

# UNIVERSIDAD TÉCNICA DE AMBATO



## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

### MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

#### TEMA: INTERACTIVE TEACHING TECHNIQUES AND SPEAKING FLUENCY

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Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés

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*Gaby*

## **DEDICATION**

I dedicate this accomplishment to God who has blessed me through my life. To my parents Gloria and Celiano who have been my angels that guide and love me unconditionally. To my son Alexander the most important person in my life who has being my motivation to be a better person. To Patricio the person who loves and understands me. To my brothers Josue and Leo who have supported me everyday

I love you

*Gaby*

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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**TEMA**

“TÉCNICAS DE ENSEÑANZA INTERACTIVAS PARA LA FLUIDEZ EN LA  
DESTREZA HABLADA”

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**LINEA DE INVESTIGACIÓN:** Métodos y Medios para la Enseñanza.

**FECHA:** 04 de octubre de 2021

**RESUMEN EJECUTIVO**

El aprendizaje del idioma inglés en los estudiantes es esencial para el desenvolvimiento al momento de comunicarse. El uso del idioma en contextos reales ayuda a que los aprendizajes sean significativos y los mismos puedan ser aplicados al momento de necesitarlos. Sin embargo, los estudiantes deben tener las herramientas esenciales para desarrollar la destreza del habla. La siguiente investigación titulada Técnicas de Enseñanza Interactivas y la fluidez en la destreza hablada fue desarrollada en la Unidad Educativa UK school, en Ambato-Ecuador. La presente investigación tiene como objetivo principal demostrar la incidencia de las Técnicas de Enseñanza Interactivas en la fluidez al hablar. Por esta razón se aplicaron métodos cuantitativos para comprobar la validez de la investigación, así como métodos cualitativos para examinar el progreso de la fluidez al momento de hablar. Para alcanzar dicho objetivo participaron 30 estudiantes de sexto grado A y B de Educación General Básica. La clase A correspondería al grupo de control y la clase B al grupo experimental. Posteriormente en el grupo experimental se aplicó 4 estrategias de enseñanza interactiva como buzz groups, pair think-share, brainstorming, socratic questioning dos horas por semana durante un mes sin embargo con el grupo de control se trabajó sin ninguna modificación en la metodología. Además, se aplicó un pre-test y un post-

test como herramienta para recolectar información. Finalmente, los resultados demostraron que la aplicación de Técnicas interactivas es fundamental para el mejoramiento de la destreza del habla especialmente la fluidez. Evidentemente en un país en el cual el idioma inglés no se practica fuera del aula de clases, estas técnicas interactivas son una alternativa de enseñanza esencial para poder exponer a los estudiantes al idioma extranjero y así obtener un aprendizaje significativo. Por lo tanto, los docentes deben tomar en consideración el implementar las estrategias interactivas de aprendizaje dentro de sus clases para que de esa manera mejoran la destreza hablada en sus estudiantes y además aumenten el interés de aprender el idioma

**Descriptor:** aprendizaje, aprendizaje significativo, destreza hablada, enseñanza, fluidez, técnicas de enseñanza interactivas, lluvia de ideas, trabajo en parejas, cuestionario de Sócrates, trabajo en grupo, enseñanza, innovador

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**EXTRANJEROS MENCION EN INGLÉS**

**THEME**

“INTERACTIVE TEACHING TECHNIQUES AND SPEAKING FLUENCY”

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**ABSTRACT**

The students' English language learning is essential for the development at the time of speaking. The use of the language in real world contexts help that the learning processes be meaningful and can be applied when need them. However, students must have the necessary tools to develop their speaking skill. For this reason, the current research entitled Interactive Teaching Techniques and Speaking Fluency was developed at the Unidad Educativa UK School in Ambato-Ecuador. The principal objective of this study research is to demonstrate the incidence of Interactive Teaching Techniques in speaking fluency. For this reason, quantitative methods were applied to check the validity of the research, as well as qualitative methods to examine the progress of the participants' fluency when speaking. To achieve this objective, it was conducted with 30 participants from sixth grade of Basic General Education. The students were divided according to their classes; Class A the control group and Class B the experimental group. Subsequently, in the experimental group; 4 interactive teaching strategies were applied such as buzz groups, pair think-share, brainstorming, socratic questioning, two hours a week for a month; while the control group worked normally without any interference in their learning. Furthermore, a pre-test and a post-test were applied as a tool to collect the necessary information. At the end of the study,

the results of the post-test of the students were compared. Finally, the research results showed that the application of Interactive Teaching Techniques are fundamental to improve the speaking skill specially fluency. Obviously, in a country in which the English language is not practiced outside the classroom, these interactive techniques are an essential teaching alternative to expose students to the foreign language in order to have a meaningful learning. Thus, educators should take into account and consider implementing interactive teaching skills in their classes because in that way learners can develop their fluency, and besides, they can increase their interest to learn the language

**Key words:** fluency, learning, interactive teaching techniques, meaningful learning, speaking skill, teaching, brainstorming, pair-group, Socratic questioning, pair-group, innovative

## **CHAPTER I**

### **RESEARCH PROBLEM**

#### **1.1 Introduction**

In this globalization era, English is one of the most spoken language around the world. This is the main reason why in this modern world it is crucial that students can communicate in English. According to (Srinivas, 2019) in his journal “The importance of speaking skill in English Classroom” points out “In this modern world, communication skills play a vital role and one must have mastery over these skills to get success. Accordingly, speaking is the most important skills among all the four language skills in order to communicate well”.

Taking into consideration that students in Ecuador learn English as a foreign language therefore, they do not have the opportunity to practice English in practical and real activities; it is important to implement an English environment where students can have the opportunity to communicate in English.

This research work was shaped considering that speaking fluency is so significant at the moment of interacting with others. It aims to explore how interactive teaching techniques can help students to improve their speaking fluency of EFL students from sixth Level of the Unidad Educativa UK school. In detail, interactive teaching techniques could be a vehicle to improve their speaking fluency because students are going to have the opportunity to interact and feel free to talk consequently; they are going to practice English in a practical and real way.

“A new quality of learning and teaching in general, is an absolute priority for education. The teachers are not only sources of information, they are also meant to lead managers and teaching to develop the interaction among students

and training/development of key social personality traits. Using interactive techniques and strategies, the students become more engaged in learning; retain more information, thus becoming more satisfied” (Senthamarai,2018)

Interactive teaching techniques and speaking fluency met its objectives and looked for results by applying 4 interactive teaching techniques such as think-pair share, socratic questioning, buzz group and brainstorming. All these techniques were apply in order to accept or reject the hypothesis. An experimental research design was used to conduct the investigation because the control group and the exploratory group were compared in all aspects. A research background was conducted to analyze and focus the investigation on diverse topics like the impact of interactive teaching techniques, speaking fluency, oral communication etc.

## **1.2. Justification**

The development of the four English skills is fundamental for an effective learning. However, the speaking skill is necessary when learning English. In addition (Morley, 2001) states, that fluency is a motivational factor for EFL learners in order to have a normal daily conversation. In Ecuador, English is considered as a foreign language. It means that students are only exposed to English inside of the classroom. Consequently, students do not have the environment to develop or improve their speaking skill specially fluency. That is the main reason why this research is done to guide teachers with widely interactive teaching techniques in order to give students enough opportunities to use English inside of the classroom, thus improve students’ fluency.

This research is **important** to develop due to it stablishes the influence and the effects of interactive teaching techniques and learners’ speaking fluency. This study allows teachers to know to what extend the use of interactive teaching techniques improve EFL students’ speaking fluency. Furthermore, this research was carried out to support teachers with updated interactive teaching techniques to improve not only students’ fluency but also confidence in order to succeed in this globalized world



Moreover, the use of interactive teaching techniques are **feasible** to apply in children because these interactive techniques encourage students to use the language in real life situations for meaningful purposes and connect their experience knowledge and culture. Furthermore, interactive teaching techniques improve their speaking fluency because students feel motivated and confident to communicate and understand through authentic language. Consequently, students not only improve their speaking skill but also they have a better performance in their classes.

Finally, the principal **beneficiaries** are students due to they improve their speaking skill in a considerable way. Additionally, teachers, coordinators and the principal are benefited by the implementation of these interactive teaching skills because they are updated with new techniques that help students in the learning process significantly

### **1.3. Objectives**

#### **1.3.1 General**

To determine the incidence of interactive technique enhances on speaking fluency

#### **1.3.2 Specific**

To identify the teaching techniques teachers use to promote speaking fluency

To determine the level of students speaking fluency

To stablish interactive teaching techniques and speaking fluency improvement

## **CHAPTER II**

### **RESEARCH BACKGROUND**

This research project has its support in previous scientific articles and online books who contributed with the understanding of the two variables.

#### **2.1. Interactive Teaching Techniques studies**

To begin with, Gashi (2016), in her research about the implementation of interactive teaching techniques in school practice. She pointed out to determine the practice of different interactive teaching techniques; their advantages and disadvantages on the development of school practice. This research involved 60 students from six different schools of Kosovo. The participants were students from third level of elementary school. The instruments to collect data were a pre and a post-test. The results revealed that the implementation of the class structure through interactive techniques was successful because learning is more interactive and students showed more interest and enormous commitment for learning. Furthermore, students improve their speaking skill. In conclusion, the implementation of interactive teaching techniques in a school practice made students more independent, successful and creative.

