



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

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

**EXTRANJEROS**

**MODALIDAD PRESENCIAL**

**Proyecto de Investigación previo a la obtención del Título de Licenciada en  
Pedagogía de los Idiomas Nacionales y Extranjeros**

**THEME :**

---

**“TURN-TAKING STRATEGY AND THE SPEAKING SKILL”**

---

**AUTHOR:** Selena Abigail Simaluisa Pilatasig

**TUTOR:** PhD. Verónica Chicaiza

**Ambato-Ecuador**

**2021**

## **SUPERVISOR APPROVAL**

I, PhD. Verónica Chicaiza, holder of the ID 171510632-2 in my capacity as tutor of the Research Dissertation on the topic: “TURN-TAKING STRATEGY AND THE SPEAKING SKILL” investigated by Miss. Selena Abigail Simaluisa Pilatasig with ID No. 050366410-4, confirm that this research meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

**VERONICA  
ELIZABETH  
CHICAIZA  
REDIN**

Firmado digitalmente  
por/VERONICA ELIZABETH  
CHICAIZA REDIN  
DN: cn=VERONICA  
ELIZABETH CHICAIZA REDIN  
o=EC o=SECURITY DATA S.A.  
2 ou=ENTIDAD DE  
CERTIFICACION DE  
INFORMACION  
Motivo: Soy el autor de este  
documento  
Ubicación:  
Fecha: 2021-08-25 11:41-05:00

---

PhD. Verónica Chicaiza

171510632-2

**Supervisor**

## DECLARATION PAGE

I declare this undergraduate dissertation entitled “TURN-TAKING STRATEGY AND THE SEPAKING SKILL” is the result of the author’s investigation, and has reached the conclusions and recommendations described in the present study.

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



---

Selena Abigail Simaluisa Pilatasig

050366410-4

**Author**

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS  
HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors who has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic “TURN-TAKING STRATEGY AND THE SPEAKING SKILL” which is held by Miss. Selena Abigail Simaluisa Pilatasig, undergraduate student from Pedagogía de los Idiomas Nacionales y Extranjeros Major, academic period April-September 2021 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

**REVISION COMMISSION**



Firmado electrónicamente por:  
**ANA JAZMINA  
VERA DE LA  
TORRE**

---

Mg. Ana Jazmina Vera de la Torre

**Reviser**



Firmado electrónicamente por:  
**SARAH  
JACQUELINE  
IZA PAZMIÑO**

---

Mg. Sarah Jacqueline Iza Pazmiño

**Reviser**

## **COPYRIGHT REFUSE**

I, Selena Abigail Simaluisa Pilatasig with I.D No. 050366410-4 confer the rights of this undergraduate dissertation “TURN-TAKING STRATEGY AND THE SEPAKING SKILL”, and authorize its total reproduction, or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



---

Selena Abigail Simaluisa Pilatasig

050366410-4

**Author**

## **DEDICATION**

I dedicate this research to my father, mother, brothers, sister, niece, nephew and all my family who always supported me and taught me values to be a good person and most importantly, they believed in me to fulfill this dream. In addition, I dedicate this research to my friends who were with me during all the semesters helping me and sharing good and bad moments until we meet our goal together.

Selena

## ACKNOWLEDGEMENTS

First, I thank God for giving me life and health. Second, I want to thank Universidad Técnica de Ambato for giving me the opportunity to study at this prestigious institution. Also, I thank Pedagogía de los Idiomas Nacionales y Extranjeros Major for providing all the learning facilities. Besides, I am grateful to all the teachers for their amazing teaching. Especially to PhD. Verónica Chicaiza for her availability when guiding me in the development of this research project. I would like to thank Edgar Encalada for allowing me to work in his class hours with his students during my experiment. As well, I thank my parents for supporting me emotionally and financially. Also, a big thanks to my siblings Silvia, Rolando, and Ulises for their concern and support in my study. I thank my sister-in-law, my nephew Alexis and my niece Mayerli. Moreover, I thank all my friends and classmates who were part of this process. Especially to my closest friends Doménica, Omar, Lesly, Mayra, Jazmin, and Maria with whom I shared very happy moments and they supported me in the most difficult moments.

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

**Topic:** “TURN-TAKING STRATEGY AND THE SPEKING SKILL”

**Author:** Selena Abigail Simaluisa Pilatasig

**Tutor:** PhD. Verónica Chicaiza

**ABSTRACT**

The present research with the topic " Turn-taking Strategy and the Speaking Skill" focused on analyzing how Turn-taking strategy impacted in the Speaking Skill. This research project was carried out with students of third semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato. To achieve that goal, bibliographic research and field research were applied. The methodologies that were applied in this research were qualitative and quantitative approaches. This research was experimental and the instrument was a standardized test. Also, the design of this investigation was quasi-experimental which provided evidence to prove the hypothesis. The researcher applied the pre-test to identify students' speaking skill. Next, the investigator applied three turn-taking strategies such as taking the turn, holding the turn and yielding the turn with different speaking texts. After that, a post-test was taken to detail how turn-taking strategy impacts in the speaking skill. This research project concluded that turn-taking strategy impacts in the speaking skill. Besides, to have a positive result, it was important that in turn-taking strategies specific speaking text must be selected because this strategy worked better grouping learners in pairs or groups, and it was useful to make an outline of how each strategy should be used and give examples, so that learners could guide by themselves and produce language.

**Key words:** turn-taking strategy, speaking skill, speaking texts, language.



# Table of Content

A.PRELIMINARY PAGES .....	ii
SUPERVISOR APPROVAL .....	ii
DECLARATION PAGE.....	iii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN.....	iv
COPYRIGHT REFUSE .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENTS .....	vii
ABSTRACT.....	viii
B. CONTENT .....	2
CHAPTER I THEORETICAL FRAMEWORK.....	2
1.1 Investigative background .....	2
1.2 Technical Scientific Foundation .....	8
1.2.1 Independent Variable .....	8
1.2.2 Dependent Variable.....	13
1.3 Objectives.....	18
General objective .....	18
Specific objectives .....	18
CHAPTER II: METHODOLOGY .....	20
2.1 Resources .....	20
2.2 Methods.....	20
Qualitative .....	20
2.3 Research modality .....	21
2.4 Level or type of Research .....	22
Exploratory Research .....	22

2.5 Design .....	22
2.6 Procedure.....	23
2.7 Population .....	24
Instruments.....	24
2.9 Hypothesis.....	25
2.10 Variable Identification .....	25
<b>CHAPTER III: RESULTS AND DISCUSSION.....</b>	<b>26</b>
3.1 Pre-test results .....	26
3.2 Results of the intervention .....	28
3.3 Post-test results.....	30
3.4 Comparative results.....	32
3.5 Hypothesis verification .....	35
<b>CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>37</b>
Conclusions.....	37
Recommendations .....	39
<b>BIBLIOGRAPHY .....</b>	<b>40</b>
<b>ANNEXES .....</b>	<b>43</b>

## INDEX OF TABLES

<b>TABLE 1. PRE-TEST RESULTS</b> .....	26
<b>TABLE 2. PROCESS RESULTS</b> .....	28
<b>TABLE 3. POST-TEST RESULTS</b> .....	30
<b>TABLE 4. COMPARATIVE RESULTS (PRE-TEST AND POST-TEST)</b> .....	32

## INDEX OF FIGURES

<b>FIGURE 1. PRE-TEST RESULTS</b> .....	26
<b>FIGURE 2. PROCESS RESULTS</b> .....	28
<b>FIGURE 3. POST-TEST RESULTS</b> .....	30
<b>FIGURE 4. COMPARATIVE RESULTS (PRE-TEST AND POST-TEST)</b> .....	32

## **B. CONTENT**

### **CHAPTER I THEORETICAL FRAMEWORK**

#### **1.1 Investigative background**

In this research, there is information from different websites, scientific articles, thesis, and books that hold up Turn-taking strategy and Speaking skill. Furthermore, it is meaningful to mention that some similar topics with the main topic research have been chosen. It is relevant to take into account that the articles in this research range from 2018 to 2020. Also, the content found is available to any user on the web and it is reliable because it is a study done by professionals of English language teaching.

(Saleh, & Ridha, 2020) In their study titled *“The Effect of Turn-Taking Strategies on Pupil's Communicative Competence”*. The current study aimed at investigating the effect of turn-taking strategies on fostering EFL Iraqi preparatory pupils' communicative competence and identifying Iraqi preparatory pupils' level of communicative competence. To fulfill this study aims, this hypothesis was set”:

1. “There was no statistically significant difference between the mean score of the experimental group which is taught by turn-taking strategies and control group which was taught by the conventional strategy in communicative competence”.

To achieve the objective and confirm the hypotheses, the experimental design which was Non- Randomized Experimental Group Pretest- Posttest Design was used. The sample study consisted of (70) pupils in the fifth scientific stage, derived from two schools chosen from AL- Aqeeda and Om AL-Muamneen schools “for girls”. The sample consisted of two sections, section (A) randomly chosen to be the experimental group from AL-Aqeeda school , section (B) “has randomly chosen to be the control group from Om ALMuamneen schools”. Each section consisted of (35) pupils. Both groups have been equalized in such variables from educational level of parents, testees age, English grades achievement in fourth stage, and the post the pre- test of both groups. The experiment lasted three months, the researcher has taught the two groups during

the academic year 2019-2020. “To analyze the obtained data, different statistical means have been used many T-test, weighted mean and percentile mean to measure the pupils’ communicative competence. The result revealed that: 1. Teaching pupils by using turn-taking has proved it is effectiveness in raising pupils’ communicative competence level. Based on the results, the obtained conclusions in this study, appropriate “recommendations, and suggestions for further studies were put forward”.

This research establishes that teaching students through the use of turn-taking strategy is effective in raising the level of students' communicative competence. Besides, according to this research, it stands out that the turn-taking strategy makes the class more active. Also, the classroom atmosphere catches the student's attention to participate in communicative activities. On the other hand, this strategy is fundamental for the student's freedom of expression because they must be the ones who shape the conversation. Then, this study gives a great contribution to this investigation because the turn-taking strategy does not refer only to improving the speaking subskills, but also it focuses on including all students to participate in discussions, conversations, debates, interviews, and role-plays. It increases motivation, gives students the opportunity to interact and work cooperatively.

(Ilmi, 2019) in the study of “*Language Learning Process and Gender Difference Implied from the Turn-Takings Used in EFL Student Conversation*”. This study aimed at investigating the kinds of turn-taking mostly used by EFL learners, how the turn-takings are portrayed as a process of EFL learning, and how the EFL learners differ in making their turn-takings according to their gender. This study was qualitative in nature, using 10 members of English Club of English department students, Mulawarman University as the participants. The procedures of data collecting were video-tape recording observation and semi-structure interview. The data were analyzed by using conversational analysis and percentage frequencies. The result revealed that: 1) the kinds of turn-taking mostly used by the participants were adjacency pair and insertion sequence from

the sequence type of turn-taking, almost all kinds turn-taking from the overlap turn-taking except the third party mediation, and other-repair and self-repair from the repair turn-taking; 2) all members of the English Club felt they acquired their languages as they practiced them in either written and spoken communication; and 3) the female members dominated talk than the male ones.

In this research, it was possible to determine the types of turn-taking strategy used by students of English as a foreign language. In addition, it was established that the types of turn-taking strategy that were employed by the students depended a lot on their gender. For example, in the adjacency pair and insertion sequence strategies the turn sequence type was more dominated by female members. For this reason, it has been concluded that women dominate the conversation more, and it shows that men do not speak as much as it's required and they reject the opportunity to take turns in order to improve their speaking skill. Likewise, with this research it has become known that women have the personality of being talkative and men are introverted or shy. Consequently, this study makes the researcher takes into account the different factors that can affect the development of speaking skill. So, it is important that for the application of this strategy, the investigator search ways to make all students participate, but considering students' needs.

This research was carried out by Munir (2018) titled "*Turn-taking strategies and its relations to EFL learners' personality and power in the interaction of English conversation class*". This study's objective was to examine social contexts based on how EFL learners' social personality and power influence their turn taking strategies during the interaction in English conversation class. A qualitative approach was applied with EFL learners in one of the communities in Surabaya, namely English Conversation Class. To gather the data a participant observation was conducted, the data was collected from EFL learners spoken interactions by using audiorecording. The findings reveal that turn-taking strategy employed by the learners result their different personality. Besides, the role of power also reflects the participants' social roles. The way of learners were talkativeness and

dominance, also influenced by power. The findings reveal that power in this communicative event is dealt with the participants' social roles. The higher the status of participants, the more influence the language is in face-to-face interaction. The author mentioned that the intertwined of language and social context is beneficial for the learners to motivate them to use the language. It was supported by Fairclough (2001), contents, relations and subjects are done by the powerful participants in controlling a certain speech event.

This research is valuable for this study because it explains how personalities can influence students' speaking skill with the turn-taking strategy. Also, this research argues that students apply some of the turn-taking strategies like taking the turn, and holding the turn, and some of these strategies make students have different personalities while talk. For example, in holding the turn strategy the learner who is taking can hold the floor, often speaking for a long time without giving someone else the turn to speak. So, the students' personalities are being talkative and dominant. Besides, power affects the language. Teachers are allowed to make interruption in learners' conversation because they are community leaders. For instance, if teachers observe that only one student is taking all the time, they can interrupt and ask another person to take the turn. With that in mind, social status influences students' interaction.

(Almakrob, 2020) In the entitled study "*Culture-Specific Aspects of Turn-taking: An Analysis of Conversations in a Saudi Context*". The present study comparatively analyzed the culture-specific turn-taking strategies of native Saudi Arabic speakers and non-Saudi native English speakers. It employed the qualitative research design guided by conversation analysis technique of Tannen (2005) and the model of coding analysis of Miles and Huberman (1984). Data was collected from ten students through the use of interviews and actual conversation analysis. Results of the study showed that the English speakers believe in minimum overlapping and minimum gapping in the turn-taking. Thus, they followed a continuous conversation pattern without pause in turn-taking. On the contrary, Saudi Arabic speakers took more time in turn-taking due to the cultural

aspect and interruption of linguistic knowledge. Analysis of the findings surfaced that cultural element in turn-taking were universally accepted for an organized conversation that follows specific norms and rules of the productive discussion. Turn-taking understanding to the speakers stimulates their competency and eventually contributes to deal with business and other informal meetings in a more efficient way. Further, this study presented theoretical and practical implications to EFL learning in Saudi Arabia that helped in understanding turn-taking in the verbal conversation towards global communicative competence.

In this research, a comparison was made to find out in which way native speakers of Saudi Arabic and Anglo speakers took turns and to know which strategy prevailed in them. As well, it was found that cultural factors influence the production of communication skills through the use of the turn-taking strategy. With the results of the observation, the researcher concluded that Arabian speakers use more interrupting strategy in the conversation. On the other hand, Anglo speakers found it impolite to use the interrupt strategy. For this reason, the researcher cited that this type of strategy negatively affects the conversation and that it is better to use synchronization as a communicative pattern in the conversation in English. This research is important because it gives clarity that some cultural factors can influence turn-taking strategy and that is why we must consider this aspect because if participants use synchronization, they know when to take turns, keep turns and give someone else's turn

(Boukertouta & Chioukh, 2020) In their entitled study “*Cross-Cultural Turn-Taking, Yielding, and Holding Strategies Used in Talk Shows*”. The study aimed at casting light on one of the main problems that speakers face up in cross-cultural conversations. It attempted to explore the difference between Arab and Anglo-Saxon speakers’ turn-taking, yielding, and holding strategies. To achieve this aim, two morning talk shows conversations were selected, namely “Sabah El-KheirYa Arab” and “This Morning”. Conversation analysis was chosen to carry out this research. The scripts of the talk shows were analyzed to identify the use of turn-taking strategies (i.e., turn-taking, turn-yielding, and turn-holding) and their



identifiers (i.e., overlaps, back-channels, and adjacency pairs). The results indicated that Arab and Anglo-Saxon speakers used turn-taking, yielding, and holding strategies with different interpretations (e.g., Anglo-Saxon's speakers considered interruption as a sign opposing. However, Arab speakers cooperated with each other through interruption) Furthermore, the data suggested that there are some problems related to conversational turn-taking strategies, in forms of overlaps, silences, number of pauses (i.e., misunderstanding of cross-cultural turn taking identifiers could lead to faulty interpretations among speakers). It also showed that British speakers have the tendency to control the floor, regardless of the next speaker position. On the other hand, Arab speakers tended to value turn-taking strategies with regard to their culture.

In this research, the different types of turn-taking strategies were explored, especially turn-taking, yielding, and turn-holding strategies used by Arabic and Anglo-Saxon speakers. This study specified that both speakers used these strategies but the Anglo speakers interpreted the interruption differently as an opposite sign, while the Arabic speakers cooperated with each other in the turn interruption. Furthermore, it was possible to identify that the Anglo-Saxon speakers kept their turn for a long time without letting the Arabic speaker exchange their ideas and they thought that following the steps of the turn-taking strategy was the most important thing. Additionally, this research was concluded by emphasizing that culture influences the application of turn-taking strategy and they recommended that this topic should be more studied because in the experiment students can be confused on how to use each strategy. For this reason, this research helps to find the different risks that may exist when putting these types of strategies into practice without previously studying them and then applying them in speaking classes.

In conclusion, there have been some studies that have used the turn-taking strategy for English speaking skills. What has been studied in these investigations is to analyze if this strategy contributes to the interaction and the process to be successful in the conversation. In addition, almost all of these investigations and

articles have implemented three types of turn-taking strategies. This contributes to this research to have a closer vision of what this strategy is and how to apply it in class. Besides, some authors consider that when applying this strategy, the personality of the speakers will influence when taking turns. For this reason, teachers must have an active role when giving instructions and must guide the speaking process to allow all students to participate.

## **1.2 Technical Scientific Foundation**

### **1.2.1 Independent Variable**

#### **Language learning**

“Language learning is an active process that begins at birth and continues throughout life” (García, Bown, Plews & Dewey, 2018) Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world. They may come to school speaking more than one language, or learn another language in school. It is important to respect and build upon each student’s first language. Experience in one language will benefit the learning of other languages.

