test speaking skill and a post-test to know if the treatment had the expected results.

2.4 Level or Type of Research

2.4.1 Exploratory Research

According to (Zait, 2016), exploratory research allows to explore and to identify general antecedents regarding the problem under investigation as well as ideas and aspects that should be examined in depth in the investigation (Interactive Pronunciation Activities and the Spoken Production). The objective of exploratory research is to collect experiences, and examine issues studied or that have not been studied yet.

2.5 Population and sample

The subjects involved were 42 students of first semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato with an A2

English level. The students have an average age between 18 and 25 years old. Besides, the participants have Spanish as their mother tongue and English as a foreign language.

Table 1 Population

Population	Experimental group	Total	Percentage
Male	8	8	19%
Female	34	34	81%
TOTAL	42	42	100%

Source: Student's list
Elaborated by: Avila, E. (2021)

2.6 Techniques and Instruments

To develop the research, the technique applied was a test and the instrument used was a validated questionnaire. The speaking section of the KET (Key English Test) was simulated as a pre-test and post-test of this research. 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 skill before getting the treatment. While the post-test was given to the students after the treatment to measure the student's speaking development.

In the current research, the data was collected by using the KET speaking questionnaire to assess students on the speaking skill. In the pre-test and post-test, the author took the test in pairs. It was considered only one part of the test where students had to respond to personal questions. In this part, the author asked 5 questions to each candidate with the purpose of measuring the students speaking skill before and after the treatment. Besides, another important instrument used in the current research was the scoring rubric adapted from (Cambridge University, 2019) was used in which the assessment scale was divided into 3 criteria but in this research only two sections were considered: grammar and vocabulary, and pronunciation. The rubric is categorized into 5 bands, with 0 being the lowest and 5 the highest.

When the author applied the treatment, it was necessary to use a lesson plan as an instrument to give students the opportunity to practice in a real context and to share opinions and suggestions. In order to apply most interactive pronunciation activities, six lesson plans were created according to the KET speaking examination to A2-A2 level and book Top Notch 1, units 5, 6, and 7 of students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" based on (Harmer, 1998), lesson plan structure.

Another instrument used for the experiment was a validated lesson plan taken from (Harmer, 1998) that is structured with all the necessary components for a lesson plan such as the topic, level, age, time, objectives, and materials. On the other hand, the lesson plan was adapted to establish the interactive pronunciation activities and the spoken production elements allowing to create the teacher and students' activities in order to achieve the main aim. The first, fourth, and sixth lesson plans were focused on pronunciation, especially on diphthongs where students presented more problems. The main activities were "Guess who", "Snowball", and "Find someone who" in which the students had to interact among them in order to develop their pronunciation by using diphthongs. Additionally, the second, third and fifth lesson plans were focused on grammar and vocabulary that the students already know. The main activities were "Two truths and a lie", "Positive, negative, crazy", "The hot seat", "One beep", "Would you rather", and "Find someone who" in which students had to communicate based on real situations to get the answers.

Finally, all numerical data was collected for statistical analysis to analyze the scores of the pre-test and post-test of the experimental group before and after the treatment with interactive pronunciation activities. There were two types of data analysis. Qualitative analysis used to describe the results of the implementation of interactive pronunciation activities to improve the spoken production. Quantitative analysis used to describe the effect of interactive pronunciation activities in improving the spoken production by analyzing the scores by using the T-test. All the data mentioned was registered into the computer and, then analyzed through the SPSS program to get descriptive statistics such as frequency means and standard deviation.

2.7 Hypothesis

Alternative Hypothesis

Interactive Pronunciation Activities influence in the Spoken Production of students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros".

Null Hypothesis

Interactive Pronunciation Activities do not influence the Spoken Production of students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros".

2.8 Variable identification

Interactive pronunciation activities (Independent)

Spoken production (Dependent)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter is based on the analysis of the results carried out in students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. Therefore, the chapter shows the total average that the 42 students got through applying interactive pronunciation activities for each element of the KET speaking criteria, such as grammar and vocabulary, and pronunciation.

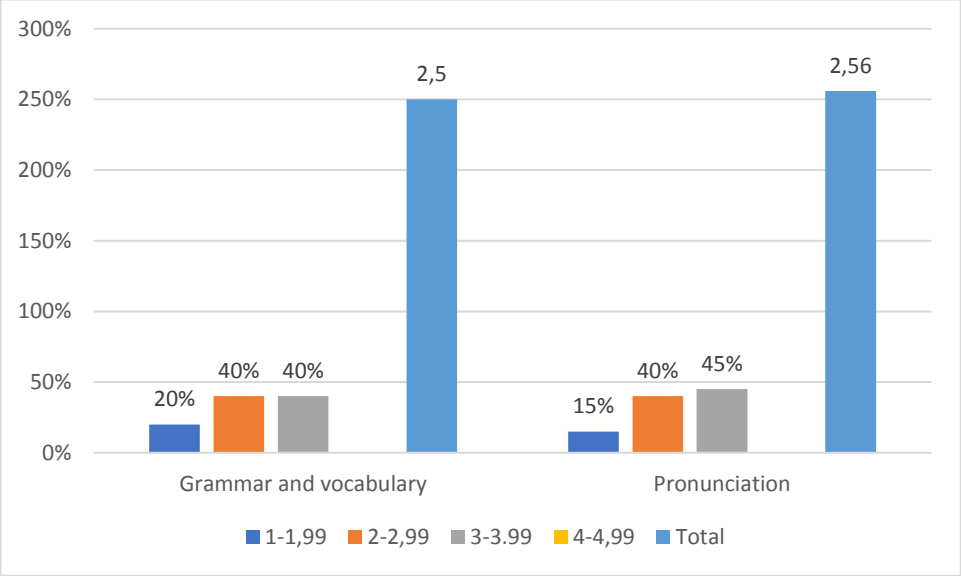
3.1.1 Pre-test results

Table 2 Pre-test results
Pre-test results

	Scale - Students					
Criteria	1-1,99	2-2,99	3-3.99	4-4,99	Total	**Average**
Grammar and vocabulary	20%	40%	40%	0%	100%	**2,5**
Pronunciation	15%	40%	45%	0%	100%	**2,56**
						2,53

Source: Students' grades
Elaborated by: Avila, E (2020)

Graph 1 Pre-test results



Source: Students' grades
Elaborated by: Avila, E (2020)

Analysis and interpretation

The table above showed the results of the pre-test by the KET Speaking test (Cambridge University, 2019), which is about evaluating grammar and vocabulary, and pronunciation with a scale of 0 to 5 points. The students' scores were divided into 4 scales that were established from 1-1,99 to 4-4,99. The results showed that, in the pre-test, the average of the 42 students in both sections of the speaking test was 2,53 over 5 points that denote flaws in the pronunciation and use of the English language.

The first section of the test is about evaluating grammar and vocabulary. The results showed that, in the pre-test, the first scale that goes from 1 to 1,99 was achieved by 20% of students. While 40% of students reached the second scale that goes from 2 to 2,99. Meanwhile, the third scale that goes from 3 to 3,99 was achieved by 40% of students. And finally, any student could reach the scale that goes from 4 to 4,99. Consequently, the average of the 42 students of this section in the current research was 2,5 over 5 points.

On the other hand, the second indicator is about pronunciation. In this part of the test, students had to be able to correctly use diphthongs. The results showed that, in the pre-test, the first scale that goes from 1 to 1,99 was achieved by 15% of students. While 40% of students reached the second scale that goes from 2 to 2,99. Meanwhile, the third scale that goes from 3 to 3,99 was achieved by 45% of students. And finally, any student could reach the scale that goes from 4 to 4,99. Therefore, the 42 students had an average of 2,6 over 5 points in this section of the rubric score.

The results showed that students presented a low English pronunciation level. In the part of grammar and vocabulary it was noticed that students had poor use of simple grammatical structures and limited vocabulary. Besides, in the part of pronunciation, phonological problems were presented especially in diphthongs where students pronounced incorrectly simple words.

3.1.2 Pots-test results

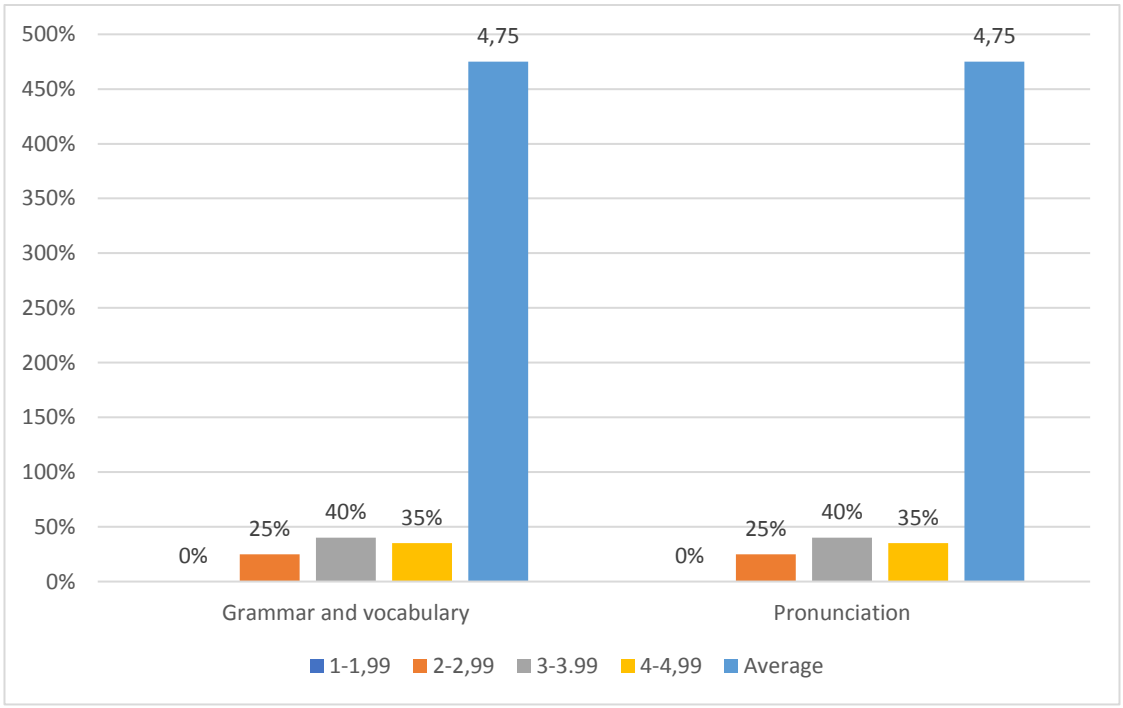
Table 3 Post-test results

Post-test results

	Scale - Students					
Criteria	1-1,99	2-2,99	3-3.99	4-4,99	Total	**Average**
Grammar and vocabulary	0%	25%	40%	35%	100%	**4,75**
Pronunciation	0%	25%	40%	35%	100%	**4,75**
						4,75

Source: Students' grades
Elaborated by: Avila, E (2020)

Graph 2 Post-test results



Source: Students' grades
Elaborated by: Avila, E (2020)

Analysis and interpretation

The table showed the results from the post-test of the KET Speaking test (Cambridge University, 2019) that was evaluated similar to the initial one, but in it, the advances were evident. As the first one, the students' scores were divided into 4 scales that were established from 1-1,99 to 4-4,99. Based on table 3, the average of the 42 students in both sections of the speaking test was 4,75 over 5 points with an increase of 2,22 that demonstrates the effectiveness of the treatment.

