



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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Theme: FLUENCY-FOCUSED ACTIVITIES AND THE ORAL PRODUCTION

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Ambato – Ecuador

Marzo – septiembre 2022

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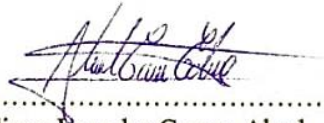
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## Declaration page

I declare this undergraduate dissertation entitled "Fluency-focused activities and the oral production" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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



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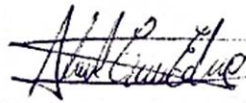
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## Dedication

To **God** for giving me the strength to never give up and for taking care of me all this time.

To all my family who were my emotional and economical support during my studies. To **Rosa and Eugenio**, my parents who always supported me and who have sacrificed themselves all this time giving us a lot of love and the best gift they have been able to give us, the studies to me and my sisters.

To **Mercy, Jenny and Daicy**, my sisters who have always supported me and have given me their advice to move forward and who have always trusted me. **Alexander, Sayuri and Amaya**, my nephews whom I love with all my heart, who have been my strength and for whom I have continued despite the obstacles.

To **Isabel**, who was the person who was always with me during this time and who has inspired me to get ahead and who has always motivated me and encouraged me not to give up and believe in myself. For her, "*Being yourself in a world that constantly tries to make you be someone different is the greatest achievement*"

THANKS TO ALL!

Edison

## **Acknowledgments**

I especially thank my tutor Mg. Xavier Sulca who was a great teacher all this time and who knew how to guide me during this process, for sharing his knowledge, his patience and for being a great person.

To all my teachers who were a source of inspiration during my studies, for sharing their knowledge, for being great people and for helping me grow as a person and perform better in my studies.

To all my friends that I met during this time with whom I have shared great moments and who have left a mark on my life.

To my best friend Cristhian who has always been for me in good and bad times despite the distance, for his patience and for his advice. Also, to my best friend Jhonny, who has been a great person and friend and with whom I have shared my university life and we have lived several moments during this time.

Edison

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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**THEME:** “Fluency-focused activities and the oral production”

**AUTHOR:** Edison Leandro Correa Abad

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**Abstract**

One of the most important language skills for communication is the speaking skill, that is the reason why this research work aimed to analyze how fluency-focused activities improve oral production at La Salle High School. This study used 29 students as experimental group, which 11 were men and 18 were women, students from 2nd BGU. This research had a pre-experimental design and an exploratory, bibliographic, and field research modality. For this research study, 10 sessions were necessary, the first two interventions to take the pre-test were used, which was a standardized Cambridge exam A2 Flyers, focused on speaking skill. The pre-test showed a general average of 4.04 out of 10 which was the expected average. Then the fluency-focused activities were applied during 6 interventions. Finally, the last 2 interventions to take the students the post-test were used which was the same as the one taken at the beginning. The results showed that there was an improvement because the students obtained a general average of 5.66 out of 10, which shows that there was an advance of 1.62 between both samples, which allowed validating the alternative hypothesis, it means that, fluency-focused activities promote the oral production of the 2nd BGU students at La Salle High School.

**Keywords:** Communication, oral production, oral fluency, speaking skill, activities.

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**Resumen**

Una de las habilidades más importantes del lenguaje para la comunicación es la habilidad de hablar, es por ello que el presente trabajo de investigación tuvo como objetivo analizar cómo las actividades enfocadas en la fluidez mejoran la producción oral en el Colegio La Salle. Este estudio usó a 29 estudiantes como el grupo experimental, de los cuales 11 eran hombres y 18 mujeres, estudiantes de 2° BGU. Este estudio tuvo un diseño preexperimental y una modalidad de investigación exploratoria, bibliográfica y de campo. Para este trabajo de investigación fueron necesarias 10 sesiones, las dos primeras intervenciones sirvieron para tomar una prueba previa, la cual fue un examen estandarizado de Cambridge A2 Flyers, enfocado en la habilidad de hablar. El pre-test arrojó un promedio general de 4.04 sobre 10 que fue el promedio esperado. Luego, se aplicaron las actividades enfocadas a la fluidez oral durante 6 intervenciones. Finalmente, las 2 últimas intervenciones sirvieron para tomar a los estudiantes una prueba posterior que fue la mismo que se tomó al inicio. Los resultados mostraron que hubo una mejoría porque los estudiantes obtuvieron un promedio general de 5.66 sobre 10, lo que demuestra que hubo un avance de 1.62 entre ambas muestras, lo que permitió validar la hipótesis alternativa, es decir, las actividades enfocadas en la fluidez promueven la producción oral de los alumnos de 2° BGU del IES La Salle.

**Palabras clave:** Comunicación, producción oral, fluidez oral, destreza oral, actividades.

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Research Background

For the current study, several studies that were developed before by other researchers have been considered to support the current research and analyze the influence of fluency-focused activities in the oral production. The studies that have been chosen were taken from reliable sources of educational search engines such as Google Scholar, online magazines such as Scielo and Science Direct, and institutional repositories. It is important to mention that these studies are related to the current topic due to the relevance and relationship to this research.

Acosta (2017) developed research in which it was sought to find techniques that help improve the oral fluency of English students. This study made use of a qualitative method and the A1 students of an EFL program in the Colombian Caribbean were considered as research participants. The results of this study show that students have many problems when they want to use vocabulary they already know in a real context and fluency is not noticeable, it is to say, the students who participated in this research show low levels of oral fluency.

Chotirat and Sinwongsuwat (2011) conducted a study to find out the effects of scripted and unscripted role play activities on oral presentations. In this study, 26 second-year English students at Songkhla Rajabhat University with an age range of between 19 and 20 years old participated, who were divided into three groups from higher to lower level according to their level of command of the English language. It is important to mention that this study had qualitative research. This study concludes that unscripted role-playing games are better because they help students to practice the English language in a more natural way, while scripted role-playing games can be used so that students can practice more of their oral skills.

Milarisa (2018) conducted another research work in which the effect of role-playing on student performance was analyzed. This research was experimental, and 20 university students participated giving a pre-test and a post-test to know the impact of the research. In this research the most important points to consider were the pronunciation, content, and fluency of the English language. As a result, using role-play with students is considered a great benefit to students' ability to speak and express their ideas or opinions.

Riofrio (2019) conducted a study to learn about the use of role-playing games as a teaching technique to improve speaking skills in elementary students. This study has a quasi-experimental approach and as a sample two groups of students from the basic level of the Language Center of the University of Piura participated. To carry out this study, a pre-test and a post-test were applied to determine the impact of the research. In conclusion, it is considered that the use of role-playing games has a positive impact on students in their oral production and in their learning process.

Yufrizal (2018) conducted a research work in which the application of the 4/3/2 technique is analyzed to improve fluency in the English language of students and expose what is the impact of fluency in students to improve their ability to speak. This research is quasi-experimental and was developed in Indonesia, in which 20 students from the University of Lampung participated. The results of this research establish that the students were able to significantly improve their accuracy and fluency when they spoke during the three turns, they had to express themselves.

Ghasemi and Mozaheb (2021) have conducted a study work in which the effect of concept maps on the development of oral fluency in students of the English language is analyzed. This research had a mixed method approach to carry out the research, for this study 80 language students participated, who were divided into two equals. It is considered that the students improved their oral fluency when they applied concept maps because it helped the students to better organize their ideas and the 4/3/2 technique.

Coutinho (2020) made a research work in which it was analyzed how the 4/3/2 technique and video recording can positively influence students' language fluency. This study is considered as action research and it was conducted in a school in the province of Los Ríos, the participants for this study were 24 students with an age range between 11 and 13 years of age and the form of collecting the data was through a pre-test and post-test. The results showed that the students improved the fluency with which they spoke, and the levels of pauses decreased considerably.

Another study was developed by Razmi et al. (2014) in which a research work on the use of Digital Storytelling was analyzed. This research was conducted in Iran and the participants were 60 students who were divided into two groups. Through the results, it is considered that students can improve their oral skills

considerably with the digital narration technique, in addition, this technique can be used in different classes in the teaching of the English language.