Besides, Johnson (2017) considered that language learning is a change in the student's knowledge that is attributed to experience. Besides, he mentioned that learning depends on knowing how students learn the language or on what theories the teacher based their teaching. So, to teach, it is necessary to consider the following language learning theories:

“Behaviorism theory is based on effective language behavior to be the production of correct responses to stimuli” (Murtonen, Gruber & Lehtinen, 2017).

Furthermore, language learning is seen as a process of imitation and repetition. Human beings learn language by repeating the same form and the same text as a set of mechanical habits that are influenced by external factors. It is estimated that the change in language learning only occurs when students make behavioral changes and this is observable. Another important theory is Universal grammar. We all born with certain grammar parts in our brain, (Chomsky: 1960). “Chomsky believes that children are born an innate capacity for speech, they are able to learn and assimilate communicative and linguistic structures” (White, 2019, pág. 36). This ability can occur because human beings can learn to apply the language, a skill that they develop through their experiences and learning regardless of their family or cultural context.

According to (Krashen, 1998) learning is the product of formal instruction and involves a conscious process that results in conscious knowledge of the language. It is a conscious process, due to the formal knowledge of the language to be acquired. Through this learning, the individual has the ability to explain the grammar rules in the target language. The learning situation would only contribute to give a discourse that is not very fluent since the individual would be more concerned with the way the message is transmitted.

Moreover, “language learning is the process by which linguistic ability is achieved as a result of a planned process, especially through an academic context” (McCauley, 2019). On the other hand, learning is seen to be facilitated by a combination of conscious and practical learning. In language learning, an approach must be established based on the communication needs of the students, in the use of appropriate teaching materials and methods.

### **Language learning strategies**

According to Hattie J & Donoghue G (2016) learning strategies are processes which learners use to enhance their own learning. Strategies can help the learner

structure his or her thinking so as to plan, set goals and monitor progress, make adjustments, and evaluate the process of learning and the outcomes. Besides, learning strategies are complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves (such as cognitive, emotional, and social) for the purpose of (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term proficiency.

“Learning strategies are like integrated sequences of procedures or activities that are chosen for the purpose of facilitating the learning, storage and use of information” (Weinstein & Acee 2018) Learning strategies encompass a whole set of procedures and cognitive resources that students use when they face learning and these are like cognitive components that influence the learning process.

There has been a significant change in the area of learning and teaching the English language due to the greater emphasis on learning than on teaching. “These changes refer to the use of strategies and the way in which learners process information. In addition, it considers important the different types of strategies for learning the English language” (Oxford R & Amerstorfer C, 2018). Language Learning Strategy (LLS) based on Oxford (1990), covers six categorizes of strategies namely cognitive, metacognitive, memory-related, compensatory, affective, and social.

### **Turn-taking Strategy**

The term of taking turns was introduced by linguists Harvey Sacks, Emanuel A. Schegloff, and Gail Jefferson in 1974. They consider that the strategy of taking turns is used in different social contexts such as having a conversation at home, debate, discussing, having a daily conversation, so on.

According to Gennari, Melonio & Rizvi (2019) turn-taking is usually considered to follow a simple set of rules, enacted through a perhaps more complicated system of signals. The most significant aspect of the turn-taking process is that, in most cases, it proceeds in a very smooth fashion. Speakers signal to each other that they wish to either yield or take the turn through syntactic, pragmatic, and prosodic means. The organization of turn-taking provides "an intrinsic motivation for listening." As any given listener might be selected to speak next, s/he must cope with responding to the previous utterances.

On the other hand, (Zhou, 2020) Sacks, Schegloff, and Jefferson (1974) cite those two sequences must be taken into account in the organization of turn-taking. The first sequence refers to the construction of turns, which allows the speaker to build a turn in which aspects such as the use of s that use some forms such as sentences, clauses, phrases, and lexicons construction and addition with a characteristic of projectability. The second sequence emphasizes allocation component. In this part, Sacks, designs rules for the speaker to make the transition to another person who has been a listener, this sequence is better if the turns to speak and listen are for the student's self-selection without waiting for someone to tell him what to do.

## **Types of Turn-taking strategies**

Turn-taking strategies refer to the ways in which speakers change and establish their roles if they become listeners and speakers in a conversation. Furthermore, according to (Setiajid, 2020) there are three types of turn-taking strategies established by Strenstrom (1994).

### **1. Taking the turn**

Taking a turn refers to the way each participant takes a turn and gives another person the opportunity to interact as well. Furthermore, Strenstrom (1994) points out three parts of taking turns, which are:

### a. Starting Up

It is the beginning of the conversation. There are two types of start-up: wavering start and clean start. Hesitant start is improper planning of the start of a conversation, in this type of start, it can be used by speakers to take advantage of the use of available stalling devices such as full pauses and verbal <fillers>. Students use filled pauses when pronouncing a syllable that can be a centralized vowel as a nucleus. For example, (uh / um / ah) in English. Meanwhile, a clean start is a more organized start, speakers use statements like okay, I mean, I guess, and you know.

### b. Taking Over

In this part another speaker gives the answer, taking directly control of the conversation. Now the roles are changed, the speaker becomes a listener and vice versa. Stenstrom (1994) confirms that taking over strategy is connected to an uptake or a link, such as yes, no, but, so on. There are the occurrences of receiving the responses and following up the moves that are influenced by an uptake

### c. Interrupting

Both the speaker and the listener can interrupt at the beginning and in the middle of the conversation. Stenstrom (1994), classifies two types of interruption: alerts metacommentaries. The alert is a signal produced by a speaker, who makes use of an increasingly higher tone of voice to indicate that the other speaker stops the conversation to give extra information. On the other hand, the meta-comment is used in situations that the speakers want to comment on in the conversation with kind expressions.

## **2. Holding the turn**

It is about how the speaker wishes to have the opportunity to participate, but this person has difficulty controlling and planning to say things. To avoid breaking the turn and taking control of the turn, it is important to use complete pauses or verbal

fillers, silent pauses, lexical repetition, and new starts. Verbal fillers are the pronunciation of a syllable that can be a centralized vowel as a nucleus. For example, (uh / um / ah). Also, the silent pause is the moment of silence within the conversation. Lexical repetition is the use of the same form or element repeated by the same person several times. As well, a new start is to ask the same sequence of questions or use words right away, so you do not lose the conversation.

### **3. Yielding the turn**

It is the way in which the first person who was speaking gives the turn to his partner to speak. At this point, the previous speaker becomes a listener to hear the responses. Also, Strenstrom, (1994). He considers that yielding the turn consists of three types:

- a) Prompting is motivating the speaker to give a quick response to a greeting, a question, an apology, so on.
- b) Appealing means giving the turn to other participants to give feedback by giving words like ok, you know, so on.
- c) Giving up, in this part the speakers stop using strategies because there is nothing else to answer or ask at that moment. This is the final part of the conversation.

### **1.2.2 Dependent Variable**

#### **Speaking skill**

#### **Communication skills**

“Communication skills are defined as a process of information exchange by two people. This information can be transmitted by verbal, non-verbal, and written

methods. However, generally communication skills involve oral and written skills” (Burnip, 2020). The most used method is oral communication which is a bidirectional process because it consists of feedback of the received message through the exchange of ideas, information, and opinion with a specific purpose. Communication is developed when the message is transmitted from the sender (the speaker, writer) to the receiver (listener, reader) through the use of an instrument or channel. Next, the receiver gives feedback; encode and understands the message.

Verbal or oral communication is the process of expressing information or ideas by word of mouth. Learn more about the types and benefits of oral communication, and find out how you can improve your own oral communication abilities. It is the process of verbally transmitting information and ideas from one individual or group to another. Also, oral communication describes any type of interaction between individuals which makes use of words and involves speaking and listening. On the other hand, oral communication skill describes any type of interaction that makes use of spoken words.

According to Hall, Horgan & Murphy (2019) non-verbal communication is a communication process through which a message is transmitted through gestures, signs, face, appearance, distancing, eye contact, or indications; that is, without words. Some types of non-verbal communication can be transmitted through facial expressions that show what kinds of emotions we are feeling. In addition, the postures of our body show interest and comfort when being part of a group.

“Written communication is one that is established through words or any other written code” (Holmes, Zhang & Harris, 2019). The sender and receiver must share knowledge of the code in question, for communication to be effective. In this kind of communication, the sender writes while the receiver reads. Always, as a channel, there will be a physical device, which can be paper and a computer or cell phone screen.



## **Productive skills**

“The productive skills are speaking and writing, because learners doing these need to produce language. These productive skills are also known as active skills because these are skills of transmitting information through written or oral production” (Zahroh, 2020). Furthermore, these skills cannot be properly produced without receptive skills such as reading and listening, in other words, each of the skills cannot exist without the other. On the other hand, to produce speaking and writing skills it is important to develop some productive practices to promote communicative competence. It should be emphasized that the content of the class must be focused on the level of the students and the objectives.

## **Speaking skill**

(Golkova & Hubackova, 2014) Speaking skill is an act of making vocal sounds. Speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. Speaking skills give us the ability to communicate effectively. It allows the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skill also helps to assure that one won't be misunderstood by those who are listening.

According to Spratt, Pulverness & Williams (2005) there are several speaking subskills:

1. Making use of grammar, vocabulary and functions
2. Making use of register to speak appropriately
3. Using features of connected speech
4. Producing different text types
5. Oral fluency
6. Using interactive strategies

Making use of grammar, vocabulary and functions.

Using grammar means having accuracy; it means not making mistakes. It is the key to sound more fluent and confident when speaking in English. Knowing the grammar and knowing how to use it depending on the situation will help avoid making mistakes. A way of teaching in which learners study grammar and translate words and texts into their own language or the target language.

English vocabulary is essential for learning and teaching the English language since without sufficient knowledge of vocabulary people cannot understand others or express their own ideas. Using vocabulary learning strategies is necessary. For example, creating word associations, that is, associating new words in English with others in your language or with mental images.

Function means the reason why we communicate, what is the purpose of speaking. Some examples of functions are: apologizing greeting, clarifying, inviting, advising, agreeing, disagreeing, refusing, thanking, interrupting, expressing obligation, etc.

Making use of register to speak appropriately

Register is the level of formality the speaker is using during the dialogue, discussion, or conversation time. There are two types: formal and informal register. Formal register or formal language is language which is used in serious or important situations. For example, when someone is talking about to the teacher or authorities. Meanwhile, informal register or informal language is language used in relaxed or friendly situations. For instance, with family or friends.

Using features of connected speech

To communicate an idea in speaking it is necessary to use the features of connected speech because it helps correct pronunciation, intonation, accents of

words and sentences, precise individual sounds, links, and contractions to give meaning.

### Producing different text types

Like the other English language skills, speaking also requires using different types of text. For example, conversations, presentations, stories, phone calls, debates, speeches, lectures, so on. These types of text have their own organization by which the style, speech levels, interaction, grammar structure, and use of vocabulary will change due to the type of text used in speaking.

### Oral fluency

It is being able to speak at a natural speed without stopping, repeating, or self-correcting. In oral fluency activities, learners are encouraged to focus on communicating meaning and ideas, rather than trying to be correct.

### Using interactive strategies

Some interactive strategies include body language through the use of gestures, easy expressions, movement, etc. In addition, the use of the turn-taking strategy as an interaction strategy makes it easier for speakers to have a turn to speak, maintain the conversation and give the turn to another person to exchange information.

## **1.3 Objectives**

### **General objective**

To study how Turn-taking strategy impacts in the Speaking Skill in the students of third semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato.

### **Specific objectives**

- To determine the importance of Turn-taking strategies.
- To identify which speaking skill level students of third semester have.
- To detail how Turn-taking strategy impacts in the speaking skill.

To achieve the objectives of this investigation, the finding of information from different web pages, articles, books, and theses was important because the information was obtained from reliable sources. To achieve the general objective, lesson plans were planned where students produced different speaking texts types using turn-taking strategies in each class session.

As a starting point for this research, it was necessary to determine the theoretical basis according to the experts in the educational area of English subject on the importance of Turn-taking strategy for the development of speaking.

To achieve the second specific objective, to identify which speaking skill level students of third semester have, a pre-test from Cambridge KET A2 was applied in students of the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major. This test contained two parts: interlocutor asks questions to each candidate in turn and discussion task with visual stimulus. Only the second part was taken into account. Besides, a rubric from Cambridge University was used to identify students' speaking skill level. This rubric had three parameters such as grammar and vocabulary, pronunciation, and interactive communication. Furthermore, the rubric total score was 5 points for each parameter as the highest score and 0 as the lowest.

To detail how Turn-taking strategy impacts in the speaking skill, it was important to create speaking activities using all three types of turn-taking strategies. These activities were developed based on students' English level. Besides, in each class, these Turn-taking strategies were applied using zoom platform. The class sessions were developed synchronously and asynchronously. Finally, the results from the pre-test and post- test were taken. The tabulated data were interpreted through tables and graphics. Then, a deep analysis was done to give conclusions and to detail whether Turn-taking strategy impacts speaking skill or not.

## **CHAPTER II: METHODOLOGY**

### **2.1 Resources**

#### **Human resources**

- Students
- Investigator
- Authorities
- English teacher

#### **Material resources**

- Standardized test
- Pencils, pens, erasers, sheets
- Computer with word processor and analysis software
- Internet connection
- Powerpoint
- Spreadsheets
- Mail
- Dictionaries
- WhatsApp

### **2.2 Methods**

This research is qualitative and quantitative.

#### **Qualitative**

Qualitative method focuses on the appreciation and interpretation of things in the natural context. By using the qualitative method, the researcher can explain, predict, describe or explore the particular characteristics of the phenomena to be

studied (Aspers & Corte, 2019, pag. 139). In this research, the researcher tries to analyze a problem to identify its characteristics and make decisions from there.

## **Quantitative**

(Plonsky, 2017) Quantitative research consists of collecting and analyzing numerical data through the use of statistical, computational, and mathematical tools to obtain reliable results. Quantitative research involves measurement and assumes that the phenomena under study can be measured. It sets out to analyze data for trends and relationships and to verify the measurements made. Furthermore, it uses measurement techniques such as survey, experiments, interview, observation, etc. This research is quantitative because it measures the dependent variable Speaking skills through the application of pre-test and post-test and the survey.

## **2.3 Research modality**

### **Bibliographic research**

It provides knowledge of existing research such as theories, hypotheses, experiments, results, instruments and techniques that use on the subject or problem that the researcher investigates or solves, (Matos, 2018). In addition, the information is gathered from different texts, monographs, magazines, internet, etc. Therefore, the information is collected based on the Turn-taking strategy and the speaking skill research variables in order to carry out this research. As well, the information is current and accurate because the researcher looks at different resources that significantly contribute to the theoretical framework for the analysis, interpretation of the research variables.

### **Field research**

This research is field research because it is applied by extracting data and information directly from the real context, with which the researcher could obtain

information from reality. Consequently, this research is carried out with the students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

## **2.4 Level or type of Research**

### **Exploratory Research**

“Exploratory research corresponds to the first close up of a specific topic before addressing it in deeper research”, (Stebbins, R. A., 2001). It is a process to have basic information related to the research problem. The results of the exploratory research are approximate. A deeper study always is needed to corroborate the first deductions and sometimes it opens new lines of research.

### **Descriptive research**

Descriptive research describes the data and characteristics of the population or phenomenon under study. Descriptive research answers the questions, who, what, where, why, when and how. The description of the data is given in the real context. Further, this research must have an impact on research phenomena. Moreover, researchers extract significant generalizations from research to gain knowledge, (Alban, Arguello & Molina, 2020).

## **2.5 Design**

### **Quasi-experimental**

This research is pre-experimental because “a group remained under treatment to consider the cause-and-effect factors of the variables to be investigated. Furthermore, pre-experimental designs are frequently used in research in education, psychology, and generally in all social sciences”, (Rogers & Révész, 2019). The present study was focused on one group of 36 students and a teacher. Then, the experiment was applied to the whole group. The experiment focuses on manipulating the independent variable (Turn-taking strategy) for detailing the effects of dependent variable (speaking skill). This research design uses a pre-test



and post-test to the whole group in order to determine the group level had before the treatment and group level after the treatment. At the end, the relation between the cause and effect can be determine.

## **2.6 Procedure**

Due to the health emergency due to the pandemic, the educational system has been forced to adapt to online education, which has really been a limitation to apply a research with much more time. For that reason, synchronic and asynchronous sessions was made. For synchronic sessions, zoom platform was used, and for asynchronous sessions WhatsApp application was used to reinforce and guide students through extra materials like video tutorials on how to use the turn-taking strategies in speaking activities.

The first step was to select the group of participants studied. Therefore, the group selected was 36 students from third semester from Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. Besides, it is important to mention that from the second week of the strategy implementation process, the changes were observed in speaking skill.

Taking into consideration the information of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros major project was determined to apply the pre-test from KET A2 International Exam in the first session of synchronic session to identify students' speaking skill level. Preliminary Speaking Examiners rubric from Cambridge was used to evaluate students' speaking skill. Also, in that session, the investigator explained about what was the purpose of having these sessions, what type of turn-taking strategies they were going to use, the material, and how they were going to work.

After the result from the pre-test, the researcher looked for activities that emphasized in the use of Turn-taking strategy in order that students can practice speaking skill and they can improve it. Next, lesson plans were done including activities such as a daily conversation, a debate, an interview and a role play. These activities were done in pairs and group using three types of turn-taking

strategies such as taking the turn, holding the turn, and yielding the turn. For these activities' application was important to give specific time to do each activity and control students participation during the synchronic sessions. Meanwhile, for all synchronous sessions the researcher made students work in breakout rooms. For all the activities, students had to record their conversations tasks in vocaroo app in order to have students practice using turn-taking strategies and they used google share document to share the link from vocaroo of speaking task.

At the end of the experiment, the researcher applied post-test from KET to analyze if Turn-taking strategy impacts Speaking skill.

