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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
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**Theme:**

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**ENGLISH DIALOGUES AND SPEAKING SKILL DEVELOPMENT**

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Ambato – Ecuador

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## **DEDICATION**

TO:

God, my creator of life who has helped in my professional and academic formation as well as in the achievement of all my objectives and goals. He is my strength and my confidence when I wake up every day.

To my dear parents Teresa and Vicente who have encouraged me with motivational words that have enriched me in my academic formation. In addition to that, they were the fundamental pillars in this process.

To my lovely wife Giovanna. My constant support and example of self-improvement and wisdom. She has also fulfilled an important role as my partner, friend and confidant in good as well as bad moments.

To my lovely daughters Isabella and Daira. They are the engine and inspiration for me to continue fighting and striving, they motivate me with their smile and affection. It is the best reward that I can receive. Therefore, I dedicate this thesis to the abovementioned because in this short academic time they have become my inspiration.

Eduardo

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TO:

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**THEME:** ENGLISH DIALOGUES AND SPEAKING SKILL DEVELOPMENT

**AUTHOR:** Héctor Eduardo Salcedo Borja

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**ABSTRACT**

The learning process requires the practice of the four language skills such as; reading, listening, speaking as well as writing. As a matter of fact, speaking skills are considered as a vital skill in communication. Consequently, it is essential to focus on the English dialogue technique to develop this skill effectively. This study was conducted through the participation of 21 students from the first level of baccalaureate at Unidad Educativa “Adventista” and the main objective was to analyze the influence of English dialogues and speaking skill development in their language learning process. Additionally, according to the pre-experimental design, this study was based on one single group called “experimental group” using the quantitative approach. A total of eight sessions were conducted in virtual as well as in a presential manner. The data was collected through the Key English Test (KET) from the Cambridge Assessment of which the pre-test was applied at the beginning of the research and the post-test at the end of several interventions. The first part was an interview and it focused on personal and general information. The second part was a discussion and it focused on hobbies. Additionally, part 1 and 2 were assessed through Assessing Speaking Performance rubric from Cambridge. The findings revealed that the results obtained at the beginning were 8,43 points and 10,71 in the final test. This research concluded that English dialogues had a positive influence on speaking skill development because the students achieved confidence as they felt free to use their own thoughts, feelings, experiences, and ideas for adapting their dialogues easily and spontaneously.

**Key words:** English dialogues, speaking skills, interaction, confidence, self-assurance.

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**RESUMEN**

El proceso de aprendizaje requiere la práctica de las cuatro habilidades lingüísticas tales como; leer, escuchar, hablar y escribir. De hecho, la habilidad de hablar es considerada como una habilidad vital en la comunicación. En consecuencia, es esencial centrarse en la técnica del diálogo en inglés para desarrollar esta habilidad de manera efectiva. Este estudio se realizó con la participación de 21 estudiantes de primer nivel de bachillerato de la Unidad Educativa “Adventista” y el objetivo principal fue analizar la influencia de los diálogos en inglés y el desarrollo de las habilidades del habla en su proceso de aprendizaje del idioma. Además, de acuerdo con el diseño preexperimental, este estudio se basó en un solo grupo denominado “grupo experimental” utilizando el enfoque cuantitativo. Se realizaron un total de ocho sesiones tanto de manera virtual como presencial. Los datos fueron recolectados a través del Key English Test (KET) del Cambridge Assessment del cual se aplicó el pre-test al inicio de la investigación y el post-test al final de varias intervenciones. La primera parte fue una entrevista y se centró en información personal y general. La segunda parte fue una discusión y se centró en los pasatiempos. Además, las partes 1 y 2 se evaluaron a través de la rúbrica de evaluación del desempeño del habla de Cambridge. Los hallazgos revelaron que los resultados obtenidos al inicio fueron de 8,43 puntos y 10,71 en la prueba final. Esta investigación concluyó que los diálogos en inglés tuvieron una influencia positiva en el desarrollo de la habilidad de hablar porque los estudiantes lograron confianza al sentirse libres de usar sus propios pensamientos, sentimientos, experiencias e ideas para adaptar sus diálogos de manera fácil y espontánea.

**Palabras clave:** Diálogos en inglés, habilidad para hablar, interacción, confianza, seguridad en sí mismo.

## **B. CONTENT**

### **CHAPTER I THEORETICAL FRAMEWORK**

#### **1.1 Investigative background**

Several articles and papers were researched to emphasize the close relationship that the English dialogue and speaking skill development maintain. Previous research works established and contributed to relevant factors to carry out the current research. In this order, various articles are described in the following paragraphs.

The coronavirus pandemic (COVID-2019) forced a sudden change in the teaching and learning process towards online education. Sousa (2021) mentioned that the coronavirus disease developed several challenges for educators forcing them to quickly create courses with new formats. Taking into consideration, the dialogue is a vital tool in the classroom because it leads to good acceptance of different thoughts and it can also be a conduit to an inclusive class.

In the research carried out by Afriansyah (2020) named “Establishing school as a dialogue space: A case study at Kolese Gonzaga high school” which focused on trying to strengthen dialogue as a humanistic educational approach, contended how a learning system can provide a huge space for dialogue to develop communication and speaking skills. This research was carried out at Kolese Gonzaga high school. This work describes a qualitative approach with a case study where preschoolers were selected through a purposive sampling technique. The instruments of data collection were; observation, interviews, and literature study. The interviews were applied directly to the parents, students, teachers, and the school principals. As a result, the institution established dialogue spaces in different ways such as; outdoor classroom activities and indoor classroom activities.

The study fulfilled by Alshaqsi and Ambusaidi (2018) called “The most common patterns of classroom dialogue used by science teachers in Omani cycle two schools”, aimed to find different patterns of classroom dialogues for teaching in science class. This research took place at Omani schools with the participation of three male and three female science teachers. To achieve the main goal, a mixed approach method and three instruments to collect data were used. Firstly, one was an observation card which worked into two groups; whole class and non-whole class dialogue. Secondly, an interview applied to a short focus group and lastly a video recording. This work highlighted that, the most common patterns of science classes were the teacher-to-student dialogue

which was better than the student-to-student dialogue and non-whole classroom dialogue. Finally, female teachers had better results than male teachers in the teacher-to-student dialogue.

“Learning in dialogue: An exploration of talk in an English classroom” written by Newell (2019), explained the importance of learning in a dialogue based on an essay made in a small class of students between fourteen and fifteen years old. It explored the role of talking in an English classroom using a simple method to share information and knowledge. Currently, it is still the best mechanism to give students their personal space to create meaningful ways of thinking about what surrounds them. Additionally, the new meaning and the new information that the students acquired was presented through talking in productive dialogues. As a result, they had the possibility of reflecting on everything, based on whatever situation that they are involved.

According to the study carried out by Noyan and Kocoglu (2019) entitled “Developing EFL writing skills through WhatsApp dialogue journaling” explored the effects of WhatsApp and Pen/Paper dialogue journal on writing performance. This research was applied on the department of Sociology of State University from Turkey. The participants were 45 first-year students and they were grouped into three homogeneous groups of fifteen students. The control group had no treatments while the two experimental groups had 12 interventions creating dialogues through dialogue journaling. The instruments to collect data were a pre and post-writing tests applied to everyone and an open-ended attitudes questionnaire applied to the experimental groups. As a result, the pre and post-test showed substantial progress in writing production for all groups. However, only the Pen/Paper group presented a relevant progress in all writing components. To conclude, both WhatsApp and Pen/Paper groups showed positive attitudes and a great disposition to use dialogue journaling in writing classes.

In the study entitled, “Using online videos to improve speaking abilities of EFL learners” by Yükselir and Kömür (2017) mentioned that, despite its complicated nature, speaking is normally considered to be the most important skill to obtain. For this reason, this research was executed in Turkey with students at prep school from Osmaniye Korkut Ata University. About 20 students from 5 classes were selected for this research. Ten students were grouped according to the first exam being the correlational level. Five online videos taken from different online platforms, were used to analyze the English language during five weeks. The results were examined by using the T-test from IBM SPSS Statistics and according to the second exam, girls showed better results than the boys. In conclusion, speaking is one of the most important

and significant skills that students need to improve. Thus, online videos helped students to develop fluency, communication and interaction, resulting in students conveying ideas and messages easily.

“Dialogue journals and writing skills development” written by Pullango (2017) conducted a survey on 44 students from the second semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato of which, the research had a descriptive level. The main purpose for this research was to establish the acceptance and efficacy of dialogue journals in the writing skill development. Dialogue in writing journals were a great source of motivation because it permitted a good atmosphere in the teaching and learning process. Besides that, it contributed to creating a good relationship of confidence between the teacher and the students. Consequently, this process produced benefits on both sides because the students put their confidence in the teacher and the teacher assisted the students to adapt the language according to the learners' needs.

In the study carried out by De Sousa (2017) entitled “Evaluating communicative language by using creative dialogues”, the aim was to focus on creative dialogues for evaluating communicative language. This study took place in Belo Horizonte, Brazil at the Federal University of Minas Gerais. This research had an exploratory and quasi-experimental level in the research process, because the method applied was through an interactive oral test, used in a communicative context. The students were evaluated in a formal way through tests and informally during their activities and practices. As a result, creative dialogues encouraged the students to improve their speaking skills because learners developed their creativity to express thoughts, ideas, beliefs, experiences, impressions, and feelings on their own accord. Therefore, students used creative dialogues as a technique for preventing the process of merely repeating or memorizing texts.

The research carried out by Marzuki (2019) named “Utilizing recorded English dialogues in teaching English word stress” focused on the effectiveness of recorded English dialogues for understanding the English word stress. It was applied to undergraduate EFL Islamic students in Indonesia and also designed as classroom action research. Furthermore, the research instruments for data collection were; test, observation checklist, field notes and questionnaire. This research was quasi-experimental where the pre-test showed 56.25% of development reached. However, the second test evidenced 81.25% of advance reached. In



conclusion, recorded “English dialogues” were advantageous and effective for understanding the English word stress.

The research carried out by Sharafieva et al. (2019) entitled “Modeling dialogues in FL class” searched to improve the students’ speaking skills through modeling dialogues. This study took place at Kazan Federal University in Russia. The experimental research included 48 students from ninth grade divided into two groups, 26 students in an experimental group and 22 students in a control group. Diagnostic test, formative stage, and post-test were applied for modeling dialogues through patterns from videos. The results determined that learners could use different kinds of patterns to create dialogues where learners developed fluency in the English language. In conclusion, it was easier and entertaining for students to design and create their own dialogues since they chose the most appropriate patterns to establish and manage a dialogue in a conversation.

