UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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Theme:

¨PUPPETS AND THE SPEAKING SKIL¨

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SUPERVISOR APPROVAL

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I, Mg. Cristina del Rocio Jordan Buenaño, holder of the I.D No. 1804010500, in my capacity as supervisor of the Research dissertation on the topic: "PUPPETS AND THE SPEAKING SKILL." investigated by Mishel Estefania Galora Toapanta with I.D No. 1850303429, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

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Along these lines, I would like to dedicate this research to God for giving me strength and fortitude every day.

To my family for all their love and understanding but especially to my mother who is my personal motivation to continue in spite of difficult situations.

To my dear husband for always believing in me and being the light of my dark days.

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ABSTRACT

Speaking is considered the most complex skill to acquire in the English language, as some students may have a high level of writing, reading, and listening skills. However, they are deficient in speaking skill. It occurs due to various factors such as fear or anxiety. Therefore, it is essential to apply teaching resources that create a pleasant working environment. In this way, students can develop their speaking skills in an authentic and fun way. An effective example of didactic resources that meets these requirements are puppets. For this reason, the objective of the present research was to determine the influence of Puppets on the speaking skill in eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso. For this purpose, quasi-experimental research was used with a control group and an experimental group with a total of 36 participants. Subsequently, different strategies based on puppets were applied through 5 face-to-face interventions. In addition, data were collected through the performance of a pre-test and a post-test taken from the speaking section of the Cambridge-validated KET. The experimental group showed an increase of 2.8 points on the post-test, while the control group only gained 0.3 thousandths. Finally, the hypothesis was verified through the Wilcoxon statistical test, which found that Z has a significance of -3.757b (bilateral) and the signed-rank was 0.000. The significance was less than 0.05, thus the null hypothesis was rejected and the alternative hypothesis was accepted. As a result, the puppets influenced the ability to speak in eighth-grade students. They improved three aspects of the English language such as grammar- vocabulary, pronunciation and interactive communication.

Key words: Didactic resources, listening skill, speaking subskills and puppets.

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RESUMEN

La destreza oral se considera la habilidad más compleja de adquirir en la lengua inglesa, ya que algunos estudiantes pueden tener un alto nivel de escritura, lectura y comprensión oral. Sin embargo, son deficientes en la habilidad de hablar. Esto ocurre debido a diversos factores como el miedo o la ansiedad. Por ello, es fundamental aplicar recursos didácticos que creen un entorno de trabajo agradable. De este modo, los alumnos pueden desarrollar sus habilidades de expresión oral de forma auténtica y divertida. Un ejemplo eficaz de recurso didáctico que cumple estos requisitos son las marionetas. Por esta razón, el objetivo de la presente investigación fue determinar la influencia de los títeres en la habilidad de hablar en los estudiantes de octavo grado de la Unidad Educativa Antonio Carrillo Moscoso. Así pues se utilizó una investigación cuasi-experimental con un grupo de control y un grupo experimental con un total de 36 estudiantes. Posteriormente, se aplicaron diferentes estrategias basadas en títeres a través de 5 intervenciones presenciales. Además, los datos fueron recolectados a través de un pre-test y un post-test extraído de la sección de expresión oral del KET validado por Cambridge. El grupo experimental mostró un aumento de 2,8 puntos en el post-test, mientras que el grupo de control sólo ganó 0,3 milésimas. Finalmente, se pudo verificar la hipótesis gracias a la prueba estadística de Wilcoxon, el cual encontró que Z tiene una significación de -3,757b (bilateral) y el rango con signo es de 0,000. La significación fue inferior a 0,05, por lo que se rechazó la hipótesis nula y se aceptó la hipótesis alternativa. En efecto, los títeres influyeron en la capacidad de hablar en los estudiantes de octavo grado de la Unidad Educativa Antonio Carrillo.

Palabras claves: Destreza del habla, Marionetas, recursos didácticos y sub-destrezas orales.

CHAPTER I

THEORETICAL FRAMEWORK

1.1   Investigative Background

The present study covers the role of didactic resources, especially the use of puppets in the development of English speaking skills. Over time, puppets have been characterized for creating a pleasant, fun, stress and anxiety-free environment. That is why, many teachers have used puppets as a didactic tool to engage students' attention. The main objective of puppets in the education area is to help students express their ideas or thoughts without fear and with freedom. Puppets have proven to be very useful for shy or reserved students. Therefore, the following work presented different researches which substantiate and validate the influence of puppets in the development of English language speaking skills. It is essential to mention that the information presented below is up to date and fully accessible.

A study conducted by Yolanda and Sofian (2018) entitled ¨*Using Puppet Games in Teaching Speaking* ¨ aimed to improve the students' speaking skills in English lessons through puppets games. The population used in this project was a tenth-grade class composed of 29 students from SMA Perjuangan high school (Indonesia). In addition, the researchers applied a quantitative method with an experimental design in which puppets were applied inside 12 lesson plans. The data collection was based on one group for the pre-test and post-test. Then, a paired sample t-test was used to analyze the data statistically. The results showed that the pre-test average was 58.34, while the post-test average was 77.00. In addition, the t-test was higher than the table of results with 2.045 points. As a result, the use of puppet games was effective in English language teaching, because it helped pupils to improve their speaking skills. Additionally, students increased class participation, skills development, oral communication because puppets' activities got students engaged in the English learning process.

Second, Fitria and Farastiwi (2021) conducted a research entitled ¨ Efforts to Improve English Speaking Ability of Five to Six-Years-Old Bilingual School Students through Hand Puppet Media¨ . This research aimed to improve the English language skills of five to six-year-old students using hand puppets. This research was conducted from

April 9 to May 4, 2018, at the TK IT Al Ikhlas Islamic Bilingual School in two cycles with three meetings. The subjects of this research consisted of twelve students (seven males and five females). Based on the research results, there was an increase in English language skills through hand puppet media. The findings showed that the factors affecting students' English speaking skills are familiar vocabulary, clear and easy to imitate teacher's pronunciation, exciting and varied media, and opportunities for them to use hand puppets while imitating the teacher. The researchers concluded that the hand puppet media could improve the five to six-year-old students' language skills.

Third, Maharani (2016), in her article report entitled "The use of puppet: shifting speaking skill from the perspective of students' self-esteem" established puppets were an effective way to teach speaking to eighth-grade students at one of the secondary schools in Semarang Regency. The main objectives were focused on determining the difference between puppet and picture and analyzing the difference between students having high self-esteem and students having low self-esteem. The samples used on the work were composed of two classes experimental and descriptive. The author used puppets as didactic materials in the experimental class for two months, while in the control class he used images (traditional didactic material). Each classroom was divided into two groups, which consisted of students with high self-esteem and students with low self-esteem.