## **2.7 Population**

For this research, thirty-six students participated. The participants were students form third semester of the Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. This group was selected because students have access to online resources to apply this strategy. So that, the researcher applied Turn-taking strategy to improve speaking skill.

## **Instruments**

To collect data, the researcher used the experiment as a research technique and the instrument was a standardized test to evaluate students' speaking skills. This instrument of the evaluation was used for the pre-test and post-test. Also, it is important to mention that this test was taken from KET (Key English Test) designed by Cambridge Assessment English A2 which was based on students' level who belongs to the third semester.

The A2 Preliminary Speaking test had two parts: interlocutor asks questions to each candidate in turn and discussion task with visual stimulus. However, it was applied only part 2 part helped to the analysis of the Turn-taking strategy in the students' speaking skill.

Additionally, the A2 Preliminary Speaking Examiners rubric was used to evaluate students' speaking skill. This rubric contained three criteria to evaluate such as grammar and vocabulary, pronunciation, and interactive communication.

## **2.9 Hypothesis**

**Alternative:** Turn-taking strategy influences speaking skill.

**Null:** Turn-taking strategy does not influence speaking skill.

## **2.10 Variable Identification**

**Independent:** Turn-taking strategy

**Dependent:** Speaking skill

## CHAPTER III: RESULTS AND DISCUSSION

### Analysis and discussion of the results

In this part, the data collected presents the results obtained in the pretest. It is essential to mention that the test was taken from The Cambridge Web site. That is a KET sample. The only part took into consideration was the second part. The rubric's highest score is 5 points for each criteria and 1 is the lowest.

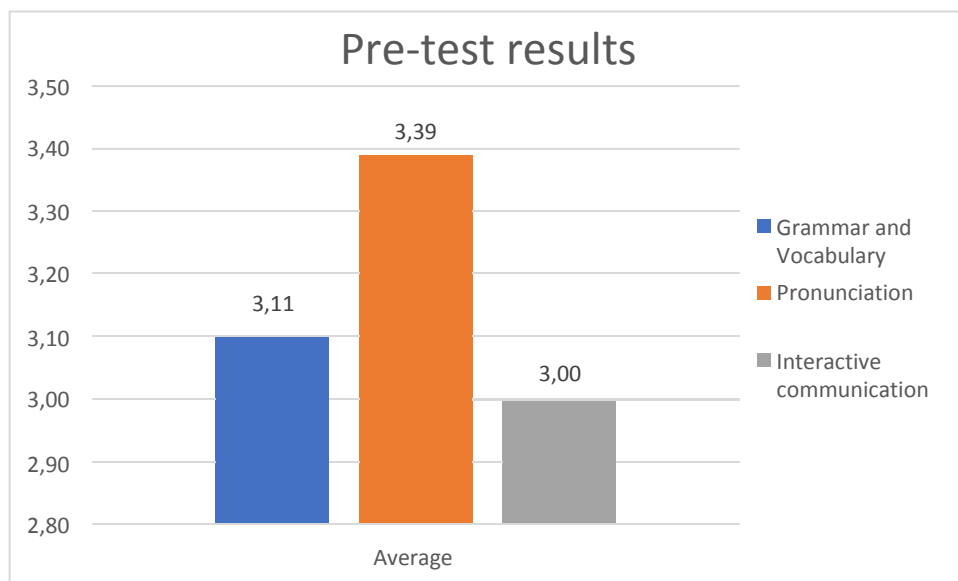
### 3.1 Pre-test results

**Table 1.** Pre-test results

Criteria	Average	Expected Average
Grammar and Vocabulary	3,11	5
Pronunciation	3,39	5
Interactive communication	3,00	5
<b>General</b>	<b>3,17</b>	<b>5</b>

**Source:** General Cambridge English Language Assessment (Pre-test)  
**Elaborated by:** Simaluisa, S (2021)

**Figure 1.** Pre-test results



**Source:** General Cambridge English Language Assessment (Pre-test)  
**Elaborated by:** Simaluisa, S (2021)

## **Analysis and interpretation of results**

The initial KET pre-test was applied to 36 students of third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major from Universidad Técnica de Ambato. The major test was scored under the criteria of Grammar and Vocabulary, Pronunciation, and Interactive communication with a scale from 0 to 5 points from the Key Speaking Examiners rubric. (See annex 2)

According to the results from the pre-test, each result obtained were related to speaking skill and the total average of the pre-test was low. It was because the general speaking standard is 3,17 over 5 points. In the content criteria, these were the results. In grammar and vocabulary criteria, a mean of 3,11 was obtained, in pronunciation criteria, an average of 3,39 was get, and in interactive communication, a mean of 3,00 was obtained. All the results showed that there was a lack of speaking performance. (See annex 4)

These results demonstrated that in the grammar and vocabulary part students conveyed basic meaning in a very familiar topic of everyday conversations and they used short words or phrases to transmit their ideas. Besides, in pronunciation, students had limited control of phonological features, there were mispronounced words. Also, in interactive communication, students made simple exchanges, they used basic questions to ask their partner and short answers to give responses.

It is relevant to mention that the pre-test was taken in pairs. However, there was a lack of collaboration in some pairs. So, it was necessary to strengthen students' work in speaking tasks.

### 3.2 Results of the intervention

In this part, the data collected shows the results obtained during the application of turn-taking strategies. The average presented is a general score that students from the third semester had in each activity. The expected average was 10 points.

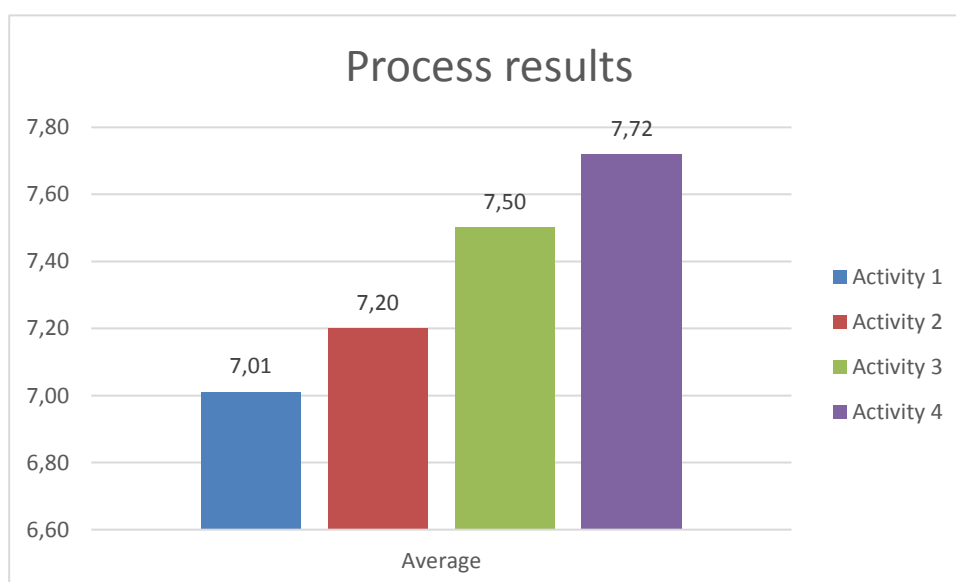
**Table 2.** Process results

Activities	Average	Expected Average
1	7,01	10
2	7,20	10
3	7,50	10
4	7,72	10

**Source:** Activities averages

**Elaborated by:** Simaluisa, S (2021)

**Figure 2.** Process results



**Source:** Activities averages

**Elaborated by:** Simaluisa, S (2021)

## **Analysis and interpretation of results**

The results of each activity were based on the strategies that were used in each product at the end of the class. Besides, the number of activities is the number of classes. The averages can be seen in table 2 and figure 2.

The criterion to evaluate the final product was under the criteria of grammar and vocabulary, pronunciation, and interactive communication. During the intervention with the use of the turn-taking strategy, the students raised their grades in speaking skill. In the first activity, the average of the students was 7.01, in the second activity the general result was 7.20, in the third activity the average was 7.50, and in the fourth activity the score was 7.72. (See annex 5)

It is relevant to mention that the initial activities showed a low average. Pairs and group activities were assigned randomly and manually by "zoom" application in small rooms. Furthermore, the activities were prepared using the vocaroo application and a Google shared document for each activity. Product of each activity were delivered at the end of each class. At the end of the three activities, the significant change in the averages was observable, which at the beginning was (7.01) and at the end (7.72). It noted that there was collaboration of all students to practice speaking skill through the use of turn-taking strategy and the use of language such as grammar, vocabulary, pronunciation, and interactive communication. This was also achievable by students' collaboration and the teacher's guidelines for each activity.

### 3.3 Post-test results

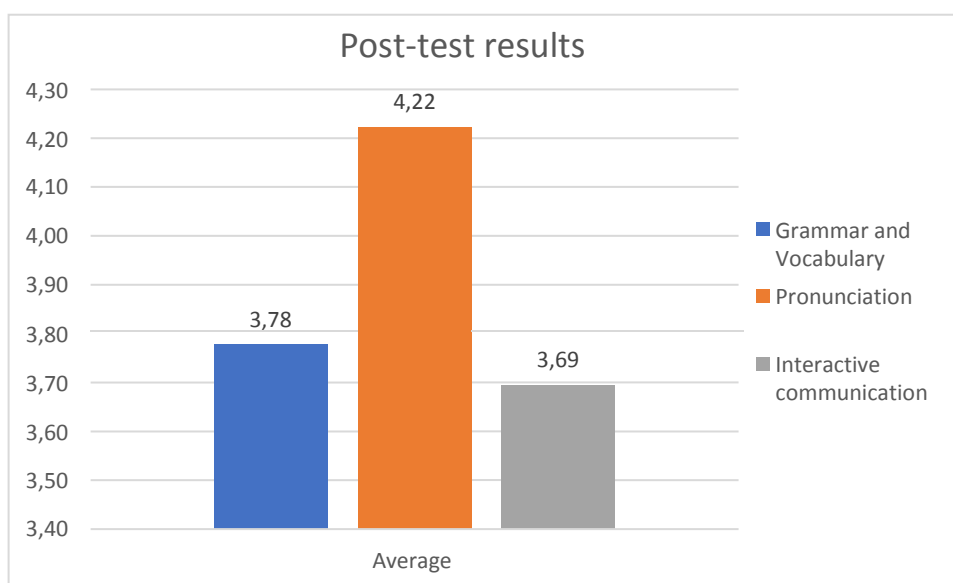
In this part, the data collected presented the results obtained in the post-test. It is important to consider that the post-test was the same used as the pre-test, and also the criteria to get the final average was the same as at the beginning.

**Table 3.** Post-test results

Criteria	Average	Expected Average
Grammar and Vocabulary	3,77	5
Pronunciation	4,22	5
Interactive communication	3,69	5
<b>General</b>	<b>3,90</b>	<b>5</b>

**Source:** General Cambridge English Language Assessment (Post-test)  
**Elaborated by:** Simaluisa, S (2021)

**Figure 3.** Post-test results



**Source:** General Cambridge English Language Assessment (Post-test)

**Elaborated by:** Simaluisa, S (2021)



## **Analysis and interpretation of results**

The post-test was carried out with the same procedure as the pre-test. However, better results were evidenced in the performance of students' oral skills from the application of turn-taking strategies in each activity developed.

The results of figure 3 showed a better development in each criteria. In the first criteria which belongs to grammar and vocabulary a result of 3.77 was obtained, in pronunciation 4.22 and in interactive communication an average of 3.69. The general average was 3.90 resulting it as a significant advance.

Looking at these results, it showed that turn-taking strategy helped improve speaking skill. The results demonstrated that students who used this strategy had improved more in their pronunciation subskill. On the other hand, it is remarkable that in the grammar and vocabulary criteria the students were able to use the appropriate vocabulary and more structured sentences. However, students still needed more practice to use grammar in their conversations. Likewise, in the part of the interactive communication criteria, the students exchanged turns which allowed interaction through questions and answers. Most of the students contributed their own ideas after their partner's participation. Also, with these activities the students were able to work in a collaborative and interactive learning.

Considering that there were not many changes in the results, it is important that the students try to continue practicing the speaking skills and realize what speaking subskills they should improve when producing the speaking texts.

### 3.4 Comparative results

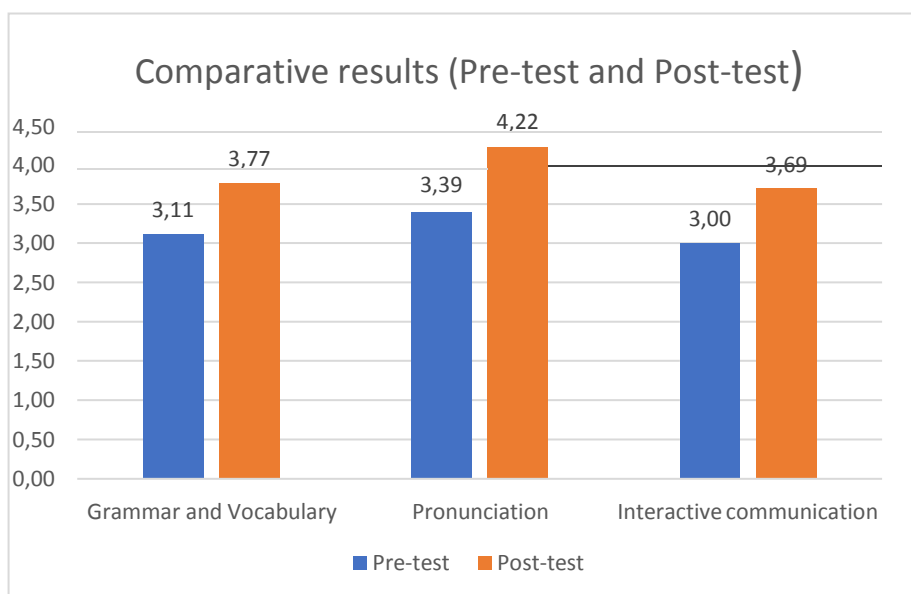
**Table 4.** Comparative results (Pre-test and Post-test)

Criteria	Pre-test /5	Post-test /5
Grammar and Vocabulary	3,11	3,77
Pronunciation	3,39	4,22
Interactive communication	3,00	3,69

**Source:** General Cambridge English Language Assessment (Pre-test and Post-test)

**Elaborated by:** Simaluisa, S (2021)

**Figure 4.** Comparative results (Pre-test and Post-test)



**Source:** General Cambridge English Language Assessment (Pre-test and Post-test)

**Elaborated by:** Simaluisa, S (2021)

## **Analysis and interpretation of results**

Figure 4 shows a comparison of the pre-test and the post-test. The objective was to analyze how the turn-taking strategy influences speaking skills. The difference was evident because the students' speaking subskills such as grammar and vocabulary, pronunciation, and interactive communication have improved due to the use of the turn-taking strategy.

When starting with the activities using the turn-taking strategy, the different results for each criterion evaluated changed. For instance, at the beginning, in terms of grammar and vocabulary it started with an average of 3,11 and at the end 3,77. This meant that there was a difference of 0,66 in the use of grammar and vocabulary before and after the use of the strategy. On the other hand, regarding the pronunciation criteria the initial average was 3,39 and the final average was 4,22. This gave an advance of 0,83. Likewise, in the interactive communication criteria, the mean at the beginning was 3,00 and at the end 3,69. This gave a significant advance result of 0,69.

It is essential to mention that students in the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato still had difficulty using vocabulary and grammar when producing speaking texts, which reflected less difference than the rest of the criteria evaluated with a 0.69 average.

In general, after knowing the results through the application of the pre-test and post-test, it was established that the general averages for each activity were increasing positively through the use of the turn-taking strategy. This is because the initial average was 3,17 and at the end an average of 3,90 with a difference of 0,73 showing that the experiment was useful.

### **3.5 Discussion of results**

At the beginning of this research, students of third semester of Pedagogía de los Idiomas Nacionales y Extranjeros presented some difficulties in their speaking skill. For example, there was difficulty in grammar and vocabulary. The students constructed simple sentences and the vocabulary were limited even though it was a subject they already had knowledge of. Likewise, in interactive communication, some students had problems exchanging ideas with their partners. Besides, there were students who took more control when taking turns to speak, which resulted in the other student having less time to speak.

Leong & Ahmadi (2017) considered that speaking skill is one of the most important skills and one of the most difficult skills in learning a foreign language. On the other hand, many students find it difficult to express themselves by speaking because they cannot find suitable words, they think a lot about how to structure sentences with adequate grammar, they do not know how to pronounce words and they share few ideas. For this reason, it is important that teachers use different strategies and techniques for students to practice the language for real-life communication situations.

Additionally, in the pre-test stage, the lack of participation, use of grammar and vocabulary, and pronunciation of some couples in the conversation were evidenced. In this way, different activities were planned, so that the students had more participation and practiced their speaking skills using different types of speaking texts. In the end, the results were better because the students were able to use the turn-taking strategy that helped the students to have more participation in the conversations and use the correct grammar, vocabulary, and pronunciation.

Furthermore, Kranjec (2020) considered that the turn-taking strategy is a way of organizing the conversation where the speakers take turns in conversation and there, they use the different subskills of speaking. For example, they use grammar structures, vocabulary, functions, use appropriately register, use pronunciation, produce different text types, and fluency. Moreover, this author maintains that the turn-taking strategy improves speaking skills because the speaker knows that he

has the turn to speak and he must know how to structure the sentence with correct pronunciation, vocabulary and grammar in the way that he combines all speaking subskills to give out messages to the listener and the listener can understand.

### 3.5 Hypothesis verification

**Alternative:** Turn-taking strategy influences speaking skill.

**Null:** Turn-taking strategy does not influence speaking skill

To verify the hypothesis of this research work, the statistical method of T-Student was used to compare two independent samples of the results of the pre-test and the post-test. So that the difference is established in the average of both results. Also, the statistic T-student statistical test was used to notice the differences before and after the application of the experiment.