The study about “Drama and the speaking skill” argued that drama helps students to develop speaking skills. Therefore, research was conducted in Ecuador at Unidad Educativa Napo, Archidona and 40 students from the third level of baccalaureate participated in this study. The research had a quasi-experimental level in the design, which was divided into two groups called experimental and control group. To recollect data the main instrument used was the pre-test and the post-test according to the key English test (KET). The results were analyzed through the Wilcoxon test where there was a substantial improvement in speaking skills. In a nutshell, “Drama” stimulated the oral expressions in students to speak successfully in English and the correct application of this technique helped students to improve their verbal communication (Piedra, 2019).

The study entitled “Using student development theory to inform intergroup dialogue research, theory and practice”, based on exploratory research indicated that students developed capacities according to several pedagogical programs and intergroup dialogue was one of them. Facilitating dialogues related to social and diverse topics helped students to communicate and convey emotions, feelings, and thoughts. Moreover, it showed the students’ interpersonal and intrapersonal identity for understanding and interacting with different groups (Jackson, 2020).

To conclude, the reported studies highlighted the effectiveness of English dialogues in speaking skill development. These were applied to all levels of education (primary, secondary and university students) and ordered in a chronological way, in order to show how dialogues have been used for improving speaking skills. In addition, ten academic papers were considered to support

the use of English dialogues in the speaking skill development and two articles described the use of dialogues on listening and writing skills.

## **1.2 Theoretical framework**

### **1.2.1 Independent variable and development (Cause)**

#### **Methods of teaching English**

Formerly, it was believed that the **Grammar Translation** method was the unique way for teaching a foreign language and it was considered as a traditional and classical method employed to teach Latin and Greek. Students were required to translate word for word from whole texts and they had to memorize an immense list of vocabulary, grammar rules and exceptions. The objective of this method was to read and translate classic masterpieces. Over time literature and modern languages appeared in schools and as a result, this method was replaced by the Audiolingual method (Toshmatovna et al., 2021).

Similarly, in the study called “The key of foreign language teaching methodologies” written by Suleymanova (2018) it is argued that, **Audiolingual** method needs learning habits in order to develop answers automatically and instinctively. In this case, different kinds of drills were used, like extensive drills, transformation drills and substitution drills. For example; teachers used a short sentence like, “I like pizza” where they would show a series of pictures with other kinds of food, and ask the students to substitute “pizza” with the new picture. **Direct Method** is mentioned as a natural approach where the teacher asks questions and the students answer followed by praise or correction. **Immersion** is cited as the most difficult methodology to apply in an environment without native English speakers. In most cases, for English students to have real immersion experiences they need to move to an anglophone country which may imply a lot of expenses. Total Physical Response (**TPR**) is based on the comprehension of different commands such as, sit down, stand up, close the door, open the window, etc. For example, when students listen to the commands and perform actions, they show their comprehension based on the teacher’s instructions.

Currently, **Communicative Approach** is known as the most used and accepted approach to develop the ability to communicate. This methodology helps students to develop fluency thanks to different language functions in communication such as; describing, comparing, narrating, making requests, and answering questions. Task-based Learning (**TBL**) is focused on a communicative classroom with a specific topic unlike the communicative approach. For instance; it seeks to complete specific tasks with language

learned in class and the topics utilized are according to previous lessons taught like; ecology, culture, security, environment, society, etc. On the other hand, there are some methodologies lesser accepted and used as described below:

- Computer Assisted Language Learning (CALL).
- Suggestopedia.
- Community Language Learning
- Language analysis/awareness.

The best methodology may be chosen according to several views, in that way Suleymanova (2018) stated that, “the best teachers choose the best methodology and the best approach for each lesson or activity” (p. 29). The best methodology is linked to the teacher’s knowledge about the students’ needs and the kind of skill that will be developed. In reality, teachers can move freely between tasks, lessons, and methodologies depending on the classroom. Even if classes differ, the teacher can teach the same lesson e.g., second level A, and second level B, using a different methodology.

### **Strategies**

Speaking is a basic skill that people must develop throughout their lives. Hence, teachers must know the students’ needs in the teaching process. In order to establish the appropriate strategy to develop the communicative abilities in students, Jalkute Jitendra (2021) mentioned that “the developed skills will give the confidence and command over English language and will be more useful for communicative purpose” (p.2). Therefore, speaking skills are the best way to improve English as a foreign language, henceforth it is essential to develop several strategies to improve fluency. Some of these strategies are applied in each unit according to the author’s planning. The unit includes the general topic with conversations, poems, stories, and discussions. There are thirteen strategies which are classified based on the following order:

1. Introducing skill strategy.
2. Mind theory exercises strategy.
3. Gab strategy.
4. Models of listening strategy.
5. Word building power strategy.
6. Converse strategy.
7. Listening, reading and comprehension strategy.
8. Experience based speaking strategy.

9. Practice exercises.
10. Concepts learning strategies.
11. Guided speaking strategy.
12. Remedial programmes strategy.
13. Non-correctional strategy.

Each of these strategies have important activities to help students to develop speaking skills. Nevertheless, according to the research topic converse strategy has a model of conversation which includes a dialogue. It is based on questions and answers which is not complicated for developing the dialogue, the teacher creates confidence, when she/he explains the strategy and then reads the dialogue aloud while students listen. The teacher explains new and difficult vocabulary and the class is prepared in pairs according to the conversation, then students discuss the roles and characters in the dialogue. They are given a few minutes to read in silence and discuss the topic. The teacher requests the students to perform the conversation in pairs. Finally, students have the confidence to change some words in the dialogue performance (Jalkute, 2021).

### **Techniques**

In the book written by Paulston and Bruder (1976) entitled “Teaching English as a second language. Techniques and procedures” four techniques were published to develop speaking skills that help in understanding the communicative interactions. These techniques include “Social formulas and dialogues”, “Community-oriented tasks”, Problem-solving activities”, and “Role play”.

#### **1. Social formulas and dialogues**

This kind of technique helps to maintain social relations that cover functions such as complaints, compliments, excuses, greetings, introductions, feelings, etc. For this reason, it is very important that students know how the activity is structured, so as to develop it in an appropriate manner.

##### Structure

##### I. Phrases

A. Formal

B. Informal

##### II. Dialogues

A. Formal

B. Informal

### III. Situations

A. Structured

B. Semi-structured

C. Unstructured

## 2. Community-oriented tasks

It is described as a set of exercises that allow students to interact in the target language with native speakers outside the classroom. The communicative interaction is based on real situations with relevant and required information. Firstly, the topic must be chosen e.g. “The Bank”, then the author proposes to create a set of ten relevant questions about the topic e.g. “Can I take money out of my account at any time?”. Secondly, to report the activity it is necessary to establish a role play by using the topic e.g., “Role Playing: The Bank” taking into account the situation, roles, useful expressions and necessary information (Paulston & Bruder, 1976).

## 3. Problem-solving activities

Paulston and Bruder (1976) argue that, this strategy is based on problems and possible solutions where there is one or several options that can be chosen. In this case the topic chosen was, e.g. “A camping trip”. The teacher proposes the question e.g. “what do you need for a great camping trip?”, students choose just seven objects according to the bag size and the professor gives the students a list of possible solutions that the bag should contain. These activities are to be used in group settings hence they give a perfect impression for developing speaking and communicative skills.

## 4. Role play

These categories are activities where students are assigned with a specific role into the dialogue. Learners must improvise and perform according to the character designed. However, there are really simple, as well as more complicated role plays, that include an elaborated script written by students. Its structure is composed of three specific parts; the situation, useful expressions and the roles. In terms of, “the situation”, it allows a creation of a plot such as a “telephone conversation” or more complex like a “job interview”. “Useful expressions” denote the use of linguistic information, expressions, vocabulary, phrases, grammar patterns, “WH” questions and probably answers. Finally, “roles” establish a list of characters according to the situation selected and each character could have a fictitious name (Paulston & Bruder, 1976).

## **English dialogues**

The independent variable is supported in various theories according to the traditional authors. Vygotsky, who is considered as the precursor of constructivism established that children's development cannot be viewed as an individual practice. For example; the creative conversations develop the cognitive and linguistics skills in children. In this way, the children organize information to construct a correct meaning according to the structure of the dialogue. It is based in a social interaction where people and the society play an important role in language development. Furthermore, children sense the language firstly as a social function and then they understand the language like a communicative function (Goodman & Goodman, 1990).

Additionally, speech and action are related in the children's development where it is established by some questions as an external stimulus in order to achieve spoken interactions. For instance; it can be used through different stimulus like cards, toys, questions, objects for obtaining an answer with meaning related to the involvement which helps children to develop their imagination and to express their thoughts and ideas (Vygotsky, 1978).

Moreover, Durkheim Emile (1982) in his studies mentioned that "there is, so to speak, no human occurrence that cannot be called social" (p.50). All individual interactions are not separated from the society. It reflects undoubtedly a social interaction in each activity that people are involved. For example; the act of eating, drinking, sleeping, talking occurs in the presence of another person. Furthermore, politics, culture, religion, education, occupation, etc. connects people in a single group where interactions occur unconsciously. (Durkheim,1982)

As mentioned above, categories such as; methods, strategies and techniques have a significant role in terms of the independent variable. Additionally, the last category worthy of mentioning concerns English dialogues.

Without a doubt, when people meditate about dialogues, the first thing that comes to their mind is the question: is it a strategy, a method, an approach, or a technique?. According to, Durakoğlu, (2013) dialogues are considered as a technique based on Freire's method which was conceived as the most important and unique element that humans can have. The dialogues present some characteristics like; humility, love, faith, courage, and hope which esteem every human as an educated person worth respecting and acknowledging. On the other hand, Srisawat

and Pluempan (2018) proposed English dialogues for Thai Students in a conversation class. The main objective was to apply dialogues outside the classroom with activities focused on supporting and encouraging students. As a result, prompting students to participate efficiently in a conversation by changing a simple repetition and memorization of a dialogue into a natural and spontaneous answer.