Besides, two instruments were used to collect the data: the oral expression test and the self-esteem questionnaire. The data were analyzed using the multifactor analysis of variance ANOVA 2x2 and Tukey test. The results showed that the use of puppets helped students to improve public speaking and develop different speaking subskills. Puppets were more effective than pictures (traditional teaching resources) in English language development because they allowed students to be enthusiastic, creative, and energetic in exploring new ideas. The author observed that students with a high level of self-esteem had better speaking skills than those with low self-esteem. Puppets games created a pleasant, no-pressure environment where students could express themselves without feeling intimidated. Thus, puppets were beneficial for shy or squeamish students because they increased their self-confidence. The author observed that students with a high level of self-esteem had better speaking skills than those with low self-esteem.

Another contribution was the article entitled ¨ Speaking anxiety: discover the power of puppets¨ published by (Prabhakaran & Yamat, 2017). This project aimed to explore how the use of puppets reduces anxiety in speaking skills. The participants in this project were six students from the Bajau ethnic group, who were studying English as a second language. Specifically, they were three males and three females of twelve years old. The students belonged to a rural elementary school called Sekolah Kebangsaan Pekan, located in Semporna (Malaysia). It is important to emphasize that the participants were chosen through a purposive sampling technique based on a common characteristic identified among the six learners. These students had a high level of reading and writing skills. However, the participants demonstrated a low level of speaking skills, and they could not communicate well in English. In addition, the study was based on a qualitative approach. A semi-structured survey with 14 questions about anxiety was applied.

Then, each student had to present a 10-minute dialogue using puppets, and the presentations were recorded for analysis. After this, the students wrote a journal in which they had to express their thoughts and feelings about the use of puppets during the speaking lessons. Finally, the results indicated that all six students changed their perception of their speaking ability. They were motivated to practice and speak the English language. The participants showed positive changes in their anxiety level, and the use of the puppets helped them to receive the information in a dynamic, fun, and stress-free way. During the presentations, the students made some pronunciation and grammatical errors but they were not afraid to speak. The authors mentioned that the students were happy to use and learn about the language because it was presented originally and entertainingly.

In addition, Toledo and Hoit (2016) conducted a research entitled ¨The impact of puppets on young learners' spoken interactions and motivation¨. The general objective of the research was to determine the influence of puppets on young learners. The population used in this project was 22 first grade students who receive 4 English lessons per week. The study was conducted with a class of 22 children aged 6. In order to address the research question the study adopted a qualitative approach. Data was collected by means of four different instruments: field notes, classroom observations, transcripts of students' interactions and a students' focus group. The findings showed that exposing children to the use of puppets promotes the development of spoken

interaction skills. When children focused their attention on puppets, they were unaware of the fact that they were actually practicing a foreign language.

Fauza et al., (2018), in their article entitle ¨ Improving students' speaking skills and motivation by using hand puppets show media¨ mentioned that the main factors for which students do not develop their speaking skills are anxiety and lack of motivation. This research aimed to investigate whether the use of hand puppets enhances speech ability. The participants were 48 eighth-grade students from Krueng Mane School (Indonesia). The population was selected through a non-random sampling technique, and they had the same characteristics in terms of family background and gender. Furthermore, the work was based on a quantitative approach with a quasi-experimental design, and the research instruments were a pre-post-test and a questionnaire with 15 questions. To develop the tests, the researcher assigned a topic from the English textbook to each participant.

Afterward, the students had to perform an oral presentation individually. The rubric applied in this part was the Harris rating scale which evaluated pronunciation vocabulary, grammar, comprehension, fluency. Then, hand puppets were used in the experimental group for five sessions. The process for applying the treatment was; to present an English topic related to the syllabus and curriculum of the institution, practice the pronunciation or structure of a given topic, and produce the language learned through hand puppets. The lessons plans contained the format of the Practice, Presentation, and Production (PPP) method. The results showed that hand puppets increased the students' opportunities to practice and enhance their speaking skills. The puppets mostly helped students learn vocabulary and improve pronunciation. In addition, the teacher-student interaction was positively affected by creating a pleasant environment where students were not afraid to ask questions or express ideas.

Mujahidah et al., (2021) write an article entitled ¨The Role of Storytelling Methods Using Hand Puppets in Early Children's Language Development¨. The purpose of the research was to determine the role of storytelling methods using hand puppets in young children's language development. This work used a type of library research, a systematic literature review. It means the study of various scientific studies relevant to the research in order to draw inferences in the form of new findings that can be replicated later. The data collection technique in this research is documentation. The results showed that the function of storytelling with hand puppets in children's language

development is to encourage children to be more skillful in speaking and make children more interested.

Furthermore, Abdel and Helwa (2015) published a research entitled Using Puppets based learners for promoting EFL pupils' EFL listening and speaking skills. The aim of this paper was to investigate the effect of using puppet-based learning to promote EFL listening and speaking skills among primary stage. The participants were 24 third graders from a private school. The author used quantitative research with a control and an experimental group. The treatments were developed through nine lesson plans using the presentation, practice, and production methodology. The results indicated that puppets had a positive effect on students because they became interested in developing oral activities involving puppets. In fact, the students improved their behavior because at all times they were interested in hand movements with the puppets.

In conclusion, the articles helped to substantiate the effectiveness of puppets in English speaking skills. In fact, these projects were related to the ongoing research as they proposed the method for the lesson plans. Moreover, these papers contributed significantly to the methodology as most of them used a descriptive method, quantitative approach, and an experimental or quasi-experimental design. The research subjects were of different ages. Therefore, puppets were appropriate for all ages. In addition, the results of the articles showed that puppets created a fun, anxiety-free environment and increased students' motivation. This factor created opportunities for participation where students could express their thoughts or feelings freely without the fear of making mistakes.

1.2   Theoretical Framework

1.2.1 Independent Variable: Puppets

Puppets are inanimate objects, which come to life with the help of a puppeteer. In particular, puppets are characterized by visual impressions, as they can convey emotions through the movement of their body or head (Kröger & Nupponen, 2019). From this, Prabhakaran and Yamat (2017) mentioned that the main purpose of puppets is to create a fun and entertaining atmosphere. As an effect, puppets are used in different areas such as education, entertainment, advertising, and business. In the educational field, puppets are defined as didactic resources that support the teaching and learning process. In this sense, the puppet is a medium that facilitates the development of knowledge for

students. Over time, this medium had become very efficient in English language teaching because it supports all learning styles (visual, auditory, and kinesthetic). In this way, this didactic resource contributes significantly to the development of oral expression skills, because it allows students to express their ideas or thoughts without fear.