Arguello San Martin et al. (2020) conducted a study in which the main objective is to improve the oral development of students with the use of narration through the description of images. This research has an action method approach and was conducted in Guayaquil, Ecuador with second year basic level students. It was concluded that the students improved through the tests implemented. The conclusions of this study suggest that more research of this type be conducted so that there is a better learning and teaching of the English language from children.

Trevisol and Ferraz D'ely (2021) developed a study in which the effects of a cycle of tasks with the help of digital storytelling were investigated to improve the oral production of students. This research has a quantitative method and the instruments used were the pre-test and post-test. For this study, 14 participants from the public University of Bahia were considered. The results of this paper consider that the fluency of the participants in this research improved, and that digital storytelling is suggested as a teaching technique for students.

### **Independent variable: Fluency-focused activities**

#### **English language teaching**

Many of the ways of teaching English language have been created since the last century. Many education professionals call these pedagogical models as traditional for language teaching. Some of them are, Grammar Translation Method, Natural Approach, Direct Method, Audio-lingual Method, Total Physical Response, among others. At the end of the past, other forms of teaching began to be created, called humanized pedagogies, with these creations the teaching of the English language was transformed into a more practical way (Lin & Chien, 2010).

The role of the teacher within the class is like an instigator of interaction with the students so that knowledge reaches the students in a good way. Over time, the way of teaching and the role of the teacher in traditional education have changed, where teaching is more verbal than humanized, as well as the type of material used in class (Xhemajli, 2016).

## **Methodology for EFL teaching**

According to Hao (2017), there are many methods which teachers can apply in their classrooms, but he mentions that there are some methods which are the most predominant which are CLT (Communicative Language Teaching) and Task-based Teaching.

However, before starting to explain the different methods mentioned before it is important to mention the advantages of CLT. According to Dos Santos (2020), there are 3 main advantages. The CLT approach is characterized by being focused on language teaching and the main actor in this method is the student and depending on the situation in which the learning takes place. On the other hand, there is a great interaction between students and teachers and finally this approach is characterized by increasing student learning and teaching depending on each student's case.

Communicative Language Teaching (CLT) today is considered by many teachers as the best method of the English language teaching because it is mainly focused on the correct use of the language and the appropriate communication of the students according to the situations presented and in real situations (Sri, 2014).

Task-based Teaching is the most recent method to teach English created in the last years. This method is characterized by the motivation that students have learning through solving problems, also because the four skills are developed and the activities are based on real situations (Hao, 2017).

## **Communicative Language Teaching techniques**

The techniques have the most practical part as they carry out the classroom procedures in an orderly manner. The main objective of the techniques is that the method is carried out and to ensure that the principles in the adopted approach are conducted accurately (Garcia & Goldchleger, 2016).

Each teacher has the option of choosing which techniques to teach. These techniques must be directly linked to teaching. Each classroom is different so it is the teacher's task to apply and look for different techniques to apply as there may be students with different learning needs, so it is necessary for teachers to be informed about different methods, strategies and techniques for teaching and then apply them in class (Acosta, 2017).



It is well known that whole people need to communicate with others, express their beliefs and opinions, that is why communicative activities should be part of a lesson. In this way, it is important to mention that students can speak better the English language and their learning is more productive when they are motivated in an active environment. Students need to be exposed to real communicative situations because they can exchange real information. If they do that, students will use the correct language according to each situation. However, to achieve this objective is important to have students exposed to the English language in any situation. On the other hand, motivation plays an important role to encourage students when they have communicate verbally (Toro et al., 2018).

On the other hand, students can be given some techniques to speak correctly and fluently. According to Venkateswar (2015), it is important to “speak confidently, speak freely and fluently, speak word endings very clearly, speak not too slow or too fast, think before you express, show interest with others while speaking” (p.127).

### **Fluency-focused activities**

First, it is important to define what fluency is. Fluency is the ability to speak a language without making mistakes (Cambridge Dictionary, 2020).

Many students know the grammatical structure of language, vocabulary and they also can create and express ideas and short sentences through written form. Nevertheless, at the time of speaking, they still do not develop good fluency, even after practicing and studying the language for several years (Acosta, 2017). On the other hand, for many teachers, speaking fluently is one of the students’ goals that they must achieve at the end. Achieving this goal of speaking fluently is very hard and takes a lot of effort, but they can achieve it by making it fun. However, there are also some obstacles for certain students, such as a limited vocabulary or lack of knowledge of grammar rules, which can be a barrier for students to participate in classroom activities (Ryczek, n.d.).

Therefore, it is important to promote fluency so that students can express themselves better in English language and maintain good communication in whatever situation they find themselves. That is the reason why students should be encouraged to improve their fluency in the English language through the application of activities and develop them using the knowledge of the students acquired in their classes (Acosta, 2017).

Considering all the above, for the development of this research several activities have been considered so that students can develop fluency which must reflect the use of natural language, call on implicit knowledge, try to use improvising, paraphrasing, repair and reorganization and require real communication. The activities that have been selected are the following: Role-play, 4/3/2 activity, and storytelling with pictures (Acosta, 2017).

**Role-play**, in this activity a student or several of them will have a specific role that the teacher will give them, on the other hand, another student will have another role, when the students have their roles established, the teacher will give them a situation or a topic in which students must participate acting with their roles given at the beginning with the aim that students can express themselves and function correctly in different situations of daily life and to develop new vocabulary according to the situation presented or to remember vocabulary or grammatical structures that were previously presented. This activity helps students to develop their ability to speak through the knowledge they have previously acquired and as a challenge to try to communicate efficiently with the other person (Acosta, 2017).

Activity **4/3/2** gives the opportunity to express your ideas, thoughts, etc. To the other person, each time with less time, first four minutes, then three minutes and finally two minutes with the same theme but with different participations. This will provide the opportunity for students to speak and express themselves without fear, as they will have more opportunities (Yufrizal, 2018).

Activity **4/3/2** can be applied in most classes. This activity is based that students can speak freely about any topic they want, but every time they repeat their ideas or speeches, the pauses and hesitations should be less and less, the length of the sentences should be greater, and the fluency should be every time more prolonged and improved. This activity can be done independently of a topic that has not been studied in class or in another way, it can also be used to reinforce a topic that has already been reviewed previously. This activity allows students to express themselves freely on whatever topic they want as many students can show much more knowledge on certain topics than on others. However, it is very important that students in this regard, express themselves efficiently and fluently without making so many mistakes (Ryczek, n.d.).

**Storytelling** is an activity which is based on transferring information from one person to another, this activity is characterized by being very easy to apply and many benefits are obtained, for example, students can be motivated, it helps them memorize words, it makes them increase their vocabulary and encourages students to practice more the English language. This activity can be used with teachers and students of different levels and ages (Satriani, 2019).

However, the narration of a story with images, is an activity which is based on creating a story with the help of some images presented in class. During this activity, the teacher divides the class into groups of four students and gives them pictures of different things. Each student must choose an image from that group of images that the teacher gave to the group and begin to narrate a story while another member of the group must take notes. The teacher must set a time limit for students to finish. At the end, each group should present their stories. The purpose of this activity is that students can express themselves in a fluent way, think and speak quickly what they want to express as they have a limited time. As well as developing the use of vocabulary and the correct use of grammar rules (Acosta, 2017).

### **Dependent variable: Oral production**

#### **English language skills**

The English language has a dynamic nature, which is why the principles and practices of teaching skills are also dynamic. The development of language skills is the main objective in teaching the English language (Inan-Karagul & Yuksel, 2014).

In the English language, there are four well-known skills. These skills are speaking, writing, reading, and listening. These skills are divided into two groups. Receptive skills (listening and reading) and Productive skills (speaking and writing).

Receptive skills are important because they give the opportunity to comprehend books, works or documents. On the other hand, Productive skills are transcendent because they permit to carry out activities as oral presentations and express your thoughts in an oral way (Hossain, 2015).

