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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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

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obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.**

**Theme: TEACHER-STUDENT INTERACTION IN THE SPEAKING
SKILL**

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2023

TUTOR APPROVAL

I, Lic. Sarah Jacqueline Iza Pazmiño, Mg. holder of the I.D No 0501741060, in my capacity as supervisor of the Research dissertation on the topic: “TEACHER-STUDENT INTERACTION IN THE SPEAKING SKILL” investigated by Miss Yadira Elizabeth Quiroz Chacán with I.D No. 0250278330, 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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Lic. Sarah Jacqueline Iza Pazmiño, Mg.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled “TEACHER-STUDENT INTERACTION IN THE SPEAKING SKILL” is the result of the author’s investigation, and has reached the conclusions and recommendations described in the present study.

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



Yadira Elizabeth Quiroz Chacán

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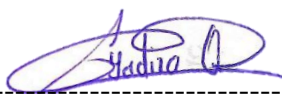
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DEDICATION

TO:

I dedicate this degree project to my family, to my mother who has always supported me, my sisters who have given me their example, my little brother Evan who with his smile has helped me to move forward and to that little person who is in heaven.

To my dear friends Nicole, Shirley, Erika, Dayana and Gabriela who have always been with me unconditionally. And especially to "A" who never left me alone despite the bad times.

To my loved cat Suly. Thank you all for being in my life.

El.

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ABSTRACT

THEME: “Teacher-student interaction in the speaking skill”

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The research aimed to determine the influence of teacher-student interaction on the improvement of speaking skills in A2 level students at the Charlotte English School. The methodology of the study was quasi-experimental with a mixed approach as it analyzes both quantitative and qualitative data. The main research tool was the Cambridge Key English Test Speaking Section used as a pre-test and post-test to collect data from 6 students (4 females and 2 males). Also, a survey was applied to the whole group at the end of the treatment to analyze the students' attitudes toward the application of the interaction in improving speaking ability. In addition, a pre-experimental design was conducted with a treatment of 12 interventions in seven weeks in which interactive activities were used corresponding to cooperative learning. Therefore, the results were first analyzed with the Kolmogorov-Smirnov and Shapiro-Wilk to determine if the values had a normal distribution. Therefore, the t-test for the verification of the hypothesis. The result was that the alternate hypothesis is accepted. The results showed positive effects in terms of students' oral production due to better control of simple grammatical forms, adequate use of vocabulary to talk about personal topics, opinions, hobbies, etc., and mostly understandable pronunciation after being exposed to interactive activities. In addition, the survey shows that students agree that a friendly and comfortable learning environment promote students to feel safe, comfortable and fosters student's communicative development.

Keywords: Interaction, Speaking skill, cooperative learning, interactive activities, learning environment.

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RESUMEN

THEME: “Teacher-student interaction in the speaking skill”

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La investigación tuvo como objetivo determinar la influencia de la interacción profesor-alumno en la mejora de las destrezas orales de los alumnos de nivel A2 de la escuela de inglés Charlotte. La metodología del estudio fue cuasi-experimental con un enfoque mixto ya que analiza datos cuantitativos y cualitativos. La principal herramienta de investigación fue el Cambridge Key English Test Speaking Section utilizado como pre-test y post-test para recoger datos de 6 estudiantes (4 mujeres y 2 hombres) sobre su capacidad de expresión oral. Asimismo, se aplicó una encuesta a todo el grupo al final del tratamiento para analizar las actitudes de los alumnos hacia la aplicación de la interacción en la mejora de la capacidad de expresión oral. Además, se realizó un diseño pre-experimental con un tratamiento de 12 intervenciones en siete semanas en las que se utilizaron actividades interactivas correspondientes al aprendizaje cooperativo. Por lo tanto, los resultados se analizaron en primer lugar con las pruebas de Kolmogorov-Smirnov y Shapiro-Wilk para determinar si los valores tuvieron una distribución normal. A continuación, se realizó la prueba t para la verificación de la hipótesis. El resultado fue que se acepta la hipótesis alternativa. Los resultados mostraron efectos positivos en cuanto a la producción oral de los alumnos debido a un mejor control de las formas gramaticales sencillas, un uso adecuado del vocabulario para hablar de temas personales, opiniones, aficiones, etc., y una pronunciación mayoritariamente comprensible tras ser expuestos a las actividades interactivas. Además, la encuesta muestra que los estudiantes están de acuerdo en que un entorno de aprendizaje agradable y cómodo permitió a los estudiantes sentirse seguros, cómodos y fomenta el desarrollo comunicativo de los estudiantes.

Palabras clave: Interacción, Speaking skill, aprendizaje cooperativo, actividades interactivas, entorno de aprendizaje.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

This research is based on some papers that have been considered as example and support to establish the importance of Teacher-student interaction in the speaking skill development.

Ariesanti (2015) worked in the research based on finding the impact of interaction in the classroom to develop speaking ability in English classes. The study consisted by two group's with 12 students, experimental group A and control group B, at the intermediate level in the Reshad language institution. Also, questions designed by the teachers using the Top Notch book from Longman publications were used, the oral production of the students was recorded. In addition, a pre-test and post-test based on speaking ability were applied. To have control and experimental groups, a pre-test was applied to the participants. The experimental group that received the Interaction Strategies treatment was designated the (IS) and the control group that did not receive the Interaction Strategies treatment was designated the Non-Strategy Interaction (NSI) group. This showed that classroom interaction through questioning and group work strategies improved English learners' oral performance.

Asanuary (2017) developed a research with objective of describe the interaction types in the classroom, the roles of the interaction, and the dominant type of interaction, in the oral class of the Queen English Course Karanganyay. It was based on descriptive qualitative research, the methods used were observation, record, and document. The researcher made several observations in the classroom, recorded the entire teaching and learning process, and wrote it down as a document. The results show that there were three types of interaction in the classroom of the institution, that is, teacher-student interaction, student-teacher interaction, and student-student interaction. On the other hand, the roles in each of these types of interaction were different. First, the role of teacher-student interaction giving explanations, correcting,

giving feedback, instructions, etc. Second, student-teacher with the role of asking questions, interacting, and making mistakes finally, in the student-teacher interaction no student was observed in roles such as participation, intervention, and social.

Similarly, Larasaty and Yutinih (2018) initiated a research based on discovering what the role of interaction is in the classroom, by showing the role of student-student interaction and student-teacher interaction in the classroom. The study had qualitative research and took the case study as a method. The first instrument used was the observation which helped the researcher to have a relative vision of the classroom, focusing on the interaction of the students in the speaking ability, the second instrument was the questionnaire, and finally the transcription of data from the interview. The results showed that the highest percentage of students know the importance of interaction in activities based on speaking skills, and the lowest percentage of students consider that the teacher is guiding and motivating to encourage them to interact during speaking skills.

Mellany et al. (2021) analyzed the interaction in the classroom, especially the students' talk and the teacher's talk that were produced during the teaching of the speaking class. The data was obtained from SMA Negeri 3 Seluma with the use of tools such as observation, interview, and documentation. Data were analyzed using the Flanders Interaction Analysis Categories (FIAC) framework. The research showed that the most dominant interaction in the classroom is that of the teacher. Finally, this study suggests that teachers support students to speak actively during the learning process. Teachers must take into account the emotions and interests of their pupils in the class. One of the fundamental aspects is the behavior of the teacher when influencing the way of being and acting of the students.

In addition, Sun et al. (2022) developed a research based on teacher-student interaction in online education. This research had a qualitative approach in which a questionnaire survey was used. The study involved 398 college students studying at Chinese universities. The study found that the level of teacher-student interaction positively affected student learning. The psychological environment also had a positive effect. The results indicated that the teacher-student interaction not only

directly affects the effects of student learning but also influences the mediating effect of the psychological atmosphere and learning engagement.

Finally, Duran (2022) analyzed teacher-student interaction with developmental disabilities in a special education school in China. Video observation was used as an instrument in 6 second grade students and 1 teacher. The results show that the teacher played the dominant role in the class, while the instruction in the class was student-oriented, several strategies were used to motivate the participation of the students. In addition, it was observed that there were few interactions between peers, the frequency of interaction patterns between teachers and students with developmental disabilities (DD) of different learning ability was similar, while the interaction patterns were different. There were more nonacademic interactions between the teacher and students with more serious disabilities in the class than others.

These researches and articles concluded that speaking is considered as one of the most important skills in foreign language learning. Those experts tend to say that it is the most difficult skill of the four (listening, speaking, reading and writing). The teacher has the role of facilitator, leads the class and guides the students, also helps students to have confidence when speaking. In addition, the interaction constitutes a very important element in the classroom, as mentioned above, the researches agreed that there are three types of interaction in the classroom and the most dominant is teacher-student interaction. On the other hand, to collect the data, the researchers used tools such as surveys, questions, observation, one of them used a pre-test and post-tests to analyze how the interaction is in the classroom. It was shown that one of the main problems in teaching speaking, the teacher still lacks on how to help the students in developing the language and their interaction in the classroom

Theoretical foundation of the variables

1.2 Independent variable

1.2.1 Teaching methodology

Al-Rawi (2013), teaching methodology is the mechanism that is used by the teacher to organize and implement a number of educational means and activities to achieve certain goals.. It is important because this allows teachers to provide targeted, differentiated instruction to groups of students in a natural way and helps the instructor to more closely evaluate what each student is capable of and construct strategic plans around the assessments, many different methodologies can be used by a teacher, and the methods chosen often depend on the educational philosophy and preferences of a teacher. It is also not uncommon for a teacher to use multiple methods within a single lesson or throughout several lessons. Also After extensive research, it was found that the following teaching methods are based on interaction during a class lesson.

Cooperative Learning: Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson et al., 2014). Consequently, Gillies (2016), established that the two key components of successful cooperative learning are embedded in their structure. The first of these key components involves structuring positive interdependence within the learning situation so all group members understand that they are linked together, the second key component for successful cooperation is promotive interaction or the willingness of group members to encourage and facilitate each other's efforts to complete their tasks in order for the group to achieve its goal.

Project Based Learning (PBL): is an active student-centred form of instruction which is characterised by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices (Kokotsaki et al., 2016). Project Based Learning have number of benefits to the learning-teaching processes, namely: Organizing activities around a common goal, fostering creativity, individual responsibility, collaborative work, critical capacity and decision making,

Inquiry-Based Learning: IBL is an instructional practice where students are at the center of the learning experience and take ownership of their own learning by posing, investigating, and answering questions (Gholam, 2019). This methodology is based on constructivist theory that is, students build their own knowledge through personal experiences, the teacher acts as a guide, and the knowledge in IBL is built instead of being delivered by the teacher.

1.2.2 Learning environment

Husen and Postlethwaite (1991) defined the learning environment as all those physical sensory elements, such as color, sound, space, furniture, and so on, which characterize the place in which a student is expected to learn. Additionally, learning environment refers to the diverse physical locations, contexts, and cultures in which students learn (The Glossary of Educational Reform, 2014). Because learning is multifactorial and complex, it demands the existence of minimum environmental conditions, especially because the environment teaches by itself. It is based on the concept of a living, changing and dynamic environment, as the children, their interests, needs, ages, adults and the environment in which they are immersed change.

Shaver (1967) established that positive teacher-student relations are important in establishing an environment that is conducive to learning. According to Oluwatelure (2010), the learning environment must relate the equipment, tools and materials used in education and training. Learning environments designed according to students' needs improve student motivation and success by using a variety of materials (Ozerem & Akkoyunlu, 2015). Based on the above, the environment is visualized as a space with an invaluable richness that responds to an educational strategy and constitutes an instrument that supports the learning process.