Puppets are an easy and inexpensive medium to obtain. They can be made with recyclable material or with things that can be found at homes such as cardboard, pictures, socks, and others. There are several types of puppets, for example, finger puppets, reed puppets, rod puppets, foam puppets, shadow puppets, or figure puppets. However, Wedana et al., (2019) argued that the most suitable for the English language are hand puppets and paper puppets because both are very safe and do not involve danger.

Paper puppets are a learning medium made of paper. They contain cartoon or original images supported on a kind of stick. This type of puppet is considered the least dangerous, as it is made of inoffensive materials. A significant advantage of this puppet is that they help pupils to express their emotions and feelings because they are designated to describe the character according to the child's character. In other words, the puppet reflects the attitudes and behavior of the puppeteer (Ramadhania & Kristiantari, 2021).

Hand puppets, as the name suggests, are media controlled by hand. To play it, the puppeteer must put his hand inside and move it with his fingers. These puppets help develop creativity and imagination. Students have to observe the body and head to characterize the puppet. An important feature of this type of media is that it promotes student-student interaction (Fauza et al., 2018).

Characteristics

According to Kröger and Nupponen (2019), puppets have specific characteristics in the teaching-learning process for example:

1. Puppets are part of the three-dimensional media as it appeals to the sense of touch. Through the manipulation of puppets, students can acquire the concept of a certain thing in a grounded or validated way. Thus, this feature allows the student to develop speech skills in a direct and meaningful way.

2. Students must have a good understanding of the instructions for a task or activity in which puppets are involved. The objective is that the experience with the use of this media will positively affect the learning development of the learners.

3. There are several opportunities for implementing puppets in learning activities. For example, students can use this media to talk about several themes such as personal information, qualifying adjectives, the vocabulary of jobs or occupations, hobbies, functions, family, and vacations. Additionally, puppets can be performed through role-plays or individual presentations. Through these activities students can acquire different speaking sub-skills such as pronunciation, fluency, intonation and stress.

4. Puppets help the learning process of students with special needs. In particular, they encourage self-esteem, stimulate emotional release, and provide a visual substitute for verbal deficits and a textual substitute for visual deficits. Furthermore, puppets are used in speech therapy.

5. Generally, the treatment of puppets focuses on the method of presentation, practice, and production (PPP). This is because the lesson plan should contain the following stages. First, the teacher should present a topic related to the institution's syllabus. Second, the teacher has to practice the correct use of grammatical structures or correct pronunciation to ensure that students have a good understanding of the topic. Third, the students should practice what they have learned by using puppets as media

Benefits

Generating communication

The value of communication in the learning process is an aspect substantiated by several works. For example, Vygotsky (1962) mentioned that language acquisition can take place through social interaction. Fortunately, puppets increase the mutual interaction between teacher-student and student-student in the learning context. This factor creates a favorable and pleasant environment where communication arises spontaneously. Moreover, Ardhian et al., (2021) found that puppets are useful resources to engage shy students in oral communication.

Promoting a positive classroom environment

Puppets can engage students' interests and motivate their participation in the classroom. Likewise, they contribute to making lesson plans authentic and entertaining to increase students' attention. Syafii et al., (2021) pointed out that an effective strategy to decrease misbehavior is to place the puppet in a visible place so that it can observe the class and create silence in the classroom. In addition, this media can create a positive emotional environment as it allows students to feel relaxed. Students are not afraid to make a mistake because for them the puppet makes that mistake. Thus, students feel accepted and choose to participate continuously.

Improving Creativity

According to Yolanda and Sofian (2018), puppets are a medium that fosters students' creativity. This advantage occurs mainly when the teacher assigns activities in which students must create scripts to perform a presentation. Playing with puppets allows the development of creative and cognitive abilities. For this reason, students are able to develop imagination. In other words, students create rules, situations, and solutions. Then, they analyze and process the information to perform the play.

Integration

Puppets have the potential to integrate all students into the learning process. Therefore, this media is considered a very effective teaching resource for shy and quiet pupils. Leaners develop the ability to express their ideas, emotions, and thoughts without fear, as puppets create a pleasant environment. As an effect, puppets reduce the level of anxiety and increase the motivation to participate without feeling obliged. In addition, the use of puppets increases self-confidence. This generates that the students gain the necessary strength to achieve their goals (Maharani, 2016).

Changes attitudes

Through puppets, the language is presented in a fun, authentic, and entertaining way. These factors make students change their perspectives on language. Many teachers express that puppets are attractive pedagogical tools that capture the learner's attention (Mujahidah et al., 2021). As a consequence, learners feel happy and enthusiastic about learning English.

1.2.2 Dependent variable: Speaking skill

Speaking skill is one of the productive skills of EFL because students must produce language rather than receive it. It requires us to use our vocal tract and our brain to correctly produce language through sounds. According to Llerena (2021), speaking skill is defined as the ability to produce information verbally so that the listener can understand it. Additionally, speaking skill is related to pragmatics because the meaning of a word depends on the context in which the speaker uses it (Aguirre, 2020).

The goal of language acquisition as a second language is the development of communicative competence. For this reason, speaking is considered the most important skill in the EFL. Furthermore, successful oral communication requires the interaction of other language skills such as listening, writing, and reading. For this reason, many EFL learners believe that this skill is the most difficult to achieve. However, Condo (2021) pointed out that the use of media is the best option to help students successfully develop oral competence. Moreover, Guato (2021) mentioned that speaking skill is defined as an interactive process that involves the production, reception, and processing of information. For communication to take place, at least one speaker and one listener are needed for the purpose of constructing meaning and conveying a message.

Speaking sub-skills

 According to Harris (1969), effective communication is achieved through the acquisition of five oral sub-skills which are pronunciation, grammar, vocabulary, fluency, and comprehension. Novianda (2017) explained the definition of these terms.

1. Accuracy refers to a good understanding of the structures and rules of grammar. To develop this oral sub-skill the speaker must have a high knowledge of grammar, vocabulary, and even collocations. Therefore, accuracy involves the proper use of the language system. The objective of this oral sub-skill is to avoid misunderstanding a message.

2. Vocabulary refers to the acquisition of English words. However, learning vocabulary is not just about a large list of words; rather, it means having a high level of knowledge of their meanings, pronunciations, and uses. Unfortunately, the lack of vocabulary in EFL creates a barrier to speaking development.

Therefore, if learners do not master vocabulary, they will not be able to convey their information.

3. Fluency is related to spontaneity. In other words, the speaker can express his ideas, opinions, thoughts, or feelings without pauses and hesitations because the speech is occurring naturally. In this sense, the listener will be able to understand the speaker's message clearly and smoothly. In addition, fluency demonstrates the degree of self-confidence and comfort level of the speaker.