The first section of the test, that is about evaluating grammar and vocabulary, and the second one which is about pronunciation showed the same results based on the students' answers. In this part of the test, students had to be able to correctly use diphthongs. The results showed that any students reach the first scale that goes from 1 to 1,99. While 25% of students reached the second scale that goes from 2 to 2,99. Meanwhile, the third scale that goes from 3 to 3,99 was achieved by 40% of students. And finally, the scale that goes from 4 to 4,99 was achieved by 35% of students.

Based on the results obtained from the pre and post-test, it is determined that there was a significant increase in the group who had the treatment of interactive pronunciation activities because students were focused on the form of language and they used grammar and vocabulary to interact with their peers. Besides, students improved their language by acquiring more vocabulary and grammar according to their syllabus. This result coincides with (Wright, 2017) who states that by using interaction activities is required grammar and vocabulary to express their opinions accurately.

Consequently, after applying interactive pronunciation activities, there was an increase in the student's pronunciation scores since they were exposed to vocabulary of a real context where they began to imitate the pronunciation of the teacher. Similarly, the results in the graph above showed that there was a noticeable increase in the experimental group where the treatment was applied. Therefore, the results of the test determined that the experimental group had an improvement in their English language skills.

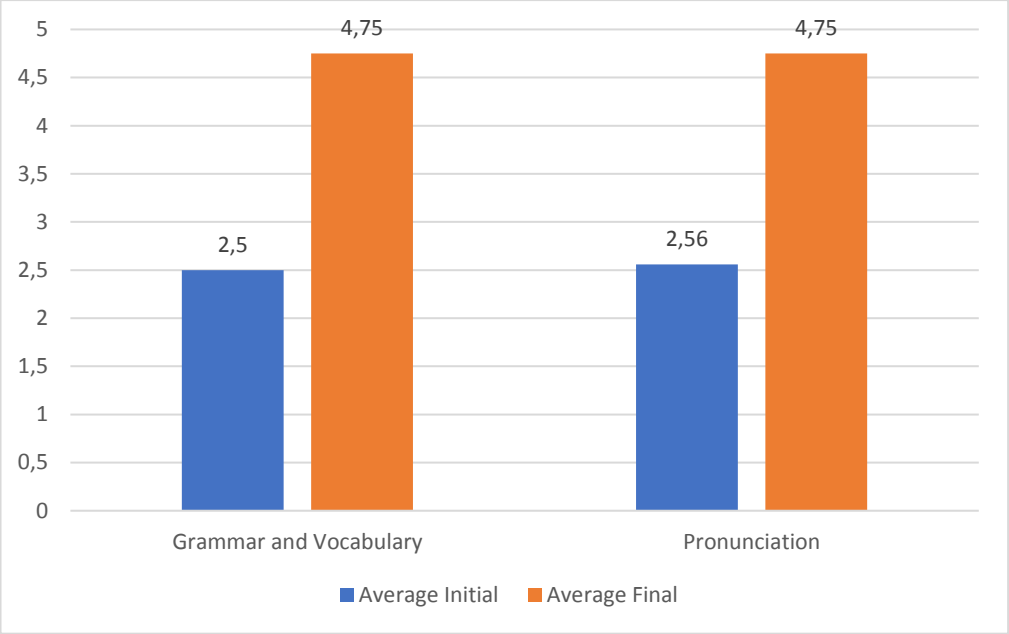
3.1.3 Pre-test and post-test results

Table 4 Pre-test and post-test results

Criteria	Average Initial	Percentage	Average Final	Percentage
Grammar and Vocabulary	2,5	48%	4,75	50%
Pronunciation	2,56	52%	4,75	50%
General	**2,53**	**100%**	**4,75**	**100%**

Source: Students' grades
Elaborated by: Avila, E (2020)

Graph 3 Pre-test and post-test results



Source: Students' grades
Elaborated by: Avila, E (2020)

Analysis and interpretation

According to the table above, it was shown that interactive pronunciation activities influence positively the development of the spoken production. It was presented as a comparative analysis of the results of the pre-test and post-test where it was appreciated the students' progress in the scales evaluated.

Based on the results obtained in the first section, grammar and vocabulary started with an average of 2,50 over 5 points, but at the end of the current research it was increased to 4,75. Besides, in pronunciation, at the beginning students obtained an average of 2,56, but at the end they obtained 4,75 with an advanced of 2,19 points.

Consequently, after applying interactive pronunciation activities to improve the student's communicative competence, grammar, vocabulary, and pronunciation, the group obtained an average of 4,75 over 5 points. This is 2,22 points higher than the pre-test average. It means that the group had an increase in the post-test that can be inferred that interactive pronunciation activities improved the students' spoken production.

3.2 Hypothesis verification

For the current research, being experimental, it was decided to use the SPSS program in order to verify if the hypothesis shows the expected results. Consequently, it was used the Paired Sample T-Test that presented the average obtained in the pre-test and post-test and it is in charge of rejecting or accepting the alternative hypothesis in which interactive pronunciation activities influence the spoken production in students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros".

Table 5 Paired Sample Statistics

Paired Sample Statistics

		Mean	N	Standard deviation	Standard error mean
Par 1	Average_PRE-TEST	2,8214	42	,77161	,11906
	Avarage_POST-TEST	4,6500	42	,20778	,03206

Sources: Hypothesis verification
Elaborated by: Avila, E. (2021)

Table 6 Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	P value.
Par 1	Average_PRE-TEST & Avarage_POST-TEST	42	,494	,001

Sources: Hypothesis verification
Elaborated by: Avila, E. (2021)

Table 7 Paired Sample T-Test

Paired Sample T-Test

		Paired differences					T Statical Value	Degrees of freedom	P Value
		Mean	Standard deviation	Standard error mean	95% confidence interval for difference of means Lower	Upper			
Par 1	Average_PRE-TEST - Avarage_POST-TEST	-1,82857	,69283	,10691	-2,04447	-1,61267	-17,104	41	,000

Sources: Hypothesis verification
Elaborated by: Avila, E. (2021)

The table presented above shows the statistical results obtained from the analysis of the experimental group of the pre and post-test. It presents the average of the test taken in which there is a difference between the means and the standard deviation, which establishes that the learners have increased their test score. Therefore, as the P values (0,000) is less than (0,05) the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted which is that interactive pronunciation activities influence the spoken production of students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros".

3.3 Discussion

The results obtained by the author showed that interactive pronunciation activities provide new ideas and opportunities to develop the spoken production in students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros". The researcher could notice the learners' speaking abilities that include grammar, vocabulary, and pronunciation. Besides, these activities can also be used as a motivation for students to speak the English language. According to (Masita, 2017), interactive pronunciation activities allow students to interact with others by involving them into the activity, so they are able to support each other and to develop their pronunciation working together.

Based on the results it is shown that interactive pronunciation activities such as "the hot seat", "snowball", "find someone who", and "would you rather...?" improve the students' spoken production. Furthermore, as in the study of (Carreño, 2020), in which the experimental group improved vocabulary, grammar, pronunciation, and fluency with an increase of 2.5 points, in this research, it was shown an increase in the speaking skill of 2,2 points and most students were able to establish their scores into the fourth scale that goes from 4 to 4,99. Therefore, interactive pronunciation activities are beneficial in learning a new language since students not only practice the language but also interact and improve their communicative competence allowing them to learn grammar, vocabulary, and pronunciation while they are having funny activities. Consequently, the findings imply that English teachers must use interactive pronunciation activities to enhance the students' spoken production especially in students from "Pedagogía de los Idiomas Nacionales y Extranjeros". Finally, based on the current research it is suggested that English language teachers apply interactive pronunciation activities in their teaching methodology to improve the students' spoken production.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After carrying out the current research through analyzing and interpreting the results provided from the treatment with Interactive Pronunciation Activities in students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato to improve their Spoken Production, there are some conclusions and recommendation to consider for upcoming inquiries.

- Interactive pronunciation activities are part of the new language teaching since it influences spoken production as it was demonstrated in the analysis of the students' results. That is why the interaction between students in an English class requires the use of the speaking skill where students are able to practice pronunciation in an interactive environment, without being stressed. For that reason, interactive pronunciation activities are useful in the students' spoken production.
- The evaluation process presented before applying interactive pronunciation activities showed some problems in the students' spoken production. The evidence of that is the average they got in the pre-test, which is, 2,5 out of 5 points. However, after the application of the types of interactive pronunciation activities, which were "guess who", "snowball", "find someone who", "two truths and a lie", "positive, negative, crazy", "the hot seat", and "one beep" the media of the post-test was 4,8. That means that the different interactive pronunciation activities applied were effective to improve the students' spoken production.
- Before applying interactive pronunciation activities, students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" showed an average of 2,5 over 5 points in their English language level according to the speaking section of the exam KET by Cambridge English Scale and according to the Common European Framework. Consequently, after the treatment of interactive pronunciation activities students presented an average of 4,8 over 5

points, with an increase of 1,8 in their spoken production. That means a satisfactory improvement in their spoken production level.

- The current research establishes that the use of interactive pronunciation activities helped to develop spoken production in students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" by using the components of English' spoken production, which are, grammar, vocabulary, and pronunciation that are into the score rubric of the exam KET by Cambridge English Scale.