Opperman (2005) defined that working environment is composed by three major sub environments: the technical environment, the human environment, and the organizational environment. The technical environment refers to tools, equipment, technological infrastructure, and other physical or technical elements. The technical environment creates elements that enable students to perform their respective

responsibilities and activities. The human environment refers to peers, others with whom students relate, team and workgroups, interactional issues, leadership, and organization.

The environment is designed in such a way that encourages informal interaction in the workplace so that the opportunity to share knowledge and exchange ideas could be enhanced. Ozerem and Akkoyunlu (2015) assumed that the learning environment allows the learner to find solutions to their problems and to have access to materials that will help them achieve their goals. Anderson (2017) stated that the learning environment is characterized by three essential components: human resources (pupils and teachers), mental circumstances (mutual relations) and the surrounding environment (premises of the educational institution, their arrangement and the methodological provision for learning and teaching).

Learning is a process that through which the subject, experience, object manipulation, interaction with people, actively modifying their schemes cognitive of the world around it, through the process of assimilation and accommodation (Serrano, 2008). The learning process is developed through the context of daily experiences, through interaction, the same that facilitates the development of new skills that allow building own knowledge. The classroom environment and atmosphere definitely create necessary part of successful teaching and learning (Golkova & Hubackova, 2014). Learning through experiences facilitates the cognitive development of the human being and this process of cognition facilitates the acquisition of mental projects as attention reason mine solution of problems.

On the other hand, The emergence of artificial intelligence and other technologies provides technical support for creating new intelligent teaching environments and promoting the reform and breakthrough of English teaching methods (Shen & Guo, 2022). The use of technology to improve the teaching environment can be a positive factor in learning, currently technology is available to anyone, and the teacher can use it to apply it to their teaching methodology, which will make students interested for learning.

Ahmad et al. (2017) divided the learning environment into three components: comfortable learning environment, collaborative learning environment and friendly learning environment.

Comfortable learning environment

A conducive learning environment, a good student teacher relationship and high learning motivation will increase the learning comfort and improve student achievement over time (Ahmad et al., 2017). Promoting a comfortable learning environment helps students improve their skills. In addition, physical facilities such as good ventilation and correct temperature are important for students to feel comfortable in their learning environment.

Collaborative learning environment

Encouraging collaboration in the classroom helps improve communication. It is effective in sharing experiences and knowledge to achieve a common goal. According to Amalia (2018), communication and collaboration are part of essential focus to prepare students for increasingly complex life and work environments in the 21st century. It allows to work together and building knowledge or solving a problem through the commitment of the different members of the group to a common goal.

Friendly learning environment

Friendly environment aims to develop a learning environment in which children are motivated and able to learn (Bhushan, 2016). A friendly learning environment promote confidence and class interaction. The atmosphere created in the classroom is a key aspect for learning to take place and for students to learn. Making students feel safe allows students to be able to better resolve conflicts that arise in day-to-day life, which is a fundamental tool for life.

1.2.3 Classroom Management

Layikh (2019), classroom management represents a set of activities through which the teacher seeks to create and provide a classroom atmosphere that is conducive to positive social relations between the teacher and his students and the students themselves within the classroom. Classroom management paves the way for teachers to get students to learn, and good classroom management is more than just being strict, authoritarian, or simply being organized. It contains routines, rules, and consequences, and it creates a set of expectations that are used in an organized classroom environment (Qassimi, 2021).

For beginning teachers, the most difficult thing to master is classroom management, they may feel stressed, lack adequate support, and feel unprepared to solve their students' behavioral and academic problems because being an effective teacher does not just mean having a deep knowledge of the content but also, organizational, management, and communication skills (Seboguero, 2022). Consequently, classroom management help teachers make the most of their teaching space and get students working in more focused ways. It helps teachers anticipate and avoid problems in the classroom, allowing more time to be devoted to meaningful activities (Daboul, 2017).

Classroom interaction

Classroom interaction involves the verbal exchanges between learners and teachers; however, teachers should know that the learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed (Shuxratovna & Zukhiriddin, 2020). Thus, Sundari (2017) stated that classroom interaction involves teacher and students as interact in using target language. In the classroom, communication is mostly initiated and maintained by the teachers. The teacher fulfills the fundamental role within the classroom being the support and guide for the students.

Types of interaction

According to Asanuary (2017), there are three types of classroom interaction defining each as follows: Teacher- student interaction, comprise the educational and communicational relationship of both actors, which arises due to the teacher to create a didactic environment, where each student have the opportunity to express themselves for their leaning development. Student- content interaction, learners can interact with the course content in multiple ways for example, through multimedia, activities, assignments, self-assessments, projects, etc (Moore, 1989). Student-student interaction, students interact with other students to build a communicative relationship.

1.2.4 Teacher-student interaction

Nuraini (2019), interaction takes place where there are two or more people exchange thoughts, feelings, or ideas resulting in a reciprocal effect on each other. Nuraini stated that effective classroom interaction has two implications. The first one concerns a pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one, encourages students to become effective communicators in a foreign language. This concept is applied in scientific and humanistic areas depending on the context, however, it always keeps the original meaning: it implies different objects, which influence and modify each other, taking into account the situation and the surrounding circumstances.

Interactions between teachers and students are fundamental to understanding student engagement (Pianta & Allen 2012). The interaction between the teacher and the student is an important part of learning, if the interaction is positive, learning is positive, this interaction must be based on communication, in a way that allows the teaching-learning process to advance and obtain good results, so that students can develop their critical and reflective sense, in addition to obtaining skills and abilities to function socially. Interactions between teachers and students are fundamental to understanding student engagement. The role of the interaction with sensory stimulants (tools and materials) is very important in a learning environment designed for learners (Ozerem & Akkoyunlu, 2015) .

Florida et al.(2012) pointed out that there are at least five factors should take in to account in making classroom interaction interactive. Reduce the central position of the teacher, appreciate the uniqueness of individuals, provide chances for students to express themselves in meaningful ways, give opportunities for students to negotiate meaning with each other and the teacher, give students choices as to what they want to say, to whom they want to say it, and how they want to say it. The teaching style is defined in how the relationships in the classroom are, both at the individual and group level and in what type of interactions between students encourages or allows the development of the class. In addition, the teacher-student relationship requires that the teacher shows enthusiasm in the classroom, knows how to communicate well and develops the ability to empathize.

What strategies are teachers using to promote interaction in the English class? According to the Early Childhood Curriculum Framework (2009), there are four interactive strategies that the teacher can use in the classroom:

Building Relationships, children learn by having contact with others. Facilitating, this strategy includes methods the teacher uses to encourage the student to take the initiative. Organizing, children learn in a well-planned and resourced environment. Directing, Children learn through planned and guided activities which build on their interests and experiences.

Importance of teacher-student interaction

According to Gamlem (2019), teacher-student interaction is important in the learning process. Larasat and Yutinih (2018) stated that teacher-student interaction is important because through it, students' oral performance is developed, it encourages students to express themselves in a meaningful way as well as students are able to exchange thoughts, feelings, or ideas. Teachers who have positive interaction with their students create classroom environments more helpful to learning and meet students' developmental, emotional and academic needs (Sen, 2021).

Cooperative learning activities

Rigacci (2020) mentioned that cooperative learning, reducing students' disengagement and favoring the natural need of students for social interaction instead of contrasting it, helps also minimize classroom management issues. Cooperative learning teaches students to work together and also improves social skills, problem-solving ability, and conflict resolution. Rigacci defined the following activities as primary for fostering interaction and communication among students.

Think-Pair-Share: Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject. Instructors pose a question, students first THINK to themselves prior to being instructed to discuss their response with a person sitting near them (pair). Finally, the groups share out what they discussed with their partner to the entire class and discussion continues. Students get time to think critically, creating a learning environment that encourages high quality responses (Lightner & Tomaswick, 2017).

Circle-the-Sage: It is based on stating a question and asking the students who can answer to stand up. The other students can choose a partner and listen to the explanation. The peer-to-peer interaction is effective for both parties, i.e. high achievers who are familiar with the content have the opportunity to demonstrate their knowledge by learning communication and interaction skills (Macmillan & Pwol, 2020).

Timed-Pair-Share: After having given a topic and some time to think about it, the teacher asks students to pair up and states how long they will share- one or two minutes are a good start. In pairs, partner A speaks and partner B listens. At the end, partners B provide positive responses, like "I enjoyed listening to you because" or "Your most interesting idea was" and partner switch roles. Through this activity, students improve speaking and listening skills equally (Didik, 2018). This activity allows students to have enough time before performing an activity and encourages learning.

Agree-Disagree Line-ups: The teacher says a sentence, the student who agrees stands at one end of the line while the one who disagrees stands at the other end, the student who did not choose either of the two, uses the middle position. Through this activity, the students listen to a similar or different point of view according to their opinions (Shim et al., 2018).

Rally Coach: In pairs, one student begins by talking aloud about his or her thinking, while the other listens, gives guidance when necessary, and provides positive feedback. The roles are then reversed for another exercise. This activity is used to maximize interaction and feedback. Acquiring feedback is best if it is given between students rather than by the teacher as it helps to minimize fear and anxiety (Meehan, 2019).

In cooperative learning teams positive interdependence is structured into the group task activities and members are responsible for each other's success. Individual accountability is an expected outcome (Macpherson, 2019). These activities help students interact and develop their communication skills. It also allows to develop, practice, and improve speaking skill. For the development of the lesson plan, the teacher has the faculty to use this type of activity as well as others taking into account the learner's needs. According to Jhonson (2020), interaction activities in the classroom help students develop their self-esteem, understand conflicts and improve their conflict-resolution skills, increase their problem-solving capacity skills, their intrapersonal skills and help them build long-lasting friendships.

1.3 Dependent variable

1.3.1 English language

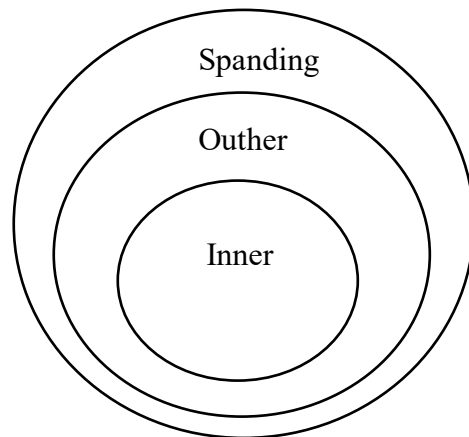
Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others (Dutta, 2020). English is one of the most used language in the world. The definition of English language depends on the context in which it is used. English is the codification of a language in dictionaries and

grammars, and in many contexts (particularly related to education) it also refers to literature written in English (Rindal, 2014).

Kachru (1985) introduced concentric circles to categorize English speakers: inner, outer and spreading.

Figure 1

Concentric circles to categorize English speakers



Note: The figure shows the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages. Taken from ResearchGate, *the 'three circles of English' as conceived by Kachru (1985)*

Inner circle refers to speakers who have English as their first language, it means that native speakers who spread their language to people who are placed in the outer circle, so, the outer circle represents people who have English as their second official language For example, countries like India where their population speaks Hindi as their first language and English as their second official language. On another hand the spreading circle represents all those countries where English is taught as a foreign language in school and where English is recognized as important.

English increasingly belongs to the world as it is used and shaped by different communities and for different purposes. English is the global language of communication; between two people with different first languages, English is very likely the lingua franca they use to communicate (Rindal, 2014). Language is our main source of communication. As Spanish speakers learning a new language has become

a challenge moreover it is important to note that the English language has been considered one of the most influential languages in the modern era, and it definitely plays an important role. It is considered the universal language because it has allowed throughout all these years to open an international line of communication.

