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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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

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

Theme:

Tandem app and communicative competence.

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Ambato – Ecuador

2023

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Ximena Alexandra Calero Sanchez, holder of the I.D No. 1802884062, in my capacity as supervisor of the Research dissertation on the topic:

“TANDEM APP AND COMMUNICATIVE COMPETENCE” investigated by Miss Katherin Lizeth Pilla Masaquiza with I.D No. 2000123725 confirms 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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I declare this undergraduate dissertation entitled “**TANDEM APP AND COMMUNICATIVE COMPETENCE**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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



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DEDICATION

TO:

God for giving me strength and wisdom at all times. Also, for being my guide in each of my steps and decisions. For my life, that of my parents and my brothers.

My parents for giving me their unconditional support despite adversity. For each of your advice and for your love. For being present in my bad and good moments. Also, I would like to highlight my mother, for introducing me to God and always praying for my well-being and that of my siblings.

Katherin.

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Finally, I would like to thank all my teachers, thank you for sharing your knowledge and experience, and for developing a magnificent role that is teaching because I have learned from them that a teacher can ignite the imagination and inspire hope.

Katherin.

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ABSTRACT

THEME: “TANDEM APP AND COMMUNICATIVE COMPETENCE”

AUTHOR: Katherin Lizeth Pilla Masquiza

TUTOR: Lcda. Ximena Calero Mg.

This research aimed to analyze the influence of the use of the Tandem application on the communicative competence of the students of the Educational Unit "Fray Bartolomé de las Casas" Salasaca. The study methodology used for this research was pre-experimental with a quantitative approach. The research instrument was the Speaking Section B1 Preliminary for Schools (PET) exam, which was used as a pre- and post-test to collect data from 22 students in their communicative competence. The duration of the treatment was 3 weeks, consisted of conversations, discussions and negotiation through the use of the Tandem application focused mainly on communicative competence. Throughout the intervention, the students were participants in conversation where they had to make and respond to suggestions, discuss alternatives and negotiate an agreement by using the application in the “Language Party” option and sending audios where they expressed their opinions, gave advice and created role plays. The collected data were analyzed using the statistical software IBM SPSS, Shapiro Wilk Statistic and T-test for the verification of the hypothesis. The data of the pre-test and posts were obtained based on the Cambridge criteria, grammar, vocabulary, discourse management and interactive communication. The results showed positive effects with respect to communicative competence after treatment, as there was evidence of better management and control of grammatical forms, correct pronunciation and good use of vocabulary when expressing themselves and within a conversation after being exposed to the language. English in the Tandem application.

Key words: communicative competence, conversations, oral production, application.

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RESUMEN

THEME: “TANDEM APP AND COMMUNICATIVE COMPETENCE”

AUTHOR: Katherin Lizeth Pilla Masquiza

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Esta investigación tuvo como objetivo analizar la influencia del uso de la aplicación Tandem en la competencia comunicativa de los estudiantes de la Unidad Educativa “Fray Bartolomé de las Casas” Salasaca. La metodología de estudio que se usó para esta investigación fue pre-experimental con un enfoque cuantitativo. El instrumento de investigación fue el examen de la sección de expresión oral B1 Preliminary for Schools (PET) exam, que se usó como prueba previa y posterior para recolectar datos de 22 estudiantes en su competencia comunicativa. El tiempo de duración del tratamiento fue de 3 semanas, consistió en conversaciones, discusiones y negociación mediante el uso de la aplicación Tandem enfocado principalmente en la competencia comunicativa. Durante la intervención, los estudiantes fueron partícipes de conversación en donde tuvieron que hacer y responder sugerencias, discutir alternativas y negociar un acuerdo mediante el uso de la aplicación en la opción de Fiesta de Idiomas y envió de audios donde expresaron sus opiniones, dieron consejos y crearon role plays. Los datos recolectados fueron analizados utilizando el software estadístico IBM SPSS, Shapiro Wilk Statistic y T-test para la verificación de la hipótesis. Los datos del pre test y postes se obtuvieron con base en los criterios de Cambridge, gramática, vocabulario, manejo del discurso y comunicación interactiva. Los resultados mostraron efectos positivos con respecto a la competencia comunicativa después del tratamiento, pues se evidenció un mejor manejo y control de formas gramaticales, correcta pronunciación y buen uso del vocabulario al momento de expresarse y dentro de una conversación después de estar expuestos a la lengua inglesa en la aplicación Tandem.

Palabras clave: Competencia Comunicativa, conversaciones, producción oral, aplicación.

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Research Background

The information presented in the background of this research has been extracted from previous academic resources such as journals, articles, books, and monographs that served to theoretically support each variable. After a thorough investigation, reading, and analysis of the different documents found in relation to the theme, relevant and useful information has been found for its development. In addition, it is important to emphasize that the documents used are current and related to the research theme.

Velastegui (2022), carried out some research which aimed to analyze how mobile apps influence the speaking skill in students from third semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. The population selected to carry out this research was 31 students, 22 women, and 9 men. This research project was about the Busuu app and its influence on speaking ability and subskills. Its study was focused on a mixed research approach, experimental, and the analysis of both variables. The use of the post-test and pre-test based on the Cambridge Preliminary English Exam helped to assess the student’s oral skills and collect essential data that contributed to the development of the research. Moreover, the application of the pre-test and post-test enabled the practice of speaking skills and the learning of new vocabulary. Furthermore, a rubric with 5 different parameters was used which were: grammar and vocabulary, discourse management, pronunciation, and interactive communication which helped the evaluation of the pre-and post-test in terms of the use of the Busuu app and its improvement in speaking skills. The results achieved through this study showed that the Busuu application was highly influential in improving speaking skills, besides pronunciation, since students showed significant progress.

Solis Diaz (2021), in the research development, aimed to determine the impact of podcasts on the development of speech in fourth-semester students of the PINE program at the Technical University of Ambato. The podcast is a technological tool

that involves and allows users to produce, upload or share audio files. The results obtained from the pre-test and post-test have shown that this application is an innovative tool since it positively impacted the development of students' speaking skills due to its flexibility and convenience. The research study had a qualitative, quantitative approach and a quasi-experimental design. The subjects of the study were twenty-eight students, who were administered a survey, a pre-test, and a post-test of oral expression related to the PET exam which was taken from Cambridge. The subjects were divided into two groups, a control and a treatment group of fourteen students each. In order to know the level of the students' oral proficiency, the groups took the post-test. Then, with the treatment group, some interventions were carried out for a whole week, where the students made use of the podcast to develop oral proficiency activities. In the end, both groups took the oral expression post-test to know the results. The results obtained from the tests were analyzed using the T-test. A survey was also applied to students, which helped establish the conclusions.

Rodríguez (2020), in his research on digital storytelling and oral skill production defined digital storytelling as a digital technology tool that stimulates and reduces students' interest in learning. In addition, it is considered a useful strategy for instructors as it helps to meet the diverse needs of students and motivates them to learn, practice and develop their oral skills. The objective of the research was to study the impact of digital storytelling and oral production skills. The research had a quasi-experimental methodology. The study population was made up of 52 elements, these were divided into 2 groups of 22 elements. The experimental group used the digital storytelling strategy while the control group followed a curricular plan. The oral production of the students was measured by means of the Cambridge A1 Movers Test, by means of the pre-test and post-test. The results obtained showed that the experimental group performed better after using digital storytelling and the control group showed poorer performance compared to traditional classes.

Sarango (2021), affirmed that educational technologies have been very useful in the student's learning process. The study was based on the use of the Cake app on oral fluency. The main objective of the research was to study the use of the Cake application as a learning tool for reinforcing oral fluency. The kind of research

conducted was quasi-experimental. In addition, a standardized pre-test and post-test taken from IELTS were applied to evaluate oral fluency in students of the Sixth Semester “B” from PINE at Universidad Técnica de Ambato. After an analysis of the data obtained through the research study, it was demonstrated that the use of the CAKE app helped to improve the student’s oral skills.

Cajamarca (2022), demonstrated that the use of TikTok in pre-intermediate B1 level students of the Language Center from Universidad Técnica de Ambato had a high impact on the overall improvement of English language proficiency. The objective of this research was to determine the influence of using TikTok in the development of speaking skills. The type of methodology used was quasi-experimental based on a quantitative approach. In addition, the test administered the 24 students selected for the study. It was the standardized B1 Preliminary English Test (PET) Speaking Section that refers to the pre-test and post-test, which enabled the collection of data for the analysis of the development of the study. A survey was conducted to the whole study group to determine the impact of the use of TikTok on the development of communicative competence.

Sabando (2022) carried out some research which aimed to analyze how the use of the English Listening and Speaking application improves the learning of oral production in English. For this, 30 students of the Beginner A1 level of the Language Center of the Technical University of Ambato were selected. The focus of the research project was mixed, that is, quantitative and qualitative. The instruments applied were the Pre-test and Post-test taken from the Cambridge A2 PET standardized test. In addition, a questionnaire was applied that helped to analyze the opinions regarding the application. Therefore, the results obtained from the pre-test, post-test showed that the application of English Listening and Speaking had a favorable result in terms of improving oral production in the English language.

Rahimi and Fati (2022), in their research on the use of e-tandem language learning method to improve oral skills and willingness to communicate: the case of EFL learners, adopted an ordered explanatory approach with mixed methods to help explore the impact of e-tandem on EFL oral skills. For this, they selected two study groups in a language institute, an experimental group consisting of 22 students and a

control group of 20 students. The experimental group used the Tandem application to engage in conversations with other users, while the control class developed collaborative speaking activities. For quantitative and qualitative data collection, an IELTS speaking ability test, a communication preparation rubric, and an interview were administered to each element of the study. For the analysis of the quantitative data collected, a paired samples t-test and a one-way ANCOVA were used which showed that the conventional and e-tandem classroom groups demonstrated significant improvement, however the experimental group had greater improvement in language use.

Ordorica and González (2020) mentioned that the purpose of the research was to know the influence of the Use of Information and Communication Technologies as a Transversal Competence in Teacher Training of study as a tool in education for future applications by teachers. The sample selected for this research involved 13 teachers from a teacher training school in the State of Mexico and students directed by the teachers. For this, a method of case study, interviews and observations in the classroom were applied. Through data analysis, it was identified that the use of ICTs greatly influences education as they provide tools and information that can be used as didactic materials for the teaching and learning process for educators as well as for students. In addition, ICTs turn traditional classes into fun classes that promote self-learning, interaction, and the use of the internet.

Luna (2022) defined that, the main objective of the research study is to determine the influence of the Project Based Learning on the communicative skills of students from the four level at “Universidad Técnica de Ambato”. The study approach was mixed, using the pre-test and post-test as a tool to evaluate the productive skills (speaking and writing) taken from Cambridge PET (Preliminary English Test). A rubric with 5 essential bands was used for the evaluation to qualify the student’s speaking and writing skills. The T-test was implemented in the research study for the analysis of quantitative data collection. The study population consisted of 35 students in the fourth semester of the Pedagogía de los Idiomas Nacionales y extranjeros from Universidad Técnica de Ambato. The results of the application of the project showed that the communicative ability of the students had a great progress.