Dialogue is considered as the main tool to develop intelligence in human beings because the human brain has the ability of negotiating the complexities of life. The information a human receives is not just through writing but speaking and listening. For this reason, the dialogues are fundamentals of the linguistic education since the ability to talk allows developing consciousness and comprehension. These are expressed when people share their experiences and emotions with others and the dialogic capacity is more intricate than the language. For instance; when children develop consciousness and comprehension, they can control their internal mental processes by creating conceptual tools for thinking through the dialogue. To understand the necessity of dialogue in children Fisher (2009) describes some important reasons below.

### **Dialogue and social success**

Unquestionably, an uncertain world is waiting for the children therefore, professors and parents are preparing them daily for that. They will have unexpected problems and issues to face in their future lives, developing the ability and skill for finding solutions by working with others will result in their future success. In conclusion, the key to their future success is to relate and establish a good relationship with others which occurs through dialogue (Fisher, 2009).

### **Dialogue and thinking**

Fisher (2009) argues that, dialogue is considered as the most important tool that children use to translate their thoughts into words. It can be utilized to extend the way children think, in terms of expressing ideas they were ignorant of before. They can express these ideas naturally. For instance, children feel comfortable and motivated when they realize that they have expressed something new in a spontaneous manner.

### **Dialogue and intelligence**

It has been noticed that the levels of intelligence in kids can be increased through dialogues. Moreover, evidence suggests that through the cognitive process applied to open-ended collaborative learning, classroom dialogues, and self-assessment the degree of

intelligence in children improves. Making discernment and learning more noticeable through the classroom dialogue (Fisher, 2009).

### **Dialogue and creativity**

Fisher (2009) states that, the power of the mind allows human beings to be able to create new ideas about their surroundings through imagination and it can be viewed as raw material for conceiving a lot of things. For example, clay works, help people to mold ideas and thoughts into new forms of thinking. On the other hand, creativity is linked to dialogue but they need to share several characteristics e.g., they must have different points of view, open-ended speculations, and shared understanding even if there are agreements or differences of opinion.

### **Dialogue and well-being**

Currently, children are being exposed to a competitive and materialistic world with no safe haven, for example the classroom has become a competitive place. As a consequence, they are exposed to the same stress and tension as adults are. Added to this, the pressure of exams, tests, and tasks in school result in depression, anxiety and irritability. On the other hand, the presence of dialogue assists humans with their well-being, which combats pressure in a natural way and it is also known as a primary therapeutic tool. Dialogue also searches to connect with others through emotions and feelings which helps children to develop a positive relationship with themselves and with the people around them, for their own well-being (Fisher, 2009)

### **Dialogue and employability**

Fisher (2009) mentioned that, the contemporary society demands children to develop dialogic abilities in team-work, solving-problems, communication and customer handling. This will be vital in the future, especially if children take full advantage of their success in the work environment. Henceforth, these dialogues will prepare children to improve their ability to relate, communicate, work, solve problems and maximize their success in the early stages of their lives.

### **Dialogue and problem-solving**

The author mention that, is notable that some children have the ability to solve problems better than others in the classroom, especially when they must complete problem -solving tasks or when they need to do activities in groups. They are able to listen to each other, to ask for help when they need it and willing to change their ideas in order to achieve the main objective



in each task. As a result, children who practice dialogues have more opportunities to achieve success in their adulthood (Fisher, 2009).

On the other hand, Fisher (2009) states that, is important to understand what kind of talk dialogue is, since there are several kinds of talk, that parents, teachers, and authorities use with children, in this manner the author establish five categories listed below:

- Telling - “I tell you”
- Questioning - “Can you tell me”
- Conversation - “Let’s talk”
- Discussion - “Let’s discuss this....”
- Dialogue - “Let’s think together....”

### **Dialogue – “Let’s think together”**

Unlike the other categories, the dialogue “Let’s think together” has many features of discussion. Although, it does not follow a specific structure of an agenda because it involves two people listening to each other, taking into account different points of views and sharing ideas. In a dialogue, people try to reach a common understanding but not necessarily an agreement because the intention is to build ideas and thoughts for linking them into comprehensible lines of thinking. Another important feature is that people can reach an unexpected conclusion thanks to divergent ideas in the dialogue (Fisher, 2009).

Moreover, seen from another point of view, students have experienced several problems with their argumentative skills. For this reason, it is important to create new strategies to guide students in their speaking. Development programs and educational dialogues propose English dialogues as an effective technique for improving argumentative and speaking skills. Likewise, the learning process through dialogues cannot be viewed only as acquiring and following a text model rather, dialogues must be studied as a creative activity where the students develop the capacity of connecting ideas and articulating arguments in a natural way (Littleton & Howe, 2010). On the other hand, the opportunity to know new ideas, experiences, and knowledge is through new surroundings. Dialogue takes an important place in this stage because students can think independently and they can answer without difficulty according to the situation. Furthermore, learners become more confident to create and perform dialogues (Newell, 2019).

### **1.2.2 Dependent variable and development (Effect)**

#### **Language**

Language is considered a communicative tool in the social interaction between human beings. It allows acquiring different experiences of life in order to transmit them to different generations. Furthermore, by using language, people can create dialogues and communicative acts as an important occurrence in society, thus the usage of language will show or reflect social values (Korneeva et al., 2019). In contrast, language has different components like pragmatics, discourse, syntax, vocabulary, grammar, phonology, morphology. However, four of them are the most important in the learning process such as; grammar, phonology, vocabulary, and morphology. Each component is used for different functions for instance, the meaning of words, sounds of speech, word structures, and rules to organize sentences (Saxton, 2017).

#### **Language skills**

People use language to express emotions and thoughts. Thus, it is a significant skill for human beings that should be carried out with utmost importance. In any language it is crucial to acquire and master the four skills and their sub-skills which are reading, writing, listening, and speaking. These language skills are classified into two parts or categories, the first one refers to productive skills, commonly known as active skills which includes speaking and writing. The second one denotes to receptive skills, also known as passive skills which take into consideration listening and reading. These skills are pliable meaning they can be organized in other ways, e.g., listening and speaking in aural-oral skills as well as reading and writing in graphic-motor skills (Husain, 2015).

#### **Productive skills**

In the research carried out by Husain (2015) named “Language and language skills” stated that, speaking and writing are involved in productive skills which are known as active skills because learners will be able to produce something perceptible. For example, in speaking, students produce sound with meaning and, in writing learners produce different kinds of text. In this way, people can produce spoken and written language to transmit and to interact with others. On the other hand, in the research about “Effective teaching of productive language skills” written by Bobojonova (2020) established that, productive skills are certainly essential for the learning process because, combining both in each lesson contributes to rapid progress. Moreover, active skills measure the ability or capacity for speaking and writing.

## **Speaking skill**

Khatamova and Erbutaeva (2017) in the research work entitled “Teaching speaking skill and its importance” quoted that, the speaking skill is the most difficult skill to develop in the learning process. However, learners must take full advantage of each opportunity to speak with others, for this purpose teachers must create situations to practice speaking in class and create a good atmosphere to use language in real communication. Consequently, learners will be able to pronounce words, create and answer questions as well as use correct intonation.

The research carried out by Ihejirika and Opara (2008) pointed out that speaking skills are frequently used more than writing skills in current situations. English as a global language is understood as a tool for communicating and interacting effectively. However, there are a lot of sounds that people can produce but if these sounds do not have meaning the listener will not be able to comprehend what the person is trying to say. Furthermore, Rao (2019) stated that, the English language is considered as a global language because it is spoken around the world and used as a means of global communication. Moreover, English is the most used language in different fields like; scientific research, medicine, business, education, engineering, technology, etc. For example, in education speaking skills have taken a very important role in the teaching space allowing students to perform well in the tasks and activities in the classroom e.g., in discourses and debates. As a result, it will help students in their future lives in acquiring good job opportunities, making public speeches, improving business, building confidence levels, attending interviews, etc. The best way to improve the ability to talk is through practicing and emphasizing speaking skills applied both in and outside of the schoolroom.

Certainly, Hadfield and Hadfield (2008) established that, speaking skills involve many characteristics that must be developed in the language learning process. All spoken English is focused on pronunciation and these have some features which include; individual sounds, word stress, sentence stress, connected speech and intonation.

### **Individual sounds**

The English language has 44 phonemes or different sounds written in a specific phonetic alphabet. These are divided in consonant and vowel sounds; some examples are described below.

- θ     think    /θɪŋk/
- k     cat        /kæt/
- eɪ     say        /seɪ/

- ʊ      put      /pʊt/

Students must distinguish the difference between sounds that are similar. For example, in minimal pairs like; vowel sounds /æ/ and /ɛ/ in words like bad and bed or /ɪ/ and /i:/ in sit and seat, consonant sounds /n/ and /ŋ/ in words like thin and thing or /t/ and /θ/ in words like tree and three.

### **Word stress**

Words are built from the combination of vowels and consonants or one or more sounds and syllables. In this case, students need to be able to identify and produce the appropriate stress pattern according to the word. For example, it can be used when there is one syllable in the word bus, two syllables in the word to-night, three syllables in the word ex-pen-sive, four syllables in the word in-vi-ta-tion. Having these words stressed with more than one syllable such as; **tonight**, **expensive** and **invitation**, it produces the appropriate stress pattern according to each word.

### **Sentence stress**

The stress pattern is not used only in a single word but it is also used over a sentence. These are related with words that denote new information, an example is described below.

**When** are they **going** to see **Lewis**?

We will **probably** see him on **Tuesday**.

Additionally, a sentence could be understood in different ways and it all depends on what the person wants to emphasize, for example:

**John** will travel with Tracy on the weekend.

John **will** travel with Tracy on the weekend.

John will **travel** with Tracy on the weekend.

John will travel **with** Tracy on the weekend.

John will travel with **Tracy** on the weekend.

John will travel with Tracy **on the weekend**.

### **Connected speech**

In a real conversation, words flow naturally, especially when a word ends in consonants and the following word begins with vowels e.g., the sounds /l/ and /v/ in the words **whole of** (/həʊl v/) the letter “e” is omitted, it can also happen with consonants together such as the **next twenty** (nexttwenty) pronounced /neks'twenti/ one “t” is omitted. In the same way, in **seven**

hours the letter “h” is omitted and the /n/ links with /əʊ/ pronounced /sɛvən'əʊərz/. Another form of connected speech is by contractions e.g., from I am to “I’m” or is not to “isn’t”.

