UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Pedagogía del Idioma Inglés.

Theme:

"Nearpod virtual platform and speaking interactive practice"

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. DORYS MARIBEL CUMBE CORAIZA holder of the I.D No. 1803694569, in my capacity as supervisor of the Research dissertation on the topic:

"NEARPOD VIRTUAL PLATFORM AND SPEKING INTERACTIVE PRACTICE" investigated by Miss. DAYANA ISABEL MANTILLA PEÑA with I.D No. 120706561-4 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 “NEARPOD VIRTUAL PLATFORM AND SPEAKING INTERACTIVE PRACTICE” 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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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "NEARPOD VIRTUAL PLATFORM AND SPEAKING INTERACTIVE PRACTICE" which is held by DAYANA ISABEL MANTILLA PEÑA undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2021 – March 2022 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

To my beloved parents and my dear siblings and dear nephew, who have supported me unconditionally during that process. To my whole family for motivating me to keep going and never give up.

Dayana.

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First, I am infinitely grateful to God, who blessed me from the beginning of my career to the end. Furthermore, I am very grateful to my beloved parents, who have sacrificed for me, being pillars that always encourage me to achieve my goals. Also, I really appreciate and admire the work that all my teachers have done. Thanks to them I lived unique experiences that have strengthened me to become a teacher.

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Theme: "NEARPOD VIRTUAL PLATFORM AND SPEAKING INTERACTIVE PRACTICE"

Author: Dayana Isabel Mantilla Peña

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Date:

ABSTRACT

Nearpod is considered an innovative virtual platform to teach. The main purpose of associating the use of this platform to English classes was to determine the influence it has on the development of speaking interactive practice in students of eighth "A" grade. For this study, the research methodology was non-experimental, descriptive, using two surveys to measure each Likert-type variable, with five value categories and 16 questions in total. It was applied to 19 students and 8 English teachers of the Unikids School, which represented a purposive sample. The results were obtained by applying the Chi-square test and using SPSS 25 statistical software to establish the rejection or acceptance of the hypotheses, which determined that: "The use of the Nearpod virtual platform does not have a significant impact on the development of interactive oral practice".

Key words: Nearpod, platform, influence, speaking interactive practice.

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RESUMEN

Nearpod se considera una plataforma virtual innovadora para enseñar. El objetivo principal de este estudio es analizar el uso de esta plataforma en el desarrollo de la práctica oral interactiva en estudiantes de octavo grado "A". Para este estudio, la metodología de investigación fue no experimental, descriptiva, utilizando dos encuestas para medir cada variable tipo Likert, con cinco categorías de valor y 16 preguntas en total. Se aplicó a 19 estudiantes y 8 docentes de inglés del Colegio Unikids, lo que representó una muestra intencional. Los resultados se obtuvieron aplicando la prueba de Chi-cuadrado y utilizando el software estadístico SPSS 25 para establecer el rechazo o aceptación de las hipótesis, lo que determinó que: "El uso de la plataforma virtual Nearpod no tiene un impacto significativo en el desarrollo de la practica interactiva oral".

Palabras clave: Nearpod, plataforma, influencia, práctica interactiva oral

B. CONTENT

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

Nearpod Virtual Platform and Speaking Interactive Practice

The implementation of the use of the Nearpod virtual platform as a technological and innovative resource in education will be the key to develop interactive oral practice in students. After analyzing and reading some articles, academic journals, books, theses all agree on the relevant effect that Nearpod virtual platform has on the development of speaking interactive practice.

Delacruz and Kennesaw State (2014) proposed a study title "Using Nearpod in Elementary Guided Reading Groups" aimed to improve and to innovate the teaching practice of future teachers. This research used a qualitative methodology. The participants of this study were 9 students and 1 student teacher (intern) of fourth grade in a suburban elementary school in the southeastern United States. The student population was relatively diverse (American, Hispanic, Black, Asian). The research used interview as a technique. As well as work samples (tests, drawings) through nearpod. The results demonstrated that students in this study found nearpod guided reading helpful and motivating. Finally, this study concluded that in order to satisfy linguistically diverse students, teachers need to find creative ways for students to communicate and express themselves. Therefore, the use of Nearpod is needed because it allows students to communicate through drawings, survey questions and quiz answers.

Research by Stojanović (2019) titled as "Applicability of Web Tools: Nearpod and Formative in Teaching of Morphology" was conducted with the aim of providing more creative and innovative way to teach grammar, since teaching in the traditional way was tedious and difficult for students to understand. Additionally, to determine

whether students were able to better retain information from one cycle to the next. The type of investigation was quasi-experimental as a survey was applied at the end of the sixth grade and a second survey was applied at the beginning of the seventh grade. The total population was 100 students from the Ivan Goran school in Niška Banja, where the students were divided into control and experimental groups. They received the same learning content, with the difference that while the control group was taught using the traditional teaching method, the experimental group was taught using the nearpod platform. The results showed that the control group in sixth grade had 63% knowledge of the topics taught. On the other hand, the experimental group obtained 50.2%. In the second survey applied, the control group scored 63.5%. While the experimental group scored 48.25. The result is evident. Nevertheless, teachers and students consider that the implementation of technology is a great opportunity to increase motivation.

Another study by Sanmugam et al. (2019) called "Use of Nearpod as an Interactive Learning Method" which aimed to provide a detailed description of the functionalities of the Nearpod platform and its role in the development of student-teacher interaction. In addition, this study included comparisons between the traditional teaching method and teaching through an interactive web tool (Nearpod). In which the advantage of teaching through the platform was evidenced. Even after the teacher delivered a class, the students could be evaluated and received feedback from the teacher at the same time. As a result, it was revealed that all students found the content presented through the Nearpod application to be beneficial and motivating in learning. The students explained how they apply the knowledge learned in their independent work. In addition to increasing engagement, students were excited to try new technologies that seem to enhance enjoyment and enthusiasm in them.

Anderson and Liberty University (2020) developed a study titled as “Does the Interactive Push-Presentation System Nearpod Affect Student Engagement in High School Anatomy?” whose aim was to prove whether nearpod was a useful tool for motivating students to become interested in learning more about STEM (science, technology, engineering, mathematics). The study design was quasi-experimental with a quantitative approach where in addition a broad overview of the use of Nearpod is

included. The population of study was 38 students from a class corresponding to the experimental group and 34 students belonging to the control group. This study was implemented in a rural school in Virginia. Student participation was measured by means of a science motivation survey. The same was done with the Likert scale. As a result, it was found that nearpod significantly improves the participation and intrinsic motivation of the students.

Měkota and Marada (2020) led a study titled “The Influence of the Nearpod Application on Learning Social Geography in a Grammar School in Czecha” whose aim was to compare the development of geography classes with and without the Nearpod platform. The research was based on a quasi-experimental design, in which two groups were examined, a control and an experimental group. The population was students from a school in Prague. In the pre-test results, a significant percentage was obtained in comparison with the students belonging to the control group. Subsequently, two interventions were made using smart tablets to teach the students. The post test results of both sides did not have much difference. However, it was recognized that the students' interaction, encouragement and collaboration increased significantly. Although this research has not worked with the two variables of this study, since it only has the implementation of the independent variable "Nearpod", it provided beneficial data for this study, because in this study it is stated that the level of optimism and motivation of the students when participating in class was considerably improved thanks to the use of the platform. This suggests that the use of Nearpod would be key to encourage students to interact at the time of speaking and participating

Research by Lowry (2016) named “The Effect of Using Nearpod as a Tool of Active Learning in the High School Science Classroom” sought to determine whether the nearpod interactive tool had a positive impact on the learning of high school science students. The research method used in the investigation was non-experimental with a qualitative-descriptive approach. To collect data, the research used a survey where students showed their preferences. They were asked which method of presentation-teaching they choose, whether it is through Nearpod or Power Point. The participants of the study were tenth grade biology students from Russellville high school in

Arkansas. In addition, an interview was conducted for teachers, in which they argued that although the grades of student do not improve their worth, the use of nearpod does offer more opportunities to have an active participation. This study demonstrated that the participants (students and teachers) considered Nearpod as a platform that provides opportunities for active learning. Hence, participants were able to develop knowledge and understanding in a better way. This in turn allowed students to actively participate and engage meaningfully in the activities designed by teachers to foster their motivation and positive attitude.

Mei and Masoumeh (2016) develop a study titled as “An Analysis of Factors Influencing Learners’ English Speaking Skill” whose aim was to raise awareness of the importance of understanding the factors that impair English language proficiency in language learners. This article details the importance of speaking, its characteristics, and the factors that impair it, among others. Additionally, it stresses that speaking provides students with the ability to develop their vocabulary and grammatical skills. Through the use of speaking, students can communicate ideas, emotions, tell stories, discuss and show different functions of language. This study details that students with a high level of motivation and less anxiety are able to communicate easily and effectively. Furthermore, as this article outlined "the higher the level of incentive-motivation in the students the better the interactive communication will be". From that point it can be argued that as Nearpod is an interactive tool if it is used to teach classes the enthusiasm and motivation of the students increases and a higher communicative participation of the students is evident.