The information from previous research helped to understand the link between the Tandem application, a mobile learning tool, and communicative competence as they worked together to improve English language proficiency. It also helped to understand the objective of the application, which helps the student to be more self-confident when negotiating or interacting with another person. Through the different studies it is concluded that Tandem app is suitable for all ages and levels, besides being a suitable application to practice communicative competence.

Theoretical framework

Independent variable theoretical support

ICT

According to Ratheeswari (2018), ICT stands for “Information and Communication Technology”. ICTs are technological tools defined as communication and telecommunications through which information can be shared, managed, manipulated and obtained. The development and fast evolution of new forms of communication have gone from ancient tools (cordless phones, radio and television) to the current and innovative ones (internet, computers and wireless mobile telephony) that have immersed themselves in the world and in people’s daily lives, making life easier through their use.

Nowadays, institutes and universities use ICT tools as physical and tangible study materials as for example books, manuals and booklets, among others. In addition, it includes media, such as book publishing, print media, radio, television, internet, multimedia and social networking services. ICT are tools considered necessary for education and students' learning process. The evolution of ICT has introduced a new kind of learning such as E-learning, that is, training activities that take place only through a device connected to the Internet. In addition, ICT has made education accessible to all learners (Kaur, 2021).

ICTs have been implemented within education in the teaching-learning process to provide better education using technological tools such as computers, projectors, digital resources, radios, and televisions in the classroom. The government has invested in Community Info centers, located in rural and

marginalized urban areas, which have made education more accessible and easier for people with limited financial resources facilitating them to accomplish and do assignments, investigations, printing, among other things. The Community Info centers are spaces that have adequate equipment (computers, printers) and access to internet connectivity.

Educational technology

The study fulfilled by Duff (2021) mentioned that education technology is a classification of technology that is used to promote and access education. This can include hardware, software, and other associated elements used by both educators and learners in the learning process. These tools assist learners to take their classes, contribute, collaborate, engage with remote learners or otherwise learn in a different way, in or outside of the classroom. EdTech is often shorthand for educational technology. The implementation of technology in education facilitates the learning process for students. Technology has been progressing and developing new smart devices that allow students to access education from anywhere with adequate technology and equipment. The implementation of technology in education facilitates the learning process for students. Technology has been progressing and developing new smart devices that allow students to access education from anywhere with adequate technology and equipment. “Information technology was born to make shared reasoning known and is one of the main driving forces of educational reforms” (Haleem et al., 2022).

EdTech's goal is to increase student learning outcomes, improve individualized education, and decrease the time burden on teachers and instructors. The developers of EdTech highlight the potential for enhancement of software and technology, while freeing the teacher to assume more of a facilitator role (Frankenfield , Boyle, & Munichello, 2022). Through educational technology, students have access to information and useful tools that they have the possibility of using to learn or acquire new knowledge, that is, by means of these tools, students have the possibility of self-educated, being the main protagonists of their own education. In addition, the use of technology in education allows the teacher to develop the lesson plan more effectively and suitably, as well as allowing him/her to comply with each of the parameters proposed within it. At this point, the teacher

plays the role of facilitator, which can be asynchronous or synchronous. It is called a facilitator of learning as it manages to learn and provides the necessary information that the learner can use in his or her learning process through instruction, guidance, and assessment.

Educators do not always match the learning rhythm of their students, because within a classroom there are a variety of students such as gifted, struggling or intermediate students. To solve these types of problems, it is advisable to use blended learning. In general terms, e-learning refers to the process of combining modern technology-enhanced learning with traditional classroom learning methods. These learning methods are more than simply adding PCs or tablets to classrooms and teaching processes, because they create an interesting learning environment. Moreover, the use of technology in the teaching-learning process creates a change in the way teachers and students think about how they approach learning (Guido, 2020).

The use of cell phones, tablets and PCs in the learning-teaching process covers all of the needs of students, because the use of this technology enables the teacher to combine classic education procedures and online learning tools. Moreover, due to technology and its constant development, it is feasible to make a class more enjoyable and interactive, using educational platform games as a teaching didactic to create a motivational and safe environment where students feel confident about themselves. However, educational technology enables students to reinforce the knowledge by finding out extra information to learn beyond the information provided by the teacher on the learning topic, thus helping to solve doubts and queries that arise throughout the learning process.

M-Learning

According to Sharples and Spikol (2017), M-learning has moved from delivering educational content “anytime, anywhere” on mobile devices to understanding the mobility of learning, as students move between locations, times, objects, etc. and social collaborations. M-learning is based on technological and smart devices such as mobile phones, through which they have the possibility of using and downloading different applications that contribute to learning. Mobile phones are pocket computers also known as PDA (Personal Digital Assistants).

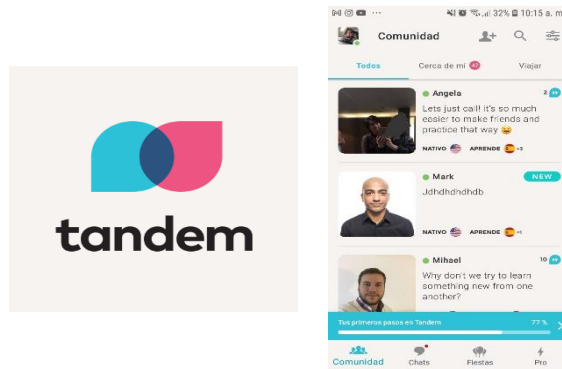
Learning through mobile phones has become a trend in the field of education in the teaching-learning process, this kind of learning is based on the use of technology (Sattarov et al., 2019). Currently, pedagogy has had a huge effect on the use of technology in teaching because students and teachers use mobile phones to keep in touch and in the process of learning the English language. Mobile Learning facilitates the learning process of the students because they obtain the necessary materials and resources to continue learning from their classroom, home or the location in which they are.

Gumbheer et al. (2022), the prevalence of personalized adaptive and context-aware mobile learning (PACAML) technologies has expanded in global scale and become a mainstream powerhouse, gaining momentum and bringing about a dramatic change in people's daily lives. Further, it enhances students' academic performance by providing an effective learning platform that promotes social interaction, context sensitivity, connectivity and individuality. Portability, this term refers to PDAs that are light to carry and use as they are pocket-sized devices that have all the features and functions of a PC in a tiny device by means of which you can search and get information in a fast and efficient way. Moreover, in the case of social interaction, it allows communication by sending messages, calls, or video calls. Also, context sensitivity can be acquired and relevant information such as location, time, and place data can be learned. However, in the situation of connectivity, it is related to the wireless network that allows connecting to the Internet to make use of it. Finally, personalization is related to the information modified according to the learner's needs.

Tandem App

Figure 1.

Tandem app



Note: logo and screenshot of the tandem app

Tandem was founded in Hannover in 2014 by Arnd Aschentrup, Tobias Dickmeis and Matthias Kleimann. The name given to the application was inspired by the tandem method that refers to learning a language independently, as a couple and interculturally through language exchange. In a language exchange, or in tandem, the speaker of the language must be a native of the same as they support, reinforce and contribute with their knowledge of each other, helping in the language learning process. The main objective of this app is the exchange of knowledge of a language through conversations in which the user is invited to participate in the conversation. In addition, it provides the opportunity to learn more about the other users and vice versa, such as their tradition, culture, among others. All this happens among people who are interested in learning the native language that the other user speaks as a second language.

Genine (2021) states that the Tandem application is a platform for learning new languages, enabling users to improve proficiency in a destination language in "tandem" with a native speaker. The interesting thing about Tandem app is that it turns learning into something enjoyable with no structured lessons to follow. This makes you free to practice/chat with your tutors on any topic at any time. Also, from within the app, you'll see nifty features that will make your interactions much easier, especially if you're struggling to express something. The app makes language learning playful and creative through features such as chatting, sending audio, video

calls, calls, translation, and language parties, among others, whereby you can create and build new relationships. It is also possible to improve your language skills without following a study plan or memorizing structures, vocabulary, and so on. This application focuses on developing productive skills (writing and speaking). The app makes language learning playful and creative through features such as chatting, sending audio, video calls, calls, translation, and language parties, among others, whereby you can create and build new relationships. It is also possible to improve your language skills without following a study plan or memorizing structures, vocabulary, and so on. This application focuses on developing productive skills (writing and speaking).

The Tandem app has three essential sections which are:

- Community, where you can look for profiles of other members using the app and start a conversation.
- Tutors section, where you can find people to help you with language learning, as well as just engage in random conversations.
- Chats, where you can send and receive messages that help you communicate through a written conversation.

Dependent variable theoretical support

EFL Teaching

According to Bentley (2022), TEFL is an acronym that refers to Teaching English as a Foreign Language, which means teaching English to non-native speakers of the target language. Teaching English as a foreign language requires being able to convey the language in a fun way. TEFL teachers encourage learners to improve the 4 language skills such as listening, speaking, reading and writing. TEFL makes use of books, audiovisual aids (televisions, projectors, videos and photographs) and technology. In addition to education, other types of activities are carried out, such as role-playing and language games.

The teaching of English as a foreign language in Peru is considered an important part of education from the time a child begins the first grade of school, that is, from 3 to 5 years of age and even earlier (Mourão, 2018). For this, it's essential

the preparation and management of the language by the teacher. Likewise, another key point and no less important is the use of materials, methodology, and lesson plan design that the teacher prepares to teach the classes, considering the needs of the students and in this way provide to the students a safe and comfortable environment where they can develop in an appropriate way.

Language skills

Language competence is the communicative skills that help to develop and transmit a message with clarity and precision in an appropriate way within the same group of people who share the same dialect and patterns of its use. In addition, not only do you learn to maintain good communication, but also learn to listen carefully and train the ear. Writing with precision and brevity is considered a skill of extreme importance in the development of the skills that a person should have when learning a new language. Reading skills, on the other hand, help to understand a large range of facts, as well as to retain relevant data and information (Kishore, 2021).

Language skills are divided into two parts, which are:

Productive skills (speaking and writing): They are active skills where it is necessary to produce words, sentences, and phrases, among others. This allows students to communicate and interact with each other by sharing information, ideas, thoughts, and opinions in real-time.

- **Writing:** the ability to write a text or message with necessary and accurate information, its main purpose is to share information.
- **Speaking:** the process of sharing information verbally and non-verbally with symbols.

Receptive skills (listening and reading): they are called that because they are passive skills, that is, they only receive and understand information.

- **Listening:** the ability to receive and interpret information. For which it is necessary to be a good listener in order to identify relevant details and data.
- **Reading:** It is the ability to understand a piece of writing that shares information in a given language.

Productive Skills

Productive skills are speaking and writing. These skills are known as active skills and refer to the exchange of information that a person generates in spoken or written form, that is, writing and speaking. These skills are called productive skills because the person must produce them when interacting or initiating a conversation to transmit thoughts, opinions or ideas, even if it is through a message or phone call (Jaramillo & Medina, 2011).