Furthermore, Semenchuck (2017) stated that interactive techniques is a meaningful way for teaching students vocabulary; The researcher focused on the necessity of applying interactive techniques to increase students' vocabulary. The study was conducted at the Ternopil National Economic University with the students of fourth year. The participants included were 30 students; 18 boys and 12 girls. The results of the study showed that exposing students to interactive techniques such as working in groups (brainstorming, buzz-group, Socratic-questioning, debates, role-plays) and pairs (think-pair-share) motivated and fostered not only students 'vocabulary but also speaking skills; students learned with enthusiastic and want to interact in group

discussions. Furthermore, they developed the social skills so they become more self-confident and the collaborative learning was immerse.

Moreover, Gutiérrez (2005), in her research about *The Developing Oral Skills through Communicative and Interactive Tasks*. This research project was carried out with a group of ninth grades students at the *Institución Educativa Distrital Britalia*, in Bogotá. The population were students from 14 to 17 years old. To carry out this study the students were divided into an experimental and a control group. Three interactive tasks were implemented they were conversational activities, free speaking activities and group activities. The study case was for three weeks; each week students from the experimental group had to apply a different interactive task. The instruments to analyze were questionnaires and observation checklists. The results showed that 95% of students evidenced a development on the students oral Skills. They developed fluency and accuracy and improved their grammar and vocabulary. Furthermore, students' confidence had a significant increment with the control group.

Similarly, Isaksen (2005) conducted an exploratory study about the *Impact of Brainstorming to any Learning Program*. This study research involved 55 students from the *University of Oklahoma* from the sixth semester. The participants included were 27 males and 28 females. Both groups were instructed to have a discussion before class. The males' group were instructed to have a free discussion while the female's' group were instructed to work as a group and follow the guidelines for brainstorming. The exercise occurred in the last third of the semester. Students had a discussion every single class for six weeks. The results of this case showed that the group that worked as a group using the brainstorming technique had better and significant results than the group that work freely. The female's group generated more than 25 ideas for each discussion and any of the ideas were repeated meanwhile the males' group just generated 10 ideas for each topic and most of them were repeated.

Afterwards, Pangaribuan (2017), in his research about the effect of buzz group technique in teaching writing. He aimed on the increment of student's participation in a discussion to obtain everyone's ideas. This was an experimental and quantitative research. The population in this study was the students from the first year of SMA HKBP. There were three classes each class had 120 students. There was a control and

experimental group; the students were selected randomly in order to know the effect of using buzz groups in descriptive text; during the six weeks of research, the participants of the two groups used the same materials. However, the experimental group had to use the buzz group technique in the pre-writing activity. Then they had to continue with the writing of descriptive texts. Meanwhile the experimental group was free to work individually or in groups. The instruments to collect the data were a pre-test and a post-test. The means score of the pretest was 62.2 and the mean of the post-test was 76.7. Based on this result the improvement of students writing was significant because in buzz-groups students all the students can express their ideas where other's opinions are considered.

Subsequently, Sahamid (2015) conducted a qualitative action research study about developing critical thinking through Socratic questioning. This research was conducted at the University of Malaysia with the students from fourth level. The duration of this research was five months. The participants involved 50 students: 30 males and 20 females. The class schedule was three cycles during the five months. They had reading, writing and interviews activities and after these activities, the researcher applied the Socratic questioning. The results of this study showed that the repeated practice of Socratic questions had a great impact on students' critical thinking. The used of Socratic questioning provided reasoned and analyzed responses it means that students became more reflective and critical. Furthermore, students' language proficiency increased on a 70%. Finally, the Socratic questioning technique reduced anxiety in students because students had more opportunities to express their ideas and the rest of the classmates respect them.

Eventually, Cathriona (2019) carried out a research about developing speaking skill through debating. This research was conducted at Mularwarman University in the English Department from the fifth semester. There were 63 participants from two different classes. A questionnaire and an interview were used as research instruments. The findings of the questionnaire showed that the 63.49% of students agree that debates fostered student's speaking skills because they are pushed to talk; they learned how to construct words and their fluency increased now they had to deliver their argumentation; moreover, their grammar improved because they could not talk ungrammatically wrong. The 18.2% of students agreed that debates helped students

recognizing new form of English. Students realized that they had to look for new words- phrases and the meaning of them before having the debate. Finally, the 18.31% of students agreed that debates helped students to reduce their anxiety level to speak in front of an audience.

Moreover, Criollo (2018) carried out a research about role-playing in the English-speaking skill development. His aimed was to determine the effect of using role-playing as a technique to develop students' speaking skill. This was a qualitative approach because the statistical analysis was analyzed by a rubric the data were obtained by a pre and a posttest. The participants were 35 students from Escuela de Formación de Soldados IWIAS "Crnl. Gonzalo Barragán". The Group was divided into experimental (17 students) and control (18 students). Both groups were taught with the same content. However, the experimental group used a treatment with role-play activities. The results showed that the 90% of the experimental group develop their speaking skill. The aspects that were taking into account were grammar and vocabulary, fluency and interaction. Moreover, the findings presented that not only the speaking skill was developed but also the students' confidence has an increment.

Additionally, Sumekto (2018), in his academic article entitled the influenced of Pair-Think-Share technique toward Students' communication. His aimed was to research about the influence of Pair-Think-Share technique and student's communication. This study involved 35 secondary students in Pandowoharjo; special Region of Yogyakarta. The students were from ninth grade: 20 females and 15 males. During the study, the students were exposed to different controversial topics. After that, the teacher firstly asked students a question they had some minutes to think about the answer. Then, students worked in pairs and listened to their partners' answers. Finally, students shared with the class. The effects of applying the think-pair-share technique was evaluated through the students' responses. These issues include students' fluency, grammar and coherence. The results showed that 18 students (51.4%) got outstanding results; 10 students (28.6%) got satisfactory results; 7 students (20 %) got fair results. In conclusion, the think-pair-share technique had a positive effect on student's communication because this technique led students to think, discuss and create self-confidence on students.

## **2.2. Speaking Fluency studies**

Shahini & Shahamirian (2017), in their research about cell phone video recordings on the speaking fluency; aimed the impact of using cell phones and the development of speaking fluency on students. The research was conducted in an elementary school in Iran. The participants were forty students from eight grade who were selected randomly. They were divided into experimental and control groups. This study was for 6 months in this time both groups went to the school normally. However, the experimental group had to send a 30 seconds recording as homework. They had to talk about what they have learned in classes or topics they were familiar. The instrument to analyze the case was a rubric. The results showed that the 75% of students from the experimental group presented 4-5 pauses on their recordings. The 21% of students presented 5-7 pauses on their recordings and just the 4 % of students presented more than 7 pauses. However, with the control group, the 80% of students presented 7-8 pauses on their recordings and the rest of the students had many problems with their speech. The comparison between the final recordings of the control and the experimental group had a significant impact in student's fluency.

Eventually, Camacho and Pinza (2018), in their research about the use of communicative language teaching approach to improve student's fluency. They aimed to determine the use of the Communicative language approach and their strategies to improve students' fluency in oral communication. The study used a mixed method approach. This research was conducted at an elementary public school in Ecuador. The participants were 40 students selected randomly from a group of 105 students from 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade. The instrument to analyze the results was a questionnaire with open-ended and closed-ended questions and an observation checklist. The study was for 15 weeks in which the researches have to apply different communicative strategies such as modelling, repetition, dramatizations, hands-on activities, prompts, pair and group work. The findings showed that repetition, group and pair activities were the most used strategies that teachers used to develop fluency in oral communication. These strategies foster students' communicative competence because they were pushed to talk. Furthermore, these strategies promoted active participation and students' confidence increased

Similarly, Hui (2011) conducted a research about improving students' fluency through content-based instruction. This study case was applied with 40 students from the third semester of the Social Institute in Indonesia. The research used a non-experimental methodology. The instruments to collect data were a pre-test and a post-test. The duration of the research was six weeks; each week, the researcher applied a lesson using content-based activities. During the lesson, students were divided into small groups and they had to research about a specific problem. Then, they had to expose the problem and its possible solution. The results showed that students improved their fluency using content based instruction activities because students were motivated to talk since they used the language to fulfill a real purpose, which made students more autonomous and confident.

Furthermore, Ayuningtia (2019), in her research entitled the use of Role play technique to improve student's speaking fluency. She aimed to improve the student's fluency using role-plays. This was an action research conducted at the SMKN Karawang academic. The population were 50 students chose randomly from 300 students from the second and third level. To carry out this study the researchers divided the 12 weeks into 3 cycles. In the first cycle students had to memorize a script. In the second cycle, the students had to exemplify the role of protagonist and antagonist. In the final cycle students had to present their role-play to a real audience. The instruments to analyze data were an observation checklist and a field note made by the researchers. The findings showed that in the first cycle there was a 32% of students' fluency improvement. In the second cycle, there was a 67 % of students' fluency improvement. They were getting better. From the second to the third cycle there was a 94% of students' improvement. Based on this results role playing can be considered as an appropriate and useful technique to improve students' fluency. Furthermore, this technique fostered students' confidence. Moreover, there was an active environment it showed the enthusiasm in students' learning.

Subsequently, Abdul (2017) carried out a research to determine the impact of post casts to improve students' speaking fluency. This research was a pre-experimental study. To analyze this study a pre-test and post were used to measure students' speaking performance. The population were 45 students from the fourth level. The study case was for three months. Each class the researcher asked students as homework

to record two-post cast. One post could be about what they have learned in classes and the other like a diary they have to talk about how was their day. The findings showed that in the pre-test the 90% of students presented many hesitations of answering the questions. After the three months of post cast just the 25% presented the same hesitations as at the beginning. In conclusion, the findings showed that there was a significant improvement on student's fluency by using post cast as a learning tool. Furthermore, post cast help students to be more confident.

