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"THE INTERACTION PATTERNS AND THE SPEAKING SKILL DEVELOPMENT IN THE STUDENTS OF THE SECOND SEMESTER OF HUMAN SCIENCES AND EDUCATION FACULTY OF THE CAREER OF PEDAGOGIA DE IDIOMAS NACIONALES Y EXTRANJEROS FROM AMBATO TECHNICAL UNIVERSITY".

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Ambato – Ecuador

2017 - 2018

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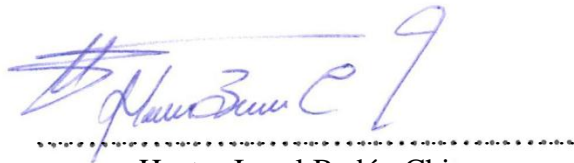


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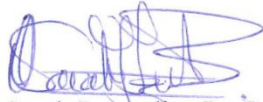
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TO:

*God for giving me the strength
and ability to keep going day by day
and guide me on the path of good, my
parents as the fundamental pillars,
because without their support and
advice I could never have achieved
what I have achieved so far in my life.*

Israel.

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First of all, I thank God for giving me life and helping me to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge. First of all, I thank God for giving me life and helping me to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge.

Israel.

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ABSTRACT

The English language has become practically the main language for cultural and business communication, due to the same demand the language has around the world, since most Latin American countries have started to learn learning English in their teaching curriculum, making it possible to obtain a satisfactory job opportunity in the future. So, teaching of foreign languages such as English is a complex process which involves designing methodological strategies by teachers, which must be clearly didactic, facilitating the learning and development of the student's linguistic abilities in accordance to their communicative needs, however, the way of teaching foreign languages is related to the predominant linguistic approach, there has being a close relationship between the existing linguistic theory and the teaching methodology applied in the English class.

For the development of this research was carried out a survey to 44 students of the institution, in order to identify the incidence of the interaction patterns and the speaking skills development. Also, to analyze if methodologies are established to increase the speaking skills development in the English language. Once the survey was applied, it was found that the teacher does not use interaction patterns for the speaking skills development. It was also identified that the teacher does not make or develop original activities in order to help them to increase speaking skills, resulting in disregard and boredom by them, since they do not have the desire to practice the speaking skill.

It is for the above reasons that the present study intends to analyze, how the analogy for the development of English language skills is applied, being directly the beneficiaries of this project the students of the second semester of the faculty of human sciences and education, from the Technical University of Ambato, and in turn the teachers since methodologies will be established to try to create interactive activities to improve the level of Speaking skills in the English language.

KEYWORDS:

Interaction Patterns, English language skills, methodological strategies, communicative needs.

INTRODUCTION

The present study was carried out at the Technical University of Ambato, with the participation of students of second semester of Human Sciences and Education Faculty, where it was possible to determine the incidence of the interaction patterns and the speaking skills development in the English language.

Thus, the investigation is composed of five chapters the same as detailed below.

In Chapter I.- The problem that consists of the theme, the problem statement, the contextualization, the critical analysis, the problem tree, the prognosis, the formulation of the problem, the research questions, and the delimitation are detailed, later we have the justification of the research, and finally, the general and specific objectives are implemented.

In Chapter II. - It is composed of the theoretical framework, which details the investigative background, the different philosophical foundations, the fundamental categories, the constellation of ideas of both the independent and dependent variable, the formulation of the hypothesis and the identification of variables

In Chapter III.- It covers the methodology where it is composed of the research approach, the level or type of research, the population - sample, the operationalization of the variables, the information collection plan and finally we have the processing and analysis.

In Chapter IV. - It is composed by the analysis and interpretation of results, where the analysis of the results, the interpretation of data and the verification of the hypothesis are detailed.

In Chapter V. - We find the conclusions and recommendations regarding the investigation.

On the other hand we proceed to detail the bibliography used in the study;

Finally, in annexes are detailed aspects related to the scientific article (paper) ,in the first instance the abstract is detailed, objectives both general and specific, theoretical foundations, methods and materials, results, decisions, then the conclusions and recommendations are presented.

CHAPTER I

THE PROBLEM

1.1.THEME

THE INTERACTION PATTERNS AND THE SPEAKING SKILLS DEVELOPMENT
IN THE STUDENTS OF THE SECOND SEMESTER OF HUMAN SCIENCES AND
EDUCATION FACULTY FROM THE CAREER OF PEDAGOGIA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS FROM TECHNICAL UNIVERSITY OF
AMBATO

1.2.PROBLEM STATEMENT

1.2.1. Contextualization

The mainstream of educational units in Ecuador, whether private or public, have implemented within their educational curriculum the teaching of the English language with the ideology that in the future they will obtain a satisfactory job. This is a possibility since they have become practically the main language for communication: cultural and above all business, because of the great demand that it has. It is clear that the speaking skill is a complex process which involves designing strategies, namely, they must be clearly didactic, and thus facilitating the learning and development of language skills according to their communication needs to the students, ergo there must be a close relationship between the existing linguistic theory and the teaching methodology in the English class.

Within the main strategies to address the development of English language skills it is necessary to apply the interaction patterns, since through interaction the student is expected to acquire 100% knowledge. According to (Delgado J, 2008, pág. 8), in his study topic: "*development of learning objects based on patterns*", notes that: The interactivity can be as simple as clicking on the answer to a question asked at the end of a session or as complex as the manipulation of various objects to perfect a skill or carry out an asynchronous or synchronous communication between students and teachers Through interaction patterns, in this way the student becomes an active participant in the learning process. To this a fundamental advantage that

has been attributed to the interaction patterns is the increase in interactivity between teachers and students, since it allows to extend the time and work space that is normally used in the classrooms, potentially generating greater opportunities for the learning.

In this area, some authors with different theoretical orientations coincide when they recognize that the interaction patterns are presented in this teaching-learning space can influence the speaking skills which are produced in the classroom. According to (Contreras S, 2016, págs. 15-24), mentions that: "It could be said that interaction patterns are presented as a function of opening or closing acts regarding the significant participation of the student during the process of knowledge construction in the classroom ". Namely, if the students do not participate as interlocutors, as partners in the dialogue, if they do not face points of view and make judgments about the validity of what is proposed in class, they will not be able to accept the arguments they face, within the speaking skills.

It is for the above reasons that education should be a dynamic process that must be changed as the environment changes, since there is an interrelation between the educational process, given that the language includes receptive (listening and reading) and productive skills (speaking and writing), interaction patterns do not interact on their own, interactivity depends more on the instructional proposal, which explicitly has to describe the frequency, length and characteristics of the interactions that have to be performed when inducing speaking skills during class.

It is deduced that the speaking skills is more complex skill and that during a communicative activity, the student has very little time to plan and organize the message before pronouncing it to another person. Castillo C, (2015), in his investigation " *The importance of speaking skills in foreign languages* " mentions that: "The linguistic reality imposes great challenges to the apprentices, since in addition to the mastery of their mother tongue they must develop their communicative competence in a certain Foreign Language and in different communicative contexts".

In Tungurahua, it is increasingly common for people to seek to specialize in English, for Guanuche A, (2016), director of the Language Institute of the Salesian University, in her research "*The need to learn English is growing*" points out that: In each cycle they study between 5 800 and 6 200 students. Of these, 5% do not know that language completely, while 50% handle it intermediate or low. Finally, 45% have high knowledge, since they are children who come from schools in which that language is taught in depth or took classes in other centers. (p.76)

Now the system proposed by (Lizardo S, 2006, pág. 97), in its theme of study "*Cognitive processes and verbal interaction patterns in the university classroom*" involves that to have the attention and participation of students in the development of English language skills, interaction patterns are proposed that respond to direct or indirect actions because of the greater or lesser level of control or directivity handled by the teacher in the classroom activities, of learning.

In an investigation carried out by (Proaño F, 2014, pág. 58) it was concluded that: "The English Learning involves the knowledge of 4 skills, which are fundamental to speak and understand this language", the mastery of these skills that are: oral expression, writing, listening and reading comprehension, they will help to improve the knowledge of this language, thus it is necessary to include interaction patterns in the classes, where the teachers speak all the time in English, so that the student accustoms his ear and becomes familiar with this language, of this way the listening comprehension will be a skill that is strengthened all the time. Por otro lado Rodriguez J, (2014) cites that: "Managing a speaking skill in the English language is a positive investment since this learning not only increases the possibility of getting a better job but also enriches social and cultural life, since language is the key to culture".

At the Technical University of Ambato, it can be seen that students do not show interest in acquiring knowledge, much less establishing English language skills. This has made it difficult for them to develop a non-understandable and poorly handled speech. In an interview made to Castillo H, (2016), explains that "It is difficult for me to learn English because many teachers do not understand and have a very old teaching methodology , reflecting in this way that for each student the

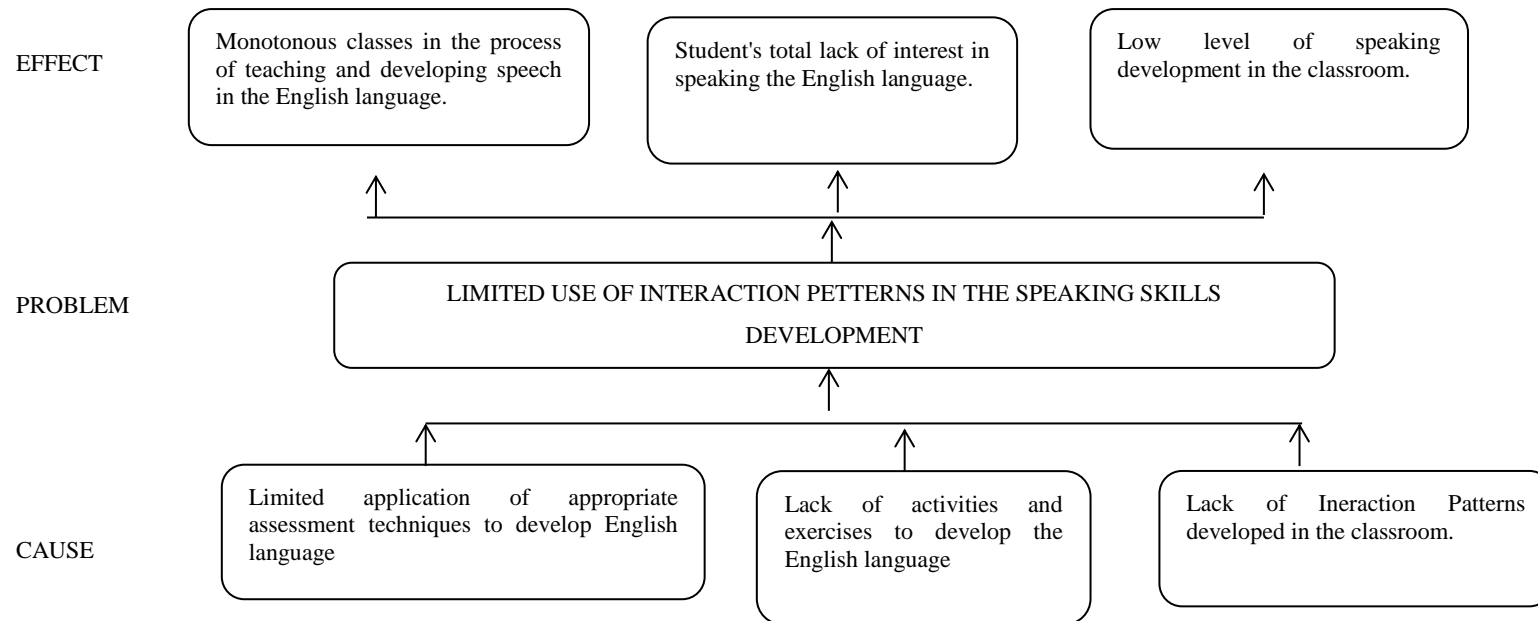
essential is to pass the English semester including it as one more subject in their student life, since there are monotonous classes and not very well managed by teachers, who do not apply teaching techniques, fact that discouraged students when learning, since "The teaching given by teachers tend to be boring and monotonous" that is: The difficulty that students perceive when learning a new language has little to do with how complex the language is. The methodology that is being implemented is much more relevant, and especially if it is monotonous or not: Richards (2008, page 14) in his book " Interaction Patterns in the English teaching " alludes that: English is one of the simplest languages to learn, it is a matter of knowing the basic structure of grammatical tenses and according to them use the appropriate vocabulary for the formulation of sentences, all this brings together the application of teaching methodologies and one of these using interaction patterns.

It is true that the teaching-learning process is something complex that requires a process of cooperation, governed by some fundamental conditions that make it possible, drawing rules between the group, the personality of the teacher, the mood of each member and the situational climate, all this makes the classroom a privileged place in which learning is to specify an active process of construction and is the result of an interaction, to promote this, it is necessary to apply interaction patterns since a social climate is created that provides cognitive and social support to the students, since interaction is the central aspect of an educational experience, and when an attempt is made to promote the development of the speaking skill, critical thinking and, above all, reflexive thinking through modeling and scaffolding strategies, require that the interaction be more systematic and structured.

1.2.2. Critical Analysis

1.2.2.1. Problem Tree

Chart N° 1 Problem Diagram



Elaborated by: BEDON, Israel (2017)

1.2.3. Critical Analysis

On the other hand, the lack of activities and exercises to develop the English language is caused by the scarce use of interaction patterns in the speaking skills development in the English language, which have caused a total disinterest of the student to speak English.

Likewise, the lack of interaction patterns in the classroom used by the teachers is caused by the limit use of interaction patterns in the speaking skills development which have caused a low level of speaking development in the classroom.

1.2.4. Prognosis

By not solving the problem, students will continue to have shortcomings and will not be able to develop English language proficiency in a better way and also will have difficulty to be understood when addressing another person with the English language. It should be noted, then, the need for this research and its results, to help the speaking skill using the interaction patterns in the students of second semester of humanities and education faculty, at the technical university of ambato. Once again, it is demonstrated the need for the optimal development of this study, especially when students show lack of interest in managing the English language, thus remaining in an ignorance situation.

1.2.5. Research Questions

- ¿What types of interaction patterns do teachers use in the speaking skills development in students?
- ¿What are the methodologies that should be applied in the development of speaking skills?

- ¿In what ways do the Interaction Patterns affect the speaking skills development?

1.2.6. Delimitation of the Research Object

CAMPO: Educational

AREA: Evaluation

ASPECT: Interaction patterns in the speaking skills development.

Space Delimitation

- The research will be carried out in the Faculty of Human Sciences and Education, from Technical University of Ambato, Tungurahua's province.

Time Delimitation

- The research was carried out during the academic year 2017 - 2018.

1.3. JUSTIFICATION

The *importance* of the subject is to use appropriate evaluation techniques in the area of English language, and thus proceed to work through the evaluation with the application of the same to develop the skill of speaking English Language in the students of Second Semester of Humanities and Education Faculty, in the Technical University of Ambato.

The English language is one of the most used and of great *interest* in the business world, since there are different teaching methods that require professionals to teach a class based on appropriate methodological skills in which resources, strategies, techniques are taken into account.

This study itself seeks to analyze how the analogy for the development of English language skills is applied, with the students of the second semester of human

sciences and education faculty directly *benefit* from this project at Technical University of Ambato, and in turn the teachers since methodologies will be established so that they try to create interactive activities to improve the level of the speaking skill in the English language.

Finally, this research is *feasible* to do , because authorities, teachers and students of the institution agreed, on the other hand the estimated time for the developing is covered within the technical parameters and will allow to develop the appropriate activities in a better way.

1.4.OBJECTIVES

1.4.1 General Objective

- To determine the incidence of the interaction patterns and the speaking skills development.

1.4.2 Specific Objectives

- To indicate scientifically the different interaction patterns that are used to develop the speaking skills of the English language.
- To identify the teaching methodology currently applied to teach the speaking skills.
- To stablish the effects of the interaction patterns in the speaking skills development.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. INVESTIGATIVE BACKGROUND

For the present study, information has been obtained from similar researches in different repositories of the universities, about interaction patterns and speaking skills development, and lastly be able to underwrite the problem of study theoretically.