#### **Productive skills**

Productive skills also called active skills include speaking and writing. These skills refer to the capacity to produce and transmit in efficient way emotions, ideas, expressions through the spoken and written skills. According to Golkova and Hubackova (2014), "Productive skills would not exist without the support of

receptive ones. Passive knowledge such as listening and reading symbolizes a springboard to active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language” (p.478). This means that, the correct development of learning a language is not only due to a group of skills but to the set of all of them for the benefit of a common goal. That is why if any of these skills fail or there is not a good reinforcement of learning the result will not be completed (Golkova & Hubackova, 2014).

### **Speaking skill**

Speaking skill is one of the productive skills that allows people to communicate orally. This skill allows communication of people to inform, ask questions, and ask for explanations. However, speaking is more than expressing ideas or ask questions in a correct way in aspects such as pragmatics and social interaction also influence (Šolcová, 2011).

Speaking practice is very beneficial for students because in this way they can acquire new vocabulary, grammar or even functions of the language. In addition, giving the students the opportunity to express themselves as if they were in a real situation and talk about different topics in any situation. However, it is important that students apply what they learn in class (Baker & Westrup, 2003).

People learn English language in different ways. Some of them only take a few English classes and have already learned it. It happens because they listen to the language daily and then apply it to learn what they learned. It means, they learn the language to speak and use it as children learn their first language. It is not easy, it is a slow process that takes a lot of effort, because like children, they do not speak until they are one year old, and they become fluent through practicing the language as adults. The ability to speak is a process that takes a long time to improve and that they achieve through time and practice. It is important that people try to speak and express what they think in this way every time, they will improve their fluency and command of the language, in addition to acquire more and more vocabulary, then they can apply it in real situations and be able to communicate efficiently with other people talking about any topic (Baker & Westrup, 2003).

## **Oral production**

Oral production is part of the ability to speak. It is to say, is expressing what people think in an oral way for one or more recipients. For example, give a speech in front of several people, do a role-play, speak spontaneously on any topic, or sing a song. In other words, oral production is the ability to express something and communicate effectively with other people. Speech is important in all people's relationships, but the main function is sharing, interacting, and communicating with other people. People speak when they want to express their ideas, opinions, desires or when they want to establish social relationships with other people. Spoken communication has an aspect to take into consideration which is "transactional language" or also called interactive language that serves to share messages, it is the one used in daily life (Ramos, 2018).

Speaking in other terms, is considered as a linguistic activity that contains other linguistic aspects. The first of them is to consider what are the different genres and discourses, in addition to know what pragmatics, grammar, vocabulary and phonology is. The second aspect to consider is sociocultural knowledge that a person should know about a culture, in addition to knowing what the values and norms of that society are. Therefore, speaking, and oral production have many aspects to consider as social constructions. This often makes students who are learning another language take this as a barrier, but without a doubt, it must be supported with constant language learning (Maliza & Elena, 2011).

Pragmatics not only focuses on the meaning of a sentence but also on the meaning that the speaker wants to give to that sentence or phrase. It depends a lot on the speaker and what he really wants to convey to the receiver in different situations. Due to pragmatics, people can understand and define what a receiver can understand and the purpose of the message, as well as investigate the behavior of what people want to do (Siddiqui, 2018).

Phonetics is one of the branches of linguistics that studies the sounds that humans produce in a language, in this case the English language. However, many times the term "phonetics" is taken to refer to the correct pronunciation of the language (Hickey, 2004).

The relationship between pronunciation and oral production is extremely important, as they must always go together, it means, to produce something in the

English language people must have the correct pronunciation. However, in classrooms, correct pronunciation becomes a secondary role that does not always receive the necessary importance it should have, that is why students often have problems when communicating (Safont, 2000).

Oral communication aims to convey ideas, thoughts, or some specific information through oral production. On the other hand, oral production is a process of verbal exchange of certain information from one person to others. It divides in formal and informal communication. Informal oral communication are conversations that people have with friends in everyday life, while formal oral communication are speeches or work meetings (Mu'in et al., 2018).

**Vocabulary** is all the knowledge you have related to words and expressions of a specific language. Vocabulary is something that depends on each one to be able to expand this knowledge and that can only be acquired with practice and always-exposing people to the target language so that they can acquire it in a natural way and then they can apply it depending on the situation. English vocabulary has a great variety of very remarkable words, and it is always in constant change and expansion. People when are exposed to foreign languages, they tend to acquire new vocabulary and this process becomes in an extensive vocabulary (McCarthy & O'dell, 1994).

**Grammar:** One of the meanings given to the grammar word are the usage guides for the application in the formation of sentences of a language in a correct way (Ogu et al., 2008). In other words, due to grammar, sentence construction can be done without making mistakes, as long as the rules are followed depending on what you want to communicate to other people (McCarthy & O'dell, 1994).

**Pronunciation** is the production of sounds to generate words correctly so that they have a meaning, in other words, pronunciation can be defined as a sound system that should not interfere with the communication of people, that is, of the person who speaks. and the one who listens when they are talking (Pourhosein, 2016).

**Interaction:** Social interaction is one of the main characteristics that any social activity must have, social interaction can be between group and group, between group and individual. According to the author, there are two basic conditions for social interaction, the first is social contact and the second condition is communication (Gillin & Gillin, 1942).

## **1.2 Objectives**

### **General objective**

To analyze how Fluency-focused activities enhance students' oral production at La Salle High School.

### **Specific objectives**

1. To identify the level of oral production of students at La Salle High School.
2. To define what kind of fluency-focused activities are used for enhancing students' oral production.
3. To evaluate the impact of fluency-focused activities in the oral production.

### **Fulfillment of the objectives**

To achieve the first objective, it was necessary to apply the pre-test which was a standardized test taken from Cambridge. The test that was used is the A2 Flyers, for this research work just parts 3 and 4 of speaking were considered. In addition, to know the level of the students, the Cambridge speaking rubric for A2 Flyers was used, which describes the parameters that students must reach at each statement.

To define what kind of fluency-focused activities enhance the oral production of students, research of previous papers was carried out in which the activities that were considered in this research work are mentioned and which are the most used to improve oral production in students. It is important to mention that the papers that were used are mentioned in this study.

In addition, to fulfill the third objective, a post-test was applied to the students, which was the same test that was applied at the beginning of the research to discover if the students showed an improvement after the interventions using the fluency-focused activities.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

During the intervention of this research work many human resources were used such as the authorities of La Salle High School, the tutor, the researcher, and the students of 2nd BGU "B" who were taken into consideration as a population. On the other hand, material resources were also used, two parts of the standardized Cambridge A2 Flyers exam for Speaking were used to take the pre-test and post-test to the students.

#### **2.2 Methods**

##### **Research approach**

This study was carried out with a quantitative and qualitative approach. It was quantitative because the results were obtained through ranges, averages, or ratios about how many people participated in this research, in addition to collecting and analyzing all the numerical data (Apuke, 2017). On the other hand, it was qualitative because qualitative research is one that gives us a perspective of the problem, it helps us study the problem by generating ideas and hypotheses and then apply quantitative research. This method is characterized by the study of experiences, attitudes through the interpretation to discover how people think about a certain topic (Ahmad et al., 2019).

##### **Research modality**

###### **Field research**

It was field research because this study was developed in a real context of the people participating in the research through experiments and observations with the study population (Robillard et al., 2014).

###### **Bibliographic research**

Moreover, it was bibliographic research because the data and information related with the research topic were collected from different sources like other research works written by the scientific community that have already been carried out (UNAM, 2018).



## **Level or type of research**

### **Exploratory**

This research was an exploratory research because the topic that was investigated may not have been thoroughly explored, that is why it allows the researcher to become familiar with the unknown phenomenon to acquire more information by adapting to the research problem and to carry out a complete research work from previous research work (Hernandez Sampieri et al., 2010).