Moreover, Shantha (2017) conducted a study about The Role of Oral Communicative Tasks (OCT) in Developing the Spoken Fluency of Engineering Students. This was an experimental study conducted to improve students' fluency through oral communicative tasks. The participants were 76 engineers from the first level of the Social and Science institute. Then group was divided randomly 38 students were part of the control group and 38 students were in the experimental group. The essential tool for the experimental group was oral communicative tasks; these tasks enabled students to think and generate sentences on their own orally. After six week of experiment, the researcher compared the improvements among the control and the experimental group with the "t" test. The findings revealed that there was a significant level of improvements in the fluency proficiency of the experimental group. It concluded that the used of (OCT) had a great impact of students.

Subsequently, Albino (2017) conducted a study to assess how learners of English as a foreign Language (EFL) improved their speaking fluency in a task-based language teaching (TBLT) approach. This study was conducted at PUVIV-Cazenga high school in Luanda. The participants were 40 students: 22 males and 18 females; selected randomly form 350 students from ninth grade. This study case was for 12 weeks. During the first eight weeks, students had to use picture-descriptions tasks, learners' speeches and recordings. The last three weeks the researcher provided specific topics to talk about them. The instruments to analyze the improvement were prompts and recasts. The finding showed that there was an incredible improvement in term of fluency by maximizing their speed of production. Moreover, the finding indicated that students' opinions on being taught with TBLT approach were required revealed that students felts motivated and with the commitment to participate in speaking activities.



Additionally, Jupri (2017), in his research about scaffolding techniques and students' fluency. The research was conducted to analyze the impact of scaffolding techniques to develop students' fluency. The participants were 39 students chose randomly from 447 students from 1<sup>st</sup> to 10<sup>th</sup> level of Educación General Básica. They instruments to analyze the results were a pre and a post- test about students' fluency. The participants were exposed to 4 categories of verbal scaffolding techniques (synonyms and antonyms, corrective feedback, cognates and familiar chunks and peer tutoring). The results between the pre-test and the post-test showed that these scaffolding techniques foster students' fluency because there is substantial difference between mean and median scores. In conclusion, these techniques had had a significant importance in foreign language learning since it helps improving students' fluency. Furthermore, these scaffolding techniques help students' independence working and confidence.

Eventually, Säberg (2017) conducted a research about Fostering Students' fluency in the Second Language Classroom using YouTube as a learning tool. The research was conducted with 48 students of the first semester from the King Khalid University. The participants were divide into an experimental group, which was integrated by 24 students, and the control group with the other 24 students. The methodology of the study research was a qualitative experimental. The instruments that were used to collect were a pre and post-test. The research consisted on two cycles. The experimental group had to use YouTube as a pedagogical tool. It means that students had to record videos about the topic they learned in classes and make tutorials from different topics. SPSS Pearson was used to analyze the data. The results revealed that the group that used YouTube as a learning tool improved their fluency and the pronunciation. Furthermore, students felt motivated to express their ideas.

Finally, Barrios (2017), in her research about exploring oral fluency development through the use of fluency development techniques. She aimed to determine the impact of fluency techniques such as role-plays, storytelling with pictures and fluency circle and the development of students' fluency. The participants of the research were 30 students from a public high school in Bogotá. There instruments to collect data were a pre-test and a post-test. The duration of the research was 9 weeks. The researcher applied once a week each technique during the 9 weeks. The results revealed that these

techniques implied an active interaction, audiovisual contents and repetitive patterns of language. As a result, these techniques had a remarkable impact on students' fluency. The constant repetition of language patterns and the contributed to a better production of students' English fluency. Finally, the three techniques were useful for students because they improve students' fluency and motivate students' participation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The methodology used in this project was qualitative and quantitative. Qualitative due to it collected a theoretical investigation, which allowed describing a situation of the students, in order to make an assertive decision in relation to the findings through the results obtained in the surveys. Furthermore, the investigation was quantitative due to the analysis of the data collection its respective statistical analysis and interpretation of the information (Herrera, Medina, & Naranjo, 2010).

This work is a field research and it was carried out through the virtual platform, which allowed the researcher to send and share online documents in order to obtain information according to the objectives of the investigation. Authors from different scientific articles, online books and thesis supported the conceptualizations and criteria. This research was descriptive exploratory. Exploratory because it looked for the progress of Interactive Teaching Techniques in the improvement of speaking fluency. It was descriptive because it detailed the effects of the incidence of Interactive Teaching Techniques in the improvement of the speaking fluency (Smith, 2000).

In addition, the research was experimental because it evaluated the effectiveness of Interactive Teaching Techniques. A pre-test and post-test design was applied to test students at the beginning of the study and at the end in order to compare the results of the objectives planned. (Price, 2017)

### **3.1. Location**

The current study was conducted at Unidad Educativa UK school, a private institution located in an urban area of Ambato city belonging to Tungurahua province, 18H00020 Educational District. It is a small school with personalized classes among 15-20 students which offers a bilingual education to students from Initial I to First year of Bachelor. There are 345 students whose socio-economic reality corresponds to the elite class. The school fulfills 100% with an excellent infrastructure and green areas that guarantees a perfect pedagogical and administrative environment. There are two English and Spanish teachers per level. It is considered one of the most prestigious school in Ambato.

### **3.2. Materials and Equipment**

Innovative technological resources were used to carry out the research such as Zoom, Learnbox and Nearpod because of this pandemic in order to continue with the same way of teaching. Furthermore, thanks to these tools the research process can continue without any problem. Additionally, internet and a laptop were the significant equipment to prepare the activities.

### **3.3. Research Method**

An experimental research design was used to conduct the investigation because the control group and the exploratory group were compared in all respects except in the application of the treatment, and any difference in measurements that is found between them can be attributed only to the treatment (Mildner, 2019).

### **3.4 Hypothesis-Research Question-Idea to Defend**

The use of Interactive teaching techniques improve speaking fluency among students of 6th grade

### **3.5. Research Question**

To what extend interactive teaching techniques improve speaking fluency among students of 6th grade.

### 3.6. Population or Sample

The participants in this research study were 30 students aged 10 to 11. They were students from sixth year, grades of elementary school. The control group were 16 students from parallel A and 14 students who are the experimental group were from parallel B.

**Table 1 Population**

Population	Number	Percentage
<b>Control Group</b>	16	53%
<b>Experimental Group</b>	14	47%
<b>Total</b>	30	100%

Source: Direct Research (2021)

### 3.7. Data Collection

The pre-test and pot-test were conducted with 30 participants. These tests were based on interactive teaching techniques designed for the purpose to improve students' speaking fluency. The researcher based the tests on the Common European Framework A2 level developed the phases and the problem aimed. The performance of the 30 students in the pre and post-tests was tabulated and analyzed.

### 3.8. Data Processing and Analysis

The interactive teaching techniques were implemented in 2 hours per 4 week. The techniques used in this research were the brainstorming, the buzz groups, Socratic questioning and think pair-share techniques to evaluate students speaking fluency. The brainstorming technique was apply during the first week in the science planning. Students had to brainstorm about characteristics of living and non-living things. Then, they made a Venn diagram to explain the differences and similarities with the previous information. In the second week, the think pair-share technique was applied in the language planning; students got in pairs and created a different ending from an animal story tale. Then, they presented it to the class. In the third week, the socratic question technique was implemented in the social planning. Students answered some questions about left-handed people. Students started from factual questions to debatable questions to talk about the topic. Finally, in the fourth week que buzz group technique was implemented in the math lesson. Students got in groups and prepared a recipe by

using fraction numbers. All of these techniques were applied just to the experimental group to subject to the new methodology in order to measure their improvement in their fluency. Meanwhile the control group did not have any interference at any time of learning.

In both cases a pre-test and a post-test were taken to measure the two variables. The pre-test was taken the first day of the experiment, while the post-test was taken the last day of the experiment to compare and contrast results.

Furthermore, in order to analyze the results, it is essential to use a statistical test that allows this objective to be carried out. For this reason the present study used the T test due to this statistical test simplifies the tabulation and data analysis from the sample before applying a study and after applying the study. In conclusion, the t-test identified the variation of the results, which concluded if the research applied has been successful, or not.

### **3.9. Response Variables or Results**

The dependent variable “Speaking fluency” was measured through a pre-test, post-test and a rubric to assess the tests. The test was taken from Cambridge English Qualification Flyers A2 level, which considered four parts. In the first part, students had to look at the pictures and described 6 differences. In the second part of the test, students answered the questions based on the cues. (What is his name? What does he like eating? Where is the restaurant? What time does the restaurant open? Is the restaurant cheap or expensive?) In addition, students formed simple questions based on the cues given (Name-Age-Restaurant address-Cheap/expensive). In the third part, the participants had to describe the pictures and continue with the story. Finally, in the last part students answered some personal questions on familiar topic (What is your favorite food/hobby? How do you go to school? Why? Where can you play sports in Ambato?). Furthermore, a rubric adapted from Cambridge Assessment English Flyers A2 was conducted to evaluate students’ speaking fluency in the pre-test and post-test. The rubric evaluated each part of the speaking. It ranged from exceeds expectations (2.5) needs improvement (1.5) below expectations (0, 5). Additionally, these

documents were validated to demonstrate that they meet all the requirements to be applied in the students.

To conclude the investigation the T test was used to get the results of the data collected. It validated the hypothesis.

## CHAPTER IV RESULTS AND DISCUSSION

The results obtained in the research are presented in a comparative analysis form, in which the averages of the pre-test and post-test are contrasted. Besides, the average of the control group was gathered in order to contrast the average from the experimental group.

**Table 2 Values of Items to Evaluate**

Description	Value
Exceeds expectations	2,5
Needs improvement	1,5
Below expectations	0,5

**SOURCE:** Rubric (2021)

**AUTHOR:** Velastegui G. (2021)

With the information in the tables below, it is detailed that the examination will consist of the values that were taken into account for its application.