There is also a research carried out by Urrutia and Vega (2010) named “Encouraging Teenagers to improve speaking skills through games in a Colombian public school” which was focused on overcoming the difficulties that students have in trying to speak English. The population of this study was 20 female and 20 male students ranging in age from 14 to 18 years old from tenth grade at the Federico García Lorca School. The research employed a qualitative approach and used questionnaires and video recordings as data collection techniques. As a result, an improvement in the performance of the students was obtained since they felt better and more confident

when participating in oral activities, especially during games. The level of collaboration and interaction increased significantly.

Another study by Khudaybergenovna et al. (2020) titles as “Enhancing Interactive Speaking Activities to Foster Non-Native Speakers’ Oral Performance in Uzbekistan” aimed to analyze the use of interactive forms of foreign language teaching at higher levels. In this article it was mentioned that speaking is considered to be the most important language skill. Therefore, it is essential to develop it in an appropriate way. Interactive learning enables learners to function better and gain self-confidence. Eventually, in order to develop speech effectively, this article proposes different ways of interacting such as organizing round tables, role plays, debates which will allow students to engage in active communication and learn to express themselves and to organize their ideas.

1.2 Theoretical Framework / Independent variable

1.2.1 Technology in education

The accelerated development of technology has had a notable impact on all levels of education, allowing new ways of accessing information, communicating, and interacting in virtual spaces. This innovative environment is generating new challenges and learning for teachers. It is essential to know and master what tools and strategies are necessary in the world of information and knowledge (Águila et al., 2019). Furthermore, the **encouragement of creativity and innovation** generated through technology in education places competitiveness at powerful levels that are conducive to human and social development.

According to the idea previously mentioned by the author about technology in education. Our society is in permanent evolution, known as the knowledge society, a society that must be prepared to handle technological tools, that is, to develop competencies that allow a much broader treatment and management of information. A computer and the Internet network are the fundamental technological elements that have made it possible to break down barriers and distances through other technological means such as videoconferencing and chat services that allow users in distant locations to exchange messages and information interactively.

Differences between face-to-face and virtual education

In a globalized world and as a result of technological advances, education has not remained on the background, since it is no longer only face-to-face, but also becomes virtual. Virtual, in this context we will see below the main differences between face-to-face and virtual education face-to-face and virtual education:

Table 1. Differences between face-to-face and virtual education

Face to face education	Virtual education
The teacher is the main source of questions. Students, being locked in a classroom, tend to become passive participants. Synchronous learning. The material is limited, as there are few sources of consultation such as books, dictionaries, etc.	The teacher is no longer the main source of questions, since students can research through various virtual sources. The teacher is no longer the main source of questions, since students can research through various virtual sources. Students become active in virtual environments, Self-taught, autonomous and digital natives. Asynchronous learning. The material is extensive, as there are many virtual libraries at hand.

Elaborated by: Mantilla, D. (2021)
Source: Experiences at Universitiy

1.2.2 The use of ICT

At present, the use of information and communication technologies (ICTs) has become a transcendental tool to improve human interaction and under this statement, in the educational field, it has achieved a relevant impact, which has strengthened **collaborative and interactive learning** between teachers and students. Through interactive activities students feel the necessity and curiosity to communicate with each other or even with the teacher. In that way they are having the opportunity to build stronger knowledge bases.

Onrubina et al. (2008) claim that specific use of information and communication technologies, one of the most common uses of the computer arises from Internet. The word processor, the increased use of e-mail, surfing the net to search for information,

image processing, making slides, creating files, and videoconferencing for higher education, etc., are the most common uses of the computer.

From the authors' statements, the above definition refers to the society of knowledge, a society that has to be prepared to handle ICT tools. In other words, to develop competencies that will enable wider processing and handling of information, achieving, synthesizing, and retrieving through information technology; sharing, and presenting information in a wide variety of ways through the Internet and multimedia.

The impact of ICT on education

This impact of information and communication technology in education, as pointed out by Hernandez (2017) the implementation of ICT in education has developed into an action whose participation exceeds the technological tools that enrich the educational field. The concepts of teaching construction and reinforcing meaningful learning using technology is a subject of daily life that is being constantly discussed.

Ratheeswari (2018) claims that ICTs are causing dynamic worldwide changes. They directly influence some aspects of life. A clear example of these changes is the progress at the educational level in schools, universities. ICTs provide new ways of teaching and learning for both teachers and students.

The use of ICTs in the different activities of human life is growing, and their use in the field of education has and its use in field of education has generated a series of innovations, the application of tools and innovations, application of tools, and new competencies in the teaching work of teachers, i.e., transformations in the teaching work of teachers, that is to say, the transformations in different fields of learning as pointed out by the authors above, which involve changes in new paradigms and new that involve changes in new paradigms, especially in teaching practice.

The use of ICT applications in teaching activities

There is a wide range of free applications available to teachers on the Internet. Incorporating technologies (ICT) in the teaching process provide teachers with tools to ensure a high-quality teaching and learning process, innovating their teaching practice and creating environments where technological mediations, the use of synchronous and asynchronous communication, and self-managed learning allow proper teaching.

Çakici (2016) stands out the incorporation of ICTs provides a wide variety of content, contexts and teaching methods in the field. Hence, ICTs turn the classroom into an interactive, flexible and innovative space.

The use of the technological tools available to teachers depends on what is planned for a class session or in a work plan. It is important for teachers to remember that if it does not have a well-defined objective or expected learning that we want to achieve, it will be very difficult to use technology efficiently and appropriately.

1.2.3 Virtual platform

Virtual platforms are new tools for education that are being used little by little today. These have been created to offer educational institutions the possibility of **strengthening their academic programs in both face-to-face and distance modes.**

From the point of view of (Sandoval, 2011) a virtual platform is:

A space for virtual interaction purposes, with limited access to its members; has the objective of exchanging thoughts, knowledge and an endless number of academic instructions that over time has been developing its way of working.

As is known, technologies have been implemented in a relevant way in our daily activities, but we will focus on the educational point; since it has had a great impact, especially this type of techniques that help interactivity about projects that educate or help the education of a student.

1.2.4 Nearpod

Nearpod is a global application that provides a way to deliver material directly to students on individual devices. With Nearpod, administrators are able to take already created material such as Microsoft PowerPoint presentations or Google Slides and turn them into interactive learning lessons. Additionally, the management of the Nearpod virtual platform is very simple and useful, since there are several options of activities to perform in class. Furthermore, it offers the possibility of alternating the activities when the teacher decides, to involve students in learning in a more enjoyable way. It is important to highlight that when classes are live, it is possible to join to the class with up to 150 students at the same time.

Lowry (2016) expresses his contribution to the above by stating that:

Nearpod allows teachers upload PowerPoint presentations and add **interactive activities** that serve as formative assessments to enhance learning. Activities that students perform on laptops, cell phones, or other electronic devices include surveys (multiple-choice questions), drawing (label graphics or drawing structures), quizzes (multiple-choice questions), and answering questions.

Nearpod virtual platform is a great tool that can be used in different ways for students to put more interest in the class, also becoming that it does not limit the participation of different individuals. Furthermore, Nearpod is going to become a great help in education so that the results in the tasks or evaluations that the teacher executes in an exact hour are more immediate, also obtaining the students who are failing in the different topics that are treated.

Features and benefits of the nearpod platform

This online platform has two modes of use (teacher or students). Teachers may register with their personal or institutional email address. In order to teach a class and allow students to join the class, the teacher needs to share a code generated by the Nearpod lesson itself. Each lesson has the option of sharing "live participation and

pace of students". The most used option is the "live participation" option because it allows monitoring the activity with the time assigned.

When you open the platform, in the home panel on the left side you can find four useful options (My Lessons, Reports, Nearpod Library, and Teacher Resources). First, the "My lessons" option allows to review the content you have elaborated within this platform. There is also the "reports" option where you can visualize the results of each lesson. Here a brief summary of each participation of the students, correct answers, and score will be reported. Another home option is "Nearpod library" where you can find a wide range of free educational content, in different fields, categories, and levels. In addition, the "teacher resources" option provides a complete guide to use nearpod correctly and have a good experience.

On the right side there is a folder named "create" which has a "lesson" section where you can create slides using different functionalities (style, video, text, gifs), view educational videos of different categories (English, Language, Art, Mathematics, Science, Social Studies, Technology and Computer Science, which are targeted for different levels from kindergarten to higher education. In addition, it offers the option to search for videos from Youtube, and to upload your own videos. It also has the alternative of being able to visualize and reproduce images with a high resolution in the "Nearpod 3D" option from different categories or fields.

Another option is "PKET" where you can interact with simulations about math and science. "VR Field Trip" is another activity option provided by this platform, which allows to explore many places just by entering the destination the user wants to learn or find out about. It also has a space where you can watch several short educational-explanatory videos aimed at enriching knowledge, this option is called "BBC WorldWide". Moreover, there is a part named "Sway" where you can acquire and learn relevant information on topics of interest. The "Slidehow" section allows you to upload previously made slides. It also has a section called "Audios" where you can upload voice clips. And finally, within the lesson content there is a PDF reviewer.