### **Procedure**

This study was developed in 10 interventions, each intervention lasted 40 minutes. These interventions were conducted in the classrooms of La Salle High School with 29 students from 2nd BGU. During the first and second intervention, the pre-test was applied to the students, and to score each part the official rubric for A2 Flyers Speaking was used which had a rating range from 0 to 5 being 0 the lowest grade and 5 the highest grade.

During the third intervention, fluency-focused activities began to be used, to be specific, role-play was used. During this intervention the students were divided into 6 groups and each one got a specific topic given by the researcher and they had to create the dialogue and present the role-play at the end.

During the fourth intervention, the storytelling activity was applied in which the students also worked in groups. During this activity, each group obtained a sheet with different images so that the students could create a story describing what they saw in the images and at the end they had to present their stories.

During the fifth intervention, the 4/3/2 activity was used in which the students worked in pairs. The researcher told the topic that they had to talk about. Each pair started talking first for 4 minutes, then changed classmates and the researcher told them another topic and they talked for 3 minutes, and finally the researcher changed the topic and students changed of partners to talk about another topic for 2 minutes.

During the sixth intervention, the role-play activity was used again, which had the same format as the first time. The students obtained a specific theme working in different groups and at the end they had to present their role-play.

During the seventh intervention, the storytelling activity was used one more time in which the students had to work in different groups and describe the images given by the researcher and create a story and at the end of the intervention present it.

In the same way, during the eighth intervention, activity 4/3/2 was applied in which the students worked in pairs again and this activity had the same format as the first time it was applied, that is, to speak for a determined time, then the researcher changed the topic and students started talking in less time with different classmates.

Finally, during interventions nine and ten, the researcher took the post-test to the same 29 students which was the same test that was taken at the beginning without any changes on the test using the same rubric and the scores from 0 to 5.

## **Design**

### **Pre-experimental**

The current study has a pre-experimental design because only a study group of 29 students was used to whom the treatments were applied, and the pre-test and post-test were also applied to verify if there was a change in this study group. The pre-experimental designs are those that focus mainly on a single study group and apply to it the treatments, with the aim of verifying if after the treatments it has a positive or negative impact on this group (Jimenez-Buedo, 2018).

### **Population**

To carry out this research, second-level high school students from La Salle High School were considered as participants of this study. It is important to mention that this research considered 29 students in an age range between 15 and 17 years.

**Table 1**

*Population*

<b>Population</b>	<b>Number</b>	<b>of</b>	<b>Percentage</b>
	<b>students</b>		
Male	11		37,93 %
Female	18		62,07 %
<b>TOTAL</b>	<b>29</b>		<b>100 %</b>

**Note:** These data were taken from students of Second level of BGU at “La Salle High School” by Correa, E. (2022).

## **Techniques and instruments**

For the development of the current research, the field technique was used because the researcher made a direct observation with the participants of this study. On the other hand, the researcher used as pre-test and post-test instrument the standardized exam from Cambridge A2 Flyers for speaking, but just parts 3 (picture story) and 4 (personal questions) were considered to collect data and in this way the researcher was able to know the level that the students have before and after the application of the research.

The test which was used in both cases was divided into two parts, the first part contained 10 questions of personal information from which the researcher chose 3 different questions and asked the students. While the second part of the test contained two different sheets with 5 images each one with different topics from which the researcher chose one sheet and asked the students to describe the 5 images to tell a story. The researcher used the rubric to grade each student rating from 0 to 5, which were the bands that the rubric had; 5 is the highest and 0 is the lowest band and the parameters to grade were vocabulary and grammar, pronunciation, and interaction.

In addition, the software SPSS (Statistical Package for Social Sciences) was used to apply a statistical analysis from the data collected to verify which hypothesis was rejected or accepted using the related sample test in which the level of significance was analyzed.

## **Hypothesis**

**Alternative hypothesis:** Fluency-focused activities promotes the oral production of the 2nd BGU students at La Salle High School.

**Null hypothesis:** Fluency-focused activities does not promote the oral production of the 2nd BGU students at La Salle High School.

## **Variable Identification**

Fluency-focused activities (Independent variable)

Oral production (Dependent variable)

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

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

This chapter includes the data collected from the scores in the pre-test and post-test which were applied to 29 students from 2<sup>nd</sup> BGU at La Salle High School. The test used was a standardized exam from Cambridge A2 Flyers for speaking.

First, data was collected by applying a Cambridge A2 Flyers standardized test as a pre-test to find out what level the students had and thus be able to compare with the results that would later be obtained from the post-test that was applied at the end of the treatments.

Second, after 6 applications with the fluency-focused activities, the post-test was taken to the same 29 students, with the same format and with the same rubric, this test was taken with the objective of knowing if the students had any change applying the fluency-focused activities.

In addition, this chapter shows the results obtained in the pre-test and post-test, as well as the comparison between both tests, each with its respective table and figure, and the analysis and interpretation of each one.

Finally, the verification of the hypothesis using the SPSS software and the discussion of results are presented at the end of this chapter.

## Pre-test results

**Table 2**

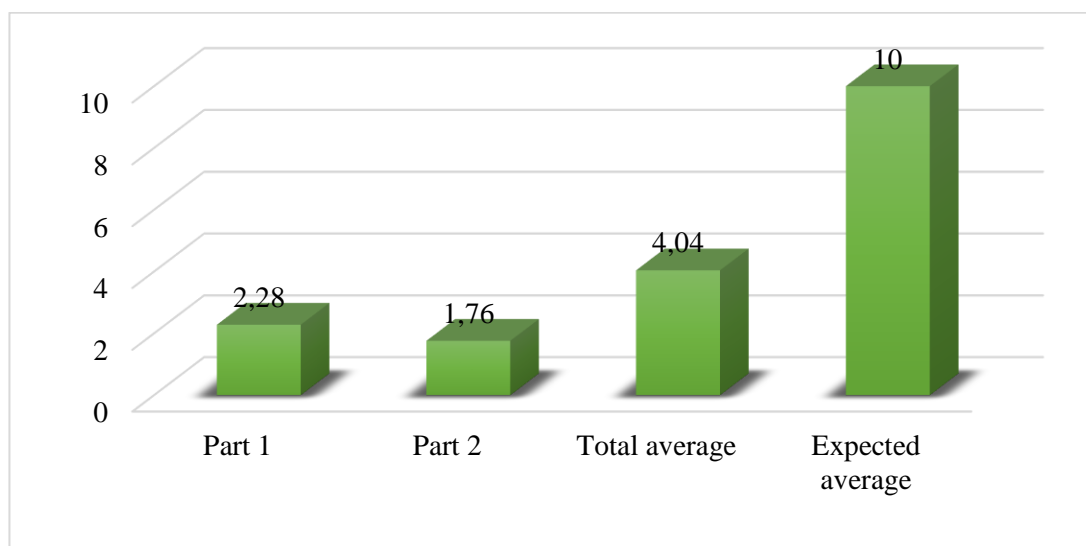
*Pre-test results*

Speaking	Part 1	Part 2	Total average	Expected average
(Vocabulary, grammar, pronunciation, and interaction)	2.28	1.76	4.04	10

**Note:** These data were taken from the pre-test applied to the students of Second level of BGU at “La Salle High School” by Correa, E. (2022).

**Figure 1**

*Pre-test results*



**Note:** These data were taken from the pre-test applied to the students of Second level of BGU at “La Salle High School” by Correa, E. (2022).

## Analysis and interpretation

Figure 1 shows the average of the results that the students obtained in the pre-test, which was divided into two parts. The score of each part of the pre-test was over 5 points, resulting in 10 total points of the sum between the two parts. The results obtained were the following, 2.28 in first part while the students obtained 1.76 in the

second part. The total results have an average of 4.04 in the pre-test out of 10, which was the expected average.