**Table 3 Pre-intervention attitude scale**

Participants	Media
30 Students	0,8

**SOURCE:** Students' list (2021)

**AUTHOR:** Velastegui G. (2021)

Through the information obtained by the experimental group, it is evidenced that its average is 0.8, which in the previous scale shown is below expectations according to the English test.



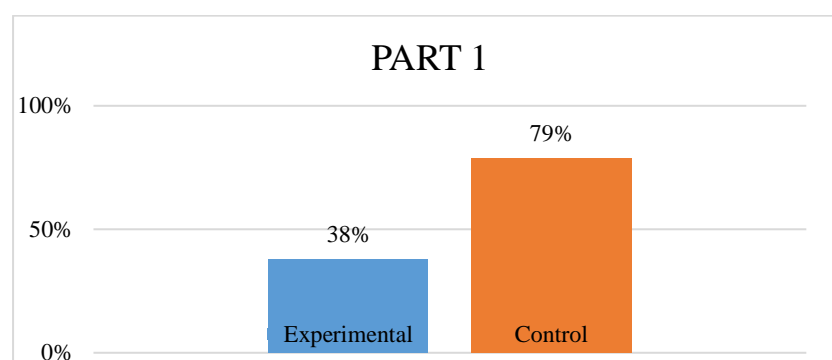
**Table 4 Pre-intervention attitude category experimental group and control group (Part1 Similarities/Differences)**

Groups	Frequency	Percentage
Experimental n=16	0,6	38 %
Control n=14	1,1	79 %

SOURCE: Pre-test (2021)

AUTHOR: Velastegui G. (2021)

**Figure 1 Pre-intervention attitude category experimental group and control group (Part 1 Similarities/Differences )**



SOURCE: Pre-test (2021)

AUTHOR: Velastegui G. (2021)

The pre-intervention of the instrument of part 1 consisted of looking and finding the six differences showed in the picture. The results of the experimental group vs the control group shows that the 79% of students found the six differences in the picture.

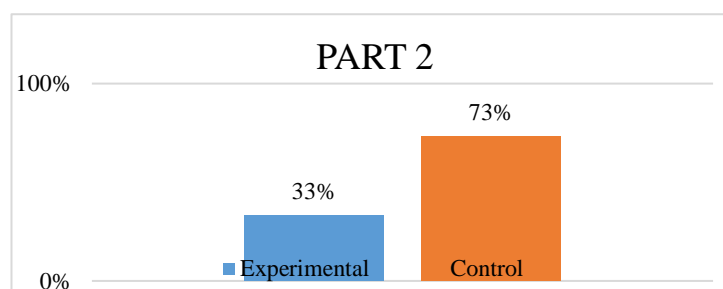
**Table 5 Pre-intervention attitude category experimental group vs control group (Part 2 Questions)**

Groups	Frequency	Percentage
Experimental n=16	0,6	33 %
Control n=14	0,9	73 %

SOURCE: Pre-test (2021)

AUTHOR: Velastegui G. (2021)

**Figure 2 Pre-intervention attitude category experimental group vs control group (Part 2 Questions)**



**SOURCE:** Pre-test (2021)  
**AUTHOR:** Velastegui G. (2021)

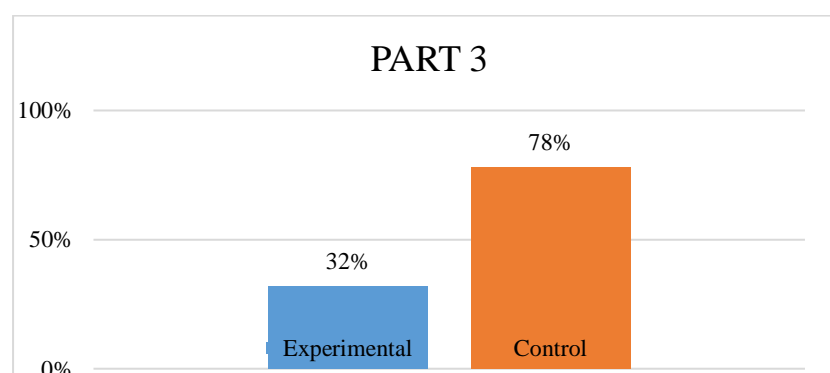
The pre-intervention of the instrument of part 2 of the experimental group vs the control group shows that the data of the control group with a value of 73%, where students could responds question about Robert and form simple questions about Sarah based on the cues.

**Table 6 Pre-intervention attitude category experimental group vs control group (Part 3/Describing)**

Groups	Frequency	Percentage
Experimental n=16	0,7	32 %
Control n=14	0,9	78 %

**SOURCE:** Pre-test (2021)  
**AUTHOR:** Velastegui G. (2021)

**Figure 3 Pre-intervention attitude category experimental group vs control group (Part 3/Describing)**



**SOURCE:** Pre-test (2021)  
**AUTHOR:** Velastegui G. (2021)

The pre-intervention of the part 3 instrument of the experimental group vs the control group students have to describe the pictures in order to follow the story. The results showed that the 78% percent of students got the answers.

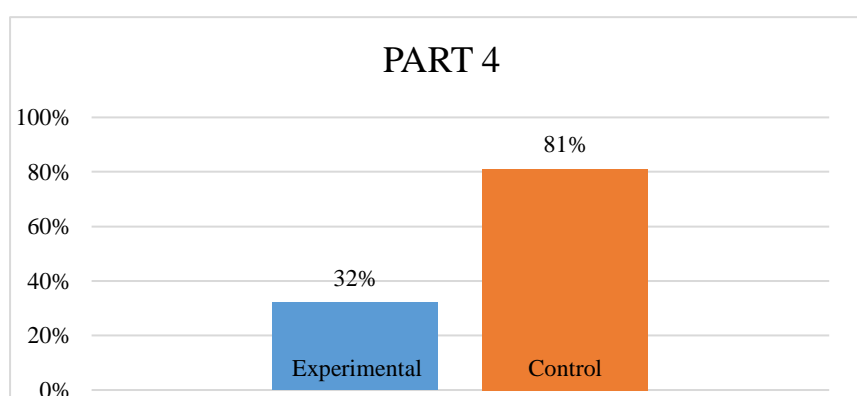
**Table 7 Pre-intervention attitude category experimental group and control group (Part 4/Personal Information)**

Groups	Frequency	Percentage
Experimental n=16	0,9	32 %
Control n=14	1,1	81 %

**SOURCE:** Pre-test (2021)

**AUTHOR:** Velastegui G. (2021)

**Figure 4 Pre-intervention attitude category experimental group vs control group (Part 4 /Personal Information)**



**SOURCE:** Pre-test (2021)

**AUTHOR:** Velastegui G. (2021)

The pre-intervention of the instrument of part 4 of the experimental group vs the control group where students have to answer some personal questions on familiar topic such as: School-Family-Hobbies-Favorite food-Holidays. The 81% of students of the control demonstrated some understanding about the topic.

**Table 8 Post-intervention attitude scale**

Participants	Media
30 Students	2,1

**SOURCE:** Students' list (2021)

**AUTHOR:** Velastegui G. (2021)

Through the information obtained by the experimental group, after the intervention it is evidenced that the average rose from 0.8 to 2.1, which in the previous scale shown indicates that it exceeds expectations; according to the English test.

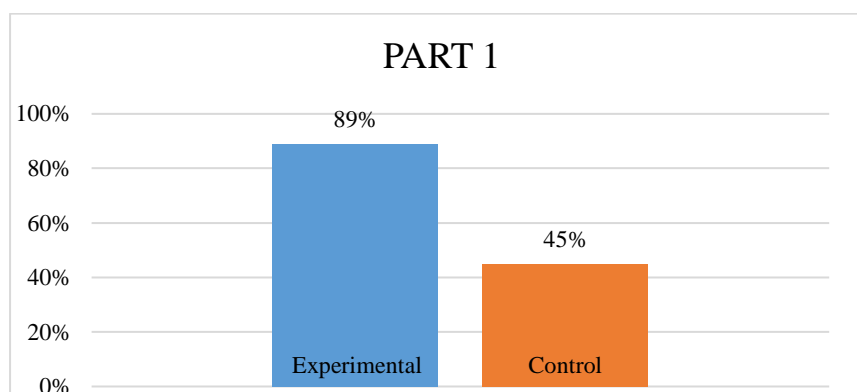
**Table 9 Post-intervention attitude category experimental group vs control group (Part 1 Similarities/Differences)**

Groups	Frequency	Percentage
Experimental n=16	2,2	89 %
Control n=14	1,8	45%

SOURCE: Pre-test (2021)

AUTHOR: Velastegui G. (2021)

**Figure 5 Post-intervention attitude category experimental group vs control group (Part 1 Similarities/Differences)**



SOURCE: Post-test (2021)

AUTHOR: Velastegui G. (2021)

The post-intervention of the instrument of part 1 of the experimental group vs the control where students to look at the pictures, find the 6 differences and make sentences. There was a significant improvement in the experimental group. The results showed that 89% percent of students exceed expectations. Meanwhile just the 45% of students of the control group exceed expectations

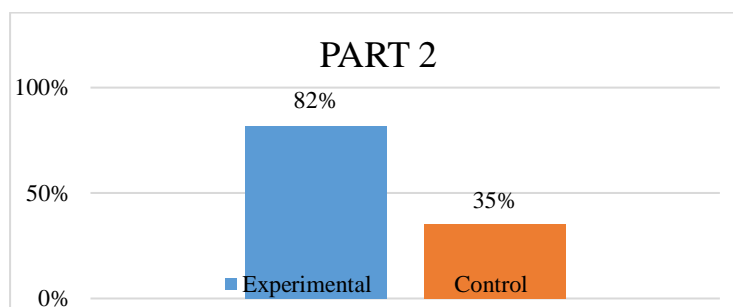
**Table 10 Post-intervention attitude category experimental group vs control group (Part 2/Questions)**