The author (Cabañas G, 2016, pág. 89) in its research theme:

"Mathematics: Interaction Discursive Patterns in a Middle School Course"
states that:

Analyzing the specific situation of a programmatic content in the school can be influenced by the linguistic norms implicit in the teachers' discourse or by the relations of power and authority that exist between teachers and students. Somehow, these multiple relationships of the school process impact significantly on the opportunities that students have to learn. In this area, some authors with different theoretical orientations coincide in recognizing that the discourse that occurs in the classroom and the interaction patterns that occur in that space can influence in the opportunities that students have to learn. (p.89)

The results of this research confirms that through the speech facilitates the interaction patterns identification between the teacher and his students, the identified patterns are characterized by the constitution of regularities, which ARE stabilize in the teaching process.

At the same time (Márquez L, 2008, pág. 56), in his book ***"How to cite this article"*** expressed that:

According to several educational researchers, despite the increase in the frequent use of learning environments supported by computer-mediated communication (CMC), the body of theoretical, methodological and empirical knowledge, which explains the way in which we learn with the support of technologies, is scarce and fragmented. These points to the need to extend efforts to study the variables involved in teaching and learning in these environments, as well as the opportunities and constraints that these represent for the educational process. (p.56)

According to the aforementioned, it is necessary to carry out research to understand how students interact with the resources provided by teachers, and what variables are involved in this learning process. According to Barab and Plucker (2002), in the educational field, we are moving from cognitive theories, which emphasize individual thought and isolated minds, to theories that emphasize the situated nature of cognition and meaning, from the which propose the creation of learning

communities, or as they have been called more recently in online and distance education: "communities of inquiry".

On the other hand (Gutiérrez R, 2017, pág. 10), in his book titled "*Interacción de los componentes del lenguaje oral en el aprendizaje de la lengua escrita*", states that:

Speech is the particular use that each one makes the language, therefore, while the language is collective is individual, momentary and not lasting. In other words, language is the abstract, common code that causes individuals to communicate through concrete and individual facts of speech. Therefore, in order to assure the learning of the written code with guarantees, it is necessary to have previously speaking skills development, so that it allows the use of metaphonic metaphorical abilities, insofar as they favor the phonological awareness of lexical development, syllabic and phonemic facilitate the access to literacy. (p.10)

The author's reference points out, that the language is necessary so that the speech is intelligible and produces all its effects; however speech is necessary for the language to be established, historically, the fact of speaking is prior because listening to others is how each person learns their mother tongue. Whether speech helps to evolve the language, the received impressions by listening to others with which they change linguistic habits, thus speech is the sum of all that people say and understand both the individual combinations, dependent on the willingness of the speakers, as the voluntary acts of phonation, necessary to execute such combinations.

In this way the author (Rosales B, 2013, pág. 45), in his investigation "*Development of communicative competence in the English language in an interactive platform*" states that:

In the learning of a second language two terms are important: one of them is the learning of a language in itself, understood as the development of conscious knowledge of the second language; that is, the mastery of its rules and formulas through formal study. However, Krashen also states that learning a second language by means of grammar rules can only serve as a monitor or editor; in other words, this knowledge only serves to structure the statements correctly before speaking and also serves to self-correct the structures that will be used. (p.45)

The English Learning is a fertile field in the study presented it was found that both the students who take courses and the institutions that offer them need to be very clear about what education is and what responsibilities it implies. The benefits can be many, thus only if there is a planning of teaching and constant monitoring of progress to identify gaps and make improvements, it is also necessary that there are trained teachers who provide the interaction required for the acquisition of a second language.

Finally, the author (ShelleyV, 2016, pág. 87), in his book "*La pronunciación y la enseñanza de inglés en las Ciencias Médicas*" Points out that "In order to be an effective communication in English, pronunciation is crucial, since we are dealing with a language that has 26 letters, it has about 44 different sounds and its pronunciations can vary slightly, it depends on the accent of each region" (p.87). On the other hand, some letters have more than one sound and some vowels can have different sounds, so this is a difficult linguistic aspect for the Spanish speaker, since the lack of correspondence between the graphic system and the phonological system of English affects especially the pronunciation. (González R, 2016) In his book "*La pronunciación y la enseñanza de inglés en las Ciencias Médicas*" cite that: "It should be noted that Spanish is one of the languages that most closely approximates grapheme-phoneme correspondence". (p.43)

2.2.PHILOSOPHICAL FOUNDATIONS

For the analysis of the present study the socio-critical paradigm will be used, which will allow a diagnosis through the use of research tools, because it is considered that the topic under analysis is in constant evolution.

For this contribution, the information gathered from the scientific journal is directly linked to the research entitled "Most relevant characteristics of the socio-critical paradigm", from the author (Boza M, 2011), en su libro "*INNOMENTE*" it indicates that:

Adopting the critical theoretical idea is a social science that is not purely empirical or only interpretative, since its contributions originate from community studies, giving

answers to specific problems present in the investigations, always with the participation of all. (p.12)

It is essential to point out that this paradigm is based on social criticism, marking a character, so that knowledge always constitutes interests that contribute to the needs of the groups, pretending the rational and liberating autonomy of the human being.

2.3.LEGAL BASIS

Según el Acuerdo Ministerial N° 041-14 Del Ministerio de Educación de la República del Ecuador cita:

Artículo N° 1 Disponer.- que la enseñanza de inglés, a partir del año lectivo 2016-2017 régimen Sierra y 2017-2018 régimen Costa sea obligatoria desde segundo grado de Educación General Básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fisco-misionales y particulares del país.

Artículo N° 3 Disponer que para la implementación de la asignatura de inglés las instituciones educativas incorporen a su planta docente, personal con calificación de B2 de acuerdo con la escala del Marco Común Europeo de Referencia para las Lenguas, y ponga a disposición de los estudiantes los recursos pedagógicos necesarios para garantizar el adecuado aprendizaje de la lengua extranjera. Al inicio de cada año lectivo la institución educativa deberá remitir a la respectiva Dirección Distrital un informe con el detalle de los grados que han sido incorporados a la enseñanza del idioma inglés.

Disposiciones Generales:

Primera: Autorizar.- que los colegios reconocidos legalmente como bilingües de acuerdo al artículo 111 del Reglamento General de la LOEI ofrezcan los contenidos en sus dos lenguas, siempre que se garantice el cumplimiento de los estándares nacionales.

Segunda: Autorizar.- que las instituciones educativas ofrezcan asignaturas (Matemáticas, Estudios Sociales, Ciencias Naturales) en el idioma inglés, siempre

que se garantice el cumplimiento de los estándares nacionales de aprendizaje de las áreas disciplinares mencionadas.

2.4.KEY CATEGORIES

2.4.1. Conceptual Superordination

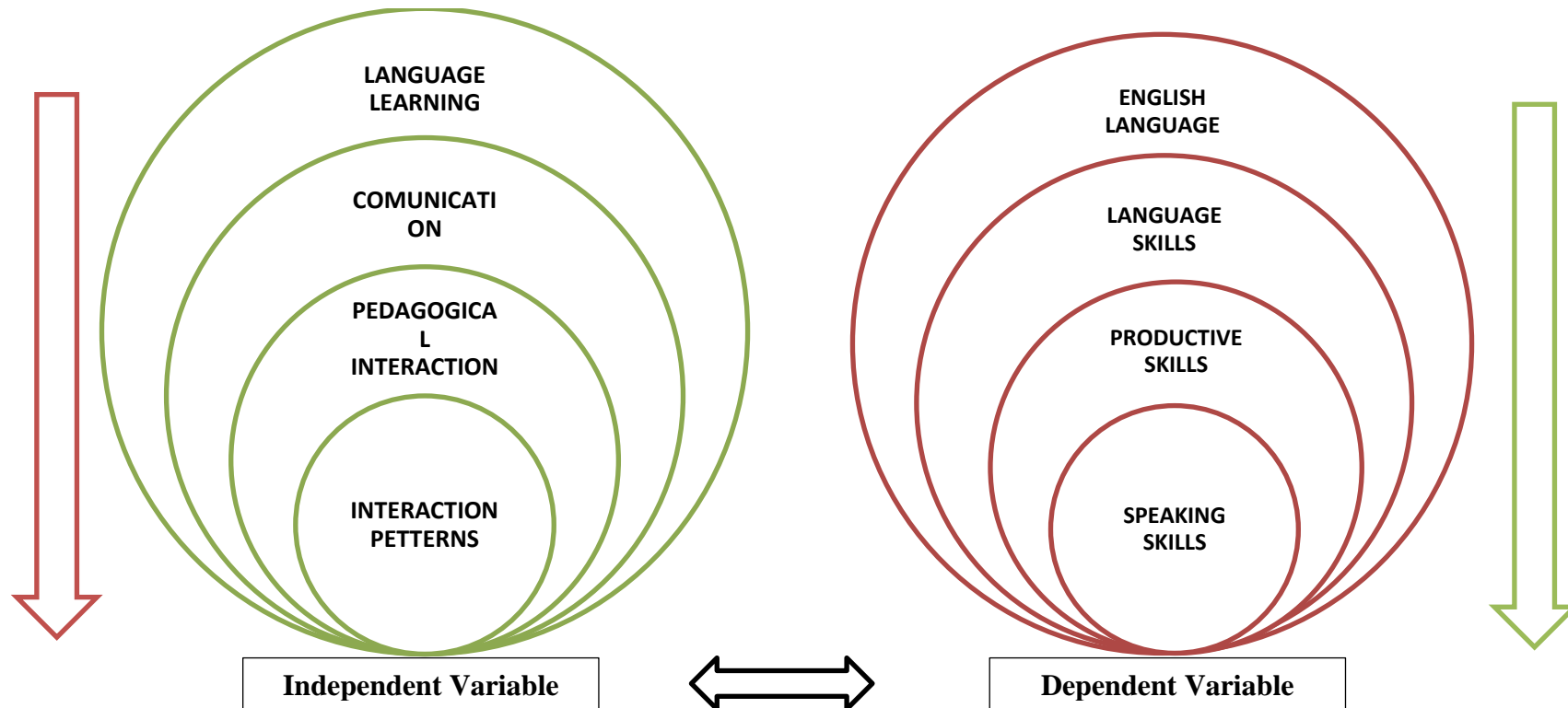


Chart N° 2 Conceptual Subordination of Variables
Elaborated by: BEDON, Israel (2017)

2.4.2. Conceptual Subordination – Dependent and Independent variable

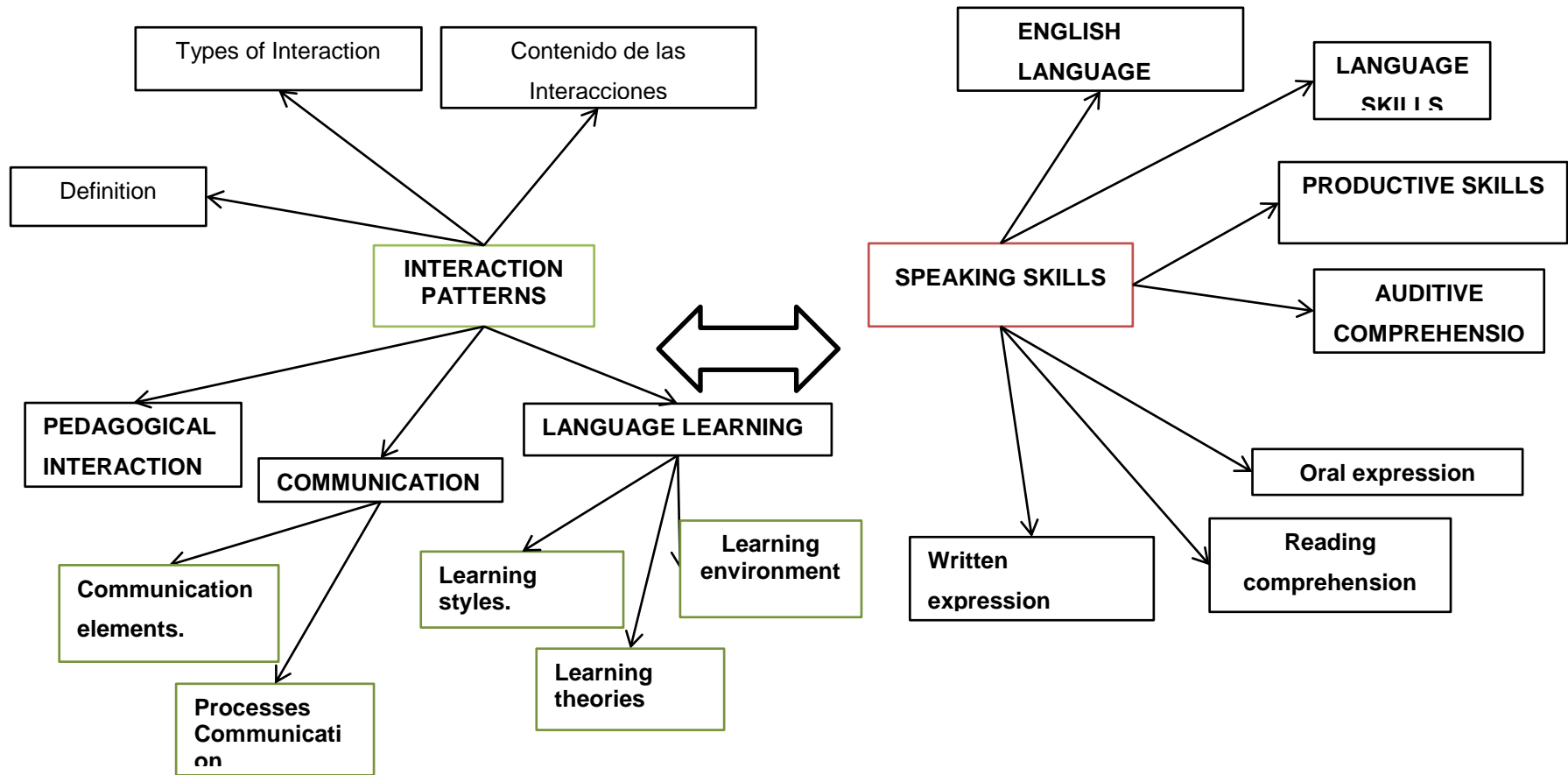


Chart N° 3 Conceptual Subordination Independent and Dependent variable
 Elaborated by: BEDON, Israel (2017)

2.4.3. Theoretical basis –Independent Variable

2.4.3.1. Language Learning

Language Learning is the acquisition of new behaviors of a living being from previous experiences, in order to achieve a better adaptation to the physical and social environment in which it develops. Some conceive it as a relatively permanent change in behavior, which occurs because of practice. To this the author (Padilla G, pág. 11) of the book ***“Psychology of Learning”*** state that:

Learning is a central concept for psychology, not only in terms of the theories that try to explain animal and human behavior, but also about various fields of application of knowledge, such as education and health, among others. In this sense, it could be said that learning is used with great profusion in everyday language.

On the other hand, (Castillero O, 2015, pág. 15), in his titled book: ***learning”*** say that: Learning is the process through which we acquire certain knowledge, skills and abilities. Normally, learning is the product of study or practice on a specific topic, through the evaluation and exposure to certain problems, the human being is broad, since there are intellectual-type learning and other more procedural or physical.

On the other hand the author, (Ausubel D, 2009, pág. 57), in his titled book: ***“Psicología Educativa. Un punto de vista cognoscitivo”***, mention that: “Meaningful learning involves the acquisition of new meanings and, conversely, these are the product of meaningful learning. ” To this it is emphasized that the emergence of new meanings in the student reflects the consummation of a learning process after indicating with some details what is covered by this process, we will examine more explicitly both the nature of the meaning and its relation with the significant learning.

Learning style

The concept of learning styles refers to the strategies preferred by students and related to ways of collecting, interpreting, organizing and thinking about new information. In other words, (Albuérne F, 2004), in his book ***“Estilos de aprendizaje y desarrollo: perspectiva evolutiva”*** we could say that they are the

"cognitive, affective and physiological traits that will determine the way in which students perceive, interact and respond to a learning environment". The author (Alonso C, 2006, pág. 69) mention in an easy way that "the description of the attitudes and behaviors determine the preferred way of the learning person".