According to Shen and Guo (2022), the continuous innovation and development in information technology have also impacted English education. The traditional uniform English education mode cannot consider the shortcomings of individual differences among students. The English education mode needs to break through and innovate, and use information technology to stimulate students' interest in learning so that English education can enter a new stage. Learning languages through interaction has a pedagogical focus because interaction provides teachers and learners with strategies for facilitating comprehension, formal accuracy, academic achievement and literacy development (Fleta, 2018).

1.3.2 English language skills

There are clear indications of students' weakness in the English language, as students are unable to speak English, and their ability to comprehend and understand written texts is also weak (Minshar, 2020). In addition, students are weak in understanding conversations they listen to in English and are weak in written expression. This led to the increase in learning disabilities in the English language among students and its great impact on the future of children, their social and professional lives, and their psychological stability.

Husain (2015) stated that language is a complex skill that involves four sub-skills: listening, reading, writing and speaking, and each of these skills is classified into two groups, productive skills and receptive skills.

Receptive skills

Listening skill: Listening is a receptive skill, as it involves responding to language rather than producing it. Listening is the ability to accurately receive and

interpret messages in the communication process (Gulam, 1966). Reading skill: Reading skill is the potency of students that they can grasp the meaning of the written texts, text details and main ideas (Abbasi. 2021). Reading has sub skills such as: Reading for specific information (Scanning), reading for detail, deducing meaning from context, understanding text structure, reading for gist (Skimming), inferring and predicting.

Productive skills

First, writing skill, It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function (Rao & Durga 2018). A written document is made up of various sub-skills as well as goes through a series of stages of writing, drafting, editing, revising, and rewriting. Second, Speaking skill, speaking is a productive aural/oral skill, and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003).

The importance of language skills

Language is absolutely central to learning. Without it one cannot make sense or communicate his understanding of a subject (Hendayana et al., 2009). English language skills are very important that is why learners develop their language skills in order to speak correctly with well-structured sentences, understand short and long texts, develop a specialized language with relevant vocabulary and grammar according to the topic, communicate own ideas and needs, work productively on task completion and teamwork (Sen 2021).

1.3.3 Productive skills

Lazaraton (1991) indicated that productive skills are also called active skills which mean the transmission of information that a language user produces in either spoken or written form. In productive skills, the student expresses himself exclusively in his dialect variety and has a restricted domain of the registers, he uses only some words that he dominates in a receptive way, in addition, people control the messages

that he produces and choose the linguistic forms. Golden important point is that this depends on receptive learning skills, you can only speak or write something that has been heard or learned before.

Additionally, according to Bashrin (2013), productive skills are speaking and writing because students need to articulate words and write to produce language. Students receive language by listening to conversations, music, and videos and similarly by knowing reading, newspapers, poems, books, etc. The teaching experience and long-term observation bring a long register of activities and exercises in order to practice productive skills effectively (Golkova & Hubackova 2014). Producing the language for many people, especially for those who are learning a second language can become a challenge, which must be taken into account by different factors to improve it positively.

Finally, Kumar (2015) added that receptive skills are easier to acquire than productive ones, they need enormous practice to obtain them. Although, in learning the English language, the acquisition of skills does not always happen that way. Productive skills are present in language development for the primary purpose of communication. The learners who possess efficient productive skills are able to produce something (Sreena & Ilankumaran, 2018).

1.3.4 Speaking skill

According to Nunan (2003), speaking is a productive aural/oral skill, and it consists of producing systematic verbal utterances to convey meaning. Like the ability to read, listen and write, speaking is a relevant skill in learning the English language. Speaking could be defined as the ability to produce complete, relevant and meaningful oral messages. Includes interactive communication in conversations, in which listening and speaking alternate. Parmawati and Inayah (2019) stated that speaking is one of the language skills that focuses on verbal interactions. This can produce, send or receive information accurately and smoothly. The speaker must pay attention to vocabulary, grammar, as well as pronunciation.

Similarly, Sidik (2013), speaking is based on the interaction between a speaker and the listener. It involves an active process. The speaker has to think more of the idea to be expressed, and it should consider some aspects related to the speaking such as mastering vocabulary, fluency, using correct grammar, and having appropriate situation. Speaking is activity of two people or more people in sending and receiving information in oral communication (Kartika & Gunawan, 2019). Its greatest complication lies in the immediacy and in the pronunciation and retaining previously appended vocabulary, which is why some consider it one of the most difficult skills. There are several strategies to develop speaking skills, for example doing conversations.

The speaking ability has sub-skills which according to Lackman (2010), the following are identified as important and integral to develop speaking skills: fluency: accuracy with words and pronunciation, using functions, appropriateness, turn-taking Skills, range of words and grammar, using discourse markers, use of words or phrases to speak correctly. These sub-skills enable students and individuals to speak appropriately and with correct grammatical usage.

According to the A2 key Cambridge rubric (2020), there are three subskills evaluated: Grammar and vocabulary, pronunciation, interactive communication.

Grammar and vocabulary

Grammar is a system of rules (and exceptions to those rules) that reveals and structures meaning in language, and is made up of two things: syntax and morphology (Eunson, 2020). Grammar is fundamental when learning a language. It is the rules and principles that determine how words and structures should be combined to form coherent and correct phrases and sentences. On the other hand, Iman (2020) defined vocabulary as the knowledge of words and word meanings. Vocabulary is a major part of any language, without sufficient knowledge of vocabulary people cannot understand others or express their own ideas.

Pronunciation

Pronunciation refers to speaking a language with appropriate stress, rhythm and intonation and it should be taught scientifically (Hussain, 2017). Additionally, Hussein (2021) defined pronunciation as the form in which the elementary symbols of language, the segmental phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness, and duration. Pronunciation conveys the spoken message in such a way that it can make it easier or more difficult for the listener to recognize the words. Therefore, the communicative importance of pronunciation lies in the fact that it gives intelligibility to the spoken text of which it is a part.

Interactive communication

Interactive communication is the process of delivering messages from the communicator to the communicant where between the two sides can be directly related to each other either through the media or not through the media and mutually occur feedback or reciprocity in it (Subandi et al., 2018). Interactive communication is the door to bring new ideas to exchange information between users, i.e. the sender and receiver, and to formalize each of the students in their professional training.

Importance of speaking skill

Anggryadi (2014) assumed that speakers believe that learning a new language can make speaking a success, which is the main goal of learning English as a foreign language. However, some cannot speak intelligently and adequately if they do not receive sufficient preparation. In that way, an effective speaker can gain the attention of the audience and hold it till the completion of his message (Kadamovna, 2021). Developing speaking skill is essential for personal, academic, and professional success and enable people to communicate effectively in any context.

Rao (2019) mentioned that as speaking skills play a vital role in many aspects, there is a need for EFL/ESL learners to concentrate more on them. Furthermore, the

teachers should implement several practical strategies in their classrooms to involve the learners more in learning speaking skills. Learning strategies not only train the ability to learn and solve problems, but it implies the intellectual development of the student, the potentiation of their abilities, understanding these as flexible structures and susceptible to being modified and increased. According to Wahyuni and Utami (2021), learning to speak requires a lot of practice and attention if students can communicate in a good way they have achieved the goal of mastering speaking skills.

Teaching Speaking skill

Teaching is the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn (Rajagopalan, 2019). Indeed, teaching speaking especially to university students is considered as the “interesting and challenging activity” (Yusuf, 2020). Fonseca (2010) mentioned that teaching speaking involves three areas of knowledge: Mechanics, employ the correct pronunciation, grammar, and vocabulary. Functions, knowing when clarity of message is essential and when precise understanding is not required. Social and cultural rules and norms understanding, how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Presentation, Practice and Production Method (PPP)

Presentation, Practice, and Production (PPP) is a method that is widely used in teaching simple language to improve student’s ability to speak (Ndraha, 2020). Thus, Yusuf, (s.f) believed that PPP is one of good methods for the class because it provides a space for them before students show their best performance in “practising speaking”.

Weller (2020) defined each of the PPP stages as follows: First, the presentation stage, it is where the language is introduced, or ‘presented’ to the learners, usually by introducing a context or situation. Second, the practice stage: During this stage the student practices what has been learned (the new language) individually, in pairs or in groups, but guided by the teacher. Finally, the production stage, students work on their own, applying what has been learned to the development of their communicative skills

(both oral and written) Weller (2020).

1.4 Objectives

1.4.1 General Objective

To analyze the interaction between teacher and student in the speaking skill of students of voxy level at Charlotte English School.

1.4.2 Specific Objectives

- To identify the importance of teacher-student interaction in the speaking skill.
- To diagnose the level of speaking skill development in the voxy level at Charlotte English School.
- To determine how teacher-student interaction is effective in improving speaking skill.

1.4.3 Fulfillment of the objectives

In order to fulfill the general objective, a 7-week treatment was applied in which it was possible to evidence how the students interact with the teacher, their learning needs and strategies that the teacher can apply for improvement. A survey was also applied to obtain information on how the students feel about the interaction in the classroom.

For the first specific objective, it was necessary to search information to identify the importance of teacher-student interaction in the ability to speak, for this, we searched the internet finding papers, books, journals of different authors. Shuxratovna & Zukhiriddi ,(2020) stated that the concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes.

In the second, it was important to apply the pre-test based on the Cambridge Key exam model to diagnose the level of speaking ability of the students. Each part of this test lasted 3 to 4 minutes and its main objective was to evaluate the students'

speaking skill in simple sentences about personal topics, hobbies, families, etc.

For the third, it was determined that the teacher-student interaction had a positive effect on the improvement of speaking skills. Therefore, it was necessary for the teacher to implement activities that help students interact with their peers and the teacher. The activities used think-pair-share, circle-the-sage, time-pair-share, agree-disagree lines up, and rally coach

CHAPTER II

METHODOLOGY

2.1 Resources

In order to carry out this research, it was necessary to take into account different types of resources that would help throughout the research, these resources are the following: Human resources, the students from the voxy level at the Charlotte English School played an important role during the development of the research since they were the main actors. In addition, for the collection of information according to the variables, academic journals, electronic books and articles that provided relevant information to develop the theoretical framework were used. In addition, the A2 key Cambridge exam was used for the Pre-test and Post-test. Finally, technological materials such as internet as well as physical materials such as blackboard, laptop, worksheets, and markers were used in this study.

2.1.1 Population

The group for this study was made up by 6 students with an age range of 15 to 18 years consequently 4 of them were females and 2 males all from the voxy level at Charlotte English School.

Voxy level

Charlotte English School is divided into 5 levels, little Charlotte, go-getter 1, go-getter 2, voxy 1 and voxy 2. The voxy 1 level are the students of any age who have an A2 English level which according to the diagnostic test they were placed in that level.

Table 1 *Population*

Population	Experimental group	Percentage
Male	2	33%
Female	4	67 %
Total	6	100%

Note: These data was taken from students of voxy level at Charlotte English School

2.1.2 Instruments

The Cambridge English A2 Key exam, previously known as the KET exam, which stands for Cambridge Key English Test, is designed for students at an elementary level of English. It is the lowest level of Cambridge exam. Like all of the Cambridge English exams, the A2 Key is a pass/fail test. An A2 Key qualification is proof of your ability to use English to communicate in simple situations. The exam tests all four English language skills – reading, writing, listening and speaking (English Proficiency test, 2022).

For the development of this research the speaking part was used to diagnose oral production. Currently, A2 Key speaking paper is evaluated in pairs, and consists of two parts in which everyday topics are used (home, friends, shopping). Each part lasts 3 to 4 minutes. In part 1 students have to answer questions, giving factual or personal information and in part 2 students talk about their likes and dislikes and give reasons (Cambridge, 2022). This instrument was used to evaluate the cognitive level of the students.

