UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: CLASSROOM INTERACTION AND THE SPEAKING SKILL.

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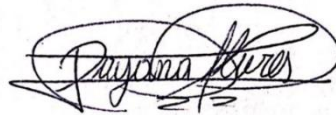
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I, Mg Wilma Elizabeth Suárez Mosquera, holder of the I.D No 1802859841, in my capacity as supervisor of the Research dissertation on the topic: "Classroom interaction and the speaking skill." investigated by Miss Dayana Jadira Flores Encalada with I.D No. 1850643725, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Classroom interaction and the speaking skill" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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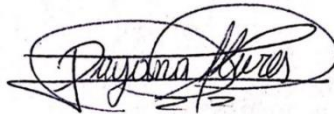
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DEDICATION

    TO:

God for giving me the knowledge and wisdom necessary to continue with my higher studies despite all the adversities experienced during these 4 years of my degree.

My darling mother Magali for being my unconditional support all my life, for giving me the opportunity to finish my studies and always being there for me both financially and emotionally.

My dear father Luis for being my motivator to finish my degree and for giving me all the necessary support.

My little brother Luis and my little sister Victoria for being my driving force and inspiration to be a professional. For comforting me in my sad days and for giving me motivation to be better every day.

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My dear friend Anthony for being with me since I started my degree and for supporting me through thick and thin.

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Finally, I would like to thank Mr. Wilma Suarez for being my mentor and for guiding me throughout this research process.

Dayana.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Classroom interaction and the speaking skill

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ABSTRACT

The present investigation analyzed the influence that classroom interaction has on the development of speaking skills. The population taken for this project was a group of 34 first-semester students of the Pedagogía de los Idiomas Nacionales Extranjeros major at Universidad técnica de Ambato. A quantitative and quasi-experimental methodology was applied. The instrument used in this investigation was a pre-test and a post-test from the Cambridge KET (Key English Test) exam for A2 level, of which only the speaking part was taken into account, which consisted of two parts (a discussion and a conversation) that lasted 8 to 10 minutes per couple. Additionally, the treatment was based on applying interaction activities in the classroom, these activities were applied in the subject of Language and culture and there was a total of eight activities including icebreakers, debates, role-playing, digital dice, quick talks, discussions, and image description. For the application of these activities, the speaking stages were considered (lead-in, practice activities, and post-task activities) in order to optimize the management of speaking skills. The results obtained from the pre-test and post-test were analyzed through the Statistical Package for Social Sciences (SPSS) program, which showed that the students obtained an average of 6.42 out of 10 in the pre-test and an average of 7.25 out of 10 in the post-test, thus obtaining an improvement of 0.83 between tests. In conclusion, the use of interaction in the classroom improves the speaking ability of students.

Keywords: Classroom interaction, speaking skill, interaction activities, English language, SPSS software

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RESUMEN

La presente investigación analizó la influencia que tiene la interacción en el aula en el desarrollo de la habilidad de hablar. La población tomada para este proyecto fue un grupo de 34 estudiantes de primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Se aplicó una metodología cuantitativa y cuasiexperimental. El instrumento utilizado en esta investigación fue una prueprueba y una post prueba del examen Cambridge KET (Key English Test) para el nivel A2, del cual solo se tuvo en cuenta la parte hablada, la cual constó de dos secciones (una discusión y una conversación) que duró de 8 a 10 minutos por pareja. Adicionalmente, el tratamiento se basó en aplicar actividades de interacción en el aula, estas actividades se aplicaron en la asignatura de Lengua y cultura y hubo un total de ocho actividades entre rompehielos, debates, juegos de rol, dados digitales, charlas rápidas, discusiones, y descripción de imágenes. Para la aplicación de estas actividades, se tomaron en cuenta las etapas de expresión oral (introducción, actividades de práctica y actividades posteriores a la tarea) con el fin de optimizar el desarrollo de las habilidades de expresión oral. Los resultados obtenidos en la prueprueba y post prueba fueron analizados a través del programa Paquete Estadístico para ciencias Sociales (SPSS), el cual arrojó que los estudiantes obtuvieron una media de 6,42 sobre 10 en la prueprueba y una media de 7,25. sobre 10 en la post prueba, obteniendo así un avance de 0,83 entre pruebas. En conclusión, el uso de la interacción en el aula mejora la habilidad de hablar de los estudiantes.

Palabras clave: Interacción en el aula, habilidad para hablar, actividades de interacción, idioma inglés, SPSS software

CHAPTER I
THEORETICAL FRAMEWORK

1.1 Research background

The present research work includes previous research works such as scientific articles, theses and academic journals. All these documents were taken from the internet, the scientific articles and journals were obtained specifically from academic google, Eric documents, Scielo, Academia.edu, among others. On the other hand, the theses were taken from repositories of different universities such as Mohamed Khider University of Biskra, Wiralodra University, etc. To find all these documents, it was necessary to read several documents that have the two variables under study involved in their investigations. For example, in academic Google it was necessary to use keywords such as classroom interaction, speaking skill, and so on. The information found comes from countries such as United States Nigeria, India, Afghanistan, and Canada. Finally, these documents are crucial in the research as they show how the application of classroom interaction activities improves speaking skills.

The project elaborated by Walga (2017) analyzed that spoken language is the focus of communication during the study period and therefore also the focus of this study. The purpose of this study was conducted to assess teachers' application of classroom interaction on developing the students speaking skills. The population that was taken for this study was the students at Sangota Elementary School, Tululu. Descriptive research methods, including questionnaires and classroom observations, were used to achieve the research objectives. Open and closed questionnaires and semi-structured interview questions were distributed to the students. Research results showed that teachers' lack of understanding, negative attitude towards communication in the classroom, lack of classroom communication practice materials, and lack of participation in their roles in the classroom affect students' communication. students. Finally, the author concluded that the lack of learning materials in the classroom can hinder the communication of teachers in the classroom.

The article elaborated by Alam and Ashrafuzzaman (2018) analyzed the challenges of developing English speaking skills through classroom interaction as a foreign language teacher at a top-tier university. In addition, this research aims to identify the deficits experienced by second language learners (L2) during communication in the

classroom. The study used mixed methods. For this research project, the data was collected from students and teachers of the university. Semi-structured interview questionnaires for students, interview scripts for teachers, and observation scripts for classroom observations were used. The main results of the study show that students often face confusion, fear, inattention in class, and grammatical errors. This study recommends additional steps to ensure better results to improve language skills. Finally, this project concluded that students are encouraged to engage in a variety of activities including pair work, group work, individual work, newspaper reading, and movie viewing.

Khoiriyah (2018) explained the types of classroom communication, the role of classroom communication, and the importance of classroom communication in oral English classes. The type of research used was qualitative descriptive research, a type of naturalistic research. The method of data collection in this study was observation, registration and documentation. The results of this study show that there are three types of communication in the English classroom, namely teacher-student (TS), student-teacher (ST) and student-student (SS) communication.). The author concluded that the main form of communication in English classrooms is the teacher- student relationship.

Afrin (2018) examined the role of group interaction in improving students' communication skills in a real classroom based on Flinders' Factor Interaction Analysis (FIAC). It focuses on the development of communication skills, which leads to the effective use of group communication by teachers. The study used a mixed-methods design that collected both quantitative (student surveys) and qualitative (teacher interviews and classroom observations) data. The results show that students and teachers perceive cooperation in the classroom, but the classroom itself is small because the teacher controls the speaking time and the students have less time to speak and manage the activities. Finally, the author recommended that teachers carefully observe student interactions to give them more time to improve their speaking skills.

Larasaty (2018) aimed to understand how classroom interaction affects students' speaking ability by revealing the role of student-student interaction and teacher-student interaction in the classroom. The authors employed a qualitative research design and employed a qualitative research method, the case study. Data obtained from triangulation instruments. The first tool is observation, which helps the author understands the real situation in the classroom, especially the interaction of students in speaking class, and the

second tool is the questionnaire, which is used to classify and determine the frequency of interaction. In the classroom, the third tool is the data transcription of the interview. Results show that 92% of students are aware of the importance of classroom interaction to their speaking skills and of 56% needed teachers as guides and motivators, and 24% encouraged them to interact and speak up in class.

The article elaborated by Fares (2019) explored the role of classroom interaction in improving English learners' speaking ability. It is also designed to show learners the importance of fluency and communication so they can focus on improving speaking skills in the target language. Based on current research, the current study hypothesizes that through classroom interactive activities, EFL learners will improve fluency and overcome factors of low fluency. To test or disprove hypotheses, this study uses descriptive methods as the research type. In addition, two questionnaires were used to collect data for analysis. The first was delivered to a group of third year LMD students at Biskra University. The second questionnaire was sent to the oral English teachers at Biskra University. The purpose of the questionnaire is to understand the extent to which classroom interaction helps learners improve their speaking skills. Additionally, it is designed to understand what types of classroom activities teachers use to stimulate interaction in the classroom. The results show that both students and teachers believe that classroom interaction is a very useful technique for improving foreign language speaking skills. Furthermore, the results showed that the sample considers speaking to be a very important skill, as it is impossible to have a communicative learner who does not have the ability to speak English.