4.2 Recommendations

After the execution of Interactive Pronunciation Activities, the following recommendations are proposed in order to contribute to the students´ spoken production:

- English language teachers, especially those who have problems with their student's pronunciation, use and implement interactive pronunciation activities to improve the students' spoken production. It will be the best way to give students the opportunity to interact among them using the content studied at the class developing their speaking skill.
- It is proposed that English language teachers, implement the interactive pronunciation activities applied in this research, such as "guess who", "snowball", "find someone who", "two truths and a lie", "positive, negative, crazy", "the hot seat", and "one beep" which are beneficial in the improvement of students spoken production.
- Teachers should constantly evaluate the students' spoken production with tests and to implement interactive pronunciation activities in their teaching methodology and to adapt them according to the student's needs.
- Students should consider the components of the spoken production such as grammar and vocabulary, and pronunciation. It is useful when teachers need to apply pronunciation activities by assessing interactive activities to achieve the student's goals and to develop their spoken production.

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Annex 1

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 02/10/2020

Doctor Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación.

Mg. Sarah Iza en mi calidad de Coordinadora de Primer Semestre de la Carrera de la Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"Interactive Pronunciation Activities and the Spoken Production"** propuesto por la estudiante **Estefany Yessenia Avila Chacón** portadora de la Cédula de Ciudadanía **0503874018**, 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.

SARAH
JACQUELINE
IZA PAZMIÑO

.....

Mg. Sarah Iza Pazmiño
0501741060
0984060528
sj.iza@uta.edu.ec

Source: Cambridge University (2019)
Elaborated by: Avila, E. (2021)

Annex 2 Pre-test and Post-test

KET Speaking 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?

Source: Cambridge University (2019)
Elaborated by: Avila, E. (2021)

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 mostly intelligible, and has some control of phonological features at both utterance and word levels.	• 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)
Elaborated by: Avila, E. (2021)

Annex 4 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)
Elaborated by: Avila, E. (2021)

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

"Interactive Pronunciation Activities and the Spoken Production"

For students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato

Author: Estefany Yessenia Avila Chacón

Annex 5 Experiment design

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Introduction

Interactive pronunciation activities involve students working together around the classroom and having pronunciation educational practices in order to improve the student's pronunciation problems related to English language teaching (Utami, 2017). For that reason, in order to achieve the main objective of determine the influence of interactive pronunciation activities in the students spoken production, it was necessary to carry out 6 lesson plans which are adapted by (Harmer, 1998) on students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros". Consequently, to identify the different interactive pronunciation activities that can be applied in the English lessons, it was necessary to carry out a bibliographic research from several authors. Besides, to establish the spoken production that can be developed in the class, it was necessary to carry out a pre and post-test where the speaking skill was considered based on the Cambridge speaking assessment rubrics. At the end of the results, they were compared with the Cambridge English scale where the scores of the KET exam are found according to the Common European Framework.

General guide

In order to have an overview about the contents of this annex a general guide was carried out. First, a scope of the experiment is presented to know the achievement of each lesson plan. Then, the lesson plans are presented with their materials and resources which were adapted to apply interactive pronunciation activities in order to develop the students' spoken production through this process.

Scope of the experiment

Number of lesson plan	Topic	Unit	Number of hours	Interactive Pronunciation Activities	Spoken Production elements
1	Technology	Unit 5	1	Guess who, snowball, and find someone who	Pronunciation - Diphthongs
2	Food	Unit 6	1	Two truths and a lie, positive, negative, crazy, and find someone who	Grammar and vocabulary
3	Household appliances and machines	Unit 6	1	The hot seat, one beep, and would you rather...?	Grammar and vocabulary
4	Places for sports and exercises	Unit 7	1	Guess who, snowball, and find someone who	Pronunciation - Diphthongs
5	Adjectives to describe trips/intensifiers	Unit 8	1	Two truths and a lie, positive, negative, crazy, and find someone who	Grammar and vocabulary
6	Adjectives for vacations	Unit 8	1	Guess who, snowball, and find someone who	Pronunciation - Diphthongs

Source: Lesson plans
Elaborated by: Avila, E. (2021)

Lesson plan 1: Pronunciation – Technology

<table>
<tr><td colspan="4">Topic: Technology</td></tr>
<tr><td>Level: A2</td><td>Age: 18 – 25 years old</td><td>Time:60 minutes</td><td>No. of students 42</td></tr>
<tr><td colspan="2">Recent topic work: No limits</td><td colspan="2">Recent language work: Adjectives and articles.</td></tr>
<tr><td colspan="2">Interactive Pronunciation Activity:
Guess who, Snowball and Find someone who.</td><td colspan="2">Spoken Production Element:
Pronunciation – Diphthongs (centered and closing)</td></tr>
<tr><td colspan="4">Aims: Students will be able to enhance their pronunciation when using diphthongs.</td></tr>
<tr><td colspan="4">Objectives:
• Students will be able to recognize the correct pronunciation of diphthongs through collocations for using electronic devices.
• Students will be able to use diphthongs in speaking about technological context.</td></tr>
<tr><td colspan="4">Materials:
Computer, Zoom app, Internet connection, websites, PPT slides</td></tr>
<tr><td colspan="4">Assessment: Speaking about technologic devices used by students.</td></tr>
<tr><td colspan="4">Anticipated problems: SS might have a hard time preparing the speaking.
SS might make mistakes during the pronunciation.</td></tr>
<tr><td>Time</td><td>Teacher activity</td><td>Student activity</td><td>Success indicators</td></tr>
<tr><td>15 min</td><td>Warm Up
Guess who- Teacher asks students to choose a famous person they know some things about.
Teacher presents a list of words with diphthongs to use during the activity.
Then, students ask for some characteristics using the list presented and articles to identify the celebrity.
After they guessed who their classmate’s famous identity was, they look for a different partner and continue asking until they guess each other´s identities.</td><td>Students must use list #1

Students will ask questions like:
Is the celebrity a lawyer?
Is the celebrity from USA?
Is the celebrity beautiful?
Is the celebrity a player?</td><td>Make questions and answer them orally.</td></tr>
</table>

20 min	Teacher presents a list of collocations with diphthongs for using electronic devices. Then, teacher introduces collocations for using electronic devices by asking students to deduce their meaning. **Snowball-** After that, teacher asks students to write one collocation for using electronic devices in a sheet of paper. Finally, teacher asks one student to ask another one about the electronic device that it has be written to listen and to correct the pronunciation.	Students use list #2 Students think about collocations for using electronic devices and they develop the correct pronunciation though interaction among them.	Students participate in the activity.
25 mins	**Find someone who-** Students will be given a worksheet related to collocations with diphthongs for using electronic devices. Worksheet #1 Teacher explains that students must develop the activity by discussing some questions about the topic and completing the worksheet with the names of the person who makes the activity that they are reading. Teachers divides the class into 6 groups in breakout rooms to have a better understanding in an online class.	Students use worksheet #1 Students must work together to get the best answers and using a correct pronunciation.	Make questions and answer them orally.
Assessment: To use "SpeakPipe" https://www.speakpipe.com/voice-recorder Students must send an audio to the teacher talking about technological devices using the vocabulary learned. (30-45 sec) Students have to send the link by e-mail: estefanyavila1999@gmail.com			

Adapted from: Harmer, J (1998)
Elaborated by: Avila, E. (2021)

List #1

Word lists – Diphthongs

ai kind and aʊ out	əʊ toe and ɔi join	iə ear and eə hair	ʊə pure and ei paint
ai	**əʊ**	**iə**	**ʊə**
1. kind	1. toe	1. ear	1. pure
2. flight	2. propose	2. bear	2. secure
3. pride	3. toast	3. near	3. manicure
4. height	4. boat	4. fear	4. mature
5. sight	5. coast	5. clear	5. Europe
aʊ	**ɔi**	**eə**	**ei**
1. out	1. join	1. hair	1. paint
2. owl	2. employ	2. there	2. remain
3. house	3. avoid	3. square	3. rain
4. around	4. lawyer	4. stairs	4. stay
5. about	5. spoil	5. prepare	5. sale

Source: University of Waikato
Elaborated by: Avila, E. (2021)

List #2

Source: Top Notch 1
Elaborated by: Avila, E. (2021)

Worksheet #1

Student:

Date:

Instruction: In groups students must ask some question about the use of collocations with diphthong for using technologic devices to find someone who is doing the activity that they are reading.

Find Someone Who	**Name**
1. Takes a picture on vacations.	
2. Uploads a photo during the class.	
3. Makes a video of her/his family in a party.	
4. Scans a document at work.	
5. Makes a photocopy as homework.	
6. Takes a photo every day.	
7. Checks the cellphone every morning.	

Source: ESL/EFL RESOURCES
Elaborated by: Avila, E. (2021)

Lesson plan 2: Grammar and Vocabulary – Food

<table>
<tr><td colspan="4">Topic: Food</td></tr>
<tr><td>Level: A2</td><td>Age: 18 – 25 years old</td><td>Time:60 minutes</td><td>No. of students 42</td></tr>
<tr><td colspan="2">Recent topic work: No limits</td><td colspan="2">Recent language work: The family and simple present tense</td></tr>
<tr><td colspan="2">Interactive Pronunciation Activity: Two truths and a lie, “positive, negative, crazy”, and Find someone who</td><td colspan="2">Spoken Production Element: Grammar and Vocabulary</td></tr>
<tr><td colspan="4">Aims: Students will be able to use the categories of food when using simple present.</td></tr>
<tr><td colspan="4">Objectives:
• Students will be able to recognize the categories of food in a real context.
• Students will be able to use the categories of food by using simple present tense in their sentences.
• Students will be able to work in pairs and to express their ideas by using an interactive worksheet.</td></tr>
<tr><td colspan="4">Materials:
Computer, Zoom app, Internet connection, websites, PPT slides</td></tr>
<tr><td colspan="4">Assessment: Speaking about food using simple present tense by “Speak Pipe”.</td></tr>
<tr><td colspan="4">Anticipated problems: SS might have a hard time preparing the speaking.
SS might make mistakes during the use of the new vocabulary.</td></tr>
<tr><td>Time</td><td>Teacher activity</td><td>Student activity</td><td>Success indicators</td></tr>
<tr><td>15 min</td><td>Warm Up
Two truths and a lie- Teacher asks every student to think three statements about herself that she will share with the class. Two are true and one is a lie. Students must the simple present and vocabulary related to the family.
Then, teacher chooses one student randomly to say his/her sentences and then, the teacher asks students to raise their virtual hand when they want to guess which statement is the lie.</td><td>Students will make statement like:
- I have ten siblings.
- I am a student.
- I love my cousin.</td><td>Make sentences and guess orally.</td></tr>
<tr><td>20 min</td><td>Teacher introduces categories of food by asking students to deduce food to each category.
Positive, negative, crazy- Teacher writes on the virtual board the topic:</td><td>Students must create sentences using simple present tense and the vocabulary.
They must create three types of sentences for example:
Positive: My favorite</td><td>Students participate in the activity.</td></tr>
</table>