On the other hand, the autor (Legorreta B, 2003, pág. 41), in his book "*Estilos de aprendizaje*" mention that:

It is important to establish that learning styles are not stable, that is, they can have modifications over time. Indeed, as they progress in their learning process, students discover their best way of learning, depending on conditions such as circumstances, contexts or learning times. Students learn more effectively when they are taught with their predominant learning styles. Consequently, we could say that:

- The facilitator can manage in a better way each student's learning if he knows how to learn.
- If the facilitator's goal is to get students to learn, then they should help them to know and optimize their own learning styles.

In the same way (Ventura A, 2011, pág. 65), in his book "*Estilos de aprendizaje*" mention that:

In short, learning is the set of elements in which actors (teachers and students) participate in a teaching-learning process, it should be noted that during the use of these learning environments the actors (teachers and students) do not necessarily have to coincide or in time or space. In some environments they must develop, activities that allow assimilate and create new knowledge.

En summary, the learning style consists of how the mind processes information, and how it is really influenced by the perceptions of each individual, in order to achieve effective and meaningful learning for each person. For example, when you learn a new topic of study, some of the students focus on the details, others on the logical aspects, others prefer to do it reading or taking them to practice through activities. Therefore is necessary to plan timed learning activities to the learning styles of the students so that they are more receptive when they perceive a new learning responding in this way to the needs and expectations of each one.

Learning environment

Equally important is the learning environment or the social context in which the construction of knowledge (i.e. learning) is carried out to this (Rodríguez H, 2016, pág. 36), in his book "***Ambientes de Aprendizaje***" cites that: "Learning environments should provide students, essential elements, that encourage teaching that stimulates the development of skills and valuable skills for life, "in learning environments, not only talk about the infrastructure, materials or resources of support, which in some way are important, thus in itself, the essence of this will depend on the initiative, creativity, capacity and interaction of the person who is at the front of the teaching-learning process that is the facilitator. In the same way (Ministerio de Educación Republica de Colombia , 2012, pág. 125), in his article "***¿What is learning environment?***", ***cites that:***

A learning environment is a space in which students interact, under the appropriate conditions and physical, human, social and cultural circumstances, to generate significant and meaningful learning experiences. These experiences are the result of proposed activities and dynamics, guided by a teacher.

So, the learning environment is directed to the construction and appropriation of a knowledge that can be applied in different teaching situations, the same that is present towards an individual in life and in the different actions that this can be done in the society. On the other hand, the author (Pérez R, 2014, pág. 45), in his book "***Ambientes de aprendizaje***" points out that:

"The learning environment is defined as the space where communication takes place and the interactions that make learning possible. A factor that contributes to generate conditions for the learning environment is the restructuring of classrooms and schools".

In short, learning is the set of elements in which actors (teachers and students) participate in a teaching-learning process, it should be noted that during the use of these learning environments the actors (teachers and students) do not necessarily have to coincide or in time or space. In some environments they must develop, activities that allow assimilate and create new knowledge.

Theories of Learning

According to the investigation "*Aprendizaje, percepción y comunicación*" of (Martínez E, 2002, pág. 124), mention that:

Behaviorists.- This is the E-R learning pattern. Each specific reaction is an exact response to a specific sensation or stimulus. The oral or written word, the simple images and all the audiovisual materials are stimuli. For certain purposes some are more effective stimuli than others.

Cognitives. - The second branch groups several theories: organicists, structuralists, Gestaltists or cognitive theories. The common characteristic of these theories is to maintain that the cognitive process is the foundation of human behavior; by cognitive process, they understand intuition, conceptualization, capacity of relationship and discursive ability.

Based on the information gathered, it is necessary to recognize that learning theories describe the way in which theorists believe that people learn new ideas and concepts. Frequently, they explain the relationship between the information that is possessed and the new information that is being tried to learn.

On the other hand (Arranz A, 2017), in his titled investigation: "*Teorías del aprendizaje: Aplicaciones educativas y prácticas*" relate the following:

1. Pavlov's Learning Theory.- I was looking for the answers to the secret of learning in laboratories under tremendously strict conditions.
2. Piaget's Theory of Learning.- He elaborated his theory from a constructivist stance, affirming that children have an active role when it comes to learning.
3. Theory of meaningful learning of Ausubel.- This psychologist and pedagogue thought that for people to learn it is necessary to act on their previous knowledge.
4. **The theory of Bandura.**- emphasized that almost all our behaviors are acquired by observation and imitation. (pág. 25)

2.4.3.2. Communication

Definition

Communication is all process of social interaction through symbols and message system. Includes any process in which the behavior of a human being acts as a

stimulus to the behavior of another human being. For the author (Baéz C, 2000, pág. 5), in his titled book "*The effective communication*" mention that:

Communication is as old as the human being is. Man and woman are communicators by nature. Communicate with the eyes, with the hands, with the gestures, with the laughter, with the word. However, most important, even when they believe or pretend not to communicate anything, they are communicating. Therefore, at the beginning is essential in terms of communication because we are always communicated and that it is impossible for us not to communicate.

The copara communication is an action that allows establishing a relationship with others. It is also an action that allows someone to transmit something, its result. (Gilles J, 2007), en su libro "*La comunicación niños-adultos*", Mention, "Communication allows to unite two things, two places, two people. To communicate is, therefore, to establish links and create them, in itself it is the basis of social life, the union that allows life in community and the life of the continuity of the world". (p.37)

In the same way (Lomonosov I, 2016), in his investigation "*El problema de la comunicación en Psicología*" alludes that:

Communication is all process of social interaction through symbols and message systems. It includes any process in which the behavior of a human being acts as a stimulus to the behavior of another human being. It can be verbal, or non-verbal, interindividual or intergroup. (pág. 89)

Communication Processes

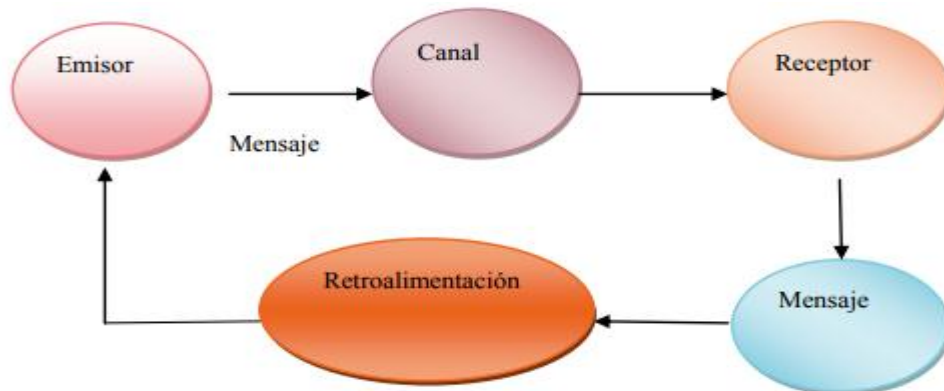
The author (Germán, 2003), in his book "*El Proceso Enseñanza-Aprendizaje de la Comunicación Organizacional*" sustates that: "The learning of a discipline of the human, social and organizational sciences must be carried out in the real context of the development of the discipline ". In the case of organizational communication, learning must take place within the framework of the organization. To this the author mention the following:

Communication processes with a gender perspective in the intervention environment. In a multidisciplinary team of intervention, we must transmit our ideas in an appropriate way, in order to integrate ourselves in that team and lead it implementing in the activities, plans and ways of working in the gender perspective. (p.46)

On the other hand, the author (Martínez E, 2002, pág. 123), en su libro "*Aprenidzaje, percepción y comunicación*", mentionS that: The learning process is an individual experience for each person. Learning is done whenever the behavior of an individual is modified; when you think or act differently, when you have acquired new knowledge or new skills, etc

To the previous, the author (Megginson M, 2005, pág. 29), en su libro "*Proceso de comunicación*", describes the communication process with the following scheme:

Chart N° 4 Communication Process n° 1



Source: (Megginson M, 2005, pág. 29)

The elements that make up the flow of communication:

Transmitter: It is the person from whom the message, idea, concept that is intended to transmit to the other side..

Message: They are both verbal and non-verbal expressions that are used in order to transfer the idea to communicate.

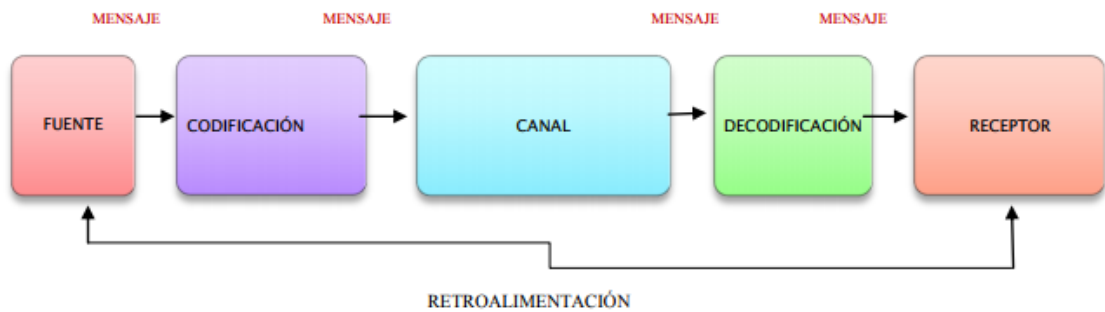
Canal: Medium through which the transmitted message will circulate.

Receiver: The one to whom the message is addressed, and for whom it acquires a meaning.

Feedback: As it is an active process, it usually generates responses from the receiver

On the other hand (Judge R, 2009, pág. 95), in his book "*Comportamiento organizacional*", defines the process of communication as: "That flow whose purpose is to transmit a message from a source to a receiver, this message is encoded and sent through a channell". The receiver decodes it and gives it a meaning.

Chart N° 5 Communication process n° 2



Source: (Judge R, 2009, pág. 95)

Distinguish seven parts in this process such as:

Source: It is the transmitter of the message; it is the one that initiates the process.

The coding: The transmitter converts the thought that wants to transmit in certain symbols, codifies the message.

Message: Physical result of the coding or **Channel:** Medium through which the message circulates.

Decoding: It is the translation made by the addressee of the message and that will allow you to understand what the source wants to communicate.

Feedback: “If a communication source decodes the message that it encoded, if the message is put back into the system, appears feedback”.

Receiver: The one to whom the message is destined.

In this case, mention is made of the skills and attitudes to read and write knowledge, beliefs and values of the transmitters and receivers since they will influence the coding and decoding.

2.4.3.3. Pedagogical interaction

The Academic life is demanding in the handling of language skills. Hence, in our conception, it is essential to provide our students with an integrating experience that includes school, oral presentation, reading and writing. And, as an important element with oral expression, space should be made for visual texts such as cinema and the various iconic expressions. According to (Oviedo T, 2007, pág. 31), in his

book "*Yo hablo, tú escuchas, elle lee, nosotros escribimos: una pedagogía compartida*" Mentions that:

All this is necessary, because the pedagogical interaction in the university runs through all the paths of meaning. The meetings in the classroom tend to audio-visuality. The research of professors and students is essentially gestated within writing and reading, the information of knowledge reaches us mainly in written texts, and even the visual reports to which we have access, despite a great orality, have been originated in written texts.

On the other hand, the author (Suarez N, 2008, pág. 136), in his book "*Educación. Condición de humanización*" states that: The pedagogical interaction is essentially bi-directional. This characteristic not only prevents the classification of those who intervene in it as teachers and students, but also, a closed delimitation of its functions according to traditional roles", In this sense, in the field of daily life, the pedagogical subjects do not intervene in the same way as they do in institutional education: on the one hand, as a teacher who plans the knowledge to be transmitted and, on the other hand, as a receiver of the pedagogical action decided to build, passively or actively its subjectivity.

(Yarce X, 2014, pág. 56), in his investigation "*Fases y componentes de la interacción pedagógica*", cite that: "It is the one that uses diverse resources for the socialization of the knowledge and the stimulus of the learning, the resources and activities must be used to socialize and to share, to generate interaction, to stimulate and especially to guide and accompany the students ". Therefore, it could be mentioned that both the teacher and the student must have an open, active and dynamic participation area, allowing them to constantly present an understandable and manageable communication.

2.4.3.4. Interaction patterns

An interaction pattern is functional when the organization of the structure of a system is adapted to the demands of the corresponding evolutionary and social contexts. A esto (Rizo M, 2009, pág. 58), in his investigation "*La comunicación*" point out that: "it is an action that is exerted in a reciprocal way between two or more subjects, objects, agents, forces or functions. So, the interaction does not apply

only to refer to relationships between subjects”. In the same way (Vasco C, 2008, pág. 3), in his book *"The interactions"* cites that:

The interactions between teacher-students is the core of the training, whose study has to provide lights for a creative and fruitful reconstruction of the educational processes oriented to the generation of qualified professionals with an ethical sense and person identity, in other words the interaction is based on an experience, and in a particular way of assuming the encounter with the other.

The interaction between human beings is crucial for survival: several studies have shown that people who live in isolation have less life expectancy, get sicker, have a worse performance in cognitive tests and report lowered levels of happiness.

According to the study carried out by (Escobar M, 2007, pág. 56), in his book *"Influencia de la interacción alumno-docente en el proceso enseñanza-aprendizaje"* show that:

Pedagogical flexibility and students' perceptions of their own learning are factors that determine student-teacher interaction. The results of the considered research highlight the relevance of the school context as a social group and the communication between the student and the teacher, since the educational context is the space where the student and the teacher coexist, relate, and change their impressions. Finally, it should be noted that both interactivity and interaction within the classroom condition the type of actions and relationships that educational actors generate.

The studies analyzed show that pedagogical flexibility and students' perceptions of their own learning are factors that determine student-teacher interaction. The teacher as leader of his class and coordinator of the learning activities, will enable the student to acquire feelings of self-improvement, of personal value, of self-esteem, a concept of himself or otherwise, feelings of disability, frustration, apathy and inadequacy (Bello A, 2011, pág. 58), in his book *"Relación Docente-Alumno"* points out that: “Two elements of vital importance are involved in the interaction of the process, such as the teacher and the student, who, according to their expectations towards learning, will develop a good or bad relationship.”

The results of the investigations considered above highlight the relevance of the school context as a social group and the communication between the student and the teacher, since the educational context is the space where the student and the

teacher coexist, relate, and change their impressions. Finally, it should be noted that both interactivity and interaction within the classroom condition the type of actions and relationships that educational actors generate.

Types of interaction.

The author (Martínez E, 2002), in his book "*Aprendizaje, percepción y comunicación*" notes that: The types of interaction are the following **General exploration of the course:** It includes the revision of the tools and is integrated by the frequency of access of the participants to the following activities. 1) see the course, 2) see the messages, 3) see a user online, 4) see all the activities, 5) see the activities sent, 6) see the tools, 7) see the chats, 8) see the events, 9) see all the users online. This category relate the family of the users with the tools, the contents, the program and the other participants.

Orientation to the task: Consider the activities of the users with different tools: 1) see the forum, 2) see the list of forums, 3) see answers to the forums, 4) search the forums and, 5) see the chat. This category is mainly related to the activity of reviewing (reading) the contributions and comments of others in the forums and / or chat.

Contribution to the task: It includes the formulation and response to questions, critical opinions, inclusion of new theoretical elements, formulation of disagreements or inconsistency between ideas or concepts, recognition of contributions from other participants and synthesis of information.