Khadidja and Hayet (2020) examined teachers' and students' perceptions of the importance of classroom interaction in improving English learners' speaking skills. It is assumed that the more EFL learners have adequate opportunities to interact with their OD teachers, the more they (teachers/learners) perceive classroom interaction as important for improving speaking skills. To confirm the hypotheses proposed, Mohammed Seddik Benyahia University in Jijel (331) and 8 oral expression teachers distributed two questionnaires to 100 first-year English students. This study applied a mixed method of research (qualitative and quantitative). The results obtained show that most students prefer the type of teacher-student interaction in the oral expression class. Furthermore, the results showed that learners had a positive attitude towards improving their speaking skills through more interaction in speaking lessons.

Sahiti (2020) aimed to understand how interaction affects the development of students' communication skills in English. This research applied a qualitative method with a descriptive approach. In this study, two questionnaires were applied, a questionnaire for English teachers and a questionnaire for students who participated in the project. Observations were also made. The observations were made in two classrooms, one with fourth grade students and the other with ninth grade students. The observations were made by two different English teachers. The school that conducted this study was "Dëshmorët e Vitisë" in Vitia (Kosovo). This school was chosen because of the standards this school offers students, from its teachers to technology tools. The study also mentions techniques that schoolteachers commonly use when interacting with students. The results show the answers of the students of the two classes involved in the study and with this it was evidenced that the continuous interaction improves the speaking of a second language.

Guiebre (2020) stated that interaction in the classroom is an essential element of developing communication skills. In a foreign language environment like Burkina Faso, the classroom seems to be the only setting for English learners to practice their communicative skills. Although these interactions are expected to promote English language acquisition sometimes seems insufficient. In this paper, the authors examine the interaction between teachers and students. The authors tried to understand to what extent they contribute to communication skills. The methods used to collect these data are qualitative and based primarily on classroom observations and interviews. Participants were high school teachers and their students. The results show that the type of interaction depends on the control and survey techniques used by teachers, which often limit opportunities for communication.

In another article Mellany (2021) explained how a classroom intervention could improve the speaking skills of 11th grade students attending SMA Negeri 3 Seluma. The objective was to investigate how communication in the classroom develops the oral skills of students when they learn English language subjects. The study used mixed methods. The data collected included observation letters, interviews, and transcripts. The study population was a group of students from 11th grade of MIPA 3 SMA Negeri 3 Seluma students. After collecting the data, the researchers analyzed interaction classes in the classroom based on Flanders theory, ten categories of interaction in the teaching and learning process based on Flanders theory, and types of choice. Findings from this study suggested that classroom interaction includes three components: cross-content, teacher

supervision, teacher support, and student engagement. The author concluded that, the problem is that students still lack the confidence to speak and know the vocabulary in English.

The different scientific articles that were considered in this research work allowed the two variables under study to be investigated in depth. In addition, thanks to these articles it was possible to have a clearer idea of what interaction in the classroom entails and what its benefits are in terms of speaking. The results of all these research works show the same conclusion, that the interaction between teacher-student and student-student motivates the active participation of students in class.

Independent variable

Classroom interaction

In recent years, classroom interaction has been recognized as an important strategy for second language acquisition because at least two people are required to interact face-to-face together when using a language in actual communication. The concept of interaction is defined as "the communication required by two objects and two actions. Interaction appears when things and objects interact with each other" (Wagner, 1994). It is important to note that interaction is the product of the emission and reception of messages, with the sole objective of achieving communication.

The definition of interaction has great relevance in educational aspects, especially in the classroom, because it is a fundamental part of the teaching and learning processes. According to the authors Allwright and Baily (1991), interaction is a collective process, since it must be carried out by two or more people. Certainly, in the classroom, the teacher must act as a moderator, since he is in charge of choosing who speaks, on what topic, at what time and how long it will take.

According to Hedge (2000) interaction is seen as an important factor for learners to obtain understandable results because it allows students to practice their language in the classroom. Additionally, classroom interactions give students the opportunity to receive feedback from teachers or other students to improve their language systems. Speaking in class enables learners to deal with issues they lack in language skills; for example, speaking slowly, repeating or clarifying ideas in a shared conversation is

considered meaning negotiation (discussion to reach agreement) and is designed to make the results more understandable.

Therefore, classroom interaction contributes to language development by providing opportunities for practice in the target language through classroom interaction activities that engage learners in the target language. In this sense, Littlewood (1981) advocates a transition from "pre-communicative" to "communicative" activities, which involve multiple forms of interactive language practice, meaning that the practice of these activities should gradually be linked to "real-world" language use.

Aspects of classroom interaction

Classroom interaction involves two essential points, namely the negotiation of meaning and feedback, if these two resources do not remain accessible in the classroom, then the opportunity to discuss the famous learning through relationship is not possible. Ellis and Foto (1999) mention, "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output." The relationship is then rich in negotiations of meaning, in which students have the opportunity to receive feedback from their interlocutors.

- **Negotiation of meaning**

Research on learner relationships focuses on the interactive discourse between learners who engage in second language learning tasks, in which discussion of meaning is central. Ellis and Barkhuizen (2005) define meaning negotiation as a verbal exchange that occurs when speakers seek to avoid ending communication. They add that the discussion of meaning is the central composition of discourse. The students in the class then need to make the linguistic output more understandable to the other students in the class so that they can participate in a relationship with them. However, if there is a lack of understanding, different processes can focus on mending the relationship. Mackey (2007) argues that "Through processes of repetition, segmentation, and reframing, relationships can draw students' attention to the interplay of form and meaning and give them extra time to focus on encoding meaning. ".

- **The role of feedback**

Scholars have suggested that oral feedback is one of the main points of interaction that can promote learning in general. According to Mackey (2007) the feedback that is

generated through the interaction, allows students to correct errors in an easier and more useful way and pushes them to generate changes. For the interaction to develop speaking skills, students must observe errors and recognize them in order to correct them. Thus, for some investigators, attention is quite essential for learning. Feedback can happen by students; students have the possibility to fix and call the attention of others to mistakes. However, teacher feedback may differ from student feedback, because teachers employ various types of correction tactics.

Nunan (1991) argues that the power of feedback manifests itself in two different types of students. The first category is "achieving students" who view intelligence as a fixed skill and believe that they are born with some skills that cannot be changed; however, the second category is "learning students" who view their skills as abilities that can be transformed through effective effort. This means that both types of students affect student performance, as the first type (high-achieving students) are more prone to cheating and are more likely to fail, while the second type of learners see failure as motivating them the opportunity to continue to learn more

Types of classroom interaction

There are four types of classroom interaction student-course content interaction, student-student interaction, teacher-student interaction and student-technology interaction. However, for this project only two types have been considered. The first is teacher- student interaction and the second is student-student interaction.

- **Teacher-student interaction**

According to Harmer (1998) the way teachers interact with students is seen as an important skill that teachers use in the learning and teaching process. For him, language is a skill shared between teachers and students because teachers rely on learners' understanding of the input that is appropriate for them in the classroom situation. The teacher focuses on the type of input he should give the students, because meaningful and understandable input leads the students to respond to the teacher and interact with them. In addition, Harmer believes that, unlike new teachers who only focus on getting to know students in the classroom, experienced teachers also focus on how they themselves use body movements to converse with students, such as: gestures, facial expressions, facial

expressions, etc., which have to be part of the language skills teachers use in their teaching process, especially for low-level students

- **Student-student interaction**

Many learning theories claim that understanding is done actively, and skills are improved through collaboration between students. Mackey (2007) mentions that in this form of interaction, learners are the main players as they must communicate with each other through oral tasks to negotiate meaning. Learner-learner interactions can be done in groups, called learner-learner interactions, or in pairs, called peer interactions, giving students the opportunity to speak in class and practice their speaking skills by correcting each question, getting feedback in the language destination or ask each other questions when working in groups.

Lynch (1996) states that learners are rarely aware of each other's mistakes, and even in the short term, group work leads to negotiation of meaning rather than interaction with the teacher. From this statement, it can be seen that practicing with small groups or peers rather than the teacher or the entire classroom is most beneficial because it (group work) allows students to get feedback by correcting each other's mistakes.

Classroom interaction activities

Students learn collaboratively to gain understanding by gathering and processing information, solving problems, and articulating what they have discovered. Therefore, each interactive activity offers students the opportunity to deepen their learning by applying concepts and articulating new knowledge, and many of these activities also provide feedback to the teacher on student learning.

- **Ice breakers**

Icebreakers are low-risk activities that get students to interact and talk with each other and encourage interactions later in the classroom. They have the potential to be helpful at the beginning of the semester: setting an example, asking students to introduce themselves and what they want to learn in the course. The benefits of icebreakers include getting each student to work together, building a sense of community, and keeping students' attention focused on the material being covered throughout the lesson

- **The talk ball activity**

The talk ball is an interactive activity that encourages the participation of the students, whose objective is to improve the speaking of English through the use of a ball with questions.

- **Topic dice activity**

Topic Dice is an interactive activity whose goal is to encourage student participation and interaction. This activity consists of making a list of the topics of the class and designating a number of the dice to each of the topics. The die must be digital so that students can have better visibility of it. The rounds of the game will depend on the teacher. Additionally, for this activity students are required to work in pairs so that they can discuss the topic designated by the die.