Writing is a cognitive and challenging activity that requires the writer to demonstrate adequate control and management of content, communicative achievement, organization, and language simultaneously. Writing is a skill of the primary components of language learning. The writing approach is based on written activities that encourage people to capture, generate ideas, and collect data through written text (Sekhar Rao, 2018). Writing is done by learning to write words, phrases, and paragraphs, allowing communication on any topic". This process requires the knowledge that students have of the language to produce a written one. For this, it is necessary to know the different structures and tenses that exist to create a sentence or paragraph. In addition to the wide range of vocabulary that English has.

On the other hand, the ability to speak is the action of making sounds produced by the vocal cords at the moment of speaking or emitting a sound. Speaking is the distinctive and unique ability of human beings to manifest and express their ideas, thoughts, etc. It is a process that occurs through human interaction between two or more people that requires producing, receiving, processing and retaining spoken information. Spoken discourse distinguishes itself from written discourse in that it includes lexical, grammatical and other features related to the cultural and interactive nature of speech. Verbal fluency is the ability to engage in and maintain a conversation spontaneously, demonstrating the ability to use speech criteria correctly (El et al, 2006).

Communicative Competence

Communicative competence means making use of language in a social environment. Communicative competence is defined as a group of skills and knowledge that make it possible for members of the same linguistic community to understand each other. In other words, communicative competence allows us to be able to communicate, understand and be perceived when we engage in such a conversation. In addition, this process allows to build and create social relationships, improving interpersonal relationships (Noam Chomsky, 1965).

Linguistic competence concerns itself with grammar. It involves vocabulary, spelling, punctuation, and pronunciation. Sociolinguistic competence focuses on the cultural and social rules that appropriately control language use (Gray & Rangelova, 2022). Communicative competence goes beyond the use and repetition of grammatical rules, but rather focuses on the authentic communication of language use, which would have a better result if achieved genuinely and within a unique environment, thus achieving the goal of communicative competence, which is effective communication. In communicative competence, there are areas such as the Linguistic area, the Strategic area, the Sociolinguistic area, and the Discourse area, which are of great importance to have excellent communication.

The concept of communicative competence was developed in linguistics (or, more exactly, in the subdiscipline of sociolinguistics). Sociolinguistics is a branch of the larger field of linguistics that concerns itself with how language works within society. Sociolinguistics can be applied to practically any aspect of daily life because language is fundamental to human social experience (Blakeley & Whittemore, 2021).

In addition, it is necessary to consider the 4 aspects of speaking for effective communicative competence, which are:

- **Grammar and Vocabulary:** These are two terms that are completely different but are closely related to each other. Grammar relates to the order of words and combination of words to create and form meaningful sentences for subsequent transmission. On the other hand, vocabulary makes reference to the meaning of the wide range and collection of words used by an individual to communicate in the English language. Grammar and vocabulary are linked

to each other as they both make use of words. Grammar and vocabulary are essential terms when communicating in a conversation or dialogue with other people (Babcock, 2022).

- **Discourse Management:** refers to the ability to direct and produce language in a conversation between two or more people. Furthermore, this refers to the ability to organize topics, and to take turns in a communication conveying clear and precise ideas.
- **Pronunciation:** refers to the sound of words produced by the vocal cords to speak or express their thoughts, ideas, feelings, etc. This act is produced by pushing air from the lungs through the throat and vocal cords to finally produce a particular sound. Pronunciation is an important aspect of communicative competence, since it must produce sounds that are clearly understood by the speaker in order for the listener to understand the message easily. In addition to produce sounds with the muscles of the mouth and tongue, there are certain aspects that should be considered at the moment of pronunciation such as emphasis (accent), intonation (rise and fall of the voice when we speak) and word linking (Hornby, 1987:497).

- **Interactive Communication:** It is the human interaction in a conversation where people share ideas, express feelings and emotions by the dynamic of the exchange of information. Interaction where people ask and answer questions in an appropriate manner, contributing with each other to keep the conversation interesting and meaningful without losing the direction of the conversation.

1.2 Objectives:

General objective

- To analyze the influence of Tandem app on communicative competence.

Specific objectives

- To identify the benefits of Tandem app.
- To diagnose students' communicative competence.
- To describe the impact of Tandem app on communicative competence.

Description of the fulfillment of the objectives

- The first specific objective identified the benefits of the Tandem app. To fulfill the first objective, the mobile application was used in the different interventions during the treatment, exposing the students to the use of the same. The functions that the application offers are "Languages parties" in which users can join and participate in conversation groups, where there is a monitor or tutor who leads the session and motivates the user to integrate in the conversation. Other functionalities are calls, video calls, messages, and audio recordings with which users can practice their communicative competence directly with native speakers. The advantages of using the application help to train the ear, learn vocabulary, practice or engage in conversational dialogues, be in direct contact with the language and the different ways of pronunciation in the English language.

- The second specific objective determined the communicative competence of the learners, that is, the level of language proficiency was evaluated by a pretest taken from the Cambridge PET B1 Preliminary for Schools - Speaking Test that allowed the researcher to know more about the student based on the language of learning. The test taken had 4 parts of which two of them were taken for the pretest. The pre-test was administered to 22 students from the Unidad Educativa "Fray Bartolome de las Casas" Salasaca. In addition, the speaking rubric was used which is divided into 4 categories which are grammar and vocabulary, speech management, pronunciation and interactive communication facilitating the evaluation.

- The third specific objective described the impact that the Tandem application had on the students' communicative competence. This objective was achieved thanks to the functions provided by the Tandem application that the students used during the treatment that enabled practice and aided second language learning. In addition to the application of a pre-test taken at the end of the treatment that was taken from Cambridge PET B1 Preliminary for Schools - Speaking Test allowing to know and determine the impact of the application in the language learning process.

CHAPTER II.

METHODOLOGY

2.1 Materials

This project used human, institutional, and technological resources composed of the researcher, the research tutor, and the 24 pre-intermediate B1 students of the “Fray Bartolome de las Casas” Salasaca Educational Unit. Finally, technological resources were used to help collect the data needed for the research study. Some of them were mobile devices, the Tandem application, and the internet connection.

2.2 Methods

Research approach

According to Bhandari (2020), quantitative research involves the whole process of collecting and analyzing numerical data. This type of research is analyzed through numerical and statistically (Streefkerk, 2019). This research helped the analysis of the numerical data collection through the application of a pre-test and a post-test at the beginning and at the end of the research. The application of the tests allowed us to evidence and know the student’s development process regarding the use of the Tandem app application in communicative competence. These tests have been extracted from the Cambridge B1 Preliminary for Schools, which will be applied to students in the 3rd BGU year of the Unidad Educativa “Fray Bartolomé de las Casas” Salasaca.

Research modality

Field research

Field research encompasses a wide range of methods that make it possible to study the structured life of an individual in his or her environment through direct observations from the positions of a specific individual or group (van de Ven & Scott Poole, 2017). This project is field research since it allowed the direct investigative study of the different aspects of the student within their natural environment to collect data. The modality of this project was carried out at the Unidad Educativa “Fray Bartolome de las Casas” Salasaca. The researcher had direct contact with the students and teachers to interact, apply and use the different functions of the Tandem

app that best help the students learn English while they can practice their communicative competencies.

Bibliographical research

In concordance with Homenick (2018), Bibliographic or documentary research is based on the verification of bibliographic material that has already been published in relation to the topic to explore. These materials involve traditional resources such as books, magazines, journals, newspapers, periodicals and reports. In addition, they are supported by electronic media such as audio and video recordings, films and online resources such as websites, blogs and databases (Allen, 2018). This project is mainly bibliographic because it is based on research of previous studies already published, conducted by different authors who provide necessary and relevant information for the development of the project. In addition, it allowed the collection of information that contributed significantly to the research, which was taken from different documents and materials as mentioned above, all in order to perform a complete and consistent analysis of the use of the Tandem app in the communicative competence.

Pre-experimental design

Based on Jimenez-Buedo (2018), the pre-experimental design is a framework in which a particular subject or group is observed prior to the application of the treatment in the course of the research process that helps to understand the impact of the treatment on the object of investigation. Therefore, this research is of a pre-experimental nature since the pre-test and post-test were applied to a specific group of 3rd BGU students of Unidad Educativa “Fray Bartolomé de las Casas” Salasaca.

One-group Pretest-posttest Research Design:

The design of this research study is a combination of post-test and pre-test by administering a test to the same group before and after treatment administration. The first one is administered at the beginning of the treatment and the second at the end.

Level or type of research

Exploratory research

Exploratory research often begins by asking “what”. These are designed to orient future investigations and do not generally have concluded results. Exploratory research is often used as a first step in the investigation process, to assist you to focus a research question and refine your hypotheses. Exploratory research questions often begin with “what”. They are designed to guide future research and do not usually have conclusive results. Exploratory research is often utilized as the first step in your research process, to help you focus your research question and fine-tune your hypotheses. Therefore, the project is exploratory because, through it, decisions have been made based on a comprehensive understanding of the parameters of the project to be carried out. In addition, it allowed to conduct a study on the subject following a sequence that will provide sufficient information for its development (George & Merkus, 2021).

Techniques and instruments

The pre-experimental design used a pre and post-test chosen based on the level of the students and in accordance with the Common European Framework of Reference for Languages (CEFR). It belongs to the Cambridge PET B1 Preliminary for Schools - Speaking Test. This test has two parts, both of which were essential to help analyze the students’ level of English language proficiency and communication skills. The first part was an interview about personal and general information while the second part was a conversation. On the other hand, the pre-experimental method evaluated a pre-test at the beginning of the research and the post-test at the end of the interventions. In addition, parts 1 and 2 were evaluated taking into account the Cambridge Speech Performance Assessment rubric, which assessed 4 aspects of speaking ability, namely:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

Lastly, lesson plans were developed to implement the interventions after the application of the pre-test.

Procedure

According to the schedule, eight face-to-face sessions were held, four of which lasted eighty minutes and two lasted forty minutes. The interventions applied to the students were three times a week, Monday from 11:00 to 12:20, Wednesday from 7:00 to 8:20 and Friday from 12:20 to 13:00.

Session one

In the first lesson, the pre-test was applied in order to collect data on the students' communicative competence. The researcher and the students gathered to participate in the test. First, the researcher gave instructions to the students about the activity and divided the class into pairs and called each pair with the rubric. The researcher read the pre-test directions to the students, and they began the test with part 1 and 2. The scores obtained from the pre-test were based on the Cambridge Assessment Rubric.

Session two

The second session focused on greetings and small talk with the aim of fostering students' communicative competence in the classroom through the Tandem application. To introduce the topic of the lesson to the class, the researcher began by greeting the students in different ways. Then, the researcher handed out a sheet of paper where the students found information about customs around the world and useful phrases that they can use in a conversation. Additionally, the researcher asked the students to form pairs to discuss the forms of greetings and topics to avoid small talk. Finally, the researcher asks students to create a group in the Tandem app in the "Language Parties" option with the names that researcher will assign to each group to make a small conversation. The researcher joined each group and monitored the activity.