	FOOD Then, teacher presents a roulette which will have to choose randomly one student to make each statement. After, teacher says three words: positive, negative and crazy. When teacher says "positive", the chosen student will make a positive statement about the topic. If teacher says "negative", the student will make a negative statement about the topic. Finally, if the teacher says "crazy", the chosen student will have to create anything they like.	food is rice. Negative: I don´t have fruits at home. Crazy: When I am alone, I eat bananas with butter.	
15 mins	**Find someone who-** Students will be given a worksheet related to simple present and food. Teacher explains that students have to develop the activity by discussing some questions about the topic and completing the worksheet with the answers. Teachers divides the class into 6 groups in breakout rooms to have a better understanding in an online class.	Students must work together to get the best answers and using a correct pronunciation.	Make questions and answer them orally.
Assessment: To use "SpeakPipe" https://www.speakpipe.com/voice-recorder Students must send an audio to the teacher talking about their favorite food. (30-45 sec) Students have to send the link by e-mail: estefanyavila1999@gmail.com			

Adapted from: Harmer, J (1998)
Elaborated by: Avila, E. (2021)

Worksheet #1

Student:

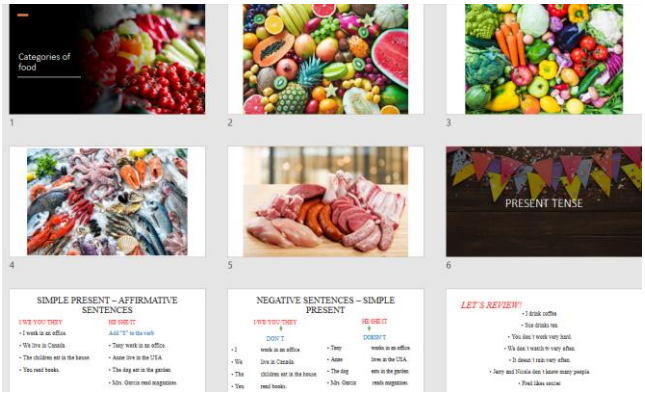
Date:

Instruction: In groups students need to ask some question about the use of technological devices in order to find someone who is doing the activity that they are reading.

Find Someone Who	**Name**	**More information**
8. Eats bananas in the morning.		
9. Doesn´t eat carrots.		
10. Eats breakfast with his/her mother.		
11. Eats lunch with his/her family.		
12. Eats vegetables every day.		
13. Doesn't eat sweets in the weekends.		
14. Doesn't eat fruits everyday.		

Source: ESL/EFL RESOURCES
Elaborated by: Avila, E. (2021)

PPT slides:



Lesson plan 3: Grammar and Vocabulary – Household appliances and machines

<table>
<tr><td colspan="4">Topic: Household appliances and machines</td></tr>
<tr><td>Level: A2</td><td>Age: 18 – 25 years old</td><td>Time:60 minutes</td><td>No. of students 42</td></tr>
<tr><td colspan="2">Recent topic work: No limits</td><td colspan="2">Recent language work: Electronic devices and the present continuous.</td></tr>
<tr><td colspan="2">Interactive Pronunciation Activity: The hot seat, one beep and would you rather….?</td><td colspan="2">Spoken Production Element: Grammar and Vocabulary</td></tr>
<tr><td colspan="4">Aims: Students will be able to recognize the vocabulary related to household appliances and machines.</td></tr>
<tr><td colspan="4">Objectives:
• Students will be able to use household appliances and machines in a real context.
• Students will be able to classify the vocabulary learned.</td></tr>
<tr><td colspan="4">Materials:
Computer, Zoom app, Internet connection, websites, PPT slides</td></tr>
<tr><td colspan="4">Assessment: Discussion about food using simple present tense.</td></tr>
<tr><td colspan="4">Anticipated problems: SS might have a hard time preparing the activities.
SS might make mistakes during the use of the new vocabulary.</td></tr>
<tr><td>Time</td><td>Teacher activity</td><td>Student activity</td><td>Success indicators</td></tr>
<tr><td>15 min</td><td>Warm Up
The Hot Seat- Teacher asks for a volunteer (this is the Hot Seater) who will have to close his/her eyes.

Then, teacher writes a word related to the previous vocabulary (electronic devices) on the virtual board.

After that, teacher asks the other students try to prompt the hot seater into guessing what the word is by describing it without saying the actual word.</td><td>For example, if teacher chooses the word on the board is smartphone, the students can say things like:
- It is a very useful tool.
- All students must use it.
- Most time it is smart.
- It allows people to surf on Internet.
- It is used to call and to send messages.</td><td>Make sentences and guess orally.</td></tr>
</table>

20 min	Teacher presents a list of vocabulary related to household appliances and machines by asking students to deduce their meaning. **One Beed-** Teacher will use the roulette to select three students. Then, teacher explains the activity. The three students will have to alternate between saying a number and the word "beep" as they count. The student who loses the game will have to make a sentence using the previous vocabulary about household appliances and machines and all the grammatical structure students know.	Students use list #1 Students alternate between saying a number and the word "beep". For example, the first student would say, "one", the second student would say, "beep", the third student would say, "three", the fourth student would say, "beep", and so on.	Students participate in the activity.
25 mins	**Would you rather…?-** Teacher asks students to think about two scenarios and choose the one they would rather do. They will have to use the list about household appliances and machines to make their questions. List #1 Then, teacher asks students to write their question in a sheet and to answer with complete sentences saying why they will choose that option.	Students will have to make questions like: - Would you rather to use a rice cooker or a stove? - Would you rather to use a juicer or a blender? - Would you rather to have a hair dryer or a fan?	Make questions and answer them orally.
Assessment: Teacher gives students a worksheet to classify the vocabulary developed by purpose. Worksheet #1 Students must work in groups to create a discussion about the categories of food using a recording voice app located in their smartphones. Students have to send the audio by e-mail: estefanyavila1999@gmail.com			

Adapted from: Harmer, J (1998)
Elaborated by: Avila, E. (2021)

List #1

Source: Top Notch 1
Elaborated by: Avila, E. (2021)

Worksheet #1

Student:

Date:

Instruction: Classify the vocabulary by purpose. Write examples of appliances in each category.

For cleaning or washing	For food preparation	For cooking	For storage

Source: Top Notch 1
Elaborated by: Avila, E. (2021)

Lesson plan 4: Pronunciation – Places for sports and exercises

<table>
<tr><td colspan="4">Topic: Places for sports and exercises</td></tr>
<tr><td>Level: A2</td><td>Age: 18 – 25 years old</td><td>Time:60 minutes</td><td>No. of students 42</td></tr>
<tr><td colspan="2">Recent topic work: No limits</td><td colspan="2">Recent language work: Adjectives</td></tr>
<tr><td colspan="2">Interactive Pronunciation Activity:
Guess who, Snowball and Find someone who.</td><td colspan="2">Spoken Production Element:
Pronunciation – Diphthongs (centered and closing)</td></tr>
<tr><td colspan="4">Aims: Students will be able to enhance their pronunciation when using diphthongs.</td></tr>
<tr><td colspan="4">Objectives:
• Students will be able to recognize the correct pronunciation of diphthongs through vocabulary related to places for sports and exercise.
• Students will be able to use diphthongs through speaking in a real context.</td></tr>
<tr><td colspan="4">Materials:
Computer, Zoom app, Internet connection, websites, PPT slides</td></tr>
<tr><td colspan="4">Assessment: Speaking about places for sports and exercise used by students.</td></tr>
<tr><td colspan="4">Anticipated problems: SS might have a hard time preparing the speaking.
SS might make mistakes during the pronunciation.</td></tr>
<tr><td>Time</td><td>Teacher activity</td><td>Student activity</td><td>Success indicators</td></tr>
<tr><td>15 min</td><td>Warm Up
Guess who- Teacher asks students to choose a famous person they know some things about.

Teacher presents a list of words with diphthongs to use during the activity.

Then, teacher and students ask for some characteristics using the list presented and articles to identify the celebrity.

After they guessed who their classmate’s famous identity was, they look for a different partner and continue asking until they guess each other´s identities.</td><td>Students must use list #1

Students will ask questions like:
Is the celebrity a lawyer?
Is the celebrity from USA?
Is the celebrity beautiful?
Is the celebrity a player?</td><td>Make questions and answer them orally.</td></tr>
</table>

20 min	**Balderdash:** Teacher introduces strange words that students have never heard before. The vocabulary is related to places for sports and exercise. Then, teacher asks students to write in the private chatbox of Zoom a definition that they believe fits the word. After that, teacher asks students to read their own definitions randomly and students must vote on the one they think is the correct.	Students use list #2 Students think about places for sports and exercise and they develop the correct pronunciation though interaction among them.	Students participate in the activity.
25 mins	**Find someone who-** Students will be given a worksheet related to places for sports and exercise. Worksheet #1 Teacher explains that students must develop the activity by discussing some questions about the topic and completing the worksheet with the names of the person who makes the activity that they are reading. Teachers divides the class into 6 groups in breakout rooms to have a better understanding in an online class.	Students use worksheet #1 Students must work together to get the best answers and using a correct pronunciation.	Make questions and answer them orally.
Assessment: To record themselves talking about places for sports and exercise with diphthongs for using in a real context. Homework will have to be sent by SpeakPipe to the e-mail: estefanyavila1999@gmail.com			

Adapted from: Harmer, J (1998)
Elaborated by: Avila, E. (2021)