The average of the first part is higher because it was based on answering simple questions and the students were able to better answer the questions. On the other hand, the second part has a lower average because in this part the complexity of the question was greater, in this part the students had to describe 5 images to create a story. It is noticeable that the complexity of the question was greater, so the students could not do it correctly, because they had to use more vocabulary, grammatical structures, structure their ideas, etc. and this is evidenced in the averages obtained and this problem could be related to the lack of vocabulary, knowledge of grammatical structures or confidence to talk because several students showed a high capacity in answering both parts of the pre-test, obtaining a good individual results compared to other students who obtained different results in both parts.

## Post-test results

**Table 3**

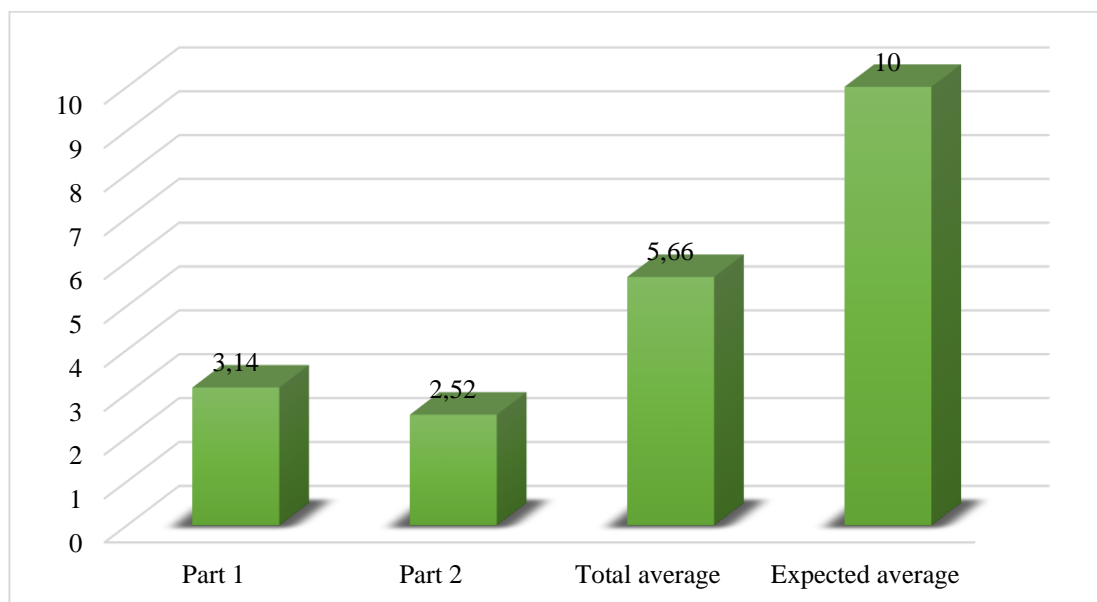
*Post-test results*

Speaking	Part 1	Part 2	Total average	Expected average
(Vocabulary, grammar, pronunciation, and interaction)	3.14	2.52	5.66	10

**Note:** These data were taken from the post-test applied to the students of Second level of BGU at “La Salle High School” by Correa, E. (2022).

**Figure 2**

*Post-test results*



**Note:** These data were taken from the post-test applied to the students of Second level of BGU at “La Salle High School” by Correa, E. (2022).

## Analysis and interpretation

Figure 2 shows the averages obtained in the post-test, which was the same test as the pre-test and was applied after the treatments and shows a considerable improvement in the students. The averages obtained were the following: in the first part the average obtained was 3.14 while 2,52 was the average obtained in the second

part of the post-test. The total result was 5.66 out of 10, which was the expected average.

Additionally, it is noticeable that there was an improvement in both parts of the post-test, this shows that the treatments applied to the students with the fluency-focused activities were of great help to them and made the students have a better development and confidence in the English language. The students improved because they had more confidence to answer simple personal questions with more fluency in part 1. However, in part 2 the students continue to have a low average, it means that even though the students improved, they still they must improve their capacity to have a better oral production and better fluency in the English language.



## Comparative results

**Table 4**

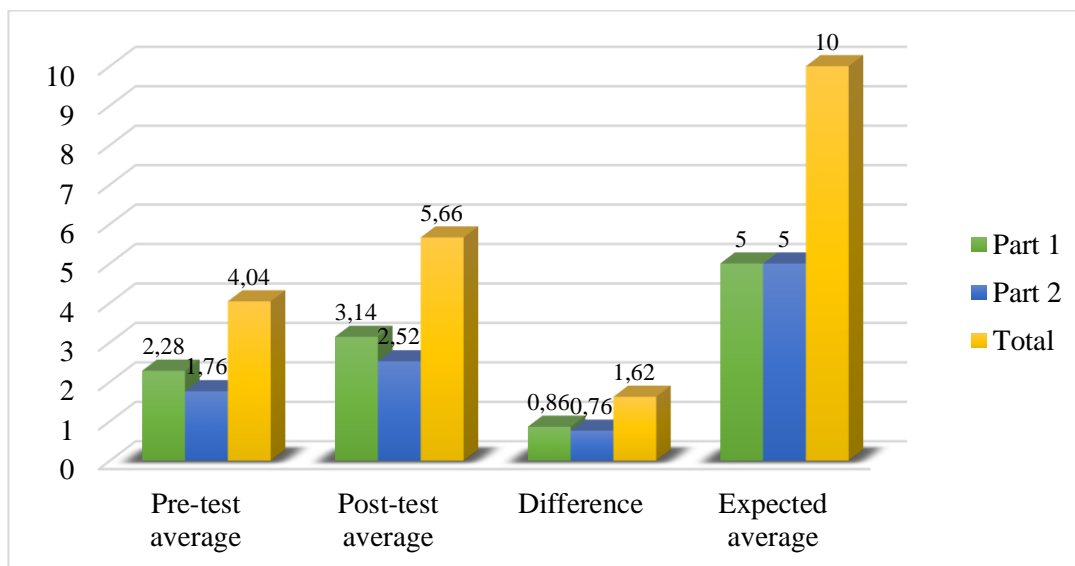
*Comparative results*

Speaking	Pre-test average	Post-test average	Difference	Expected average
Part 1	2.28	3.14	0.86	5
Part 2	1.76	2.52	0.76	5
Total	4.04	5.66	1.62	10

**Note:** These data were taken from the pre-test and post-test results applied to the students of Second level of BGU at “La Salle High School” by Correa, E. (2022).

**Figure 3**

*Comparative results*



**Note:** These data were taken from the pre-test and post-test results applied to the students of Second level of BGU at “La Salle High School” by Correa, E. (2022).

### Analysis and interpretation

Figure 3 shows the contrast between the averages obtained from the pre-test and the post-test, this made it possible to identify if the treatments with the fluency-focused activities were beneficial for the students.

As seen in figure 3, there is a considerable difference in the two parts of the pre-test and post-test. First, the average obtained was 2.28 out of 5 in part 1 of the pre-test. However, after the treatments the result obtained was 3.14 out of 5, with a difference of 0,86 in the post-test. On the other hand, in the second part of the test,

the results show that the average obtained was 1.76 out of 5 in the pre-test, which is different to the post-test that obtained a result of 2.52 out of 5, with a difference of 0.76 between both tests.

In addition, it is determined that the treatments with the fluency-focused activities had a positive impact on the students. The students showed some difficulties to express by themselves in the English language at the beginning. However, with the applied activities the students were able to improve considerably, and it is considered that these activities help the students to have more confidence in themselves, as well as increase their ability to think and talk about different and everyday topics. In addition, it is important to mention that the trust that the researcher gave to the students was important to achieve a better oral production in the students.

### 3.2 Verification of hypothesis

#### Alternative hypothesis

Fluency-focused activities promotes the oral production of the 2nd BGU students at La Salle High School.

#### Null hypothesis

Fluency-focused activities does not promote the oral production of the 2nd BGU students at La Salle High School.