**Table 5.** Mean T-Student

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	Pre_Test	3,164	36	.3261	.0544
	Post_Test	3.908	36	.2407	.0401

**Source:** Pre-test and Post-test Statistics

**Elaborated by:** Simaluisa S (2021)

From the data generated by the IBM SPSS statistical software, it is possible to observe the difference between the initial average of the pre-test, which was 3,17 to an average of 3,90 in the post-test, which has an important difference of 0,73, leading to an advance in the investigation.

**Table 6.** T-Student test

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_Test - Post_Test	-,7444	,3333	,0556	-,8572	-,6317	-13,400	35	,000

**Source:** Pre-test and Post-test Statistics

**Elaborated by:** Simaluisa S (2021)

Table 6 shows that there is a significant difference between the two groups of the pre-test and the post-test, so the p-value is 0.000 which is less than 0.05. According to these data obtained, the null hypothesis is rejected and the alternative hypothesis is accepted, that is, the turn-taking strategy influences the speaking skill.

## CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

- According to the experts in educational area, it is concluded that the turn-taking strategy is a system of organization in the conversation. Also, the turn-taking strategy occurs in a conversation when one person listens while the other person speaks. As a conversation progresses, the listener and speaker roles are exchanged back and forth. Although this strategy was created a long time ago, it is still used in recent years, which shows that this strategy has benefits such as learning the basic rhythm of communication, that back-and-forth exchange between people, interaction, and integrating all speaking subskills during a conversation.
- KET test is designed to assess level A2, the results from the pre-test showed that the majority of students did not reach the corresponding level. This is because the results according to the rubric parameters showed that students of third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major had a lack of use of grammar and vocabulary, the pronunciation was not very appropriate and there was a lack of interaction. These problems can be seen in the general average, which was 3.17 out of 5 points. So, it was vitally important to reinforce this skill through the turn-taking strategy.
- Taking into account the three types of turn-taking strategies such as taking the turn, holding the turn, and yielding the turn used in different speaking texts, it is established that all the strategies mentioned have different purposes in the organization of the conversation. The turn-taking strategy is the beginning of the conversation where students can begin by greeting the audience to proceed to the topic of the conversation. Besides, the holding the turn strategy allows learners to get deeper into the topic of the conversation by giving a brief introduction to get a general idea of what they are going to talk about. On the other hand, yielding the turn strategy is the most important strategy of the conversation because participants ask questions and answers, students exchange roles, speakers become listeners, and vice versa to keep the conversation going. It leads to

practicing the language using different speaking subskills such as the use of grammar, vocabulary, pronunciation, and interactive communication. After applying turn-taking strategies like taking the turn, holding the turn and yielding the turn, the post-test average was 3.90 over 5 points. This gives a significant result for speaking skill.

- Turn-taking strategy and the speaking skill have a positive impact because the turn-taking strategy allows the interaction and integration of the speaking subskills in the conversation. When students work in pairs or in groups of three there is greater use of spoken language by all participants in each activity. When couples work with someone who gets along very well, there is more confidence in talking and exchanging ideas. The turn-taking strategy increases students' participation and use of speaking skills in communication activities.



## Recommendations

- Knowing that there are some benefits when using the turn-taking strategy, it is essential to find a way to adapt the strategy according to the different oral productions that students are going to develop. In this way, students know what role they have to take in each participation. For example, students can be speakers or listeners.
- Having a general class profile regarding the strengths and weaknesses of students in speaking skills helps both the teacher and the students to have a starting point to improve learners' speaking skills. For this reason, at the beginning of classes, it is important to do a diagnostic evaluation to know students' needs and after that plan activities, and implement strategies that strengthen the use of grammar, vocabulary, pronunciation, and interactive communication.
- It is suggested that the teacher implementing the turn-taking strategy should include all types of turn-taking strategies such as taking the turn, holding the turn, and yielding the turn because the strategy works when students follow the order to make conversation. In addition, before applying the turn-taking strategy it is advisable to make an outline of how each strategy should be used and give examples. So that, learners can guide by themselves and use speaking subskills when having a turn to speak. Also, when planning a lesson consider how organize learners in the classroom because this strategy is better when it is produced in pairs or groups.
- Speaking skill is a productive skill that involves producing language rather than just receiving it. Spoken language transmits meaning and for that reason using grammar, vocabulary, having good pronunciation, and interacting influence this meaning is understood. It is advisable that teachers implement turn-taking strategy that allow learners to use grammar, vocabulary and improve pronunciation in daily English communication.

## BIBLIOGRAPHY

- Alban, G. P. (2020). Metodologías de investigación educativa (descriptivas, experimentales, participativas, y de investigación-acción). *RECIMUNDO*, 4(3), 163-173.
- Boukertouta, M. &. (2020). *Cross-Cultural Turn-Taking, Yielding, and Holding Strategies Used in Talk Shows*.
- Burnip, B. (2020). *Communication skills*. Routledge., 154-173.
- Campbell, D., & Stanley, J. (2011). *Disenos experimentales y cuasiexperimentales en la Investigacion Social* (2 ed.). Buenos Aires: Amorrortu Editores España SL.
- Cao Thi Hong Phuong & Pham Xuan Tho . (2020). Phuong, C. T. H., & Tho, P. X. (2020). TURN-TAKING STRATEGIES USED IN A NEW ZEALAND RADIO INTERVIEW PROGRAMME AND PEDAGOGICAL IMPLICATIONS IN LANGUAGE CLASSROOMS. *VNU Journal of Foreign Studies*. 35(6).
- García C, Bown J, Plews J & Dewey D. ( 2018). Language learning and study abroad. *Language Teaching*. 51(4), 439-484 .
- Gennari, R., Melonio, A., & Rizvi, M. (2019). Turn taking with turn-talk in group. *Multimedia Tools and Applications*. 78(10).
- Golkova, D., & Hubackova, S. (2014). Productive skills in second language learning. *Procedia-Social and Behavioral Science*. 477-481.
- Hall, J. A. (2019). *Nonverbal communication*. *Annual review of psychology*, 70, 271-294.
- Hattie, J. A. (2016). *Learning strategies: A synthesis and conceptual model*. *npj Science of Learning*, 1(1), 1-13.
- Holmes, A. F. (2019). An analysis of teaching strategies designed to improve written communication skills. *Accounting Education*, 28(1), 25-48.
- Ilmi, S. N. (2019). *Language Learning Process and Gender Difference Implied from the Turn-Takings Used in EFL Student Conversation Club*. *Dinamika Ilmu*, 19(1), 133-153.
- K, J. (2017). *An introduction to foreign language learning and teaching*. Routledge.

- Ketelaars, S. T. (n.d.). (2020). *Turning the Tables? An Analysis of Turn-Taking within Conversation*.
- Kranjec, K. (2020). Speaking Subskills in EFL Coursebooks. *Journal for Foreign Languages*. 12(1), 113-133.
- Krashen, S. D. (1998). *Second Language Acquisition and Second Language Learning*. .
- Leong, A. &. (2017). AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING SKILL.
- Matos, A. (2018). Investigación Bibliográfica: Definición, Tipos, Técnicas.
- McCauley, S. M. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological review*. 126(1).
- Munir, A. (2018). TURN TAKING STRATEGIES AND ITS RELATIONS TO EFL LEARNERS' PERSONALITY AND POWER IN THE INTERACTION OF ENGLISH CONVERSATION CLASS. *ETERNAL* ). (*English, Teaching, Learning, and Research Journal*, 4(2), 288-305.
- Murtonen M, Gruber H & Lehtinen E. (2017). *The return of behaviourist epistemology: A review of learning outcomes studies*. *Educational Research Review*, 22.
- Oxford, R. L. (2018). *Language learning strategies and individual learner characteristics: Situating strategy use in diverse contexts*. Bloomsbury Publishing.
- Patton, M. Q. (2005). Qualitative research. *Encyclopedia of statistics in behavioral science*.
- Plonsky, L. ( 2017). Quantitative research methods. In *The Routledge handbook of instructed second language acquisition* (pp. 505-521). Routledge.
- Rogers, J. &. (2019). *Experimental and quasi-experimental designs*. In *The Routledge handbook of research methods in applied linguistics*., 133-143.
- Sacks, Schegloff and Jefferson's. (1974). A SIMPLEST SYSTEMATIC FOR THE ORGANIZATION OF TURN-TAKING FOR CONVERSATION.
- Saleh, M. S.-R. (2020). The Effect of Turn-Taking Strategies on Pupil's Communicative Competence. *Journal of Education College Wasit University*. 673-690.

- Saraswati, N. &. (2017). A Study of Turn Taking Used in Radio Talk Show Under the Topic “Gender Equality and Women’s Empowerment”. *Tell: Teaching of English Language and Literature Journal*. 5(2), 60-70.
- Setiajid, H. H. (2020). *THE ANALYSIS OF TURN TAKING STRATEGIES IN EFL CLASSROOMS. BEYOND LINGUISTIKA*, 3(2).
- Spratt, M. P. (2005). *The TKT course. Cambridge University Press.*-48.
- Weinstein, C. E. (2018). Study and learning strategies. *Handbook of college reading and study strategy research*. 227-240.
- White, L. (2019). *Universal grammar and language transfer. In Learnability and second languages De Gruyter Mouton.*, 36.
- Zahroh, S. ( 2020). Integrating Higher-Order Thinking Skills (HOTS) to Increase Students’ Productive Skills.
- Zhou, F. (2020). Sacks, Schegloff and Jefferson: Order in Conversation. In *Models of the Human in Twentieth-Century Linguistic Theories* (pp. 99-111). Springer, Singapore.

**ANNEXES**  
**Annex 1**  
**KET pre-test and post-test**

**Part 2 (5-6 minutes)**

**Phase 1**  
**Interlocutor**  
⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2b**, in front of candidates.

Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

**Candidates** .....

⌚ Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

**Source:** General Cambridge English Language Assessment (Pre-test and Post-test part 2)  
**Elaborated by:** Simaluisa, S (2021)

Do you like these different holidays?



**Source:** General Cambridge English Language Assessment (Pre-test and Post-test part 2)  
**Elaborated by:** Simaluisa, S (2021)

© Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

**Interlocutor /  
Candidates**

*Use as appropriate.  
Ask each candidate  
at least one  
question.*

Do you think ...  
...beach holidays are fun?  
...city holidays are interesting?  
...camping holidays are exciting?  
...walking holidays are expensive?  
...holidays in the mountain are boring?

*Optional prompt  
Why?/Why not?*

**What do you think?**

**Interlocutor**

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

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

*Phase 2*

**Interlocutor**

© Allow up to 2  
minutes

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

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

Which country would you like to visit in the future, A? (Why?)

And you, B? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

**Source:** General Cambridge English Language Assessment (Pre-test and Post-test part 2)  
**Elaborated by:** Simaluisa, S (2021)

## Annex 2

### Rubric

A2 Key Speaking Examiners use a more detailed version of the following assessment scales, establishing an average for each criterion 5 points and as a general average 15 points. It is extracted from the overall Speaking scales on the following page.

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

**Source:** General Cambridge English Language Assessment  
**Elaborated by:** Simaluisa, S (2021)

## Annex 3

### CARTA DE COMPROMISO

Ambato, 03 de mayo del 2021

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

Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "TURN-TAKING STRATEGY AND THE SPEAKING SKILL" propuesto por la estudiante Selena Abigail Simaluisa Pilatasig, portador de la Cédula de Ciudadanía, 050366410-4 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente,



Firma digitalizada por:  
SARAH  
JACQUELINE  
IZA PAZMIÑO

.....  
Lic. Sarah Jacqueline Iza Pazmiño, Mg.  
C.I. 0501741060  
0984060528  
sj.iza@uta.edu.ec

**Source:** Carta de Compromiso

**Elaborated by:** Pedagogía de los Idiomas Nacionales y Extranjeros (coordination 2021)



## Annex 4

### Pre-test results

N°	Grammar and Vocabulary	Pronunciation	Interactive communication	Total
Student 1	3	4	3	3,3
Student 2	3	3	3	3
Student 3	3	4	2	3
Student 4	3	3	3	3
Student 5	3	4	3	3,3
Student 6	4	4	3	3,7
Student 7	3	3	3	3
Student 8	4	3	4	3,7
Student 9	2	3	3	2,7
Student 10	3	4	3	3,3
Student 11	3	4	3	3,3
Student 12	2	2	3	2,3
Student 13	3	3	4	3,3
Student 14	3	3	3	3
Student 15	4	4	3	3,7
Student 16	3	3	3	3
Student 17	3	3	3	3
Student 18	3	3	3	3
Student 19	3	3	3	3
Student 20	3	3	3	3
Student 21	3	3	2	2,7
Student 22	3	3	3	3
Student 23	3	4	2	3
Student 24	3	4	3	3,3
Student 25	3	3	3	3
Student 26	3	4	3	3,3
Student 27	3	4	4	3,7
Student 28	3	4	3	3,3
Student 29	4	4	3	3,7
Student 30	4	3	3	3,3
Student 31	4	4	3	3,7
Student 32	3	3	3	3
Student 33	3	4	3	3,3
Student 34	3	3	2	2,7
Student 35	3	3	4	3,3
Student 36	3	3	3	3
<b>General</b>	3,11	3,39	3,00	3,17

Source: Pre-test results

Elaborated by: Simaluisa, S (2021)

## Annex 5

### Post-test results

	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Interactive communication</b>	<b>Total</b>
<b>Student 1</b>	4	4	4	4
<b>Student 2</b>	3	5	3	3,7
<b>Student 3</b>	4	5	3	4
<b>Student 4</b>	4	4	4	4
<b>Student 5</b>	4	4	4	4
<b>Student 6</b>	5	4	3	4
<b>Student 7</b>	3	4	4	3,7
<b>Student 8</b>	4	5	4	4,3
<b>Student 9</b>	3	4	4	3,7
<b>Student 10</b>	4	4	4	4
<b>Student 11</b>	4	4	3	3,7
<b>Student 12</b>	4	3	4	3,7
<b>Student 13</b>	3	4	5	4
<b>Student 14</b>	4	4	3	3,7
<b>Student 15</b>	5	4	3	4
<b>Student 16</b>	4	4	4	4
<b>Student 17</b>	3	5	3	3,7
<b>Student 18</b>	4	4	4	4
<b>Student 19</b>	3	4	4	3,7
<b>Student 20</b>	4	5	5	4,7
<b>Student 21</b>	3	4	3	3,3
<b>Student 22</b>	4	4	4	4
<b>Student 23</b>	4	4	4	4
<b>Student 24</b>	3	5	4	4
<b>Student 25</b>	4	4	3	3,7
<b>Student 26</b>	4	5	4	4,3
<b>Student 27</b>	4	4	3	3,7
<b>Student 28</b>	4	4	4	4
<b>Student 29</b>	4	4	3	3,7
<b>Student 30</b>	4	4	4	4
<b>Student 31</b>	3	5	4	4
<b>Student 32</b>	4	4	3	3,7
<b>Student 33</b>	4	4	4	4
<b>Student 34</b>	4	4	3	3,7
<b>Student 35</b>	3	5	4	4
<b>Student 36</b>	4	4	4	4
<b>General</b>	3,78	4,22	3,69	3,9

Source: Post-test results

Elaborated by: Simaluisa, S (2021)

## Annex 4: Lessons plans

### Lesson Plan 1: Pre-test

**Teacher:** Selena Simaluisa

**Subject:** Communicative grammar

**Level:** 3<sup>rd</sup> semester

**Group:** 36 students from 3<sup>rd</sup> semester, 27 women, men 9

**Date:** 11/06/2021

**Duration:** 50 mins

**Aims:**

- To explain to students a general view and structure of the class with the implementation of Turn-taking strategy.
- To determine the level of students' speaking skill using a pre-test.

Time	Activity	Tools and materials
Engage 10 mins	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Warm-up activity: Simon says               <ul style="list-style-type: none"> <li>-Teacher names students to participate in warm-up activity.</li> <li>-One student chooses a number from baamboozle app.</li> <li>-The teacher reads the thing that students have to bring and show to the class.</li> <li>-All students stand up and bring the thing asked.</li> <li>-The student who arrives first and accumulate points is the winner.</li> </ul> </li> </ul>	<a href="https://www.baamboozle.com/game/530388">https://www.baamboozle.com/game/530388</a>
Study 15 mins	<ul style="list-style-type: none"> <li>• Teacher introduces herself and explains about the purpose of having these sessions, what strategies of turn-taking strategy they are going to use, the material and how they are going to work in groups.</li> <li>• Students listen and make questions if they have.</li> </ul>	Zoom Canva presentation <a href="https://www.canva.com/design/DAEhCy5Ed2U/EGKG6fB7yUYitUPoGgu4Wg/edit">https://www.canva.com/design/DAEhCy5Ed2U/EGKG6fB7yUYitUPoGgu4Wg/edit</a>

	Teacher makes questions and students answer.	
Activate 20 mins	<ul style="list-style-type: none"> <li>• Teacher asks students to open the link and take the pre-test.</li> <li>• All students open the link and listen instructions to the test.</li> <li>• Students have to record a conversation about different holidays.</li> <li>• Teacher explains to students how to record pairs' answers on vocaroo app.</li> <li>• Teacher group learners in pairs</li> <li>• Students take the pre-test.</li> </ul>	<a href="https://app.wizer.me/learn/HIAYZN">https://app.wizer.me/learn/HIAYZN</a>  <a href="https://vocaroo.com/">https://vocaroo.com/</a>
Assessment 5 mins	<ul style="list-style-type: none"> <li>• Homework explanation: Watch a video on YouTube and be ready to answer questions in class.</li> </ul>	<a href="https://www.youtube.com/watch?v=Fe4kTAYXut0">https://www.youtube.com/watch?v=Fe4kTAYXut0</a>

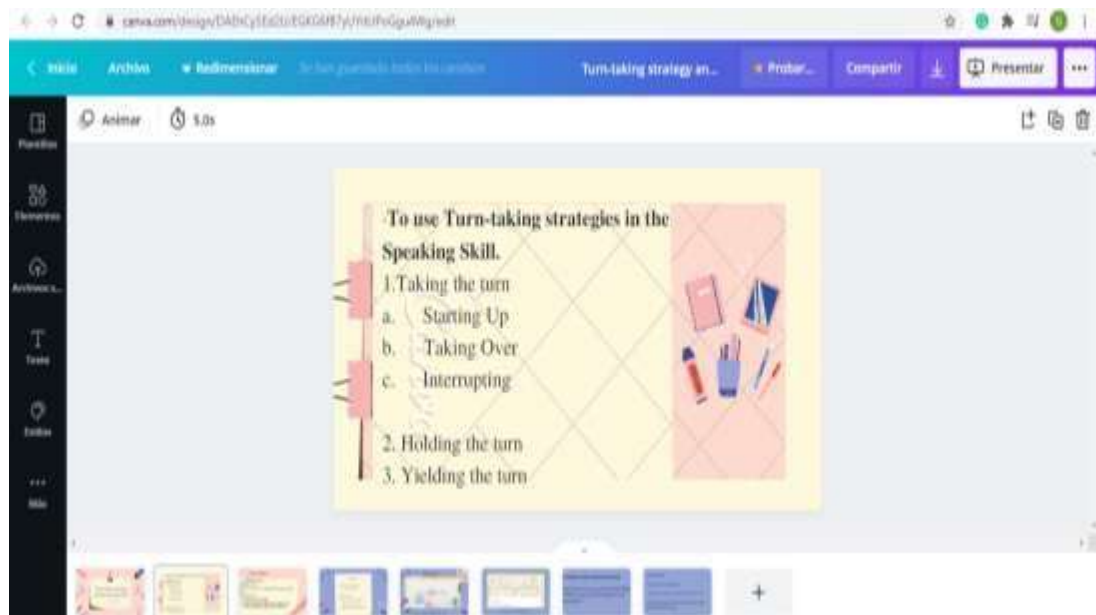
## First class evidence

Canva presentation about general guidelines to class, objectives to having speaking classes, and a brief introduction of turn-taking strategy.