### **Intonation**

The speaker’s voice denotes the intonation in the sentences in which people can go up or down especially at the end of the sentence and questions. The patterns about intonation are absolutely complex. However, to understand in better way, a simple example is presented below.

“Have you completed **the activity yet?**” the voice goes up at the end of the question and “**Not yet**” the voice goes down (Hadfield & Hadfield, 2008).

## **1.3 Objectives**

### **1.3.1 General objective**

- To analyze the influence of English dialogues and speaking skill development at Unidad Educativa “Adventista”

### **1.3.2 Specific objectives**

- To explain the speaking skill competence in the students.
- To identify the most appropriate activities to develop speaking skill according to the age of students.
- To determine the effectiveness of the English dialogues on speaking skills development.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources.**

During the research, various resources were used according to the requirements of the research project such as; human resources, institutional resources, technological resources, materials and economics. The human resources were the research tutor, the two revision tutors and the researcher from the university. Additionally, from “Adventista” school; the educational coordinator, the professor, and the students also contributed to the research. The technological resources were of vital importance when applied in the virtual modality through; laptops, internet connections and interactive websites. The materials used were; eight lesson plans, the students’ book and worksheets at school. In the virtual modality the software used were; interactive websites, online platforms and slides. Finally, all financial resources were paid for by the researcher such as; mobilization towards the institution, printing of worksheets, etc.

#### **2.2 Population**

21 Students from Unidad Educativa Adventista formed part of the population in this English research work assignment. The participants are studying the first level of baccalaureate (1° BGU) that belong to level A2 “Elementary English” according to the Common European Framework of Reference of languages. The students participated in eight sessions in both modalities, online 40 minutes and presential 60 minutes.

#### **2.3 Instruments**

The pre-experimental design used a pre-test and a post-test which was carefully chosen according to the students’ level and also in concordance with the (CEFR) Common European Framework of Reference for Languages. Corresponding with A2 level (KET) Key English Test, this was taken from the Cambridge Assessment, which were the sample materials of versions for the speaking tests. This test was divided into two parts, both were essential to help analyze the students’ speaking level, in the target language. The first part was an interview and it focused on personal and general information. The second part was a discussion and it focused on hobbies. On the other hand, the pre-experimental method assessed a pre-test at the beginning of the research and the post-test at the end of several interventions applied to the students. A series of questions were made by the interlocutor to the student and they interacted together in the discussion. Additionally, part 1 and 2 were

assessed through Assessing Speaking Performance rubric from Cambridge. This evaluated three aspects on speaking skills:

- Grammar and vocabulary
- Pronunciation
- Interactive communication

According to the scale rating, zero represented the lower grade and five the higher grade. Finally, several lesson plans were presented to carry out the interventions after the pre-test.

### **2.3.1 Procedure**

According to the chronogram, eight sessions from forty to sixty minutes were developed in both modalities. The interventions applied to the students were twice a week, virtual on Monday from 11:40 to 12:20 pm and presential on Thursday from 8:20 to 9:20 am.

### **2.3.2 Session one**

In the first lesson the pre-test was applied to collect data about the speaking skill competence in the students. The researcher and students had a short meeting to participate in, based on the Rubric from Cambridge Assessment. The researcher instructed students about the activity and divided the class in pairs and he received each pair of students with the rubric into another classroom. The researcher read the prompts and students started the test with part 1 and 2, then the researcher graded the students' performance according to the KET speaking paper.

### **2.3.3 Session two**

The second session focused on WH questions with the objective to enable students to construct questions about general and personal information. To introduce the class to this activity, the researcher presented a short tongue twister related to WH questions followed by a WH question video. Furthermore, the researcher explained the use of WH questions through online slides at Canva platform, based on online worksheets the researcher then presented some WH question exercises. Lastly, the researcher gave instructions about the homework and informed the students to send ten WH questions with their answers to the institutional email address.

### **2.3.4 Session three**

The objective of the third session was to develop the ability in students to be able to introduce themselves independently and other people too, based on the topic "Let's talk about you". To accomplish this objective the researcher reviewed the previous class through the ball

game and then he wrote the structure of WH questions on the board followed by some questions through flashcards. During this time the students took notes and paid attention to the researcher's explanation. The researcher planned the activity about the discussion by dividing the class into pairs and used flashcard questions for the discussion. On the other hand, the students discussed in front of the class the extracted information from their classmate based on the example given by the researcher.

#### **2.3.5 Session four**

The main objective for this session was for students to be able to establish a dialogue by using the auxiliary do, does, and Wh questions. The researcher checked the hobby vocabulary through some online slides and the students practiced and repeated the correct pronunciation. Then he elaborated on the structure of making questions by using the auxiliary do and does, followed by some online activities on the "Wordwall" website. These activities included filling in the missing word exercises where the students should use "do and does" to complete the sentences correctly. The researcher presented an example about how to keep a dialogue through auxiliary "do and does" and "Wh" questions and sent two students to each breakout room to familiarize themselves with the questions through a dialogue. On the other hand, students must then create a short new dialogue focusing on the word bank. The word bank included some words and questions like; "hello, good morning, how's it going?, what's new?, bad, boring, bye, bye-bye" and so on. Finally, students presented their dialogue in the whole zoom class session.

#### **2.3.6 Session five**

The fifth session was focused on the student's ability to include the first conditional in their daily dialogues based on the topic, "the environment". To introduce the lesson the researcher broke the ice by starting with "Simon says game". Therefore, the vocabulary about the environment and the first conditional structure was taught through the student's book according to "Stopwatch 4 from the Santillana edition". The researcher then divided the classroom into groups of two people and gave instructions to develop a creative dialogue, in this case the researcher suggested some topics such as; "Visit a museum, Dance to music, Read a book, Study for an exam, Eat at a restaurant and Drive a car". Furthermore, students performed their creative dialogue in front of the whole class.



### **2.3.7 Session six**

This session focused on students being able to have conversations expressing the future consequences of possible events. The researcher used a random roulette to make students remember the first conditional and he reinforced this information with a video related to the topic. The students completed the first conditional sentences with the correct tenses on the “Wordwall” platform and also on the “Liveworksheets” website. Additionally, the researcher gave instructions about a dialogue game created on “Educaplay” platform and he created breakout rooms for the students to work in pairs. The researcher overseed the activity in each breakout room. During this activity the students experienced the process of listening, repeating and creating their own dialogue. As a result, they presented their own dialogue assignments to the researcher.

### **2.3.8 Session seven**

The topic in the seventh session was “Travelling” and its objective focused on being able to talk about past experiences. To achieve this goal the researcher began the class through “Hangman” activities with missing words related to hobbies. The researcher used the book entitled “Stopwatch 4 from the Santillana edition” to teach vocabulary and present perfect tense structure and how it should be put into practice. Moving forward, the researcher asked the students to complete the worksheet exercises taking into consideration present perfect simple tense in activities like; choose the correct option, complete the sentences and re-arrange the sentences correctly. To conclude, the researcher divided the class into groups of three people with the aim of developing a role-play activity, where students chose a topic based on their past experiences about a meeting between friends and each one of them designed a character and wrote a short script to perform the role-play in front of the whole class.

### **2.3.9 Session eight**

The post-test was given to students to evaluate their speaking skills based on extracted personal information and discussion. The activity was developed in the same way as the pre-test. The researcher collected the rubrics from each pair of students in another classroom and he read the prompts and started with the test. Thereafter, the students’ performance was graded by the teacher according to the rubric from Cambridge Assessing Speaking Performance for level A2.

All planification helped the researcher to understand the best manner to achieve the proposed objective in the research project named “English dialogues and speaking skill

development”. According to the information obtained from the pre-test the researcher recognized the English competence of the students. It also helped in deciding what kind of interventions will be useful and successful for the students according to their level. Moreover, the activities applied in the sessions ranged from less complicated such as making questions and discussions to more complicated like dialogues and role play. Lastly, the post-test acknowledged the results of all the interventions and activities in the research process.

## **2.4 Methods**

### **2.4.1 Basic research method**

This research had a quantitative approach because pre and post-test data collected was measured according to the obtained results from the specific assessment rubric. Therefore, it was possible to quantify the number and the percentage of students who improved their speaking skills by using English dialogues. Additionally, all data collected from the students’ grades were tested in a specialized software called “IBM SPSS statistics” in order to obtain accurate results and determine which hypothesis must be accepted.

## **2.5 Research modality**

### **2.5.1 Field based research**

The investigative work had two modalities, which were presential and virtual. The former, was through direct contact with students in the classroom and the latter, was through digital contact. As a result of the coronavirus pandemic (COVID-2019) the world was obligated to take drastic measures to protect the population. Consequently, the study was conducted at the Unidad Educativa Adventista, as well as on the Zoom platform. All materials presented were designed according to the students’ needs. Digital tools and digital resources in virtual modality, as well as physical resources to enhance face-to-face modality.

### **2.5.2 Bibliographic research**

This research is considered bibliographic because it was supported by academic articles, books and journals as well as scientific online information sources. Considering the accuracy and validity of the information obtained from previous published research, which has been carefully selected from current articles, journals and books related to the research topic. Consequently, the researcher analyzed and collected all necessary information based on the findings.

## **2.6 Level or type of research.**

### **2.6.1 Pre-experimental research**

This research was pre-experimental according to the research levels since it was selected in a single group of students. Pre-experimental level determined and guided the process of this study. Furthermore, it allowed measuring the influence of English dialogues on speaking skills and also allowed acquiring the results from pre-test as well as post-test.

## **2.7 Hypothesis**

### **2.7.1 Null hypothesis**

English dialogues do not have a positive influence on speaking skill development in the students of the Unidad Educativa “Adventista”.

### **2.7.2 Alternative hypothesis**

English dialogues have a positive influence on speaking skill development in the students of the Unidad Educativa “Adventista”.

## **2.8 Variable identification**

**2.8.1 Independent variable:** English dialogues.

**2.8.2 Dependent variable:** Speaking skill development.

## **CHAPTER III**

### **RESULT AND DISCUSSION**

#### **3.1 Analysis and discussion of the results**

This chapter reflected the data collected during the process of the eight interventions experiment. The initial and the final sessions were for applying the pre and post-test. Furthermore, six sessions were utilized to apply these techniques; English dialogues, discussion and role play. English dialogues were the most relevant ones than the others in this research. The participants were students from Unidad Educativa “Adventista” in the first level of baccalaureate. The results were highlighted in various tables and figures, where the collected information was synthesized. The analysis and results focused on several parameters to evaluate the students’ performance according to the pre-test and post-test results. Finally, the software IBM SPSS statistics was utilized to validate the correct hypothesis.