**Table 5**

*Related samples statistics*

Related samples statistics					
		Mean	N	Standard deviation	Standard error of the mean
Pair 1	(Pre-test) Part 1	2,28	29	1,556	,289
	(Post-test) Part 1	3,14	29	1,026	,190
Pair 2	(Pre-test) Part 2	1,76	29	1,405	,261
	(Post-test) Part 2	2,52	29	,949	,176

**Note:** These data were taken from the IBM SPSS Statistics software by Correa, E. (2022).

#### Analysis and interpretation

Table 3 indicates the results of the two parts that were evaluated in the pre-test and post-test. This table shows that the mean of the pre-test in part 1 is 2.28 while the same part, but in the post-test indicates that the mean is 3.14. On the other hand, the mean of the pre-test in part 2 is 1.76 while in the post-test the mean is 2.52. Therefore, it can be noticed that there is a considerable difference in the mean of part 1 and 2 in the post-test that is much greater than that of the pre-test.

**Table 6***Related samples test*

Related samples test									
		Paired differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	(Pre-test) Part 1 - (Post-test) Part 1	-,862	,833	,155	-1,179	-,545	-5,570	28	,000
Pair 2	(Pre-test) Part 2 - (Post-test) Part 2	-,759	,830	,154	-1,075	-,443	-4,919	28	,000

**Note:** These data were taken from the IBM SPSS Statistics software by Correa, E. (2022).

**Analysis and interpretation**

Table 3 shows that using the SPSS software and applying the Related samples test reveals that the p-value=0.000. is less than the level of significance which is 0,05. Therefore, the null hypothesis was refused and the alternative hypothesis: “Fluency-focused activities promotes the oral production of the 2nd BGU students at La Salle High School” is accepted.

**Discussion of results**

This study shows that the students of 2nd BGU of La Salle High School had a low level of fluency and oral production because most students had many problems with their vocabulary and interaction. For this reason, 3 different activities were used to promote fluency and oral production, which are role-play, storytelling, and 4/3/2. After 6 applications using these activities, at the end of the interventions the students improved their oral production, which is evidenced in the results shown.

The positive results obtained in this study are the same as those obtained by Milarisa (2018) in her research work in which she also used the pre-test and post-test using the role-play activity during her study. At the end of her study, it was also determined that by using this activity students can improve their ability to speak better.

Similarly to the research by Coutinho (2020) in which the author stated that by applying the 4/3/2 activity, students considerably improve their oral fluency and the level of pauses that students made decreased considerably.

Fluency-focused activities are activities that can be entertaining and very helpful for oral production in the English language and so that students can improve their vocabulary, practice new and old grammatical structures and interact with other people, having better oral fluency.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

- It is shown that using fluency-focused activities (role-play, storytelling, and 4/3/2) students improve their oral production considering the comparative results of the tests in which the average of the pre-test was of 4.04 out 10 while the average of the post-test was of 5,66 out 10 so it can be interpreted that it has a positive impact on students, this is because the fluency-focused activities were applied using entertaining and familiar topics such as sports and topics related to daily life such as conversations between friends or in a restaurant. The use of the fluency-focused activities and the topics mentioned made the students use the vocabulary and grammatical structures that they knew in a more fluent way.
- The level of oral production of the students at the beginning of this research work was low because some of students took a long time to answer simple personal questions and they make other mistakes. Therefore, for the pre-test the speaking part (parts 3 and 4) of the Flyers A2 test was used, which was taken from Cambridge. The application of this test allowed to show that the students had a low level of oral fluency because they had basic grammatical mistakes such as the use of the verb to be as well as how to structure their ideas and express them coherently. On the other hand, students were a little nervous and were afraid to speak at the beginning, this made the oral production of students decrease because there is not a correct fluency in communication.
- Fluency-focused activities are helpful to teachers as an option for teaching the English language, especially for the speaking skill because this allows students to produce and practice it because this is the skill that it is more difficult for students to develop because is focused on expressing ideas, ask questions and inform people. On the other hand, speaking skill is beneficial for students because they learn new vocabulary and grammatical structures learning. Nevertheless, learning is often teacher-centered and using these activities (Role-play, storytelling and 4/3/2) would be giving the opportunity for learning to be student-centered. In addition, the teacher would make the students develop more vocabulary, use different grammatical structures, and develop their reasoning to

give their point of view and have more confidence when speaking to have a better result in oral production in the English language.

- Fluency-focused activities had a positive impact on the students because these activities allowed students to use different vocabulary when talking about different topics, using different verb tenses and different grammatical structures, which helped them to have greater fluency when they spoke. To evaluate the impact of fluency-focused activities, the post-test was used using parts 3 and 4 of speaking part of the Flyers A2 test from Cambridge, with which it was shown that the students considerably improved their level of oral fluency after the application of these activities (role-play, storytelling, and 4/3/2). In addition, the students felt more confident in themselves to express their ideas, also the trust that the researcher and the students had was important, in addition to the good environment that was created so that the students have more confidence when expressing themselves freely.

## 4.2 Recommendations

- It is recommended that teachers continue using fluency-focused activities (role-play, storytelling, and 4/3/2) during classes with students because these activities have a great impact on students to improve their oral production. However, it is recommended that these activities be applied with topics that students know or topics with they are familiarized because if they do not have knowledge of the topic they are going to talk about, there will be no good communication between students and there will be no positive results.
- It is recommended that teachers put greater emphasis on oral production because speaking is one of the English language skills that students have more difficulties in developing it. Therefore, to change this problem, teachers can apply the fluency focused activities (role-play, storytelling, and 4/3/2) and use them during the classes to improve the level of oral fluency in the students and at the same time make the classes more creative and in which the students actively participate using the English language.
- Teachers must have a specific time in their classes for oral practice of the English language so that students have the opportunity to communicate, and learning is not only teacher-centered in this way because it is important to remember that the role of teacher is of an instigator of interaction with students. On the other hand, this time to practice speaking could be done through the activities mentioned in this research such as role-play, storytelling and 4/3/2 activities and other activities like the previous ones such as information gap activities and fluency circle and at the same time it would be beneficial for students learning because they could be used as activities for feedback after learning new vocabulary or new grammatical structures. In this way, students learning would be more beneficial and didactic because other types of activities would be applied to those that are commonly used and that are focused only on other English language skills.



- Teachers must continue to apply fluency-focused activities to continue maintaining the level that students obtained and, in the future, have better results than those that were evidenced during this research, promoting the learning of new vocabulary, remembering and practicing learned grammatical structures because this helps to have a better oral fluency. It means using Communicative Language Teaching techniques (CLT) because is focused on the correct use of the language according to the situations presented. In addition, it is also recommended to create a better class environment and improve the teacher-student relationship so that students feel more confident when they express what they think, it is also important to motivate students to participate in classes expressing what they think freely because in this way students will improve their oral fluency.

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## ANNEXES

### Approval

### CARTA DE COMPROMISO

Ambato, 06 de abril de 2022

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

Mgs. Silvana Meléndez en mi calidad de Directora de la Unidad Educativa Juan León Mera "La Salle", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "FLUENCY-FOCUSED ACTIVITIES AND THE ORAL PRODUCTION" propuesto por el estudiante Correa Abad Edison Leandro, portador de la Cédula de Ciudadanía 1724509979, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

  
Mgs. Silvana Meléndez  
0201651650  
0992886527  
rectorambatojlm@lasalle.edu.ec



## Pre and Post-test (A2 Flyers)



UNIDAD EDUCATIVA “JUAN LEÓN MERA – LA SALLE”

BACHILLERATO GENERAL UNIFICADO

PRE – TEST



**Candidate name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** Level A2

**Hour:** 40 minutes

**Introduction:** This test is based on validated Cambridge Preliminary test (Flyers) for English level A2.

**Objective:** To evaluate the students' speaking fluency before the application of Fluency-focused activities.

**Instructions:**

- Listen the instructions for each part of the test carefully.
- Ask for a repetition of the instructions if you need.
- Answer all the questions the teacher asks you.

The examiner asks the child what his/her name and surname is and how old he/she is.

## SPEAKING

### PART 1

The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family, and hobbies.