<https://www.canva.com/design/DAEhCy5Ed2U/EGKG6fB7yUYitUPoGgu4Wg/edit>



<https://app.wizer.me/learn/HIAYZN>



## Turn-taking Strategy and the Speaking skill



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

### INSTRUCTIONS

ANSWER ALL THE QUESTIONS

LISTEN CAREFULLY TO QUESTION PART 2

### PART 2 (5-6 minutos)

Do you like these different holidays?



Here are some pictures that show different holidays

Do you like these different holidays? Say why or why not.

I'll say that again.

Do you like these different holidays? Say why or why not.

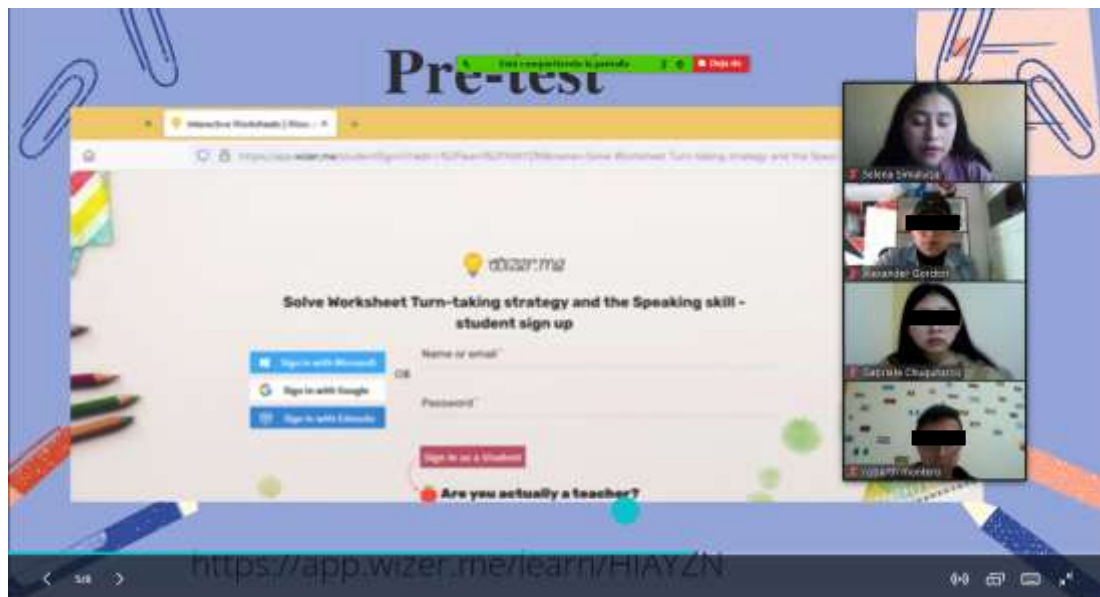
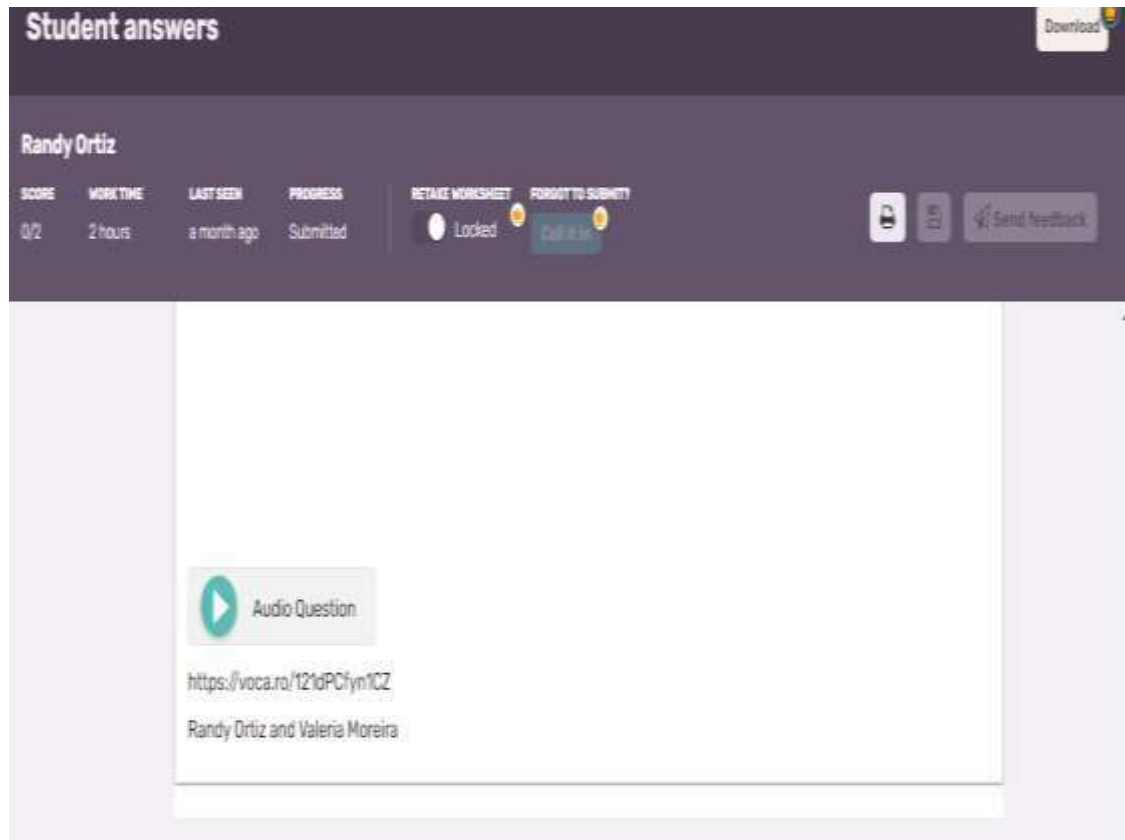
All right? Now, talk together.

Do you think .....

- ...beach holidays are fun?
- ...city holidays are interesting?
- ...camping holidays are exciting?
- ...walking holidays are expensive?

Source: Field research  
Elaborated by: Simaluisa, S. (2021)

Students answer pre-test in wizer.me app.



**Source:** Field research

**Elaborated by:** Simaluisa, S. (2021)

## Lesson Plan 2: Future plans

**Teacher:** Selena Simaluisa  
grammar

**Subject:** Communicative

**Level:** 3<sup>rd</sup> semester

**Group:** 36 students from 3<sup>rd</sup> semester, 27 women, men 9

**Date:** 14/06/2021

**Duration:** 1 hour

**Aims:**

- To explain students how to use turn-taking strategies in speaking daily conversation.
- To produce a daily conversation about future plans using turn-taking strategies.

Time	Activity	Tools and materials
Engage 10 mins	<ul style="list-style-type: none"> <li>• Warm-up activity</li> </ul> <p>Name three things about something made of different materials like metal and plastic. Name three things with each category begin with different letters from the alphabet.</p>	<p>Zoom</p> <p>Bamboozole platform <a href="https://www.baamboozle.com/game/48687">https://www.baamboozle.com/game/48687</a></p> <p>Wheel names <a href="https://wheelofnames.com/">https://wheelofnames.com/</a></p>
Study 10 mins	<ul style="list-style-type: none"> <li>• Discussion about the homework between students and the teacher to recall and clarify what was the purpose to watch that video.</li> <li>• Teacher asks some questions to her students.</li> </ul> <p>What was the problem in that conversation? How did Jackie feel? How did Cliff feel? What did Cliff do wrong? What was different at the end of the conversation?</p> <ul style="list-style-type: none"> <li>• Student answer questions orally.</li> <li>• Teacher provides feedback.</li> </ul>	<p>YouTube video (homework) <a href="https://www.youtube.com/watch?v=Fe4kTAYXut0">https://www.youtube.com/watch?v=Fe4kTAYXut0</a></p>



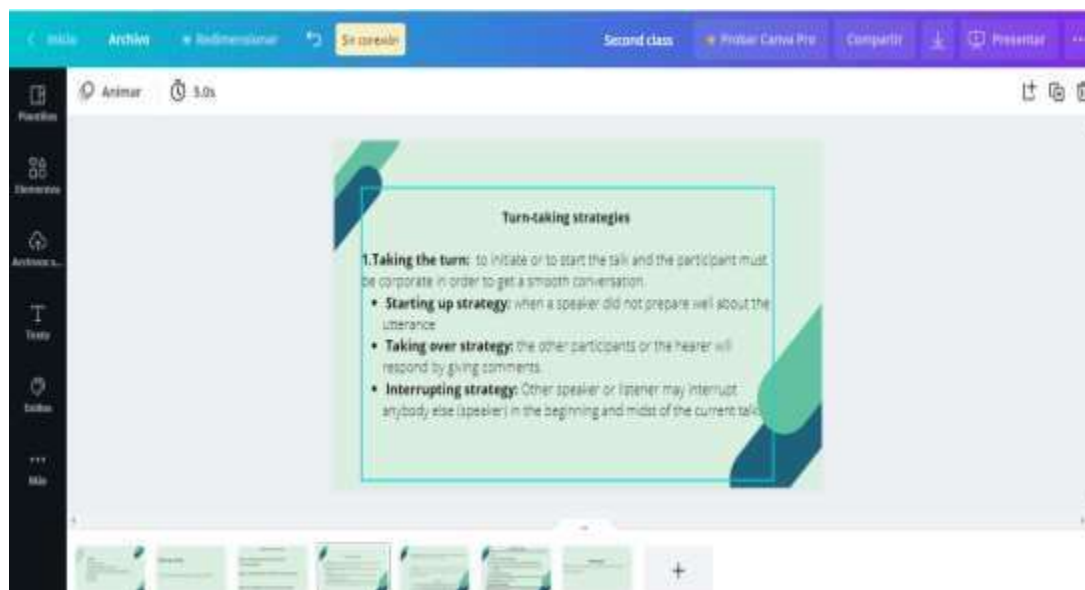
	<ul style="list-style-type: none"> <li>• Teacher explains to students what turn-taking strategy is, types of turn-taking strategies (taking the turn, holding the turn and yielding the turn) and how to use them.</li> <li>• Students answer teacher's questions.</li> <li>• Teacher presents students an example of how to use turn-taking strategies in daily conversations about hobbies and interests.</li> <li>• Teacher asks two students to perform conversation about hobbies and interests.</li> <li>• Students perform the conversation.</li> <li>• Teacher corrects students' mistakes.</li> </ul>	<p><a href="https://www.canva.com/design/DAEhRo6kUAM/share/preview?token=6aHTSH_1KDEYmj9QOIcklQ&amp;role=EDITOR&amp;utm_content=DAEhRo6kUAM&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton#4">https://www.canva.com/design/DAEhRo6kUAM/share/preview?token=6aHTSH_1KDEYmj9QOIcklQ&amp;role=EDITOR&amp;utm_content=DAEhRo6kUAM&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton#4</a></p>
<p>Activate 30 mins</p>	<ul style="list-style-type: none"> <li>• Classwork activity: students make a daily conversation about their future plans taking into account plans about university, family and work. Students have to use turn-taking strategies in their conversation.</li> <li>• Teacher group learners in pairs.</li> <li>• Students work in pairs. They have to use vocaroo app to record the conversation and paste the link on Google shared document to send the conversation.</li> <li>• The teacher monitors students during the activity in breakout rooms.</li> </ul>	<p><a href="https://drive.google.com/file/d/1es3TyPQvJ2yquy7NdL9Kvbgob3cN2iUZ/view?usp=sharing">https://drive.google.com/file/d/1es3TyPQvJ2yquy7NdL9Kvbgob3cN2iUZ/view?usp=sharing</a></p> <p>Google shared document</p> <p><a href="https://drive.google.com/file/d/1x7HrAYLFoqlv98acn1dZGFspJXUizGQ_/view?usp=sharing">https://drive.google.com/file/d/1x7HrAYLFoqlv98acn1dZGFspJXUizGQ_/view?usp=sharing</a></p> <p>Vocaroo app</p> <p><a href="https://vocaroo.com/">https://vocaroo.com/</a></p>

Assessment 10 mins	<ul style="list-style-type: none"><li>• Homework</li></ul>	Read about traditional learning and online learning. Make notes of each type of learning.
-----------------------	--	---

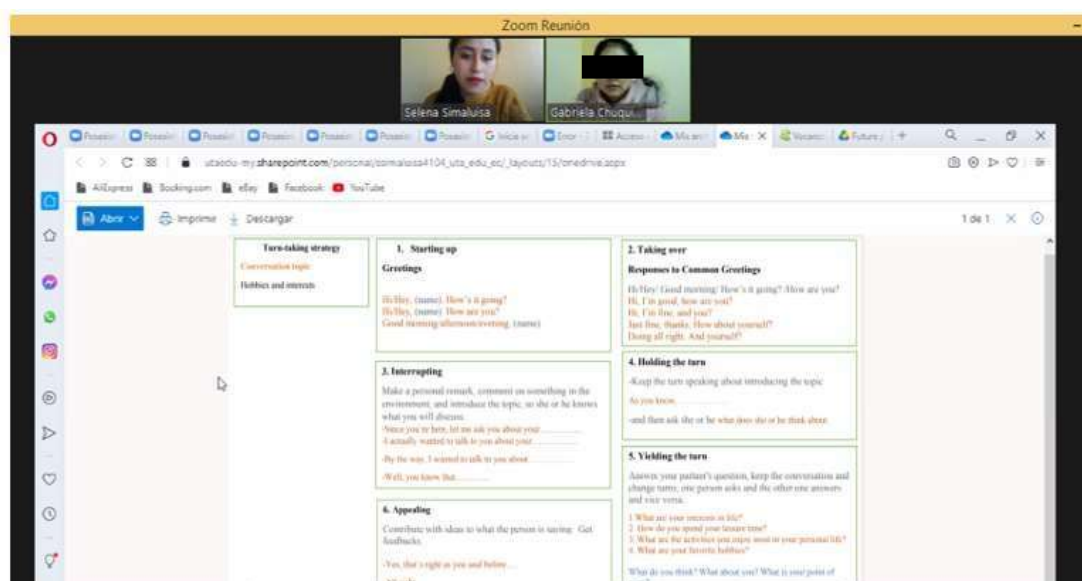
## Second Class evidence

Canva presentation about different turn-taking strategies.

[https://www.canva.com/design/DAEhRo6kUAM/share/preview?token=6aHTSH\\_1KDEYmj9QOIcklQ&role=EDITOR&utm\\_content=DAEhRo6kUAM&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton#4](https://www.canva.com/design/DAEhRo6kUAM/share/preview?token=6aHTSH_1KDEYmj9QOIcklQ&role=EDITOR&utm_content=DAEhRo6kUAM&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton#4)



Breakout rooms of two or three people to produce the conversation about future plans.



Source: Field research

Elaborated by: Simaluisa, S. (2021)

Shared word document with students' conversations about future plans.