Groups	Frequency	Percentage
Experimental n=16	2,1	82 %
Control n=14	1,7	35%

SOURCE: Post-test (2021)

AUTHOR: Velastegui G. (2021)

**Figure 6 Post-intervention attitude category experimental group vs control group (Part 2/Questions)**



**SOURCE:** Post-test (2021)  
**AUTHOR:** Velastegui G. (2021)

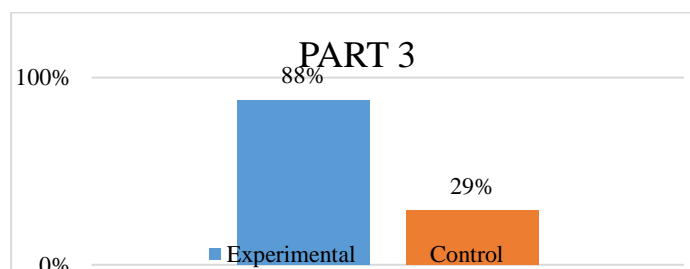
The post-intervention of the instrument of part 2 of the experimental group vs the control group shows. That the 82% of students of the experimental group exceed expectations meanwhile just the 35% of students of the control group got that score.

**Table 11 Post-intervention attitude category experimental group vs control group (Part 3/Describing)**

Groups	Frequency	Percentage
Experimental n=16	2,1	88 %
Control n=14	1,6	29 %

**SOURCE:** Post-test (2021)  
**AUTHOR:** Velastegui G. (2021)

**Figure 7 Post-intervention attitude category experimental group vs control group (Part 3/Describing)**



**SOURCE:** Post-test (2021)  
**AUTHOR:** Velastegui G. (2021)

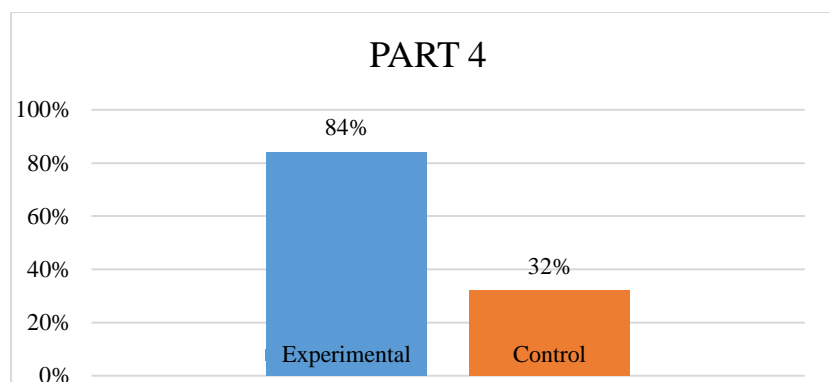
The post-intervention of the part 3 instrument of the experimental group vs the control where students have to describe the pictures in order to follow the story. There experimental group shows an improvement of the 88%. However, the data of the control group just got 29% of students who exceed expectations.

**Table 12 Post-intervention attitude category experimental group vs control group (Part 4)**

Groups	Frequency	Percentage
Experimental n=16	1,6	84 %
Control n=14	1,9	32 %

**SOURCE:** Post-test (2021)  
**AUTHOR:** Velastegui G. (2021)

**Figure 8 Post-intervention attitude category experimental group vs control group (Part 4/Personal Information)**



**SOURCE:** Post-test (2021)  
**AUTHOR:** Velastegui G. (2021)

The post-intervention of the instrument of part 4 of the experimental group vs the control where students have to answer some personal questions on familiar topic such as School-Family-Hobbies-Favorite food-Holidays showed an 89% of improvement with the students of the experimental group. Meanwhile, just the 32% of students of the control group could exceeds expectations

### 3.10. Validation of Hypothesis

**Null Hypothesis H0:** Interactive teaching Techniques do not improve speaking fluency in students from sixth grade at Unidad Educativa UK school

**Alternative Hypothesis H1:** Interactive teaching Techniques do not improve speaking fluency in students from sixth grade at Unidad Educativa UK school.

#### Selection of the level of significance:

To validate hypothesis, the level of significance used was  $\alpha = 0,05$

### **Description of the population**

To implement the present research, two groups were selected the control group and experimental one. The control group was composed of 16 students and 14 students for the experimental group in the same level.

In the experimental group, the interactive teaching techniques were applied through the zoom platform to have interaction teachers and students. Meanwhile, in the control group they were exposed to the same methodology as the beginning of the school year.

### **Data collection and calculation of statistics**

After applying the Pre-test and Post-test, the researcher proceeded to collect the results and compared them between the scores.

**Table 13 Ratio averages pre-intervention vs post-intervention**

<b>Participants</b>	<b>Pre- Intervention</b>	<b>Post- Intervention</b>
30 Students	0,8	2,1

**SOURCE:** Students' list (2021)

**AUTHOR:** Velastegui G. (2021)

The experimental subjects express greater understanding of the application of the speaking fluency test, showing an increase in knowledge from 24% to 61% of the English test in 6th grade students.

The data shown that, between pre-intervention vs post-intervention, since with the implementation of the knowledge provided, the values evaluated in the English test carried out of the speaking fluency increase.

**Table 14 Test Coefficients F**

	<i>Variable 1</i>	<i>Variable 2</i>
<b>Median</b>	26,40	66,00
<b>Variance</b>	26,51	8,39
<b>Observations</b>	4,00	4,00
<b>Grades</b>	3,00	3,00
<b>F</b>	3,16	

<b>P(F&lt;=f)</b>	0,18	
<b>Critical value for F</b>	9,28	

SOURCE: Pre-test (2021)

AUTHOR: Velastegui G. (2021)

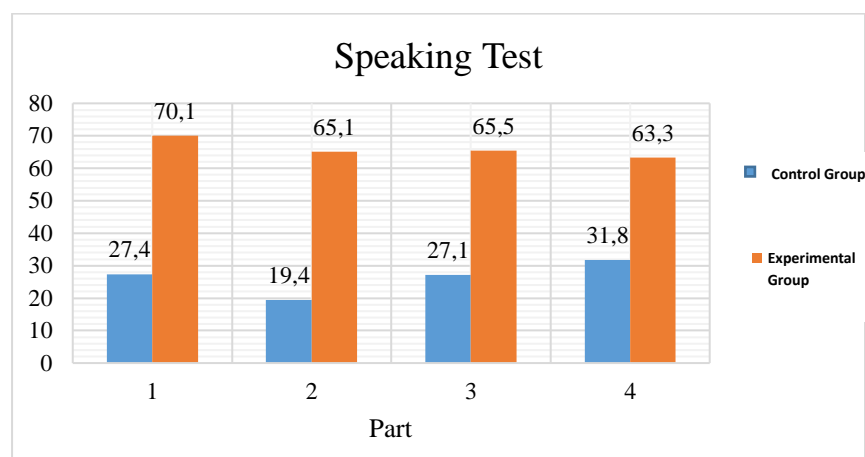
**Table 15 Relationship between groups**

<b>PART</b>	<b>Control-Group</b>	<b>Experimental-Group</b>
1	27,40	70,10
2	19,40	65,10
3	27,00	65,50
4	31,80	63,30

SOURCE: Pre-test/ Post-test (2021)

AUTHOR: Velastegui G. (2021)

**Figure 9 Relationship between pre-intervention vs post-intervention**



SOURCE: Pre-test/ Post-test (2021)

AUTHOR: Velastegui G. (2021)

**Table 16 Interrelation between groups**

<b>Items</b>	<b>Control Group</b>	<b>p(x<sup>2</sup>)</b>	<b>Experimental Group</b>	<b>**</b>	<b>F</b>	<b>Critical Value</b>
	Media		Median			<b>F</b>
<b>Part 1</b>	27,40	0,86	70,10	<0,0001	3,16	9,28
<b>Part 2</b>	19,40	0,61	65,10	<0,0001	1,94	2,45
<b>Part 3</b>	27,00	0,84	65,50	<0,0001	0,80	2,13
<b>Part 4</b>	31,80	0,99	63,40	<0,0001	8,39	4,02

SOURCE: Pre-test/ Post-test (2021)

AUTHOR: Velastegui G. (2021)



In the previous table about Interrelation between test determined that the experimental group (n = 14) in the post-test exceed. The results evidenced that part 1 about looking and finding the differences in some pictures; there was a significant improvement with the experimental group because the 70.1% of students exceeds expectations. However, the 27.4% of the control group exceeds expectations. It demonstrated that brainstorming was an excellent technique to apply in classes. Additionally, in the part 2 where students had to answer and formed some questions based on some cues there was big difference between the control and the experimental group; the 65.1% of students of the experimental group got a great improvement meanwhile, just the 19.4% of students of the control group exceeds expectations. It concluded think-pair-share improved students speaking fluency. Moreover, in the part 3 of the speaking test there was a considerable improvement in the description and sentences sequences. The 65.5% of the experimental group exceeds expectations. However, the 27.0% of students from the control group improved their description. It demonstrated that buzz groups helped and forced students to use the language and improve their speaking skill. Finally in part 4 there was a great improvement at the moment of talking about familiar topic in the experimental group; the 63.4% of students exceeds expectations. However, just the 31.80 of the control group got it. It showed that Socratic questioning is the one of the best interactive teaching techniques because it goes from the simple to the complex. As a conclusion, Interactive Teaching Techniques specially buzz groups, brainstorming, think pair-shared and Socratic questioning were a great tool to improve speaking fluency.