In the activities section, there is an option which allows you to create 10 different types of activities. Among them are:

- "Time to climb" here teachers are able to add multiple choice questions, for students to choose the answers. This is a timed activity (maximum of 5:00 minutes and a minimum of 0.5 seconds).

- Open-ended question" in this activity the teacher has to enter a timed question for the student to answer. This option has multiple alternatives for editing font, size, adding extra material (images or audios). A recording option can also be enabled for the students.

- "Matching pairs": this option offers the possibility of creating or uploading your own content and also provides the possibility of "exploring the peer search library" where you can find countless valuable educational content.

- Quiz": Like the previous activities, you can insert material (audios or images) together with the questions to be evaluated.

- Flipgrid": among the activity options you will find a box where students will insert a link provided by the teacher and this will send them directly to the application (flipgrid). Flipgrid is used as an interactive space to upload or record videos.

- Draw it": In this activity, the teacher needs to write the instructions for the students to complete the activity. In addition, it has the option to "explore the drawing library" where there are many activities already generated by the platform with their respective instructions, also offering a background for the drawing that the student will have to make.

- Collaborative board: In this section teachers will have to set a topic for discussion and students will share a paragraph with their ideas, where they will have the option to add images or gifs and also modify the style of the paragraph.

- Poll: On this activity the teacher will have to write the questions with their respective answer options. Similarly, this activity has the option of adding audio, images, and allowing the students to select more than one answer option.

- Fill the blanks: In this space the teacher will write a topic and the students will answer. The class results can be visualized here. In addition, it is possible to open "whiteboard and add activity". Furthermore, it is also possible to change the activity to "student view".

- Memory test": Here the teacher writes the questions or images he/she intends to apply. Using different styles (font and color). Additionally, there is the option to insert a question at the end of the activity.

In conclusion with the author, Nearpod virtual platform is a good tool for students, since in the XXI century the person who is unaware of technology is at a great disadvantage. In this digital age, everything is changing and revolving around technology, for this, it is necessary to know about these new instruments that help a good educational process.

1.3 Theoretical framework / Dependent variable

1.3.1 Productive skills

Writing

Writing can be defined as a process of communication through spellings or words that say something to someone for different purposes. It is about producing a message that can be read by someone else or sometimes only by the same author. Writing the ideas that the person wishes to express are put in order, reading must be practiced continuously since many of the difficulties of the students are based on the poor reading.

Golkova and Hubackova (2014) state that writing skills involve a number of conventions that are different from oral skills. There is difficulty in spelling and much practice is required. Teacher instruction is important. Since each student has his or her own style. In addition, it presents the following difficulties:

Spelling: It is complicated for language learners, since a phoneme can have different spelling. For that reason, it is advisable to focus students on the most common spellings of phonemes.

Distribution and punctuation: Each language is different and therefore carries different punctuation. An example of this is the writing of e-mails, articles, letters, etc. They follow different formats.

Production process: In writing instruction, the focus should be on the product and the process. The product is the objective of the task and the process is the different stages it goes through.

Speaking

As it has been known for many generations speaking is the ability of human beings to communicate by means of articulated sounds. These sounds are produced by the speech apparatus, which includes the tongue, the soft palate, the vocal cords, the teeth, etc. This property is distinctive of man, since although it is present in different species of the animal kingdom, it is in the nature of man that it reaches its highest manifestation, to the extent that it displays a very high degree of complexity and abstraction in terms of content. Just like listening, oral expression is a skill that should attract attention in both the first and second language, as well as in other linguistic skills, the teaching of voice is very important for students.

Speaking refers to the ability to produce, on one's own, oral texts that reflect the learner's thoughts, ideas, feelings, and inner world. "Speaking" in terms of teaching, is not simply reproducing what was heard or completing other people's ideas. "Speaking" implies production, creativity, and ingenuity. The oral expression has to be done as soon as the students handle the first vocabulary appropriate to their grade and age. These words must build, from the first moment, complete ideas, meaningful statements (Oroh et al., 2018).

1.3.2 Speaking skill

According to Spratt et al. (2005) speaking involves being fluent and using interactive strategies:

Oral fluency

It is being able to **express oneself correctly, with agility**, with a certain ease and spontaneity, and **without hesitation**. Both, in mother tongue and in a second language; this allows the speaker to perform in a correct manner. In this case, learners are encouraged to focus on communicating meaning and ideas, rather than trying to be correct.

Communication skills

Porter (2002) states that communication is a process where ideas are shared and information is exchanged between two or more people. “This can be communicated by verbal, non-verbal and written methods. Nevertheless, in generally communication skills tend to involve both oral and written skills” (Burnip, 2020). The most widely used method in society is oral communication, which is known as a bidirectional process since it is based on the response to the message received through the purposeful exchange of information, ideas or opinions.

Oral communication can be defined as the action of transmitting ideas, words from mouth to mouth either by an individual or by several (group) to other people. It is also important to note that when communication is taking place it involves sharing ideas, talking and listening. Hence, communication is developed and transmitted by the sender (speaker, writer) to the receiver (listener, reader) using a channel. Consequently, the receiver of the message is provided with feedback, encodes and understands the message.

Regarding the importance of language for learning, Barnes' theory is very useful, as he explains the role of what he calls internal speech, which has as its object not communication but the organization of thought. Through language we reconstruct for ourselves what we have learned. Learning to communicate thus becomes the core of education, taking into account both verbal and non-verbal communication because when we say something, with words we transmit thoughts, feelings, ideas,... and when we do not say anything, we communicate constantly, and, we communicate beyond the words said, because we are giving information through our tone of voice, our gestures, with a timely and inopportune laughter, with an awkward silence.

The teaching/learning of oral language from a communicative and functional perspective requires breaking with the traditional unidirectionality and promoting different interactive situations within the classroom. Hall et al. (2018) state that it is impossible to teach and learn communicative oral language in a traditional classroom structure, with little participation and dominated by the monologue of the person who assumes the role of teacher.

1.3.3 Speaking interactive practice (dependent variable)

Green and Joo (2017) state that interaction works together with speaking. As in daily life, it is frequently evidenced. A clear example of this is when the teacher performs activities with the students. Interaction is the central part of communication. When people interact, they produce and exchange inputs and outputs through communication. A key point in the teaching-learning process for learning to be effective is interaction.

To analyze the collaborative activity that occurs in classrooms activity that takes place in the classroom when teaching and learning processes are carried out, it is essential to consider the interaction of teacher the interaction of the teacher's actions in simultaneous consideration with those of the learner and vice versa. Additionally, it is possible to highlight that improving oral expression of pupils and the comprehension and interpretation of different types of oral messages has always been one of the main objectives of language teaching at school.

Interactive oral production of English

Chollet et al. (2015) remarks that interactive communication focuses on conveying an interactive message. In other words, it has a reciprocal action between two or more subjects, objects, or functions. Additionally, the process of speaking also includes Interactive Communication, which according to the article "Being strategic" by (Doff and Thaine, 2015) from the University of Cambridge, it is important to adopt some interaction strategies, which are small phrases of language that allow speakers to continue in a conversation or a discussion. Although these expressions and the way they are deployed tend to differ between languages, they help to make the communicative relationship more interactive. The following are some examples of the type of language or communicative phrases:

Table 2. Types of language

Strategy	Example
Change the way of saying the idea	Hmm, I mean ....
Check what the other person says	Are you sure?
Ask to wait	One minute please.
Showing interest	Right?
Conclude a conversation	I have to go ....
Keep the conversation on topic	Anyway...
Respond to the idea	Yeah, that makes sense.
Take a turn to speak	If I could just say ....

Author: Mantilla, D. (2021)

At the same time Cambridge in its "handbook for teacher" adds other points for a better **interactive communication** such as for example the sender should argue more than expected in his answer or should proactively involve the receiver in the dialogue through a suggestion or question about the topic thus fulfilling the development of the interaction.

The participant may also initiate the discourse by introducing a new idea or a new topic by means of a **response or an initiative**, which stimulates and gives a new topic. Furthermore, it **stimulates and gives communicative support** to the receiver during

the conversation. There are situations in which the interlocutor repeats or uses a warming or gesture of support so that the other person responds or makes an additional contribution to the conversation or there are also moments when one of the people helps another, providing a word that allows the continuity of the conversation or helps to develop a new idea. All this communicative process occurs within the individual **turn taking** to argue their ideas and at the same time involves asking, suggesting and agreeing.

Speaking is a language skill that has to be mastered by students in learning a language because the objective of learning a language is communication. Richards (2008) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. Speaking English well also helps students access updated information in fields including science, technology, and health. The students have to master all components of speaking skill (Prima and Sembiring, 2019). In general, students still find it difficult to convey ideas, thoughts, questions and so on using English correctly and smoothly (Moussu and Llurda, 2008). This often happens due to many factors such as insecurity, fear, shame, and sometimes fear of being mistaken for grammar and vocab when expressing his ideas.