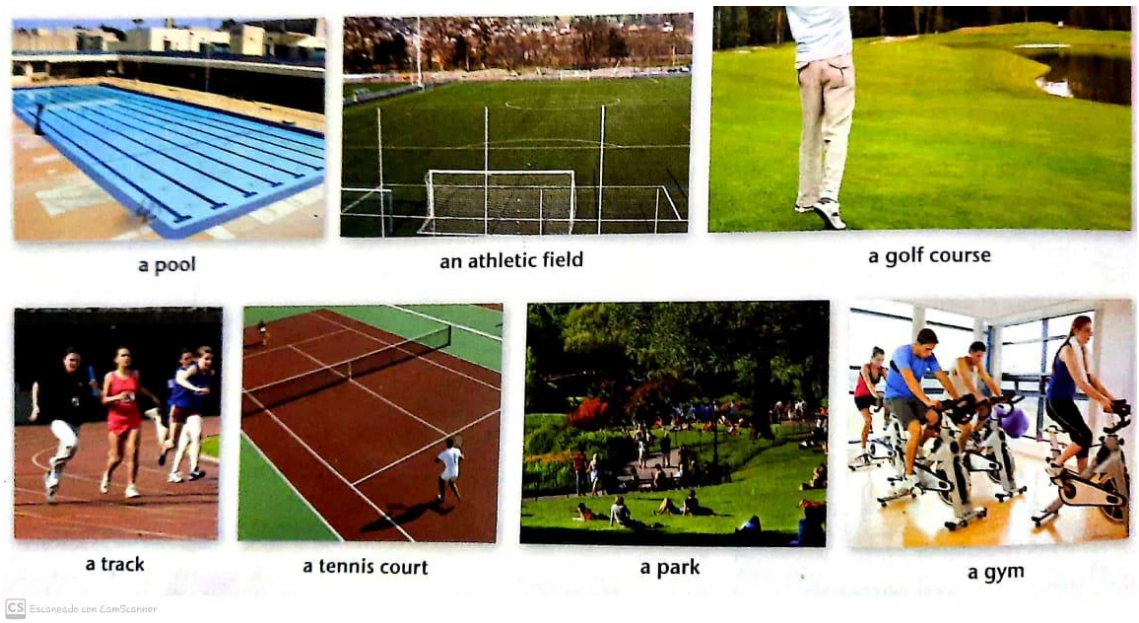
List #1

Word lists – Diphthongs

ai kind and aʊ out	əʊ toe and ɔi join	iə ear and eə hair	ʊə pure and ei paint
ai	**əʊ**	**iə**	**ʊə**
1. kind	1. toe	1. ear	1. pure
2. flight	2. propose	2. bear	2. secure
3. pride	3. toast	3. near	3. manicure
4. height	4. boat	4. fear	4. mature
5. sight	5. coast	5. clear	5. Europe
aʊ	**ɔi**	**eə**	**ei**
1. out	1. join	1. hair	1. paint
2. owl	2. employ	2. there	2. remain
3. house	3. avoid	3. square	3. rain
4. around	4. lawyer	4. stairs	4. stay
5. about	5. spoil	5. prepare	5. sale

Source: University of Waikato
Elaborated by: Avila, E. (2021)

List #2



Source: Top Notch 1
Elaborated by: Avila, E. (2021)

Worksheet #1

Student:

Date:

Instruction: In groups students must ask some question about places for sports and exercise to find someone who is doing the activity that they are reading.

Find Someone Who	**Name**
15. Swims in a public pool.	
16. Runs in an athletic field.	
17. Has a track with his/her friends.	
18. Goes to a park the weekends.	
19. Goes to the gym every day.	
20. Takes a golf course.	
21. Plays in a tennis court.	

Source: ESL/EFL RESOURCES
Elaborated by: Avila, E. (2021)

Lesson plan 5: Grammar and Vocabulary – Adjectives to describe trips/intensifiers

<table>
<tr><td colspan="4">Topic: Adjectives to describe trips/intensifiers</td></tr>
<tr><td>Level: A2</td><td>Age: 18 – 25 years old</td><td>Time:60 minutes</td><td>No. of students 42</td></tr>
<tr><td colspan="2">Recent topic work: No limits</td><td colspan="2">Recent language work: Places for sports and exercises</td></tr>
<tr><td colspan="2">Interactive Pronunciation Activity: Two truths and a lie, and “positive, negative, crazy”.</td><td colspan="2">Spoken Production Element: Grammar and Vocabulary</td></tr>
<tr><td colspan="4">Aims: Students will be able to use adjectives to describe trips using intensifiers.</td></tr>
<tr><td colspan="4">Objectives:
• Students will be able to recognize adjectives to describe trips.
• Students will be able to use intensifiers by using adjectives in their sentences.
• Students will be able to speak expressing their ideas using adjectives to describe trips and intensifiers.</td></tr>
<tr><td colspan="4">Materials:
Computer, Zoom app, Internet connection, websites, PPT slides</td></tr>
<tr><td colspan="4">Assessment: Speaking about trips using adjectives and intensifiers by “SpeakPipe”.</td></tr>
<tr><td colspan="4">Anticipated problems: SS might have a hard time preparing the speaking.
SS might make mistakes during the use of the new vocabulary.</td></tr>
<tr><td>Time</td><td>Teacher activity</td><td>Student activity</td><td>Success indicators</td></tr>
<tr><td>25 min</td><td>Warm Up
Two truths and a lie- Teacher asks every student to think three statements about a place for sports or exercises that he/she will share with the class. Two are true and one is a lie. Students must use the simple present and vocabulary related to sports or exercises.

Then, teacher chooses one student randomly to say his/her place and the sentence. Then, the teacher asks students to raise their virtual hand when they want to guess which statement is the lie.</td><td>Students will make statements like:
A pool:
- This is a place to share with friends.
- This is a place enjoyed in winter.
- This is a place with many tourists.</td><td>Make sentences and guess orally.</td></tr>
</table>

35 min	Teacher introduces categories of adjectives to describe trips by asking students to deduce what trip is developed in each picture. Then, the teacher presents intensifiers and their use. **Positive, negative, crazy-** Teacher writes on the virtual board the topic: TRIPS Then, teacher presents a roulette that will have to choose randomly one student to make each statement. After, teacher says three words: positive, negative and crazy. When teacher says "positive", the chosen student will make a positive statement about the topic. If teacher says "negative", the student will make a negative statement about the topic. Finally, if the teacher says "crazy", the chosen student will have to create anything they like.	Students use list #1 Students must create sentences using adjectives to describe trips and intensifiers. They must create three types of sentences for example: Positive: My last trip was so scary. Negative: My las flight was very bumpy. Crazy: My last trip was kind of boring because I forgot my cellphone.	Students participate in the activity.
Assessment: To use "SpeakPipe" https://www.speakpipe.com/voice-recorder Students must send an audio to the teacher talking about their favorite trip using adjectives and intensifiers. (30-45 sec) Students have to send the link by e-mail: estefanyavila1999@gmail.com			

Adapted from: Harmer, J (1998)
Elaborated by: Avila, E. (2021)

List #1

Source: Top Notch 1
Elaborated by: Avila, E. (2021)

Lesson plan 6: Pronunciation – Adjectives for vacations

Topic: Adjectives for vacations			
Level: A2	**Age:** 18 – 25 years old	**Time:**60 minutes	**No. of students** 42
Recent topic work: No limits		**Recent language work:** Adjectives to describe trips - intesifiers	
Interactive Pronunciation Activity: Guess who, Snowball and Find someone who.		**Spoken Production Element:** Pronunciation – Diphthongs (centered and closing)	
Aims: Students will be able to enhance their pronunciation when using diphthongs.			
Objectives: • Students will be able to recognize the correct pronunciation of diphthongs through adjectives for vacations. • Students will be able to use diphthongs in speaking in a real context.			
Materials: Computer, Zoom app, Internet connection, websites, PPT slides			
Assessment: Speaking about vacations using adjectives.			
Anticipated problems: SS might have a hard time preparing the speaking. SS might make mistakes during the pronunciation.			

Time	**Teacher activity**	**Student activity**	**Success indicators**
15 min	**Warm Up** **Guess who-** Teacher asks students to choose a trip that they have recently made. Teacher presents a list of words with diphthongs to use during the activity related to trips. Then, teacher and students ask for some characteristics using the list presented and intensifiers to identify how the attitude of each student was during the travel. After they guessed their attitude, they look for a different partner and continue asking until they guess each other´s trip.	Students must use list #1 Students will ask questions like: Was your trio so scary? Was your trip very bumpy? Was your trip short? Was your trip long? Was your trip quite comfortable?	Make questions and answer them orally.
20 min	Teacher presents a list of adjectives with diphthongs for vacations. Then, teacher introduces adjectives for vacations by	Students use list #2 Students think about adjectives for vacations and they develop the correct pronunciation	Students participate in the activity.

	asking students to deduce their meaning. **Snowball-** After that, teacher asks students to write one adjective for vacations in a sheet of paper. Finally, teacher asks one student to ask another one about the adjective that it has be written to listen and to correct the pronunciation.	though interaction among them.	
Assessment: To use "SpeakPipe" https://www.speakpipe.com/voice-recorder Students must send an audio to the teacher talking about their vacations using the adjectives learned. (30-45 sec) Students have to send the link by e-mail: estefanyavila1999@gmail.com			

Adapted from: Harmer, J (1998)
Elaborated by: Avila, E. (2021)

List #1

Word lists – Diphthongs

ai kind and aʊ out	əʊ toe and ɔi join	iə ear and eə hair	ʊə pure and ei paint
ai	**əʊ**	**iə**	**ʊə**
1. kind	1. toe	1. ear	1. pure
2. flight	2. propose	2. bear	2. secure
3. pride	3. toast	3. near	3. manicure
4. height	4. boat	4. fear	4. mature
5. sight	5. coast	5. clear	5. Europe
aʊ	**ɔi**	**eə**	**ei**
1. out	1. join	1. hair	1. paint
2. owl	2. employ	2. there	2. remain
3. house	3. avoid	3. square	3. rain
4. around	4. lawyer	4. stairs	4. stay
5. about	5. spoil	5. prepare	5. sale