On the other hand, a survey designed for students was also used. The purpose was to evaluate the type of interaction and how the teacher-student interaction was carried out in the classroom. For the validation of the survey, a format given by the Career was filled out, which included the request to the teacher, objectives, operationalization of variables, survey, and validation form. First, a draft of 16 questions was made, divided into three parts: questions regarding classroom interaction, interactive activities, and speaking subskill. Finally, the questions were analyzed, corrected, and validated by two teachers.

2.1.3 Procedure

The interventions took place twice a week (Tuesdays and Thursdays). The planning per day was based on the book Top notch 1 plus topics taken from the student's interest. Each lesson plan elaborated by the author, was reviewed by the tutor, and signed by the class teacher. The method used was Presentation, Practice and

Production (PPP).

Presentation stage: Specific instructions based on the previously discussed topic (information already worked on).

Practice stage: During this stage the students practiced what they have learned (the new language) individually, in pairs or in groups, guided by the teacher.

Production stage: In this phase the students worked on their own, applying what they have learned by developing their communicative skills at the oral level.

In addition, the lesson plans were made with the objective of reinforcement according to the class that the teacher had previously done. It was based on cooperative learning activities (think-pair-share, Circle-the-sage, time-pair-sage, agree-disagree line-ups, and rally coach). Each applied session is explained in detail below.

Day 1.-Pre- test

The pre-test objective was to diagnose the students' level of English, taking into account sub-skills such as grammar and vocabulary, pronunciation, and interactive communication. To begin with, the researcher introduced herself. She explained to the students that she was going to work with them in some sessions. In addition, the researcher explained to the students what the pre-test consists of and how it is going to be taken.

In phase one the examiner gave her name and then asked the students names followed by several questions (Do you work or are you a student?). After that, phase 2 consisted by two parts. In the first part the examiner asked candidate A to talk about friends (how often do you see your friends?). In the second part candidate B had to talk about home (who do you live with?). Then, the students talked about the images presented for example (A, which of these places to eat do you like best? And you B, which of these places to eat do you like best?). The two phases lasted 3 to 4 minutes. Each intervention was recorded and then graded according to the rubric.

Day 2. - At the restaurant

The application started with the development of the think-pair-share activity. It was aimed at demonstrating communicative competence. As a warm-up, the researcher showed some flashcards according to the vocabulary about categories of food. Also, the students received worksheets to complete the activities. Finally, the researcher performed the production asking the students to create a dialogue according to what they have learned using page 44 of top notch 1 book. The interaction time was 20 minutes performing the activities previously agreed upon in the lesson plan.

Day 3.- Food and restaurants

In the third lesson, the researcher applied the time-pair-share activity. The class started with the game called "decomposed telephone" the students had to memorize words, followed by a practice activity in which students had to label the pictures with the vocabulary and answer some questions. Then, students worked in pairs to create a conversation using questions the teacher gave them (What kind of food do you like? talk about one of your favorite foods, etc.). The teacher told the students they had 5 minutes to practice presenting the conversation. She also mentioned two randomly chosen students had to make their presentations. Each student had 2 minutes to make their presentation. The interaction time was 20 minutes performing the activities previously agreed upon in the lesson plan.

Day 4. - Technology and you

In the fourth session, the class was based on time-pair share activities. The main objective was to demonstrate understanding of new vocabulary (electronic devices). The introductory activity was a game called "Pictionary" it served to engage students in the topic. The second activity was to create sentences with the vocabulary learned to practice and reinforce knowledge. The interaction time was 20 minutes performing the activities previously agreed upon in the lesson plan. The interaction patterns were teacher- student and student-student.

Day 5. - Present continuous

The application started with the development of the Circle the sage activity. The teacher asked students to go to the green area in the institution. Students form a circle, the teacher started by saying a sentence using present continuous and then throw a ball to one of the students. The student said another sentence and throw the ball to another student, this activity continue until one student made a mistake. Besides, the teacher asks students to form pairs: student A and B, student A must perform activities (sing a song, dance) and student B must say what his partner is doing when the teacher asks *what is he or she doing?*. Also, the teacher gave the instructions for the next class. The interaction time was 20 minutes performing the activities previously agreed upon in the lesson plan. The interaction patterns were teacher- student and student-student.

Day 6. - Collocations for using electronic devices.

To carry out the sixth intervention, the time-pair-share activity was taken into account. The interaction time was 20 minutes. First, the teacher asked students to look at the image she presented and guess what is it referred. Each student described the image using the collocations for using electronic devices. Second, students created a conversation in pairs using the vocabulary on page 53 (take a picture, upload a photo, make a video, scan a document, and make a photocopy). Finally, students presented the conversation, each presentation lasted 2 minutes. As homework, the teacher asks students to record a video giving their opinion regarding the class (what they liked or disliked). The video should be 1 minute long and shipped to the WhatsApp group. The interaction patterns were teacher- student and student-student.

Day 7. - Household appliances and machines

The application started with the development of the time-pair-share activity. The teacher asks students to break balloons taped on the wall on which they find vocabulary words about household appliances and machines (a fan, a rice cooker, a blender, a dryer, etc.). Moreover, students classify the vocabulary they found on a chart according to the purpose of each one. Additionally, students describe orally in front of

the class the use of two household appliances and machines of their choice. The description last 1 minute for each student. To finish the class, the teacher asks the students 5 vocabulary words they learned. The interaction time was 20 minutes performing the activities previously agreed upon in the lesson plan. The interaction patterns were teacher- student and student-student.

Day 8. - Ways to state a problem

Intervention eight was based on think-pair-share activity. The interaction time was 20 minutes in which the teacher performed the following activities: First, the teacher and students practice pronunciation of the vocabulary on page 56 (The window won't open, the iron won't turn on, the sink clogged). In pairs the students had to find all the problems in the hotel according to the image provided by the teacher. Then Students explained to their classmates the problems they found. In addition, the teacher asked the students to record their voice explaining two problems they find at home. The audio should be sent to the WhatsApp group. The interaction patterns were teacher-student and student-student.

Day 9. – Anecdote

The topic of this intervention was according to the interest of the students. To carry out the ninth intervention the time-pare-share activity was applied. To start, students draw an anecdote they remember. The teacher asked them to complete the activity in 7 minutes. Then, students listen to the teacher's anecdote. Students plan their own anecdote using either the drawings that they did to plan an anecdote that they can tell in class. Finally, students told the anecdote they created. As a wrap-up the teacher asked students short questions (what is an anecdote? Which tense do we use to tell anecdotes?). The interaction time was 20 minutes performing the activities previously agreed upon in the lesson plan. The interaction patterns were teacher- student and student-student.

Day 10. - Features in a new product and present continuous

The rally coach activity was considered to carry out the tenth intervention. The interaction time for this activity was 20 minutes divided into each phase. First, the teacher asked students to read “Pro musica”. Then students matched the vocabulary word on the board with the meaning. The teacher started with the first word as an example. Second, it was a pair work in which, students listened to a song. One student from each pair said the present continuous sentence she/he heard from the music while the second student helped her/ him by praising and helping if the other person got stuck. They switched roles and continued working and coaching each other. Third, students underlined on the sheet the phrases they heard. Finally, they share their answers with the class.

Day 11. - Unit 5 review

The objective of the eleventh intervention was to review the most important aspects of unit 5, which included the present continuum, electronic devices, and household appliances. In the practice stage students formed teams. The teacher asked students to see the products in Pictures 1 and 2 for two minutes. Then, with their team, they made a list of what they saw (electronic devices, household appliances). The team with the most correct words after one minute won. In the production, stage students see the people in Picture 1. Student A asked, student B answered information questions and yes/ no questions, using the present continuous. For example: "What's Jane doing?" "She's listening to music". Student A told their partner whether they agree or disagree with the answers given. They then exchanged roles. These activities were based on agreeing disagree lines up.

Day 12.- Post test

The last intervention was the post-test and its objective was to analyze the students' progress in speaking skills. First, the teacher begins the class by thanking the students for their participation and help in each activity carried out in the classroom as

well as the activities they did at home. Second, the teacher explained to the students how is going to be taking the post-test and in order not to have problems in understanding, the teacher explained the instructions in Spanish. Third, the teacher organizes the class into pairs to take the post-test. The teacher recorded each intervention in her cellphone. Finally, the teacher said goodbye.

2.2 Methods

2.2.1 Quantitative approach

This study used quantitative approach because the data analysis was examined through numbers showed in tables and figures as the use of statistics. Goertzen (2017), quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically. The use of statistical data for the research descriptions and analysis reduces the time and effort which the researcher would have invested in describing his result. Moreover, this research approach gives room for the use of control and study groups. Using control groups, the researcher might decide to split the participants into groups giving them the same teaching, but using different teaching methods, bearing in mind the factors that he is studying (Eyisi, 2016)

2.3 Research modality

2.3.1 Field research

This research is considered as a field research because the research was conducted in the place of inconvenience and the data collection was carried out directly from where the events occurred. According to Van de Ven and Poole (2017), field research includes a wide variety of methods for studying organizational life in its natural setting with first-hand observations from the viewpoint of a particular individual or group. An extensive literature is available to guide an investigator in conducting field research.

Survey

For this research a survey was developed with 16 questions and answers based

on Likert scale divided into three phases in order to know the attitude of the students towards the interaction, the learning environment and the sub-skills that improved during the treatment. According to Bhat (2022), surveys are research methods used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. They can have multiple purposes, and researchers can conduct them in many ways depending on the methodology chosen and the study's goal.

2.3.2 Bibliographic research

It is bibliographic because it involves a set of activities aimed at locating documents related to a specific topic or author. The research uses various techniques, hypotheses and theories that make it possible to know the facts, the information is taken from virtual sources such as the internet. Bibliographical research means listing all sources which one has been consulted while writing an essay or research article, The sources may be in the form of printed and online books, websites, web blogs, newspaper articles, journals, maps etc. citation ensures that the information contained in the research paper is based on logic, truth facts (Pant & Sharma, 2018).

2.3.3 Quasi-experimental research

This research used a quasi-experimental research because to obtain the data, this research took into account a group of students in which the teacher-student interaction was analyzed. Quasi-experimental design is characterized by what it lacks. Alam (2020) stated that in a quasi-experimental research a quasi-experimenter treats a given situation as an experiment even though it is not wholly by design. The independent variable may not be manipulated by the researcher, treatment and control groups may not be randomized or matched, or there may be no control group. On the other hand, Thomas (2020) pointed out that a quasi-experimental design aims to establish a cause-and-effect relationship between an independent and dependent variable. Quasi-experiment do not require random assignment to experimental groups, and it is generally more feasible than randomized trials.

2.3.4 Exploratory research

This research is exploratory because it was used to study a problem that is not clearly defined, so it is carried out to better understand it, but without providing conclusive results. Exploratory research is a study that seeks to answer a question or address a phenomenon (Singh, 2021). It is important to mention that exploratory research is responsible for generating hypotheses that promote the development of a deeper study from which results and a conclusion are extracted. Exploratory research has some characteristics such as: Prioritizes people's points of view, finds a solution to problems that were not taken into account in the past.

2.4 Hypothesis

2.4.1 Alternative Hypothesis

Teacher-student interaction does influence the speaking skill development of students from voxy level at Charlotte English School.

2.4.2 Null Hypothesis

Teacher-student interaction does not influence the speaking skill development of students from voxy level at Charlotte English School.