1.4 Objectives

1.4.1 General objective

To describe the use of Nearpod virtual platform in the development of speaking interactive practice in students from eighth grade and English teachers of Unikids School.

1.4.2 Specific objectives

- To analyze the influence between Nearpod virtual platform and students' speaking interactive practice from eighth grade and English teachers of Unikids School.
- To establish the importance of Nearpod virtual platform to students from eighth grade and English teachers of Unikids School.
- To interpret the benefits of using the Nearpod virtual platform in students from eighth grade and English teachers of Unikids School.

CHAPTER II.- METHODOLOGY

2.1 Resources

This research was carried out with human and technological resources. The participation of students of the eighth "A" grade and 8 English teachers of the "Unikids" school. For data collection, two structured surveys based on the Likert scale were used to collect real data on the impact of Nearpod on the development of speaking interactive practice. Among the technological resources, a google forms survey as a tool to gather information.

2.1.1 Population

In this research the participant were 19 students from 8th grade and 8 English teachers at “Unikids” school.

Table 3. Population

Population	Number of students
Students of 8th grade	19
English teachers	8
Total	27

Author: Mantilla D. (2021)
Source: Unikids School

2.1.2 Instruments

Two validated surveys were applied to identify the influence of the use of the Nearpod platform on speaking development of students and its impact on speaking fluency, as well as their participation and interaction. The survey for students consisted of 10 items and English teachers survey involved 6 questions. The student survey was performed face-to-face, while the teacher survey was conducted using google forms.

2.1.3 Procedure

For the application of the surveys it was necessary to request a date from the principal of the school. Subsequently, on December 14th, 2021, the students were surveyed. The teacher survey was carried out on December 20th, 2021, virtually through google forms.

2.2 Methods

2.2.1 Research approach

This research has a qualitative approach because it considers Nearpod as an innovative platform full of features that help students to develop a more interactive attitude and behavior when participating.

2.2.2 Research modality

Field modality

Field modality since the researcher places in the real work field and analyzes the situation where the investigated facts take occur.

2.2.3 Level or type of research

It is descriptive and non-experimental research because it highlights the Nearpod characteristics and the way of interacting through speaking of all the participants involved in the research: teachers and students using the survey technique. In this way, it will be possible to obtain and verify each one of the variables, in order to later find out if there is a relationship between them.

2.2.3 Hyphotesis

Alternative Hyphotesis

The use of the Nearpod virtual platform has a positive impact on the development of speaking interactive practice in students from Unikids School of the city of Ambato, Tungurahua Province.

Null Hyphotesis

The use of Nearpod virtual platform does not have a positive impact on the development of speaking interactive practice in students from Unikids School of the city of Ambato, Tungurahua Province.

VARIABLES OPERATIONALIZATION TABLE

I.V. Nearpod Virtual Platform

Table 4. Operationalization of the independent variable

Conceptualization	Dimension	Indicator	Items	Techniques and Instruments
Nearpod is an online platform that provides a dynamic classroom environment. It offers many ways to share **interactive activities** to achieve greater engagement with the learning of class participants. It is also a widely used platform, since it facilitates classes in **two modalities**. Here participants can experience a wide variety of **benefits**	Interactive activities Modalities of study	Games Surveys Tests Distance or face to face	1. How often does the teacher perform these interactive activities (games, surveys, evaluations) in the classroom by Nearpod virtual platform? 2. Do you consider that the use of Nearpod virtual platform in both modalities (distance and face-to-	Survey Questionnaire

that this platform offers. Among them multimedia (videos and images) 3D. Therefore, through this space, students are able to develop **collaborative and interactive learning.** This is an ICT that equips teachers and students with new ways of teaching and learning, which **fosters creativity and innovation.**	Nearpod benefits Collaborative and interactive learning	Multimedia (videos and images) 3D. To be interested and active in the learning process.	face) is effective for learning? 3. Does the teacher make use of the multimedia elements (images and videos) 3D option within the nearpod virtual platform to help students develop better ideas and encourage them to participate in the class? 4. Do the students feel more inclined to be interested and active in the learning	

			process using Nearpod platform?	
		Motivation and curiosity to communicate	5. Do the students demonstrate a greater curiosity and motivation to learn more about the class topic when they are using collaborative and interactive learning through the Nearpod platform?	
	Fostering creativity and innovation	Attitudes and behaviors during learning/learning outcomes	6. Do the students show a positive attitude using Nearpod virtual platform?	

		Productivity/ reproduction of ideas	7. How often do students demonstrate they produce of learning outcomes through the use of Nearpod?	

Author: Mantilla, D. (2021)

Dependent Variable: Speaking interactive practice

Table 5. Operationalization of the dependent variable

Conceptualization	**Dimension**	**Indicator**	**Items**	**Techniques and instruments**
Speaking is one of the most frequently used **productive skills**. Through it we can **express ideas with agility**, fluency, spontaneity and precision. When an individual transmits ideas through speech, he/she is carrying out interactive communication	Productive skills Expressing ideas with agility Interactive communication	Speaking and writing Exchange of ideas without hesitation Development of interaction.	1. How often does the teacher use the Nearpod virtual platform function (flipgrid) to enhance the use of speaking and in students? 2. How often do students express ideas with agility and without hesitation using Nearpod platform? 3. Does the teacher make use of the 3 types of	Survey Questionnaire

		• Response and initiative. • Encouragement and support. • Turn taking and conversational exchange.	interaction (response and initiative, encouragement and support, and turn-taking and conversation exchange) during the development of the class using Nearpod virtual platform?	

Author: Mantilla, D. (2021)

Table 6. Information collection plan

For what?	To achieve the objectives proposed in the research.
To whom?	To the English teachers and students of eighth "A" grade of Unikids School.
On what aspects?	Nearpod virtual platform and speaking interactive practice.
Who?	Dayana Isabel Mantilla Peña
When?	December 14th, 2021 and December 20th, 2021
How many times?	Twice
Which collection technique?	Survey
With what instrument?	Questionnaire
Author: Mantilla D. (2021) **Source:** Field research	

CHAPTER III.- RESULTS AND DISCUSSION

3.1 Analysis of results

This section presents detailed statistical information where frequency tables are constructed and exploratory statistics is applied to describe the results of the questionnaires applied to teachers and students. Exploratory statistics include the analysis of measures of central tendency, dispersion, and distribution.

3.1.1 Statistical analysis – survey results

Survey applied to teachers

Table 7. Frequency table: Teacher survey

Question	Never	Sometimes	Almost always	Always
1. Do the students feel more inclined to be interested and active in the learning process using Nearpod virtual platform?	0.0%	0.0%	62.5%	37.5%
2. Do the students demonstrate a greater curiosity and motivation to learn more about the class topic when they are using collaborative and interactive learning through the	0.0%	0.0%	50.0%	50.0%

Nearpod virtual platform?				
3. Do the students show a positive attitude using Nearpod virtual platform?	0.0%	0.0%	75.0%	25.0%
4. Do you make use of the 3 types of interaction (response and initiative, encouragement and support, and turn-taking and conversation exchange) during the development of the class using Nearpod virtual platform?	0.0%	12.5%	37.5%	50.0%
5. How often do the students express ideas with agility and without hesitation using Nearpod virtual platform?	0.0%	12.5%	87.5%	0.0%
6. How often do the students demonstrate that they produce learning outcomes through the use of Nearpod virtual platform?	0.0%	12.5%	75.0%	12.5%

Author: Mantilla D. (2021)
Source: Survey applied to Unikids English teachers (2021)

Table 7 shows the results of the evaluation of the survey applied to the teachers of the English subject at Unikids School. The data reveal that:

- A total of 62.5% of teachers think that students "almost always" feel more interested and active in the learning process using the Nearpod virtual platform. The remaining 37.5% say that students are "always" willing to learn with this platform.
- About 50% of teachers believe that students "almost always" demonstrate greater curiosity and motivation to learn more about the class topic when collaborative and interactive learning is used through the Nearpod virtual platform. The remaining 50% state that students are "always" motivated to learn with the Nearpod platform.

- According to 75% of the teachers, students show a positive attitude when using the Nearpod virtual platform. The other 25% of teachers say that there is "always" a positive attitude among students.

- Only 12.5% of teachers "sometimes" use the 3 types of interaction during the development of the class through the Nearpod virtual platform; at the same time, 37.5% "almost always" use them, and 50% "always" work with them.

- A 12.5% of teachers say that students "sometimes" express ideas with agility and without hesitation using the Nearpod virtual platform. The other 87.5% claim that their students "almost always" do it.