- **Speed talk activity**

Speed Talk is an easy-to-implement activity that requires little or no resources. It's a concept where learners talk about a topic for a short period of time before moving on to a new partner and repeating the process.

- **Debate**

According to the author Fine (2001) debating is an interactive activity in which 2 or more opposing teams must present arguments, each from a different angle, on a criterion, question or topic. Engaging in collaborative discourse and reasoning enhances students' conceptual understanding and refines their argumentative skills. The teacher is in charge of carrying out the debate process, for which the groups must be given time to prepare and challenge them with a team focused on representing an opposing point of view. The benefits incorporate the practice of language and the preparation of arguments based on evidence.

- **Interview or Role play**

According to Procter (1996), "Role-playing is a special action procedure of ways of behaving or pretending that other people are confronted with new situations. Students assume the role or point of view of historical figures, authors, or other characters and must interact based on their vision. Role play is broken down into specific tasks to keep students organized to tackle the content you want to cover. Prep work can be done outside of class, so it's important to clearly communicate your expectations. The advantages of

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this activity integrate the motivation to solve a problem for the character and offer a completely new vision through which students have the opportunity to explore or understand a problem and develop skills such as writing, speaking, leadership, coordination, participation and research.

Managing classroom interaction for practicing speaking skill

According to Allwright and Bailey (1991) the management of classroom interactions is seen as a "co-production" of what is involved in the classroom. For her, successful interaction in the classroom involves managing many factors, which are presented in the form of five questions asked in the classroom. The first question is "who will speak", which is the turn distribution of the participants; in other words, whose turn it is to speak. With this type of question, teachers can directly ask specific learners to answer such questions in class. The second question "what are they talking about" has to do with the subject of the discussion. Teachers can choose topics that students know, and learners are interested in. In this kind of questions, teachers can also change topics that learners don't know, so that all learners can participate in it. teacher or each other.

Furthermore, the third question is related to the tasks of the students in the course: "What did each participant do to the different ways of speaking"; this means that teachers can change the assignments to students in the class by asking different questions drawn from previous assignments 's work. The fourth question, "What kind of atmosphere to create?" refers to the classroom atmosphere created by the teacher; for example, if the learner is shy, the teacher should create a relaxed atmosphere for the learner to speak and communicate in front of all classmates in the classroom. Use language, as managing classroom interactions must take place in front of the entire class. And the last question or opportunity that leads to effective classroom interaction is "what accent, dialect or language to use?". Here the teacher needs to control the language of the students, like when the students use L1 instead of L2.

The teacher's roles and responsibilities

In English teaching, the teacher plays some important roles in the social environment of the classroom, as he is seen as the one who provides the students with

input that is understandable and appropriate to their level. Hedge (2000) identifies key roles that teachers can play in the classroom, mentioning the ability of teachers to change roles based on the needs of students.

- **Controller of information**

According to Harmer (2007) This role is considered most convenient by teachers because it focuses on passing on the teacher's knowledge of himself to students by providing explanations, organizing questions, and lecturing. When the teacher plays this role in the classroom, he/she reduces the chances that the students may have to speak because when the class as a whole the teacher absorbs a lot of speech as he/she can provide other opportunities for his students as well as make the students learning becomes fun in the form of learning.

- **Assessor of accuracy**

Harmer (2007) states that a teacher acts as an assessor when he gives feedback on students' performance and correct their mistakes in various ways. Here, the teacher as an assessor should communicate to his students how and why they are being assessed, and what he is looking for as a teacher. This means that teachers must provide goals for activities or tasks that students will achieve by the end of the course. For example, if a teacher says to his students "In this communication activity, I'm only interested in your pronunciation," the student will have a clear idea of their level and what classrooms they should focus on when engaging in this type of activity. Also, as an evaluator, the teacher should always be sensitive to the possible reactions of the students, which means that underperforming is underperforming, but the teacher must know how to educate students to improve their performance when withdrawing from supporting their performance.

- **Organizer of classroom instructions**

Following Hedge (2000), this role involves organizing students in the classroom as they complete various tasks, that is, grouping students and providing them with information on how they will complete these activities within a limited time. When teachers play this role in the classroom, care must be taken to help students understand what they will be doing so they can participate in and benefit from the activities they engage in practice. Also, when it comes to group work, teachers should organize students

here, explaining how students need to work in pairs to engage them and spark more interest in participating.

Therefore, when students are ready for the activity, the teacher should tell them what to do first, what to do next, etc., and give them instructions in a methodical manner so that they can understand and enjoy the instructions that the teacher may ask for. His students ask questions to check their understanding.

- **Prompter of students' work**

Students sometimes have difficulty finding words when talking to each other or their teachers, possibly due to students' lack of vocabulary. The teacher's role here is to encourage his students to think creatively in order to be independent of the teacher. For example, in role-playing, the teacher can encourage his students by giving them some words or phrases when they forget words during the performance (Hedge, 2000).

- **Observer and performer**

For Harmer (2001), in a classroom interaction there are two essential roles that the teacher needs to adopt, the role of observer and performer. The first role, "observer", refers to observing students' movements and reactions in class, especially in verbal communication activities, because here the teacher not only gives feedback to students, but also records students' performance. And the second role A role, the "performer", is related to the teacher's different acting styles in the classroom, depending on the situation he is in.

Dependent variable

Productive skills

Productive skills are those of being able to share ideas with others, either orally or in writing. According to Ampa and Akibu (2019), productive skills are known to help people develop some other necessary skills in order to have a conversation between people. Production skills are mentioned in relation to writing and speaking because these skills allow the exchange of ideas during the language process. Communication skills also enable communication between people. On the other hand, it is important to have a

speaking and writing model before developing productive skills, and for these reasons receptive skills such as listening and reading are also associated with understanding, discovering, and analyzing new lexical models. While speaking, one interacts with another person or influences someone by saying something that can influence another person's point of view, while in writing, we need someone and something to communicate (Spratt, Pulverness and Williams, 2011).

Speaking

Speaking is an elementary skill that language learners must master along with other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but also involves non-verbal symbols such as gestures and facial expressions (Hedge ,2000). Additionality, Spratt, et al., (2011) mention that speaking is one of the four most important language skills and it is considered as productive skill, this means that speaking includes producing a language rather than receiving it. In addition, person-to-person communication is important, as this skill allows the exchange of ideas at precise moments and the participants do not have to wait long for answers. The factors that affect the development of speaking skills in English are pronunciation, intonation, fluency and so on.

The speaking of a second language learner is characterized by a series of errors and mistakes. Therefore, speaking is not an easy skill. Luoma (2004), it takes some experience and practice to fully master it. It is believed that "speaking a second language is quite difficult and language skills take a long time to develop". The ability to carry on a conversation is very different from writing in its grammar, vocabulary and classical speech patterns. Also, some basic processing skills of conversation differ from those of reading and writing. Furthermore, speaking a second language differs from speaking a first language in that students lack knowledge of grammar and vocabulary and the process of correct sentence structure does not occur automatically in the students' second language (Thornbury, 2005).

Speaking skills and subskills

Spratt, et al., (2011) stipulates different speaking skills and subskills such as grammar, vocabulary, function, register, features of connected speech, associative

language characteristics, body language, oral control, pronunciation, self-correction and interaction strategies. All of these skills and sub-skills are important in developing speaking.

In this study we focus on the relationship between interaction in the classroom and oral skills, so it is necessary to discuss only the skills related to these two variables.

- **Fluency**

The main goal that teachers want to achieve when teaching the useful skill of speaking is oral fluency; it is the main feature of the speaker's performance. Hughes (2002) defines fluency as the function of expressing oneself intelligibly, reasonably, and strictly without too much hesitation, otherwise, the communication will break down as listeners lose interest. To achieve this goal, teachers must train students to freely use their personal language to express their own ideas and then avoid imitations of any type of model.

- **Accuracy**

Nowadays, most second language teachers are emphasizing the concept of accuracy in their teaching as students tend to be more fluent and forget to be precise. Without strict structuring of speech, speakers will not be understood, and them interlocutors will lose interest if they make incorrect expressions every time. Therefore, attention to the correctness and totality of the manner of speech is of greater importance for oral competence. Ellis and Barkhuizen (2005) define accuracy as a ratio of "how well the target language is built relative to the target language's rule system". Thus, students should focus on the sequence of things when reproducing colloquial speech, primarily on grammar, vocabulary and pronunciation.

- **Vocabulary**

Achieving accuracy in terms of vocabulary is related to the proper selection of words throughout the speech. It is common for students to encounter problems when they try to say what they want to say, do not have the proper vocabulary, and sometimes use words incorrectly, as in the case of synonyms that do not have the same meaning in all contexts.

Students then must be able to use words and expressions accurately. According to Harmer (2001), word class reasoning also allows speakers to make well-formed utterances.

- **Pronunciation**

The English language has been widely considered by native and non-native speakers as a difficult language due to its pronunciation. Students who want to develop their English dialogue skills have to do general pronunciation. They need to be aware of the different sounds and their properties and where they are generated in the mouth; they also need to be aware of where to accentuate words, when to use ascending intonation, and when to use descending intonation. All of these topics provide additional information on how to converse in English in a positive way and help to achieve the goal of a better understanding of commented English. Harmer (2001) states that "It is imperative that you use the right term at the right time and with the correct pronunciation. Pronunciation means mentioning words in a way that is mostly accepted or understood.