Content of interactions

In the same way the author (Martínez E, 2002), in his book: "*Aprendizaje, percepción y comunicación*" quote that it is essential to leave aside the content of interactions, mentioning the following:

Teacher presence: The teaching presence includes three categories. : 1) the instructional design, usually carried out by the instructor (including the selection, organization and presentation of the content of the course, the design of the learning and evaluation activities); 2) the facilitation of discussion and collaboration, which can be carried out by all the participants and not only by the instructor; and 3) direct instruction. (p.7)

Cognitive presence: Cognitive presence is the degree to which participants are able to construct meanings through substantive communication. Cognitive presence is defined as the degree to which learners are able to construct and shape meaning through substantive reflection and discourse in a community of critical inquiry (Garrison A, 2013), the subcategories include trigger events, exploration of ideas, integration and resolution. (p.6)

Social presence: Social presence is defined as the ability of participants to project personal characteristics and appear before others as real people. Según (Garrison A, 2013) en su libro "*E-Learning in the 21st Century: A framework for research and practice*" cita que: "The social presence not only supports the cognitive presence, but also makes online interaction more enjoyable and, in this way, contributes to motivation and fun. Social presence includes the following dimensions: affect interaction and cohesion" (p.9).

2.4.4. Theoretical Foundation –Dependent Variable

2.4.4.1. English Language

According to the author (Alvarez J, 2012), in his book "*Significación*" mention that: "A language is the language of a people or nation, or of several peoples and nations." As such, it is a system of linguistic communication, which can be both oral and written, and which is characterized by being governed by a series of conventions and grammar rules, that guarantee communication between people. Hence, language and language are synonymous terms, so, the author (Rojas F, 2007), en su libro "*Gramática y clases de palabras*" point out that: "The word language brings its origin from the Greek voice god, which means peculiar, proper, essential".

Also the author (Esparza M, 2001), en su libro "*Estudios de historiografía lingüística*", contributes with the following: "It is true that the word Language is often extended to everything we call language, and so we will use the word Dialect, which means more in particular that we say ownership of a language". (p.296)

To the previous thing it is concluded that the language is a verbal or gestural communication system proper of a human community. (Devera E, 2015, page 5), in his research "The language" cites that: "In practice languages are a set of systems very similar to each other, called dialects or more properly linguistic varieties, mutually intelligible."

Learning the English language

English is a language present in almost all the world in the work, tourism and social environment According to the author (Petuya A, 2015, pág. 85), in his book "*Inglés AI*" mentions that,

The advantage of such a spoken language is that, it is usually to find people who speak this language close to their own environment. It increases the possibility, therefore, to try to start a conversation with them and take the opportunity to ask them for vocabulary.

The author (Vogel J, 2004, pág. 5), in his book "*Inglés en modismos*" mention the following:

The English language is rich in grammatical elements that make it unique. When we start in their understanding as a second language, we find the so-called idioms, also known as verbs composed of two words, the verb itself and an adverb, elements that together have a different meaning to the verb in its simple form. Examples of idioms are: Wake up. Turn on, throw away, blow off, look up, etc. (p.5)

It should be noted then that English is the second most spoken language in the world after Mandarin Chinese. (Lucía, 2004, pág. 69), in his book "*Cursos de idiomas en Internet*" he mentions that there are data published by the British Embassy in Colombia, about 337 million people speak it as their mother tongue and about 350 million as a second language. English is one of the official languages in India, a nation where about 3,000 newspapers are also published in that language.

The learning of a first or second language such as English occurs when the understanding of a message is understandable by the other person. (Salas J, 2011, pág. 14), in his book "*Aprendizaje versus Adquirir el idioma Inglés*", points out that: The acquisition of English as a second language does not require extensive conscious use of grammar rules and does not require tedious practice nor does it happen overnight. English acquisition develops slowly and skills emerge significantly after listening skills. This is even when the conditions are perfect.

2.4.4.2. Language skills

It is important to highlight that linguistic skills do not work in an isolated way, but in an integrated way: the speaker continually exchanges the roles of sender and receiver during the communicative process. (Gabino M, 2009), in his book "Integrated Skills", states that: "linguistic skills allow for real-life communication processes in the classroom".

(Consejo de Europa, 2001), in his book "*Common European framework for languages: learning, teaching, assessment*" mentions that: "Linguistic skills are

referred to the ways in which the use of the language is activated. Traditionally the didactic has classified them according to the mode of transmission (oral and written) and the role they play in productive and receptive communication”.

On the other hand (Garrison A, 2013) announce in his book *"E-Learning in the 21st Century: A framework for research and practice"*, “They are deficiencies related to the understanding of mathematical terms and the conversion of mathematical problems into mathematical symbols. " Now the use of the language can only be done in four different ways, according to the role that the individual has in the communication process, that is, depending on whether he acts as an issues or as a receiver and depending on whether the message is oral or written.

Language skills

Linguistic skills come to make the ability to use language appropriately in the various social situations that presents us every day. To this (Malta R, 2014), in his investigation *"Habilidades del Pensamiento"* points out that:

Speaking, listening, reading and scrying are the four skills that the user of a language must master in order to communicate effectively in all possible situations, there is no way to use the language for communicative purposes, which is why there are also four skills that you have to develop in a language class with focus.

The author (Carrillo M, 2008), in his titled book: *"Desarrollo metafonológico y adquisición de la lectura"* say that:

Linguistic skills make an important contribution in the prediction of reading ability and THAT MEMORY SKILLS INFLUENCE MEDIUMALLY, through linguistic abilities. However, all identified factors (skills for decoding and recognizing words, memory and high-level language skills) should be considered at any point in the development to explain the total variance in reading ability. The relative strength and weakness of the component processes of the cognitive system involved in reading, as well as the structure of the interrelationships between them, provide a unique source of information on individual differences that cannot be reached by any type of theory based on a unique factor. (p.46)

The author (Baker A, 2001), in his book *"Guía para padres y maestros de niños bilingües"* points out that: We can examine a person's language skills according to their ability to listen (understand), speak, read and write. Within these four dimensions of language, there are many variables. From people who are just

beginning to learn a second language to those who already speak well in two languages there are many levels. (p.15)

Based on the information gathered, it can be mentioned that the language skills are the following: Speaking, listening, reading and writing, these four skills have the user of a language that must be mastered to communicate effectively in **all** possible situations.

2.4.4.3. Speaking skills

The development of the four English language skills (listening comprehension, reading comprehension, oral expression and written expression) is the most important aspect in language learning; and at present, the teaching of English considers a vision of language that promotes the interrelation between them. For (Goh C, 2013, pág. 65), en su libro "*Idioma extranjero Inglés*" mention, "Using the language implies interacting by receiving and giving messages, and one language skill will reinforce and promote the use of another". This vision of integration, in addition, the communicative approach, presents the language in a more natural way, closer to reality and more motivating.

It integrates listening and oral expression skills, to highlight their interdependence and emphasize the need to address skills in an integrated way when teaching them.

Listening.- It consists in listening to the language and giving meaning to the sounds heard to identify and understand the information expressed orally, with the support of the context and knowledge of the world. Through it, it is possible to make contact with the real use of English. (Goh C, 2013, pág. 36), en su libro "*Idioma extranjero Inglés*" mention that: "The listening comprehension is vital in the learning of a language, since by means of it the student receives comprehensible information (comprehensible input), necessary to later develop the interaction in the class".

The development of this ability is not reduced to the simple decoding of sounds or phonemes in the language. By listening, the listener has an active role in the reconstruction of the message by assigning meaning to what he hears. In this

process, the prior knowledge of the context and situation of the message is very relevant so that what is heard makes sense (knowing the topic about which one is going to listen, the speakers, the situation and having a purpose when listening).

Speaking. - It is a productive ability of English to communicate ideas orally. To express oneself orally is to communicate a message with an adequate pronunciation and in an intelligible way when participating in oral exchanges, conversations and exhibitions. (Goh C, 2013, pág. 18), en su libro "*Idioma extranjero Inglés*" say that: "In this stage of language knowledge, the learning of communicative functions related to the purpose of the message for the development of oral expression becomes important.

The oral expression activities that explicitly teach language functions that are meaningful to students, help them solve real-life communicative tasks, provide them with expression strategies, and give them tools to be able to speak in agreement to a specific situation, helping to reduce the anxiety that expressing in another language can cause.

Reading. - It supposes to construct meanings from the written information, expressed in texts of diverse types (literary and not literary), and of the reader knowledge. (Goh C, 2013, pág. 45), en su libro "*Idioma extranjero Inglés*", Say that, As with listening comprehension, the reading comprehension skill puts students in contact with comprehensible information in the language and with language models that can be used later in written production.

The development of reading comprehension is an essential tool that allows students to access new knowledge, interesting topics and aspects of English culture. The reading comprehension will be built with the help of the previous knowledge of the student, and according to the tasks and purposes of the reading. Thus, students will be able to read adapted or authentic simple texts in which they will recognize the topic, general and main ideas, or simply express their feelings about what they have read.

Written expression. - It is also a productive language skills that consists in using writing to communicate messages. Students are expected to develop this skill in simple and contextualized communicative situations, personally relevant and with defined purposes.

Production written in English is a process that begins at this level with guided writing according to a model, until reaching the most creative expression. In the same way as in oral expression, written production ability gives the student the opportunity to express ideas and communicate messages that are relevant to him / her. In his book "*Idioma extranjero Inglés*" (Goh C, 2013, pág. 42), cites that:

It should be emphasized that the teacher will teach the skills in an interrelated way at all times, and will be addressed by the students considering the interdependence that exists between them when expressing a message. In this way, students approach the real use of the language and face to the relevant, motivating and meaningful tasks, which contributes to develop greater fluency in the expression and comprehension.

Attitudes to develop in the English subject

In the same way, the author (Goh C, 2013, pág. 78), in his book "*Idioma extranjero Inglés*" mention the following attitudes to develop in the English subject.

- a) To show a positive attitude towards oneself and their abilities to learn and use the language, while assessing the achievements of the rest.
- b) To develop a cultural awareness or intercultural understanding demonstrating respect, interest and tolerance for other cultures and their own, thus assessing their contribution to knowledge.
- c) To demonstrate interest in continuous and independent learning as part of a personal project and o contribute to the society.
- d) To Work responsibly in a proactive and collaborative way with a common goal, showing respect for the interests and ideas of others.
- e) To Use communication technologies in a responsible and effectively way obtaining information and creating texts, giving credit to the work of others and respecting the property and privacy of people.

2.5.HYPOTHESIS

The Interaction patterns affect the speaking skills development.

2.6.POINTING VARIABLES

Independent Variable: Interaction Patterns

Dependent Variable: Speaking skill

CHAPTER III

METHODOLOGY

3.1.BASIC METHOD OF INVESTIGATION

The present research is predominant to the qualitative approach because it will be clear the characteristics of how to establish a true information of each participant , who are an essential part of the study and quantitative in which the collection and analysis of data will allow correctly define the problem. To answer research questions related to the variables stated within the investigation in order to approve the hypothesis stated through the application of a statistical estimator.

The author (Barragán R, 2003), in his book "*Guía para la formulación y ejecución de proyectos de investigación*" points out the following: "One of the most important features of quantitative research is that it basically operates with quantities and that its final purpose is to establish similarities and differences in terms of proportions" (p.118). Likewise (Curtidor C, 2009) cite that: "Qualitative research does not ignore quantitative data but interprets its meaning or transcendence" (p.40).

3.2.LEVEL OR TYPE OF RESEARCH

3.2.1. Exploratory investigation.

The Author (Naghi, 2005, pág. 89), in his book: "*Metodología de la Investigación*" cites that: "The main objective of exploratory research is to capture a general perspective of the problem. This type of study helps to divide a very big problem and reach at some more precise sub-problems even in the form of expressing the hypothesis".

This type of research is used in order to establish the problem statement, recognition of the variables and the formulation of the hypothesis, in order to obtain a clear conceptualization, both the interaction patterns and the speaking skills development of the English language, which are wide topics. “

3.2.2. Descriptive Investigation

The author (Mohammad N, 2005), in the book "*Metodología de la investigación*" cites that: Descriptive research is a way of study to know whom, where, when, how and why the subject of the study. (p.94)

On the other hand, the author (Ruiz, 2006, pág. 106), in his book "*Historia y evolución del pensamiento científico*" cites that, “Descriptive research includes the recording, analysis and interpretation of the current nature and the composition or processes of the phenomena”. It works on facts and its fundamental feature is to present us with a correct interpretation”. In other words, the information obtained in a descriptive study perfectly explains the events that occur at each starting point of the study.

Now, the descriptive research will allow comparing and classifying: phenomena, elements and structures that is considered isolated. The description is processed in an orderly and systemic way, through the application of surveys to each student of Human Sciences and Education, faculty where the variables interaction patterns (VI) and development of speech skills (VD) will be reflected.

3.2.3. Investigation Association of Variables

Evidently, the association of variables helps to relate the two variables to the Independent variable as well as: The Interaction Patterns (Independent Variable) and the speaking skills of the English Language (Dependent Variable)

To this, the author (Morris C, 2005, pág. 45), in his book "*Introducción a la psicología*" quote the following: "The research association of variables is used to investigate the relationship or correlation between two or more variables, being useful to clarify the relationships between pre-existing variables that can not be examined by other means".

3.3.POPULATION AND SAMPLE

3.3.1. Population

According to the book "*Fundamentals of Probability and Statistics*" from the author (Vladimirovna Panteleeva, 2005, pág. 261), cites that:

Population is the set of all the elements of a particular type whose knowledge is of interest, each of the elements that intervene in the definition of population is an individual or object, so called because originally the field of action of statistics was the demography

For the present study, the information provided by the Human Sciences and Education Faculty, of the Technical University of Ambato, is a population of 30 students that will be used.

3.3.2. Sample

According to the author (Gallegos, Icart, & Pulpón, 2010), in his book "*Elaboración y presentación de un proyecto de investigación y una tesina*", mentions that: Defines the sample as a part of the population because it is impossible to study it completely, so it can be indicated that it is a group of people that will be studied. It is a subset of the population, to be meaningful we must take into account criteria of appropriate inclusion and exclusion and sampling technique.

So, we can mention that the sample is the specific set to study therefore within our study we have a population of 44 people, for this reason there is no need to proceed to perform the calculation of the sample.

Table N° 1 Population

Estudents	N°
Second Semester parallel A Pedagogia de Idiomas Nacionales y Extranjeros Career.	20
Second Semester parallel B Pedagogia de Idiomas Nacionales y Extranjeros Career.	24
Total	44

Source: Research

Elaborated by: BEDON, Israel (2017)

3.4.OPERATION OF VARIABLES

The author (Carrillo S, 2017), in his book *“Variable operationalization process”* cites that: The operationalization of variables is the process by which the variable of abstract concepts is transformed into concrete, observable and measurable terms, that is, in dimensions and indicators. In simple terms, operationalizing a variable is making it measurable.

3.4.1. Operationalization of the independent variable.

Table N° 2 Operacionalization –Independent Variable - Interaction Patterns

CONCEPTUALIZACIÓN	DIMENSIONS	INDICATORS	ÍTEMS	TECHNIQUES AND INSTRUMENTS	RESPONSIBLE
The interaction patterns is in which is manifested through oral or written expression and that presents a transmitter (teacher), to communicate and interact with a receiver, (students) whether it is a message, or a context, within the teaching processes or learning.	Interaction	<ul style="list-style-type: none"> • Teachers • Estudents • Group 	<p>How often do teachers use interaction patterns in the classroom?</p> <p>How often does your teacher use interaction patterns to encourage classroom activities?</p> <p>Does your teacher perform group work using interaction patterns?</p>	Questionnaire	Sr. BEDON, Israel
	Oral or written expression	<ul style="list-style-type: none"> • Auditory aspects • Visual aspects. • Gestural aspects 	<p>¿By using interaction patterns, can you understand and listen to the English class?</p> <p>Is it very difficult for you to visualize and pronounce the writing of the English language even when your teacher applies interaction patterns?</p> <p>Does your teacher apply interaction patterns to be understood during English language class?</p>		
	Teaching	<ul style="list-style-type: none"> • Methodology 	Does your English teacher use methodologies linked to the interaction patterns at the time of imparting the knowledge?		
	Learning	<ul style="list-style-type: none"> • Acquisition of New Knowledge 	<p>¿Do you agree that your teacher applies interaction patterns during the acquisition of new knowledge?</p> <p>Does your English teacher apply different dynamic strategies that encourage interaction?</p>		

Elaborated by: BEDON, Israel (2017)

3.4.2. Operacionalization of the dependent variable

Table N° 3 Operacionalization –dependent Variable – speaking skills

CONCEPTUALIZACIÓN	DIMENSIONS	INDICATORS	ÍTEMS	TECHNIQUES AND INSTRUMENTS	RESPONSIBLE
Speaking or speaking is a communicative process that includes using language to communicate with other people, involving the internalization of codes, graphics, and symbols allowing students to develop their language fluently .	Communicative Process	Transmitter Receiver Message	Do you have difficulty practicing the Speaking skills?	Questionnaire	Sr. BEDON, Israel
	Communication	Communication skills	How often does your teacher use audiovisual media for allowing you to understand the Speaking skills? Do you think that the use of dialogues helps to promote Speaking skills development?		
	Internalization Processes	Pronunciation	Does your teacher give necessary importance to the Speaking skills development? Does your teacher use formal and informal conversations to practice Speaking skills?		
	Fluency	Vocabulary	Does it make it difficult for you to master the Speaking skills?		