[https://drive.google.com/file/d/1x7HrAYLFoqlv98acn1dZGFspJXUizGQ\\_/view?usp=sharing](https://drive.google.com/file/d/1x7HrAYLFoqlv98acn1dZGFspJXUizGQ_/view?usp=sharing)

The screenshot shows a Google Docs interface with a table containing the following data:

	Parentes	Vocaroo Link
1	Alexander Gerlon- Wilma Sepa	<a href="https://voca.us/17o49dM6Ca">https://voca.us/17o49dM6Ca</a>
2	Belen Caxaco - Alejandro Beaurais	<a href="https://voca.us/16dME3M90Yk">https://voca.us/16dME3M90Yk</a>
3	Jessica Torres - Karleby Castro	<a href="https://voca.us/1001vo5M1f">https://voca.us/1001vo5M1f</a>
4	Olalis Tanaya - Patricia Acosta	<a href="https://voca.us/1eNGXG8HQF">https://voca.us/1eNGXG8HQF</a>
5	Mayra Chahua - Victor Quizada	

The screenshot shows the continuation of the table with the following data:

6	Pamela Caza - Estefania Hala	<a href="https://voca.us/1e2ShFR00UQ">https://voca.us/1e2ShFR00UQ</a>
7	Mónica Guachi - Marisol Ruiz	<a href="https://voca.us/114ZY3M85S2">https://voca.us/114ZY3M85S2</a>
9	Karin Tapia - Robert Montoro	<a href="https://voca.us/11HLoK8E4e">https://voca.us/11HLoK8E4e</a>
10	Gabriela Choquecano, Nayeli Nubez, Johana Trujana	<a href="https://voca.us/1dFDSUyefn1J">https://voca.us/1dFDSUyefn1J</a>
11	Estefania Torres - Valeria Silesira	<a href="https://voca.us/15skRjgQ8qLk">https://voca.us/15skRjgQ8qLk</a>
12	Leonido Chahua - Joel Sarabia	<a href="https://voca.us/1aukNvaBm4S">https://voca.us/1aukNvaBm4S</a>
13	Alexandra Miranda - Libeth Chulan	<a href="https://voca.us/1dksFj1chvR">https://voca.us/1dksFj1chvR</a>

Source: Field research

Elaborated by: Simaluisa, S. (2021)

### Lesson Plan 3: traditional and online learning

**Teacher:** Selena Simaluisa  
grammar

**Subject:** Communicative

**Group:** 36 students from 3<sup>rd</sup> semester, 27 women, men 9  
**Date:** 15/06/2021  
**Duration:** 1 hour

**Aims:**

- To make a debate about traditional and online learning using turn-taking strategies.

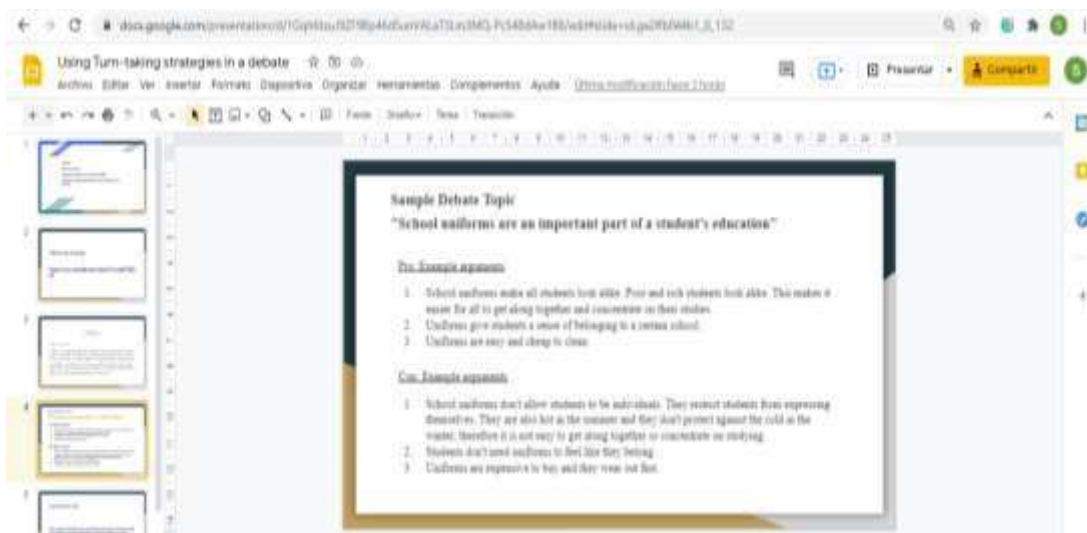
Time	Activity	Tools and materials
Engage 10	<ul style="list-style-type: none"> <li>• Watch a video about traditional and online learning.</li> <li>• Teacher asks questions about the video. -What are the differences between traditional and online learning? -With which type of learning do you feel better?</li> <li>• Students answer questions orally</li> </ul>	Zoom YouTube video <a href="https://www.youtube.com/watch?v=7bAuX8pr8LM&amp;t=251s">https://www.youtube.com/watch?v=7bAuX8pr8LM&amp;t=251s</a>
Study 20 mins	<ul style="list-style-type: none"> <li>• The teacher explains students how to make a debate using turn-taking strategies.</li> <li>• The teacher provides vocabulary, useful phrases and an example of a debate with turn-taking strategies.</li> <li>• Students pay attention and ask questions about the teacher's explanation.</li> <li>• Teacher asks two students to perform a short debate using the vocabulary learned.</li> <li>• Students participate.</li> <li>• Teacher correct students' mistakes.</li> </ul>	Google presentation <a href="https://docs.google.com/presentation/d/1Gqh6tzuJ9ZF9Bp46d5unVALaT3Lm3MQ-6d548dAw1B8/edit?usp=sharing">https://docs.google.com/presentation/d/1Gqh6tzuJ9ZF9Bp46d5unVALaT3Lm3MQ-6d548dAw1B8/edit?usp=sharing</a> Vocabulary for the debate <a href="https://utaedu-my.sharepoint.com/:b:/g/personal/ssimaluisa4104_uta_edu_ec/ESWxQobJ0NZJmuMUu0yhd0IBocSErAw3wO6F5JRZXSSrTA?e=BmkYJo">https://utaedu-my.sharepoint.com/:b:/g/personal/ssimaluisa4104_uta_edu_ec/ESWxQobJ0NZJmuMUu0yhd0IBocSErAw3wO6F5JRZXSSrTA?e=BmkYJo</a> An example of debate procedure using turn-taking

		<p>strategies.</p> <p><a href="https://utaedu-my.sharepoint.com/:b:/g/personal/ssimaluisa4104_uta_edu_ec/EXnEaA0fMjJvH5WZJr_wD4gBhCLi_8y_vXrcnWCpl_gIZgw?e=0NzcXg">https://utaedu-my.sharepoint.com/:b:/g/personal/ssimaluisa4104_uta_edu_ec/EXnEaA0fMjJvH5WZJr_wD4gBhCLi_8y_vXrcnWCpl_gIZgw?e=0NzcXg</a></p>
<p>Activate 20 mins</p>	<ul style="list-style-type: none"> <li>• Classwork activity: Make a debate about traditional and online learning.</li> <li>• Teacher divides de class in groups of three people.</li> <li>• Students work in groups of three.</li> <li>• Students use vocaroo to record the conversation and paste the debate link in Google shared document</li> <li>• The teacher monitors breakout rooms.</li> </ul>	<p>Vocaroo app: <a href="https://vocaroo.com/">https://vocaroo.com/</a></p> <p>Google shared document <a href="https://drive.google.com/file/d/1v9imm5SVw5rqX6Gc4PLbevgRLYA1p-GK/view?usp=sharing">https://drive.google.com/file/d/1v9imm5SVw5rqX6Gc4PLbevgRLYA1p-GK/view?usp=sharing</a></p>
<p>Assessment 10 mins</p>	<ul style="list-style-type: none"> <li>• Homework</li> </ul>	<p>Review information about a favorite music artist and make notes of the things students like from him or her.</p>

## Third class evidence

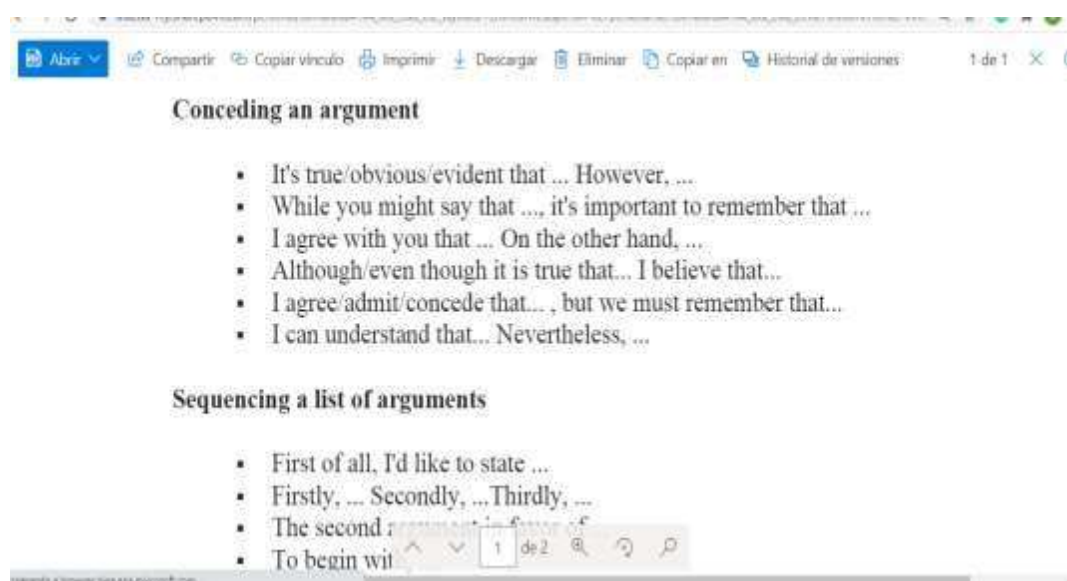
Google presentation

<https://docs.google.com/presentation/d/1Gqh6tzuJ9ZF9Bp46d5unVALaT3Lm3MQ-Pc548dAw1B8/edit?usp=sharing>



Vocabulary review. Phrases and practical words to use in a debate. For example, asking for an opinion, conceding an argument, expressing a disagreement, and concluding.

[https://utaedumy.sharepoint.com/:b:/g/personal/ssimaluisa4104\\_uta\\_edu\\_ec/ESWxQobJ0NZJmuMUu0yhd0IBocSErAw3wO6F5JRZXSSrTA?e=BmkYJo](https://utaedumy.sharepoint.com/:b:/g/personal/ssimaluisa4104_uta_edu_ec/ESWxQobJ0NZJmuMUu0yhd0IBocSErAw3wO6F5JRZXSSrTA?e=BmkYJo)

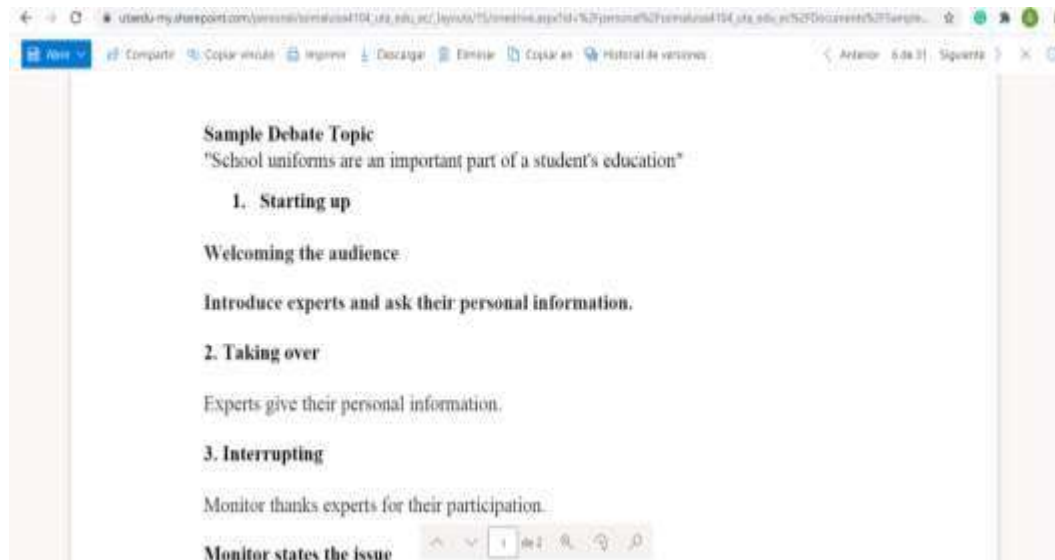


**Source:** Field research

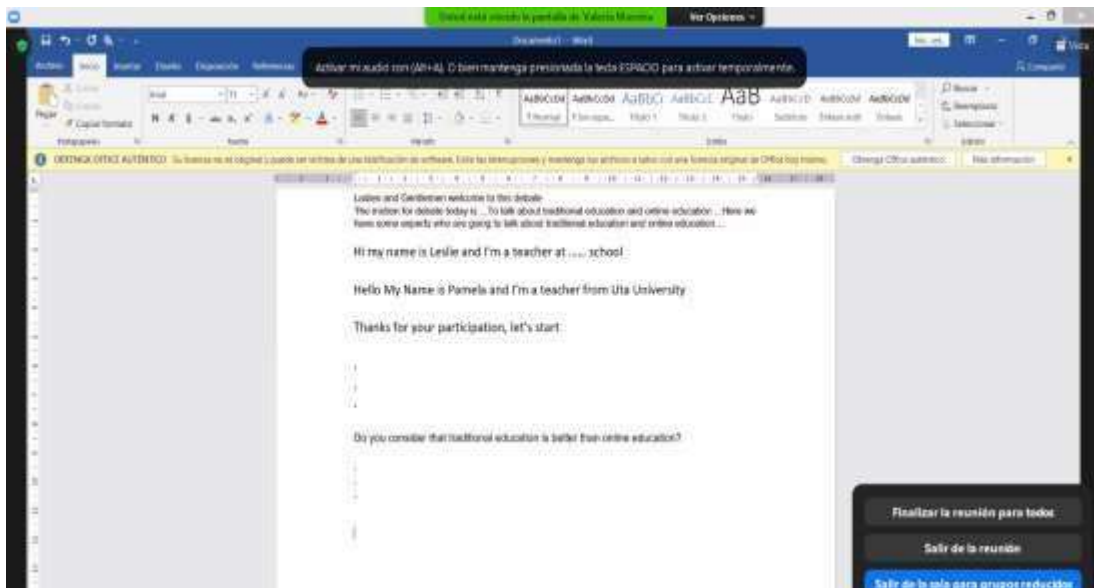
**Elaborated by:** Simaluisa, S. (2021)

An example of debate procedure using turn-taking strategy.

[https://utaedu-my.sharepoint.com/:b:/g/personal/ssimaluisa4104\\_uta\\_edu\\_ec/EXnEaA0fMjJvH5WZJrWd4gBhCLi\\_8y\\_vXrcnWCplgIZgw?e=0NzcXg](https://utaedu-my.sharepoint.com/:b:/g/personal/ssimaluisa4104_uta_edu_ec/EXnEaA0fMjJvH5WZJrWd4gBhCLi_8y_vXrcnWCplgIZgw?e=0NzcXg)



Breakout rooms of three people to produce a debate about traditional and online learning.



Source: Field research

Elaborated by: Simaluisa, S. (2021)





Shared word document with students' debate responses.

<https://drive.google.com/file/d/1kVH6FIxSpTAQgZ7c95fnSILX-8AywK27/view?usp=sharing>

Nº	Group members	Zoom link
1	Moderator: Odalis Tamayo Speaker 1: Alexander Gordon Speaker 2: Karra Tapia	<a href="https://zoom.us/j/11308161911">https://zoom.us/j/11308161911</a>
2	Moderator: Valeria Moreira Speaker 1: Estefanía Nolasco Speaker 2: Pamela Casa	<a href="https://zoom.us/j/11308161911">https://zoom.us/j/11308161911</a>
3	Moderator: Mayra Chacabarro Speaker 1: Gabriela Chuquitarco Speaker 2: Anacolly Andalu	<a href="https://zoom.us/j/11308161911">https://zoom.us/j/11308161911</a>
4	Moderator: Mónica Guacha Speaker 1: Victor Aguilar Speaker 2: Alexandra Miranda	<a href="https://zoom.us/j/11308161911">https://zoom.us/j/11308161911</a>
5	Moderator: Rony Ortiz Speaker 1: Emily Noroña Speaker 2: Nicole	<a href="https://zoom.us/j/11308161911">https://zoom.us/j/11308161911</a>
6	Alejandro Benavides Kimberly Castro Daniela Pérez	<a href="https://zoom.us/j/11308161911">https://zoom.us/j/11308161911</a>
7	Moderator: Johana Toquante Speaker 1: Wilma Sopa Speaker 2: Jori Sarabia	<a href="https://zoom.us/j/11308161911">https://zoom.us/j/11308161911</a>
8	Tania Manzanera Diana Maza	<a href="https://zoom.us/j/11308161911">https://zoom.us/j/11308161911</a>