Session three

The third session was about eating well. To introduce the topic to the class we started by drawing a pyramid on the blackboard divided into 6 categories and then we handed out pictures of food and fruits and placed them in the corresponding category. After introducing the class topic, sheets of paper were handed out with the food pyramid, food categories and useful fruits. In addition, the researcher asked the students to write down their ideal diet and finally concluded with a discussion between three or four people sharing their diet, and giving opinions, views and advice.

Session four

This session dealt with the song - Dreamers. To introduce the topic the researcher played some FIFA songs and asked the students some questions about it. Additionally, some sheets of paper were handed out with the lyrics of the song and phrases that the students can use to express their likes and dislikes. The researcher played the song and asked the students to follow the lyrics and repeat it to practice pronunciation. Moreover, the researcher gave the message of the song and asked the students to share what they understood with the class. Additionally, the researcher and students sang the whole song with a clearer idea of the lyrics. Finally, the researcher created a group in “Language Parties” in the application with the name “FIFA Songs” in which they will have to discuss of: which song is the best? and why? or share the song they love and what was the message of the song? with their classmates. This activity will be carried out in the afternoon at 5 pm.

Session five

This session focused on discussion. The theme of the class was Holidays and Traditions. To begin with, the class was shown cards about traditions and vacations and then guessed what the date was. Afterwards, handouts were handed out with important information according to the theme of the lesson. Afterwards, the researcher continued to familiarize the students with the topic. Additionally, the researcher handed out worksheets to the students where they completed the information requested in the worksheet and then had a conversation about each one’s

festival. Finally, as a homework assignment, the students recorded themselves having a conversation about wedding traditions for around 3 minutes and then submitted it through the app.

Session six

The main objective of the session was to promote communication and work on the negotiation meaning. The topic of the session was vacations, the researcher started by showing a picture of one of his vacations and told the students about it. Next, the researcher asked the students to draw a picture of their vacation and then joined with a partner and exchange pictures trying to find out more about each other's vacation by asking questions based on what they see in the picture. Then, the researcher asked the students to switch partners and perform the same activity twice, monitored by the researcher. While the researcher conducted activity 1, the students made a list in their notebooks of at least 3 places they would like to visit and 6 things they could do in each place during their vacation. Finally, as homework, the students joined the group created in the app in the "Language Parties" option with the name "My next vacation" in which they shared the extra activity the researcher asked them to do. This activity took place in the afternoon at 5 pm.

Session seven

In session seven, the researcher encouraged the students to use their imagination to create a short story. The researcher introduced the topic of the lesson by telling a story called the wolf and the sheep. Afterwards, the researcher gave students tips to make a mind map to help you think about a story. He also shared a copy of a mind map about a story. Also, the researcher shared expressions for storytelling to help students in their group work. Furthermore, the researcher formed groups of five people and handed out a strip of pictures for the students to invent a story and its title. Finally, the researcher created a group in "Language Parties" in the application with the name "My Story" in which students shared their story with their peers. This activity takes place at 5 pm.

Session eight

The post-test was administered to the students to evaluate their communicative competence skills after the sessions given and use of the Tandem app to help the student communicate. This activity was developed in the same way as the pretest. Grades were based on the Cambridge Assessing Speaking Performance rubric for B1 level.

Population

In this research study, the population was twenty-two students of the 3rd year of high school of the educational unit “Fray Bartolome de las Casas” Salasaca as a field of study. The study sample consisted of 15 females and 7 males around 15-17 years old.

Table 1.

Population

	Population	Total	Percentage
Male	7	7	31.8%
Female	15	15	62%

Note: Information taken from 22 students of 3rd BGU at Unidad Educativa "Fray Bartolomé de las Casas" Salasaca.

Hypothesis

Null hypothesis

The use of Tandem app doesn't enhance the communicative competence.

Alternative hypothesis

The use of Tandem app enhances the communicative competence.

Variable identification

Tandem app (Independent)

Communicative competence (Dependent)

CHAPTER III.

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The following chapter deals with the analysis and discussion of the data obtained after the application of the Cambridge B1 Preliminary for Schools Test Exam Speaking Section used as pretest and posttest to know the level of English in the management of communicative competence, for which 22 students from the Educational Unit “Fray Bartolomé de las Casas” Salasaca participated. The instruments were applied before and after the research study for 3 weeks of treatment to analyze the influence of the use of the Tandem app on communicative competence.

The analysis of the use of Tandem application to improve communicative competence is presented by comparing the results of the pre-test and post-test of the oral section of the preliminary English test for schools B1. The analysis was made based on the evaluation of 4 scales which are Grammar and Vocabulary, Speech Management, Pronunciation and Interactive Speech, and Communication Evaluation Rubric for B1 level performance with respect to the language. Each scale of the rubric has a score of 5, giving a total of 20 points. The maximum score is 5 points indicating a high level and command of the language, and 0 is the worst score indicating no command and knowledge of the language on the part of the student. In addition, a table showing the previous and subsequent results was used, which allows to know the student’s progress. The results were centered on multiple parameters to assess the achievement of the students according to the pretest and posttest results. Finally, the IBM SPSS statistics were used to validate the correct hypothesis.

Table 2.

Students’ pre-test

Assessing communicative competence performance score over 20					
	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total average over 20
	2.3	2.7	3.1	3	11.1
Percentage	20.7%	24.3%	28%	27%	55.5%

Note: Average of each part in the pre-test of 22 students of 3rd BGU at Unidad Educativa "Fray Bartolomé de las Casas" Salasaca.

Analysis and interpretation

Table 2 shows the pretest results based on an assessment of communicative competence with a total score of 20 points. The assessed communicative competence skills are shown in two different results, which are the pretest results as well as the percentage of communicative competence. In this manner, the result of the assessment described in terms of grammar and vocabulary reached 2.3 points corresponding to 20.7%. In addition, discourse management revealed 2.7 representing 24.3%. Besides, pronunciation revealed 3.1 points corresponding to 28%. Additionally, interactive communication adds up to 3 points representing 27%. The total average adding the result obtained from each criterion reached 11.1 points which represented 55.5%.

Therefore, it could be observed that the students did not obtain good scores in each criterion of the evaluation rubric in terms of speaking ability, consequently it was determined that the communicative competence of the students was deficient.

Table 3.

Students' post-test

Assessing communicative competence performance score over 20					
	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total average over 20
	3.8	3.4	3.5	4.3	15.0
Percentage	25.3%	22.7%	23.3%	28.7%	75%

Note: General Average of the communicative competence post-test of 22 students of 3rd BGU at Unidad Educativa "Fray Bartolomé de las Casas" Salasaca.

Analysis and interpretation

In table 3, the post-test results revealed the collected data about grammar and vocabulary, discourse management, pronunciation as well as interactive

communication. So, grammar and vocabulary presented 3.8 corresponding to 25.3%. Discourse management reached 3.4 representing 22.7. Pronunciation obtained 3.5 points which is equivalent to 23.3%. Interactive communication achieved 4.3 points, or 28.7%. The total average obtained was 15 points, which is equivalent to 75%.

Consequently, it was noted that the students were able to improve their communicative competencies according to the percentage obtained based on the national educational standards.

Table 4.

Students' pre-test and post-test – Grammar and vocabulary

Grammar and vocabulary score over 5			
	Pre-test	Post-test	Expected average
	2.3	3.8	5
Percentage	46%	76%	100%

Note: Students' pre- test and post- test of 22 students of 3rd BGU at Unidad Educativa "Fray Bartolomé de las Casas" Salasaca.

Analysis and interpretation

According to Table 4, in the pre-test in Grammar and vocabulary the students obtained an average of 2.3 points out of 5 points which represented 46%. While in the post-test the students obtained 3.8 points out of 5 points representing 76%. The difference between the pretest and the post-test was 1.5 points, which in percentage terms represented 30%.

When comparing the averages obtained from the students' pretest and posttest, it was concluded that most of the students improved their scores after the interventions. The English conversational app used in the interventions helped the students to improve their communicative competence, in addition to learning new phrases and vocabulary.

Table 5.

Students' pre-test and post-test – Discourse Management

Discourse management score over 5			
	Pre-test	Post-test	Expected average
	2.7	3.4	5
Percentage	54%	68%	100%

Note: Students' pre- test and post- test of 22 students of 3rd BGU at Unidad Educativa "Fray Bartolomé de las Casas" Salasaca.

Analysis and interpretation

In Table 5, in the pre-test in the Discourse Management part the students obtained an average of 2.7 points representing 54%. While in the post-test the students obtained a score of 3.4 out of 5 points equivalent to 68%. The difference between the pretest and the post-test was 0.7 points representing 3.5%.

After comparing the results obtained from the pretest and post-test, most students improved their scores after the interventions.

Table 6.

Students' pre-test and post-test – Pronunciation

Pronunciation score over 5			
	Pre-test	Post-test	Expected average
	3.1	3.5	5
Percentage	62%	70%	100%

Note: Students' pre- test and post- test of 22 students of 3rd BGU at Unidad Educativa "Fray Bartolomé de las Casas" Salasaca.

Analysis and interpretation

The results in table 6 show a score of 5 points according to the pronunciation criteria. In the pretest, a score of 3.1 points out of the total score of 5 was obtained, representing 62%. On the other hand, the average obtained from the post-test was

3.5, equivalent to 70%. The variance between the pretest and the posttest was 0.4 points which gave 8.6%.

As a result, it was observed that the students had a small improvement in pronunciation after the interventions.

Table 7.

Students' pre-test and post-test – interactive communication

Interactive communication score over 5			
	Pre-test	Post-test	Expected average
	3	4.3	5
Percentage	60%	86%	100%

Note: Students' pre- test and post- test of 22 students of 3rd BGU at Unidad Educativa "Fray Bartolomé de las Casas" Salasaca.

Analysis and interpretation

Taking into consideration table 7, in the assessment criteria in the Interactive Communication part, a score of 3 points over 5 points was obtained, corresponding to 60%. obtained a score of 3 points over 5 points corresponding to 60%. While the posttest acquired 4.3 points out of the total score of 5 denoting 86% in the total percentage. The difference between the pre and posttest was 1.3 points representing 26%.

Therefore, there was a significant progress in the students related to interactive communication after the interventions performed, where conversation was used as a tool.

Table 8.

Students' pre-test and post-test – Comparison

Communicative competence pre-test and post-test average score over 10			
	Pre-test	Post-test	Expected average
	5.6	7.5	10
Percentage	56%	75%	100%

Note: Comparison results pre-test and post-test of 22 students of 3rd BGU at Unidad Educativa "Fray Bartolomé de las Casas" Salasaca.

Analysis and interpretation

Based on the table 8, the results before and after the application of the technique of dialogues and conversations in English. The total average of 21 students was 5.6 points in the evaluation rubric in terms of the pretest which was graded over 10 points, representing 56%. While in the post-test students were able to achieve 7.5 points over 10 points which is equivalent to 75% in the overall percentage. Therefore, it was noted that the students improved their ability of Communicative Competence through dialogues and conversations in the English language, which helped to significantly improve with a significant difference of 1.9 points. As a consequence, there was a great difference between the pretest and the posttest represented by 19%.