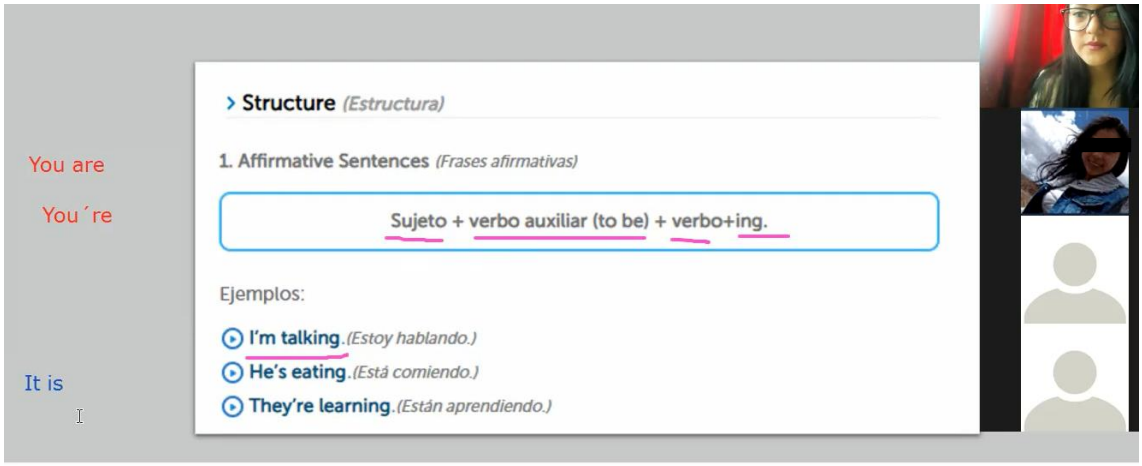
Source: University of Waikato
Elaborated by: Avila, E. (2021)

List #2

Source: Top Notch 1
Elaborated by: Avila, E. (2021)

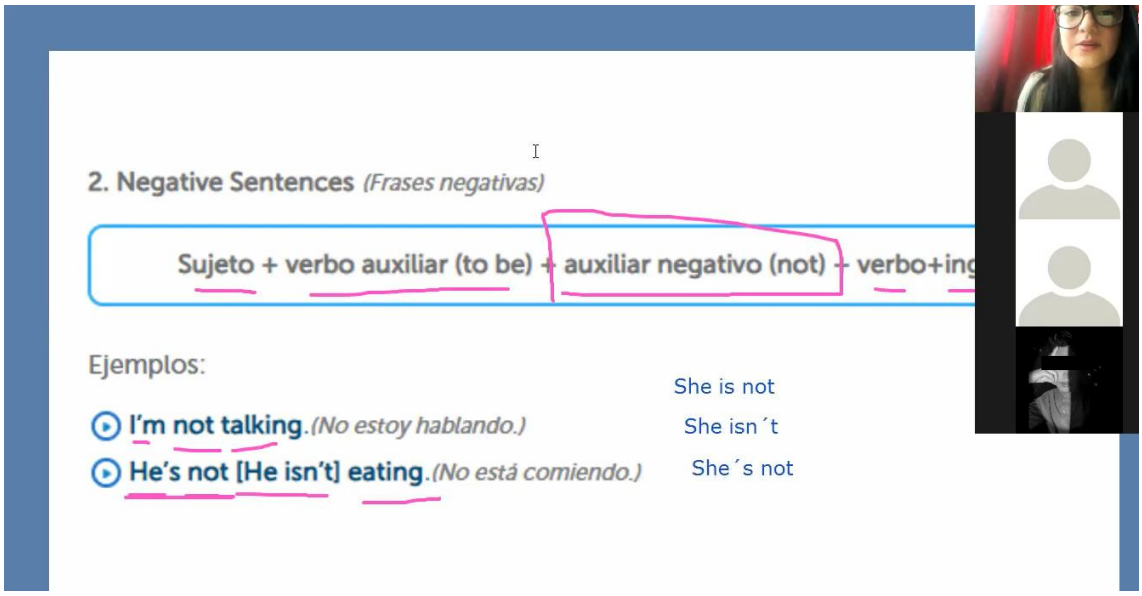
Annex 6 Evidences

Students' classes

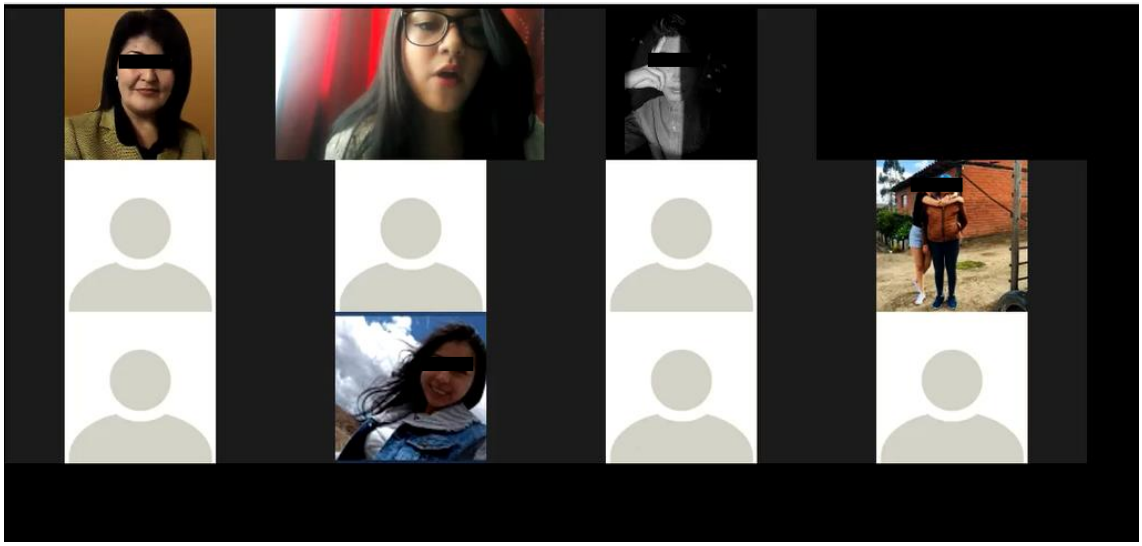


STRUCTURE

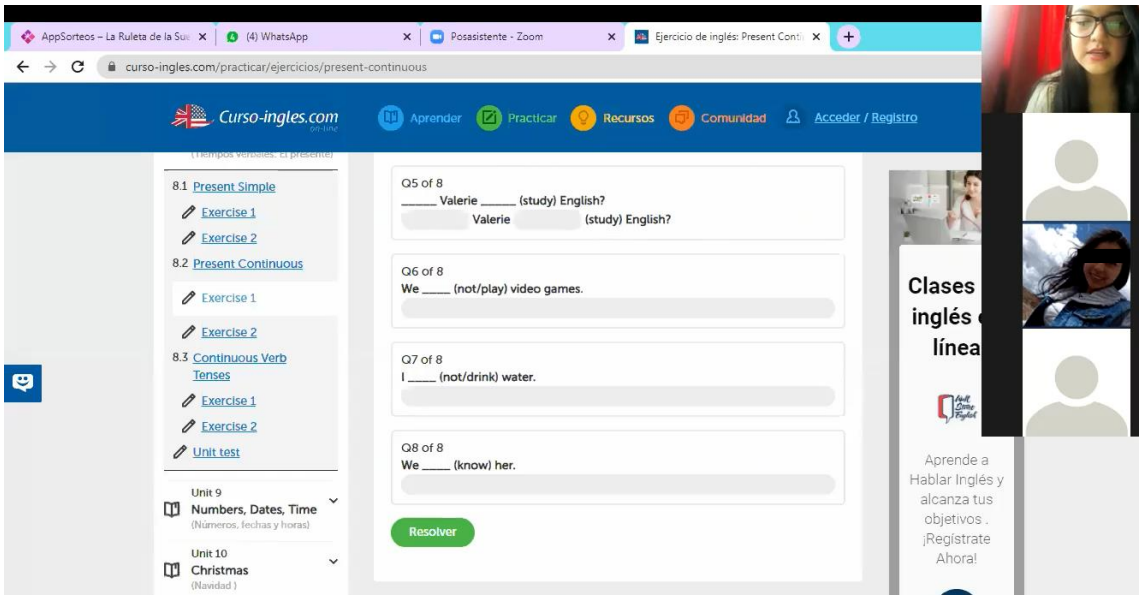
Source: Activities
Elaborated by: Avila, E. (2021)



Source: Activities
Elaborated by: Avila, E. (2021)



Source: Activities
Elaborated by: Avila, E. (2021)