**Source:** Field research

**Elaborated by:** Simaluisa, S. (2021)

### Lesson Plan 4: My favorite singer

**Teacher:** Selena Simaluisa  
grammar

**Subject:** Communicative

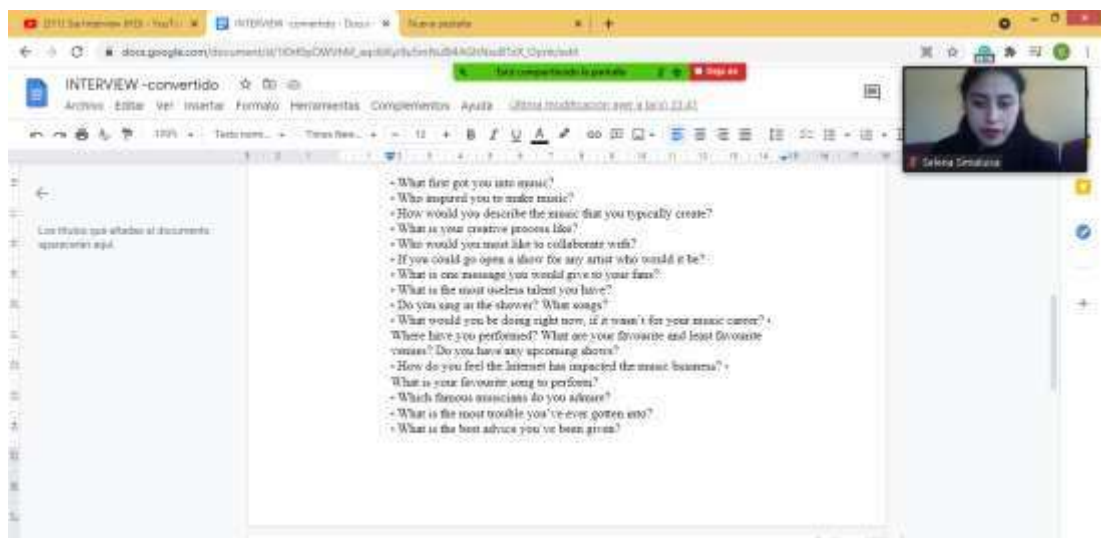
**Level:** 3<sup>rd</sup> semester

<p><b>Group:</b> 36 students from 3<sup>rd</sup> semester, 27 women, men 9</p> <p><b>Date:</b> 18/06/2021</p> <p><b>Duration:</b> 50 mins</p>		
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>To use Turn-taking strategies in an interview.</li> </ul>		
Time	Activity	Tools and materials
<p>Engage 10 mins</p>	<ul style="list-style-type: none"> <li>Teacher presents images about popular singers.</li> <li>Teacher asks some questions about the images.                             <ul style="list-style-type: none"> <li>-What type of music have you been listening to lately?</li> <li>-When you have a chance to listen to music, what groups or singers do you like?</li> <li>-What experiences have you had with the music of your favorite musician?</li> </ul> </li> <li>Different students answer questions.</li> </ul>	<p>Zoom</p> <p>Google presentation</p> <p><a href="https://docs.google.com/presentation/d/1om-IrmZgElC3JImkyYIIvDQItZZJGq3khNU3PDTMMYI/edit?usp=sharing">https://docs.google.com/presentation/d/1om-IrmZgElC3JImkyYIIvDQItZZJGq3khNU3PDTMMYI/edit?usp=sharing</a></p>
<p>Study 10 mins</p>	<ul style="list-style-type: none"> <li>The teacher presents a video about an interview with a popular singer.</li> <li>Teacher shows some of the questions make by the interviewer and ask a woman to answer like the real singer.                             <ul style="list-style-type: none"> <li>-Why did you decide to become an artist again?</li> <li>-Would you hide your face if you were a pop star?</li> <li>-Do you believe that you are successful now?</li> </ul> </li> <li>The woman answers questions.</li> <li>The teacher corrects the student's mistakes.</li> </ul>	<p>YouTube video</p> <p><a href="https://www.youtube.com/watch?v=scbDNuMxDA">https://www.youtube.com/watch?v=scbDNuMxDA</a></p>
<p>Activate 25 mins</p>	<ul style="list-style-type: none"> <li>Classwork activity: Students work in pairs and make an interview about their favorite singer.</li> <li>Teacher provides a model of turn-taking strategy in an interview and</li> </ul>	<p><a href="https://docs.google.com/document/d/1Khf0pOW">https://docs.google.com/document/d/1Khf0pOW</a></p>

	<p>a question model that students can use in yielding the turn strategy part.</p> <ul style="list-style-type: none"> <li>• The teacher divides the class in pairs.</li> <li>• Use vocaroo app to record the conversation and a shared word document to send the conversation link.</li> <li>• Students join to breakout rooms and do the activity.</li> </ul>	<p><a href="https://drive.google.com/file/d/1sX4xRALj-wOFod6_ge5-Rkp6Ff46CHxL/view?usp=sharing">VhM_aqc6iKyi9u5mNuB14AGhNsuB1zX_Opnk/edit?usp=sharing</a></p> <p><a href="https://vocaroo.com/">https://vocaroo.com/</a></p> <p><a href="https://drive.google.com/file/d/1sX4xRALj-wOFod6_ge5-Rkp6Ff46CHxL/view?usp=sharing">https://drive.google.com/file/d/1sX4xRALj-wOFod6_ge5-Rkp6Ff46CHxL/view?usp=sharing</a></p>
--	---	---

## Fourth class evidence

An example of how to make an interview with a singer.



**Source:** Field research

**Elaborated by:** Simaluisa, S. (2021)

Shared word document with students' interview conversation with their favorite singer.

[https://drive.google.com/file/d/1sX4xRALj-wOF0d6\\_ge5-Rkp6Ff46CHxL/view?usp=sharing](https://drive.google.com/file/d/1sX4xRALj-wOF0d6_ge5-Rkp6Ff46CHxL/view?usp=sharing)

	Estudiante entrevistado - cantante favorita	https://voca.com/...
4	Mónica Guachi - Alejandra Miranda	https://voca.com/1h0dBRKsA61e
5	Asistente Viteri, Belén Camino, Paul Vismalla	https://voca.com/1m1qZ3P-sC6W
6	Genesis Oñate - Jemima Torres	https://voca.com/1T3YDzQXozu1
7	Valeria Moreira - Estefanía Nolasco	https://voca.com/1ez2A3Ld1z
8	Miyra Chausiana - Gabriela Chaquinateo	https://voca.com/11hEAp1d1
9	Doris Macías - Katherine Montachana - Darman masagana	https://voca.com/13q3rYMk1e
10	Randy Ortiz- Nicole Segura	https://voca.com/1aQ8YimY1K1
11	Johanna Chaglia- Alexandra Guano	https://voca.com/1a1pVak6eG

Comment on something in the environment.

- 4. Holding the turn**  
Keep the turn speaking, and introduce your singer.
- 5. Yielding the turn**  
Ask and answer questions.
- 6. Appealing**  
Contribute with ideas to what the person is saying. Get feedback.
- 7. Giving up**  
End the interview.

**Interview Questions for students' favorite singers**

- What first got you into music?
- Who inspired you to make music?
- How would you describe the music that you typically create?
- What is your creative process like?
- Who would you most like to collaborate with?

**Source:** Field research  
**Elaborated by:** Simaluisa, S. (2021)

### Lesson Plan 5: Going to the mountains

**Teacher:** Selena Simaluisa  
grammar

**Subject:** Communicative

**Level:** 3<sup>rd</sup> semester

**Group:** 36 students from 3<sup>rd</sup> semester, 27 women, men 9

**Date:** 21/06/2021

**Duration:** 1 hour

**Aims:**

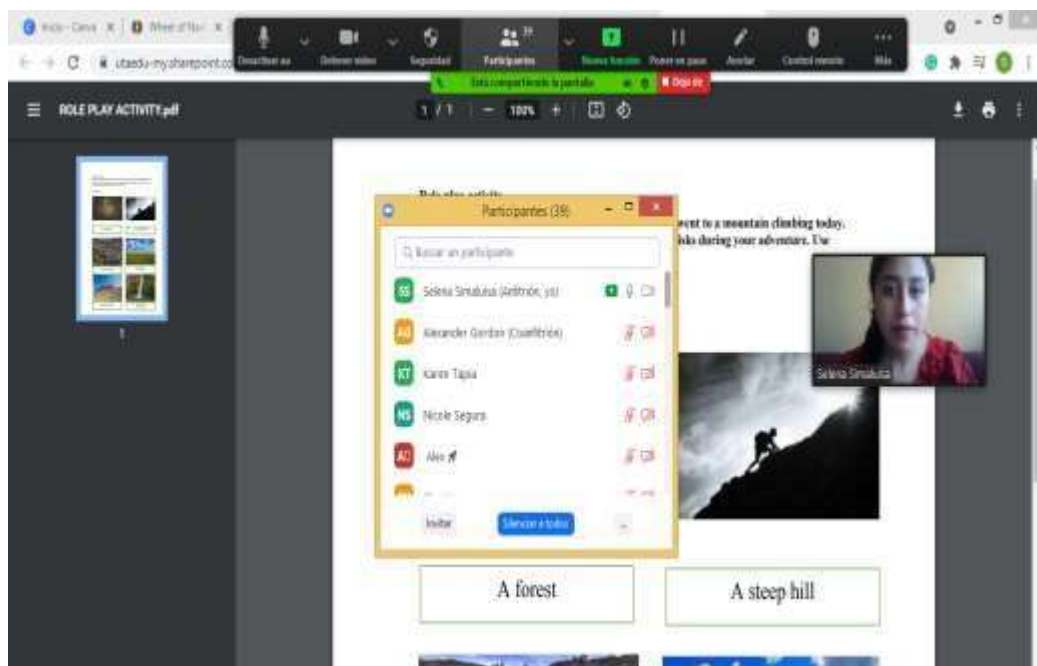
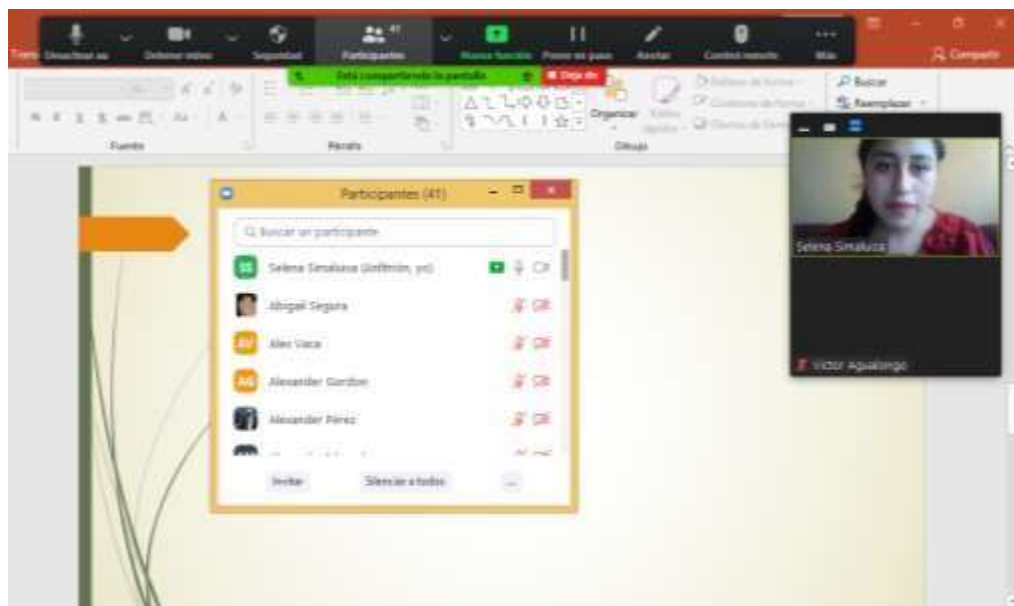
- To use Turn-taking strategies in a role-play.

Time	Activity	Tools and materials
Engage 10 mins	<ul style="list-style-type: none"> <li>• Watch a video and answer questions about the video.</li> <li>• Teacher names a person to participate answering questions.               <ul style="list-style-type: none"> <li>-What was the video about?</li> <li>-What strange creature appeared in the forest?</li> <li>-What did the men do when they saw the strange creature in the forest?</li> <li>-What did the men do in the end?</li> </ul> </li> <li>Students answer questions.</li> </ul>	Zoom YouTube <a href="https://youtu.be/FdWCjUG2ffU">https://youtu.be/FdWCjUG2ffU</a>
Study 10 mins	<ul style="list-style-type: none"> <li>• Teacher presents a situation with which students have to make a role play with turn-taking strategies and they have to use vocabulary provided by the teacher.</li> <li>• Students review vocabulary and asks any doubt.</li> </ul>	PowerPoint presentation <a href="https://utaedu-my.sharepoint.com/:b:/g/personal/ssimaluisa4104_uta_edu_ec/EddJwqGQkBVHv_ByzXpOfWgBZVvEpLteqUeoa7R5C5EDFQ?e=sewAqT">https://utaedu-my.sharepoint.com/:b:/g/personal/ssimaluisa4104_uta_edu_ec/EddJwqGQkBVHv_ByzXpOfWgBZVvEpLteqUeoa7R5C5EDFQ?e=sewAqT</a>
Activate 25 mins	<ul style="list-style-type: none"> <li>• Classwork activity: make a role-play about an imaginative situation that a student and a friend went to a mountain climbing today. Include details about the scenery, views, and possible risks during your adventure.</li> <li>• Teacher divides class in pairs.</li> </ul>	Vocaroo <a href="https://vocaroo.com/">https://vocaroo.com/</a> shared word document <a href="https://drive.google.com/file/d/1ehbUOa9GxESdtBcPR92FyNUjGmZXCb3t/view?usp">https://drive.google.com/file/d/1ehbUOa9GxESdtBcPR92FyNUjGmZXCb3t/view?usp</a>

	<ul style="list-style-type: none"> <li>• Student join to breakout rooms.</li> <li>• Students use vocaroo app to record the conversation and shared word document to send the link of role play.</li> </ul>	<a href="#">=sharing</a>
--	--	--------------------------

### Fifth class evidence

Teacher’s explanation about role-play activity and revision of vocabulary.

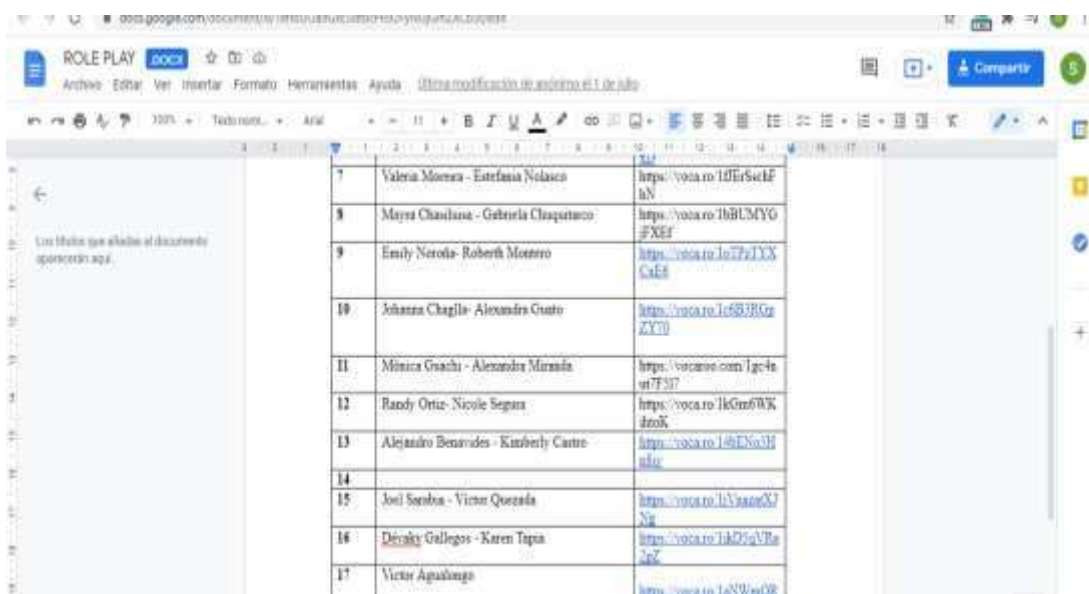


Source: Field research

Elaborated by: Simaluisa, S. (2021)

Shared word document with students' role-play conversation about going to the mountains.

<https://drive.google.com/file/d/1ehbUOa9GxESdtBcPR92FyNUjGmZXCb3t/view?usp=sharing>



The screenshot shows a Google Docs interface with a document titled "ROLE PLAY". The document contains a table with 17 rows, each representing a student's role-play conversation. The table has three columns: a row number, a student name, and a voice recording link. The links are all from the "vocaroo.com" website.

Row	Student Name	Voice Recording Link
7	Valeria Moreno - Estefania Nolasco	<a href="https://vocaroo.com/1DFr5u6FhN">https://vocaroo.com/1DFr5u6FhN</a>
8	Maira Chaulana - Gabriela Chiquitana	<a href="https://vocaroo.com/1bBUMYG#XEF">https://vocaroo.com/1bBUMYG#XEF</a>
9	Emily Nereida - Robert Montero	<a href="https://vocaroo.com/1o7FzJYXCaE8">https://vocaroo.com/1o7FzJYXCaE8</a>
10	Johanna Chaglia - Alejandra Guato	<a href="https://vocaroo.com/1o6Sj8GzJYU0">https://vocaroo.com/1o6Sj8GzJYU0</a>
11	Mónica Guachi - Alejandra Miranda	<a href="https://vocaroo.com/1gc4nwt75T">https://vocaroo.com/1gc4nwt75T</a>
12	Randy Ortiz - Nicole Segura	<a href="https://vocaroo.com/1kGm6RWk4to0k">https://vocaroo.com/1kGm6RWk4to0k</a>
13	Alejandro Benavides - Kimberly Castro	<a href="https://vocaroo.com/1hENoUJn8u">https://vocaroo.com/1hENoUJn8u</a>
14		
15	Joel Sarmiento - Victor Quezada	<a href="https://vocaroo.com/1Vaa0eXJNq">https://vocaroo.com/1Vaa0eXJNq</a>
16	Dérick Gallegos - Karen Tapia	<a href="https://vocaroo.com/1kQ5aVRe2eZ">https://vocaroo.com/1kQ5aVRe2eZ</a>
17	Victor Aguilar	<a href="https://vocaroo.com/1aXWm0R">https://vocaroo.com/1aXWm0R</a>