2.4.3 Variable identification

- Teacher-student interaction (independent variable)
- Speaking skill (dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

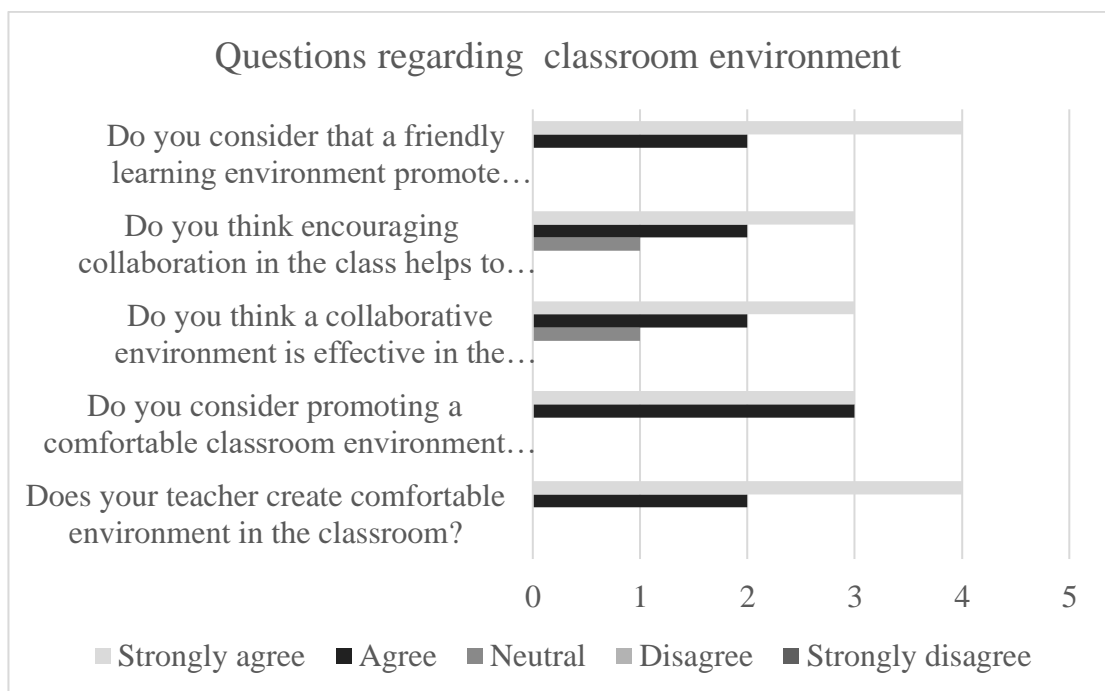
3.1 Analysis and discussion of the results

The analysis and interpretation of the results of the pre-test and post-test, as well as the comparative notes between these two elements, will be presented below. In addition, a survey of 16 questions divided into 3 phases was applied: questions regarding classroom environment, interactive activities, and speaking subskills. The survey was applied to analyze the teacher-student interaction in the classroom, as well as how the interactive activities carried out during each intervention helped them to improve their speaking skill.

3.1.1 Student's survey analysis and interpretation

Figure 2

Questions regarding classroom environment



Note: This figure shows the questions regarding classroom environment. *Taken from survey related to teacher-students interaction.*

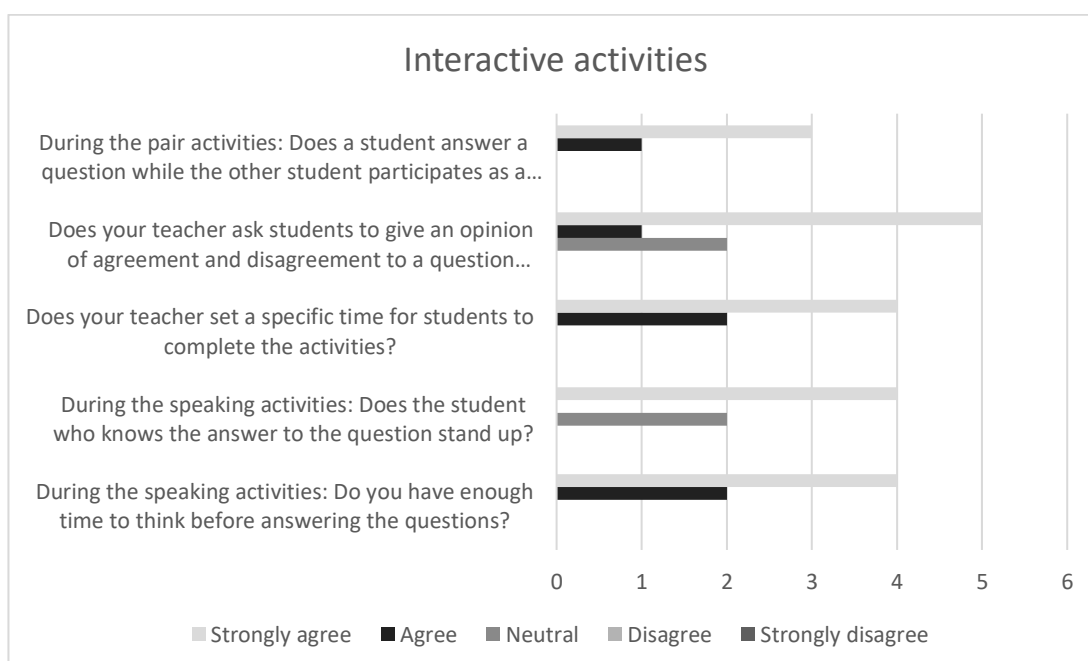
Analysis and Interpretation

During the interventions, the highest number of students, 4, strongly agreed that the teacher created a comfortable and friendly environment in the classroom and promotes confidence and interaction. On the other hand, a lower rank of the total number of students, 3, agreed that promoting a comfortable classroom environment helps students improve their speaking skills. Finally, at the lowest rank 1, students gave a neutral response that encouraging collaboration in class helps improve communication.

A friendly and comfortable classroom environment allowed the student to feel safe, loved, and calm and fosters their communicative development. It had an impact on learning and positive relationships. The fact of promoting a good classroom environment favors a healthy coexistence. Collaboration in the classroom is also a fundamental element in both cooperative and individual learning as it promotes the development of thinking, oral communication, self-management and leadership skills.

Figure 3

Interactive activities



Note: This figure shows the questions regarding Interactive activities. Taken from survey related to teacher-students interaction.

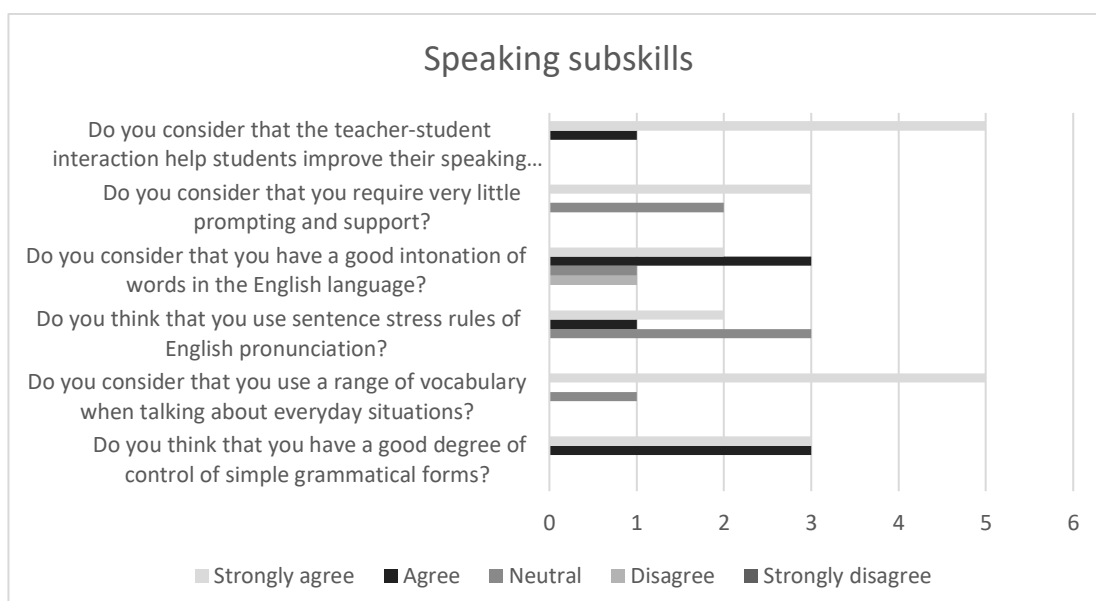
Analysis and Interpretation

The results can be examined in more detail to show the interactive activities applied during the interventions. First the highest rank is 5, students strongly agreed that in agree-disagree line ups activity the teacher asks the students to give an opinion of agree or disagree to a given question. Second, the rank 2, the students expressed neutral response in that the teacher during the speaking activities the student who knows the answer to the question stops, corresponding to the circle-the-sage activity. Finally, rank 1 resulted in students agreeing that during the paired activities one of the student's answers the question while the other participates as a coach giving suggestions, such an activity based on rally coach.

Interactive activities favor teacher-student interaction and cooperative learning. Through the implementation of this type of activities students feel free to participate and thus improve their communicative skills. Interactive learning not only keeps students connected to the class, it also offers many advantages such as: It saves time, is much more fun and is more enjoyable for the students.

Figure 4

Speaking subskills



Note: This figure shows the questions regarding speaking subskills. Taken from survey related to teacher-students interaction

Analysis and Interpretation

Figure 4 showed the results of the questions based on the speaking subskills: grammar and vocabulary, pronunciation, and interactive communication. Rank 5 indicated that learners strongly agreed that students used a wide range of vocabulary when talking about everyday situations. Rank 3 showed that learners consider the need for little prompting and support. In addition, in rank 1 students felt that students had good intonation of English words. Also, students believed that they have improved their speaking sub-skills after the interventions. Finally, students considered that teacher-student interaction helps learners improve their speaking skill.

Speaking skill is divided into sub-skills in this case, grammar and vocabulary, pronunciation, and interactive communication. Therefore, having a good intonation of English words as well as a wide range of vocabulary is a challenge for A2-level students. Through interaction, the teacher can help students improve these skills by implementing activities that encourage students to speak in English with both the teacher and their peers.

3.1.2 Pre-test results

Table 2

Pre-test results

N°	Grades over 15 points	Grades over 10 points
Average	5,00	3,33

Note: This table shows the general average over 15 and 10 points of the speaking pre-test. *Taken from pre-test results*

Analysis and Interpretation

Table 1 showed the total score over 15 points in the 4 scales according to the Key exam. Also, the scores out of 10 points, showing that two students obtained the lowest score 2.67, while three students had a score of 3.33. On the other hand, 1 student obtained the highest grade 4.67. Finally, the general average of the diagnosed course

was 3.33.

Students show only limited control of grammatical forms and use a vocabulary of words and short phrases. In addition, students make very limited use of phonological features and are often unintelligible. In addition, students have considerable difficulty maintaining simple conversations and interacting with peers when speaking. Finally, students need support from the teacher in questions and answers.

3.1.3 Post-test results

Table 3

Post-test results

N°	Grades over 15 points	Grades over 10 points
Average	8,50	5,67

Note: This table shows the general grades over 15 and 10 points also the specific average of the speaking post-test. *Taken from post-test results*

Analysis and Interpretation

At the end of the treatment, the results analyzed were as follows. There was a significant improvement, out of 15 points the students obtained a final average of 8.50. The grades out of 10 showed that two students obtained the grade of 4.67, while one 5.33. Furthermore, it can be observed that 2 students obtained the grade of 6, additionally one of them the highest grade of 7.33. Finally, the final average out of 10 points was 5.67.

Once the analysis of the pre-test data was finished, it can be inferred that the students showed a significant slide of improvement. It was because the activities carried out were about reinforcement activities and had a maximum time of 20 minutes, two days a week. At this level, students showed sufficient and adequate use of simple grammatical forms and vocabulary, students were able to talk about hobbies, family, daily routines among others. In addition, learners were mostly intelligible, despite limited control of phonological features. Finally, students improved their

conversational communication.