4. Comprehension consists of knowing why, when, and where it is appropriate to express an idea or opinion. As an effect, this skill is not only about knowing the L2 but also about analyzing the appropriate time to produce it is. The objective of this oral skill is that the listener does not misunderstand the speaker's message

5. Pronunciation is the way in which the speaker produces words and sounds. Matthew (2019) said that pronunciation helps the listener understand a message. In addition, this oral sub-skill is achieved through intonation patterns, a good understanding of consonant or vowel features, stress, and accent.

Problems Affecting Speaking Skills

All EFL learners know the importance of oral proficiency. However, most of them are reluctant to participate in speaking activities. According to Khalil et al., (2019), some students master English language skills such as writing, reading and listening, but fail to develop speaking skills. As an effect, many EFL learners describe this skill as complex, difficult, challenging, and stressful to acquire. From this, Rao (2019) classified speech problems into two aspects; linguistic and affective. In the linguistic factor, there are different aspects such as misuse of grammar, unfamiliarity with vocabulary, incorrect pronunciation, and lack of fluency or accuracy, which affect oral communication. In second place are the affective problems that include the following characteristics:

1. Lack of Motivation

   Motivation is an essential aspect of speech development which is based on two components. These are the reason why the learner intends to acquire the English language and their attitudes towards EFL. For example, if learners want to learn the skill for work or social purposes, they will appreciate the value of the L2. Similarly, if learners have a positive attitude toward the culture of native

speakers of English, they will feel a strong desire to communicate. Therefore, a social or personal motive and a positive attitude toward learning English will greatly increase the wish to develop oral proficiency.

2. Anxiety and lack of self-confidence

   Anxiety and lack of self-confidence are hindering agents of speaking ability for two reasons. First, anxiety makes the learner feel fear and stress of EFL. Thus, students avoid activities involving oral production and decrease their participation in the classroom (Hussain, 2018). In this sense, teacher-student and student-student interaction disappear. Second, the low level of self-esteem generates insecurity in learners. Students feel ashamed to speak EFL as they lack self-confidence in their abilities and strengths to achieve their goals. In addition, students feel that if they make a mistake their peers will make fun of them.

Krashen (1982), in his affective filter hypothesis mentions that teachers can help learners eliminate anxiety and build self-confidence through three aspects. 1) By providing an appropriate language for the EFL learners to express their ideas or feelings in social situations. 2) By providing opportunities for the learner to practice the L2. Finally, by creating an engaging and dynamic classroom environment. In this sense, puppets are an effective medium for English language development. From the above evidence, it could be identified that puppets positively affect speaking skills. Therefore, the use of puppets helps to break the bonds that impede the progress of communicative skills, because students with low anxiety and self-confidence are better equipped to develop the input. It was possible to accomplish this objective through bibliographic research using previous research from books, journals, theses and scientific articles.

1.3   Objectives

1.3.1 General Objectives

- To determine the influence of puppets in the speaking skill in the eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso.
  It was possible to fulfill the main objective through the post-test results of the control group and the experimental group. With this information it was possible to determine that puppets had a positive influence on the speech quality of the eighth grade students at Unidad Educativa Antonio Carrillo Moscoso.

1.3.2 Specific Objectives

- To investigate the conceptual underpinning of puppets in the speaking skill in the eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso
It was possible to accomplish this objective through bibliographic research using previous works from books, journals, theses and scientific articles. This is reflected in chapter 1 which contains relevant information about the variable puppets and the speaking skill.

- To apply strategies based on puppets to improve students´ speaking skill in the eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso
This objective was achieved through 5 interventions using puppet-based strategies such as theater plays, oral presentation activities and cooperative exercises. In fact, the treatments were developed within the methodology of presentation, practice and production.

- To analyze the effectiveness of puppets in the speaking skill.
This objective was achieved through the Wilcoxon statistical test which helped the research to verify the results obtained from the pre-test and post-test. In this sense it was possible to know the difference of averages of the experimental group and the control group after the interventions using mints to develop the speech quality.

CHAPTER II.
METODOLOGY

2.1 Methods

2.1.1 Research approach

The present research work was developed within a mixed approach as it had qualitative and quantitative features. According to Baškarada and Koronios (2018), qualitative approach is used to access students' experiences, student-student or student-teacher interactions, and documents. In fact, for a qualitative researcher, context is essential to understand and describe a problem under study. Qualitative approach gives more freedom to study participants because they can express themselves in a more creative way, giving researchers a chance to collect extensive data (Bengtsson, 2016). Taking this information into account, the independent variable was intervened directly in the eighth-grade students at Antonio Carrillo Moscoso high school within their natural context with the purpose of analyzing the reality of both variables in this case puppets and the speaking skill.

 In addition, the research was quantitative because it helped to collect and analyze accounting data of the case study (Baškarada & Koronios, 2018). This work applied a quantitative approach, as it was based on quasi-experimental research that included a pre-test and a post-test to obtain numeral data about the influence of the independent variable (puppets) in the dependent variable (speaking skill). According to Miller (2020), quantitative findings are more reliable and detailed because they are tested with statistical analysis calculations. The Wilcoxon statistical test is mainly employed to compare the results of two pairs of groups that include a control and experimental group (Teherani, 2015). For this reason, the hypothesis was verified through this statistical method.

2.2 Basic method of investigation

2.2.1 Field Research

Field research is known as a data collection method that pretends to observe and understand people while they are in their natural environment (Vasquez, 2016). For this reason, this research was field because it allowed the researcher to collect data directly at Antonio Carrillo Moscoso high school. Therefore, this work aimed to

find and obtain information about the study problem and to achieve the main objective which is to determine the effectiveness of puppets in the speaking skill.

2.3 Bibliographic research

The following work contained bibliographic research because it was focused on the use of documents selected and analyzed through logical techniques to gather relevant information about the two variables (puppets and speaking skill). In addition, different reading comprehension techniques such as analysis, synthesis, deduction, and induction of different books, theses, journals, and scientific articles was used to investigate the conceptual underpinning of puppets in the speaking skill and to support the study with validated and updated information. The bibliographic research helped the project to rediscover facts and direct them to other research sources (Allen, 2018).