**Source:** Field research

**Elaborated by:** Simaluisa, S. (2021)



## Lesson Plan 6

**Teacher:** Selena Simaluisa  
**Level:** 3<sup>rd</sup> semester

**Subject:** Communicative grammar

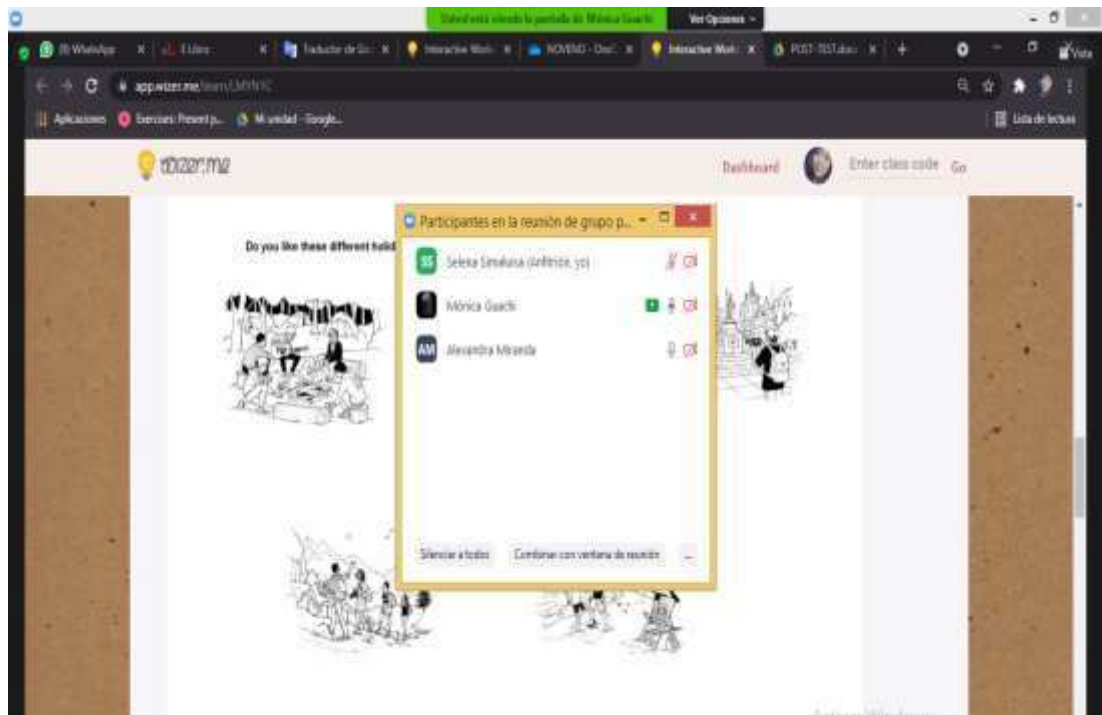
<p><b>Group:</b> 36 students from 3<sup>rd</sup> semester, 27 women, men 9</p> <p><b>Date:</b> 25/06/2021</p> <p><b>Duration:</b> 50 mins</p>		
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>To determine the level of students' speaking skill after applying the turn-taking strategy experiment.</li> </ul>		
Time	Activity	Tools and materials
<p>Engage 10 mins</p>	<ul style="list-style-type: none"> <li>Warm activity: Two truths and a lie.</li> </ul> <p>Teacher asks students to think about two truths and a lie they did on the weekend.</p> <p>Teacher opens the link of wheel of names and chooses a student to tell two truths and a lie.</p> <p>Another student guesses which of the sentences given by the first student are truth and a lie</p>	<p>Zoom</p> <p>Wheel of names</p>
<p>Study 15 mins</p>	<ul style="list-style-type: none"> <li>The teacher briefly explains what the KET exam is about and the criteria that are evaluated in the speaking skill.</li> <li>The teacher asks questions about the KET exam.</li> <li>Students answer questions.</li> </ul>	<p><a href="https://www.cambridgeenglish.org/Images/561990-key-for-schools-speaking-sample-test-2020-.pdf">https://www.cambridgeenglish.org/Images/561990-key-for-schools-speaking-sample-test-2020-.pdf</a></p>
<p>Activate 20 mins</p>	<ul style="list-style-type: none"> <li>Teacher asks students to open the link and take the post-test.</li> <li>All students open the wizer.me link and listen instructions to the test.</li> <li>Students have to record a conversation about different holidays.</li> </ul>	<p><a href="https://app.wizer.me/preview/EJIT9F">https://app.wizer.me/preview/EJIT9F</a></p>

	<ul style="list-style-type: none"> <li>• Teacher group learners in pairs.</li> <li>• Students join to breakout rooms.</li> <li>• Students take the post-test.</li> </ul>	
5 mins	<ul style="list-style-type: none"> <li>• End of experiment, gratitude, and farewell.</li> </ul>	Zoom

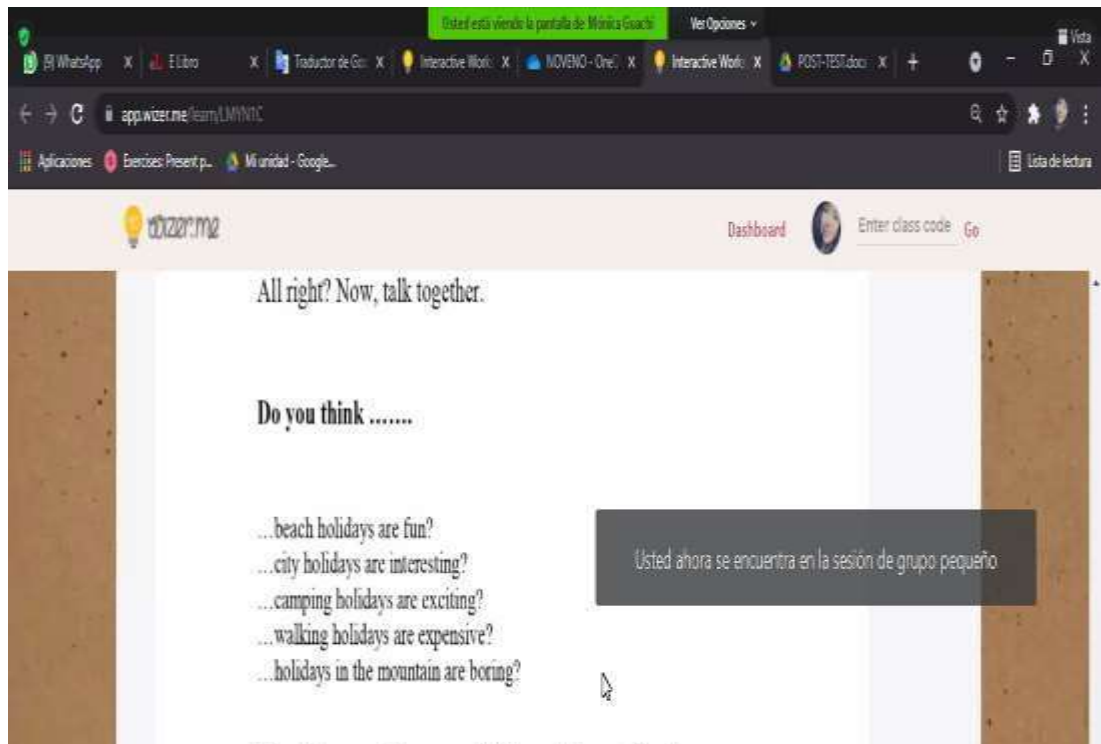
## Sixth class evidence



Students take the post- test about different holidays in wizer.me app.



**Source:** Field research  
**Elaborated by:** Simaluisa, S. (2021)



3	4	5	6	7	8	9	10	11	12	13
Valeria Moreno - Leslie Nolasco	Victor Quezada - Joel Sanchez	Nayeli Nolasco - Pamela Cova	Jemima Torres - Genesis Olarte	Maysa Chantlaine - Gabriela Chiquitaco	Mónica Guachi and Alejandra Maranda	Anacelly Andahuz - Carolina Ruiz	Divaldy Gallegos - Karen Tapia	Patricia Acosta - Estefania Torres	Randy Ortiz-Nicole Segura	Emily Noroda-Roberth Montoya
<a href="https://zoom.us/j/14420867026">https://zoom.us/j/14420867026</a>	<a href="https://zoom.us/j/89674671818?pwd=JlJN">https://zoom.us/j/89674671818?pwd=JlJN</a>	<a href="https://zoom.us/j/82410564616">https://zoom.us/j/82410564616</a>	<a href="https://zoom.us/j/85656191818">https://zoom.us/j/85656191818</a>	<a href="https://zoom.us/j/82410564616">https://zoom.us/j/82410564616</a>	<a href="https://zoom.us/j/82410564616">https://zoom.us/j/82410564616</a>	<a href="https://zoom.us/j/82410564616">https://zoom.us/j/82410564616</a>	<a href="https://zoom.us/j/82410564616">https://zoom.us/j/82410564616</a>	<a href="https://zoom.us/j/82410564616">https://zoom.us/j/82410564616</a>	<a href="https://zoom.us/j/82410564616">https://zoom.us/j/82410564616</a>	<a href="https://zoom.us/j/82410564616">https://zoom.us/j/82410564616</a>

**Source:** Field research  
**Elaborated by:** Simaluisa, S. (2021)


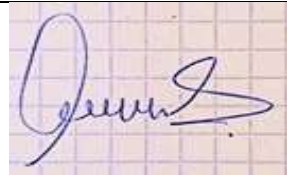
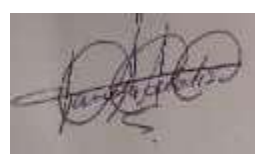

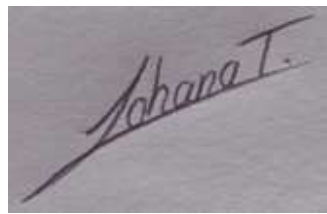



## Annex 6

### Students' signatures

N°	Names	Signature
1	ACOSTA MONTESDEOCA PATRICIA FERNANDA	
2	AGUALONGO PALATE VICTOR ROLANDO	
3	ANDALUZ FREIRE ARACELLY ABIGAIL	
4	BENAVIDES GUAMAN EMANUEL ALEJANDRO	
5	CAMINO CORDERO ODALIS BELEN	
6	CASA MOLINA PAMELA ELIZABETH	
7	CASTRO LOZADA KIMBERLY YADIRA	
8	CHAGLLA MOYOLEMA JOHANNA LISSETTE	

9	CHASILUISA CHICAIZA MAYRA ALEJANDRA	
10	CHUQUITARCO GUAGCHINGA GABRIELA MISHELL	
11	GALLEGOS PANDACINA DEVAKY MAEBA	
12	GORDON FIALLOS BRYAN ALEXANDER	
13	GUACHI CAIZA MONICA KATHERINE	
14	GUATO MENA LISSETTE ALEXANDRA	
15	MACIAS PUJOS DORIS YAMILETH	
16	MASAQUIZA SILVA TANNIA ALEXANDRA	
17	MIRANDA MOYA EVELYN ALEXANDRA	
18	MONTACHANA CHICAIZA SILVANA KATHERINE	
19	MONTERO LLUNDO ROBERTH VICENTE	

20	MOREIRA GARCIA VALERIA ISABEL	
21	NOLASCO ZAPATA LESLIE ESTEFANIA	
22	NOROÑA TAPIA EMILY CRISTINA	
23	OÑATE PEREZ GENESIS MIREYA	
24	ORTIZ MERA RANDY ISRAEL	
25	PEREZ BARAHONA ABNER STEEVEN	
26	PEREZ LUZURIAGA DANIELA NOEMI	
27	QUEZADA PEÑARRETA VICTOR HUGO	
28	SARABIA MORENO JOEL PAUL	

29	SEGURA PILATASIG NICOLE ABIGAIL	
30	SOPA CHILLAGANA WILMA CECILIA	
31	TAMAYO VILLENA ODALIS ANALIA	
32	TAPIA BENITEZ KAREN VIVIANA	
33	TOAPANTA BASANTES JOHANA LISBETH	
34	TORRES BUSTOS YOMAIRA ESTEFANIA	
35	TORRES PEREZ JEMIMA ABIGAIL	
36	VINTIMILLA JUMBO PAUL ANDRES	



## Annex 7

### Urkund report



VERONICA  
ELIZABETH  
CHICAIZA REDIN

VERONICA ELIZABETH CHICAIZA REDIN  
CARRERA DE INGENIERIA EN SISTEMAS DE COMPUTACION  
UNIVERSIDAD TECNICA DE AMBATO  
CARRERA DE INGENIERIA EN SISTEMAS DE COMPUTACION  
UNIVERSIDAD TECNICA DE AMBATO  
CARRERA DE INGENIERIA EN SISTEMAS DE COMPUTACION  
UNIVERSIDAD TECNICA DE AMBATO

#### Document Information

Analyzed document	SIMALUISA SELENA_TESIS.pdf (D110641569)
Submitted	7/21/2021 5:18:00 PM
Submitted by	
Submitter email	ssimaluisa4104@uta.edu.ec
Similarity	8%
Analysis address	ve.chicaiza.uta@analysis.orkund.com

#### Sources included in the report

W	URL: <a href="https://www.researchgate.net/publication/330395012_TURN_TAKING_STRATEGIES_AND_ITS_RELATIONS_TO_EFL_LEARNERS_PERSONALITY_AND_POWER_IN_THE_INTERACTION_OF_ENGLISH_CONVERSATION_CLASS">https://www.researchgate.net/publication/330395012_TURN_TAKING_STRATEGIES_AND_ITS_RELATIONS_TO_EFL_LEARNERS_PERSONALITY_AND_POWER_IN_THE_INTERACTION_OF_ENGLISH_CONVERSATION_CLASS</a> Fetched: 7/21/2021 5:19:00 PM	6
SA	UNIVERSIDAD TECNICA DE AMBATO / THEORETICAL FRAMEWORK.pdf Document THEORETICAL FRAMEWORK.pdf (D83863777) Submitted by: ssimaluisa4104@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com	2
SA	UNIVERSIDAD TECNICA DE AMBATO / ELEMENT 4.pdf Document ELEMENT 4.pdf (D93328699) Submitted by: ssimaluisa4104@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com	6
SA	UNIVERSIDAD TECNICA DE AMBATO / JÁCOME_BENÍTEZ_CRISTINA_RESEARCHPROJECT (06-01-2021).docx Document JÁCOME_BENÍTEZ_CRISTINA_RESEARCH PROJECT (06-01-2021).docx (D92062170) Submitted by: cjacome3962@uta.edu.ec Receiver: ve.chicaiza.uta@analysis.orkund.com	5
SA	UNIVERSIDAD TECNICA DE AMBATO / Timbila_Cynthia_Dissertation.docx Document Timbila_Cynthia_Dissertation.docx (D92227891) Submitted by: cintiatimbila76@gmail.com Receiver: wilmaesuarez.m.uta@analysis.orkund.com	2
SA	UNIVERSIDAD TECNICA DE AMBATO / Mayra- Aucapiña- THESIS-URKUND.pdf Document Mayra- Aucapiña- THESIS-URKUND.pdf (D110592130) Submitted by: maucapina2029@gmail.com Receiver: ve.chicaiza.uta@analysis.orkund.com	2
SA	UNIVERSIDAD TECNICA DE AMBATO / TESIS FINAL_TANNIA LOZADA.docx Document TESIS FINAL_TANNIA LOZADA.docx (D91191571) Submitted by: tlozada6771@uta.edu.ec Receiver: ve.chicaiza.uta@analysis.orkund.com	5
SA	UNIVERSIDAD TECNICA DE AMBATO / PAREDES_GUIDO_THESIS.pdf Document PAREDES_GUIDO_THESIS.pdf (D91268257) Submitted by: gparedes9468@uta.edu.ec Receiver: jsanchez.2.uta@analysis.orkund.com	1



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
SECRETARÍA DE FACULTAD

Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334

Ambato-Ecuador

Ambato 24 septiembre 2021  
RES- N°- FCHE-CD-2627-2021

**Señores**

DR. MG. VÍCTOR HERNÁNDEZ DEL SALTO  
MG. SARAH IZA  
MG. ANA VERA  
MG. XIMENA CALERO  
DRA. MAYORIE CHIMBO  
DOCENTES  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

Presente

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 24 septiembre 2021, en atención a los informes de estudio y calificación del Trabajo de Grado de Licenciatura, sobre el tema: **“TURN-TAKING STRATEGY AND THE SPEAKING SKILL”**, propuesto por la **SRTA. SIMALUISA PILATASIG SELENA ABIGAIL** ex estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial, promoción ABRIL - SEPTIEMBRE 2021 resuelve:

APROBAR LOS INFORMES DE ESTUDIO Y CALIFICACIÓN DEL TRABAJO FINAL DE GRADO, PRESENTADOS POR: **MG. SARAH IZA Y MG. ANA VERA** COMO MIEMBROS DEL TRIBUNAL CALIFICADOR DEL TRABAJO FINAL DE GRADO CON EL TEMA: **“TURN-TAKING STRATEGY AND THE SPEAKING SKILL”**, PROPUESTO POR EL EX ESTUDIANTE ANTES MENCIONADO; EN TAL VIRTUD SE SEÑALA EL DÍA **JUEVES 30 DE SEPTIEMBRE DEL 2021, A PARTIR DE LAS 10H00**, COMO FECHA Y HORA PARA LA DEFENSA ORAL, ACTO SOLEMNE QUE SE LLEVARÁ A CABO POR MEDIO DE LA APLICACIÓN ZOOM, PARA LO CUAL DEBERÁ CONECTARSE AL CORREO ELECTRONICO QUE SE ENVIARÁ A SU CORREO INSTITUCIONAL, EN CONFORMIDAD A LO ESTABLECIDO EN LA NORMATIVA TRANSITORIA PARA LA EJECUCIÓN DEL PROCESO DE TITULACIÓN, DURANTE EL PERÍODO ACADÉMICO ABRIL -SEPTIEMBRE 2020, MIENTRAS DURE EL ESTADO DE EMERGENCIA SANITARIA (RESOLUCIÓN: 0789-CU-P-2020).

ACTUARÁ COMO PRESIDENTE DEL TRIBUNAL EL DR. MG. VÍCTOR HERNÁNDEZ DEL SALTO DECANO DE LA FACULTAD, Y COMO PROFESORES SUPLENTES MG. XIMENA CALERO Y DRA. MAYORIE CHIMBO.

Atentamente,



Firmado electrónicamente por:  
**SEGUNDO VÍCTOR  
HERNANDEZ DEL  
SALTO**

Dr. Msc. Víctor Hernández del Salto  
**PRESIDENTE**

**CC:** **SRTA. SIMALUISA PILATASIG SELENA ABIGAIL**  
SECRETARÍA CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS PRESENCIAL  
ARCHIVO NUMERICO CONSEJO DIRECTIVO  
CARPETA: GRADOS POR TESIS

VHS/SES

**INFORMACION PARA ELABORACIÓN DEL ACTA:** FECHA DESIGNACION DEL TRIBUNAL DE ESTUDIO Y CALIFICACIÓN TRABAJO DE INVESTIGACIÓN: RES-FCHE-CD- 2627-2021 DEL 24 SEPTIEMBRE DEL 2021, DIRECTOR PHD. VERÓNICA CHICAIZA CALIFICACIÓN PROMEDIO DEL TRABAJO ESCRITO DE INVESTIGACIÓN: (9,0 – 9.0 /10)