Stages in a speaking lesson plan

- **Lead-in**

Spratt, et al., (2011) state that the purpose of the introduction activity is to set the context of the course to get students excited about the topic, to warm up students, and to activate students' language skills on the topic. Lead-in activities always take place at the beginning of the class; this is how you start each class. Introductions should not focus on specific grammar or vocabulary. The purpose here is just to get students excited about the subject. In a 60-minute class, the introduction should be a maximum of 5 minutes. This means you have time for one quick activity, but no more than one.

- **Practice activities or tasks**

Practice activities or assignments are activities in which the learner has the opportunity to use a new language, and these activities can be moved from controlled activities to freer ones. Controlled practice activities are activities that are limited in nature and focus on developing accuracy rather than mastery. This usually includes repetition, scaffolding and specific target language emphasis. Specific target language focus can come from one of three main system types grammar, vocabulary and functions (Spratt, Pulverness and Williams, 2011).

- **Post-task activities**

Post-task activities are tasks of speaking in which learners participate in a freer way, these activities need to be related to the language used in the classroom. There are three main goals that can be achieved through post-mission activities. First, post-task activities provide appropriate opportunities to repeat tasks. Second, it encourages learners to think about how the task is accomplished. Finally, it encourages attention to form, which means paying particular attention to the problematic parts of the task the learner is performing as feedback on the learner's performance (Spratt, Pulverness and Williams, 2011).

Criteria to assess the speaking skill

The speaking assessment is based on 4 main criteria grammar and vocabulary, pronunciation, interactive communication and overall achievement.

- **Grammar and vocabulary**

This refers to a student's ability to convey meaning using vocabulary, grammatical structures, and paraphrasing. Students are expected to have limited and successful use of language resources at this level, which are more valued in terms of scope and accuracy.

- **Pronunciation**

This refers to the intelligibility of the student's language. native language interference is expected and not punished if it does not interfere with communication.

- **Interactive communication**

This is related to the ability of students to participate appropriately in the interaction. A little hesitation is to be expected and will not be punished. Candidates are commended for being able to ask for repetition or clarification as appropriate.

- **Global achievement**

This refers to the overall performance of the student.

1.2 Objectives

General objective

To determine the effects of using classroom interaction in the development of the speaking skill of students of first semester at PINE.

Specific objectives

- To assess the speaking student's performance before and after the implementation of classroom interaction activities to develop the speaking skills.
- To implement different classroom interaction activities to develop the speaking skills.
- To analyze which language subskills are developed the most with the application of the interaction activities.

Description of the fulfillment of objectives

In order to aim the established objectives a series of steps were followed:

1. To fulfill the first objective, which is to evaluate the student's speaking performance, a pre-test and post-test from Cambridge were applied. It allowed the evaluation of the speaking level of 39 first-semester students in the subject of language and culture.
2. To achieve the second objective which is to implement different classroom interaction activities to develop the speaking skills, the researcher conducted a treatment that include 10 interventions in which students from first semester were able to participate in different activities, such as: Topic dice activity, talk ball activity, debates, role plays and others.
3. Finally, to fulfill the third objective which is to analyze the language subskills that are developed the most with the application of the interaction activities, the researcher identified that the students from first semester were able to develop their pronunciation, grammar and vocabulary, accuracy, fluency, among others. This information was taken from the results of the post test, checking the assessment criteria from the rubric.

CHAPTER II
METHODOLOGY

2.1 Materials

For the advancement of this research, the use of both human and material resources was necessary. Human resources involved first-semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros major at the Technical University of Ambato. Likewise, the material and technological resources were of great help in the development of the project.

Types of resources

In order to develop this research, the following resources were employed:

Table 1*Resources*

Resources	
Human	Researcher
	Teacher
	Students
Physical	School supplies such as:
	(Board, markets, computer)
	Sheets
Technological	Laptop
	Television
	Internet
	YouTube videos

Canvas

Note: Resources used by the researcher during treatments.

2.2 Methods

Research approach

The author Levy (2014) mentions that quantitative research allows the researcher to collect clear and precise information about their case study. Therefore, this research is considered quantitative since it measured the information that was collected through the pre-test and post-test, these instruments in turn allowed us to compare and analyze the data to see if the interaction activities in the classroom improved students' ability to speak.

Research modality

Field based research

Field research is defined as a process designed to collect new data from primary sources for a specific purpose. Likewise, the data obtained can be investigated by its nature, that is, research that covers new or unstudied topics (Mallete & Duke, 2020). The following research is considered field research because it is based mainly on collecting data directly from the place where the events occur, which are carried out without any type of manipulation or control of the project variables. That is why the investigation will be carried out in a face-to-face modality.

Bibliographic research

Furthermore, the investigative work has a bibliographic modality because the information presented is obtained from bibliographic sources such as books, articles and theses, which were found on the internet. Allen (2017) explains that research funding is based on the reliability of the data collected, information collected in other ways, and subsequent analysis of what is found in the documents.

Level or type of research

Quasi-experimental research

According to Sampieri (2010), a quasi-experimental study aims to examine the influence of the independent variable on the dependent variable controlling the process to obtain quantitative results. Therefore, to study the behavior of these variables is necessary the use of statistical data. This research had "Classroom interaction" as independent variable and the speaking skill as the dependent one. Therefore, it was needed to work with all the class to analyze the relationship between the two variables

Exploratory research

Exploratory research is defined as the soul of good investigation, the purpose of which is to discover new and interesting things that have not been explored in depth before (Elman, Gerring, & Mahoney, 2020). This project is considered innovative because, despite the fact that various interaction activities such as role-playing and image description have already been seen and applied, activities such as topic dice or speed talk are considered innovative for their ability to entertain the students.

Instruments

A pre-test and a post-test to identify students' level of proficiency in speaking skills. This instrument was taken from the standardized KET (Key English Test) designed by Cambridge Assessment English. All students took this test in pairs. The pretest was taken at the beginning of the experiment to identify the level of competence in the speaking section, therefore, for this project only the speaking section was considered, which consists of two parts. The first part aimed to assess the students' ability to answer personal questions. The second part evaluated the participants' ability to describe images and generate a discussion based on them. On the other hand, the post-test was applied after the application of the interaction activities, to determine if the participants improved their level of competence in oral skills. It is important to mention that both the pre-test and the post-test were recorded, in order to analyze the student's improvement.

YouTube videos that were presented in each of the 10 interventions, in order to reinforce knowledge on the topics of each class. Canvas presentations that were used in each intervention in order to present and explain in detail the interaction activity for each class.

Data collection procedure

For the treatment of this project, ten interventions were carried out with the students from first semester of the PINE major. Eight interventions were used for the application of classroom interaction activities and two interventions were used for the application of the Pre-test and post-test.

In the first session, the researcher introduced herself to the first semester students and gave a brief explanation of what the research project is about. Additionally, the Cambridge pre-test was applied, specifically the speaking part, which consisted of 2 parts. The exam was recorded and was taken in pairs, each pair took about 8 minutes.

In the second session, the treatment with interaction activities was applied. The activity that was carried out was a "topic dice", whose objective was based on the students discussing in pairs topics about the birth of language in a fluent way and that they are able to use expressions to give their opinions. This intervention lasted 30 minutes and the materials used were YouTube videos, a Canva to explain the activity, and finally a digital dice.

In the third session "the talk ball" activity was applied, the objective was for students to be able to answer and ask questions related to the death of language fluently. This activity lasted 30 minutes in total, the materials used were a ball to carry out the activity, YouTube videos to reinforce the topic of the class (the death of language) and a Canva to better explain the activity.

In the fourth session, a "speed talk" activity was carried out whose objective was for the students to exchange ideas and use vocabulary related to the idiolect and the dialect fluently. The activity was carried out in pairs and from time to time the students had to change their partners. The activities lasted 30 minutes, the materials used were YouTube videos, pieces of paper containing vocabulary related to the topic and expressions to give the point of view, and a Canva to better explain the activity.

In the fifth session a "debate" was applied whose theme was Gender vs. Sexuality. The objective of this activity was for students to discuss and refute arguments on the subject in a fluent way and to use vocabulary and expressions typical of a debate. This intervention had a duration of 40 minutes and the materials used were the internet for them to investigate gender and sexuality, a YouTube video on how a debate is carried out and a Canva to explain the activity.

In the sixth session a discussion was applied. This activity had two parts, the first part had as objective that the students answer personal questions fluently. In the second part the students had to describe a set of images related to sports, the objective of this part was for the students to be able to use vocabulary and expressions to describe images. This lesson lasted 60 minutes and was taken in groups of 3 people.

In the seventh session, the "Who am I?" activity was applied. The topic of the activity was about general culture, and the goal was for students to describe famous people, food, or places around the world in a fluent way, and at the same time use vocabulary related to these topics. This intervention lasted 30 minutes and was carried out in 3 groups of 9 students. The materials used were images about celebrities, food and places and a Canva's presentation to explain the activity.