3.1.4 Comparative Results Pre-Test and Post-Test

Table 4

Comparative grades over 10 points

N°	Pre-test	Post-test	Difference
Average	3,33	5,67	2,34

Note: This table shows the comparative grades over 10 points and the specific average of the speaking pre-test and post-test. *Taken from comparative results pre-test and post-test.*

Analysis and Interpretation

The results in Table 3 compared the scores out of 10 points obtained by the students in the pre-test and post-test. The results showed that the scores of the students have increased from 3.33 to 5.67. Looking at each of the differences it was observed that 3 students had a difference of 2, while 3 students had a difference of 2.67. This results in a total difference between the pre-test and post-test of 2.34.

The use of interactive activities helped the students to improve their speaking skills. The activities were carried out both in the classroom and in other environments of the institution which allowed the students to get out of their comfort zone and stay motivated. The use of interactive activities influenced learning positively since they allowed teachers to present content in a dynamic way and students to interact more easily with the information presented during class. It was reflected in the post-test scores. Likewise, this type of activities also favors interaction among students and cooperative learning.

3.2 Verification of Hypotheses

The IBM Statistical Package for the Social Sciences (SPSS) was used to verify the hypothesis. The analysis was developed with the use of means of normality test to determine if the results have a normal or dispersed distribution and to find out if the hypothesis is accepted or rejected.

Alternative Hypothesis (H1)

Teacher-student interaction influences the improvement of the speaking skill of voxy level students at Charlotte English School

Null Hypothesis (H0)

Teacher-student interaction do not influences the improvement of the speaking skill of voxy level students at Charlotte English School

3.2.1 Test of Normality

Table 5

Test of Normality

	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadistic	Gl	Sig.	Stadistic	gl	Sig
Pre_test	0,335	6	0,034	0,812	6	0,075
Post_test	0,204	6	0,200	0,902	6	0,387

Note: This table shows the data has normal distribution. *Taken from pre-test and post-test results rubric.*

Analysis and Interpretation

The table above shows the normality test developed to check if the results obtained have a normal distribution. This table determined whether the research hypothesis is accepted or rejected. For the analysis, the Kolmogorov Smirnov and Shapiro Wilk values were taken. Since the population is less than 30 the Shapiro Wilk statistic is taken into account. The p-value of pre-test (0.075) and post-test (0.387) were greater than 0.05 it is concluded that the hypothesis is null therefore they follow a normal distribution. Therefore, it was necessary to apply a parametric t-test to check whether the hypothesis is accepted or rejected.

3.2.2 Related Sample test

Table 6

T-test

Paired sample test									
Paired difference									
	Mean	Std	Std. Error Mean	95% Confidence Interval of difference		t	df	Sig. (2-tailed)	
				Lower	Upper				
Pair 1	Pre-test	-	0,36517	0,14908	-	-	-	5	0,000
	Post-test	2,3333			2,71655	1,95011	15,652		

Note: This table shows the data of t-test to validate the hypothesis. *Taken from pre-test and post-test results rubric.*

Analysis and Interpretation

The hypothesis is less than 0.05 (0.000) considered as alternate which rejects the null hypothesis. In conclusion, teacher-student interaction influences the improvement of the speaking skill of voxy level students at Charlotte English School. According to the research conducted, the think pair share activity had a positive effect because it helped students become motivated and lose their fear of speaking, and it also allowed students to interact with their peers and improve their communication.

3.3 Discussion of results

After implementing interactive activities as a didactic tool students showed a development in the speaking skill. According to Jhonson (2020), interaction activities in the classroom help students develop their self-esteem, understand conflicts and improve their conflict-resolution skills, increase their problem-solving capacity skills, their intrapersonal skills and help them build long-lasting friendships. As a result, Jhonson's theory does work because after exposing the students to interaction activities, interaction between students and the teacher was better because they lost their fear of interacting and participating in class. Every time the teacher asked

someone to answer a question in activities the students did it without fear, since when they made a mistake the teacher gave them support.

Learning languages through interaction has a pedagogical focus because interaction provides teachers and learners with strategies for facilitating comprehension, formal accuracy, academic achievement and literacy development (Fleta, 2018). At the beginning of the treatment students showed a lack of vocabulary, and basic grammar. Although pronunciation was mostly intelligible, some responses needed help and support. After the application of interaction activities the students showed improvement in the sub-skills of grammar, pronunciation and interactive communication. The subsequent results are consistent with Fleta's concept that through interaction strategies one can learn new languages and improve speaking skills.

Shaver (1967) established that positive teacher-student relations are important in establishing an environment that is conducive to learning. According to the survey conducted for the students, interaction has positive effects on improving speaking skills. Students mentioned that a comfortable and friendly environment encourages learning. Also that fostering collaboration in the classroom helps to improve communication among students and with the teacher.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

1.1 Conclusions

The following conclusions were taken into account after analyzing the results and completing the research.

- Teacher-student interaction is important because through it, students' oral performance is developed, it encourages students to express themselves in a meaningful way as well as students are able to exchange thoughts, feelings, or ideas. Also, interaction has a fundamental role since students felt motivated and it helped to minimize fear and anxiety. In addition, interaction allows to know and understand the dynamics that are established between students in order to help each other to solve problems, clarify concepts, doubts or understanding.
- At the beginning of the treatment the student's English level was low because students had limited use of grammatical forms and vocabulary. In addition, the students used few phonological features because they did not use stress and their pronunciation was unintelligible as a consequence the teacher had to provide them with support. Likewise, students had difficulties in maintaining interaction with their peers and the teacher since students listened but did not understand what the other person was saying. Finally, Students were afraid to speak and their participation in class was minimal, students only answered any question when the teacher asked.
- Students showed a significant slide of improvement in the four subskills due to the implementation of interactive activities based on cooperative learning. The most influential activity was the time-pair-share activity, as the students had time to think before answering a question given by the teacher. This allowed the students to minimize the fear of speaking in front of the teacher. Likewise, students improved their interaction and collaboration in class, which was due to the promotion of a comfortable and pleasant environment, as well as the use of other environments for students to feel safe.

1.2 Recommendations

The recommendations given below were suggested by the researcher after observing the research process.

- Teachers should know and practice teacher-student interaction in the classroom to create an optimal environment where students feel free to learn, participate, and interact with the teacher and their peers. It is recommended because interaction is a fundamental element in learning because it helps students to be motivated and have the need to talk not out of obligation but for pleasure.
- The teacher must find the particular needs and shortcomings of the students in order to propose alternatives for improvement. Especially in pronunciation and grammar. These needs should be also addressed from the affective side, in this case, it is important to create a comfortable learning environment for the student to feel confidence to participate. After creating this type of environment, the teacher can apply any strategy to improve the student's speaking skills.
- It is suggested that teachers encourage the use of strategies that promote interaction, especially emphasizing the creation of a friendly learning environment, looking for mechanisms to make students feel confident. In addition, strengthen teacher-student interaction through interactive activities such as think-pair-share, circle-the-sage, time-pair-share, agree-disagree lines up, and rally coach for communicative development.

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ANNEXES

Annex 1. Carta de compromiso



Universidad Técnica de Ambato

Consejo Académico Universitario

Av. Colombia 02-11 y Chile (Cda. Ingahurco) - Teléfonos: 593 (03) 2521-081 / 2822-960; correo-e: hcusecregeneral@uta.edu.ec

Ambato - Ecuador

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 3 de octubre del 2022

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

Yo, Fonseca Rojas Adriana Daniela en mi calidad de Directora de la Empresa Charlotte English School, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Teacher-student interaction in the speaking skill" propuesto por el/la estudiante Quiroz Chacán Yadira Elizabeth , portador/a de la Cédula de Ciudadanía 0250278330, 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.


.....
Fonseca Rojas Adriana Daniela
DIRECTORA ACADEMICA
1805131685
0999054007
Adryfons0811@gmail.com

 **UNICAP**
Dirección:
Juan León Mera y Simón Bolívar
Multicentro Mera 2^{do} piso.
Tlf.: 098 707 9577

Annex 2: Survey Validation



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN
UNIDAD DE INTEGRACIÓN CURRICULAR



A. SURVEY VALIDATION

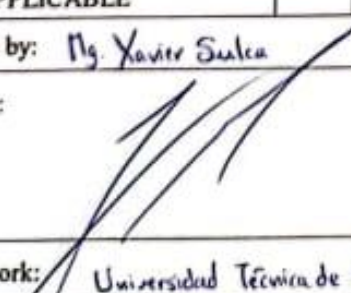
ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	/		/		/		/		/			
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3	/		/		/		/		/			
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General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										/		
The items allow to accomplish the objective of the research.										/		
The items are distributed in a logical and sequential way										/		
The number of items is enough to collect data. If not, suggest the items to be included.										/		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: Ruth Infante Paredes					ID: 0603016106			Date: 16/11/2022				
Signature: 					Email: ruthinfante@uta.edu.ec							
Place of work: Universidad Técnica de Ambato					Academic degree: Magister en Lingüística y Didáctica de la Enseñanza de lenguas Extranjeras							
<small>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. Revista Ciencias de la Educación. 19. 228 - 247</small>												



UNIVERSIDAD TÉCNICA DE AMBATO
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 FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN
 UNIDAD DE INTEGRACIÓN CURRICULAR




A. SURVEY VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
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13	/		/		/		/		/			
14	/		/		/		/		/			
15	/		/		/		/		/			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										/		
The items allow to accomplish the objective of the research.										/		
The items are distributed in a logical and sequential way										/		
The number of items is enough to collect data. If not, suggest the items to be included.										/		
APPLICABLE					NOT APPLICABLE							
Validated by: <i>Mg. Xavier Sulca</i>							ID: 1802147548		Date: 23-11-2022			
Signature: 							Email: <i>xsulca@gmail.com</i>					
Place of work: <i>Universidad Técnica de Ambato</i>							Academic degree; <i>Magister</i>					
<small>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>, 19, 228 - 247</small>												

Annex 3: Pre-test and post-test

PRE-TEST

	UNIVERSIDAD TECNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
	INSTRUMENTS FOR DATA

A2 KEY CAMBRIDGE EXAM PART 1- PART 2

GENERAL INFORMATION:

- **Examiner:** Yadira Elizabeth Quiroz Chacán
- **Population:** students from Voxy level at “Charlotte English School”
- **Time:** 40 minutes.

INSTRUCTIONS PART 1

In phase 1 the examiner gives her name and then asks the names of the candidates followed by several questions (Do you work or are you a student? Where do you live?)

Then phase two consists of two parts, in the first part the examiner asks candidate A to talk about friends (how often do you see your friends?). In the second part candidate B will have to talk about home (who do you live with?).

At the end of the test the examiner asks both candidates to answer questions like (So, A, which of these places to eat do you like best? And you B, which of these places to eat do you like best?) According to the images.

INSTRUCTIONS PART 2

In phase 1 the examiner gives her name and then asks the names of the candidates followed by several questions (Do you work or are you a student?, Where do you live?).

Then phase two consists of two parts, in the first part the examiner asks candidate A to talk about music (how often do you listen to music). In the second part candidate B will have to talk about shopping (where do you like to go shopping?)

At the end of the test the examiner asks both candidates to answer questions like (So, A, which of these holidays do you like best? And you, B, which of these holidays do you like best?) According to the images.

TEST 1
(3-4 min)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

B, do you work or are you a student? Do you work? Do you study? Are you a student?

Are you from (Spain, etc.)?

For UK, ask

Where do you come from?

Do you live in ... (name of district / town etc.)

For Non-UK, ask

Where do you live?

Thank you.

Do you work? Do you study? Are you a student?

A, do you work or are you a student? Are you from (Spain, etc.)?

Do you live in ... (name of district / town etc.)

Phase 2

Interlocutor

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

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Interlocutor

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

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Do you like these different places to eat?