### 3.1.1 Students' pre-test

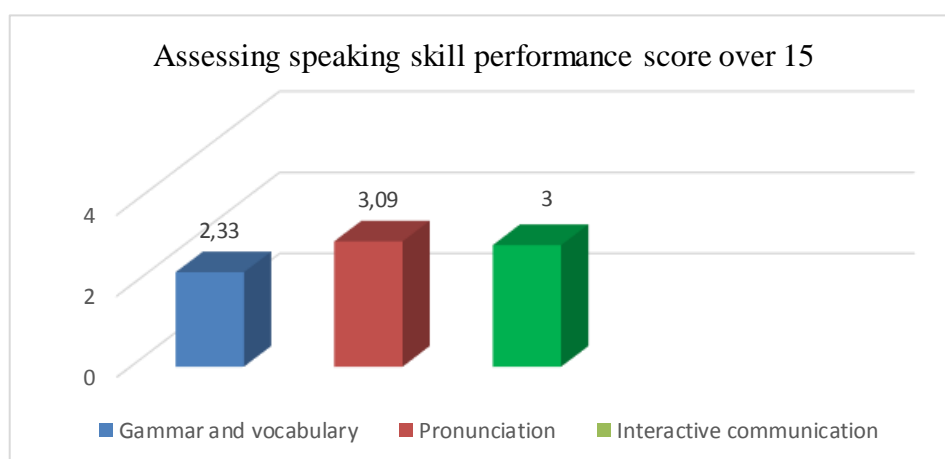
**Table 1.** Pre-test

Assessing speaking skill performance score over 15				
	Grammar and vocabulary	Pronunciation	Interactive communication	Total average over 15
	2,33	3,09	3	8,43
<b>Percentage</b>	<b>15,53%</b>	<b>20,6%</b>	<b>20 %</b>	<b>56,2%</b>

**Source:** Students' pre- test

**Author:** Salcedo, H. (2021)

**Figure 1.** Pre-test



**Source:** Students' pre- test

**Author:** Salcedo, H. (2021)

### Analysis and interpretation

Figure 1 depicts the pre-test results based on an assessment of speaking skills graded out of 15 points. The speaking skills assessed are shown in two different outcomes, as pre-test results as well as a speaking skills competence percentage. In this manner, the outcome of the assessment described in terms of Grammar and Vocabulary achieved 2,33 points corresponding to 15,53%. In addition to that, Pronunciation revealed 3,09 points that is equal to 20,6%. Finally, Interactive communication totaled 3 points which represents 20%. The total average adding each amount achieved 8,43 points which amounted to 56,2%. Therefore, it was noted that the students did not achieve good grades in each assessment criteria, as a consequence their speaking skill competence presented some deficiencies.

### 3.1.2 Students' post-test

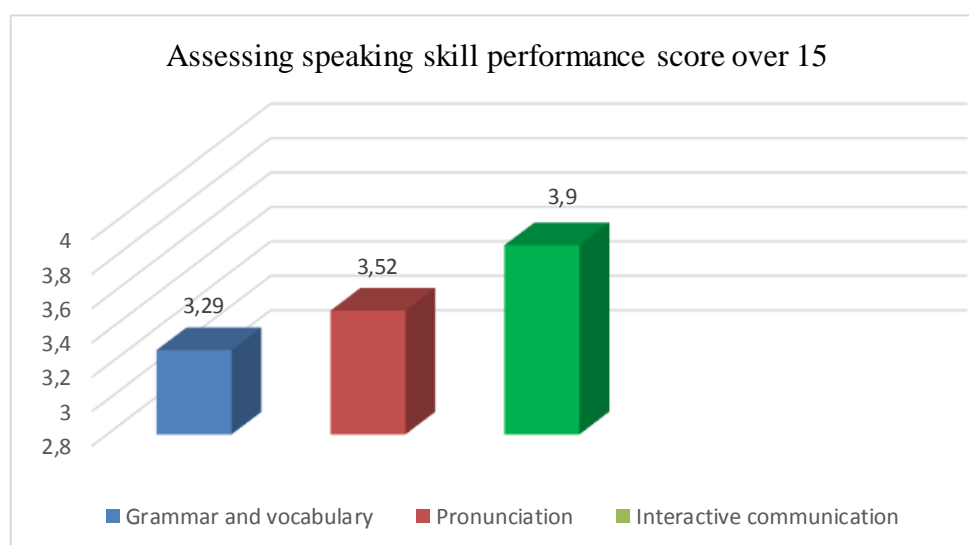
**Table 2.** Post-test

Assessing speaking skill performance score over 15				
	Grammar and vocabulary	Pronunciation	Interactive communication	Total average over 15
	3,29	3,52	3,9	10,71
<b>Percentage</b>	<b>21,93%</b>	<b>23,47%</b>	<b>26 %</b>	<b>71,4%</b>

**Source:** Students' post-test

**Author:** Salcedo, H. (2021)

**Figure 2.** Post-test



**Source:** Students' post-test

**Author:** Salcedo, H. (2021)

### Analysis and interpretation

In Figure 2, the post-test results revealed the collected data about Grammar and Vocabulary, Pronunciation as well as Interactive communication. In this way, Grammar and Vocabulary presented 3,29 which correspond to 21,93%. Pronunciation obtained 3,52 points which is equivalent to 23,47%. Interactive communication achieved 3,9 points which denotes 26%. The total average obtained was 10,71 points which equates to 71,4%. Consequently, it was noted that the students achieved the minimum percentage in their speaking skills competences according to the national educational standards.

### 3.1.3 Students' pre-test and post-test – Grammar and vocabulary

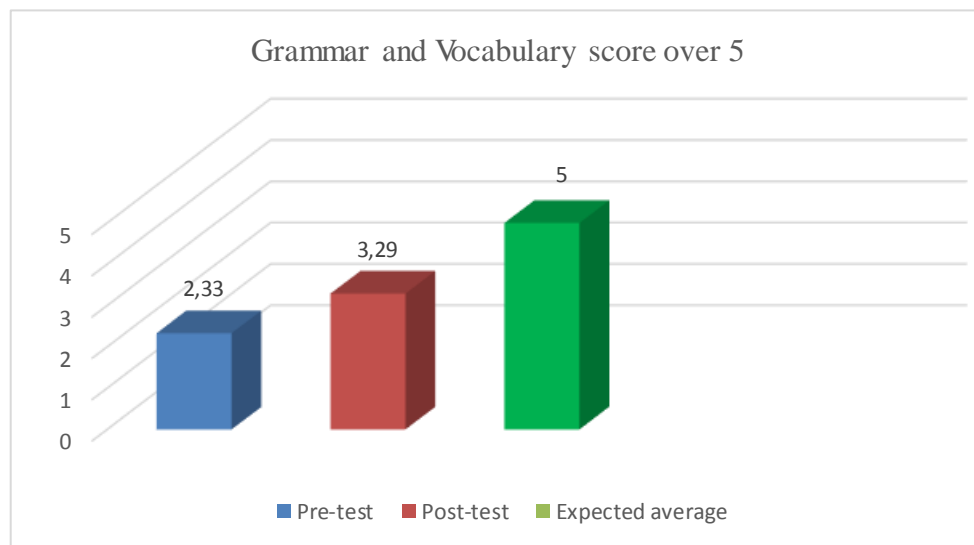
**Table 3.** Pre-post test – Grammar and vocabulary

Grammar and vocabulary score over 5			
	Pre-test	Post-test	Expected average
	2,33	3,29	5
<b>Percentage</b>	<b>46,6%</b>	<b>65,8 %</b>	<b>100%</b>

**Source:** Students' pre- test and post- test

**Author:** Salcedo, H. (2021)

**Figure 3.** Pre-post test – Grammar and vocabulary



**Source:** Students' pre- test and post- test

**Author:** Salcedo, H. (2021)

#### Analysis and interpretation

According to Figure 3, in the pre-test which had a part about Grammar and vocabulary the students acquired an average of 2,33 points over 5 points which amounted to 46,6%. Whereas in the post-test the students obtained 3,29 points over 5 points that equaled to 65,8%. The scores in the pre-test and the post-test had a difference of 1 point which in percentage form represented 20%. Comparing both averages of the students' pre-test and post-test, most students improved their scores after the interventions. The English dialogue technique applied on the interventions helped students to enhance their grammar and vocabulary in their speaking process.

### 3.1.4 Students' pre-post test – Pronunciation

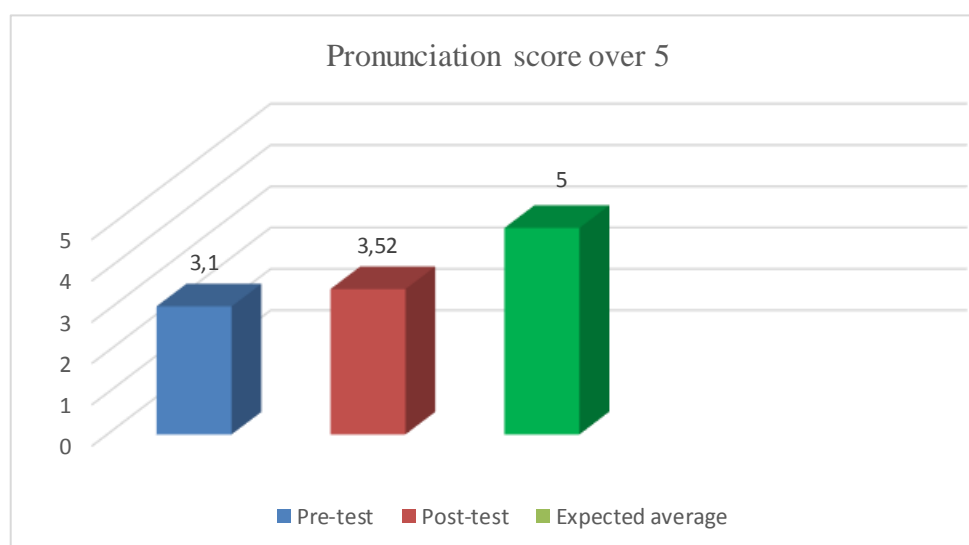
**Table 4.** Pre-post test – Pronunciation

Pronunciation score over 5			
	Pre-test	Post-test	Expected average
	3,10	3,52	5
<b>Percentage</b>	<b>62%</b>	<b>70,4%</b>	<b>100%</b>

**Source:** Students' pre- test and post- test

**Author:** Salcedo, H. (2021)

**Figure 4.** Pre-post test – Pronunciation



**Source:** Students' pre- test and post- test

**Author:** Salcedo, H. (2021)

#### Analysis and interpretation

The results in figure 4 show an assessment regarding the average of the experimental group over 5 points according to the pronunciation criteria. It consists of 21 students from first level of baccalaureate. The pre-test obtained 3,10 points over the total score of 5 which represented 62%. On the other hand, the average of the post-test was 3,52 and this resulted in 70,4% of the total percentage. The variance between the pre-test and post-test was 0,43 points and that represented 8,6%. Consequently, it was noted that the students improved slightly in their pronunciation after several interventions done by using English dialogues.