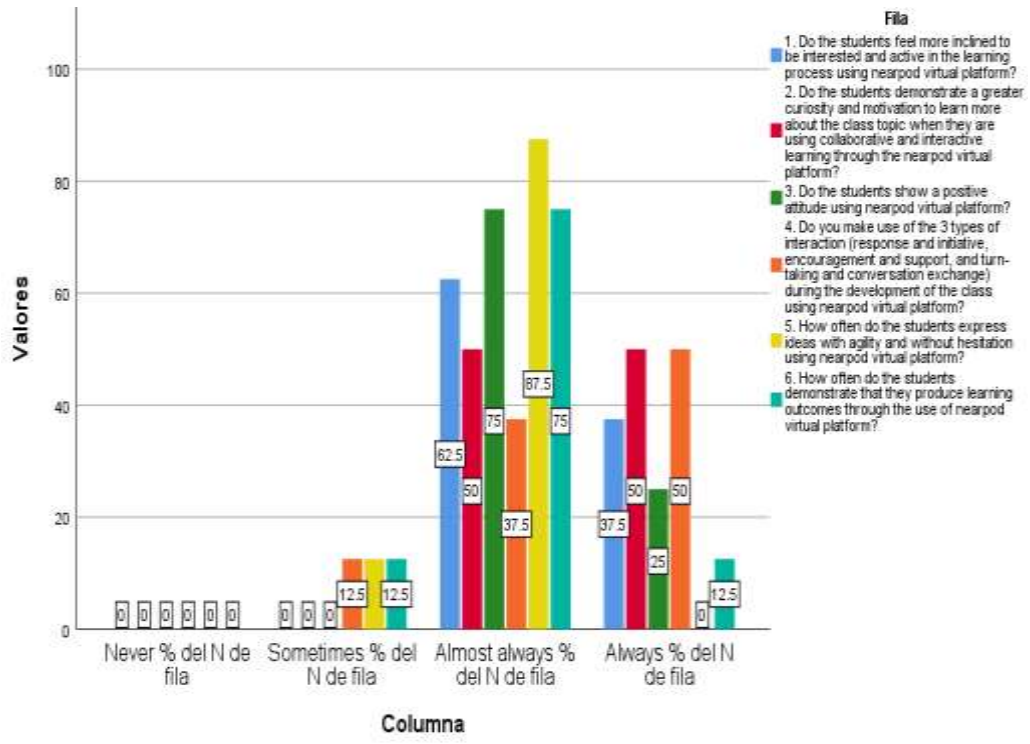
- According to 12.5% of the teachers, their students "sometimes" achieve learning results through the use of the Nearpod virtual platform. At the same time, another 75% of teachers say that their students "almost always" acquire knowledge with Nearpod, and the remaining 12.5% of teachers say that children "always" learn with this platform.

Discussion of results

These results indicate that teachers have a positive perception of the benefits of the Nearpod virtual platform since in all items more than 87.5% of teachers say that "almost always" or "always" the platform maintains interest and motivation among students, achieving good learning results.

Result that is similar to that reported by Hakami (2020) who, after analyzing the effectiveness of Nearpod, found that there is a significant influence on the level of interaction in the classroom and on the level of comprehension of the material, reflected in the improvement of grades in this important skill. Additionally, Sawang et al. (2017) furthered in their study of a large college classroom that introverted students felt more engaged in the classroom through the use of the interactive technology device. They noted a positive correlation between the use of an interactive technology device and student participation.

Figure 1. Bar Chart: Teacher survey



Author: Mantilla D. (2021)
Source: Survey applied to Unikids English teachers (2021)

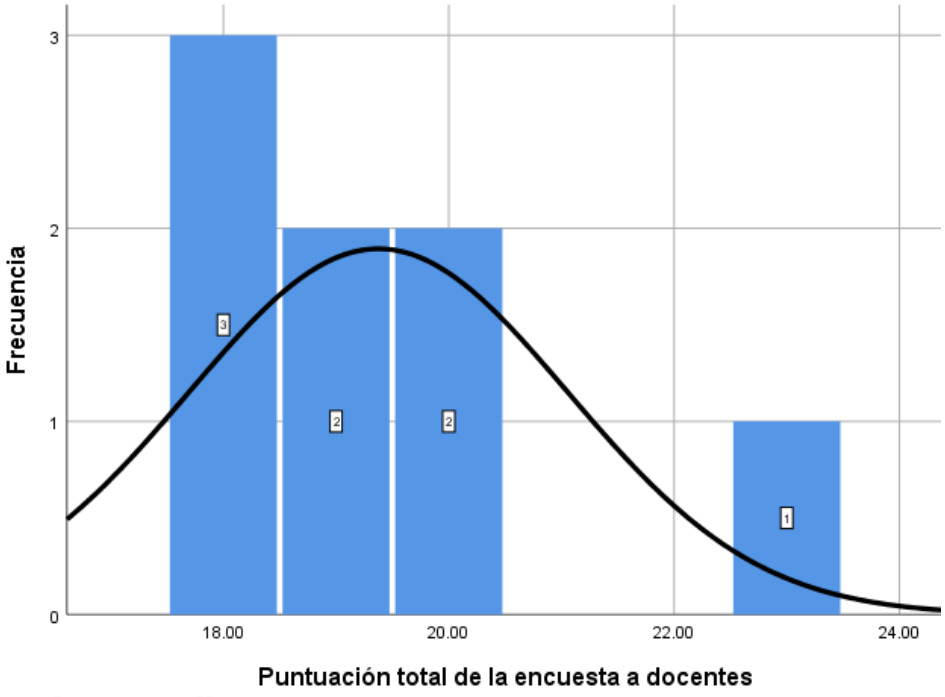
After adding the ordinal scale scores to the answers given by each teacher, a mean of 19.3750 out of a possible 30 points was obtained. The standard deviation of 1.68502 indicates that there is a unified criterion among teachers regarding the use of the Nearpod platform. This criterion can be seen in total scores ranging from 18 to 23 points. Finally, the skewness of 1,601 reveals that very few teachers assign scores that total more than 20 points (see table 8 and figure 2).

Table 8. Quantitative results of the teacher survey

Statistical	Valor
Mean	19.3750
Standard deviation	1.68502
Minimum	18.0000
Maximum	23.0000
Asymmetry	1.6010

Author: Mantilla D. (2021)
Source: Survey applied to Unikids English teachers (2021)

Figure 2. Histogram: Total score of the survey to teachers



Author: Mantilla D. (2021)
Source: Survey applied to Unikids English teachers (2021)

Survey applied to students

Table 9. Frequency table: Student survey

Question	Never	Almost never	Sometimes	Almost always	Always
1. How often does the teacher perform these interactive activities (games, surveys, evaluations) in the classroom using Nearpod virtual platform?	0.0%	10.5%	68.4%	15.8%	5.3%
2. Do you consider that the use of Nearpod virtual platform in both modalities (distance and face-to-face) is effective for learning?	10.5%	10.5%	36.8%	31.6%	10.5%
3. Does the teacher make use of the multimedia elements (images and videos) 3D option within the Nearpod virtual platform to help students develop better ideas and encourage them to	5.3%	15.8%	36.8%	15.8%	26.3%

participate in the class?					
4. Does the teacher make use of the 3 types of interaction (response and initiative, encouragement and support, and turn-taking and conversation exchange) during the development of the class using Nearpod virtual platform?	0.0%	15.8%	36.8%	26.3%	21.1%
5. Do you feel more interested and active in the learning process when you are using Nearpod virtual platform?	15.8%	15.8%	36.8%	21.1%	10.5%
6. Do you show a positive attitude using Nearpod virtual platform?	0.0%	15.8%	52.6%	21.1%	10.5%
7. Do you demonstrate a greater curiosity and motivation to learn more about the class topic when you are using collaborative and interactive	0.0%	0.0%	36.8%	47.4%	15.8%

learning through the Nearpod virtual platform?					
8. Does the teacher make use of the 3 types of interaction (response and initiative, encouragement and support, and turn-taking and conversation exchange) during the development of the class using Nearpod virtual platform?	0.0%	10.5%	36.8%	31.6%	31.6%
9. How often does the teacher use Nearpod virtual platform function (flipgrid) to enhance the use of speaking in the students?	0.0%	15.8%	42.1%	21.1%	21.1%
10. How often do you express ideas with agility and without hesitation using Nearpod platform?	5.3%	15.8%	36.8%	31.6%	15.8%

Author: Mantilla D. (2021)
Source: Survey applied to eighth grade students of the Unikids school (2021)

Table 9 shows the results of the evaluation of the survey applied to the students of the Unikids School. The data reveal that:

- 10.5% of the students argue that teachers "almost never" implement interactive activities (games, surveys, evaluations) in the classroom through the Nearpod virtual platform. Another group of students representing 68.4% say that these activities are "sometimes" performed, while 15.8% say that they are "almost always" performed and 5.3% say that their teachers "always" perform interactive activities with Nearpod.

- Another 10.5% of students who consider that the use of the Nearpod virtual platform is "never" effective for learning; another 10.5% say that it is "almost never" effective, while 36.8% of students say that it is "sometimes" effective. Concerning positive perceptions, 31.6% of children claim that they "almost always" learn with the Nearpod platform while 10.5% say they "always" learn.

- There is a 5.3% of students who say that teachers "never" use the 3D option of the Nearpod virtual platform to help them develop better ideas and encourage them to participate in the class. In addition, 15.8% of students say that this option is "almost never" applied and 36.8% state that it is "sometimes" used. As for the positive perception, 15.8% of students affirm that the 3D option is "almost always" applied and 26.3% say that it is "always" used.