In summary, the dialogue and conversation technique contributed to the improvement of Communicative Competence, helping the students to achieve considerable scores in the pretest.

3.2 Verification of hypotheses

In the research process, the hypothesis was verified using a specialized statistical software called IBM SPSS. The first step was to highlight the normal distribution of data in which it was determined whether it was required to apply a parametric or non-parametric test. Both of these tests were compared through the Student's Mean T-test. The concluding step was to use the t-test statistic to identify and verify the hypothesis accepted in this research.

Null hypothesis

The use of Tandem app doesn't enhance the communicative competence.

Alternative hypothesis

The use of Tandem app enhances the communicative competence.

Table 9.*Test of Normality*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRE-TEST	,156	22	,174	,889	22	,018
POST-TEST	,154	22	,190	,961	22	,508

a. Lilliefors significance correction

Note: Shapiro Wilk Normality test values

H0= Sig > 0,05 = The values are normally distributed.

Ha= Sig < 0,05 = The values are not normally distributed.

Table 9 above indicated that the Shapiro-Wilk Statistics Normality test is useful when the sample is lower than 30 participants. This research project involved 21 students of the first level of high school of the Unidad Educativa “Fray Bartolome de las Casas” Salasaca. According to the results in the “Sig” parameter, it could be concluded that both results exceeded 0,05.

Therefore, the first hypothesis (H0) was rejected according to the normal distribution of the data. Consequently, to verify the hypothesis the parametric T- test was applied.

Table 10.*T-test-paired samples statistics*

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pai	PRE-TEST	5,582	22	1,1891	,2535
r 1	POST-TEST	7,489	22	,7419	,1582

Note: Paired Samples Statistics-mean comparison

Table 10 presents the comparison of the means between the pretest and the posttest, in this order, the pretest achieved a mean score of 5.582 and the posttest a mean score of 7.489. There was a variance of 1.907 between the pretest and posttest mean scores. The results obtained reflected that the post-test showed a greater difference with respect to the pre-test.

Table 11.

Paired Sample Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
Pair		Me	Std.	Std.	95% Confidence				
		an	Deviasi	Error	Interval of the				
		on	Mean	Difference					
				Lower	Upper				
1	PRE-TEST	-	1,3213	,2817	-2,4926	-1,3210	-	21	,000
	- POST-TEST	1,9068					6,769		

Note: Paired Samples test - T-students test

H0= P-value > 0,05

Ha= P-value < 0,05

Table 11 presented the results of the final column in reference to the “P-value” which highlighted a value of 0.000 that was validated to be less than 0.05. In consequence, the researcher rejected the null hypothesis (H0) and accepted the alternative hypothesis (Ha). Ha: The use of Tandem app enhances the communicative competence of the students from Educational Unit “Fray Bartolome de las Casas” Salasaca.

Discussion

The data collected in the research were obtained by tests administered at the beginning and end of the treatment of the research process. A notable difference in the results could be observed through the application of the tests after comparing the pre- and post-tests, showing a small progress at the end of the treatment. In addition to the support of the tools during the treatment, according to the data analysis. Students would achieve a competent communicative competence by implementing the techniques and strategies employed by the researcher during the treatment in their learning process.

According to the results obtained in the research done by Cajamarca (2022), the use of mobile applications, such as TikTok, had a positive impact on the use of the English language when engaging in a dialogue, in order to contribute to its practice and improvement. In this research, SPSS software was needed to measure the development of students' communicative competence through data collection and consequently the comparison between pretest and posttest.

Vayas Velastegui (2022) contributes to this research because the students used mobile applications for speaking fluency. Also, the pre-test and post-test were compared using a t-test, resulting in the data collected after the treatment was significant, the use of the mobile application helped the students to improve their fluency and confidence when talking with someone. In summary, the use of the mobile application had a productive result related to the speaking skill.

Finally, published research contributed to the discussion of this project by showing that the use of mobile applications as study and teaching resources has helped to improve the speaking fluency of students with different levels of English proficiency through the pretest and posttest. In addition, data were collected through the pre- and post-test and then a comparison of the two was made to determine the impact of the apps on speaking skills using SPSS software. Both studies highlighted the importance of the use of mobile applications to improve the speaking skills that can take place during a conversation, discussion, dialogue, etc.

CHAPTER IV.

CONCLUSIONS AND RECOMMENDATIONS

After the analysis and interpretation of the results obtained after the treatment on the Tandem app and Communicative Competence, it was affirmed that the Tandem app helps to improve the development of Communicative Competence of the students of the Unidad Educativa “Fray Bartolome de las Casas” Salasaca. From these results, it was possible to establish some conclusions and recommendations.

4.1 Conclusions

- The Tandem application offers practical functions that allow to create an active and interesting learning system and environment in which students have a significant progress in communicative competence in a dynamic way and in direct contact with the English language helping to improve the various aspects needed to convey a clear and precise message during communication. One of the useful functions provided by the mobile application is the option of "Language Party" where the student is motivated and driven to establish conversations, discussions, negotiation of agreements and role-playing in learning foreign language with native speakers. Another of the advantageous options provided by the application are video calls, voice calls, and messages that allow the practice and use of the English language. The results showed that the challenges proposed by the teacher not only helped students to improve communicative competence but also to increase their interest in learning English due to the use of mobile applications such as the Tandem which helped improve communication skills. In other words, the functions offered by the Tandem app skillfully helped the students' performance, considering the overall average obtained by the class after the post test.
- The level of communicative competence found in students of level B1 in the English language after administering the pre-test at the beginning of treatment was deficient. The overall class average was 11.1/20 points according to the PET Speaking rubric. The scores helped identify the problems presented by the students in the use of the language to

communicate, which were poor management and lack of knowledge in grammar and vocabulary (2.3/5), discourse management (2.7/5), pronunciation (3.1/5) and interactive communication (3/5). Based on the data collected, it was evident that students need to work and practice in the language of learning.

- After the administration of the post test at the end of the treatment and with the aid of the mobile application, a significant improvement in communicative competence was achieved. The overall post-test score obtained was 15/20 points, showing an improvement in grammar and vocabulary (3.8), discourse management (3.4), pronunciation (3.5) and interactive communication (4.3). The results showed that mobile apps can help language learning in both face-to-face and online learning. In addition, it was found that students had a favorable response and catch regarding the Tandem application where they had the opportunity to engage in conversations and practice the language in real time thanks to the functions provided by the mobile application, since it exposes them to authentic language environments that they can access anywhere and at any time.

4.2 Recommendations

- Use the Tandem application to improve and practice communicative competence in the English language, as it allows real contact with the target language. In addition, the mobile application has tutors that facilitate the learning process where you can ask questions and clarify doubts. The Tandem application provides different functions that students can use to engage in conversations with native speakers who also use it, allowing them to listen, train their ears and practice pronunciation as well as grammar and vocabulary while interacting with other users.
- Introduce the Tandem application as a tool to acquire, learn and improve the English language by joining groups, participating and interacting with users who also use it. The application facilitates the learning of the English language since it is a pocket PC and can be carried anywhere, allowing learning to be constant and continuous.

- It is necessary for students to explore and use the functions of the Tandem app to help improve their oral English language skills when communicating, in other words, to be in contact with society. Therefore, continuing to use Tandem and its functions helps to acquire, reinforce and practice pronunciation and communication respectively

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Annexes

Annex 1: Authorization Document



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIDAD DE INTEGRACIÓN CURRICULAR
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334
Ambato-Ecuador

Ambato 30 de septiembre 2022
FCHE-UIC-803-2022 Acuer.

Doctor Mg.
Victor Hernández Del Salto
PRESIDENTE
CONSEJO DIRECTIVO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Unidad de Integración Curricular de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 de septiembre, visto oficio sin número de 26 de agosto 2022 suscrito por **PILLA MASAQUIZA KATHERIN LIZETH** estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN TRABAJO DE INTEGRACIÓN CURRICULAR (PROYECTO DE INVESTIGACIÓN) LA SEÑORITA PILLA MASAQUIZA KATHERIN LIZETH, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR "TANDEM APP AND COMMUNICATIVE COMPETENCE" Y SE DESIGNE COMO TUTOR SUGERIDO A LA MG. XIMENA CALERO, DEL PERÍODO ACADÉMICO OCTUBRE 2022– MARZO 2023.

Atentamente,



Firmado electrónicamente por:
**MARCELO
WILFRIDO NUNEZ
ESPINOZA**

DR. MG. MARCELO NÚÑEZ ESPINOZA
Presidente



Firmado electrónicamente por:
**XIMENA ALEXANDRA
CALERO SANCHEZ**

anexo: lo indicado (1 hoja)

Annex 2: Carta de Compromiso

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Salasaca, 6 de Octubre del 2022

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

Yo Msg. P. Ignacio Caizabanda en mi calidad de Rector de la Unidad Educativa "Fray Bartolome de las Casas" de Salasaca, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Tandem app and Communicative Competence" propuesto por la estudiante Katherin Lizeth Pilla Masaquiza, portadora de la Cédula de Ciudadanía 2000123725, 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.



.....
Msg. P. Ignacio Caizabanda
Telf.: 032484081
uefbcs@yahoo.com



Annex 3: Pre and Post Test

PRE-TEST

Candidate name: _____ **Date:**

Class: B1 – Pre – Intermediate

Hour:

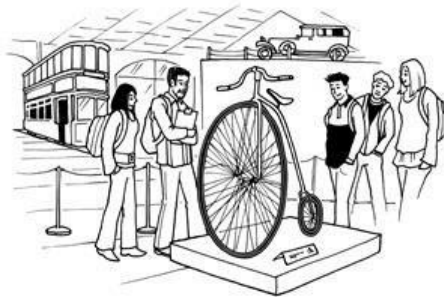
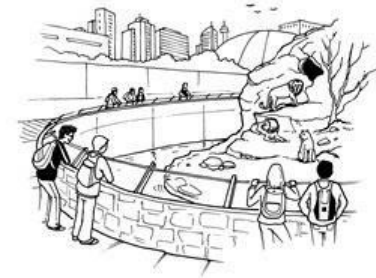
Introduction: This test is taken from the B1 Preliminary for Schools - Speaking Test. Candidates take the Speaking test with another candidate or in a group of three. The objective of this test is tested on their ability to take part in different types of interaction: with the examiner, with the other candidate, and by themselves.

Objective: To assess students' communicative competence before the application of the Tandem app.

Instructions:

- Students work in pairs or in a group of three.
- Time: 5 minutes
- Read all the instructions carefully
- **SPEAKING** part 1, teacher asks questions to each student in turn. You should ask to questions, giving factual or personal information.
- **SPEAKING** part 2, discuss task with visual stimulus. you must make and respond to suggestions, discuss alternatives and negotiate an agreement.
- Teacher gives the instructions once, setting up the situation, while the candidates look at the prompt material. The prompt material is a set of images designed to generate the candidates' ideas about an imaginary situation.