TEST 2
(3-4 min)

<i>Phase 1</i>		
Interlocutor		
<i>To both candidates</i>	Good morning / afternoon / evening. Can I have your mark sheets, please?	
<i>To Candidate A</i>	What's your name?	
<i>To Candidate B</i>	And what's your name?	
	B, do you work or are you a student?	Back-up prompts
<i>For UK, ask</i>	Where do you live?	Do you work? Do you study? Are you a student?
<i>For Non-UK, ask</i>	Thank you.	Do you live in ... (name of district / town etc.)?
	A, do you work or are you a student?	
<i>For UK, ask</i>	Where do you live?	Do you work? Do you study? Are you a student?
<i>For Non-UK, ask</i>	Thank you.	Do you live in ... (name of district / town etc.)?

Phase 2

Interlocutor

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

A, how often
do you listen to
music?

What music do
you like the
best?

B, what is your
favourite
instrument?

Where do you like listening to music?

Interlocutor

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

B, where do you like to go shopping?

What do you like to buy with your money?

A, who do you like to go shopping with?

What can you buy near your house?

Back-up prompts

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

Back-up questions

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

Back-up prompts

Do you like to go to shopping centres?

Do you like to buy clothes with your money?

Do you like to go shopping with your friends?

Can you buy food near your house?

Interlocutor

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

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

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

Phase 2

Interlocutor □

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

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

Thank you. That is the end of the test.

Do you like these different holidays?



RUBRIC

ASSESSING SPEAKING PERFORMANCE

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support
0	<i>Performance below Band 1.</i>		

Source from Cambridge Key English test English sample exam

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

Annex 4: Lesson plans

Week

1

LESSON PLAN

Teacher's name: Elizabeth Quiroz		Date: 20/10/2022
Course: voxy I		Duration: 45 minutes
Topic: Pre-test		Level: A2
General objective: <ul style="list-style-type: none"> To diagnose the oral production in students of voxy level at Charlotte English School. 		
Specific Objectives: <ul style="list-style-type: none"> To identify the difficulties that students present during the speaking skill production. To verify the speaking subskills that students use according to A2 level. 		
Resources: Key exam Cellphone to record the audio Rubric		
Procedure:		Time
Before <ul style="list-style-type: none"> The teacher introduces herself and explains to the students that she is going to work with them in some sessions and that she needs their collaboration and participation in the activities that she is going to carry out in each class. The teacher explains to the students what is the pre-test about and how is going to be taking. In order not to have problems in understanding, the teacher explains the instructions in Spanish. 		15 min
During <ul style="list-style-type: none"> The teacher organizes the class into pairs to take the pre-test. The teacher records each intervention in her cellphone. 		30 min
After <ul style="list-style-type: none"> The teacher evaluates the speaking according to the rubric of key exam. 		
The teacher given instructions to the students for the next class		


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 Quiroz Chacán Yadir Elizabeth

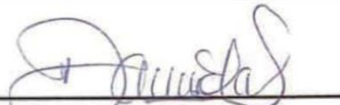
Lesson plan week 2


Day 2

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 25/10/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: At the restaurant	Level: A2	
General objective: <ul style="list-style-type: none"> To demonstrate communicative competence through think pair share activity. 		
Specific Objectives: <ul style="list-style-type: none"> To practice vocabulary for ordering food and drink in a restaurant. To verify the speaking subskills that students use according to A2 level. 		
Resources: Top notch 1 book. Flash cards Notebook Board		
Activity.- Think- pair-share		
Procedure:	Interaction patterns	Time
Presentation Specific instructions based on the previously discussed topic (information already worked on) <ul style="list-style-type: none"> The teacher ask students what is the vocabulary about. The teacher ask students to guess what is going to be the topic about. 	T-S	6 min
Practice <ul style="list-style-type: none"> Students listen to a conversation that teacher plays in the computer. https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/ordering-food-cafe Students receive some sheets for the following activity Students order the sheet according to what they listen in the conversation. Students seat in pair and compare what they did. Then student watch in the TV the conversation to order 	T.S	7 min

correctly.		
Production <ul style="list-style-type: none"> • Students use the vocabulary and the example conversation from the top notch book (page, 44) to create their own restaurant dialogue between a waiter and a customer. • Students present the dialogue in front of the class. 	T-S	7 min


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 Quiroz Chacán Yadira Elizabeth

Day 3

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 27/10/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: food and restaurants	Level: A2	
<p>General objective: At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> To put in practice what students have learned <p>Specific Objectives:</p> <ul style="list-style-type: none"> To make students reinforce the vocabulary about food and drinks in the restaurant To encourage students to work in pairs to practice a conversation. 		
<p>Material</p> <p>Top notch 1 book. worksheet Board Markers</p>		
Activity.- Time- pair-share		
Procedure:	Interaction patterns	Time
<p>Presentation:</p> <p>Specific instructions based on the previously discussed topic (information already worked on)</p> <p>The teacher begins the class by playing a game. The game is called "decomposed telephone" and consists of a volunteer student chosen by the teacher going to memorize a sentence using there is and there are and the categories of food . This student must say the same phrase in the ear of her classmate and so on, all the students must do until the end. The last one should write and read aloud the message that he or she heard.</p>	<p>S-S</p> <p>T-S</p>	<p>5 min</p>
<p>Practice:</p> <ul style="list-style-type: none"> Students are going to label the pictures with the following vocabulary. Then answer the questions. 	<p>T.S</p>	<p>7 min</p>

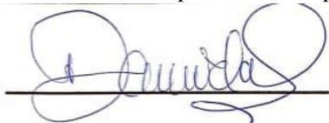
Production:

- Students work in pairs to create a conversation using some questions that the teacher gives them (What kind of food do you like? talk about one of your favorite foods... etc).
- The teacher tells the students that they have 5 minutes to practice presenting the conversation. She also mentions that 2 randomly chosen students will have to make their presentation for the day. Each student will have 2 minutes to make their presentation.
- After the explanation, the presentations begin.

S-S

T-S

8 min



Sánchez López Daniela del Jesús



Quiroz Chacán Yadira Elizabeth

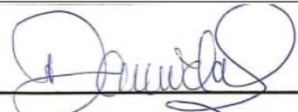
Lesson plan week 3

Day 4

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 01/11/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: Technology and you	Level: A2	
<p>General objective: At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate their understanding of common electronic devices. <p>Specific Objectives:</p> <ul style="list-style-type: none"> • To recognize vocabulary about electronic devices. • To structure basic sentences using vocabulary about electronic devices. 		
<p>Material Top notch 1 book. Board Markers Ball</p>		
Activity.- Time- pair-share		
Procedure:	Interaction patterns	Time
<p>Presentation:</p> <p>Specific instructions based on the previously discussed topic (information already worked on)</p> <p>Vocabulary about electronic devices</p> <ul style="list-style-type: none"> -Tablet -Laptop -Cell phone -Projector -Webcam -etc. 	T-S	7 min
<p>Practice:</p> <ul style="list-style-type: none"> • The students will form two rows A and B, the teacher will start by saying a vocabulary word and then throw a ball to one of the students, this student must say another vocabulary word and throw the ball to another student in the front row, this activity will continue until one of the students makes a mistake. 	S-S	6 min

<p>Production:</p> <ul style="list-style-type: none"> • Students will write 5 sentences using the vocabulary learned, the sentences should contain information about the electronic devices that the students have at home. • Each student will present one of the 5 sentences they wrote. 	<p>S-S</p> <p>T-S</p>	7 min
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 Sánchez López Daniela del Jesús


 Quiroz Chacán Yadira Elizabeth

Day 5

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 08/11/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: Present continuous	Level: A2	
<p>General objective: At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> To form questions and the sentences using present continuous tense. <p>Specific Objectives:</p> <ul style="list-style-type: none"> To practice using the present continuous tense To use the present continuous to show that a temporary situation is happening in the present 		
<p>Material Ball</p>		
Procedure: (Circle the sage)	Interaction patterns	Time
<p>Presentation:</p> <p>Specific instructions based on the previously discussed topic (information already worked on.</p> <ul style="list-style-type: none"> Present continuous 	T-S	2 min
<p>Practice:</p> <p>The students will form a circle, the teacher will start by saying a sentence using present continuous and then throw a ball to one of the students, this student must say another sentence and throw the ball to another student, this activity will continue until one of the students makes a mistake.</p> <p>The student who made the mistake must do the penance that his classmates tell him/her to do.</p>	T-S S-S	8 min
<p>Production:</p> <p>Students form pairs, student A and B, student A must perform activities (sing a song, dance) and student B must say what his partner is doing when the teacher asks <i>what is he or she doing?</i> Using the present continuous.</p>	S-S T-S	7 min
<p>Wrap-up: Students should formulate an open-ended question from the topic to interact with a partner of his or her choice.</p>	S-S	3 min


Sánchez López Daniela del Jesús

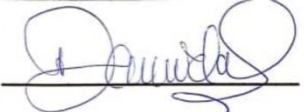

Quiroz Chacán Yadira Elizabeth

Lesson plan week 4

Day 6

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 10/11/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: Collocations for using electronic devices.	Level: A2	
<p>General objective: At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> Participate in a conversation with fluency, spontaneity and enable effective communication. <p>Specific Objectives:</p> <ul style="list-style-type: none"> To use idiomatic expressions appropriately according to the context of the situation. To apply collocations for using electronic devices in a conversation. 		
<p>Material</p> <p>Conversation model Markers Book Cellphone Flashcards</p>		
Activity.- Time-pair-share		
Procedure:	Interaction patterns	Time
<p>Presentation:</p> <p>Specific instructions based on the previously discussed topic (information already worked on).</p> <ul style="list-style-type: none"> Vocabulary about electronic devices Collocations 	T-S	2 min
<p>Practice:</p> <p>Students look at the image the teacher presents and guess what it is about.</p> <p>Each student will describe the image using the collocations for using electronic devices.</p>	T-S S-S	8 min
<p>Production:</p> <p>Students will create a conversation in pairs using the vocabulary on page 53 (take a picture, upload a photo, make video, scan a document, and make a photocopy) the conversation should be presented in front of the class.</p>	S-S	7 min
<p>Wrap-up: students should record a video giving their opinion about the class (what they liked or disliked), the video should be 1 minute long, it will be sent to the WhatsApp group.</p>	S-S	2 min



 Sánchez López Daniela del Jesús


 Quiroz Chacán Yaira Elizabeth

Day 7

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 15/11/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: Household appliances and machines	Level: A2	
<p>General objective: At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> Describe the use of household appliances and machines. <p>Specific Objectives:</p> <ul style="list-style-type: none"> To identify new vocabulary about household appliances and machines. To classify the appliances in categories and to be able to explain their reasons for doing so. 		
<p>Material</p> <p>Balloons Board Chart</p>		
Activity.- Time-pair-share		
Procedure:	Interaction patterns	Time
<p>Presentation:</p> <p>Specific instructions based on the previously discussed topic (information already worked on).</p> <ul style="list-style-type: none"> Vocabulary about household appliances and machines 	T-S	2 min
<p>Practice:</p> <ul style="list-style-type: none"> Students break balloons taped on the wall on which they will find vocabulary words about household appliances and machines (a fan, a rice cooker, a blender, a dryer, etc.). Students classify the vocabulary they found on a chart according to the purpose of each one. 	T-S S-S	8 min
<p>Production:</p> <p>Students describe orally in front of the class the use of two household appliances and machines of their choice. The description should last 1 minute for each student.</p>	S-S	7 min
<p>Wrap-up: The teacher asks the students 5 vocabulary words they learned.</p>	S-S	2 min


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 Quiroz Chacán Yadira Elizabeth