- About 15.8% of the students report that teachers "almost never" use the 3 types of interaction during the development of the class using Nearpod virtual platform. In turn, 36.8% of students state that "sometimes" these applications are used, then 26.3% say they are used "almost always" and 21.1% claim that they are used "always".

- Another 15.8% of students "never" feel more interested and active in the learning process when teachers use the Nearpod virtual platform; another 15.8% say "almost never", while 36.8% of students claim that "sometimes. In relation to the positive perception, 21.1% of children affirm that "almost always" they feel more interested and active with the use of the platform, while 10.5% state that "always".

- 15.8% of the students express that they "almost never" show a positive attitude when using the virtual platform Nearpod. On the other hand, 52.6% of the students affirm that "sometimes", while 21.1% say that "almost always" and 10.5% assure that "always".

- A total of 36.8% of the students report that "sometimes" they feel more curiosity and motivation to learn through the Nearpod virtual platform. Conversely, 47.4% of the students say "almost always" and 15.8% affirm that "always".

- The 10.5% of students affirm that teachers "almost never" use the 3 types of interaction (response and initiative, stimulus and support, and turns and exchange of conversation) during the development of the class using the Nearpod virtual platform. Furthermore, 36.8% of the students say that "sometimes" these applications are used, while 31.6% state that "almost always" and 21.1% claim that they "always" use them.

- Among the students, 15.8% claim that teachers "almost never" use the function of the Nearpod virtual platform (flipgrid) to enhance the use of speech. On the other hand, 42.1% of the students say that this function is used "sometimes", and 21.1% affirm that "almost always" and another 21.1% assure that they use it "always".

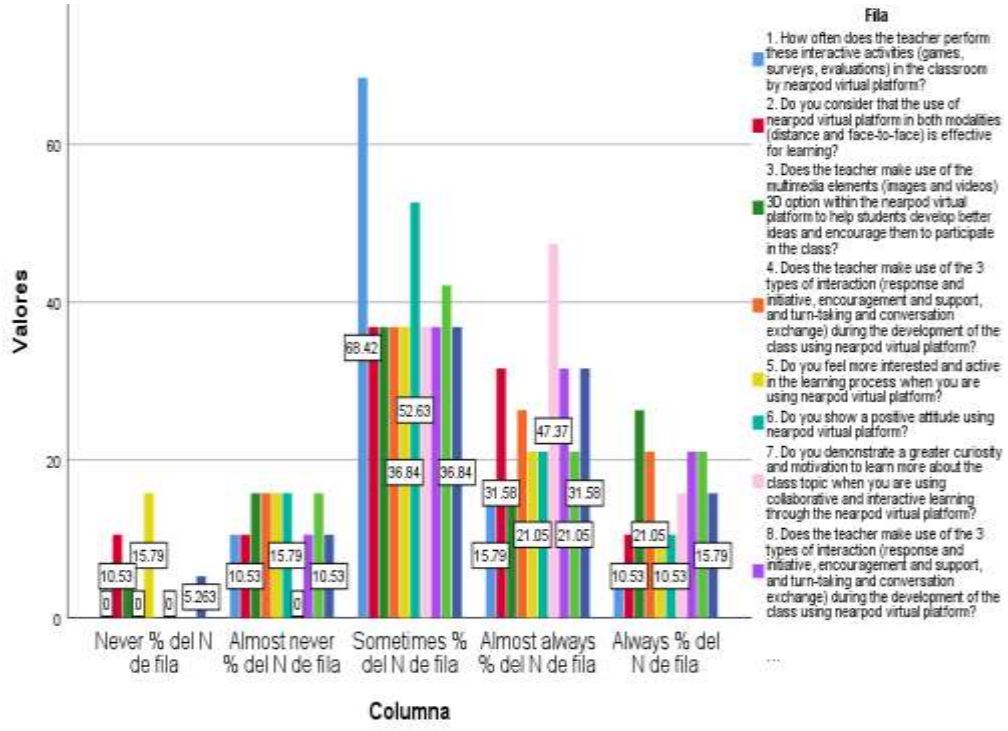
- The 5.3% of students affirm that they "never" express their ideas with agility and without hesitation using the Nearpod platform. In turn, 10.5% of students state that "almost never" and 36.8% report that "sometimes" they do so. In terms of positive perception, 31.6% of students claim that "almost always" they can express their ideas on Nearpod and 26.3% say they "always" do.

Discussion of results

These data show that the opinion of the students is different from the professors' concerning the use and benefits of the Nearpod platform, since more than half of the students affirm that the teachers "never", "almost never" and mainly "sometimes" use the applications provided by the platform for interactive learning. According to these results, the 3 types of interaction (response and initiative, encouragement and support, and turns and exchange of conversation) for the development of the class with Nearpod are the most used tools by teachers.

The perception of students about the effectiveness of the Nearpod platform may be conditioned by its misuse by teachers. This has caused the expectation of students to be medium-low in relation to the learning they can achieve with Nearpod. With the exception of the possibility provided by the platform to express ideas with agility, in the rest of the items linked to the perception of learning, more than 50% of the students score the options "never", "almost never" and mainly "sometimes".

Figure 3. Bar chart: Student survey



Author: Mantilla D. (2021)
Source: Survey applied to eighth grade students of the Unikids school (2021)

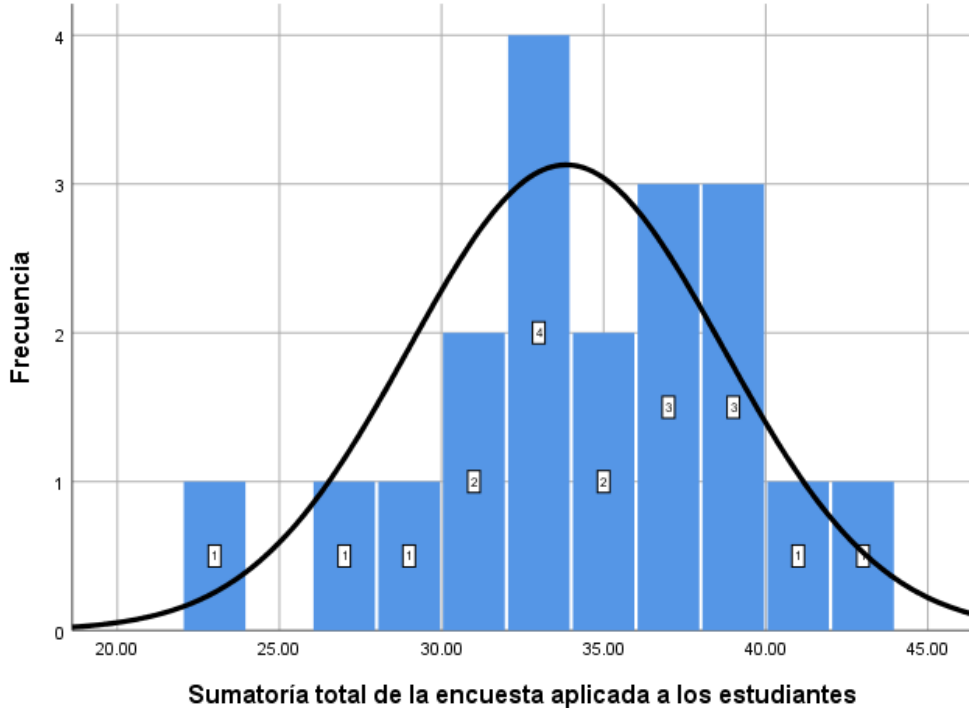
After adding the ordinal scale scores to the responses provided by each student, a mean of 33.8421 was obtained over 50 possible points. The standard deviation of 4.84496 indicates that there is a varied criterion among the students regarding the use of the Nearpod platform. This criterion manifests itself in total scores ranging from 23 to 42 points. Finally, the asymmetry of -0.4690 reveals that a significant majority of students assign scores ranging from 30 to 40.

Table 10. Quantitative results of the student survey

Statistic	Value
Mean	33.8421
Standard deviation	4.84496
Minimum	23.0000
Maximum	42.0000
Assymetry	-0.4690

Source: Survey applied to eighth grade students of the Unikids School (2021)

Figure 4. Histogram: Total student survey score



Author: Mantilla D. (2021)
Source: Survey applied to eighth grade students of the Unikids school (2021)

3.2 Hyphotesis verification

3.2.1 Hypothesis statements

Null hypothesis

H0: The use of Nearpod virtual platform does not have a positive impact on the development of speaking interactive practice in students from Unikids School of the city of Ambato, Tungurahua Province.

Alternative hypothesis

H1: The use of the Nearpod virtual platform has a positive impact on the development of speaking interactive practice in students from Unikids School of the city of Ambato, Tungurahua Province.