### 3.1.5 Students' pre-post test – Interactive communication

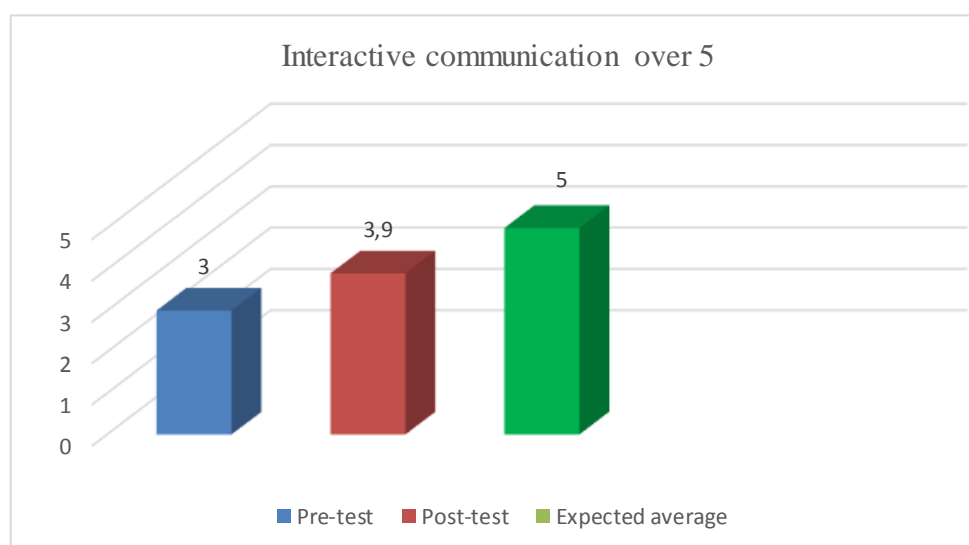
**Table 5.** Pre-post test – Interactive communication

Interactive communication over 5			
	Pre-test	Post-test	Expected average
	3,00	3,90	5
<b>Percentage</b>	<b>60%</b>	<b>78%</b>	<b>100%</b>

**Source:** Students' pre- test and post- test

**Author:** Salcedo, H. (2021)

**Figure 5.** Pre-post test – Interactive communication



**Source:** Students' pre- test and post- test

**Author:** Salcedo, H. (2021)

#### Analysis and interpretation

Taking into consideration Figure 5, the criteria of assessment in Interactive Communication presented the result of 3,00 points over 5 points corresponding to 60%. While the post-test acquired 3.9 points over the total score of 5 which denoted 78% in the total percentage. The difference between pre and post-test was 1 point which in percentage is represented by 20%. Therefore, there was a significant progress in students related to interactive communication after some interventions by means of English dialogues.

### 3.1.6 Students' pre-test and post-test – Comparison

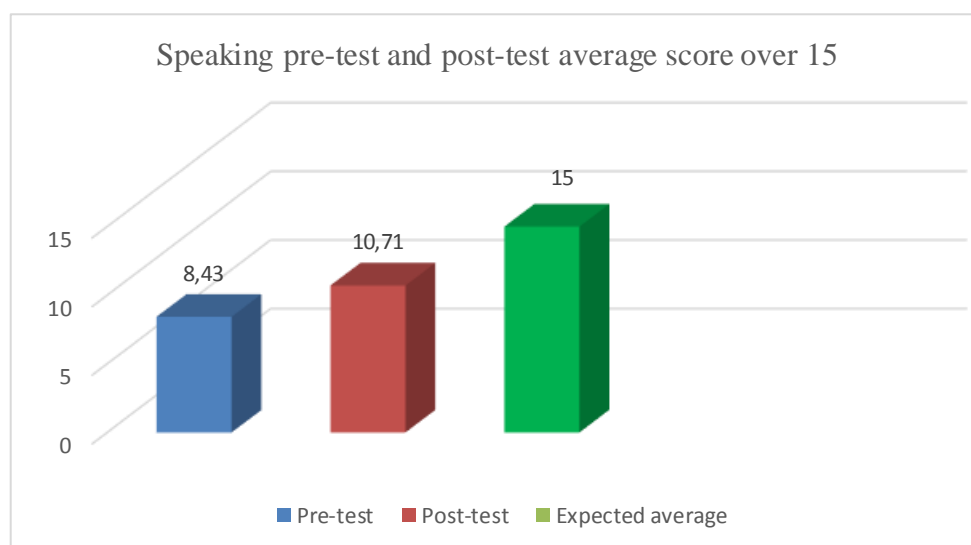
**Table 6.** Pre-test and post-test – Scores over 15

Speaking pre-test and post-test average score over 15			
	Pre-test	Post-test	Expected average
	8,43	10,71	15
<b>Percentage</b>	<b>56,2%</b>	<b>71,4%</b>	<b>100%</b>

**Source:** Students' pre- test and post- test

**Author:** Salcedo, H. (2021)

**Figure 6.** Pre-test and post-test – Scores over 15



**Source:** Students' pre- test and post- test

**Author:** Salcedo, H. (2021)

#### Analysis and interpretation

Figure 6 shows the results before and after the English dialogues technique. 21 students obtained 8,43 points in every assessment criteria in the pre-test out of 15 points, which represents 56,2%. Whereas in the post-test they achieved 10,71 points over 15 that represents 71,4% in total percentage. Therefore, it was noted that the students improved their speaking skill through English dialogues and increased it by a significant difference of 2,28 points. Henceforth, between pre-test and post-test the percentage difference denotes that there has been an increase of 15,2%. In summary, the English dialogue technique contributed in improving

speaking skills, and this technique helped the students to achieve higher scores than the pre-test.

### 3.2 Verification of hypotheses

In the research process the hypothesis was verified through a specialized software in statistics named IBM SPSS. The initial step was to highlight the normal distribution of data in which it determined if it was necessary to apply a parametric or a non-parametric test. Both of these tests were compared through the Mean T-student test. The final step was to use the statistical T-student test to determine and verify the hypothesis accepted in this research.

**Null hypothesis:** English dialogues do not have a positive influence on speaking skill development in the students of the Unidad Educativa “Adventista”.

**Alternative hypothesis:** English dialogues have a positive influence on speaking skill development in the students of the Unidad Educativa “Adventista”.

#### 3.2.1 Test of normality

**Table 7.** Normality test

	Test of normality		
	Statistic	Shapiro-Wilk df	Sig.
<b>PRE-TEST</b>	,923	21	,101
<b>POST-TEST</b>	,943	21	,253

**Source:** IBM SPSS Statistics

**Author:** Salcedo, H. (2021)

H0= Sig > 0,05 = The values are normally distributed.

Ha= Sig < 0,05 = The values are not normally distributed.

Table 7 above, indicated that the Shapiro Wilk Statistics Normality test is useful when the sample is lower than 30 participants. For instance, this research project involved 21 students from the first level of baccalaureate of Adventista school. According to the results in the “Sig”

parameter, it could be concluded that both results exceeded 0,05. Therefore, the first hypothesis (H0) was accepted according to the normal distribution of the data. Consequently, to verify the hypothesis the parametric T-student test was applied.

### 3.2.2 Mean T-student test

**Table 8.** Mean comparison

<b>Paired samples statistics</b>				
	Mean	N	Std. deviation	Std. error mean
<b>PRE-TEST</b>	8,43	21	3,075	671
<b>POST-TEST</b>	10,7	21	2,883	692

**Source:** IBM SPSS Statistics

**Author:** Salcedo, H. (2021)

Table 8 depicts the mean comparison between pre-test and post-test, in this order the pre-test acquired a mean of 8,43. On the other hand, the post-test obtained a mean of 10,7. There was a variance of 2,27 between the mean score of the pre-test and the post-test. The received results reflected that the post-test obtained a greater difference in comparison to the pre-test.

### 3.2.3 T-students test.

**Table 9.** T-Student test

<b>Paired samples test</b>								
	Paired differences				t	df	Sig. (2-tailed)	
	Mean	Std. derivation	Std.Error mean	95% Confidence interval of the difference				
				Lower Upper				
PAIR 1	-2,286	1,488	,325	-2,963 -1,608	-7,039	20	,000	
PRE-TEST								
POST-TEST								

**Source:** IBM SPSS Statistics

**Author:** Salcedo, H. (2021)

$H_0 = P\text{-value} > 0,05$

$H_a = P\text{-value} < 0,05$

Table 7 presented the results of the final column in reference to the “P-value” that highlighted a value of 0,000 which was confirmed to be lower than 0,05. As a conclusion, the researcher rejected the ( $H_0$ ) null hypothesis and accepted the ( $H_a$ ) alternative hypothesis.

$H_a$ : English dialogues have a positive influence on speaking skill development in the students of the Unidad Educativa “Adventista”.