2.4 Instruments

Pre-test and post-test are designs used in quasi-experimental research to compare groups of participants and measure the degree of change that occurs as a result of treatments or interventions (Zach, 2020). To determine the speaking skill level of a group of students, it is important to select a standardized test that covers topics related to the curriculum of learners (Prabhakaran & Yamat, 2017). In fact, this test should be according to the level of knowledge of the students. Thus, the data collection technique of this project was centered in the "KET" Cambridge evaluation. This preliminary test had two parts; the first part was about short personal information questions and answers. This part measured the learners' ability to talk about their daily life, interests, likes, and hobbies. In part two, different cards were used to stimulate questions and answers of a non-personal kind. Therefore, the test was divided into two phases which are pre-test and post-test. The pre-test was applied to evaluate the English-speaking levels of student and the post-test helped the study to determine the effectiveness of puppets.

According to Miller (2020), in a quantitative method, the survey can be used to determine the opinion about the experience that participants had during an intervention. For this reason, this research applied a survey to know the influence of puppets in the speaking skill during the five treatments.

2.5 Population

The following research project took place at Unidad Educativa Antonio Carrillo Moscoso, which is located in Pillaro city. To this study, the active participation and direct contact of eighth- grade students was required. Specifically, the project was applied to students from 12 to 13 years of age, who was comprised of 18 females and 20 males from two classrooms A and B.

Table 1

Population

	Control Group	**Experimental Group**	**Total**	**Percentage**
Male	13	7	20	50%
Female	8	10	18	48%

Note: This table was elaborated by M, Galora 2022. Population of eighth- grade students.

2.6 Level or type of investigation

2.6.1 Quasi experimental research

Quasi-experimental research is focused on identifying how an independent variable can be related to a dependent variable. It is done in an environment where the subject of study is developed naturally. Besides, it observes the individuals' behavior and different social variables to register qualitative and quantitative data (Thomas, 2020). Taking this information into account, the current study had quasi-experimental research because strategies based on puppets were applied to an experimental group from Unidad Educativa Antonio Carrillo Moscoso during 5 sessions to verify its influence in the speaking skill. Additionally, a speaking Cambridge test (KET) was carried out in the research to obtain real information about the dependent variable.

2.7 Hypothesis

2.7.1   Null Hypothesis

Puppets do not influence in the speaking skill in the eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso.

2.7.2   Alternative Hypothesis

Puppets influence in the speaking skill in the eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso.

The experimental group showed an increase of 2.8 points in the post-test, while the control group gained only 0.3 mils. It means that the participants improved their speaking skills during the five interventions. In addition, the average of the Wilcoxon test found that Z has a significance of -3.757b (bilateral) and the signed range (sig) is 0.000. The sig value is less than 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. In synthesis, Puppets influence the speaking skill of the eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso.

CHAPTER III
ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Analysis of results

This chapter contains specific information about the results obtained in the process of the interventions carried out at Unidad Educativa Antonio Carrillo Moscoso. It is important to emphasize that all data gathered in the control and experimental groups are represented and interpreted through tables and figures in order to have clear and orderly values.

To begin with, Table 1 and 2 represent the overall numerical values of the pre-test and post-test applied to the experimental group composed of 18 students. In the same way, Table 3 and 4 show the results of the pre-test and post-test of the control group that involve 18 participants. The information that contain each of these tables helped later to verify the hypothesis with statistical tests. Besides, the specific values of the standardized Cambridge test which contains 3 sections such as grammar and vocabulary, pronunciation and interactive communication are represented and interpreted. The total score is out of 15 with 5 being the expected score in each section.

In addition, this chapter shows the process of hypothesis testing which begins with the normality test performed through the SPSS program. It is important to mention that the Shapiro Wilk's test was taken into account because the sample comprised 36 students. Subsequently, the non-parametric Wilcoxon test was applied where all the statistical specifications are presented.

Finally, the data obtained from the survey applied to eighth grade students are represented and duly interpreted. Specifically to participants of the experimental group who answered 5 alternatives about their experience during the interventions performed with puppets. The survey was based on a Likert scale with strongly agree as the maximum and strongly disagree as the minimum.

### 3.1.1 Pre- test and post-test grammar and vocabulary

Table 2

Pre-post test grammar and vocabulary

Grammar and Vocabulary

	Pre-test	Post-test	Expected Average
Experimental group	3,5	4,3	5
Control group	3,3	3,4	5

Note: This table was elaborated by M. Galora, 2022. Grammar and vocabulary section addressed to students from eighth- grade from Unidad Educatica Antonio Moscoso

Figure 1

Pre-post test grammar and vocabulary
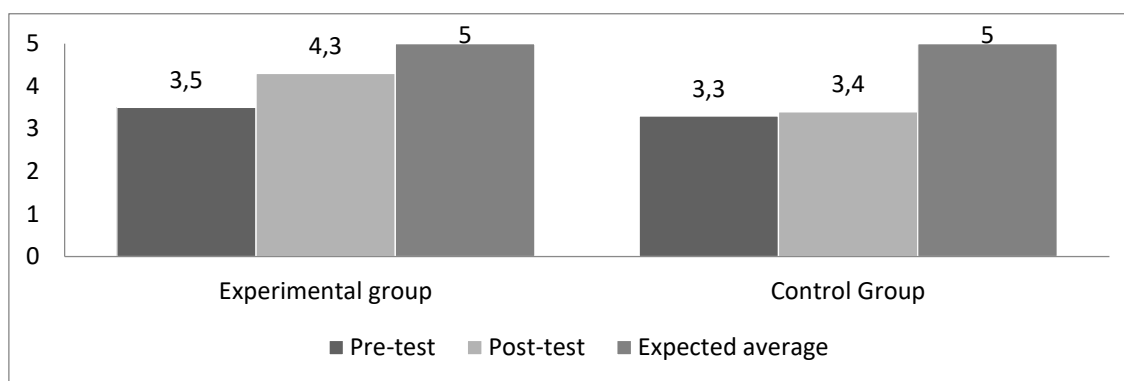
Note: This figure was elaborated by M. Galora, 2022. Grammar and vocabulary section addressed to students from eighth- grade from Unidad Educatica Antonio Moscoso

Analysis and Interpretation

Table and figure 7 show the total score of the pre-test and post-test in the grammar and vocabulary section which had a value of 5 points. To begin with, the experimental group scored 3.5 on the pre-test while the control group was rated 3.4. It means both groups had similar knowledge in this area because the difference was minimal. In the same context, the experimental group has a total of 4.3 in the post-test while the control group has 3.4. Therefore, the experimental group obtained better post-test scores than the control group with a range of 0.9. In summary, the experimental group achieved better results after the 5 interventions where vocabulary and grammar were presented and practiced in an authentic and fun way thanks to the puppets.