To verify the hypothesis, the Chi-square statistic was applied, and two surveys were used as a research technique, selecting two questions from the questionnaire applied to the students of the eighth level, parallel 'A' of Unikids school in the Ambato canton, province of Tungurahua. For being considered of greater relevance to the research objectives, the following questions are related:

- How often does the teacher perform these interactive activities (games, surveys, evaluations) in the classroom by Nearpod virtual platform?

- How often do you express ideas with agility and without hesitation using Nearpod platform?

Hypothesis tests are applied using the following criteria:

- **Statistical hypotheses**

  H_0: There is no association between the variables analyzed.

  H_0: Observed frequencies = Expected frequencies

H_1: There is association between the variables analyzed.

H_1: Observed frequencies ≠ Expected frequencies

- **Significance level and decision rule.**

At 5% significance level the decision rule is:

H_0: Sig > 0.05

H_1: Sig ≤ 0.05

The results of the hypothesis test are presented in Table 11. The asymptotic significance (bilateral) is greater than the 5% significance level, in other words, with 12 degrees of freedom, the null hypothesis is accepted. This indicates that "there is no association between the variables analyzed".

Table 11. Chi-square test results

Amount	df	Asymptotic significance (bilateral)
11.524	12	0.4850

Author: Mantilla D. (2021)
Source: Survey applied to eighth grade students of the Unikids school (2021)

Table 11 presents the results of the test to determine whether the null or alternative hypothesis is accepted or rejected. This result is established by the bilateral significance (Sig.) column. If the significance value is lower than 0.05, the H1 hypothesis is accepted. On the other hand, when the significance value is greater than 0.05, the H1 hypothesis is rejected. In this case, the significance value is 0,4850, it is a null hypothesis, resulting in the conclusion that there is enough statistical evidence to affirm that "The use of Nearpod virtual platform does not have a positive impact on the development of speaking interactive practice".

CHAPTER IV.- CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- In this study research, the survey helped to analyze the influence between the Nearpod virtual platform and the interactive oral practice. Thanks to this it was possible to know to what level the students feel influenced, encouraged to produce or express ideas when they receive classes through the nearpod platform. Some of the students stated that there is not a relationship between these two variables.
- In order to know the importance that the platform holds on the students' learning, a structured survey was applied where each feature that the tool offers to carry out a more enjoyable class is exposed. It is possible to say that for teachers it is easier and more fun to teach classes using Nearpod, while for students it is not very relevant.
- Furthermore, the benefits of using this tool are multiple as demonstrated in the investigative background in this research. However, many times the inadequate use of this tool caused a lack of interest in the students to receive the classes from it, ignoring the variety of entertaining and novel activities that it offers.

- Finally, the survey taken by the 19 students, which consisted of 10 questions with 4 response options, showed that the use of the Nearpod platform for the development of interactive oral practice is almost always used by the teacher with the students. However, the students' perception of the effectiveness of the Nearpod platform may be conditioned by the incorrect use by the teachers. Since the analyzed results showed that more than 50% of the students opted for the options "never", "almost never" and mainly "sometimes". Therefore, it is concluded that the use of the Nearpod is frequent, but it does not motivate students sufficiently to communicate, to express their ideas through speaking. Because as Águila et al. (2019) argue in order to ensure that a class conducted with technological tools achieves positive results and enhances students' creativity, the teacher must be trained on which tools, activities, or strategies to use

4.2 Recommendations

Once the analysis and interpretation of results have been carried out and the major research findings identified, the following recommendations are suggested:

- It is advisable that students always be encouraged and recognized for their efforts in their contributions to the activities. This will improve their responses and change their attitudes towards the use of the tool and their peers, resulting in a positive influence. Therefore, they will be eager to contribute more in the classroom.

- It is recommended that teachers interest themselves in finding out more about the innovative range of speaking development activities that Nearpod offers, such as BBC world wild videos, 3D image presentations, among others, and in that way teachers will be able to carry out activities that will engage students and motivate them to participate.

- To vary the activities to develop oral expression and apply each of the characteristic resources of Nearpod, in order to allow students to improvise and interact in a simple and natural way in conversations avoiding the stress and frustration of being focused on a single activity during the whole class.

- Finally, teachers must consider which activities work best according to students' diverse needs and levels, activities that will have to encourage students' enthusiasm. Then teachers must plan cautiously the appropriate activities using Nearpod, having permanently in mind students' needs, welfares, and limitations.

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Annexes

Annex 1. Survey directed to eighth grade parallel "A" students of the Unikids school.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Survey for students

Objective: The following instrument is intended to collect information on the influence of the use of the nearpod virtual platform in the development of speaking interactive practice in students of eighth grade and the English teachers from Unikids school.

Instruction: Read the following questions carefully and put a cross (X) in one of the alternatives according to what you consider relevant.

Survey scale: 1=Always **2**=Almost always **3**=Sometimes **4=** Almost never **5**=Never

Nº item	Question	ALTERNATIVES				
		1	2	3	4	5
	Students					
1	How often does the teacher perform these interactive activities (games, surveys, evaluations) in the classroom using Nearpod virtual platform?					
2	Do you consider that the use of Nearpod virtual platform in both modalities (distance and face-to-face) is effective for learning?					
3	Does the teacher make use of the multimedia elements (images and videos) 3D option within the Nearpod virtual platform to help students develop better ideas and encourage them to participate in the class?					
4	Does the teacher make use of the 3 types of interaction (response and initiative, encouragement and support, and turn-taking and conversation exchange) during the development of the class using Nearpod virtual platform?					

5	Do you feel more interested and active in the learning process when you are using Nearpod virtual platform?					
6	Do you show a positive attitude using Nearpod virtual platform?					
7	Do you demonstrate a greater curiosity and motivation to learn more about the class topic when you are using collaborative and interactive learning through the Nearpod virtual platform?					
8	Does the teacher make use of the 3 types of interaction (response and initiative, encouragement and support, and turn-taking and conversation exchange) during the development of the class using Nearpod virtual platform?					
9	How often does the teacher use Nearpod virtual platform function (flipgrid) to enhance the use of speaking in the students?					
10	How often do you express ideas with agility and without hesitation using Nearpod virtual platform?					

Author: Mantilla D. (2021)

Annex 2. Survey directed to English teachers of the Unikids School.

Preguntas Respuestas 8 Configuración

Survey for teachers

Objective: The following instrument is intended to collect information on the influence of the use of the nearpod virtual platform in the development of speaking interactive practice in students of eighth grade 'Marie Curie' and the English teachers from Unikids school.

Instruction: Read the following questions carefully and put a cross (X) in one of the alternatives according to what you consider relevant.