Finally, The results showed in the post intervention has been increasing presented in part 2, part 3, part 1 and finally part 4 in the English fluency test. In addition to the critical f of higher value in part 1 with 9.28 and in lower value of part 3 with 2.13; referring to the table f, the variation from 8.39 to 0.80 is explained. It is evidenced that there is big significance between the control and the experimental group according to the information provided; accepting the alternate hypothesis and denying the null hypothesis.

## CHAPTER V

### CONCLUSIONS AND RECOMENDATIONS

#### 5.1. CONCLUSIONS

This research has confirmed that the Interactive Teaching Techniques has a great impact in the improvement of the speaking fluency at the UK school

After the analysis of the final results some conclusions were established:

- Teachers applied traditionally interactive teaching techniques. The most common was the role-play technique. This interactive teaching technique is helpful and recommendable for improvement speaking fluency. However, Role-plays do not expose students to use the language in a real context. Students just have to follow a pattern and it does not improve students' speaking fluency. On the other hand, interactive teaching techniques such as brainstorming, buzz groups, think pair-share and socratic questioning give students the opportunity to develop their speaking fluency in a real context because students do not follow patters they have to think, analyze and convey the message into words to provide the answer. Furthermore, these techniques forced students to use the foreign language.
- Interactive teaching techniques encourages students' speaking fluency improvement and the statistics show that the application of interactive teaching techniques such as brainstorming, buzz groups, think pair-share and socratic questioning helps students to increase their knowledge. The test applied in students before the implementation of Interactive Techniques, where through a Rubric based on their level, they had an average of 5.5 over 10. On the other hand, when the Post-Test was applied after the implementation of the Interactive Teaching Techniques, there was a significant difference in which it evidenced that the average increased by 36 percent, having a result of 9.10 over 10 where students were able to communicate.

- Techniques such as mnemonics, explicit teaching, direct instruction, spaced practice and drill exercise do not have the impact as years before that is the main reason why students do not exceed expectations at the moment of speaking. Updated Interactive teaching techniques give the chance to develop and improve speaking fluency in a considerable way because these techniques encourage students to use the language.
- Being a Bilingual school implies many aspects, one of them is to teach different subjects in the foreign language. This aspect is important nevertheless, sometimes teachers just focus on the content and they forget to improve language skills that is why students will know a lot of content but they do not have the language skills competence.

## **5. 2. RECOMMENDATIONS**

- Interactive Teaching Techniques such as brainstorming buzz groups, pair-think share, and Socratic questioning are great techniques to improve the speaking fluency, it is challenging and helpful at the same time. For teachers, they must know that aptitude and attitude are the most important aspects to consider being an educator, so they have to consider that it is necessary to be updated with new methods, strategies and techniques that engage students in their learning process.
- It is advisable to apply Interactive Teaching Techniques in teachers' classes, since Interactive Teaching Techniques makes the classes meaningful and significant for students. The Interactive Teaching techniques advantage of every single student's experiences in order to increase the knowledge of each member of the class and develop their interaction with others, which nowadays is very important to be social in order to be part of this world.
- It is recommendable to apply Interactive Teaching Techniques help students to develop and improve their speaking fluency because they are different and innovative for this reason, students feel motivated to use them. They enjoy and learn at the same time. Brainstorming, buzz groups, socratic questioning, think pair and share are excellent techniques that will help students to not only develop speaking fluency but also improve their critical thinking and confidence.

- The lesson plan used in the Institution must include these new interactive teaching techniques in order to improve students' speaking fluency, critical thinking and confidence. Being IB teachers will help us to explore and apply these interactive teaching techniques in all the subjects so students will learn content and develop language skills

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## 5.4. ANNEXES

### 5.4.1 COMMITMENT LETTER

#### CARTA DE COMPROMISO

Ambato, 07 de julio de 2020

Doctor  
Víctor Hernández del Salto  
**PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
UNIVERSIDAD TÉCNICA DE AMBATO**  
Presente. -

Yo Mg. María Paula Naranjo Holguín en calidad de Directora Académica de la Unidad Educativa UK School, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"INTERACTIVE TEACHING TECHNIQUES AND SPEAKING FLUENCY"** propuesto por el/la estudiante Lic Gabriela Velastegui, portador/a de la Cédula de Ciudadanía, 180448401-0 de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.



A handwritten signature in black ink, appearing to read 'Mg. María Paula Naranjo Holguín'.

Mg. María Paula Naranjo Holguín  
Directora Académica de la Unidad Educativa UK School  
Cédula de Ciudadanía: 1801913722  
No teléfono convencional: 033700820  
No teléfono celular: 0991691785  
Correo electrónico: mnaranjo@unikids.edu.ec

## 5.4.2 INSTRUMENT FOR PRE-TEST AND POST-TEST

### SPEAKING FLUENCY TEST

**OBJECTIVE:** Evaluate student's fluency through Interactive Teaching Techniques

**TIME:** 7-10 minutes

**CEF:** A2 Test

**LEVEL:** 6<sup>th</sup>

**AVERAGE AGE:** 11

#### SPEAKING PART 1

- **Examiner:** Greets the student and asks:
  - What is your name?
  - What is your surname?
  - How old are you?
  
- **Examiner:** Provides a picture to the student and asks the student to look at the pictures
  
- **Examiner:** Explains the student that the pictures look the same but they have some differences and makes a statement about the difference (for example in my picture, there is a cake in the table. In your picture, there are some magazines on the table. )
  
- **Examiner:** Asks the student to describe 6 differences (there are 10 differences)







## SPEAKING PART 2

- **Examiner:** Provides the pictures to the student
- **Examiner:** Asks question about Robert. The students have to answer the questions based on the cues.
  - What is his name?
  - What does he like eating?
  - Where is the restaurant?
  - What time does the restaurant open?
  - Is the restaurant cheap or expensive?
- **Examiners:** Asks to the student to form simple questions about Sarah based on the cues. The examiner answers the questions



**Robert's favourite restaurant**

<b>Name</b>	The Black Cat
<b>Like eating</b>	pasta
<b>Where</b>	North Street
<b>Time / open</b>	12 o'clock
<b>Cheap / expensive</b>	expensive



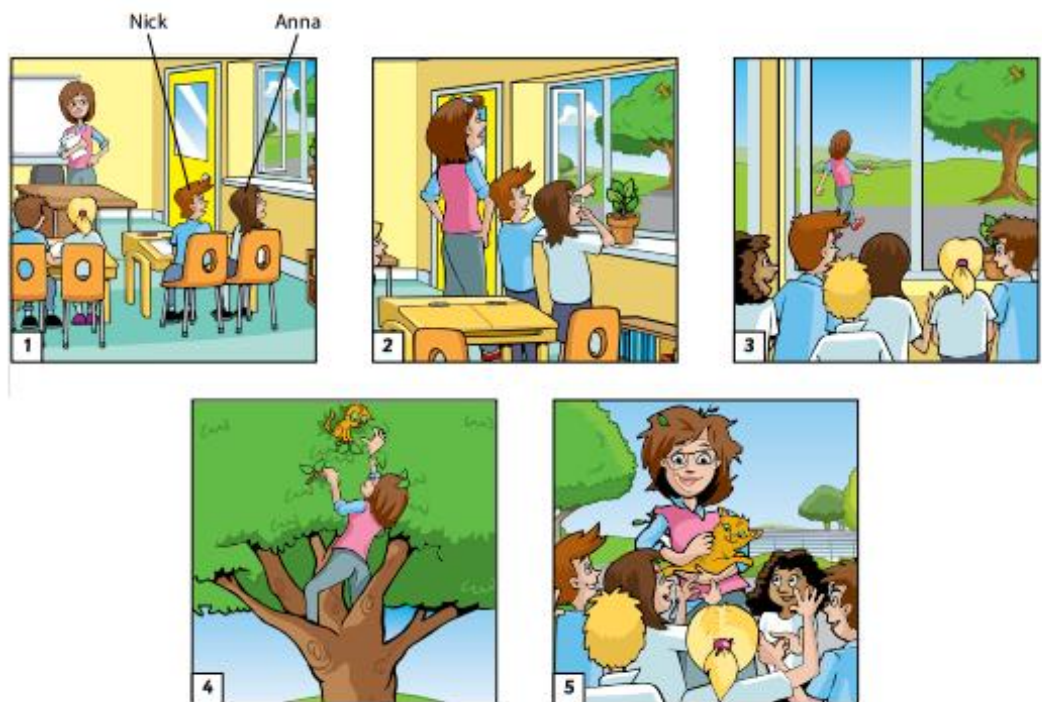
**Sarah's favourite restaurant**

<b>Name</b>	?
<b>Like eating</b>	?
<b>Where</b>	?
<b>Time / open</b>	?
<b>Cheap / expensive</b>	?

### SPEAKING PART 3

- **Examiner:** Provides the student the template
- **Examiner** Asks to the student to just look at the pictures and have a general idea of the story
- **Examiner:** Tells the name of the story and describes the first picture (Nick and Anne are in the classroom. They are looking out the window. The teacher asks them what are you looking?)
- **Examiner:** Asks the student to continue with the story.

The Brave Teacher



### SPEAKING PART 4

- **Examiner:** Asks the student some personal questions on familiar topic such as: School-Family-Hobbies-Favorite food-Holidays
  - Where do you live?
  - How do you go to school?
  - Where can you do sports in Ambato?
  - Which places do you like going in Ambato? Why?
  - Tell me about your favorite holiday.