In the eighth intervention, a role play was applied to the different cultures of the world. The objective of this activity was that the students expose the culture of countries such as Japan, China, Denmark, Mexico, etc. in a fluent way and use vocabulary related to culture. In addition, this activity focused on students representing each culture showing religion, clothing, food, etc. This intervention lasted 60 minutes and was delivered in groups of 6 students.

In the ninth session another discussion was applied. This activity consisted of two parts; the first part was intended for students to fluently answer questions about general culture. In the second part, students had to describe a set of images related to famous places around the world. The objective of this part was for students to be able to use vocabulary and expressions to describe images. This lesson lasted 60 minutes and was taken in groups of 3 people.

In the last intervention, the researcher informed the students that it would be the last class and gave a brief explanation of what the last activity dealt with. Subsequently, the Cambridge post-test was applied, specifically the oral part, which consisted of 2 parts. The exam was recorded and was taken in pairs, each pair taking about 8 minutes.

Population and sample

For the development of this research work, the use of human resources was necessary. The human resource were the young students of the first semester of the PINE major of the Technical University of Ambato. This group consisted of 39 participants, 10

men and 29 women, corresponding to the academic period October 2022 to March 2023. The age of the students was between 17 and 19 years. Additionally, to select the educational unit in which the project was applied, a thorough analysis had to be made on the availability of teachers' time, and favorably the institution provided a great openness and facility for the application of the project.

Table 2 *Population*

Population	Sample	Percentage
Women	24	74,35%
Men	10	25,65%
Total	34	100%

Note: 1st semester students of the PINE major at the Technical University of Ambato

Hypothesis

Null hypothesis

The use of classroom interaction does not develop the students' speaking skills.

Alternative hypothesis

The use of classroom interaction develops the students' speaking skills.

Signaling hypothesis variables

Independent variable: Classroom interaction

Dependent variable: Speaking skills.

CHAPTER III
RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results obtained after applying classroom interaction to develop students' speaking skill. To provide an understanding of the results obtained, they are represented in tables. In addition, after each table, there is its respective analysis and interpretation in order to facilitate the understanding of the readers.

The experiment was developed with 34 first-semester students of the PINE major at the Technical University of Ambato, specifically in the subject of Language and Culture. The students were instructed applying a face-to-face modality.

Students' pre-test and post-test were scored based on a specific KET exam rubric for the speaking section which was designed and developed by Cambridge English Assessment. The rubric to evaluate the KET exam consists of 20 points in total. It contained 4 aspects of communicative competence scored out of 5 points each.

Firstly, grammar and vocabulary, this part included the students' abilities to use vocabulary, grammatical structures and their ability to paraphrase. Secondly, pronunciation, this incorporated the intelligibility of the student's speech, intonation and

stress control in words. Third, interactive communication, this part included the students' ability to exchange ideas, ask questions and have a conversation. Finally, global achievement, encompassed the total performance of the student.

The scores obtained by the students were carefully analyzed to determine whether or not the use of classroom interaction to develop the students' speaking ability was effective. The pre-test and post-test scores were quantified over 10 points (Ecuadorian score). These scores were represented in Tables 3 and 4. Subsequently, the results were analyzed using SPSS software, version 22.

Table 3 *Students' pre-test scores*

Researched group	Score over 10
Student 1	6
Student 2	8
Student 3	6
Student 4	6
Student 5	7,5
Student 6	6
Student 7	6
Student 8	6,25
Student 9	6
Student 10	6
Student 11	6,5
Student 12	6,25
Student 13	6
Student 14	7,75
Student 15	6
Student 16	6,5
Student 17	6,25
Student 18	6,25
Student 19	7,5
Student 20	6,25
Student 21	6
Student 22	6
Student 23	6,5
Student 24	6,5

Researched group	Score over 10
Student 25	6,5
Student 26	6
Student 27	6
Student 28	8,25
Student 29	6
Student 30	6,25
Student 31	6
Student 32	6
Student 33	6,25
Student 34	6,75
Average	**6,42**

Note: 1st semester students of the PINE major at the Technical University of Ambato

Table 4 Students' post-test scores

Researched group	Score over 10
Student 1	7
Student 2	9
Student 3	6,5
Student 4	6,75
Student 5	8
Student 6	6,25
Student 7	6,5
Student 8	6,75
Student 9	8
Student 10	7
Student 11	7,25
Student 12	7
Student 13	7
Student 14	8,75
Student 15	6,5
Student 16	8
Student 17	8
Student 18	8,5
Student 19	8,25
Student 20	7,25
Student 21	6,5
Student 22	6,5

Student 23	7
Student 24	7
Student 25	7,25
Student 26	6,75
Student 27	6,75
Student 28	9
Student 29	7
Student 30	6,75
Student 31	6,75
Student 32	6,5
Student 33	6,75
Student 34	8
Average	**7,26**

Note: 1st semester students of the PINE major at the Technical University of Ambato

Table 5 *Difference and average of the pre-test and post-test*

Results	Pre-test	Post-test	Difference
Average	6.42	7.25	0.83

Note: 1st semester students of the PINE major at the Technical University of Ambato

Analysis and interpretation

Table 5 shows the different averages of the grades obtained by the first semester students of the PINE major in the pre and post exam. The average obtained by the students in the pretest was 6.42 out of 10. However, in the posttest the students obtained an average of 7.25 out of 10. This indicates that the entire group improved 0.83 decimals in their oral competence. These results show that classroom interaction is effective and beneficial to help students develop their oral skills, since it was possible to show an increase in the average of the tests.

3.2 Verification of the hypothesis

Null hypothesis

H0: The use of classroom interaction does not develop the students' speaking skills.

Alternative hypothesis

H1: The use of classroom interaction develops the students' speaking skills.

The present investigation is considered pre-experimental, which is why the SPSS software was necessary to determine the hypotheses that show the results obtained previously. In the first place, the normality test was carried out in the SPSs software, with which it was necessary to decide whether to apply a Wilcoxon statistic or a T test. In this research project, it is established that the use of classroom interaction activities positively influences in the development of oral ability of the first semester students of the Pedagogy of National and Foreign Languages major.

Table 6 Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,277	34	,000	,702	34	,000
Posttest	,246	34	,000	,861	34	,000

a. Lilliefors Significance Correction

Note: Shapiro Wilk normality test SPSS software 22

Analysis and interpretation

Table 7 shows the normality test of the pretest and posttest. The present investigation used a population of 34 students, which is why the use of Shapiro Wilk was adopted. Table 7 indicates that the significance in the pre-test is 0.00 while in the post-test the significance is 0.00. Therefore, it can be deduced that the data present normality because there is a balance in the significance, for which a T test was applied.

Table 7 Paired Samples T-Student Test

Paired Samples Statistics

	N	Mean	Sdt. desviation	Str.Error Mean

30

Pretest	34	6,426	,6262	,1074
Posttest	34	7,257	,7845	,1345

Note: T-student test SPSS software 22

Analysis and interpretation

Table 8 presents the results obtained after applying the statistical t test. In the table, the pre-test mean is 6,426 while the post-test mean is 7,257 applied to 34 students with a standard deviation of 0,6262 and 0,7845 respectively. In relation to the mean standard error, the pre-test shows 0,1074 and the post-test 0,1345. Given this analysis, it is possible to say that there was an increase in the mean of the post-test, for which it is evident that the speaking skills of the students improved after the application of the classroom interaction activities.

Hypothesis test summary

The following statistical hypotheses help to understand the criteria for comparing related samples:

H0: The pre-test mean is equal to the post-test mean.

$$H0: \bar{X}\,pre\text{-}test = \bar{X}\,post\text{-}test$$

H1: The pre-test mean is different from the post-test mean.

$$H1: \bar{X}\,pre\text{-}test \neq \bar{X}\,post\text{-}test$$

With a significance level of 5%, the following decision rules are stipulated:

$$H0: Pvalue > 0,05$$

$$H1: Pvalue \leq 0,05$$

Table 8 Hypothesis Test Summary

Hypothesis Test Summary

	t	df	Sig. (2 tailed)	Mean	95% confidence Interval of the difference	
					Lower	**Upper**
Pretest	59,839	33	,000	6,4265	6,208	6,645
Posttest	53,940	33	,000	7,2574	6,984	7,531

Analysis and interpretation

Table 10 shows that in the T-test statistical test the result of the Sig. (2 tails) in the comparison of the two samples under study is equal to 0.000. With this we can say that the value is below the significance level of 5% (0.05). Therefore, with this value, the null hypothesis (H0) is rejected.

Additionally, the results obtained in the statistical analysis showed that there is a significant increase in the average of the results after the test. This scientific evidence is sufficient support to reject the null hypothesis H0: The use of classroom interaction does not develop the students' speaking skills and to accept the alternative hypothesis H1: The use of classroom interaction develops the students' speaking skills

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

At the end of this research study, the following conclusions were reached:

- The treatment through interaction in the classroom was applied after the speaking level of the first semester students was evaluated through the pre-test, in which the average was 6.42. On the other hand, in the post-test the average was 7.25 showing a difference of 0.83.
- Different classroom interaction activities were applied. In each of the interventions, the stages of a speaking activity were applied. The activities used during the treatment were icebreakers, role-playing, debates, digital dice, quick chats, among others.
- During each activity the students developed different speaking sub-skills such as grammar, vocabulary, functions, oral fluency, connected speech, self-correction, intonation and registration. These sub-skills were assessed with a rubric from the Cambridge KET exam.