Survey scale: 1=Always 2=Almost always 3=Sometimes 4= Almost never 5=Never

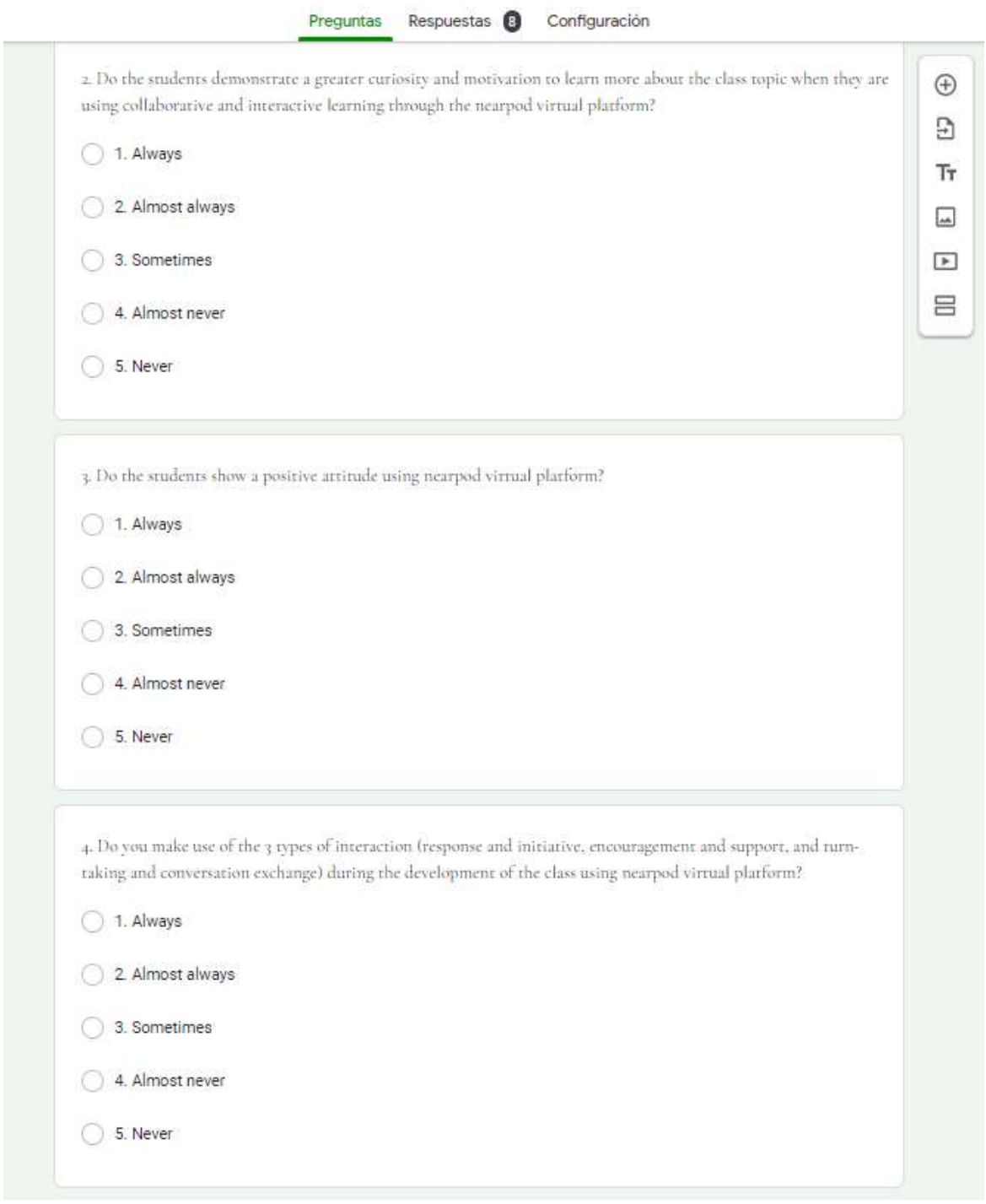
Correo *

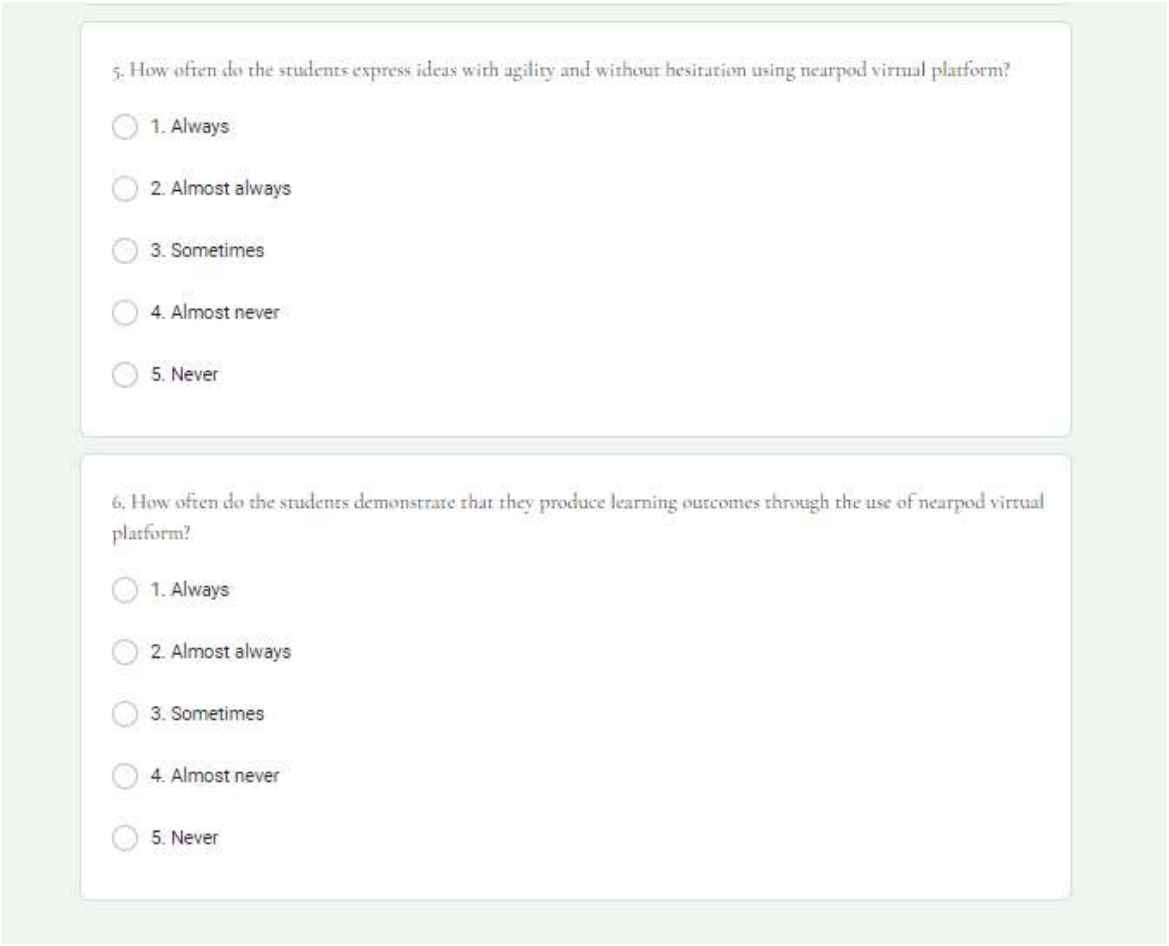
Correo válido

Este formulario registra los correos. Cambiar configuración

1. Do the students feel more inclined to be interested and active in the learning process using nearpod virtual platform?

- 1. Always
- 2. Almost always
- 3. Sometimes
- 4. Almost never
- 5. Never


Preguntas
Respuestas 8
Configuración
2. Do the students demonstrate a greater curiosity and motivation to learn more about the class topic when they are using collaborative and interactive learning through the nearpod virtual platform?
1. Always
2. Almost always
3. Sometimes
4. Almost never
5. Never
3. Do the students show a positive attitude using nearpod virtual platform?
1. Always
2. Almost always
3. Sometimes
4. Almost never
5. Never
4. Do you make use of the 3 types of interaction (response and initiative, encouragement and support, and turn-taking and conversation exchange) during the development of the class using nearpod virtual platform?
1. Always
2. Almost always
3. Sometimes
4. Almost never
5. Never



Author: Mantilla D. (2021)

Annex 3. Survey validation

VALIDATION FOR THE SURVEY INSTRUMENT ABOUT THE AFFECTIVE FILTER

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
#	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	✓				✓				✓		
2	✓				✓				✓		
3	✓				✓				✓		
4	✓				✓				✓		
5	✓				✓				✓		
6	✓				✓				✓		
7	✓				✓				✓		
8	✓				✓				✓		
9	✓				✓				✓		
10	✓				✓				✓		
11	✓				✓				✓		
12	✓				✓				✓		
13	✓				✓				✓		
14	✓				✓				✓		
15	✓				✓				✓		

Validator's Information	Mg. Xavier Sulca	1802447548	 Firmado electrónicamente por: MANUEL XAVIER SULCA GUALE
	First and last Names	ID Number	
	Magister	07-12-2021	
	Profession	Date	Signature

EXPERT'S GENERAL INFORMATION:

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Workplace: Universidad Tecnica de Ambato
Degrees Undergraduate: Licenciado en Ciencias de la Educación Especialidad Inglés Institution: Universidad Técnica de Ambato Year: 1999 Postgraduate: Magister en Docencia Universitaria y Administración Educativa Institution: Universidad Indoamèrica Year: 2003

EXPERT JUDGMENT EVIDENCE

Mg. Xavier Sulca G. with identity card number: 1802447548, certify that I make the expert judgment on this instrument designed by Dayana Isabel Mantilla Peña, with I.D. No. 1207065614 for the Final Degree Project entitled "NEARPOD VIRTUAL PLATFORM AND SPEAKING INTERACTIVE PRACTICE" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 1st, 2021.

Sincerely,

Firmado electrónicamente por:

MANUEL XAVIER SULCA GUALE

Mg. Xavier Sulca

1802447548

VALIDATION FOR THE SURVEY INSTRUMENT ABOUT THE AFFECTIVE FILTER

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
#	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
7	X			X					X		
8	X			X					X		
9	X			X					X		
10	X			X					X		
11	X			X					X		
12	X			X					X		
13	X			X					X		
14	X			X					X		
15	X			X					X		

Validator's Information	Mg.Edgar Encalada Trujillo	0501824171	Firmado electrónicamente por: EDGAR GUADIA ENCALADA TRUJILLO
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	Professor	2-12-2021	
	Profession	Date	Signature

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Degrees Undergraduate: Bachelor of Science in Education with major in English Institution: Technical University of Cotopaxi Year: 2003 Postgraduate: Magister in Linguistics Applied to Bilingual Education Spanish – English Institution: Catholic University Campus Ibarra Year: 2015

EXPERT JUDGMENT EVIDENCE

I, Mg. Edgar Encalada Trujillo with, I.D. No.0501824171, certify that I conducted the expert judgment on this instrument designed by Dayana Isabel Mantilla Peña, with I.D. No. 1207065614 for the Final Degree Project entitled "NEARPOD VIRTUAL PLATFORM AND SPEAKING INTERACTIVE PRACTICE" since it is a fundamentalrequirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 1st, 2021.

Sincerely,

Firmado electrónicamente por:
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ENCALADA
TRUJILLO

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Annex 4. Urkund Analysis

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Sources included in the report

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