### 5.4.3 INSTRUMENTS VALIDATION DOCUMENTS



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**POSGRADO**  
**MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019**  
*Avda. Los Chasquis y Río Payamín, Ambato - Ecuador*

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “**SPEAKING FLUENCY TEST**” PERTENECIENTE A LA INVESTIGACIÓN:

#### INTERACTIVE TEACHING TECHNIQUES AND STUDENTS' FLUENCY

**AUTOR/A:** Lic. Gabriela Fernanda Velasteguí Núñez

Señale mediante un ✓, según la validación para cada pregunta:

**1D- DEFICIENTE**

**2R- REGULAR**

**3B- BUENO**


**4O- ÓPTIMO**

PARÁMETROS  PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
<b>SPEAKING PART 1</b>  <b>Evaluation Criteria:</b> Responds appropriately to instructions, questions and visual prompts  <b>Instructions:</b> Look at the pictures and describe 6 differences (There are 10 differences)				✓				✓			✓					✓



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*Avda. Los Chasquis y Río Payamin, Ambato - Ecuador*

 <p><b>Assessment:</b> This speaking part tests comprehending statements and answering with differences.</p>															
<p style="text-align: center;"><b>SPEAKING PART 2</b></p> <p><b>Evaluation Criteria:</b> Responds and formulate questions promptly although there may be little hesitation</p> <p><b>Instructions:</b></p> <p><b>1. Answer the questions based on the cues.</b></p> <ul style="list-style-type: none"> <li>✓ What is his name?</li> <li>✓ What does he like eating?</li> <li>✓ Where is the restaurant?</li> <li>✓ What time does the restaurant open?</li> <li>✓ Is the restaurant cheap or expensive?</li> </ul>			✓			✓			✓						✓



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*Avda. Los Chasquis y Río Payamín, Ambato - Ecuador*

<b>Assessment:</b> This speaking part tests describing things and events															
<b>SPEAKING PART 4</b>				✓				✓							
<b>Evaluation Criteria:</b> Speaks with only natural hesitation. It does not interfere the flow of the conversation. Shows confidence															
<b>Instructions:</b> Answer some personal questions on familiar topic															
✓ Where do you live?															
✓ How do you go to school?															
✓ Where can you do sports in Ambato?															
✓ Which places do you like going in Ambato? Why?															
✓ Tell me about your favorite holiday.															
<b>Assessment:</b> This speaking part tests understanding and responding simple questions															

Observaciones:

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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

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*Realizado por:*  
*Lic. Gabriela Velastegui*  
*CJ: 1804484010*



Escaneado e instalado por:  
**MANUEL XAVIER**  
**SULCA GUALE**

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*Validado por:*  
*Mg. Xavier Sulca*  
*CJ: 180244758*



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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO **“SPEAKING FLUENCY TEST”** PERTENECIENTE A LA INVESTIGACIÓN:

**INTERACTIVE TEACHING TECHNIQUES AND STUDENTS' FLUENCY**

**AUTOR/A:** Lic. Gabriela Fernanda Velasteguí Núñez

Señale mediante un ✓, según la validación para cada pregunta:

**1D- DEFICIENTE**

**2R- REGULAR**

**3B- BUENO**

**4O- ÓPTIMO**

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
<b>SPEAKING PART 1</b>  <b>Evaluation Criteria:</b> Responds appropriately to instructions, questions and visual prompts  <b>Instructions:</b> Look at the pictures and describe 6 differences (There are 10 differences)			✓					✓				✓				✓



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*Avda. Los Chasquis y Río Payamin, Ambato - Ecuador*



<p><b>Assessment:</b> This speaking part tests comprehending statements and answering with differences.</p>																			
<p style="text-align: center;"><b>SPEAKING PART 2</b></p>				✓				✓				✓							✓
<p><b>Evaluation Criteria:</b> Responds and formulate questions promptly although there may be little hesitation</p> <p><b>Instructions:</b></p> <p><b>1. Answer the questions based on the cues.</b></p> <ul style="list-style-type: none"> <li>✓ What is his name?</li> <li>✓ What does he like eating?</li> <li>✓ Where is the restaurant?</li> <li>✓ What time does the restaurant open?</li> <li>✓ Is the restaurant cheap or expensive?</li> </ul>																			





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<p><b>2. Form simple questions about Sarah based on the cues</b></p>  <p><b>Assessment:</b> This speaking part tests answering to and forming questions</p>															
<p style="text-align: center;"><b>SPEAKING PART 3</b></p> <p><b>Evaluation Criteria:</b> Continues the sequence of the story with little hesitation</p> <p><b>Instructions:</b> Describe the pictures and continue with the story</p> 			✓				✓				✓				✓



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 Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

<b>Assessment:</b> This speaking part tests describing things and events															
<b>SPEAKING PART 4</b>			✓				✓				✓				✓
<b>Evaluation Criteria:</b> Speaks with only natural hesitation. It does not interfere the flow of the conversation. Shows confidence															
<b>Instructions:</b> Answer some personal questions on familiar topic															
<ul style="list-style-type: none"> <li>✓ Where do you live?</li> <li>✓ How do you go to school?</li> <li>✓ Where can you do sports in Ambato?</li> <li>✓ Which places do you like going in Ambato? Why?</li> <li>✓ Tell me about your favorite holiday.</li> </ul>															
<b>Assessment:</b> This speaking part tests understanding and responding simple questions															

Observaciones:

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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

A handwritten signature in blue ink, appearing to read 'Gabriela', written over a light blue rectangular background.

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*Realizado por:*

*Lic. Gabriela Velastegui*

*CJ: 1804484010*

A handwritten signature in blue ink, appearing to read 'Lina Mariela', written over a light blue rectangular background.

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*Validado por:*

*Mg. Lina Mariela Sanchez Sailema*

*CJ: 180333879-5*



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FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO **“SPEAKING FLUENCY TEST”** PERTENECIENTE A LA INVESTIGACIÓN:

**INTERACTIVE TEACHING TECHNIQUES AND STUDENTS' FLUENCY**

**AUTOR/A:** Lic. Gabriela Fernanda Velasteguí Núñez

Señale mediante un ✓, según la validación para cada pregunta:

**1D- DEFICIENTE**

**2R- REGULAR**

**3B- BUENO**


**4O- ÓPTIMO**

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
<b>SPEAKING PART 1</b>  <b>Evaluation Criteria:</b> Responds appropriately to instructions, questions and visual prompts  <b>Instructions:</b> Look at the pictures and describe 6 differences (There are 10 differences)				✓				✓				✓				✓



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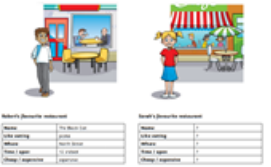

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 <p><b>Assessment:</b> This speaking part tests comprehending statements and answering with differences.</p>															
<p style="text-align: center;"><b>SPEAKING PART 2</b></p> <p><b>Evaluation Criteria:</b> Responds and formulate questions promptly although there may be little hesitation</p> <p><b>Instructions:</b></p> <p><b>1. Answer the questions based on the cues.</b></p> <ul style="list-style-type: none"> <li>✓ What is his name?</li> <li>✓ What does he like eating?</li> <li>✓ Where is the restaurant?</li> <li>✓ What time does the restaurant open?</li> <li>✓ Is the restaurant cheap or expensive?</li> </ul>			✓				✓				✓				✓



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<p><b>2. Form simple questions about Sarah based on the cues</b></p>  <p><b>Assessment:</b> This speaking part tests answering to and forming questions</p>																		
<p><b>SPEAKING PART 3</b></p> <p><b>Evaluation Criteria:</b> Continues the sequence of the story with little hesitation</p> <p><b>Instructions:</b> Describe the pictures and continue with the story</p> 			✓				✓				✓							✓



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*Avda. Los Chasquis y Río Payamin, Ambato - Ecuador*

<b>Assessment:</b> This speaking part tests describing things and events															
<p style="text-align: center;"><b>SPEAKING PART 4</b></p> <p><b>Evaluation Criteria:</b> Speaks with only natural hesitation. It does not interfere the flow of the conversation. Shows confidence</p> <p><b>Instructions:</b> Answer some personal questions on familiar topic</p> <ul style="list-style-type: none"> <li>✓ Where do you live?</li> <li>✓ How do you go to school?</li> <li>✓ Where can you do sports in Ambato?</li> <li>✓ Which places do you like going in Ambato? Why?</li> <li>✓ Tell me about your favorite holiday.</li> </ul> <p><b>Assessment:</b> This speaking part tests understanding and responding simple questions</p>			✓				✓				✓				✓

Observaciones:

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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

A handwritten signature in blue ink, appearing to read 'Gabriela'.

---

*Realizado por:*  
*Lic. Gabriela Velastegui*  
*C.I: 1804484010*

A handwritten signature in blue ink, appearing to read 'Cristina Jordán'.