Lesson plan week 5

Day 8

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 17/11/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: Ways to state a problem	Level: A2	
<p>General objective: At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> Identify ways to state a problem in different contexts. <p>Specific Objectives:</p> <ul style="list-style-type: none"> To use idiomatic expressions appropriately according to the context of the situation. To apply phrases to state a problem in different places. 		
<p>Material</p> <p>Book Markers Board</p>		
Activity.- Think-pair-share		
Procedure:	Interaction patterns	Time
<p>Presentation:</p> <p>Specific instructions based on the previously discussed topic (information already worked on)</p>	T-S	2 min
<p>Practice:</p> <ul style="list-style-type: none"> Teacher and students practice pronunciation of the vocabulary on page 56 -The window won't open -The iron won't turn on -The sink clogged 	T-S S-S	6 min
<p>Production:</p> <ul style="list-style-type: none"> In pairs the students find all the problems in the hotel according to the image provided by the teacher. Then Ss explain to their classmates the problems they found. 	S-S	10 min
<p>Wrap-up:</p> <p>The teacher asks the students to record their voice explaining two problems they find at home. The audio should be sent to the whatsapp group.</p>	S-S	2 min

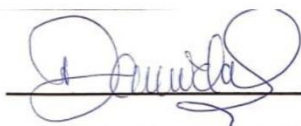

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Day 9

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 22/11/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: Anecdote	Level: A2	
<p>General objective: At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> To tell anecdotes from their past using the past grammatical tense. <p>Specific Objectives:</p> <ul style="list-style-type: none"> To define anécdota To create their own anecdote 		
<p>Material Markers Board</p>		
Activity: Time- pair-share		
Procedure:	Interaction patterns	Time
<p>Presentation: Specific instructions based on the previously discussed topic (information already worked on)</p> <ul style="list-style-type: none"> Have you ever heard of an anecdote? What is an anecdote? Past tense 	T-S	2 min
<p>Practice: Students draw an anecdote they remember. The teacher asks students to complete the activity in 7 minutes.</p>	T-S S-S	8 min
<p>Production:</p> <ul style="list-style-type: none"> Students listen to the teacher's anecdote. Students plan their own anecdote. Students use either the drawings that they did to plan an anecdote that they can tell in class. Students tell the anecdote they create. 	S-S	8 min
<p>Wrap-up: The teacher asks students short questions (what is an anecdote? Which tense do we use to tell anecdotes?,etc.)</p>	S-S	2 min




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Quiroz Chacán Yadira Elizabeth

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 24/11/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: Features in a new product and present continuous	Level: A2	
<p>General objective: At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> To use short answers in questions related to present continuous <p>Specific Objectives:</p> <ul style="list-style-type: none"> To work through new vocabulary and concepts To encourage students to work in pair for solving problems. 		
<p>Material Markers Board Book</p>		
Activity: Rally coach		
Procedure:	Interaction patterns	Time
<p>Presentation: Specific instructions based on the previously discussed topic (information already worked on)</p> <ul style="list-style-type: none"> Vocabulary about features in a new product Questions and short answers in present continuous 	T-S	2 min
<p>Practice: Ss read the reading "Pro musica". Then, students match the vocabulary word that is in the board with the meaning. The teacher start the activity with the first word.</p>	T-S S-S	7 min
<p>Production: Pair work First, students listen to a song. One student from each pair says the present simple sentence she/he hear from the song while the second student helps her/ him by praising and helping if the other person gets stuck. Once they have said all the sentences, they switch roles and continue working and coaching each other. Second they underline on the sheet the phrases they heard. Finally, they share their answers with the class.</p>	S-S	7 min
<p>Wrap-up: Teacher ask student " What kind of features are important to you in a new product"</p>	S-S	3 min


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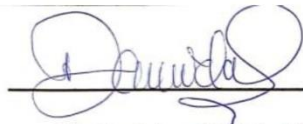

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Day 11

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL		
Teacher's name: Elizabeth Quiroz	Date: 29/11/2022	
Course: voxy 1	Duration: 20 minutes	
Topic: Unit 5 review	Level: A2	
<p>General objective: At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> Ask and answer information questions and yes/ no questions using the present continuous. <p>Specific Objectives:</p> <ul style="list-style-type: none"> To identify products about electronic devices and household appliances. To describe pictures related to electronic devices, household appliances 		
<p>Material Book Markers Board Pictures</p>		
Activity: Agree- disagree lines up		
Procedure:	Interaction patterns	Time
<p>Presentation: Specific instructions based on the previously discussed topic (information already worked on)</p> <ul style="list-style-type: none"> Vocabulary about electronic devices and household appliances. Information questions and yes/ no questions with present continuous. Short answers 	T-S	2 min
<p>Practice:</p> <p>Team work</p> <ul style="list-style-type: none"> Students form teams. Ss see the products in Pictures 1 and 2 for two minutes. Then, with their team, make a list of what they saw (electronic devices, household appliances). The team with the most correct words after one minute wins. 	T-S S-S	7 min
<p>Production:</p> <p>Pair work</p> <ul style="list-style-type: none"> Students see the people in Picture 1. Students A ask and students B answer information questions and yes/ no questions, using the present continuous. <p>For example:</p>	S-S	7 min

<p>A: What's Jane doing? B: She's listening to music. A: Is Jane studying? B: No, she isn't.</p> <ul style="list-style-type: none"> • Student A tells his/her partner whether he/she agrees or disagrees with the answers given. They then exchange roles. 		
<p>Wrap-up: Teacher ask student “ What kind of features are important to you in a new product”</p>	S-S	3 min



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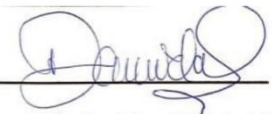
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Lesson plan week 7

Day 12

LESSON PLAN

CHARLOTTE ENGLISH SCHOOL	
Teacher's name: Elizabeth Quiroz	Date: 1/12/2022
Course: voxy 1	Duration: 40 minutes
Topic: Pos-test	Level: A2
<p>General objective:</p> <ul style="list-style-type: none"> To diagnose the oral production in students of voxy level at Charlotte English School. <p>Specific Objectives:</p> <ul style="list-style-type: none"> To identify the difficulties that students present during the speaking skill production. To verify the speaking subskills that students use according to A2 level. 	
<p>Resources: Key exam Cellphone to record the audio Rubric</p>	
Procedure:	Time
<p>Before</p> <ul style="list-style-type: none"> The teacher begins the class by thanking the students for their participation and help in each activity carried out in the classroom as well as the activities they did at home. The teacher explains to the students how is going to be taking the post-test. In order not to have problems in understanding, the teacher explains the instructions in Spanish. 	10 min
<p>During</p> <ul style="list-style-type: none"> The teacher organizes the class into pairs to take the pos-test. The teacher records each intervention in her cellphone. 	24 min
<p>After</p> <ul style="list-style-type: none"> - The teacher thanks the students for their participation in the activities. The teacher says goodbye. The teacher evaluates the speaking according to the rubric of key exam. 	6 min


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Annex 5: Operacionalization of variables



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OPERACIONALIZACION DE VARIABLES

VARIABLE	CATEGORICAL DIMENSION	INDICATOR	TECHNIQUE	INSTRUMENT	ITEM	
INDEPENDENT Teacher-student interaction Teacher-student interactions (TSI) refers to the way teachers and students interact in their classroom environment. The adequate emotional support in classrooms is an important element to develop interaction, it depends on the management of the interactive activities that the teacher use in class (Englehart 2009).	Classroom environment	Comfortable Environment	Survey	Questionnaire	1 2	
		Collaborative Environment			3 4	
		Friendly Environment			5	
	Interactive activities	Think-Pair-Share			6	
		Circle-the-Sage			7	
		Timed-Pair- Share			8	
		Agree-Disagree Line-ups			9	
		Rally Coach			10	
	DEPENDENT Speaking skill Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. There are speaking subskills that give the ability to convey information verbally and in a way that the listener can understand (Chaney, 1998, p. 13).	Speaking subskills			Grammar and Vocabulary	11 12
					Pronunciation	13 14
Interactive communication			15 16			

Note: Operationalization of variables about teacher- student interaction in the speaking skill.

Done by: Quiroz Elizabeth

Annex 6: Student's survey



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FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN
UNIDAD DE INTEGRACIÓN CURRICULAR
STUDENTS



Student's name:

The aim of this survey is to collect information based on teacher-student interaction in speaking skills.

Instructions

- Write your name at the top of the sheet.
- Read each question carefully.
- The answer you choose has to be closed in a circle.
- Take your time.

SURVEY

➤ QUESTIONS REGARDING TO CLASSROOM ENVIRONMENT

1. **Does your teacher create comfortable environment in the classroom?**
 - A. Strongly disagree
 - B. Disagree
 - C. Neutral
 - D. Agree
 - E. Strongly agree.
2. **Do you consider promoting a comfortable classroom environment helps to improve speaking skill?**
 - A. Strongly disagree
 - B. Disagree
 - C. Neutral
 - D. Agree
 - E. Strongly agree.
3. **Do you think a collaborative environment is effective in the classroom?**
 - A. Strongly disagree

- B. Disagree
- C. Neutral
- D. Agree
- E. Strongly agree.

4. Do you think encouraging collaboration in the class helps to improve communication?

- A. Strongly disagree
- B. Disagree
- C. Neutral
- D. Agree
- E. Strongly agree.

5. Do you consider that a friendly learning environment promote confidence and class interaction?

- A. Strongly disagree
- B. Disagree
- C. Neutral
- D. Agree
- E. Strongly agree.

➤ **INTERACTIVE ACTIVITIES**

6. During the speaking activities: Do you have enough time to think before answering the questions?

- A. Strongly disagree
- B. Disagree
- C. Neutral
- D. Agree
- E. Strongly agree.

7. During the speaking activities: Does the student who knows the answer to the question stand up?

- A. Strongly disagree
- B. Disagree
- C. Neutral
- D. Agree
- E. Strongly agree.

- 8. Does your teacher set a specific time for students to complete the activities?**
- A. Strongly disagree
 - B. Disagree
 - C. Neutral
 - D. Agree
 - E. Strongly agree.
- 9. Does your teacher ask students to give an opinion of agreement and disagreement to a question given?**
- A. Strongly disagree
 - B. Disagree
 - C. Neutral
 - D. Agree
 - E. Strongly agree.
- 10. During this pair activity: Does a student answer a question while the other student participates as a coach giving suggestions?**
- A. Strongly disagree
 - B. Disagree
 - C. Neutral
 - D. Agree
 - E. Strongly agree.

➤ **SPEAKING SUBSKILLS**

- 11. Do you think that you have a good degree of control of simple grammatical forms?**
- A. Strongly disagree
 - B. Disagree
 - C. Neutral
 - D. Agree
 - E. Strongly agree.
- 12. Do you consider that you use a range of vocabulary when talking about everyday situations?**
- A. Strongly disagree
 - B. disagree
 - C. Neutral
 - D. agree

E. Strongly agree.

13. Do you think that you use sentence stress rules of English pronunciation?

A. Strongly disagree

B. Disagree

C. Neutral

D. Agree

E. Strongly agree.

14. Do you consider that you have a good intonation of words in the English language?

A. Strongly disagree

B. Disagree

C. Neutral

D. Agree

E. Strongly agree.

15. Do you consider that you require very little prompting and support?

A. Strongly disagree

B. disagree

C. Neutral

D. agree

E. Strongly agree.

16. Do you consider that the teacher-student interaction help students improve their speaking skill?

A. Strongly disagree

B. Disagree

C. Neutral

D. Agree

E. Strongly agree.

THANKS FOR YOUR COLLABORATION

Annex 7: Urkund report



Document Information

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Similarity	5%
Analysis address	sj.iza.uta@analysis.orkund.com

Sources included in the report

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