4.2 Recommendations

At the end of this research project, in order to contribute to those involved in teaching speaking skills, the following recommendations are suggested:

- It is recommended that teachers apply a pre-test and post-test before any treatment related to speech, because in this way they will be able to know the level of English of their students. In addition, it is recommended that both the pre-test and the post-test be recorded so that teachers can evaluate their students' errors more carefully.

- It is suggested that teachers apply classroom interaction activities such as icebreakers, discussions, description of images, debates and others, in order for students to feel motivated when speaking, and to have more participation during the class.

- It is recommended that teachers evaluate with a rubric all the sub-skills developed by the students during the interaction activities, in order to know what their weaknesses and strengths are.

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Annexes

Annex 1

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 996-261/Casilla 334
Ambato-Ecuador

Ambato 31 octubre, 2022
Res. Nº FCHE-CD-3316-2022

Señores/as
Flores Encalada Dayana Jadira
Estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 31 de octubre, 2022 en atención a informes Favorables **Mg. Ximena Calero Y Mg. Edgar Encalada** de la Facultad, sobre el tema **"CLASSROOM INTERACTION AND THE SPEAKING SKILL"** por usted propuesto resuelve:

DESIGNAR A LA DOCENTE **Mg. WILMA SUAREZ** COMO TUTOR DE LA PROPUESTA DEL TRABAJO DE TITULACION QUIÉN OBLIGATÓRIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL ART.17 "REGLAMENTO PARA LA EJECUCIÓN DE LA UNIDAD DE INTEGRACIÓN CURRICULAR Y LA OBTENCIÓN DEL TÍTULO DE TERCER NIVEL, DE GRADO EN LA UNIVERSIDAD TÉCNICA DE AMBATO DICE: Del tiempo para el desarrollo del trabajo de Integración Curricular. - El estudiante deberá asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de Integración Curricular, concluir y aprobar la modalidad de titulación escogida en el período académico destinado en la malla curricular. Se entenderá que el estudiante concluye y aprueba su trabajo de Integración Curricular únicamente cuando haya realizado la sustentación de este. Para tal efecto el estudiante podrá entregar su trabajo final (informe final del trabajo de Integración Curricular hasta 30 días término antes de la culminación del ciclo académico destinado a la Integración Curricular). En el caso de las carreras con Internado Rotativo los estudiantes podrán entregar su trabajo final (informe final del trabajo de Integración Curricular dentro de los 30 días término antes de la culminación del Internado Rotativo).

SE RECOMIENDA QUE EN LA EJECUCION DEL TRABAJO DE TITULACIÓN SE TOME EN CUENTA LA REDACCIÓN, ORTOGRAFIA, EL NOMBRE DE LA CARRERA Y EL TITULO A OBTENER, SE ENCUENTRE CORRECTO.

Atentamente,

Firmado electrónicamente por:
SEGUNDO VICTOR
HERNANDEZ DEL
SALTO

Dr. Mg. Víctor Hernández del Salto
PRESIDENTE

CC: DIRECTOR DE PROYECTO Adj: Proyecto
        SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL
        ARCHIVO NUMERICO CONSEJO DIRECTIVO
        CARPETA: GRADOS PROYECTOS

VHS/CVD/SES

Annex 2 Approval

FORMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 29 de septiembre de 2022

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

Yo Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Classroom interaction and the speaking skill" propuesto por la estudiante Dayana Jadira Flores Encalada, portadora de la Cédula de Ciudadanía 1850643725, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente

Firmado electrónicamente por:
SARAH
JACQUELINE
IZA PAZMIÑO
....
Lic. Mg. Sarah Jacqueline Iza Pazmiño
Coordinadora de la carrera
0501741060
032818175
0984060528
sj.iza@uta.edu.ec

Annex 3 Pre-test and post-test

Pre-test

Test 1

Part 1 (3-4 minutes)

Phase 1
Interlocutor

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

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

Source:
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.pdf

Phase 2
Interlocutor

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

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

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

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

Interlocutor

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

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

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

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

Source:
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.pdf

Part 2 (5-6 minutes)

Phase 1
Interlocutor
⏱ *3-4 minutes*

Now, in this part of the test you are going to talk together.

Place Part 2 booklet, open at Task 2a, in front of candidates.

Here are some pictures that show **different places to eat**.

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

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates ....
⏱ *Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.*

Interlocutor /
Candidates
Use as appropriate.
Ask each candidate
at least one
question.

Do you think...
....eating on the beach is fun?
... eating in restaurants is expensive?
....eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

| *Optional prompt* |
| Why?/Why not? |
| What do **you** think? |

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

Phase 2

Interlocutor
⏱ *Allow up to 2*
minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Source:
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.pdf

Do you like these different places to eat?

Post-test

Part 1 (3-4 minutes)

Phase 1
Interlocutor

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

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

Source:
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.pdf

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Phase 2
Interlocutor

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

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

Extended Response
Now **A**, please tell me something about your favourite singer or group?

Back-up questions
Where is your favourite singer from?
Why do you like them?
Do your friends like them too?

Interlocutor

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

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

Extended Response
Now, **B**, please tell me something about presents you buy for your friends.

Back-up questions
Where do you buy presents?
Do you like giving presents?
Have you bought a present recently?

Source:
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.pdf

Phase 1
Interlocutor
🕑 *3-4 minutes*

Now, in this part of the test you are going to talk together.

Place **Part 2** *booklet, open at* **Task 2b**, *in front of candidates.*

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

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

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

All right? Now, talk together.

Candidates

....
🕑 *Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.*

Interlocutor /
Candidates
Use as appropriate.
Ask each candidate
at least one
question.

Do you think....
...beach holidays are fun?
...city holidays are interesting?
...camping holidays are exciting?
...walking holidays are expensive?
...holidays in the mountain are boring?

| *Optional prompt* |
| Why?/Why not? |
| What do **you** think? |

Interlocutor

So, **A**, which of these holidays do you like best?
And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve* **Part 2** *booklet.*

Phase 2

Interlocutor
🕑 *Allow up to 2 minutes*

Now, do you prefer to go on holidays with your friends or with your family, **B**? (Why?)

And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Source:
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.pdf

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Do you like these different holidays?

Source:
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20
0Speaking.pdf

Annex 4 KET exam rubric

	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

Source:
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.pdf

Annex 5 Activity Lesson Plans

Lesson plan 1

TOPIC DICE LESSON PLAN

GROUP: First semester PINE	PARALLEL: A	TIME: 30 minutes	N° OF STUDENTS: There are 39 students in this group
SUBJECT: Language and Culture	AREA: ENGLISH	DATE: October 27th, 2022	TEACHER: Dayana Flores

Aims: To analyze the effects of using the topic dice activity in the development of the speaking skill.

Objectives: Students will be able to discuss in pairs topics about language birth in a fluent way. Students will be able to use expressions to give their opinions.

Anticipated problems: There may be students who do not interact in class for fear of making mistakes when speaking **Solution:** Apply activities that motivate the active participation of students such as topic dice activity.

LEAD-IN

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	I. PATTERNS	MATERIALS
10 min	• The teacher begins by asking questions about language birth (a topic of previous class): 　1. Before class, did you know what language birth is?	• Students answer the question asked by the teacher.	Teacher-students	Video link: https://www.youtube.com/watch?v=iWDKsHm6gTA

	2. In your own words, can you tell what do you understand by language birth? • The teacher presents a video to reinforce the knowledge about language birth.	• Students pay attention to the video.		

PRACTICE ACTIVITIES

| 10 min | • The teacher explains to the students the topic dice activity.
• The teacher presents to the students the list of topics for the activity:
   1. Biblical history of languages
   2. Communication and its channels.
   3. Communication among nonhuman primates.
   4. When does a communication system become language?
   5. Design features of language.
   6. Language as an evolutionary product.

• The teacher explains that they have to use different expressions to give their point of view, such as:
   1. As far as I know, … | • Students choose who they will work with in the activity
• Students carry out the activity and use the expressions suggested by the teacher | • Teacher-students
• Student-student (Work in pairs) | • Digital dice https://freeonlinedice.com/

• Slides

https://www.canva.com/design/DAFPWjR4pq0/VhN9nAV1GiJ-SUmOxIuA9w/edit?utm_content=DAFPWjR4pq0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton |

	2. I agree with the opinion of … 3. I could be wrong, but … 4. I'd definitely say that … 5. I'd guess/imagine that … 6. I'd say that … 7. I'm absolutely certain that … 8. I'm fairly confident that … • The teacher projects the digital dice and the activity begins.			
POST-TASK ACTIVITIES				
10 min	• The teacher present questions for discussion. 1. All animals communicate, that is, transmit information between organisms by means of different kinds of signs. Discuss those characteristics of human languages that are not found in the communicative behavior of any other species in the animal kingdom. 2. Chimpanzees communicate, but their means (channels) of communication are different (as is also the scope) from those used by humans. Discuss the differences and the reasons for them. 3. What is the difference between paralanguage and protolanguage?	• Students discuss the questions in pairs.	• Students-students (work in pairs)	

	On what basis do we judge the transition from paralanguage to full-fledged language to have taken place? 4. What are the most important points that need to be considered when we talk about language birth?		