## **CHAPTER IV**

### **CONCLUSIONS AND RECOMMENDATIONS**

The following conclusions and recommendations were based on the results obtained from the collected data in the research entitled “English Dialogues and Speaking Skill Development”, they are described below:

#### **4.1 Conclusions**

- According to the communicative approach used in this research to develop the ability to communicate, the researcher concluded that: English dialogues help develop fluency in students by applying various dialogues such as; the dialogue-let's think together, dialogue and creativity as well as dialogue and problem-solving. In addition to that, these English dialogues work together with strategies that are based on questions and answers making it easier for students to interact. Moreover, the English dialogue technique influenced students to improve their speaking skills and it was effectively implemented in virtual and presential classes.
- Due to the sudden changes in the education system caused by the pandemic, students did not adequately adapt to the new ways of learning. Therefore, according to the results in the Key pre-test and post-test it was recognized that students showed poor competence in their speaking skills. In this way, the students achieved very low grades in the pre-test whereas in the post-test they achieved a slight increase. Consequently, they achieved the minimum requirement but they did not excel in achieving outstanding results in their speaking skills competence.
- In terms of different techniques analyzed in the research, dialogues, role play and discussions were identified as the most appropriate to develop speaking skills according to the age of the students. The interventions applied twice a week to the students from elementary level A2 between 14 and 15 years old revealed that the students felt more confident developing dialogues than the other activities. Moreover, they felt free to use their own thoughts, feelings, experiences, and ideas for adapting their dialogues easily and spontaneously.

- Finally, English dialogues were determined as effective on the speaking skills development because they allowed an appropriate interaction between students. This technique showed a significant improvement in the post-test in terms of the students' grammar and vocabulary as well as pronunciation. Additionally, students acknowledged that they developed more confidence and self-assurance in speaking through the English dialogue technique.

## **4.2 Recommendations**

- It is completely recommended to apply the English dialogue technique to improve the speaking skills in virtual classes as well as in presential classes because students need to develop their interaction with others through an exchange of ideas and experiences. Additionally, this technique will help students to develop intonation and pronunciation as well as their grammar and vocabulary.
- Taking into consideration that the speaking skills reflect the level of the spoken language, English dialogues should be considered by the teachers to encourage students to practice the foreign language in order to improve their speaking skills competence. Since each student needs to interact freely and confidently through language use.
- English dialogues are entirely recommended for any communicative lesson where the teacher proposes to develop speaking skills in the students. The teacher can include dialogues in activities like; role play, discussions and making questions. Furthermore, taking into consideration that the spoken interaction is based on dialogues, this technique encourages students to confidently practice their conversational skills in a flexible and comfortable manner.
- It is recommended successively to apply English dialogues in lesson plans because these have showed to be effective to develop speaking skills in students. The students must maintain conversations daily in different verb tenses in order to obtain confidence in their conversations.

## C. REFERENCE MATERIALS

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## Annexes

### Annex 1: Authorization Document



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
UNIDAD DE INTEGRACIÓN CURRICULAR  
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334  
Ambato-Ecuador

Ambato 03 de septiembre 2021  
FCHE-UIC-0753-2021 Acuer.

Doctor Mg.  
Víctor Hernández Del Salto  
PRESIDENTE  
CONSEJO DIRECTIVO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
Presente

De mi consideración:

Unidad de Integración Curricular de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 03 de septiembre, visto oficio sin número de agosto 26, 2021 suscrito por el señor **Salcedo Borja Héctor Eduardo** estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN **TRABAJO DE INTEGRACIÓN CURRICULAR** (PROYECTO DE INVESTIGACIÓN) AL SEÑOR **SALCEDO BORJA HÉCTOR EDUARDO**, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR “**ENGLISH DIALOGUES AND SPEAKING SKILL DEVELOPMENT**” Y SE DESIGNE COMO TUTOR SUGERIDO A LA **MG. XIMENA CALERO**, DEL PERÍODO ACADÉMICO OCTUBRE 2021 – FEBRERO 2022.

Atentamente,



Firmado digitalmente por:  
MARCELO  
WILFRIDO NUNEZ  
ESPINOZA

DR. MG. MARCELO NÚÑEZ ESPINOZA  
Presidente

anexo: lo indicado (4 hojas)

**Annex 2:** Carta de Compromiso

**ANEXO 3**

**CARTA DE COMPROMISO**

Ambato, 22 de Octubre de 2021

Doctor  
Marcelo Núñez Espinoza  
Presidente  
Unidad de Integración Curricular  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

M.Sc. Catalina Alexandra Canchignia Bonifaz, en mi calidad de Coordinadora Pedagógica de la Unidad Educativa Adventista Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: **"ENGLISH DIALOGUES AND SPEAKING SKILL DEVELOPMENT"** propuesto por el estudiante **Héctor Eduardo Salcedo Borja**, portadora de la Cédula de Ciudadanía No **1803630332**, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

The image shows a handwritten signature in blue ink that reads "Catalina Canchignia". To the right of the signature is a circular official stamp. The stamp contains the text "UNIDAD EDUCATIVA PARTICULAR ADVENTISTA" around the top edge, "VICERRECTORADO" in the center, and "AMBATO" at the bottom. In the center of the stamp, there is a logo featuring two hands holding a book.

Lic. Catalina Canchignia, M.Sc.  
1803406477  
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[catalinacb2015@gmail.com](mailto:catalinacb2015@gmail.com)



## **A2 Key for Schools**

Sample Material for Special Arrangements Versions of Speaking Tests

*Examinations from 2020*



**Test 1**

**Part 1 (2-3 minutes)**

*Phase 1*  
**Interlocutor**

Good morning / afternoon / evening.  
Can I have your mark sheet, please?

*Hand over the mark sheet to the Assessor.*

I'm ....., and this is .....  
He / She will just listen to us.

What's your name?

**Back-up prompts**

	How old are you?	
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

*Phase 2*

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

What time do you finish school?	<b>Back-up prompts</b> Do you finish school at 4 o'clock?
What do you eat after school?	Do you eat snacks after school?

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

Who do you live with?	<b>Back-up prompts</b> Do you live with your family?
How many bedrooms are there in your house?	Are there three bedrooms in your house?

<b>Extended Response</b> Now, please tell me what you like doing at home.	<b>Back-up questions</b> Do you like cooking? Do you play computer games? Did you stay at home last weekend?
--	---

Part 2 (3-4 minutes)

**Phase 1**  
**Interlocutor**

⌚ 2-3 minutes

Now, in this part of the test we're going to talk together.

Place **Candidate** booklet, open at **Task 1**, in front of candidate. Allow candidate adequate time to read the task.

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not.

All right? Now, we will talk together. Can you start?

**Candidate**

.....

⌚ Allow a minimum of 1 minute before moving on to the following questions.

**Interlocutor**

Use as appropriate.  
Ask the candidate at least one question.

Do you think ...

- ... playing computer games is boring?
- ... playing an instrument is difficult?
- ... playing football is fun?
- ... reading is interesting?
- ... painting/drawing is easy?

*Optional prompts*  
Why?/Why not?

What do **you** think?

Which of these hobbies do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Candidate** booklet.

**Phase 2**

**Interlocutor**

⌚ Allow up to a minute.

Now, do you prefer to spend your free time alone or with other people? (Why?)

Which is more fun, playing sports or watching sports? (Why?)

Thank you. That is the end of the test.



Do you like these different hobbies?

1



**Source:** Cambridge English - <https://www.cambridgeenglish.org/Images/561990-key-for-schools-speaking-sa-sample-test-2020-.pdf>



**Annex 4:** Rubric for Assessing Speaking Performance Level A2

# Cambridge English

## Assessing Speaking Performance – Level A2

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very little prompting and support.</li> </ul>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>
0	<i>Performance below Band 1.</i>		

**Source:** Cambridge English- <https://docplayer.net/30294467-Assessing-speaking-performance-level-a2.html>

**Annex 5: Lesson Plan**

<b>LESSON PLAN 1</b>			
<b>Teacher:</b> Héctor Eduardo Salcedo Borja.		<b>Date:</b> 24/11/2021	
<b>Topic:</b> Personal information and hobbies (PRE-TEST)		<b>N° of Students:</b> 21	
<b>Objective:</b> To collect data about English skill competence.		<b>Grade:</b> 1° BGU	
		<b>Modality:</b> Presential	
		<b>Time:</b> 60 minutes	
<b>Time</b>	<b>Teacher Activity</b>	<b>Student Activity</b>	<b>Materials</b>
60 Minutes	<p>The teacher gives instructions about the activity and divides the class in pairs.</p> <p>The teacher receives the rubrics and each pair into another classroom.</p> <p>The teacher reads the prompts and starts with the part 1 and part 2.</p> <p>The teacher grades the students' performance</p>	<p>Students listen the instructions and chose the pair work.</p> <p>Students enter to the classroom and write the name on the rubric.</p> <p>Students answer the questions.</p> <p>Students have a discussion</p>	<p>Rubric from Cambridge (Assessing Speaking Performance – Level A2)</p> <p>Speaking paper from Ket test – part 1 and part 2</p>

LESSON PLAN 2			
<b>Teacher:</b> Héctor Eduardo Salcedo Borja.		<b>Date:</b> 29/11/2021	
<b>Topic:</b> WH questions		<b>N° of Students:</b> 21	
<b>Objective:</b> Students will be able to make questions about general and personal information.		<b>Grade:</b> 1° BGU	
		<b>Modality:</b> Online	
		<b>Time:</b> 40 minutes	
Time	Teacher Activity	Student Activity	Materials
5 Minutes	The teacher presents a short tongue twister related to Wh question.	The students listen and repeat the tongue twister.	<a href="https://www.canva.com/design/DAEwsyRoguA/iGQnT54MLIXw-KwbdLmQtQ/edit">https://www.canva.com/design/DAEwsyRoguA/iGQnT54MLIXw-KwbdLmQtQ/edit</a>
3 Minutes	The teacher presents a Wh questions video.	Students watch and pay attention to the video.	<a href="https://www.youtube.com/watch?v=Y_E-N5y1r7g">https://www.youtube.com/watch?v=Y_E-N5y1r7g</a>
15 Minutes	The teacher explains the use of Wh questions	Students take notes.	<a href="https://www.canva.com/design/DAEwsyRoguA/iGQnT54MLIXw-KwbdLmQtQ/edit">https://www.canva.com/design/DAEwsyRoguA/iGQnT54MLIXw-KwbdLmQtQ/edit</a>
15 minutes	The teacher presents Wh-question exercises.	Students fill the gaps with the correct Wh question.	<a href="https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Wh%20questions/Wh%20question%20words%20ai1519364be">https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Wh questions/Wh question words ai1519364be</a>
2 minutes	Teacher gives instructions about the homework.	Students send to the teacher 10 Wh questions with their answers.	Institutional email.