3.1.2 Pre- test and post-test Pronunciation

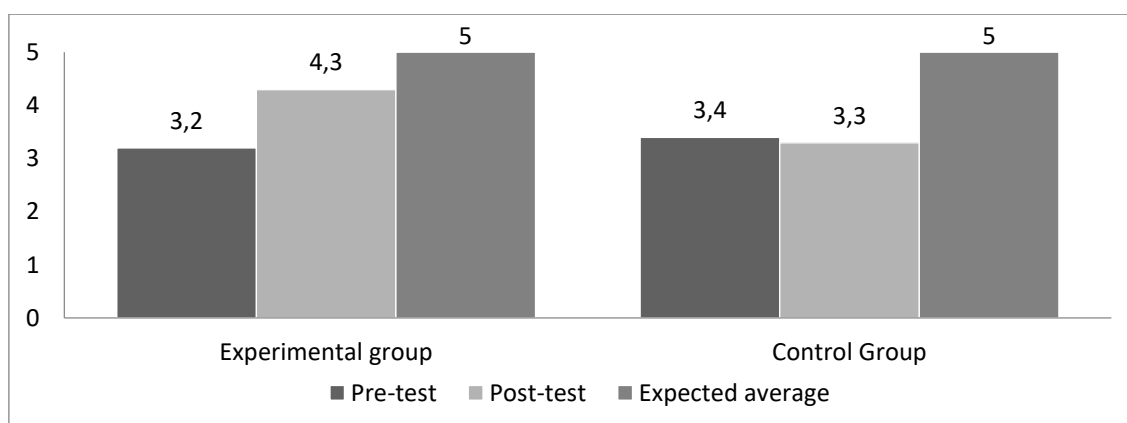**Table 3**

Pre-post test Pronunciation

	Pre-test	Post-test	Expected Average
Experimental group	3,2	4,3	5
Control group	3,4	3,3	5

Note: This table was elaborated by M. Galora, 2022. Pronunciation section addressed to students from eighth- grade from Unidad Educatica Antonio Moscoso.

Figure 2

Pre-post test pronunciation

Note: This figure was elaborated by M. Galora, 2022. Pronunciation section addressed to students from eighth- grade from Unidad Educatica Antonio Moscoso.

Analysis and Interpretation

Table and figure show the total score of the pre-test and post-test in the pronunciation section which had a value of 5 points. To begin with, the experimental group scored 3.2 on the pre-test while the control group was rated 3.4. It means both groups had similar knowledge in this area because the difference was minimal. Similarly, the experimental group has a total of 4.3 in the post-test while the control group has 3.3. Therefore, the experimental group obtained better post-test scores than the control group with a range of 1 point. In summary, the experimental group achieved better results after the 5 interventions where the students had several opportunities to practice the pronunciation of different words through group and individual oral activities using the puppets.

3.1.3 Pre- test and post-test Interactive communication

Table 4

Pre-post test Interactive communication

Interactive communication

	Pre-test	**Post-test**	**Expected Average**
Experimental group	3,2	4,1	5
Control group	3,1	3,4	5

Note: This figure was elaborated by M. Galora, 2022. Interactive communication section addressed to students from eighth- grade from Unidad Educatica Antonio Moscoso.

Figure 3

Pre-post test Interactive communication

Note: This figure was elaborated by M. Galora, 2022. Interactive communication section addressed to students from eighth- grade from Unidad Educatica Antonio Moscoso

Analysis and Interpretation

Table and figure show the total score of the pre-test and post-test in the interaction communication section which had a value of 5 points. To begin with, the experimental group scored 3.2 on the pre-test while the control group was rated 3.1. It means both groups had similar knowledge in this area because the difference was minimal. Similarly, the experimental group has a total of 4.1 in the post-test while the control group has 3.4. Therefore, the experimental group obtained better post-test scores than the control group with a range of 0,7. In summary, the experimental group achieved better results after the 5 interventions because students fostered the students- students' interactions through oral presentations and theater play. Students share different ideas among their classmates to present the collaborative activities.
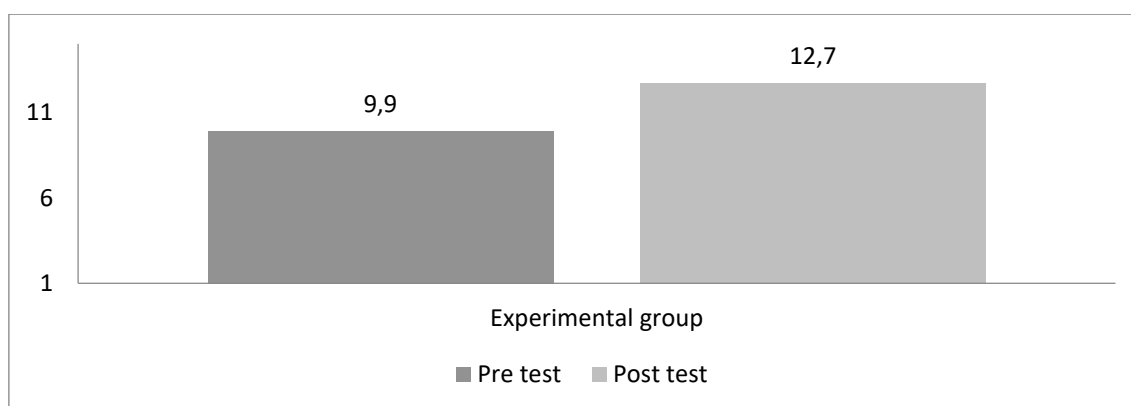
3.1.4 Experimental group results

Table 5

Scoring scale Experimental group

Alternatives	Cambrige	Points over 15
Exellent	5	13-15
Very good	4	10-12
Good	3	7-9
Regular	2	4-6
Bad	**1**	**1-3**

Note: This table was elaborated by M. Galora, 2022. Pre-test and post-test addressed to experimental group from Unidad Educatica Antonio Moscoso

Figure 4

Pre-test and Post-test Experimental group

Note: This figure was elaborated by M. Galora, 2022. Pre-test and post-test addressed to the experimental group from Unidad Educatica Antonio Moscoso