Lesson plan 2

<div align="center">THE TALK BALL LESSON PLAN</div>

GROUP: First semester PINE	**PARALLEL:** A	**TIME**: 30 minutes	**N° OF STUDENTS:** There are 34 students in this group
SUBJECT: Language and Culture	**AREA:** ENGLISH	**DATE:** October 28th, 2022	**TEACHER:** Dayana Flores

Aims: To analyze the effects of using the talk ball activity in the development of the speaking skill.

Objectives:
Students will be able to answer questions related to language death in a fluent way.
Students will be able to ask questions to their classmates related to language death.

Anticipated problems: There may be students who do not interact in class for fear of making mistakes when speaking

Solution: Apply activities that motivate the active participation of students such as the talk ball activity.

LEAD-IN

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	I. PATTERNS	MATERIALS
10 min	• The teacher greets the students. • The teacher introduces the topic for the class (language death). • The teacher presents a video related to language death.	• Students greet the teacher. • Students pay attention to the video.	• Teacher-students	Video link: https://www.youtube.com/watch?v=FkQxD_vJSM8&t=49s

PRACTICE ACTIVITIES			
10 min	• The teacher explains to the students the talk ball activity. • The teacher presents to the students the list of questions for the activity: 1. What is a living language? 2. When is a language considered dead? 3. When is a language considered extinct? 4. Give me an example of a language dead. 5. Give me an example of a language extinct. 6. What is the most common way languages die? 7. Give me an example of Bottom-to-top language death. 8. Tell something about the Ajawa language. 9. Tell something about the Kallawaya language. • The teacher hand out the questions to all students on one sheet of paper and the activity begins.	• Students carry out the activity and use the vocabulary suggested by the teacher	• Teacher-students • Student-students (work in pairs with different partners)	Slides: https://www.canva.com/design/DAFQp_w1h-0/g6H_cTkA_eQ9w81SDoccKg/edit?utm_content=DAFQp_w1h-0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	• The teacher evaluates the subskills developed by the students during the activity with a rubric		
POST-TASK ACTIVITIES			

10 min	• The teacher present questions for discussion.
	   1. In your country or in your region, are there languages that are in danger of dying or becoming extinct?
	   2. How would you feel about those languages disappearing? Would be something important be lost?
		• Students discuss the questions in pairs.	• Students-students (work in pairs)	

Lesson plan 3

GROUP: First semester PINE	**PARALLEL:** A	**TIME**: 30 minutes	**N° OF STUDENTS:** There are 34 students in this group
SUBJECT: Language and Culture	**AREA:** ENGLISH	**DATE:** November 9th, 2022	**TEACHER:** Dayana Flores

Aims: To analyze the effects of using speed talk activity in the development of the speaking skill.

Objectives:

Students will be able to exchange ideas related to idiolect and dialect with different partners in a fluent way.

Students will be able to use vocabulary related with idiolect, dialect and style.

Anticipated problems: There may be students who do not interact in class for fear of making mistakes when speaking

Solution: Apply activities that motivate the active participation of students such as speed talk activity.

LEAD-IN

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	I. PATTERNS	MATERIALS
10 min	• The teacher greets the students. • The teacher begins by asking a question about idiolect, dialect, style (a topic of previous class). 1. Do you know something about these topics before the class?	• Students answer the question asked by the teacher. • Students pay attention to the video.	• Teacher-students	Video link: https://www.youtube.com/watch?v=FkQxD_vJSM8&t=49s

	• The teacher presents a video to reinforce the knowledge about dialect and idiolect.			
PRACTICE ACTIVITIES				

10 min	• The teacher explains to the students the speed talk activity.
	• The teacher presents to the students the vocabulary that they need to use in the activity:
	  1. Dialect
	  2. Idiolect
	  3. Pronunciation
	  4. Expression
	  5. Grammar
	  6. Accent
	  7. Individual
	  8. Phonological
	  9. Sounds
	  10. Words
	  11. Style
	  12. Group
	
	• The teacher evaluates the subskills developed by the students during the activity with a rubric
		• Students carry out the activity and use the vocabulary suggested by the teacher	• Teacher-students
			
			• Student-student (work in pairs with different partners)
				Slides:
				https://www.canva.com/design/DAFQp_w1h-0/g6H_cTkA_eQ9w81SDoccKg/edit?utm_content=DAFQp_w1h-0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

POST-TASK ACTIVITIES				

10 min	• The teacher present questions for discussion. 5. It has been said that a language is dialect with an army. What do you think this means? Is there any wisdom to such a claim? 6. What was the most interest thing that you learn today?	• Students discuss the questions in pairs.	• Students-students (Work in pairs)	

Lesson plan 4

DEBATE LESSON PLAN

GROUP: First semester PINE	PARALLEL: A	TIME: 40 minutes	N° OF STUDENTS: There are 34 students in this group
SUBJECT: Language and Culture	AREA: ENGLISH	DATE: November 10th, 2022	TEACHER: Dayana Flores

Aims: To analyze the effects of using a debate in the development of the speaking skill.

Objectives:
Students will be able to discuss and refute arguments about gender and sex in a fluent

way.Students will be able to use vocabulary related to gender and sex.

Anticipated problems: There may be students who do not interact in class for fear of making mistakes when speaking

Solution: Apply activities that motivate the active participation of students such as a debate activity.

LEAD-IN

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	I. PATTERNS	MATERIALS
10 min	• The teacher greets the students. • The teacher begins by asking questions about gender and sex(a topic of previous class).	• Students answer the questions asked by theteacher.	Teacher-students	Video link: https://www.youtube.com/watch?v=XN-wD8O9tRI

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	1. Define the term sex. 2. What do you understand bygender? • The teacher presents a video to reinforce the knowledge aboutgender and sex.	• Students pay attention tothe video.		

PRACTICE ACTIVITIES

25 min	• The teacher introduces the activity for the class (a debate).
	• The teacher presents the topic for the debate(Gender vs Sex)
	• The teacher suggests that students use vocabulary relatedto gender vs sex:
	  1. Biology
	  2. Orientation
	  3. Culture
	  4. Identity
	  5. Gay
	  6. Transgender
	  7. Homosexual
	  8. Heterosexual
	• The teacher suggests that students use expressions to provide information in a debate:
		• Students get together withtheir respective groups.
		• Students prepare for thedebate.
		• Students carry out the activity and use the vocabulary suggested by theteacher.
			• Teacher-students
			
			• Student-student (work in groups of 9).
				Slides: https://www.canva.com/design/DAFRYvevMDU/3yih1ALn_32yMf3VPfvz1A/edit?utm_content=DAFRYvevMDU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	1. To present the most important point - This argument/idea is of paramount importance. - The most important argument for ... is ... - The main idea/thing is ... - The most important idea is... - Most importantly, I want to mention that... **2. To agree or disagree** - It's true/obvious/evident that ... However, ... - While you might say that ..., it's important to remember that ... - I agree with you that ... On the other hand, - Although/even though it is true that... I believe that... - I agree/admit/concede that... , but we must remember that... - I can understand that... Nevertheless, ..		

	• The teacher divides the class into four groups because therewill be two rounds of debate. • The teacher designates each group the topic (either gender or sex) that they will defend in the debate. • The teacher stipulates a time limit of 6 minutes for each group to prepare and look for informationon the topic that they have. • The teacher designates 4 people from each group to participate inthe debate. • The preparation time ends, andthe debate begins • The teacher evaluates the subskills (grammar and vocabulary, pronunciation, etc) developed by the students during the activity witha rubric.		
POST-TASK ACTIVITIES			
5 min	• The teacher present questions fordiscussion.	• Students discuss thequestions in pairs.	• Student- students (work in pairs)	

		1. What do you consider "masculinity"? What do you consider "femininity"? 2. How many genders do you believe there are?			

Lesson plan 5

GROUP: First semester PINE	PARALLEL: A	TIME: 60 minutes	N° OF STUDENTS: There are 34 students in this group
SUBJECT: Language and Culture	AREA: ENGLISH	DATE: November 16th, 2022	TEACHER: Dayana Flores

Aims: To analyze the effects of using a discussion activity in the development of the speaking skill.

Students will be able to answer personal questions in a fluent way.

Students will be able to describe pictures and have a discussion with their classmates.

Students will be able to use expressions in order to describe pictures.

Anticipated problems: There may be students who do not interact in class for fear of making mistakes when speaking

Solution: Apply activities that motivate the active participation of students such as a discussion activity.