Elaborated by: BEDON, Israel (2017)

FUENTE

3.5. INFORMATION COLLECTION PLAN

The information collection plan is the construction of the information that is operated in two phases: plan for the collection of information and plan for processing and analysis.

To carry out the present investigation: Students, teachers will provide all the necessary information and the researcher will use information gathering techniques such as: surveys, observation and analysis of documents (through: questionnaires, books and internet), to have a true and real information that allows to establish mechanisms and strategies of solution. The sample collection plan will be guided by the following questions.

Table N° 4 Collection of Information

BASICS QUESTIONS	EXPLANATION
For what?	To achieve the objectives set for the research.
From what person or object?	From students of Human Sciences and Education Faculty of the Technical University of Ambato
About what aspect?	The Interaction patterns (V.I) and the speaking skills development (V.D).
Who investigates?	Investigator: BEDON, Israel
When?	Year 2017
Where?	In the Faculty of Human Sciences and Education, of the Technical University of Ambato
¿Cuántas veces	Just one time
¿Qué técnicas de recolección?	Direct Observation, Surveys
¿Con que?	questionnaire
¿En qué situación?	Within of Human Sciences and Education apartment, of the Technical University of Ambato.

Source: Research.

Elaborated by: BEDON, Israel (2017)

3.6.INFORMATION PROCESSING PLAN

For the purposes of the present research, the information will be processed through the following parameters:

- Review of the information provided (questionnaire application) on the interaction patterns (V.I) and the speaking skills development (V.D), of the English Language.
- Data Tabulation and graphic and tables representation to have an objective view of the analysis carried out.
- Graphic representations through diagram and pictures that will be used for information. .
- Information management, statistical study of data for presentation of results. - After having carried out the interview, the results of the interview will be tabulated for the presentation of the results, and then the following matrices will be accepted.

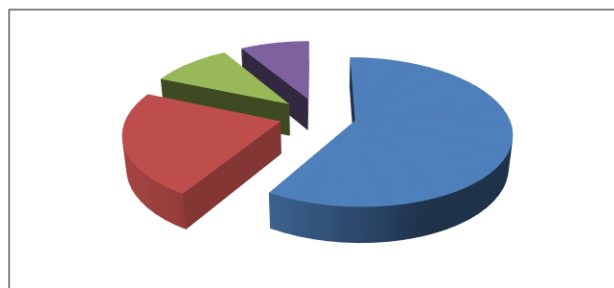
Table N° 5 Quantification of Results

Items	Surveyed	%
YES	X	X
NO	X	X
TOTAL	X	X

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 6 Graphical Representation of Results



Source: Research

Elaborated by: BEDON, Israel (2017)

CAPITULO IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS OF THE RESULTS

After having gathered the necessary information through the application of the survey to the students of the second semester Parallel “A” and Parallel “B” of the Human Sciences and Education Faculty, of the Technical University of Ambato, the results obtained in the study carried out are presented below.

4.2. INTERPRETATION OF DATA

Once the results obtained in the present investigation have been tabulated, in this chapter we proceed to organize, analyze and interpret the results, using an electronic spreadsheet in Excel 2013, which will allow us to establish the presentation of the results in their respective charts and graphs that are presented below:

QUESTIONNAIRE

1. How often do teachers use interaction patterns in the classroom?

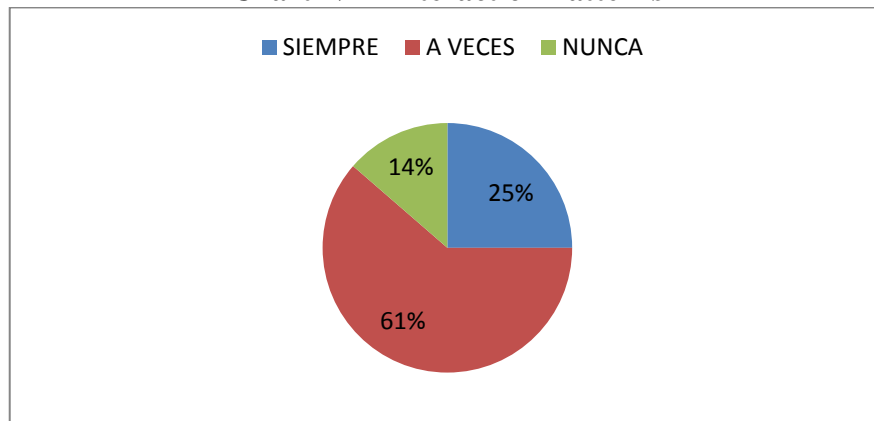
Table N° 6 Interaction Patterns

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
1	ALWAYS	27	61%
	SOMETIMES	11	25%
	NEVER	6	14%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 7 Interaction Patterns



Source: Investigation

Elaborated by: BEDON, Israel (2017)

Analysis and Interpretation.

According to the survey, the 61% that represents to 27 students alludes that there is always an interaction patterns within the classroom (that is, complies the objectives of the proposed topic), on the other hand, the 25% that represents 11 students alludes that sometimes, In turn, 14% reflecting on 6 students alludes that never.

Based on the information received, it can be deduced that the greatest percentage of the population alludes to the fact that there is always an interaction patterns within the classroom (that is, it complies with the objectives of the proposed topic).

2. How often does your teacher use interaction patterns to encourage classroom activities?

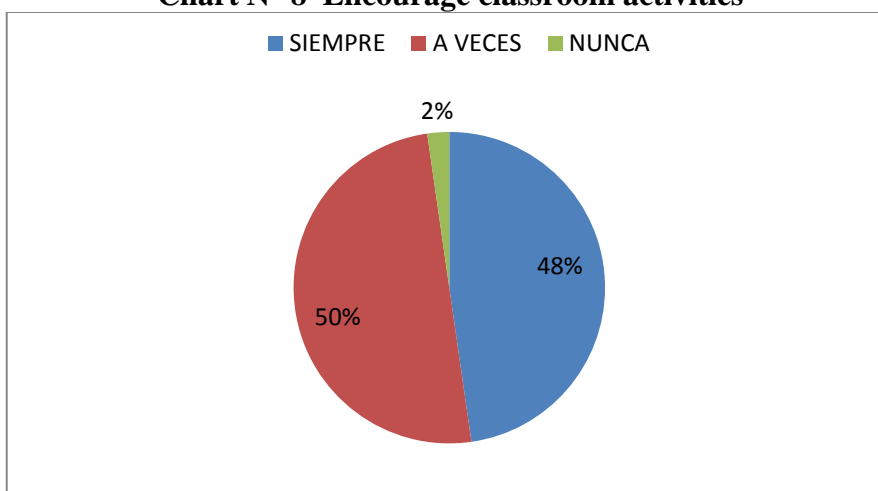
Table N° 7 Encourage classroom activities?

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
2	ALWAYS	21	48%
	SOMETIMES	22	50%
	NEVER	1	2%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 8 Encourage classroom activities



Source: Investigation

Elaborated by: BEDON, Israel (2017)

Analysis and Interpretation.

The 50% corresponding to 22 students alludes that sometimes the teacher use interaction patterns to encourage classroom activities, while 48%, which represents 21 students alludes that always, in turn 2%, which reflects 1 student, mention that never.

According to the information received, the greatest percentage of the population alludes that sometimes the teacher use interaction patterns to encourage classroom activities.

3. Does your teacher perform group work using interaction patterns?

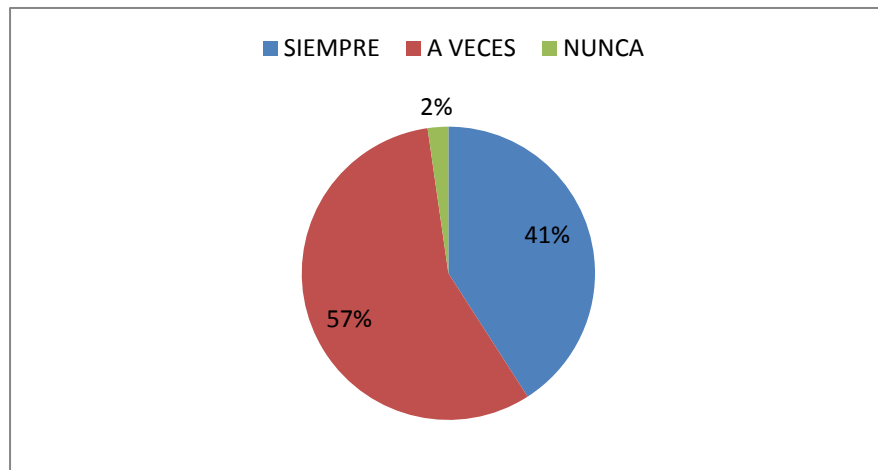
Table N° 8 Group work using interaction patterns?

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
3	ALWAYS	18	41%
	SOMETIMES	25	57%
	NEVER	1	2%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 9 Group work using interaction patterns?



Source: Research

Elaborated by: BEDON, Israel (2017)

Analysis and Interpretation.

According to the 57% that represents 25 students alludes that sometimes their teacher perform group work using interaction pattern, while 41%, which corresponds to 18 students, always cite, on the other hand 2% that represents 1 Student points out that never.

Depending on the table and chart presented the greater percentage of the population mentions that sometimes their teacher uses activities so that the class taught is cooperative interaction.

4. By using interaction patterns, can you understand and listen to the English class?

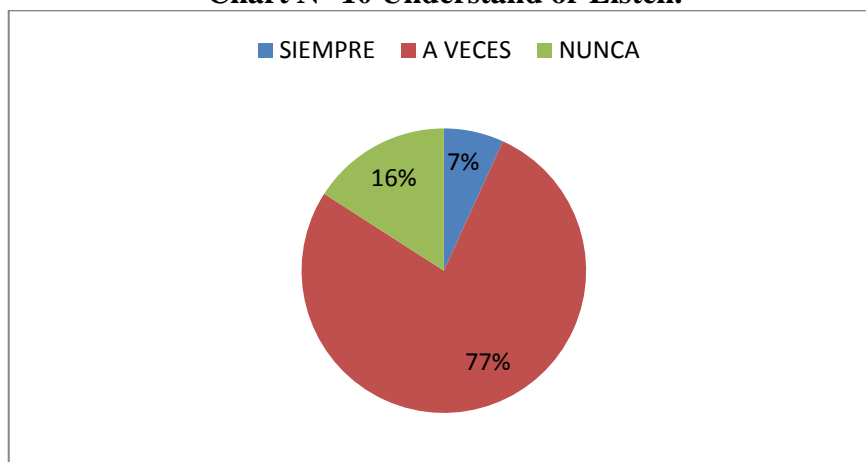
Table N° 9 Understand or Listen.

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
4	ALWAYS	3	7%
	SOMETIMES	34	77%
	NEVER	7	16%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 10 Understand or Listen.



Source: Research

Elaborated by: BEDON, Israel (2017)

Analysis and Interpretation.

The 77%, which represent 34 students, cite that sometimes the student has difficulties to understand or listen to the English class, on the other hand, 16% that corresponds to 7 students mention that never, in turn 7% that represent 3 students indicate that always.

The greater percentage of the population alludes that sometimes they have difficulties to understand or to listen to the English class.

5. Is it very difficult for you to visualize and pronounce the writing of the English language even when your teacher applies interaction patterns?

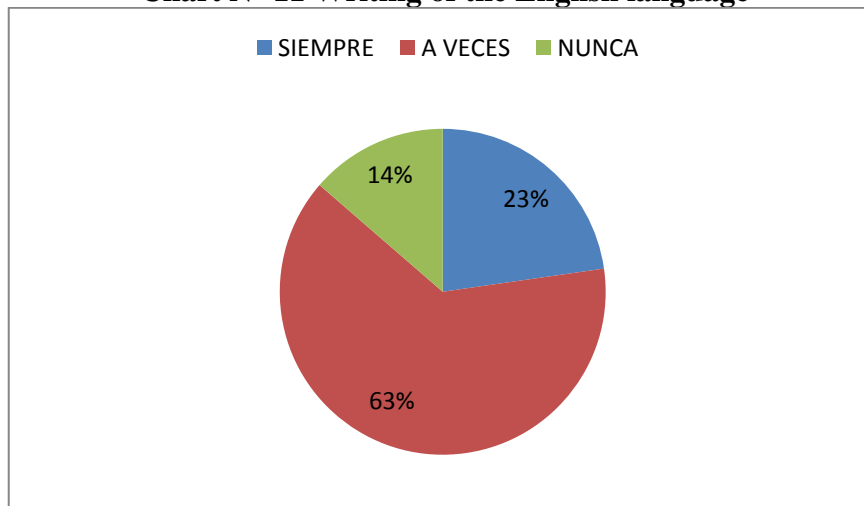
Table N° 10 Writing of the English language

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
5	ALWAYS	10	23%
	SOMETIMES	28	63%
	NEVER	6	14%
	TOTAL	44	100%

Source: Investigation

Elaborated by: BEDON, Israel (2017)

Chart N° 11 Writing of the English language



Source: Investigation

Elaborated by: BEDON, Israel (2017)

Analysis and Interpretation.

According to the chart and the table presented, it is mentioned that the 63% that represent 28 students allude that sometimes it is very difficult to visualize and pronounce the writing of the English language, while the 23% that represent 10 students mention that always, finally the 14% corresponding to 6 students allude to never..

The greater percentage of the population alludes that sometimes is very difficult to visualize and pronounce the writing of the English language.

6. Does your teacher apply interaction patterns to be understood during English language class?

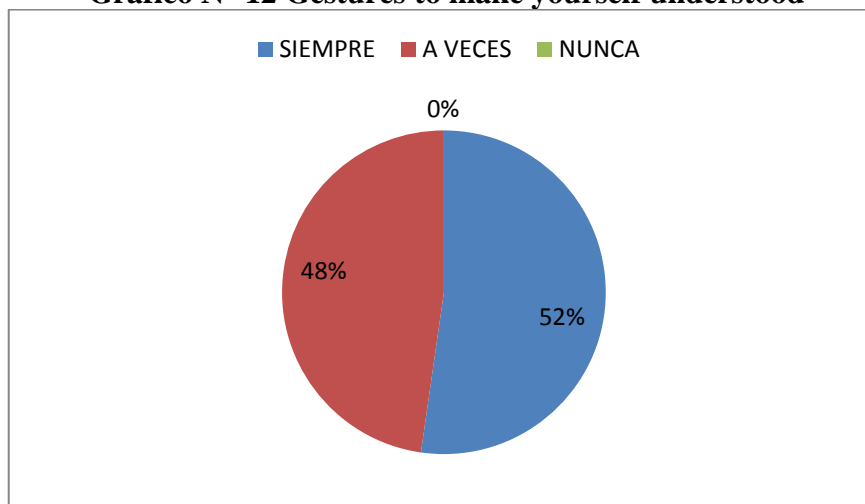
Table N° 11 Gestures to make yourself understood

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
6	ALWAYS	23	52%
	SOMETIMES	21	48%
	NEVER	0	0%
	TOTAL	44	100%

Source: Investigation

Elaborated by: BEDON, Israel (2017)

Gráfico N° 12 Gestures to make yourself understood



Source: Investigation

Elaborated by: BEDON, Israel (2017)

Analisis and Interpretation.