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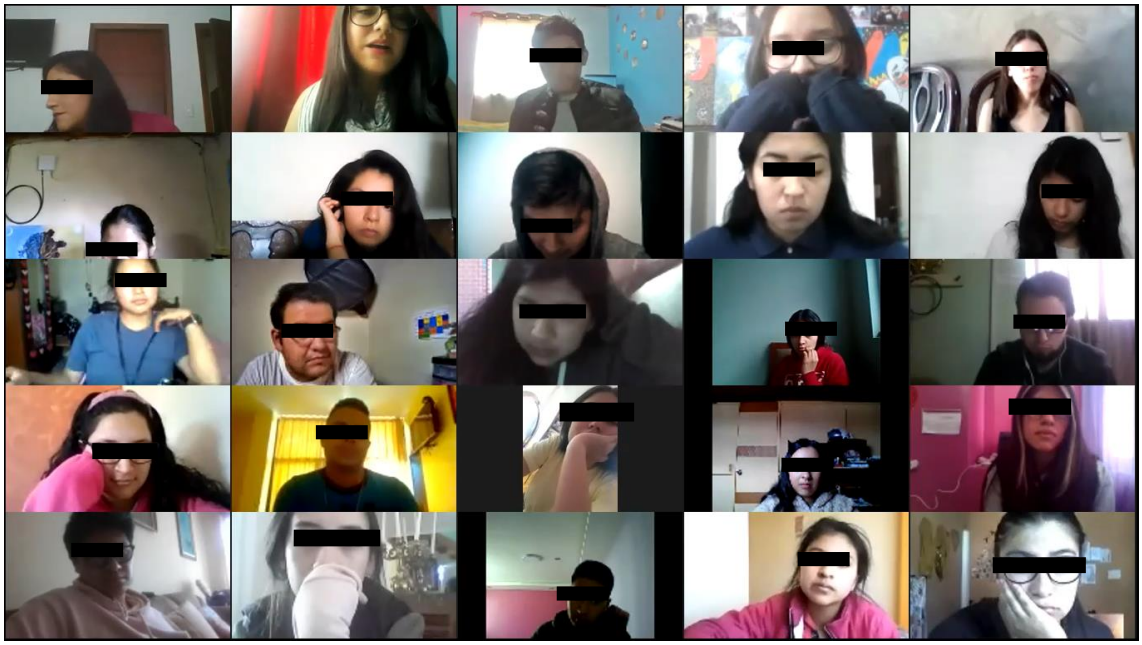
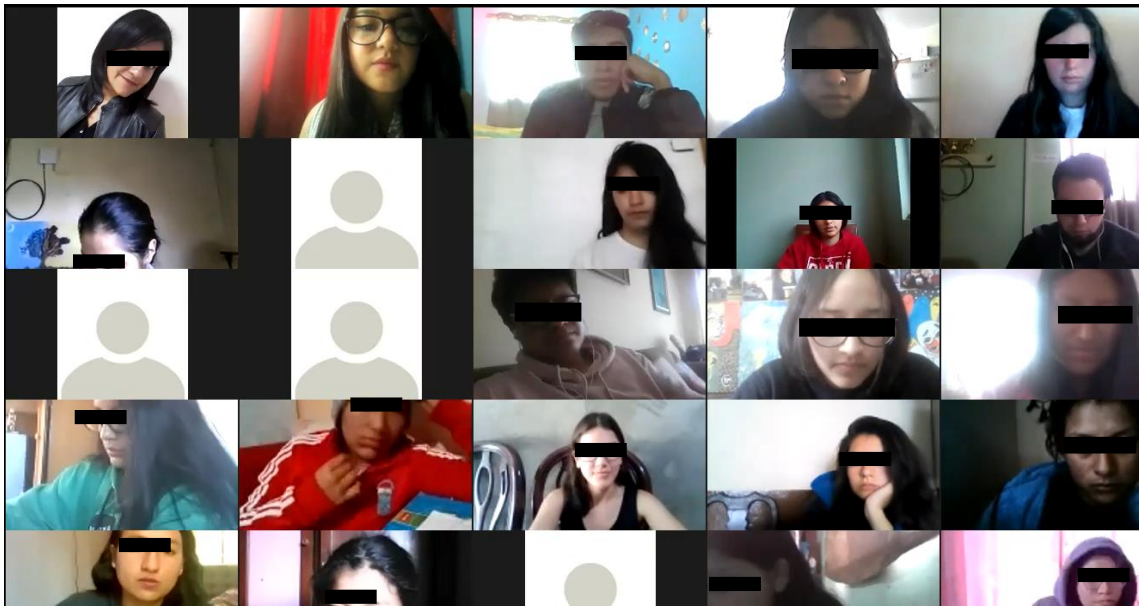
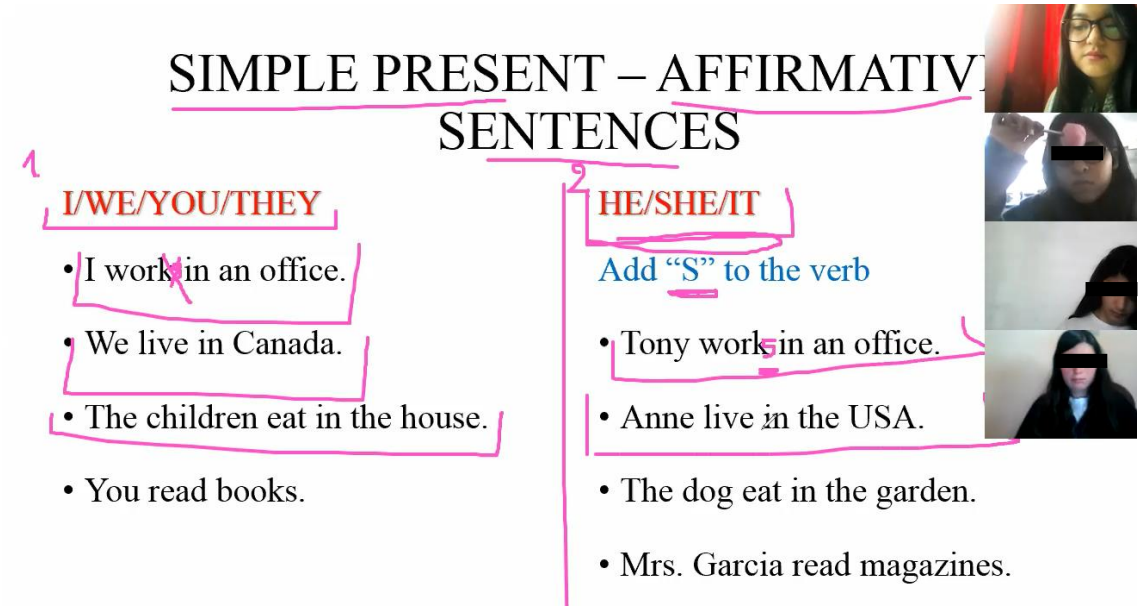


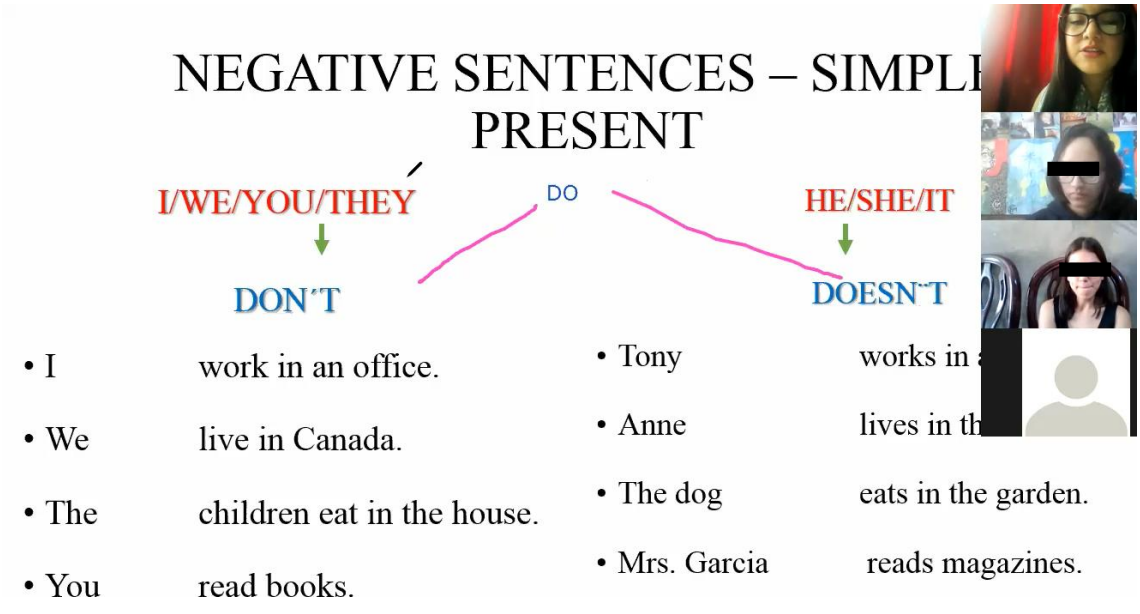
Source: Activities
Elaborated by: Avila, E. (2021)



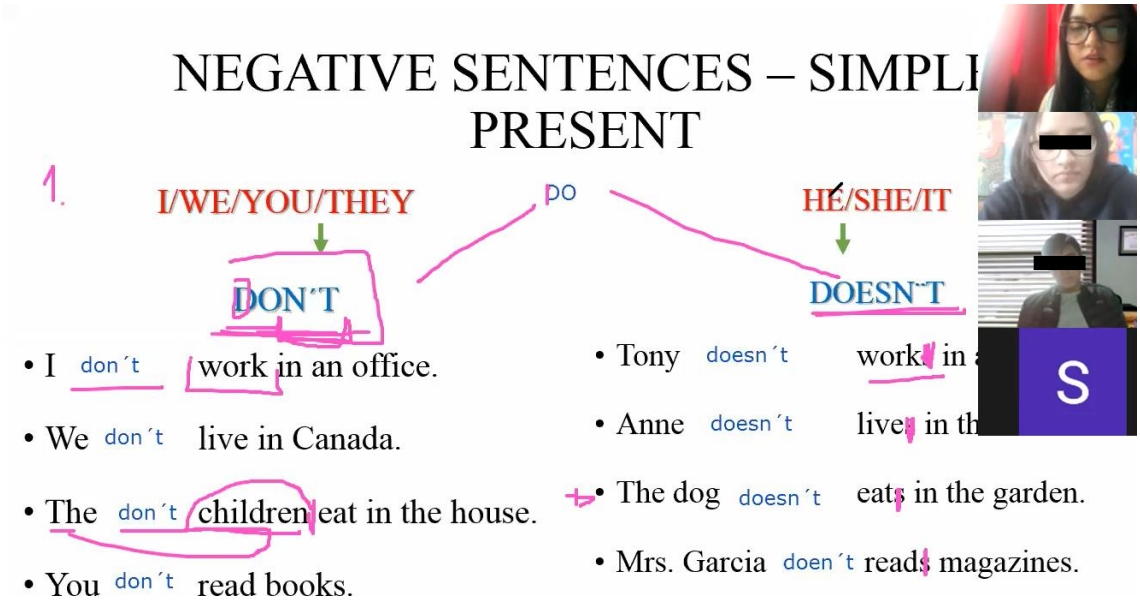
Source: Activities
Elaborated by: Avila, E. (2021)



Source: Activities
Elaborated by: Avila, E. (2021)