LEAD-IN

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	I. PATTERNS	MATERIALS
5 min	• The teacher greets the students. • The teacher introduces the activity for the class (a discussion)	• Students greet the teacher • Students pay attention	• Teacher-students	

	PRACTICE ACTIVITIES			

40 min	• The teacher explains the first part of the discussion activity.
	• The teacher creates groups of 3 students for the activity.
	• The teacher presents the personal questions that they need to answer with their groups.
	   13. Why are you passionate about what you do?
	   14. Where do you see yourself in 5 years' time?
	   15. Do you think money is important?
	   16. What makes you the happiest?
	   17. What is the most surprising fact you've learnt about yourself?
	   18. What are you afraid of?
	• The teacher explains the second part of the discussion activity.
	• The teacher presents the set of pictures that the students will use un the activity.
	• The teacher presents some expression for students to describe pictures:
		• Students meet with their groups
		
		• Students carry out the activity and answer the questions
		
		• Students describe the pictures and use the expressions given by the teacher.
			• Teacher-students
			
			• Students-students (work in groups of 3)
				Slides:
				https://www.canva.com/design/DAFRg8_3ZZM/Skzpj66kegwqmDyRgq_q9A/edit?utm_content=DAFRg8_3ZZM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	1. The photo/picture shows ... 2. *In the picture I can see ...* 3. At the top/bottom of the picture ... 4. In the middle of the picture ... 5. On the left/right of the picture ... • The teacher mentions that the students are going to be recorded during the activity. • The activity starts. • The teacher evaluates the subskills developed by the students during the activity with a rubric		
POST TASK ACTIVITY			
15 min	• The teacher mentions that they have to record what they did during the practice time	• Students record their discussion	• Student-student (Work in groups of 3)	

Lesson plan 6

<p align="center">**WHO AM I? LESSON PLAN**</p>

GROUP: First semester PINE	**PARALLEL:** A	**TIME**: 30 minutes	**N° OF STUDENTS:** There are 34 students in this group
SUBJECT: Language and Culture	**AREA:** ENGLISH	**DATE:** November 17th, 2022	**TEACHER:** Dayana Flores

Aims: To analyze the effects of using the Who am I? activity in the development of the speaking skill.

Objectives:
Students will be able to describe famous people, food or places in a fluent way.

Students will be able to use vocabulary related to food, famous people and places.

Anticipated problems: There may be students who do not interact in class for fear of making mistakes when speaking

Solution: Apply activities that motivate the active participation of students such as who am I? activity.

LEAD-IN

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	I. PATTERNS	MATERIALS
10 min	• The teacher greets the students. • The teacher begins by asking a question about culture (a topic of previous class).	• Students answer the question asked by the teacher.	• Teacher-students	Video link:

	2. Do you know something about the Chinese culture? • The teacher presents a video to reinforce the knowledge about what is culture.	• Students pay attention to the video.		https://www.youtube.com/watch?v=yB7WwENGOgw

PRACTICE ACTIVITIES

10 min	• The teacher explains the Who am I? activity.
	• The teacher presents the rules of the activity:
	   1. Do not look at the name on your forehead.
	   2. If you accidentally see the answer, take another card and start again.
	   3. Start by asking broad questions.
	   4. Be more specific with your questions.
	   5. State your guess as to your identity
	
	• The teacher presents the questions that students can use to guess their character, food, or place:
		• Students carry out the activity and use the questions suggested by the teacher	• Teacher-students
			
			• Student-student (work in rows)
				Slides: https://www.canva.com/design/DAFSDzlGE-o/8Omf31u_ISJ_H9dwMw9C9A/edit?utm_content=DAFSDzlGE-o&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	1. Am I a male (female)? 2. Am I a singer (dancer, actor)? 3. Am I a historical figure? 4. Am I young or old? 5. Am I alive now? 6. Am I a food? 7. Am I from Mexico, brazil, China, etc? 8. Am I a place? 9. Am I in the American, European, etc continent? 10. Am I a hot or cold place? 11. Am I sweet, salty or sour? • The teacher evaluates the subskills developed by the students during the activity with a rubric		
POST-TASK ACTIVITIES			

10 min	• The teacher present questions for discussion.
	   7. What are some things that define a culture? ...
	   8. What do you think is interesting about your culture?
		• Students discuss the questions in pairs.	• Students-students (Work in pairs)	

Lesson plan 7

DISCUSSION LESSON PLAN

GROUP: First semester PINE	**PARALLEL:** A	**TIME**: 60 minutes	**N° OF STUDENTS:** There are 34 students in this group
SUBJECT: Language and Culture	**AREA:** ENGLISH	**DATE:** November 18th, 2022	**TEACHER:** Dayana Flores

Aims: To analyze the effects of using a discussion activity in the development of the speaking skill.

Students will be able to answer personal questions in a fluent way.

Students will be able to describe pictures and have a discussion with their classmates.

Students will be able to use expressions in order to describe pictures.

Anticipated problems: There may be students who do not interact in class for fear of making mistakes when speaking

Solution: Apply activities that motivate the active participation of students such as a discussion activity.

LEAD-IN

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	I. PATTERNS	MATERIALS
5 min	• The teacher greets the students. • The teacher introduces the activity for the class (a discussion)	• Students greet the teacher • Students pay attention	• Teacher-students	

PRACTICE ACTIVITIES			

40 min	• The teacher explains the first part of the discussion activity.
	• The teacher creates groups of 3 students for the activity.
	• The teacher presents the personal questions that they need to answer with their groups.
	   19. Who is your best friend?
	   20. How old are you?
	   21. Do you any brother or sister?
	   22. What is your father's name?
	   23. What is your mother's name?
	   24. Are you a good person?
	• The teacher explains the second part of the discussion activity.
	• The teacher presents the set of pictures that the students will use un the activity.
	• The teacher presents some expression for students to describe pictures:
	   6. The photo/picture shows ...
	   7. In the picture I can see ...
		• Students meet with their groups
		
		• Students carry out the activity and answer the questions
		
		• Students describe the pictures and use the expressions given by the teacher.
			• Teacher-students
			
			• Students-students (work in groups of 3)
				Slides: https://www.canva.com/design/DAFRg8_3ZZM/Skzpj66kegwqmDyRgq_q9A/edit?utm_content=DAFRg8_3ZZM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	8. At the top/bottom of the picture ... 9. In the middle of the picture ... 10. On the left/right of the picture ... • The teacher mentions that the students are going to be recorded during the activity. • The activity starts. • The teacher evaluates the subskills developed by the students during the activity with a rubric		
POST TASK ACTIVITY			
15 min	• The teacher mentions that they have to record what they did during the practice time	• Students record their discussion	• Student-student (Work in groups of 3)	

Lesson plan 8

<p align="center">**ROLE PLAY LESSON PLAN**</p>

GROUP: First semester PINE	**PARALLEL:** A	**TIME**: 60 minutes	**N° OF STUDENTS:** There are 34 students in this group
SUBJECT: Language and Culture	**AREA:** ENGLISH	**DATE:** November 23th, 2022	**TEACHER:** Dayana Flores

Aims: To analyze the effects of using the role play activity in the development of the speaking skill.
Objectives: Students will be able to describe different cultures around the world in a fluent way. Students will be able to use vocabulary related to different cultures around the world (Chinese, Japanese, American, etc).
Anticipated problems: There may be students who do not interact in class for fear of making mistakes when speaking **Solution:** Apply activities that motivate the active participation of students such as the role play activity.
LEAD-IN

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	I. PATTERNS	MATERIALS
10 min	• The teacher greets the students. • The teacher introduces the activity for the class (role play).	• Students greet the teacher • Students pay attention to the video.	• Teacher-students	Video link: https://www.youtube.com/watch?v=CcZvAL-eO4s

	• The teacher presents a video to reinforce the knowledge about cultures around the world.			

PRACTICE ACTIVITIES

| 10 min | • The teacher explains the first part of the activity (this is a presentation).
• The teacher forms the groups (6 groups)
• The teacher mentions that they need to include some facts such as:
 1. Language
 2. Traditions
 3. Costumes
 4. Sports
 5. Food
• The teacher mentions that they have to use vocabulary related to culture:
 1. Religion.
 2. Society.
 3. Cultural.
 4. Language.
 5. Tradition.
 6. Country.
 7. Folklore.
 8. Food. | • Students get in groups and prepare the presentation.
• Students expose the most important facts of each country.
• Students carry out the role play. | • Teacher- students

• Student-student (work in groups of 6) | Slides: https://www.canva.com/design/DAFSt83_My8/NVUIGQbBDW4eREuRBia1cA/edit?utm_content=DAFSt83_My8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebuttonTeacher-students |

	• The teacher suggests some expression that they can use in the presentation: 1. Good morning/afternoon everyone and welcome to my presentation. First of all, let me thank you all for coming here today. 2. Let me start by saying a few words about my own background. 3. As you can see on the screen, our topic today is...... 4. My talk is particularly relevant to those of you who.... 5. This morning/ afternoon I'm going to take a look at the recent developments in..... • The teacher explains the second part of the activity (the role play). • The teacher mentions the culture that each group has to represent: 1. China 2. Mexico 3. Denmark 4. United Arab Emirates 5. Japan 6. India			

	• The teacher starts the activity. • The teacher evaluates the subskills developed by the students during the activity with a rubric		
POST-TASK ACTIVITIES			

10 min	• The teacher present questions for discussion.
	  9. When people from other countries think about your culture, what do they usually think of?
	  10. Are there many people of different cultures in your country? Are you friends with any?
		• Students discuss the questions in pairs.	• Students-students (Work in pairs)	