**Example:**

- Where do you live?
- How do you go to school?
- Which places do you like going to in Ambato?
- Tell me about your favorite shop.
- Do you live in a house or an apartment?
- How many rooms are there in your house/apartment?
- Who lives in your house/apartment?
- What do you eat in your home?
- Tell me something about your kitchen.
- Who cooks in your kitchen?

Source from Cambridge Flyers Preparation: <https://www.cambridgeenglish.org/exams-and-tests/flyers/preparation/>

Author: Cambridge Assessment English



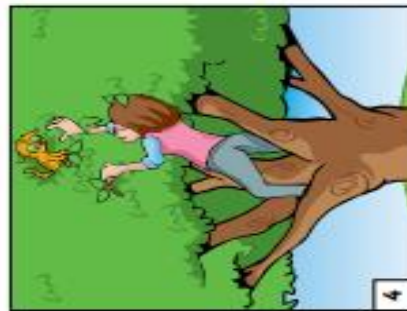
# SPEAKING

## PART 2

The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. They then ask the candidate to describe the other four pictures. The title

A2 Flyers Speaking

### The Brave Teacher



A2 FLYERS SPEAKING · Picture Story

of the story and the name(s) of the main character(s) are shown on the story.

Source from Cambridge A2 Flyers Sample Papers:

<https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>

Author: Cambridge Assessment English

Grandma's busy day



Paul Grandma



A2 FLYERS SPEAKING. Picture Story

TEST ONE TEST ONE

Source from Cambridge A2 Flyers Sample Papers:

<https://www.cambridgeenglish.org/Images/423014-cambridge-english-young-learners-sample-papers-2018-volume-2.pdf>

Author: Cambridge Assessment English

## A2 Flyers

	<b>Vocabulary and grammar</b> Range Control Extent Cohesion	<b>Pronunciation</b> Individual sounds Stress Intonation	<b>Interaction</b> Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary to deal with all test tasks.</li> <li>• Uses a range of simple structures and, although there are some mistakes, meaning is clear.</li> <li>• Responds at word, phrase or longer utterance level.</li> <li>• Can join ideas with a range of simple linkers (e.g. <i>and, but, when, then, because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible.</li> <li>• Has some control of stress and intonation at both word and longer utterance levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to all instructions, questions and visual prompts, and very little support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Responds promptly with only natural hesitation and pausing.</li> </ul>
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with most test tasks.</li> <li>• Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.</li> <li>• Responds at word, phrase or longer utterance level.</li> <li>• Can join ideas with some simple linkers (e.g. <i>and, but, when, then</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible.</li> <li>• Has limited control of word stress and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to almost all instructions, questions and visual prompts, and little support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.</li> </ul>
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with some test tasks.</li> <li>• Attempts some simple structures but makes some basic mistakes which may obscure meaning.</li> <li>• Generally responds at word or phrase level but may also produce longer utterances.</li> <li>• Can join ideas with a few simple linkers (e.g. <i>and</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible, although some sounds may be unclear.</li> <li>• Has limited control of word stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to some instructions, questions and visual prompts with some support.</li> <li>• May attempt to ask for support if required.</li> <li>• Often responds promptly, although there may be hesitation and pausing mid-utterance.</li> </ul>
0	Performance does not satisfy the Band 1 descriptor.		
<p>Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.</p>			

Source from Cambridge A2 Flyers Handbook for teachers:

<https://www.cambridgeenglish.org/Images/357180-starters-movers-and-flyers-handbook-for-teachers-2021.pdf>

Author: Cambridge Assessment English

## Instrument validation



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
 Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

**FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST" PERTENECIENTE A LA INVESTIGACIÓN:  
 "FLUENCY – FOCUSED ACTIVITIES AND THE ORAL PRODUCTION"**

**AUTORA:** Edison Leandro Correa Abad

Señale con 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> Evaluation Criteria: Provide some personal information based on several topics.  Instructions: The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family, and hobbies.  Assessment: This part tests understanding and responding to personal questions.				✓				✓				✓				✓





**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
*Avda. Los Chasquis y Río Payamin, Ambato - Ecuador*

**OBSERVACIONES :**

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**Realizado Por:**  
Edison Leandro Correa Abad  
CI: 1724509979



Firma digitalizada por:  
**MANUEL XAVIER  
SULCA GUALE**

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**Validado Por:**  
Lic.Mg. Manuel Xavier Sulca Guale  
CI: 1802447548

## Lesson plans

<b>LESSON PLAN 1</b> <b>UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”</b>		
<b>Class:</b> Second High School. <b>Teacher’s name:</b> Edison Correa <b>Date:</b> May 16 <sup>th</sup> 2022.		<b>Topic:</b> Role-play <b>Time:</b> 40 min. <b>Subskills:</b> Vocabulary, pronunciation, and interaction.
<b>General Objective</b> <ul style="list-style-type: none"> <li>To encourage the use of the English language through role-play.</li> </ul>		<b>Specific Objectives</b> <ul style="list-style-type: none"> <li>To promote collaborative work.</li> <li>To promote students dialogue between themselves to recreate a scene.</li> </ul>
<b>Timing</b>	<b>Procedure</b>	<b>Materials</b>
<b>10min</b>	T. gives the instructions for the class and what students will have to do.  T. gives the instructions of the game. T. asks students to take out a page from their notebook and write a question about any topic. T. asks that they leave their sheets of paper with the question on the teacher's desk. T. makes a ball with the sheets of paper. Students must pass the ball of paper between themselves and must answer the question that corresponds to them.	Sheets of paper – Notebook – Pens
<b>10 min</b>	T gives instructions: T. says the students must create group 5 groups of 5 people and 1 group of 4 people. Ss join with their groups T. provides a topic to each group GROUP 1: Hospital GROUP 2: Restaurant GROUP 3: Family GROUP 4: Cinema GROUP 5: Soccer players GROUP 6: Students’ conversation T. gives the instructions: Ss have to create a dialogue about the topic given by the teacher. (Ss use technology for pronunciation)	
<b>5 min</b>	T tells the students that time is over. T asks that each group of students come forward to do the role-play.	
<b>15 min</b>	Ss practice their role-plays  Ss present their role-plays	

<b>LESSON PLAN 2</b>		
<b>UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”</b>		
<b>Class:</b> Second High School. <b>Teacher name:</b> Edison Correa <b>Date:</b> May 19 <sup>th</sup> 2022.		<b>Topic:</b> Storytelling with pictures <b>Time:</b> 40 min. <b>Subskills:</b> Vocabulary, grammar, pronunciation, and interaction.
<b>General Objective</b> <ul style="list-style-type: none"> <li>To generate different opinions and thoughts according to the images provided in order to create stories.</li> </ul>		<b>Specific Objectives</b> <ul style="list-style-type: none"> <li>To create stories with student’s participation.</li> <li>To promote collaborative work.</li> </ul>
<b>Timing</b>	<b>Procedure</b>	<b>Materials</b>
<b>10 min</b>	T. gives the instructions for the class and what students will have to do.	Sheet of paper with images - notebook - pens
<b>20 min</b>	T gives the instructions for the following activity: T tells the students that they should form 5 groups of 5 students and 1 group of 4 students. T provides a sheet of paper with different images. Students should create a story with the pictures on the sheet of paper and 1 member of each group should take notes from the story. Students will have a time limit of 10 minutes to create the story. (Ss use technology for pronunciation)	
<b>10min</b>	Ss create a story	
	T tells the students that time is running out. T asks that 1 member of each group come forward to tell their story.	