<b>LESSON PLAN 3</b>			
<b>Teacher:</b> Héctor Eduardo Salcedo Borja.			<b>Date:</b> 02/12/2021
<b>Topic:</b> Let's talk about you			<b>N° of Students:</b> 21
<b>Objective:</b> Students will be able to introduce themselves independently and other people too.			<b>Grade:</b> 1° BGU
			<b>Modality:</b> Presential
			<b>Time:</b> 60 minutes
<b>Time</b>	<b>Teacher Activity</b>	<b>Student Activity</b>	<b>Materials</b>
5 Minutes	The teacher reviews the previous class through the ball game.	Students participate in the activity.	Flashcards
15 Minutes	The teacher writes the structure of Wh questions on the whiteboard.	Students take notes.	
10 Minutes	The teacher presents some questions through flashcards.	Students pay attention to the teacher's explanation.	Whiteboard
15 Minutes	Teacher divides the class in pairs and he gives the instructions to develop the activity.	Student chooses 3 flashcards and he makes an interview to the classmate.	Markers
15 Minutes	Teacher gives an example how to introduce another person. (Discussion)	Student takes notes about the classmate's answers.	Whiteboard eraser
15 Minutes	Teacher asks students to complete the worksheet at home.	Student discuss in front of the class about the partner's answers.	
		Students do the homework.	Worksheet exercises

LESSON PLAN 4			
<b>Teacher:</b> Héctor Eduardo Salcedo Borja.		<b>Date:</b> 06/12/2021	
<b>Topic:</b> Do and does questions		<b>N° of Students:</b> 21	
<b>Objective:</b> Students will be able to keep a dialogue with wh, do and does questions.		<b>Grade:</b> 1° BGU	
		<b>Modality:</b> Online	
		<b>Time:</b> 40 minutes	
Time	Teacher Activity	Student Activity	Materials
5 Minutes	The teacher reviews the vocabulary through some slides about hobbies.	Students read and speak aloud.	<a href="https://www.canva.com/design/DAEhUciJQM0/j4RSu6ATloWksjSuhC7tHw/edit">https://www.canva.com/design/DAEhUciJQM0/j4RSu6ATloWksjSuhC7tHw/edit</a>  <a href="https://wordwall.net/es/resource/17182216/do-does">https://wordwall.net/es/resource/17182216/do-does</a>  Zoom breakout rooms  Zoom
15 Minutes	The teacher explains the structure for making questions through do and does.	Students take notes and pay attention to the teacher explanation.	
5 Minutes	The teacher presents do and does activity.	Students participate in the wordwall activity.	
15 Minutes	Teacher sends the students to the breakout rooms for practicing Wh, do and does questions through dialogue following the example.  <b>A:</b> Hi, how are you today? <b>B:</b> Fine, thanks. <b>A:</b> Do you have English class? <b>B:</b> Yes, I have English class. It's very interesting. <b>A:</b> Your English is good. Do you understand the teacher? <b>B:</b> Well, yes, I understand. English is difficult, but I learn quickly. <b>A:</b> Well done!  Teacher chooses two volunteers to develop the dialogue in the zoom class session.	Students use the word Bank and create a new short dialogue.  <b>Word Bank:</b>  - Hi, hello, good morning, good afternoon, good evening.  -How have you been? how's it going? What's new?  - Bad, boring, good, great, not too well  - Bye-bye, good-bye, good night, see you later, see you, I'll talk to you soon.	

<b>LESSON PLAN 5</b>			
<b>Teacher:</b> Héctor Eduardo Salcedo Borja.			<b>Date:</b> 09/12/2021
<b>Topic:</b> The environment			<b>Nº of Students:</b> 21
<b>Objective:</b> Students will be able to include the first conditional into daily dialogues.			<b>Grade:</b> 1º BGU
			<b>Modality:</b> Presential
			<b>Time:</b> 60 minutes
<b>Time</b>	<b>Teacher Activity</b>	<b>Student Activity</b>	<b>Materials</b>
5 Minutes	The teacher starts the class with Simon says game.	Students interact in the activity.	Book “Santillana edition”
10 Minutes	The teacher presents vocabulary about environment.	Students take notes.	Flashcards
20 Minutes	The teacher explains first conditional structure.	Students pay attention to the teacher’s explanation.	Whiteboard
25 Minutes	The teacher divides the class into pairs and gives instructions for developing a creative dialogue  Example:  Topic: Watch a movie  A: Hi, are you ready for the movie tonight?  B: I don't know, I must finish my English homework and now it's raining.  A: Ok, if you are free later, we will go to the cinema.  B: Of course, also if it stops raining, I will be ready to go.  A: Great, see you.	Students choose a topic and create a new creative dialogue and they present in front of the whole class.  Topics:  - Visit a museum.  - Dance to music.  - Read a book.  - Study for an exam.  - Eat at a restaurant.  - Drive a car	Markers  Whiteboard eraser  Worksheets

LESSON PLAN 6			
<b>Teacher:</b> Héctor Eduardo Salcedo Borja.		<b>Date:</b> 13/12/2021	
<b>Topic:</b> Plans for the weekend		<b>Nº of Students:</b> 21	
<b>Objective:</b> Students will be able to have conversations expressing the future consequences of possible events.		<b>Grade:</b> 1º BGU	
		<b>Modality:</b> Online	
		<b>Time:</b> 40 minutes	
Time	Teacher Activity	Student Activity	Materials
8 Minutes	Teacher reviews first conditional through random roulette.	Students answer to the teacher's questions.	<a href="https://tools-unite.com/tools/random-picker-wheel">https://tools-unite.com/tools/random-picker-wheel</a>
5 Minutes	Teacher presents a video about first conditional.	Students watch the video.	<a href="https://www.youtube.com/watch?v=s59ygVYxpag">https://www.youtube.com/watch?v=s59ygVYxpag</a>
7 Minutes	The teacher presents some activities to reinforce the topic.	Students complete the activity.	<a href="https://wordwall.net/es/resource/17411849/first-conditional">https://wordwall.net/es/resource/17411849/first-conditional</a>
15 Minutes	The teacher asks students to complete the worksheet.	Students take notes and send the homework.	<a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/First_conditional/First_Conditional_mb970047jt">https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/First_conditional/First_Conditional_mb970047jt</a>
	Teacher gives instructions about a dialogue game on educaplay platform and creates breakout rooms for students to work in pairs.	Students listen, repeat and create their own dialogue. (Free topic)	<a href="https://es.educaplay.com/recursos-educativos/11022147-weekend_activities.html">https://es.educaplay.com/recursos-educativos/11022147-weekend_activities.html</a>
5 Minutes	Teacher controls the activity in each breakout room.	Students present their own dialogue to the teacher.	Zoom breakout room

<b>LESSON PLAN 7</b>			
<b>Teacher:</b> Héctor Eduardo Salcedo Borja.		<b>Date:</b> 16/12/2021	
<b>Topic:</b> Travelling		<b>N° of Students:</b> 21	
<b>Objective:</b> Students will be able to talk about past experiences.		<b>Grade:</b> 1° BGU	
		<b>Modality:</b> Presential	
		<b>Time:</b> 60 minutes	
<b>Time</b>	<b>Teacher Activity</b>	<b>Student Activity</b>	<b>Materials</b>
5 Minutes	The teacher begins the class through Hangman activity.	Students participate in the activity.	Book Santillan edition
8 Minutes	The teacher presents vocabulary through Santillan book.	Students take notes.	Worksheets
20 Minutes	The teacher explains on the board the present perfect structure and how to use it	Students pay attention to the teacher's explanation.	Whiteboard
7 Minutes	The teacher asks to students complete the worksheet exercises.	Students do the exercises individually.	Markers
20 Minutes	Teacher divides the class into three groups for developing role play activity (meeting between friends - past experiences)	Students design characters and write the script to develop role play activity.	Whiteboard eraser



<b>LESSON PLAN 8</b>			
<b>Teacher:</b> Héctor Eduardo Salcedo Borja.			<b>Date:</b> 23/12/2021
<b>Topic:</b> Personal information and hobbies (POST-TEST)			<b>N° of Students:</b> 21
<b>Objective:</b> To evaluate students´ speaking skills through KET test			<b>Grade:</b> 1° BGU
			<b>Time:</b> 60 minutes
<b>Time</b>	<b>Teacher Activity</b>	<b>Student Activity</b>	<b>Materials</b>
60 Minutes	<p>The teacher gives instructions about the activity and divides the class in pairs.</p> <p>The teacher receives the rubrics and each pair into another classroom.</p> <p>The teacher reads the prompts and starts with the part 1 and part 2.</p> <p>The teacher grades the students´ performance</p>	<p>Students listen the instructions and chose the pair work.</p> <p>Students enter to the classroom and write the name on the rubric.</p> <p>Students answer the questions.</p> <p>Students have a discussion</p>	<p>Rubric from Cambridge (Assessing Speaking Performance – Level A2)</p> <p>Speaking paper from Ket test – part 1 and part 2</p>

## Document Information

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<b>Analyzed document</b>	THESIS_SALCEDO_URKUND.pdf (D125911890)
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## Sources included in the report

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<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / FINAL TESIS MISHEL GALORA.pdf</b> Document FINAL TESIS MISHEL GALORA.pdf (D125547814) Submitted by: mgalora3429@uta.edu.ec Receiver: cristinadJordanb.uta@analysis.urkund.com	 <b>8</b>
<b>W</b>	URL: <a href="http://dx.doi.org/10.7575/aiac.all.v.10n.2p.38">http://dx.doi.org/10.7575/aiac.all.v.10n.2p.38</a> Fetched: 2022-01-24T04:01:00.0000000	 <b>4</b>
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / Tesis final.pdf</b> Document Tesis final.pdf (D125453103) Submitted by: shirleymile.9@gmail.com Receiver: ve.chicaiza.uta@analysis.urkund.com	 <b>3</b>
<b>W</b>	URL: <a href="https://www.larsonprecalculus.com/algtrg9e/content/pre-and-post-tests/">https://www.larsonprecalculus.com/algtrg9e/content/pre-and-post-tests/</a> Fetched: 2022-01-14T20:39:20.6930000	 <b>1</b>
<b>W</b>	URL: <a href="https://doi.org/10.4324/9781315881287">https://doi.org/10.4324/9781315881287</a> Fetched: 2022-01-24T04:01:00.0000000	 <b>1</b>



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