A school visit to a capital city.



POST-TEST

Candidate name: _____ **Date:**

Class: B1 – Pre – Intermediate

Hour:

Introduction: This test is taken from the B1 Preliminary for Schools - Speaking Test. Candidates take the Speaking test with another candidate or in a group of three. The objective of this test is tested on their ability to take part in different types of interaction: with the examiner, with the other candidate, and by themselves.

Objective: To assess students' communicative competence before the application of the Tandem app.

Instructions:

- Students work in pairs or in a group of three.
- Time: 5 minutes
- Read all the instructions carefully
- **SPEAKING** part 1, extended turn. You must talk and describe for 2 minutes on your own about something.
- Teacher gives the instructions once; she's going to give each of you a colour photograph and talk about it. The student describes what they can see in their photograph
- **SPEAKING** part 2, discuss task with visual stimulus. you must make and respond to suggestions, discuss alternatives and negotiate an agreement.
- Teacher gives the instructions once, setting up the situation, while the candidates look at the prompt material. The prompt material is a set of images designed to generate the candidates' ideas about an imaginary situation.

PART 1:

1A



Back-up prompts

- Talks about the people/ person.
- Talk about the place.
- Talk about other things in the photograph

PART 1:

1B

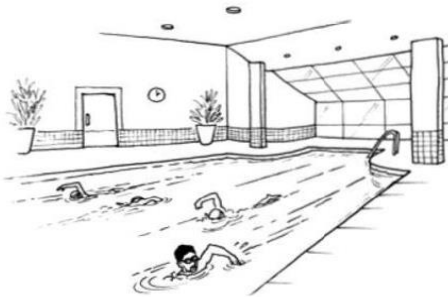
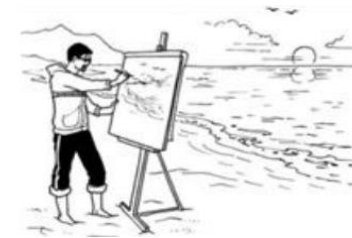


Back-up prompts

- Talks about the people/ person.
- Talk about the place.
- Talk about other things in the photograph

Part 2:

Activities to help the man relax.



Annex 4: Rubric for Assessing Speaking Performance Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress are generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses <u>which are</u> characterized by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Source: <https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf>

Annex 5: Lessons plan

Teacher: Katherin Pilla		Topic: Greetings and small talk.		
School year: 3 rd BGU		Number of students: 22 ss		
Class: B1 Pre-intermediate		Duration: 80 minutes		
Teaching methods: CLT (Communicative Language Teaching).				
Lesson objectives				
General objective:				
<ul style="list-style-type: none"> Students gain confidence initiating appropriate “small talk” conversations 				
Time		Aim	Procedure	Interaction
5 minutes	Warm-up	To make ss more comfortable.	<ul style="list-style-type: none"> - Greeting & introduction. - First, T greets ss and then asks the ss to greet their classmates in different ways. - Agenda presentation. 	T-Ss
	Activity 1	Talk about kinds of greetings	<ul style="list-style-type: none"> -T gives ss a sheet of paper where they will find information about customs around the world and useful phrases. - T talks ss about customs around the world and shares information about them. 	T-Ss
	Activity 2		<ul style="list-style-type: none"> - Ss get in pairs and discuss the following: In your opinion, is there a right way and a wrong way to greet people? 	Ss-Ss
		Discuss gestures and		

		customs	<p>Explain.</p> <p>In your country, are there any topics people should avoid during small talk?</p> <p>-Ss use the useful phrases that T provides.</p>	
<p style="text-align: center;">• Assignment</p> <p>Discussion:</p> <p>T asks ss to create a group in the Tandem app in the “Language Parties” option with the names that T will assign to each group to make a small conversation. T will join each group and monitor the activity.</p>				

Student's resources

GREETINGS AND SMALL TALK

CUSTOMS AROUND THE WORLD

GREETINGS

People greet each other differently around the world.



Some people bow.



Some people kiss once.
Some kiss twice.



Some shake hands.



And some hug.

EXCHANGING BUSINESS CARDS

People have different customs for exchanging cards around the world.



Some customs are very formal. People always use two hands and look at the card carefully.



Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

SMALL TALK

What about small talk-the topics people talk about when they don't know each other well?



In some places, it's not polite to ask about someone's age or salary. In others, it's considered rude to ask someone's family.

Useful phrases to give an opinion:

Asking for Opinions

How do you feel about that?
What is your point of view?
David, I would really appreciate your view.
Have you got any thoughts on this?
Do you have any views on this?
Does anyone have any other comments?

Responding to Opinions

I see what you mean.
You've got a point there.
That's a very good point.
That's a great suggestion.
That's one way of looking at it.

Expressing Opinions

I believe...
I'm convinced that...
I'm sure that...

I think...
Well, if you ask me...
I'd like to point out that...
entirely convinced that...

As I see it...

In my opinion...

Agreeing

Absolutely.
Exactly.
I totally agree with you.
I have exactly the same opinion as you.
I guess you're right.

Disagreeing

I totally disagree.
I'm afraid I can't agree with you there.
With respect, I have to say I don't agree.
I disagree entirely.
I know what you mean but...
I don't really agree with you.

Expressing Reservations

I'm not sure that's such a good idea.
Don't you think that...?
I'm concerned that...
I'm not


























Source taken from: <https://impactfulenglish.com/asking-and-giving-opinions/>

Teacher: Katherin Pilla School year: 3 rd BGU Class: B1 Pre-intermediate		Topic: Eating well. Number of students: 22 ss Duration: 80 minutes		
Teaching methods: CLT (Communicative Language Teaching).				
Lesson objectives				
General objective:				
<ul style="list-style-type: none"> Informing the students, raising their awareness and responsibility towards the importance of adopting a healthy lifestyle 				
Time		Aim	Procedure	Interaction
5 minutes	Warm-up	To make ss more comfortable.	- Greeting & introduction. - T draws the pyramid into 6 parts on the whiteboard and gives ss some pictures that they put in the right category. - Agenda presentation.	T-Ss
	Activity 1	Compare the foods that make up the pyramid	- T gives ss a sheet of paper with a healthy eating pyramid, categories of foods, and some description of diets. -T explains and talks about the “Healthy Eating pyramid.” - Ss compare the pyramid on the board with the information on their sheets of paper and say the right categories.	T-Ss

	Activity 2	Discuss the healthy diet you have made	- Ss write the ideal healthy diet for them. Ss choose breakfast, lunch, or dinner.	S
			Discussion: -T asks ss to form groups of 3-4 people and share the diet with their classmates. Also, ss give their reasons, opinions, or advice.	Ss
			-SS share their ideal diets with the rest of the class.	T-Ss
<p style="text-align: center;">• Assignment</p> <p>Discussion: For this, T will create a group in “Language Parties” in the app with the name “Eating Well” in which ss have to discuss the questions “which do you think is a healthier diet?” and advise their classmates.</p> <p>This activity will be carried out at 5 pm. All ss will be asked to join the group. T will monitor the activity.</p>				

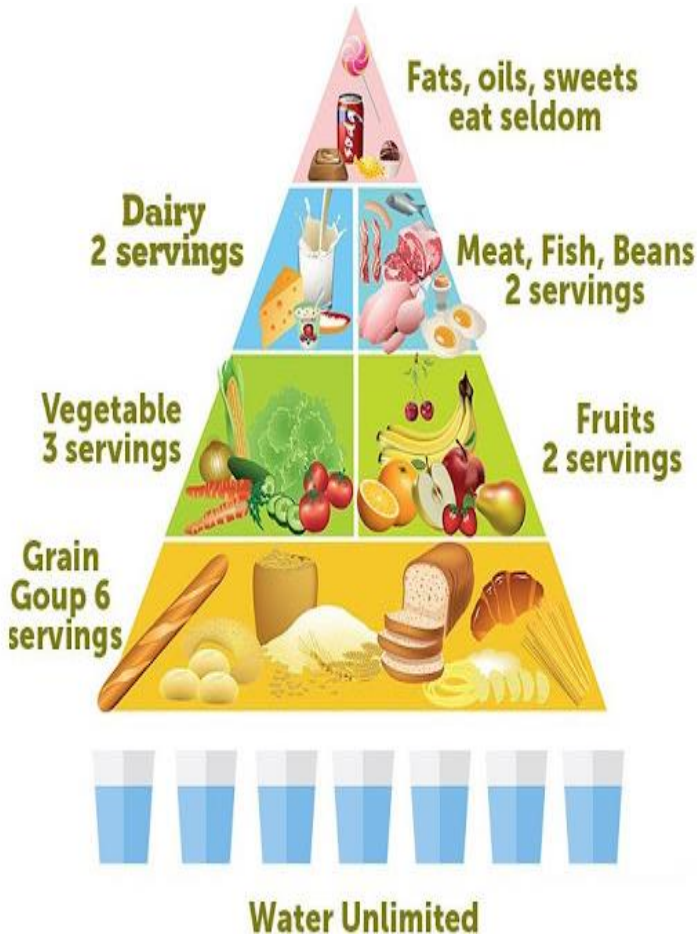
Teacher resources

Pictures

FRUITS	VEGGIES	DAIRY	PROTEIN	GRAINS
				
				
				
				
				

Source taken from: <https://es.liveworksheets.com/cf1392620yy>

Student's resource
EATING WELL



FOOD CATEGORIES

FRUITS



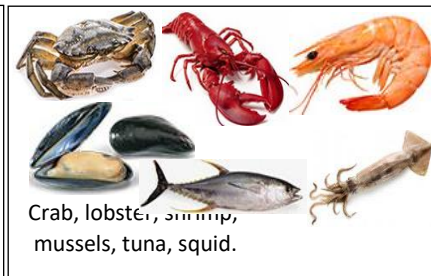
VEGETABLES



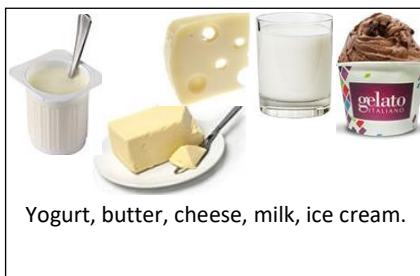
MEAT



SEAFOOD



DAIRY PRODUCTS



GRAINS, BEANS AND NUTS



Useful phrases to:

Give advice

If I were you, I
would/wouldn't...

If I were in your
shoes/position, I
would...

You had better/ you'd
better.....

You should...

Why don't you....?

You'd better (not)...

Have you thought
about....?

Have you tried...?

**Descriptions of the
diets**

For maintaining better
health/ preventing
disease/ watching
weight you have...

Be sure to consume...

Avoid... including

Eat lots... / Eat foods
such as...