Analysis and Interpretation

The table and figure above show the general results of the pre and post -test applied to the experimental group of 18 eighth grade students. First, the final pre-test score was 9.9 points. In other words, the score according to the Cambridge rubric was good. On the other hand, the post-test score obtained through the 5 interventions was 12.7 points. It means the results were very good. In conclusion, the post test results were better with 2, 8 points. Therefore, the use of the puppets contributed significantly to the speaking skills because the English language was presented in a dynamic and authentic way.
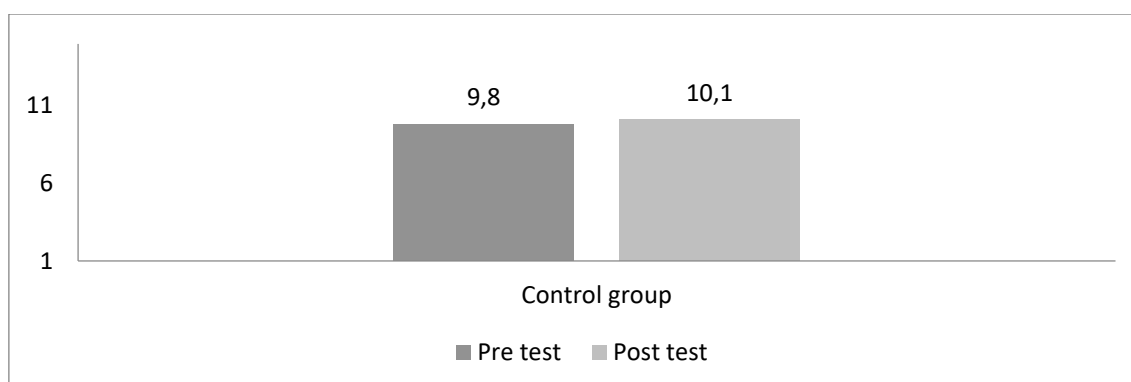
3.1.5 Control group results

Table 6

Scoring scale Experimental group

Alternatives	Cambrige	Points over 15
Exellent	5	13-15
Very good	4	10-12
Good	3	7-9
Regular	2	4-6
Bad	**1**	**1-3**

Note: This table was elaborated by M. Galora, 2022. Pre-test and post-test addressed to the control group from Unidad Educatica Antonio Moscoso

Figure 5

Pre-test and Post-test Experimental group

Note: This figure was elaborated by M. Galora, 2022. Pre-test and post-test addressed to the control group from Unidad Educatica Antonio Moscoso

Analysis and Interpretation

The table and figure above show the general results of the pre and post -test applied to the control group of 18 eighth grade students. First, the final pre-test score was 9.8 points. In other words, the score according to the Cambridge rubric was good. On the other hand, the post-test score was 10, 1 point; it means the results were very good. However, the difference was only 0.3 thousandths because the students continued with the traditional methodology and teaching resources. In conclusion, the participants in the control group did not improve their speaking skills. They present the same issues as in the pre-test.

3.2 Hypotesis verification

3.2.1 Hypotesis statements

Null Hypotesis (H_0)

Puppets do not influence in the speaking skill in the eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso.

Alternative Hypotesis (HI)

Puppets influence in the speaking skill in the eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso.

3.2.2 Test of Normality

Table 7

Test of Normality

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	,228	36	,000	,937	36	,040
POST-TEST	,225	36	,000	,939	36	,046

Note: This table was elaborated by M. Galora, 2022. Test of Normality.

Analysis and interpretation

Table 10 shows the results of the normality test which was performed through the SPSS statistical application. It is important to mention that Shapiro-Wilk data was taken into account because the sample is less than 50. Considering this information, the results obtained show that the p-value of the pre-test was 0.040 and the post-test value was 0.046. Therefore, the null hypothesis is rejected and the alternative is accepted because both values are less than 0.05. Consequently, a non-parametric statistical test must be used to verify the hypothesis of the research project.

3.2.3 Statistical specifications

Table 8

Wilcoxon Signed Ranks test

		N	Mean Rank	Sum of Ranks
Pre_test - Post_test	Negative Ranks	0[a]	0,00	0,00
	Positive Ranks	18[b]	13,50	271,00
	Ties	0[c]		
	Total	18		

Note: This figure was elaborated by M. Galora, 2022. Wilcoxon Signed Ranks test.

Analysis and interpretation

Table 11 shows the results of the Wilcoxon test used to compare the mean rank between the post-test and pre-test. It also helped to verify if there are differences between the ranks. The results indicate that there are 0 negative ranks and 13.50 positive ranks. In addition, the sum of ranks is different between both means due to the pre-test has 0, 00 ranks while the post-test has 271, 00 ranks. In conclusion, the post-test was better than the pre-test because the participants obtained high scores after the interventions.

Table 9

Wilcoxon test statistics

Test statistics[a]

	Pre-test Post test
Z	-3,757[b]
Asymp.Sig.(2-tailed)	*,000*

Note: This figure was elaborated by M. Galora, 2022.
Wilcoxon test statistics.

Analysis and interpretation

According to Table 12 Z has a significance of -3.757b (bilateral) and the signed range (sig) is 0.000. The sig value is less than 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. In summary, puppets influence in the speaking skill in the eighth-grade students at Unidad Educativa Antonio Carrillo.

3.3 Students' survey results

Item 1: Puppets were very easy to use.

Table 10

Puppets were very easy to use

Alternatives	Students	Percentages
Strongly agree	16	89%
Agree	2	11%
Not agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	**18**	**100%**

Note: This table was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Figure 6

Puppets were very easy to use
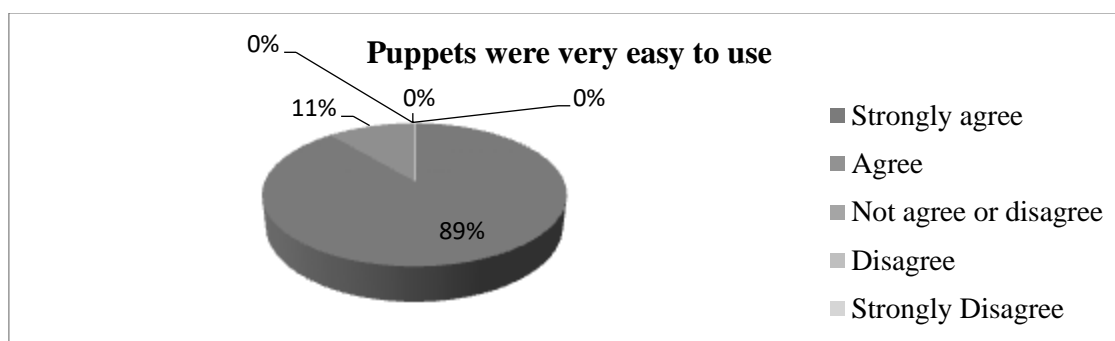
Note: This table was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Analysis and Interpretation

According to the table and graph presented above, 16 students representing 89% of the participants strongly agreed that Puppets were very easy to use. Likewise, 2 students equivalent to 11% of the participants agreed that Puppets were very easy to use. On the other hand, none of the students used the alternatives: not agree or disagree, disagree and strongly disagree. In summary, most of the interviewees felt that Puppets were very easy to use during the English class because students only used their hands and creativity to develop different group and individual activities.