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*Validado por:*  
*Mg. Cristina Jordán*  
*C.I: 1804010500*



## 5.4.4 SCORING RUBRIC FOR SPEAKING FLUENCY



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POSGRADO  
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCIÓN INGLÉS, COHORTE 2019  
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

### SCORING RUBRIC FOR SPEAKING FLUENCY

Student's Name: \_\_\_\_\_ Score: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	EXCEEDS EXPECTATIONS (2.5)	NEEDS IMPROVEMENT (1.5)	BELOW EXPECTATIONS (0.5)
SPEAKING FLUENCY  PART 1	Responds appropriately to instructions, questions and visual prompts	Responds to instructions, questions and visual prompts, although frequent support maybe required	Requires support and often may not respond to instructions, questions and visual prompts
SPEAKING FLUENCY  PART 2	Responds and formulate questions promptly although there may be little hesitation	Responds and formulate questions although there is some hesitation	Responds and formulate questions although requires a great deal of patience of a listener
SPEAKING FLUENCY  PART 3	Continues the sequence of the story with little hesitation	Continues the sequence of the story. However, there is some hesitation and pausing	Continues the sequence of the story although there is too much hesitation and pausing
SPEAKING FLUENCY  PART 4	Speaks with only natural hesitation. It does not interfere the flow of the conversation. Shows confidence	Speaks with some hesitation and pauses. It does not interfere the flow of the conversation	Speaks with much hesitation. It interferes the flow of the conversation

Adapted from: Cambridge Assessment English  
Prepared by: Gabriela Fernanda Velastegui Núñez

## 5.4.5 PLANNING.



### UNIDAD PEDAGOGICA UNIKIDS WEEKLY PLANNING

UK-SGC-R-DC04

<b>Level:</b>	6 <sup>th</sup> Grade	<b>Trans disciplinary Theme:</b>	Sharing the Planet		
<b>Attitudes:</b>	Respect and Curiosity	<b>IB Profile:</b>	Researches	<b>PYP Concepts:</b>	Perspective and Cause
<b>Weekly Planning:</b>	B4 – W4: 26	<b>Project:</b>	Ways of having a balance and adapting.		
<b>PYP Skills:</b>	Compare and contrast information				

Skills	Subjects	Activities	Materials	Wrap Up
Compare and contrast information	<b>SCIENCE</b> Animal's adaptation and evolution.	<p><b>Warm up:</b> Time to climb (vocabulary)</p> <p><b>Knowledge Activation:</b></p> <p><b>Anticipation:</b> T showed ss some picture about living and non-living by using the collaborative board. (Brainstorming). Ss will give as many ideas as they have</p> <p><b>Construction:</b> Using the previous knowledge T will extend ss learning presenting some important information about interactions of living things and non-living things.</p> <p><b>Consolidation:</b> Ss will present a Venn diagram to the class. Ss will say some differences and similarities of living and non-living things.</p> <p><b>Homework:</b></p> <p>Send a 3 minutes' audio about what you have learned in classes.</p>	<ul style="list-style-type: none"> <li>• Zoom.</li> <li>• PPP</li> <li>• LL.</li> <li>• V/GL</li> </ul>	<p><b>Metacognition:</b></p> <p><b>How did we learn to recognize animals' body parts as ways of adapting to the environment?</b></p>
	<p><b>Dissertation</b></p> <p>Ss will work out a different number of activities to stimulate audition, visual, read-write and kinesthetic learners.</p>		<p><b>Worksheets</b></p>	<p>We brainstormed some information about living-non-living things. Then, we learned important information about interaction of living and non-living things. Finally, we present a Venn Diagram to the class about the differences and similarities of living and non-living things.</p>

	<b>Made by:</b>	Gabriela Velastegui
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**UNIDAD PEDAGOGICA UNIKIDS  
WEEKLY PLANNING**

UK-SGC-R-DC04

<b>Level:</b>	6 <sup>th</sup> Grade	<b>Trans disciplinary Theme:</b>	Sharing the Planet
<b>Attitudes:</b>	Respect and Curiosity	<b>IB Profile:</b>	Researches
<b>Weekly Planning:</b>	B5 – W5: 25	<b>Project:</b>	Ways of having a balance and adapting.
<b>PYP Skills:</b>	Demonstrate the ability of imagination and speaking to engage and sustain the interested of the reader.		

Skills	Subjects	Activities	Materials	Wrap Up
Demonstrate the ability of imagination and speaking to engage and sustain the interested of the reader	<b>LANGUAGE</b>	<p><b>Warm up:</b> Animals riddles</p> <p><b>Knowledge Activation:</b> <b>Anticipation:</b> Read a short animal tale.</p> <p><b>Construction:</b> In pairs, ss have to think to think on a different ending of the story and share with their partners. Make section room in Zoom.</p> <p><b>Consolidation:</b> Ss will share the different endings. T we will use the online roulette</p> <p><b>Homework:</b> Ask a family member about a wonderful experience he/she has had. Write a 30 words paragraph about it.</p>	<ul style="list-style-type: none"> <li>• Zoom.</li> <li>• PPP</li> <li>• LL.</li> <li>• V/GL</li> </ul>	<p><b>Metacognition:</b> <b>How did we learn to adapt writing according to the audience?</b></p> <p>We play some animals riddles. Then, we read a short animal tale. After we got in buzz groups to create a different ending from the story. Finally, we shared the endings with the class.</p>
	<b>Story Telling</b>			
	<b>Dissertation</b>			
	Ss will work out a different number of activities to stimulate audition, visual, read-write and kinesthetic learners.			
	<b>Dissertation</b>			
	Ss will work out a different number of activities to stimulate audition, visual, read-write and kinesthetic learners.			
			<b>Worksheets</b>	
			<b>Worksheets</b>	

	<b>Made by:</b>	Gabriela Velasteguí
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**UNIDAD PEDAGOGICA UNIKIDS**  
**WEEKLY PLANNING**

UK-SGC-R-DC04


<b>Level:</b>	6 <sup>th</sup> Grade	<b>Trans disciplinary Theme:</b>	Sharing the Planet		
<b>Attitudes:</b>	Respect and Curiosity	<b>IB Profile:</b>	Researches	<b>Attitudes:</b>	Respect and Curiosity
<b>Weekly Planning:</b>	B7 – W5: 25	<b>Project:</b>	Ways of having a balance and adapting.		
<b>PYP Skills:</b>	Develop critical and creative thinking				

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Skills	Subjects	Activities	Materials	Wrap Up
	<b>Dissertation</b>		<b>Worksheets</b>	
Develop critical and creative thinking	<b>SOCIAL</b>	<p><b>Warm up:</b> Students will try to pass noodles through a thread using the left hand. Ask students WHAT IS A LEFT-HANDED? (factual question)</p> <p>Display the following picture and have students discuss about it. Let them use their critical thinking to express their ideas.</p> <p style="text-align: center;"><b>My teacher used to try to force me into using my right hand, and I often feel nervous when I deal with changes in my life.”</b></p> <p><b>Knowledge Activation:</b></p> <p><b>Anticipation:</b> Ask students if being left handed is something wrong for society? (Debatable question) Ask ss if have faced any situation where they have felt discrimination? How? When? (debatable question)</p> <p><b>Construction:</b> Write situations that lefties have to deal with and provide a solution to prevent</p> <p><b>Consolidation:</b> Let's make a brochure</p>	<ul style="list-style-type: none"> <li>• Sc. NB.</li> <li>• Zoom.</li> <li>• Presentation.</li> <li>• Sc. NB.</li> </ul>	<p style="text-align: center;"><b>Metacognition:</b> How did we learn to explain why the cognitive process is useful to process information?</p>

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		Think of the cover page of our brochure. Keep in mind the name: brochure "Being leftie in a right handed world" Answers the following questions in the brochure What is a left-handed? When left-handed day is celebrated? Do they have any super power? Yes/no why Do you want to be a left handed? Why/why not?		
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**UNIDAD PEDAGOGICA UNIKIDS  
WEEKLY PLANNING**

<b>Level:</b>	6 <sup>th</sup> Grade	<b>Trans disciplinary Theme:</b>	Sharing the Planet		
<b>Attitudes:</b>	Respect and Curiosity	<b>IB Profile:</b>	Researches	<b>PYP Concepts:</b>	Perspective and Cause
<b>Weekly Planning:</b>	B5 – W5: 25	<b>Project:</b>	Ways of having a balance and adapting.		
<b>PYP Skills:</b>	Demonstrate the ability of imagination and speaking to engage and sustain the interested of the reader.				

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Skills	Subjects	Activities	Materials	Wrap Up	
Demonstrate the ability of imagination and speaking to engage and sustain the interested of the reader	<b>LANGUAGE</b>	<p><b>Anticipation:</b> Using the left hand students are going to cut an apple into different portions in a half/ quarter/sixths/. Explain ss that they have 2/2 4/4 6/6. Then ask ss to eat one part of the apple so they will have 5/6 4/6 3/6 and so on. Ask ss what are fractions? (Conceptual Question). Brainstorm ss ideas</p> <p><b>Construction:</b> T explains what fractions are. Ss copy some important information on their notebooks.</p> <div data-bbox="952 798 1220 981" data-label="Image"> </div> <p><b>Consolidation:</b> In groups, ss will prepare a fruit salad recipe using fractions for example</p> <p><b>Recipe</b></p> <p><b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>¼ of a banana</li> <li>5/9 of grapes</li> <li>3/6 of an apple</li> <li>4/7 of strawberries.</li> <li>½ of a tangerine</li> <li>A pot</li> <li>A spoon.</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom.</li> <li>• PPP</li> <li>• LL.</li> <li>• V/GL</li> </ul>	<p><b>Metacognition:</b> <b>How did we learn to adapt writing according to the audience?</b></p> <p>We play some animals riddles. Then, we read a short animal tale. After we got in buzz groups to create a different ending from the story. Finally, we shared the endings with the class.</p>	
	<b>Dissertation</b>		Ss will work out a different number of activities to stimulate audition, visual, read-write and kinesthetic learners.		<b>Worksheets</b>
	<b>Dissertation</b>		Ss will work out a different number of activities to stimulate audition, visual, read-write and kinesthetic learners.		<b>Worksheets</b>


		Procedure: First... Second... Then, ss will present to the class and enjoy it		
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## 5.4.5 PICTURES

Speaking Part 2

Questions and Answers




Name	The Road Cafe
Like eating	pizza
Where	North Street
Time / open	12-10:00
Cheap / expensive	expensive

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

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Speaking Part 3

Story Telling

The Brave Teacher