Within the analysis presented, it deduce that 52% that represent 23 students, state that their teacher always makes gestures to be understood during the English language class, while 48% that correspond to 21 students cite that sometimes, finally 0% say never.

According to the analysis presented, it mention that the greatest percentage of the population state that always their teacher makes gestures to be understood during the English language class.

7. Does your English teacher use methodologies linked to the interaction patterns at the time of imparting the knowledge?

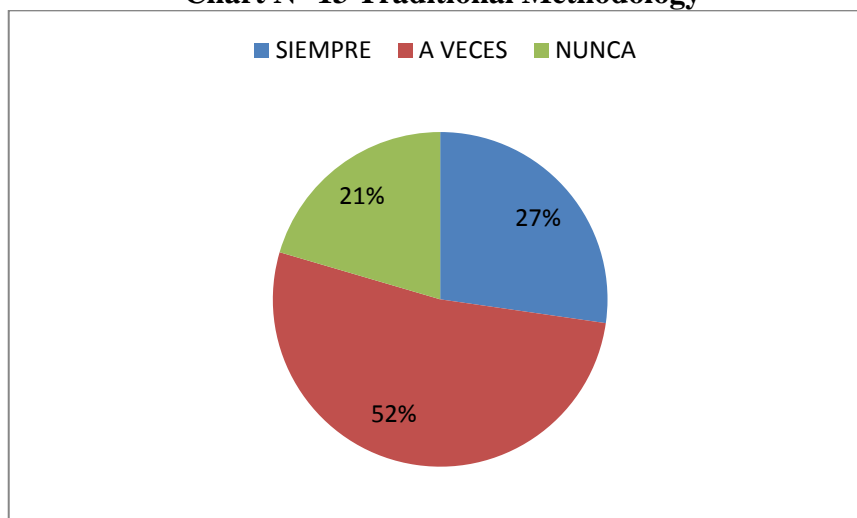
Table N° 12 Traditional Methodology

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
7	ALWAYS	12	27%
	SOMETIMES	23	52%
	NEVER	9	21%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 13 Traditional Methodology



Source: Research

Elaborated by: BEDON, Israel (2017)

Analisis and Interpretation.

Pursuant to the table and chart presented, it can be deduced that the 52% that represent 23 students of the population indicate that sometimes their English teacher uses a traditional methodology when imparting knowledge, on the other hand 27% corresponding to 12 students they quote that always, finally 21% representing 9 students cite that they never.

The highest percentage of the population mentions that sometimes their English teacher uses a traditional methodology when imparting knowledge.

8. Do you agree that your teacher applies interaction patterns during the acquisition of new knowledge?

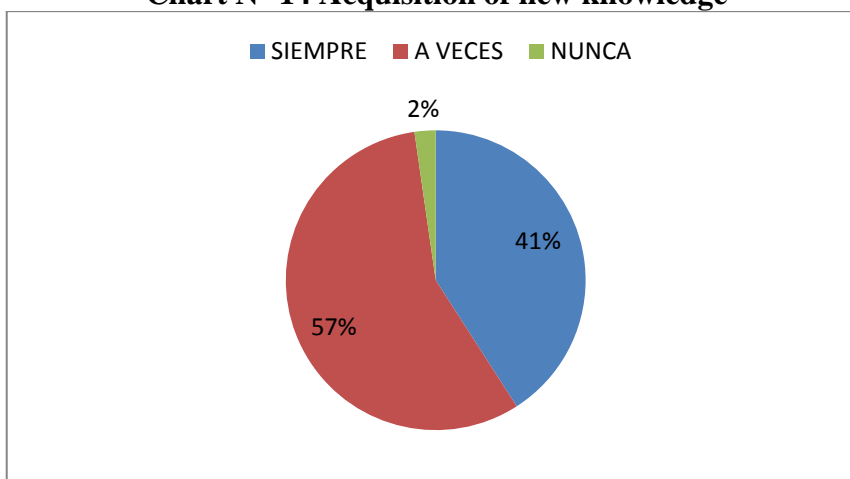
Table N° 13 Acquisition of new knowledge

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
8	ALWAYS	18	41%
	SOMETIMES	25	57%
	NEVER	1	2%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 14 Acquisition of new knowledge



Source: Research

Elaborated by: BEDON, Israel (2017)

Analisis and Interpretation.

The 57% that represent 25 students of the population mentions that sometimes the teacher applies interaction patterns during the acquisition of new knowledge, while 41% that corresponds to 18 students allude that always, in turn 2% that represent one student alludes that never.

The greater percentage of the population affirms that sometimes the student takes notes for the new topics taught by his teacher.

9. Does your English teacher apply different dynamic strategies that encourage interaction?

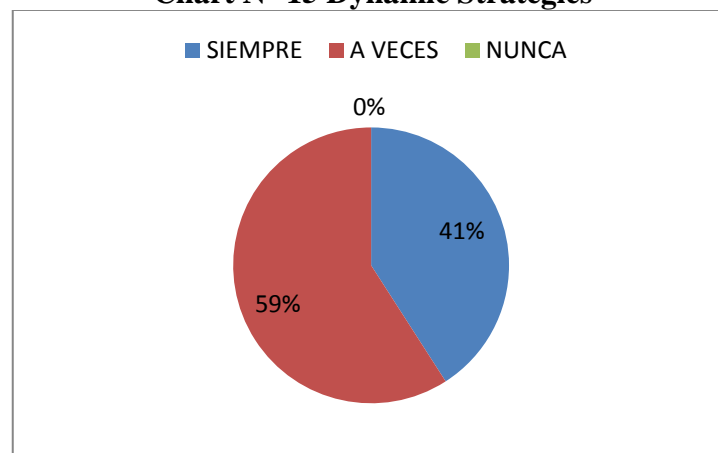
Table N° 14 Dynamic Strategies

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
9	ALWAYS	18	41%
	SOMETIMES	26	59%
	NEVER	0	0%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 15 Dynamic Strategies



Source: Research

Elaborated by: BEDON, Israel (2017)

Analisis and Interpretation.

Based on the table and chart presented, it deduce that the 59% corresponding to 26 students indicate that sometimes their English teacher apply dynamic strategies, while 41% that corresponds to 18 students allude always, on the other hand 0% alludes that never.

According to the analysis presented, the highest percentage of the population alludes that sometimes their English teacher apply dynamic strategies.

10. Do you have difficulty practicing the speaking skills?

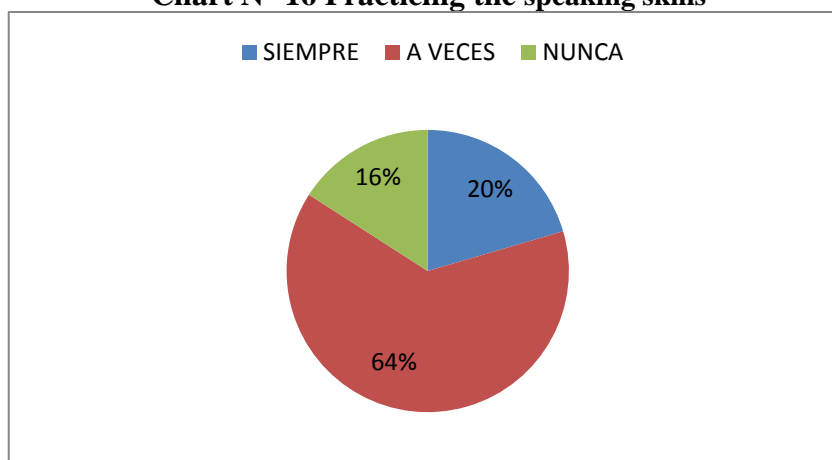
Table N° 15 practicing the speaking skills

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
10	ALWAYS	9	20%
	SOMETIMES	28	64%
	NEVER	7	16%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 16 Practicing the speaking skills



Source: Research

Elaborated by: BEDON, Israel (2017)

Analisis and Interpretation.

From the 100% of the population, the 64%, which represent 28 students, allude that sometimes the students have difficulties to practicing the speaking skills that the teacher expresses , while the 20% corresponds to 9 students quote always, finally 16% represent 7 students wich indicate that never.

The greater percentage of the population mentions that sometimes students have difficulties to understand the class that the teacher expresses in English.

11. How often does your teacher use audiovisual media for allowing you to understand the speaking skills development?

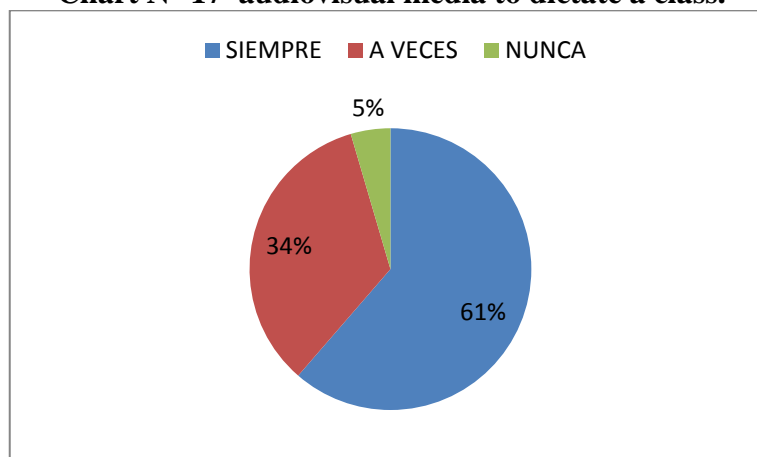
Table N° 16 audiovisual media to dictate a class.

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
11	ALWAYS	27	61%
	SOMETIMES	15	34%
	NEVER	2	5%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 17 audiovisual media to dictate a class.



Source: Research

Elaborated by: BEDON, Israel (2017)

Analisis and Interpretation.

The 61% that represents 27 students of the population alludes that their teacher always uses audiovisual media to understand the speaking skills development, while 34% that corresponds to 15 students allude that sometimes, on the other hand 5% that represents 2 students cite that he never does.

According to the analysis presented, the teacher does uses audiovisual means to dictate a class, being this more striking for the students, leaving this way of the monotony.

12. Do you think that the use of dialogues helps to promote speaking skills development?

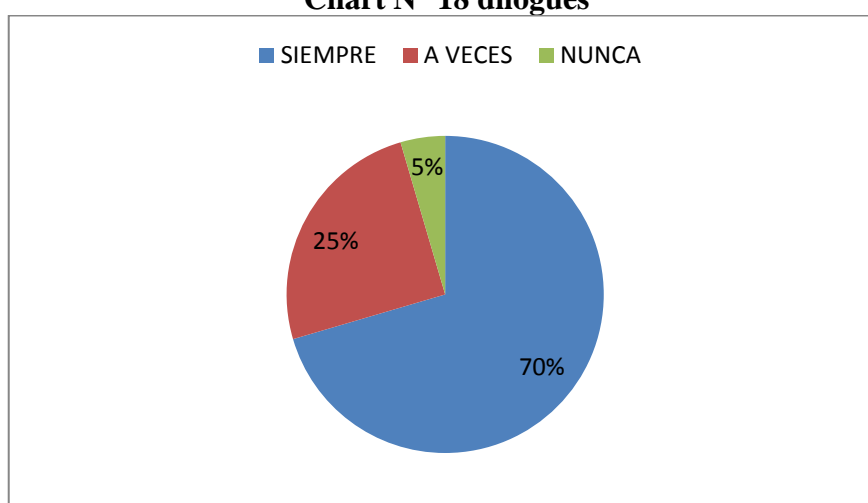
Table N° 17 dialogues

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
12	ALWAYS	31	70%
	SOMETIMES	11	25%
	NEVER	2	5%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 18 dilogues



Source: Research

Elaborated by: BEDON, Israel (2017)

Analysis and Interpretation.

Pursuant to the chart and table presented, 70% representing 31 students of the population allude dialogues helps to promote speaking skills development, while 25% that corresponds to 11 students cite that sometimes, on the other hand, 5% representing two students allude that never.

According to the results presented, it mention that the highest percentage of the population stated that English classes are always participatory, so it means that the teacher establishes learning techniques.

13. Does your teacher give necessary importance to the speaking skills development?

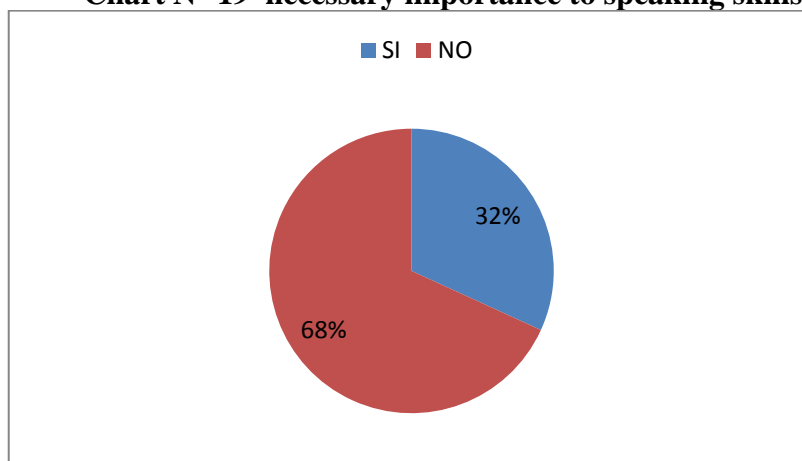
Table N° 18 necessary importance to speaking skills

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
13	YES	14	32%
	NO	30	68%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 19 necessary importance to speaking skills



Source: Research

Elaborated by: BEDON, Israel (2017)

Analysis and Interpretation.

The 68% that represents 30 students of the population mentions that they do not give necessary importance to the speaking skills development, while 32% that corresponds to 14 students allude to the fact that.

The highest percentage of the population states that they really know about the pre-linguistic stage.

14.- Does your teacher use formal and informal conversations to practice the speaking skills development?

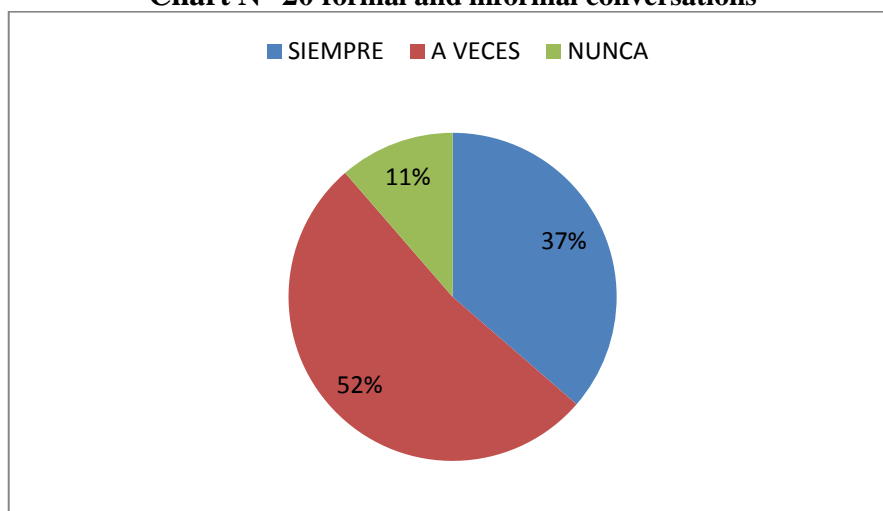
Table N° 19 formal and informal conversations

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
14	ALWAYS	16	37%
	SOMETIMES	23	52%
	NEVER	5	11%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 20 formal and informal conversations



Source: Research

Elaborated by: BEDON, Israel (2017)

Analisis and Interpretation.

According to the table and chart presented, the 52% that represents 23 students of the surveyed population affirms that sometimes the teacher use formal and informal conversations to practice the speaking skills development, while the 37% that corresponds to 16 students allude that always, on the other side 11% representing 5 students cite that never.

The greater percentage of the population shows that sometimes the teacher relates the stage of learning with the linguistic area.

15.- Does it make it difficult for you to master the speaking skills?