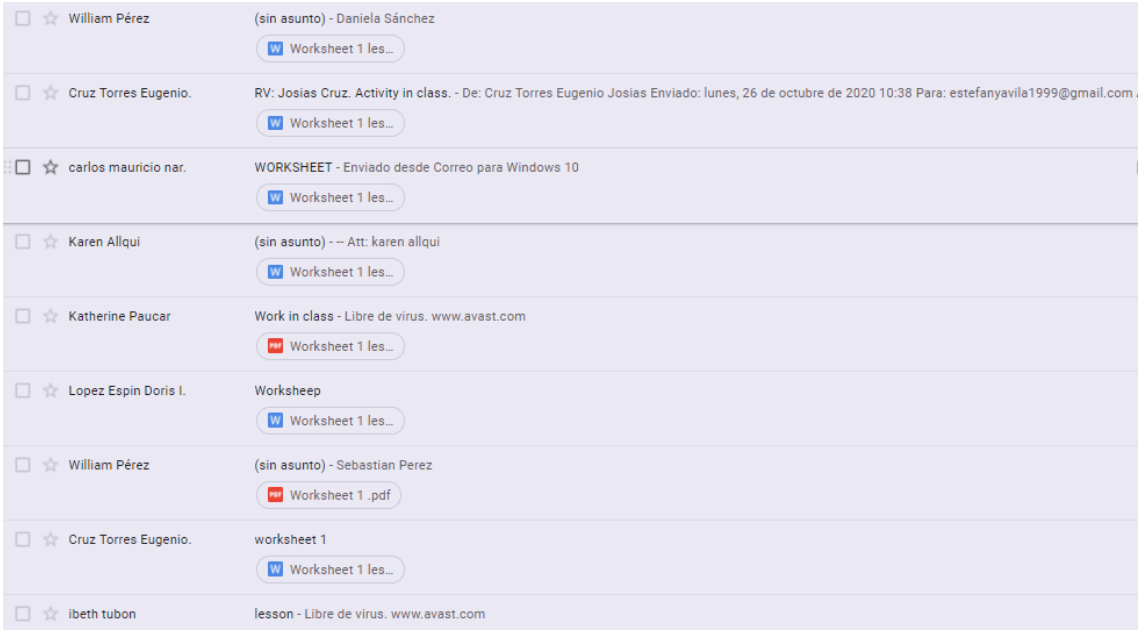


Source: Activities
Elaborated by: Avila, E. (2021)

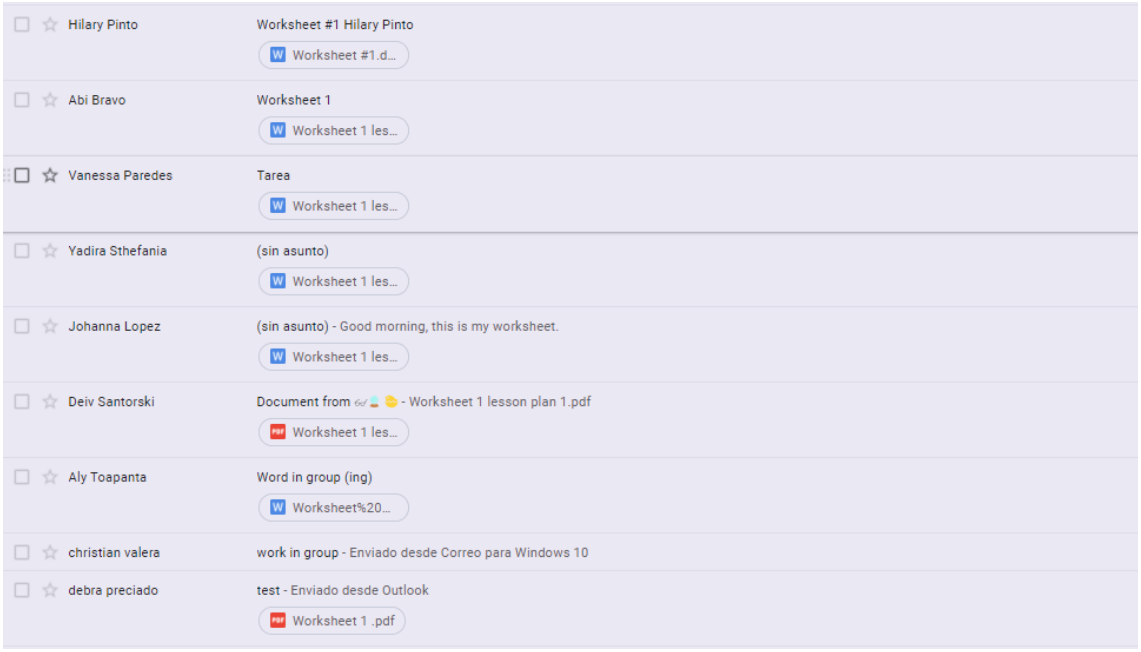


Source: Activities
Elaborated by: Avila, E. (2021)

Students' worksheets



Source: Activities
Elaborated by: Avila, E. (2021)



Source: Activities
Elaborated by: Avila, E. (2021)

Worksheet #1

Student: Carlos Naranjo

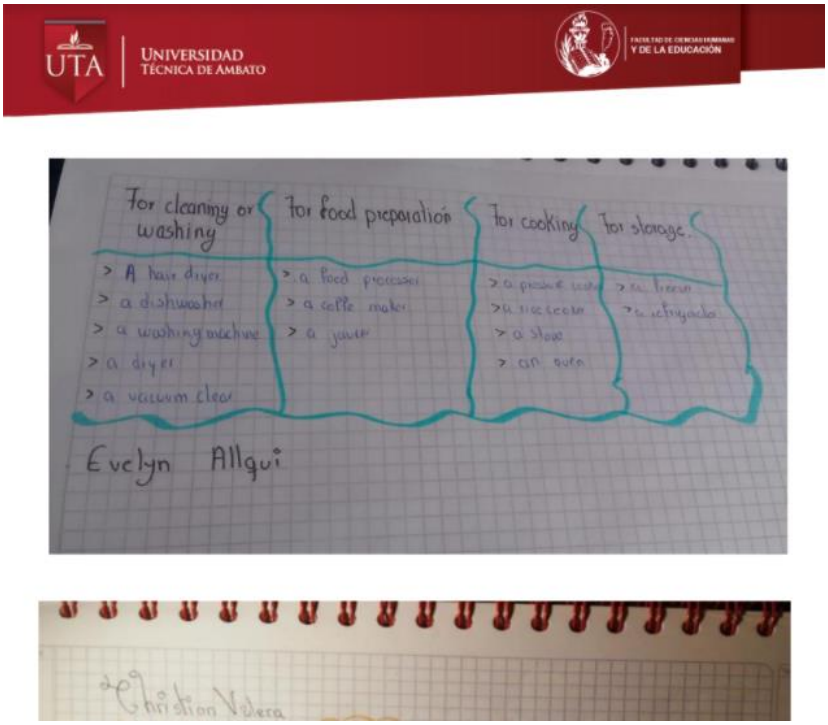
Date: 26/10/2020

Instruction: In groups students need to ask some question about the use of technological devices in order to find someone who is doing the activity that they are reading.

Find Someone Who	**Name**	**More information**
1. Eats bananas in the morning.	Carlos Bravo	Carlos eats bananas in the morning.
2. Doesn´t eat carrots.	Yadira Azogue	Yadira doesn´t eat carrots.
3. Eats breakfast with his/her mother.	Anibal Colcha	Anibal eats breakfast with his mother.
4. Eats lunch with his/her family.	Abi Asanza and Belén Martínez	Abi and Belén eat lunch with their families
5. Eats vegetables every day.	Cristina Tamayo	Cristina eats vegetables every day.
6. Doesn't eat sweets in the weekends.	Carlos Naranjo	Carlos doesn't eat sweets in the weekends.
7. Doesn't eat fruits everyday.	Angie Lescano	Angie doesn't eat fruits every day.

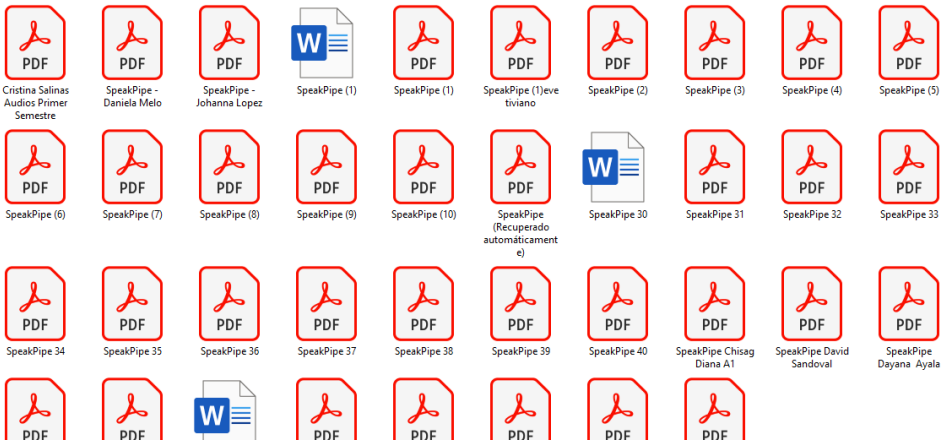
Source: ESL/EFL RESOURCES
Elaborated by: Avila, E. (2020)

Source: Worksheet developed by Naranjo, C.
Elaborated by: Avila, E. (2021)



Source: Worksheet developed by Allqui, E.
Elaborated by: Avila, E. (2021)

Students' audios by SpeakPipe



Source: Activities
Elaborated by: Avila, E. (2021)

SpeakPipe

Name: Daniela Melo

Time: 30-45 seconds

1. To talk about your favorite food. Why?
2. To talk about the categories of food. (seafood, fruits, vegetables)
3. To talk about technology using the vocabulary.

4. To talk about how frequently you play sports or exercise at the places from the vocabulary:

5. To talk about what do you do every weekend.
6. Where do you usually go for vacation?

Links:

1.- https://www.speakpipe.com/voice-recorder/msg/oc0qmqysb2ze6jxx

2.- https://www.speakpipe.com/voice-recorder/msg/8r86ly3986lwctmp

3.- https://www.speakpipe.com/voice-recorder/msg/84agc2setwnxj61z

4.- https://www.speakpipe.com/voice-recorder/msg/1gmyouui68oy5enn

5.- https://www.speakpipe.com/voice-recorder/msg/c2htayt3y1vlbx9r

6.- https://www.speakpipe.com/voice-recorder/msg/kjzv901khhpsce9z

1. https://www.speakpipe.com/voice-recorder/msg/oc0qmqysb2ze6jxx
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Source: Worksheet developed by Melo, D.
Elaborated by: Avila, E. (2021)

Annex 7 Urkund Report

URKUND

Urkund Analysis Result

Analysed Document:	AVILA ESTEFANY THESIS urkund.docx (D91319923)
Submitted:	1/8/2021 2:31:00 AM
Submitted By:	eavila4018@uta.edu.ec
Significance:	2 %