Avoid foods that are
high in calories, such
as

Cut back fat

Sources taken from: <https://myenglishteacher.co.uk/2021/11/19/asking-for-giving-and-responding-to-advice/>

Teacher: Katherin Pilla		Topic: Song - Dreamers		
School year: 3 rd BGU		Number of students: 22 ss		
Class: B1 Pre-intermediate		Duration: 40 minutes		
Teaching methods: CLT (Communicative Language Teaching).				
Lesson objectives				
General Objectives:				
<ul style="list-style-type: none"> • Discuss preferences for song 				
Time		Aim	Procedure	Interaction
5 minutes	Warm-up	To make ss more comfortable.	<ul style="list-style-type: none"> - Greeting & introduction. - T plays songs about FIFA and asks questions to the ss. - Agenda presentation. 	T-Ss
	Activity 1	Practice pronunciation of the song.	<ul style="list-style-type: none"> - T gives ss a sheet of paper with the lyrics of the song “Dreamers” by BTS Jungkook. - T reproduces the song and asks ss to listen to it and pay attention to the pronunciation. -T reproduces the song and pause it in each sentence and asks ss to repeat after. Through this activity, ss will practice pronunciation. -Afterward, T gives the song message and asks ss to tell what they get. 	T-Ss
	Activity 2	Discuss the		

		lyrics of the song	-T and ss sing the song.	
<ul style="list-style-type: none"> • Assignment <p>Discussion:</p> <p>For this, T will create a group in “Language Parties” in the application with the name “FIFA Songs” in which they will have to discuss of: which song is the best? and why? or share the song they love and what was the message of the song? with their classmates.</p> <p>This activity will be carried out in the afternoon at 5 pm. All ss will be asked to join the group. T will monitor the activity.</p>				

Student's resources

Activity 1

DREAMERS by BTS Jungkook

ala ho la dan
ala ho la dan
(Oh, RedOne)
ala ho la dan
ala ho la dan

Look who we are, we are the dreamers
We make it happen 'cause we believe it
Look who we are, we are the dreamers
We make it happen 'cause we can see it

Here's to the ones that keep the passion
Respect, oh, yeah
Here's to the ones that can imagine
Respect, oh, yeah

ala ho la dan
ala ho la dan
ala ho la dan
ala ho la dan

Gather round, now look at me
Respect the love, the only way
If you wanna come, come with me
The door is open now every day

This one plus two, rendezvous, all
invited
This what we do, how we do

Look who we are, we are the dreamers
We make it happen 'cause we believe it

Look who we are, we are the dreamers
We make it happen 'cause we can see it

Here's to the ones that keep the passion
Respect, oh, yeah
Here's to the ones that can imagine
Respect, oh, yeah

ala ho la dan
ala ho la dan
ala ho la dan
ala ho la dan

Look who we are, we are the dreamers
We make it happen 'cause we believe it
Look who we are, we are the dreamers
We make it happen 'cause we can see it

Here's to the ones that keep the passion
Respect, oh, yeah
Here's to the ones that can imagine
Respect, oh, yeah

ala ho la dan
ala ho la dan
ala ho la dan
ala ho la dan

Source taken from: <https://www.lettras.com/jungkook/dreamers/>

Useful phrases

Expressing likes:

I like...

I love...

I adore...

I'm crazy about...

I'm mad about...

I enjoy...

I'm keen on...

I can't stand...

It's too unlike music I normally listen
to.

I'm not into... (you don't enjoy
something)

I'm fond of...

I'm all about...

I'm a big fan...

I hate...

The most interesting song is ... because
...

I believe the best song is ... because...

I'm passionate about...

It's not really my cup of tea.

I'm a huge fan of

... is not my cup of tea (I don't enjoy
something)

I loathe... (I hate)

The lyrics are too cheesy.

It's not really my thing

Great groove on that track.

This rhythm is really groovy

That is a funky tune

The message of the song is...

I think the song is about...

The part of the lyrics that I love says...

The best song I've ever heard is...

The song's lyrics are about...

I like the....song because the message
fills my heart...and it inspired me to
be...

Source taken from: <https://www.myenglishpages.com/english/communication-lesson-likes-dislikes.php>

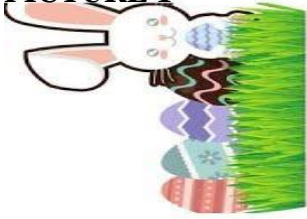
Teacher: Katherin Pilla		Topic: Holidays and Traditions		
School year: 3 rd BGU		Number of students: 22 ss		
Class: B1 Pre-intermediate		Duration: 40 minutes		
Teaching methods: CLT (Communicative Language Teaching).				
Lesson objectives				
General Objectives:				
<ul style="list-style-type: none"> Students will be able to talk and describe a specific holiday or tradition with facts and details. 				
Time		Aim	Procedure	Interaction
	Warm-up	To make ss more comfortable.	<ul style="list-style-type: none"> - Greeting & introduction. - T starts to show cards (picture 1) about traditions and holidays and ss guess it. - Agenda presentation. 	T-Ss
	Activity 1	Exchange information about holidays	<ul style="list-style-type: none"> -T gives ss a sheet of paper in which they find information, questions, and useful phrases about holidays and traditions. -T talks ss about holidays and traditions. <p>Discussion:</p> <ul style="list-style-type: none"> -Which traditions are you already familiar with? -Which ones would you like to know more about? why? -Why do people keep traditions alive? 	T-Ss

			-Do you think it's important to learn more about the customs of other cultures? Why?	
	Activity 2	Ask someone about festival	<p>Group work</p> <p>-T draws a chart about traditions (picture 2) on the board and explains it.</p> <p>-T gives ss a worksheet with the Holiday chart.</p> <p>-Students complete the chart with the corresponding information.</p> <p>Discussion:</p> <p>- Ss work in groups of 3 and have a conversation discussing each other's festival.</p>	Ss
<p>• Assignment</p> <p>Discussion:</p> <p>Ss record themselves having a conversation about wedding traditions for around 3 minutes and send it.</p>				

Annexes

Teacher resources

PICTURE 1



Source taken from: <https://www.pinterest.com/pin/5136987066977688/>

PICTURE 2

A FESTIVAL IN MY HOMETOWN

A special type of clothing	Explain when it is worn
A special type of music	Explain when it is played
A special dish	Explain when it is eaten
A traditional dance	Explain when it is danced
A special event	Explain when it is happens

Students' resources

HOLIDAY AND TRADITIONS

Japan



People picnicking and viewing the cherry blossoms at a Hanami party in Japan.

Korea



A couple dressed in the traditional hanbok during the Korean holiday of Chuseok.

Brazil



Dancers in the fantastic customs of Brazil's world-famous yearly celebration Carnival.

United States



Thanksgiving dinner in the United States features the traditional main dish of roast turkey.

Mexico



Friends who have come together for Quinceañera to celebrate a girl's fifteenth birthday and her entry into adulthood in Mexico.

Ecuador



Inti Raymi is the ancient Inca Festival of the Sun celebrated between June 18 and June 24th

Useful phrases

- It takes place in/ on (month or date)
- We get together with
- ... are mobbed with people.
- ... is impossible.
- It reminds me of ...
- I heard there's going to be a holiday next...

Questions to start conversations about the holidays:

Use these questions to start conversations with your classmate about the holidays.

- What are your holiday plans?
- Are you traveling for the holidays (or are you staying home for the holidays)?
- What are you up to for the holidays? (What are you up to = what are your plans)
- Are you staying home or going away for the holidays?
- Any New Year's plans?
- How does your family celebrate [insert holiday]?
- Do you have any favorite holiday traditions?
- Are there any special foods that you make at this time of year?
- How did you bring in the New Year?

WORKSHEET

A FESTIVAL IN MY HOMETOWN

A special type of clothing	Explain when it is worn
A special type of music	Explain when it is played
A special dish	Explain when it is eaten
A traditional dance	Explain when it is danced
A special event	Explain when it is happens

Teacher: Katherin Pilla		Topic: On Vacation		
School year: 3 rd BGU		Number of students: 22 ss		
Class: B1 Pre-intermediate		Duration: 40 minutes		
Teaching methods: CLT (Communicative Language Teaching).				
Lesson objectives				
General Objectives:				
<ul style="list-style-type: none"> The students will plan a vacation for themselves, group of friends, or family, considering the costs involved. 				
Time		Aim	Procedure	Interaction
5 minutes	Warm-up	To make ss more comfortable.	<ul style="list-style-type: none"> - Greeting & introduction. - T shows a picture of her vacation (picture 1) and begins by telling her students about it. - Agenda presentation. 	T-Ss
	Activity 1	Ask about someone's vacation	<ul style="list-style-type: none"> -T asks ss to draw about their funniest vacation. Pair work: -Ss get in pairs and exchange their drawings. -Ss ask questions based on what they see in the drawings such as: Where did you go? / Where is this? Who is he/she/they? What activities did they do? What does this mean? 	Ss

			<p>Would you go back to on your vacation?</p> <p>-T asks ss to switch partners and perform the same activity. Ss have to do the same activity twice. T monitors activity.</p> <p>-Ss share ideas about their partner drawings with the rest of the class.</p>	
	Extra activity:	Make a list of preferred vacation places	<p>While T does activity 1, ss make a list in their notebooks of at least 3 places they would like to visit and 6 things they could do in each place during their vacation.</p>	S
<p style="text-align: center;">• Assignment</p> <p>Discussion:</p> <p>For this, T will create a group in “Language Parties” in the application with the name “My next vacation” in which they share the extra activity that T asked to do it.</p> <p>This activity will be carried out in the afternoon at 5 pm. All ss will be asked to join the group. T will monitor the activity.</p>				

Teacher resources

PICTURE 1



Source taken from: <https://sp.depositphotos.com/104330148/stock-illustration-beach-activities-infographic.html>

Student's resources

Common expression to talk about holiday

Before the holidays

If I don't see you before, have a lovely
Spring break!
Have a great Spring break, won't you!
Have a good one!
Happy Spring break to you!

Asking people about their plans

What are you up to over Spring break?
Got any plans for New Year
celebration?
Are you at home over charismas, or are
you going away?

Asking about the holidays

What did you do over Spring break?
What did you get up to?
Do anything exciting / special over the
holidays?
Have you made any resolutions?

Giving Responses

(Did you have a good holiday?)
It was great / fantastic / wonderful /
lovely / thanks.
Really relaxing / Just what I needed.
We saw the in-laws / some of the
family.
We got away for a couple of days.
We had a quiet one at home.
Nothing much.
Nothing special.
Oh, the usual...
Same old (= nothing new)

Asking the other person

What about you? (Did you have a) good
Spring break?
And you? Did you see the New Year in?
(to see the New Year in means to
celebrate the New Year at midnight.