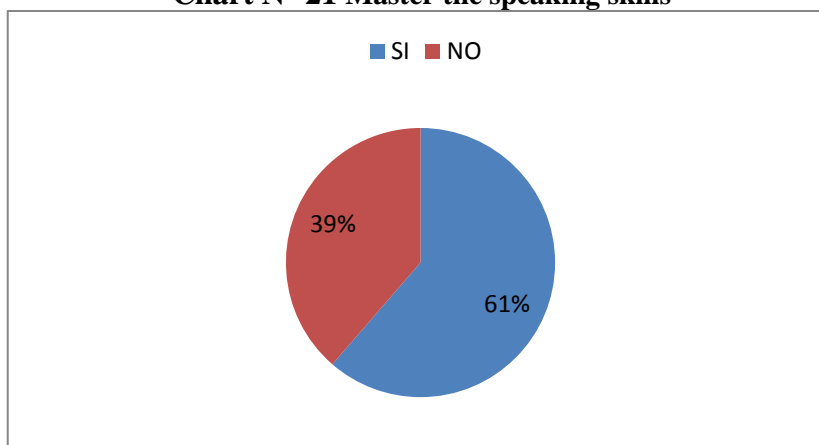
Table N° 20 Master the speaking skills

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
15	YES	27	61%
	NO	17	39%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 21 Master the speaking skills



Source: Research

Elaborated by: BEDON, Israel (2017)

Analysis and Interpretation.

Under to the table and chart presented, it deduce that the 61% corresponding to 27 students of the population allude that is very difficult for them you to master the speaking skills, while the 39% that represent 17 students allude that they do not.

The greater percentage of the population alludes that is very difficult for them to dominate the English language.

4.3. VERIFICATION OF HYPOTHESIS

Once the problem has been determined and the field investigation carried out, the hypothesis proposed is verified using a statistical estimator called “CHI-CUADRADO”, which allows establishing the correspondence of the observed and expected values, in order to check whether the values of the frequency obtained are representative.

4.3.1. Extracted Questions

Question N° 1 How often do teachers use interaction patterns in the classroom?

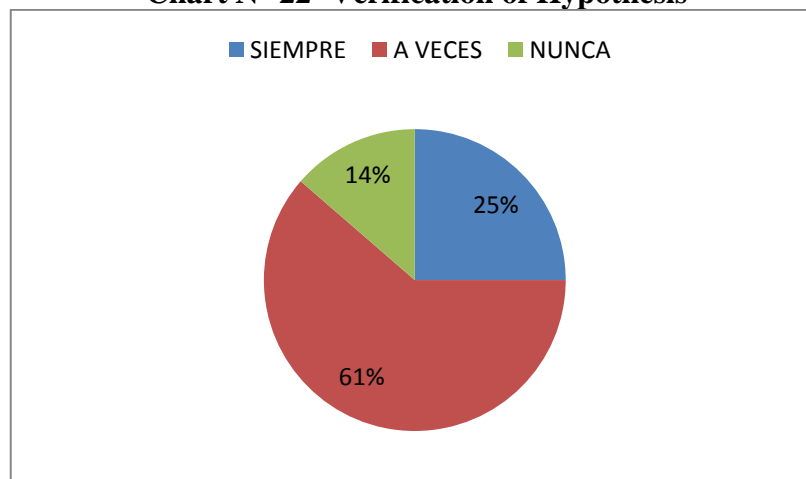
Tabla N° 21- Verification of Hypothesis

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
1	ALWAYS	27	61%
	SOMETIMES	11	25%
	NEVER	6	14%
	TOTAL	44	100%

Source: Research

Elaborated by: BEDON, Israel (2017)

Chart N° 22- Verification of Hypothesis



Source: Research

Elaborated by: BEDON, Israel (2017)

Question N° 3 Does your teacher perform group work using interaction patterns?

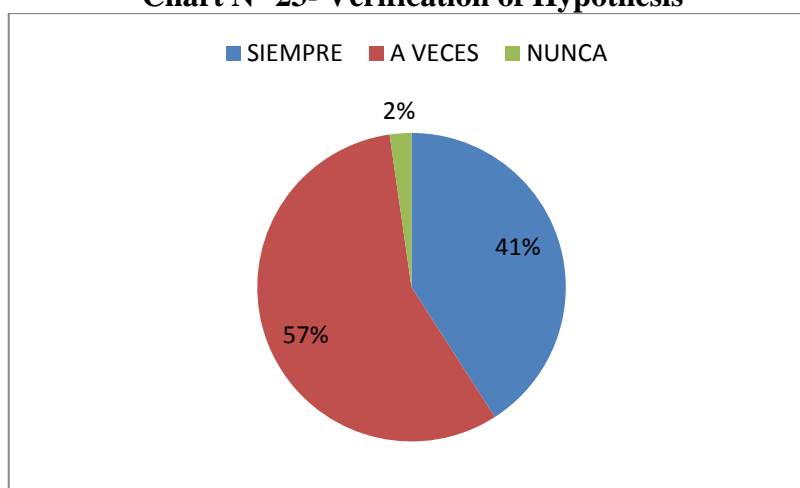
Table N° 22- Verification of Hypothesis

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
3	ALWAYS	18	41%
	SOMETIMES	25	57%
	NEVER	1	2%
	TOTAL	44	100%

Source: Investigation

Elaborated by: BEDON, Israel (2017)

Chart N° 23- Verificación of Hypothesis



Source: Investigation

Elaborated by: BEDON, Israel (2017)

Question N° 5 Is it very difficult for you to visualize and pronounce the writing of the English language even when your teacher applies interaction patterns?

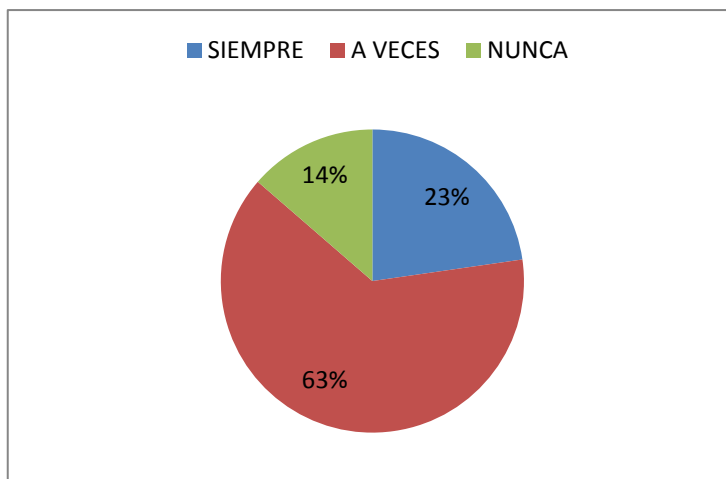
Tabla N° 23- Verificación of Hypothesis

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
5	ALWAYS	10	23%
	SOMETIMES	28	63%
	NEVER	6	14%
	TOTAL	44	100%

Source: Investigation

Elaborated by: BEDON, Israel (2017)

Chart N° 24- Verificación of Hypothesis



Source: Investigation

Elaborated by: BEDON, Israel (2017)

Question N° 10 Do you have difficulty practicing the speaking skills development?

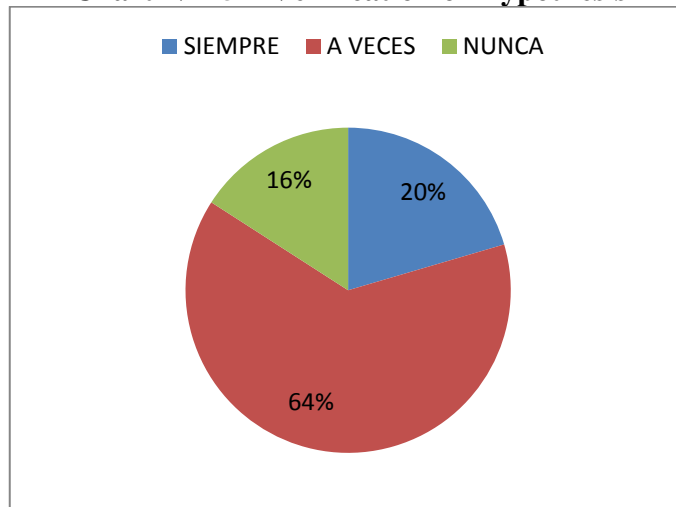
Tabla N° 24- Verification of Hypothesis

ÍTEM	ALTERNATIVES	NÚMBER	PERCENTAGE
10	ALWAYS	9	20%
	SOMETIMES	28	64%
	NEVER	7	16%
	TOTAL	44	100%

Source: Investigation

Elaborated by: BEDON, Israel (2017)

Chart N° 25 – Verificación of Hypothesis



Source: Investigation

Elaborated by: BEDON, Israel (2017)

4.3.2. Statement of Hypothesis

To calculate of the verification, two variables of the hypothesis already stated are taken into account as follows:

4.3.3. General Hypothesis

The Interaction patterns affect the speaking skills development in the English language proficiency in the students of second-semester in the human sciences and education faculty at the Technical University of Ambato..

4.3.4. Alternative Hypothesis

The interaction patterns **AFFECT** the speaking skills development of English language in the students of second-semester of Human Sciences and Education faculty at the Technical University of Ambato.

4.3.5. Hipótesis Nula

The Interaction patterns **DO NOT** affect the speaking skills development of English language in students of second-semester of human sciences and education faculty at the Technical University of Ambato.

4.3.6. Statistical Estimator

Formula Chi-cuadrado

$$\sum \frac{[f(o) - f(e)]^2}{f(e)} = X^2$$

4.3.7. Modelo Matemático

H₀= Null hypothesis

H_a= Alternative hypothesis

X² = Chi-square

F(0)= Observed Frequencies

F (e)= Expected frequencies.

G I= degrees of freedom

F= rows

C= Columns

4.3.8. Error range

$\alpha = 0.05 \rightarrow 5\%$

4.3.9. Sample distribution

G I= (F-1) (C-1)

where:

G I= (3-1) (4-1)

G I= (2) (3)

G I= 6

The degrees of freedom helped to perform the calculation of the null hypothesis based on the following table:

Table N° 25– Degree of freedom

Degree of freedom	.05	.01
(G1)		
1	3.841	6.635
2	5.991	9.210
3	7.815	11.345
4	9.488	13.277
5	11.070	15.086
6	12.592	16.812

Source: Investigation

Elaborated by: BEDON, Israel (2017)

4.3.10. Mathematical calculation

Table N° 26– Observed Frequencies

SURVEY - STUDENTS				TOTAL
QUESTION 1	QUESTION 3	QUESTION 5	QUESTION 10	
27	18	10	9	64
11	25	28	28	92
6	1	6	7	20
44	44	44	44	176

Source: Investigation

Elaborated by: BEDON, Israel (2017)

Formula for the Calculation of Expected Frequencies

$$f_e = \frac{(Total\ o\ marginal\ de\ renglon)(total\ o\ marginal\ de\ columna)}{N}$$

Table N° 27–Expected Frequencies

SURVEY- STUDENTS				TOTAL
QUESTION 1	QUESTION 3	QUESTION 5	QUESTION 10	
16,0	16,0	16,0	16,0	64,0
23,0	23,0	23,0	23,0	92,0
5,0	5,0	5,0	5,0	20,0
				176,0

Source: Investigation

Elaborated by: BEDON, Israel (2017)

Table N° 28– Calculation of Chi-square

QUESTIONS	O	E	O - E	(O - E) ²	(O - E) ²
					E
Question 1/ Always	27	16,0	11,00	121,00	7,56
Question 1/ sometimes	11	23,0	-12,00	144,00	6,26
Question 1 / Never	6	5,0	1,00	1,00	0,20
Question 3/ Always	18	16,0	2,00	4,00	0,25
Question 3/ sometimes	25	23,0	2,00	4,00	0,17
Question 3/ Never	1	5,0	-4,00	16,00	3,20
Question 5/ Always	10	16,0	-6,00	36,00	2,25
Question 5/ sometimes	28	23,0	5,00	25,00	1,09
Question 5/ Never	6	5,0	1,00	1,00	0,20
Question 10/ always	9	16,0	-7,00	49,00	3,06
Question 10/ sometimes	28	23,0	5,00	25,00	1,09
Question 10/ Never	7	5,0	2,00	4,00	0,80
				X ² =	26,13

Source: Investigation

Elaborated by: BEDON, Israel (2017)

4.3.11. Decision

Conclusion: If the Alternative hypothesis (Ha) \geq the null hypothesis (Ho), the null hypothesis is rejected and the alternative hypothesis (Ha) is accepted.

So: $26.13 (H_a) \geq 12.592(H_o)$, so the null hypothesis is rejected and the alternative hypothesis is accepted (H_a).

That is: The Interaction patterns affect the speaking skills development of English language proficiency in the students of the second semester of Human Sciences and Education Faculty, of the Technical University of Ambato.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS:

After having analyzed and interpreted the results of the surveys, it is concluded that:

- When determining the incidence of interaction patterns and the speaking skills development of English language, in students of the second-semester of the Faculty of Human Sciences and Education at the Technical University of Ambato, it was possible to verify that there aren't activities and exercises to develop the speaking skill in the English language, causing a total lack of concern of the student.
- On the other hand, by scientifically based, the different interaction patterns that are used for the speaking skills development of English language, it was found that the limited application of appropriate techniques to develop the speaking skills is caused by the limited use of interaction patterns in the speaking skills development in the English language, existing monotonous classes in the process of teaching and language development.
- At the same time, identifying the teaching methodology currently applied for the speaking skills development in the students of the second semester of Human Sciences and education faculty at Technical University of Ambato, it was possible to identify that the methodology used by teachers is monotonous and lacks of ludic activities when the student develops the speaking skills in the English language, thus causing teachers to apply the traditional and monotonous assessments based on objective evidence.

RECOMMENDATIONS:

- To announce that the English language is one of the most used in the world so that learning it is important, since there are different teaching techniques that require professionals to teach a class based on the application of appropriate methodological skills in which takes into account resources, strategies and techniques..
- To apply appropriate evaluation techniques in the English language area, in the students of Second Semester of Human Sciences and Education faculty , of the Technical University of Ambato, to develop a positive interrelation between students and the educator.
- To strengthen the use of interaction patterns in the speaking skills development in the English language, since this strategy will allow the student to defend themselves in the English language.

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ANNEXES



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
GUIDED SURVEY FOR THE LANGUAGES CAREER
STUDENTS



OBJECTIVE: To collect information about interaction patterns and the speaking skills in students of the institution.

INSTRUCTIONS: Read the questions carefully, mark with an "X" the answer of your choice.

1. How often do teachers use interaction patterns in the classroom?

Always () never () sometimes ()

2. How often does your teacher use interaction patterns to encourage classroom activities?

Always () never () sometimes ()

3. Does your teacher perform group work using interaction patterns?

Always () never () sometimes ()

4. By using interaction patterns, can you understand and listen to the English class?

Always () never () sometimes ()

5. Is it very difficult for you to visualize and pronounce the writing of the English language even when your teacher applies interaction patterns?

Always () never () sometimes ()

6. Does your teacher apply interaction patterns to be understood during English language class?

Always () never () sometimes ()

7. Does your English teacher use methodologies linked to the interaction patterns at the time of imparting the knowledge?