## GROUP 1



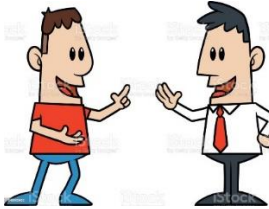
## GROUP 2



## GROUP 3



**GROUP 4**



**GROUP 5**



**GROUP 6**



**LESSON PLAN 3**  
**UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”**

<b>Class:</b> Second High School. <b>Teacher’s name:</b> Edison Correa <b>Date:</b> May 26 <sup>th</sup> 2022.		<b>Topic:</b> Role-play <b>Time:</b> 40 min. <b>Subskills:</b> Vocabulary and interaction.
<b>General Objective</b> To encourage the use of the English language through conversations.		<b>Specific Objectives</b> <ul style="list-style-type: none"> <li>• To promote collaborative work.</li> <li>• To promote the conversations of different topics.</li> </ul>
Timing	Procedure	Materials
<b>10 min</b>	<p>T. gives the instructions for the class and what students will have to do.</p> <p>T. explain the instructions of the activity. Ss have to speak during a period of time with a classmate. They change of partners and will speak about a different topic every period of time.</p> <p>T. asks if Ss have questions</p>	
<b>10 min</b>	<p>T. says that ss have to work in pairs. Ss find a classmate to work with</p> <p>T. says that ss have to speak during 4 minutes about the <b>last movie Ss have seen.</b></p>	
<b>10 min</b>	<p>T. says that Ss have to find another classmate to work with to speak about a different topic. Ss find a different classmate.</p> <p>T. says that they have to speak during 3 minutes about <b>the place they like the most where they live.</b></p>	
<b>10 min</b>	<p>T. says that Ss have to find another classmate to work with to speak about a different topic. Ss find a different classmate.</p> <p>T. says that they have to speak during 2 minutes about <b>they last vacations.</b></p>	

<b>LESSON PLAN 4</b>		
<b>UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”</b>		
<b>Class:</b> Second High School. <b>Teacher’s name:</b> Edison Correa <b>Date:</b> May 30 <sup>th</sup> 2022.	<b>Topic:</b> Role-play <b>Time:</b> 40 min. <b>Subskills:</b> Vocabulary, pronunciation, and interaction.	
<b>General Objective</b> <ul style="list-style-type: none"> <li>To encourage the use of the English language through role-play.</li> </ul>	<b>Specific Objectives</b> <ul style="list-style-type: none"> <li>To promote collaborative work.</li> <li>To promote students dialogue between themselves to recreate a scene.</li> </ul>	
<b>Timing</b>	<b>Procedure</b>	<b>Materials</b>
<b>15 min</b>	T. gives the instructions for the class and what students will have to do.  T gives instructions: T. says the students must create group 5 groups of 5 people and 1 group of 4 people. Ss join with their groups T. provides a topic to each group GROUP 1: Member of a musical group GROUP 2: Shopping at the supermarket GROUP 3: Planning a trip abroad GROUP 4: Planning someone’s party GROUP 5: Car accident GROUP 6: Teacher and students T. gives the instructions: Ss have to create a dialogue about the topic given by the teacher. (Ss use technology for pronunciation)	Sheets of paper – Notebook – Pens
<b>5 min</b>	T tells the students that time is over. T asks that each group of students come forward to do the role-play.  Ss practice their role-plays	
<b>20 min</b>	Ss present their role-plays	

<b>LESSON PLAN 5</b>		
<b>UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”</b>		
<b>Class:</b> Second High School. <b>Teacher’s name:</b> Edison Correa <b>Date:</b> June 2 <sup>nd</sup> 2022.	<b>Topic:</b> Storytelling with pictures <b>Time:</b> 40 min. <b>Subskills:</b> Vocabulary, grammar, pronunciation, and interaction.	
<b>General Objective</b> To generate different opinions and thoughts according to the images provided in order to create stories.	<b>Specific Objectives</b> <ul style="list-style-type: none"> <li>• To create stories with student’s participation.</li> <li>• To promote collaborative work.</li> </ul>	
<b>Timing</b>	<b>Procedure</b>	<b>Materials</b>
<b>10min</b>	T. gives the instructions for the class and what students will have to do.	Sheet of paper with images - notebook - pens
<b>20 min</b>	T gives the instructions for the following activity: T tells the students that they should form 5 groups of 5 students and 1 group of 4 students. T provides a sheet of paper with different images. Students should create a story with the pictures on the sheet of paper and 1 member of each group should take notes from the story. Students will have a time limit of 10 minutes to create the story. (Ss use technology for pronunciation)  Ss create their story	
<b>10 min</b>	T tells the students that time is running out. T asks that 1 member of each group come forward to tell their story.	

### GROUP 1



### GROUP 2



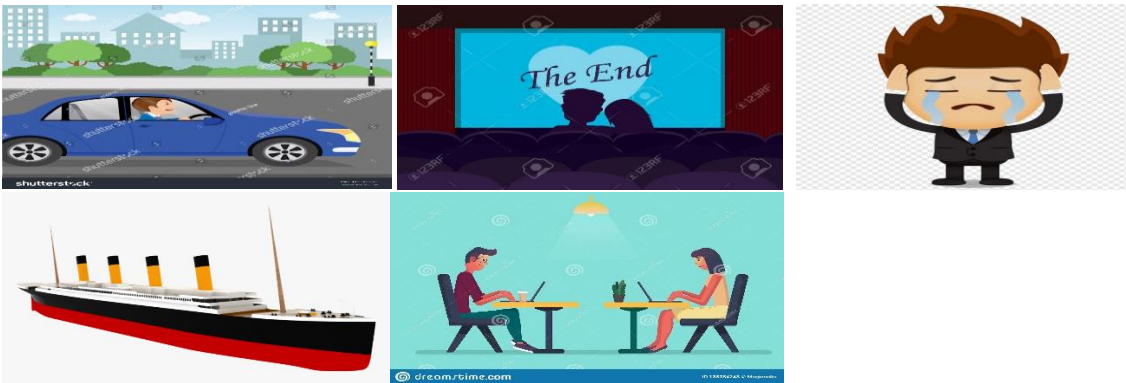
### GROUP 3



## GROUP 4



## GROUP 5



## GROUP 6



LESSON PLAN 6		
UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”		
<b>Class:</b> Second High School. <b>Teacher’s name:</b> Edison Correa <b>Date:</b> June 06 <sup>th</sup> 2022.		<b>Topic:</b> Role-play <b>Time:</b> 40 min. <b>Subskills:</b> Vocabulary and interaction.
<b>General Objective</b> To encourage the use of the English language through conversations.		<b>Specific Objectives</b> <ul style="list-style-type: none"> <li>• To promote collaborative work.</li> <li>• To promote the conversations of different topics.</li> </ul>
Timing	Procedure	Materials
<b>10 min</b>	<p>T. gives the instructions for the class and what students will have to do.</p> <p>T. explain the instructions of the activity. Ss have to speak during a period of time with a classmate. They change of partners and will speak about a different topic every period of time.</p> <p>T. asks if Ss have questions</p>	
<b>10 min</b>	<p>T. says that ss have to work in pairs.</p> <p>Ss find a classmate to work with</p> <p>T. says that ss have to speak during 4 minutes about <b>what they are going to do on the weekend.</b></p>	
<b>10 min</b>	<p>T. says that Ss have to find another classmate to work with to speak about a different topic.</p> <p>Ss find a different classmate.</p> <p>T. says that they have to speak during 3 minutes about <b>their hobbies.</b></p>	
<b>10 min</b>	<p>T. says that Ss have to find another classmate to work with to speak about a different topic.</p> <p>Ss find a different classmate.</p> <p>T. says that they have to speak during 2 minutes about <b>the subject they like and the one they dislike the most.</b></p>	



## Urkund report



### Document Information

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<b>Analyzed document</b>	CORREA ABAD EDISON LEANDRO - TESIS FINAL.docx (D142050201)
<b>Submitted</b>	7/14/2022 6:57:00 PM
<b>Submitted by</b>	
<b>Submitter email</b>	ecorrea9979@uta.edu.ec
<b>Similarity</b>	0%
<b>Analysis address</b>	manuelxsulcag.uta@analysis.orkund.com

### Sources included in the report

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### Entire Document

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firmado electrónicamente por:  
**MANUEL XAVIER  
SULCA GUALE**