Source taken from: <https://www.englishspecialist.club/conversation-and-phrases-to-talk-about-holiday/>

Teacher: Katherin Pilla		Topic: Create a short story		
School year: 3 rd BGU		Number of students: 22 ss		
Class: B1 Pre-intermediate		Duration: 40 minutes		
Teaching methods: CLT (Communicative Language Teaching).				
Lesson objectives				
General objective:				
<ul style="list-style-type: none"> Discuss and analyze a short story, as well as recognize key elements of a short story. 				
Time		Aim	Procedure	Interaction
5 minutes	Warm-up	To make ss more comfortable.	<ul style="list-style-type: none"> Greeting & introduction. T starts by telling a short story titled "The wolf and the lamb." Agenda presentation. 	T-Ss
	Activity 1		<p>-T gives ss tips to make a mind map to help you think about a story.</p> <p>Tips to make a mind map to help you think about a story.</p> <ol style="list-style-type: none"> Look at the image carefully. Think of the title of the story based on what you see on the picture strip. The title will be the main theme. Think about the introduction to the story. Observe and take notes 	T

			<p>about the characters and their role in the story.</p> <p>5. Observe and take note of the place where the plot takes place.</p> <p>6. Finally, take note of the end of the story based on what you see on the film strip.</p> <ul style="list-style-type: none"> • Also, T shares a mind map about a story (picture 2). Also, T shares a storytelling expression to tell a story to do activity 1 (picture 3). 	
	Activity 2	<p>To promote communication.</p> <p>To work on negotiating meaning.</p>	<p>Group work:</p> <ul style="list-style-type: none"> • T asks ss to form groups of 5 people. • T gives a picture strip with which they will invent a title and think of a story according to the picture strip (Pictures 1, 2, 3, and 4). • Based on the picture strip, ss should make a 	Ss

			mind map in their notebooks with the main ideas.	
<p style="text-align: center;">• Assignment</p> <p>Discussion:</p> <p>For this, T will create a group in “Language Parties” in the application with the name “My story” in which they share their short story with their partners.</p> <p>This activity will be carried out in the afternoon at 5 pm. All ss will be asked to join the group. T will monitor the activity.</p>				

Picture 1

The wolf and the lamb



One day, A lamb was eating sweet grass away from her flock of sheep. She didn't notice a wolf walking nearer to her. When she saw the wolf, she started pleading, "Please, don't eat me. My stomach is full of grass. You can wait a while to make my meat taste much better. The grass in my stomach will be digested quickly if you let me dance." The wolf agreed.

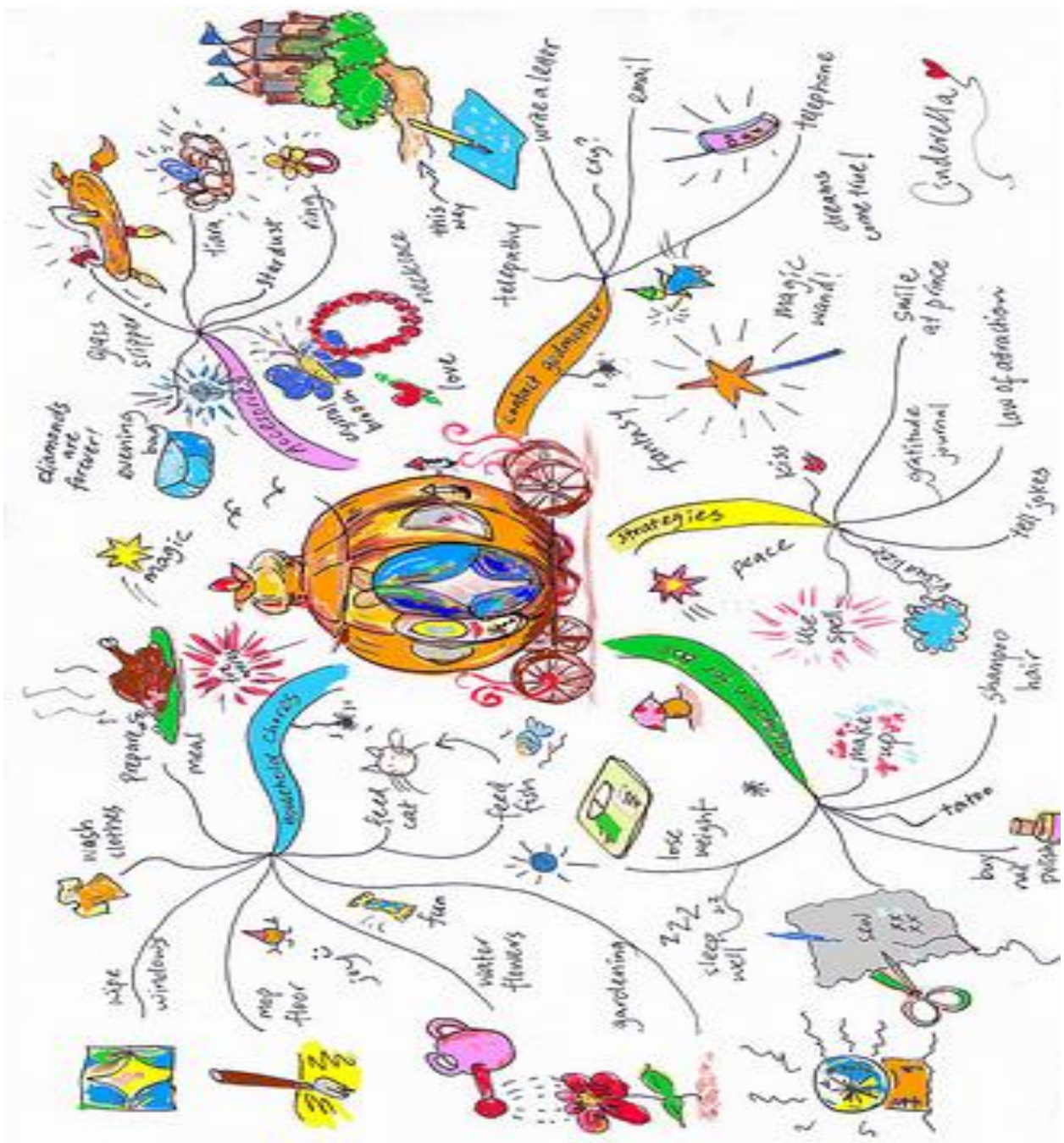
While the lamb was dancing, she had a new idea. She said, " I can dance faster if you take my bell and ring it so hard." The wolf took the bell and started to ring so hard. The shepherd heard the sound and ran quickly to save the lamb's life.

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Source taken from:

<https://www.studocu.com/ja/document/%E6%9C%9D%E9%AE%AE%E5%A4%A7%E5%AD%A6%E6%A0%A1-%E6%97%A5%E6%9C%AC/corporate-law/story-1-story-3/12066136>

Picture 2



Source taken from: <https://www.eslwriting.org/esl-writing-lesson-mind-mapping/>

Picture 3

STORYTELLING EXPRESSIONS

Once upon a time	After that ...	An hour later	although	In a faraway land, in a faraway time
Then suddenly	however	Next...	As a result	as soon as
and then eventually	One morning in (May)	just in time	That's the story of	Immediately
in spite of	To my surprise	Finally	but soon	when
There once lived	I was horrified to see/hear	A long, long time ago	either (tea) or (coffee)	In the end

Source taken from: <https://bingobaker.com/view/1630322>

Student's resources

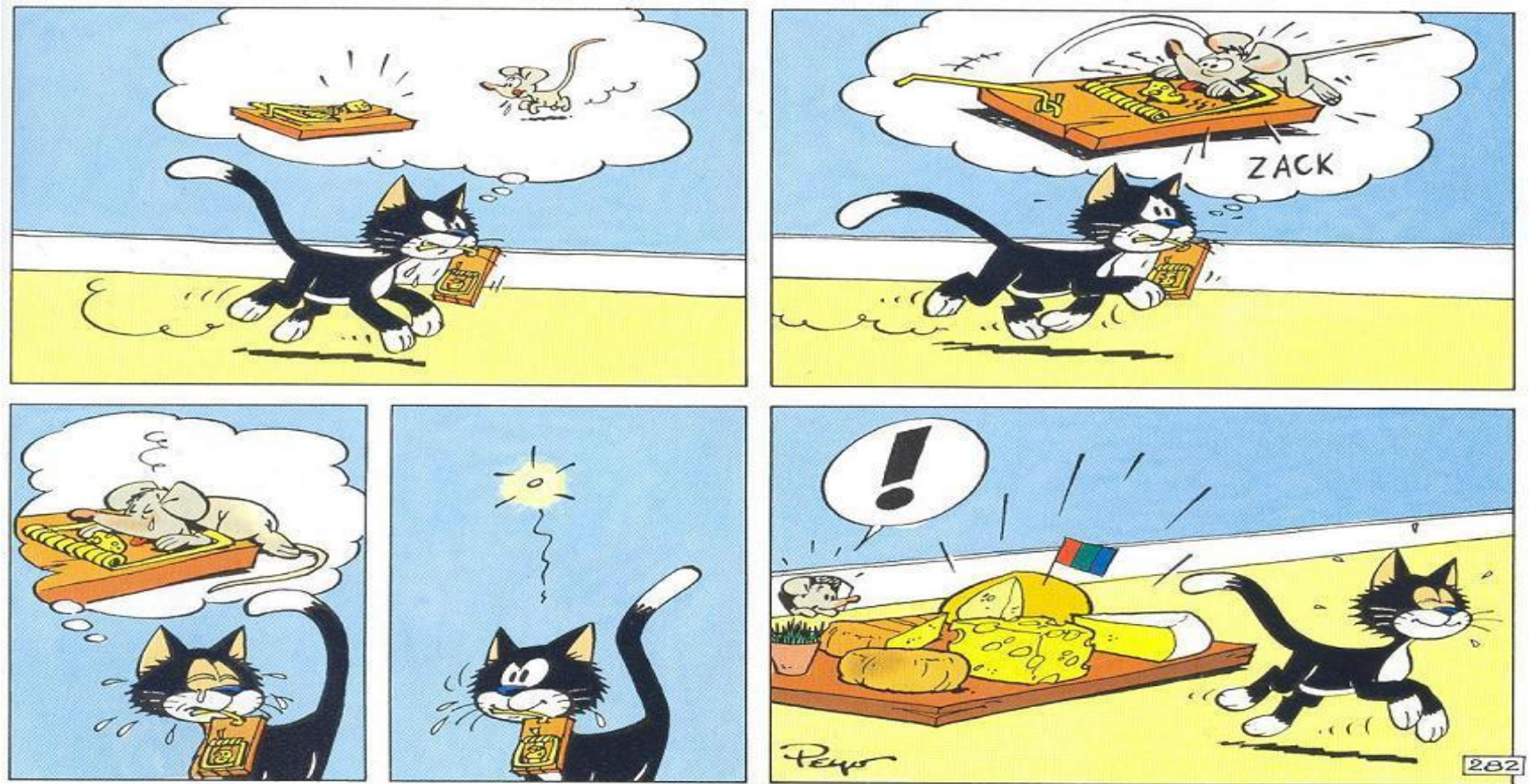
Activity 1

Picture 1



Source taken from: <https://ar.pinterest.com/pin/290974825910830623/>

Picture 2



Source taken from: <https://www.quora.com/What-are-the-best-comic-strips-featuring-cats>

Picture 3



Source taken from: <https://www.fiverr.com/donatdoni/make-comic-strip-from-your-story>

Picture 4