Always () never () sometimes ()

8. ¿Do you agree that your teacher applies interaction patterns during the acquisition of new knowledge?
- Always () never () sometimes ()
9. Does your English teacher apply different dynamic strategies that encourage interaction?
- Always () never () sometimes ()
10. Do you have difficulty practicing the Speaking skills?
- Always () never () sometimes ()
11. How often does your teacher use audiovisual media for allowing you to understand the Speaking skills?
- Always () never () sometimes ()
12. Do you think that the use of dialogues helps to promote Speaking skills development?
- Always () never () sometimes ()
13. Does your teacher give necessary importance to the speaking skills development?
- Yes () not ()
14. Does your teacher use formal and informal conversations to practice the speaking skills development?
- Always () never () sometimes ()
15. Does it make it difficult for you to master the Speaking skills?
- Yes () not ()

THANK YOU FOR YOUR COOPERATION

**“THE INTERACTION
PATTERNS AND THE
SPEAKING SKILLS
DEVELOPMENT IN THE
STUDENTS OF THE SECOND
SEMESTER OF HUMAN
SCIENCES AND EDUCATION
FACULTY FROM THE CAREER
OF PEDAGOGIA DE IDIOMAS
NACIONALES Y
EXTRANJEROS FROM
TECHNICAL UNIVERSITY OF
AMBATO”.**

**UNIVERSIDAD TÉCNICA DE
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September 2017 – December 2017

ABSTRACT

The English language has become practically the main language for cultural and business communication, due to the same demand that the language has around the world, since most Latin American countries have

started learning English in their teaching curriculum, making it possible to obtain a satisfactory job opportunity in the future. To this the teaching of foreign languages such as English is a complex process which involves designing methodological strategies by teachers, which must be clearly didactic, thus facilitating the learning and development of the student's linguistic abilities in accordance to their communicative needs, however, the way of teaching foreign languages is related to the predominant linguistic approach, there being a close relationship between the existing linguistic theory and the teaching methodology applied in the English class.

It is important to inform that in Ecuador, the public system introduced for the first time a specific workload for the foreign language, from second to seventh grade of General Basic Education, in the elementary and middle levels. It is established by an agreement of the Ministry of Education, which supports the curricular reform of February 17, 2016.

It is for the above reasons that the present study intends to analyze, how the analogy for the development of English language skills is applied, being directly the beneficiaries of this project the students of the second semester of the faculty of human sciences and education, at the technical university of Ambato.

KEYWORDS:

Interaction Patterns, English language skills, methodological strategies, communicative needs.

OBJECTIVES

General Objective (investigation)

To determine the incidence of the interaction patterns and the speaking skills development in the students of the second semester of the faculty of human sciences and education, in Ambato technical university.

Specific Objectives

- ✓ To base scientifically the different interaction patterns that are used to develop the speaking skills of the English language.
- ✓ To identify the teaching methodology currently applied to the development of THE speaking skills in English language in the students of the second semester of the human sciences and education faculty, from Ambato Technical University.
- ✓ To identify the effects of the interaction patterns in the speaking skills development.

THEORETICAL BASIS

Interaction Patterns

The Interaction Pattern is functional when the organization of the structure of a system is adapted to the demands of the corresponding evolutionary and social contexts.

✓ ***Interaction Types.***

The author (Martínez E, 2002), in his book "*Aprendizaje, percepción y comunicación*" notes that The types of interaction are the following

General exploration of the

course: It includes the revision of the tools and is integrated by the frequency of access of the participants to the following activities. 1) see the course, 2) see the messages, 3) see a user online, 4) see all the activities, 5) see the activities sent, 6) see the tools, 7) see the chats, 8) see the events, 9) see all the users online. This category relate the family of the users with the tools, the contents, the program and the other participants.

Orientation to the task:

Consider the activities of the users with different tools: 1) see the forum, 2) see the list of forums, 3) see answers to the forums, 4) search the forums and, 5) see the chat. This category is mainly related to the activity of

reviewing (reading) the contributions and comments of others in the forums and / or chat.

Contribution to the task: It includes the formulation and response to questions, critical opinions, inclusion of new theoretical elements, formulation of disagreements or inconsistency between ideas or concepts, recognition of contributions from other participants and synthesis of information.

1.1.1. Content of interactions

In the same way the autor (Martínez E, 2002), en su libro "*Aprendizaje, percepción y comunicación*" quote that it is essential to leave aside the content of interactions, mentioning the following.

Teacher presence: The teaching presence includes three categories. : 1) the instructional design, usually carried out by the instructor (including the selection, organization and presentation of the content of the course, the design of the learning and evaluation activities); 2) the facilitation of discussion and

collaboration, which can be carried out by all the participants and not only by the instructor; and 3) direct instruction. (p.7)

Cognitive presence: Cognitive presence is the degree to which participants are able to construct meanings through substantive communication. Cognitive presence is defined as the degree to which learners are able to construct and shape meaning through substantive reflection and discourse in a community of critical inquiry (Garrison A, 2013), en su libro "*E-Learning in the 21st Century: A framework for research and practice*", the subcategories include trigger events, exploration of ideas, integration and resolution (p.6).

Social Presece: Social presence is defined as the ability of participants to project personal characteristics and appear before others as real people (Garrison A, 2013), en su libro "*E-Learning in the 21st Century: A framework for research and practice*", menciona que: "The social presence not only supports the cognitive presence, but also makes

online interaction more enjoyable and, in this way, contributes to motivation and fun. Social presence includes the following dimensions: affect interaction and cohesion (p.9).

Speech Skills

The development of the four English language skills (listening comprehension, reading comprehension, oral expression and written expression) is the most important aspect in language learning; and at present, the teaching of English considers a vision of language that promotes the interrelation between them. For (Goh C, 2013, pág. 58), en su libro titulado "*Idioma extranjero Inglés*" mention, "Using the language implies interacting by receiving and giving messages, and one language skill will reinforce and promote the use of another". This vision of integration, in addition, the communicative approach, presents the language in a more natural way, closer to reality and more motivating.

It integrates listening and oral expression skills, to highlight their interdependence and emphasize the

need to address skills in an integrated way when teaching them.

Listening.- It consists in listening to the language and giving meaning to the sounds heard to identify and understand the information expressed orally, with the support of the context and knowledge of the world. Through it, it is possible to make contact with the real use of English. (Goh C, 2013, pág. 78), en su libro "*Idioma extranjero Inglés*" mention that: "The listening comprehension is vital in the learning of a language, since by means of it the student receives comprehensible information (comprehensible input), necessary to later develop the interaction in the class".

The development of this ability is not reduced to the simple decoding of sounds or phonemes in the language (Garrison A, 2013, pág. 45), by listening, the listener has an active role in the reconstruction of the message by assigning meaning to what he hears. In this process, the prior knowledge of the context and situation of the message is very relevant so that what is heard makes

sense (knowing the topic about which one is going to listen, the speakers, the situation and having a purpose when listening).

Speaking. - It is a productive ability of English to communicate ideas orally. To express oneself orally is to communicate a message with an adequate pronunciation and in an intelligible way when participating in oral exchanges, conversations and exhibitions. (Goh C, 2013, pág. 79), en su libro "*Idioma extranjero Inglés*", say that: "In this stage of language knowledge, the learning of communicative functions related to the purpose of the message for the development of oral expression becomes important.

The oral expression activities that explicitly teach language functions that are meaningful to students, help them solve real-life communicative tasks, provide them with expression strategies, and give them tools to be able to speak in agreement to a specific situation, helping to reduce the anxiety that expressing in another language can cause.

Reading.- It supposes to construct meanings from the written information, expressed in texts of diverse types (literary and not literary), and of the reader knowledge (Goh C, 2013), en su libro "*Idioma extranjero Inglés*" say that, As with listening comprehension, the reading comprehension skill puts students in contact with comprehensible information in the language and with language models that can be used later in written production.

The development of reading comprehension is an essential tool that allows students to access new knowledge, interesting topics and aspects of English culture. The reading comprehension will be built with the help of the previous knowledge of the student, and according to the tasks and purposes of the reading. Thus, students will be able to read adapted or authentic simple texts in which they will recognize the topic, general and main ideas, or simply express their feelings about what they have read..

Writing. - It is also a productive language skill that consists in using

writing to communicate messages. Students are expected to develop this skill in simple and contextualized communicative situations, personally relevant and with defined purposes.

Production written in English is a process that begins at this level with guided writing according to a model, until reaching the most creative expression. In the same way as in oral expression, written production ability gives the student the opportunity to express ideas and communicate messages that are relevant to him / her.

It should be emphasized that the teacher will teach the skills in an interrelated way at all times, and will be addressed by the students considering the interdependence that exists between them when expressing a message. In this way, students approach the real use of the language and face to the relevant, motivating and meaningful tasks, which contributes to develop greater fluency in the expression and comprehension.

1.1.2. Attitudes to develop in the English subject

In the same way, the author (Goh C, 2013, pág. 14), en su libro "*Idioma extranjero Inglés*" mention the following attitudes to develop in the English subject.

- a) To show a positive attitude towards oneself and their abilities to learn and use the language, while assessing the achievements of the rest.
- b) To develop a cultural awareness or intercultural understanding demonstrating respect, interest and tolerance for other cultures and their own, thus assessing their contribution to knowledge.
- c) To demonstrate interest in continuous and independent learning as part of a personal project and o contribute to the society.
- d) To Work responsibly in a proactive and collaborative way with a common goal, showing respect for the interests and ideas of others.

- e) To Use communication technologies in a responsible and effectively way obtaining information and creating texts, giving credit to the work of others and respecting the property and privacy of people.

METHODS AND MATERIALS

The present research is predominant to the qualitative approach because it will be clear the characteristics of how to establish a true information of each participant , who are an essential part of the study and quantitative in which the collection and analysis of data will allow correctly define the problem. To answer research questions related to the variables stated within the investigation in order to approve the hypothesis stated through the application of a statistical estimator.

The author, (Pulido Rodriguez, Ballen Ariza , & Zuñiga Lopez, 2010, págs. 31,32), in his book entitled "*Hermeneutical Approach to Qualitative Research*" mention that:

“The qualitative research approach involves not only describing but interpreting and theorizing; Initially, it was used to study ethnic and cultural communities and for some time it has been embraced by other disciplines of the social sciences”. The author (Barragán R, 2003), en su libro "*Guía para la formulación y ejecución de proyectos de investigación*" points out the following: “One of the most important features of quantitative research is that it basically operates with quantities and that its final purpose is to establish similarities and differences in terms of proportions” (p.118)

On the other hand when applying an **Exploratory Investigation.-** Allowed to look for indications about the general nature of the problem, the possible alternatives of decision, or the relevant variables and hypotheses to be considered within the study. This allowed us to carry out a quite extensive investigation, this being a previous stage, since it established technical and truthful guidelines to find the indications of the problem within the present investigation.

In the same way **Descriptive Investigation** .- It helped to establish records, analysis and interpretation of the current nature of the problem focusing on making dominant conclusions, which allowed to clarify doubts and problems that arose in the way of study.

On the other hand, the **Research Association of Variables**.- It was used fundamentally to determine the degree of variation in one or several factors, the existence and strength of this relationship was determined statistically by means of the correlation coefficients, which allowed describing itself the linear relationship between the two untreated variables at all to attribute to one variable the effect observed in the other.

Validity: The materials used were, Computer, Laptop, USB, printer, boom paper sheets, and writing material

Population: Based on the information gathered from this study, the population to be analyzed was 44,

taking the entire population to verify with accuracy each of the variables established in the study.

RESULTS

To verify the result of the present study, a survey of 44 students was used, the same ones that belong to the second semester of human sciences and education faculty from the career of pedagogía de los idiomas nacionales y extranjeros, at technical university of Ambato, in order to verify the found data, using an analysis and interpretation of real and truthful information.

Because at the moment to talk about the interaction patterns and the speaking skills development of English language in students, it was verified that by using the appropriate evaluation techniques in the area, it will allow to work with a linguistic approach, that is, there will be a close relationship between linguistic theory and the teaching methodology applied in the classroom.

Once the problem has been determined and the research carried out, the hypothesis proposed is verified using a statistical estimator called “CHI-CUADRADO”, which allows establishing the correspondence of the observed and expected values, in order to check whether the values of the frequency obtained are representative.

Therefore, for the verification of the hypothesis in accordance with the Independent and Dependent variable, questions No. 1, No. 3, No. 5 and No. 10 were selected of the questionnaire applied to the students.

Giving as results the following calculations:

Table N° 29– Observed Frequencies

SURVEY- STUDENTS				TO TA L
QUES TION 1	QUEST ION 3	QUES TION 5	QUES TION 10	
27	18	10	9	64
11	25	28	28	92
6	1	6	7	20
44	44	44	44	176

Source: Research
By: BEDON, Israel (2017)

Formula for the Calculation of Expected Frequencies

$$f_e = \frac{(Total\ o\ marginal\ de\ renglon)(total\ o\ marginal\ de\ columna)}{N}$$

Table N° 30– Expected Frequencies

SURVEY - STUDENTS				TO TA L
QUE STIO N 1	QUE STIO N 3	QUE STIO N 5	QUE STIO N 10	
16,0	16,0	16,0	16,0	64, 0
23,0	23,0	23,0	23,0	92, 0
5,0	5,0	5,0	5,0	20, 0
				176 ,0

Source: Research
By: BEDON, Israel (2017)

Table N° 31– Calculation of Chi-
square

QUESTI ONS	O	E	O - E	(O - E) ²	(O - E) ² E
Question 1/ Always	27	18	9	81	7,5
Question 1/ sometime s	11	25	-14	196	6,2
Question 1 / Never	6	5	1	1	0,2
Question 3/ Always	1	16	-15	225	0,2
Question 3/ sometime s	2	23	-21	441	0,1
Question 3/ Never	1	5	-4	16	3,2

Question 5/ Always	10	16,0	-6,00	36,00	2,25
Question 5/ sometimes	28	23,0	5,00	25,00	1,09
Question 5/ Never	6	5,0	1,00	1,00	0,20
Question 10/ always	9	16,0	-7,00	49,00	3,06
Question 10/ sometimes	28	23,0	5,00	25,00	1,09
Question 10/ Never	7	5,0	2,00	4,00	0,80
				$X^2 =$	26,13

Source: Investigation

By : BEDON, Israel (2017)

DECISION

Based on the mathematical calculations carried out previously, it

is concluded that, If the Alternative hypothesis (H_a) \geq the null hypothesis (H_o), the null hypothesis is rejected and the alternative hypothesis (H_a) is accepted.

So: 26.13 (H_a) \geq 12.592(H_o), so the null hypothesis is rejected and the alternative hypothesis is accepted (H_a).

That is: The Interaction patterns affect the speaking skills development in the students of the second semester of human sciences and education faculty from the career of pedagogía de los idiomas nacionales y extranjeros from technical university of Ambato.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- When determining the incidence of interaction patterns and the speaking skills development of English language in students, and based on the approach of the surveys within the study, it was verified that there aren't no activities and exercises to develop the speaking skills in the English language, causing a total lack of interest in students.
- In addition, by scientifically substantiating the variables under study, it was found that interaction patterns increase interactivity between teachers and students, allowing to extend the time and work space to generate greater opportunities, that is, the construction of knowledge within the speaking skill development of the student.

Recommendations

- It is recommended to implement interaction patterns within education that respond to direct or indirect actions because of the greater or lesser level of control handled by the teacher in classroom activities, constituting these activities the possibility of achieving a better work within class.

It is necessary to emphasize that the speaking skills in the English language involves the knowledge of 4 skills (oral, written, listening and reading), which are fundamental to speak and understand the English language, they will help to improve the knowledge of this language , but it is necessary to include interaction patterns in the classes, where the teachers interact with the students all the time, so that the student accustoms his / her ear and becomes familiar with this language, in this way the listening comprehension will be a skill that be strengthened all the time.

Análisis de Urkund

The screenshot shows the Urkund web interface. The browser address bar displays the URL: <https://secure.orkund.com/view/33164767-234180-606489#q1bKLvayijal1VEqzkyPy0zLTE7MS05VsjLQMzAwszAwNzWzsDCwNDIzMja0qAUA>. The page title is "URKUND".

Documento: [TESIS INGLES OK URKUND 1-5.docx](#) (D33632464)

Presentado: 2017-12-11 09:30 (-05:00)

Presentado por: hectorbedon@gmail.com

Recibido: eg.encalada.uta@analysis.orkund.com

Mensaje: TESIS [Mostrar el mensaje completo](#)

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>	EDUCATIONAL PROJECT.docx
Fuentes alternativas	
Fuentes no usadas	

At the bottom of the browser window, there are navigation icons and a status bar with "0 Advertencias.", "Reiniciar", "Exportar", and "Compartir" buttons.

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INDICE DE GRÁFICOS

Activar Windows
Ve a Configuración para activar Windows.