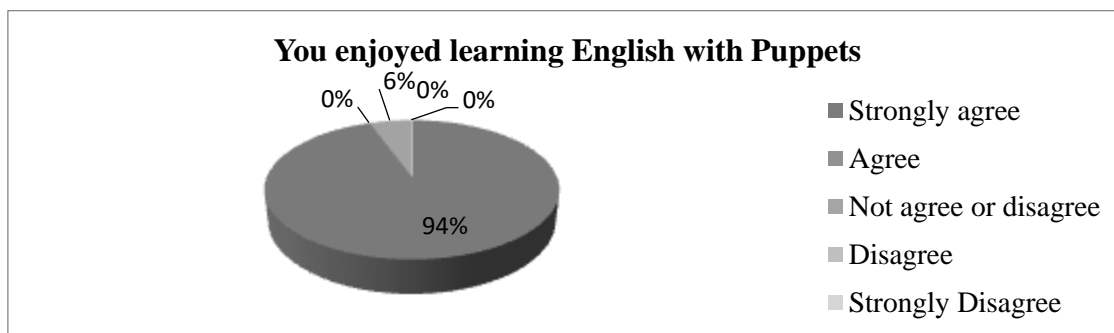**Item 2:** You enjoyed learning English with Puppets

Table 11

You enjoyed learning English with Puppets

Alternatives	Students	Percentages
Strongly agree	17	94%
Agree	0	0%
Not agree nor disagree	1	6%
Disagree	0	0%
Strongly disagree	0	0%
Total	**18**	**100%**

Note: This table was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Figure 7

You enjoyed learning English with Puppets

Note: This figure was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Analysis and Interpretation

According to the table and graph presented above, 17 students representing 94% of the participants mentioned that they enjoyed learning English with puppets. However, 1 student equivalent to 6% of the participants not agreed or disagreed with this alternative. Additionally, none of the students used the alternatives such as agree, disagree and strongly disagree to answer the survey. In summary, most of the interviewees enjoyed learning English with puppets because these didactic resources were dynamic and they allowed the interaction between students- students through the oral activities.

**Item 3:** Puppets helped you learn new English vocabulary

Table 12

Puppets helped you learn new English vocabulary

Alternatives	Students	Percentages
Strongly agree	18	100%
Agree	0	0%
Not agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	**18**	**100%**

Note: This table was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Figure 8

Puppets helped you learn new English vocabulary
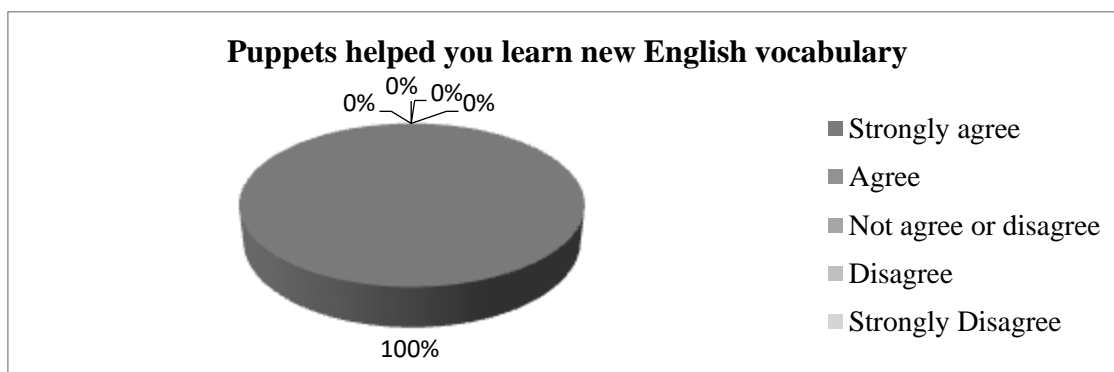
Puppets helped you learn new English vocabulary

0% 0% 0% 0%

100%

■ Strongly agree
■ Agree
■ Not agree or disagree
■ Disagree
■ Strongly Disagree

Note: This figure was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Analysis and Interpretation

According to the table and graph presented above, 18 students representing 100% of the participants strongly agreed that Puppets helped them learn new English vocabulary. On the other hand, none of the students used the alternatives such as agree, disagree or disagree, disagree, and strongly disagree to answer the survey. As a result, all the respondents strongly agreed that the puppets were useful teaching resources for learning new English vocabulary.

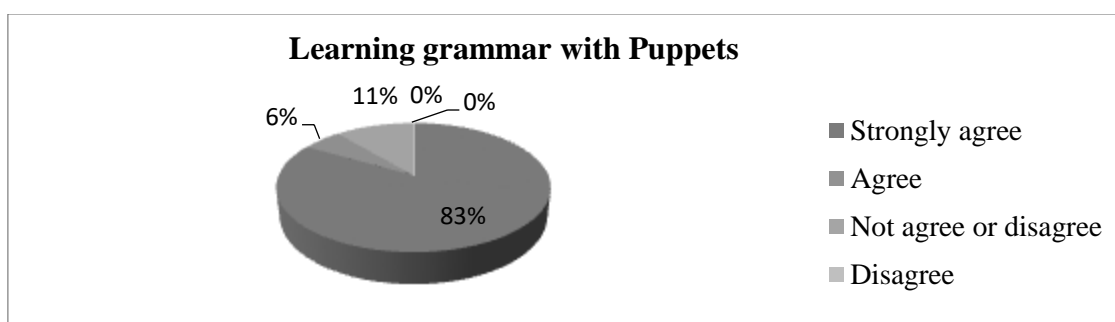**Item 4:** You were motivated learning grammar with Puppets

Table 13

Learning grammar with Puppets

Alternatives	Students	Percentages
Strongly agree	15	83%
Agree	1	6%
Not agree nor disagree	2	11%
Disagree	0	0%
Strongly disagree	0	0%
Total	**18**	**100%**

Note: This table was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Figure 9 *Learning grammar with Puppets*

Note: This figure was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Analysis and Interpretation

According to the table and graph presented above, 17 students representing 94% of the participants mentioned that they enjoyed learning English with puppets. However, 1 student equivalent to 6% of the participants not agreed or disagreed with this alternative. Additionally, none of the students used the alternatives such as agree, disagree and strongly disagree to answer the survey. In summary, most of the interviewees enjoyed learning English with puppets because these didactic resources were dynamic and they allowed the interaction between students- students through the oral activities.

**Item 5:** You liked Puppets better than regular didactic materials

Table 14

Puppets better than regular didactic materials

Alternatives	Students	Percentages
Strongly agree	18	100%
Agree	0	0%
Not agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	**18**	**100%**

Note: This table was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Figure 10 *Puppets better than regular didactic materials*
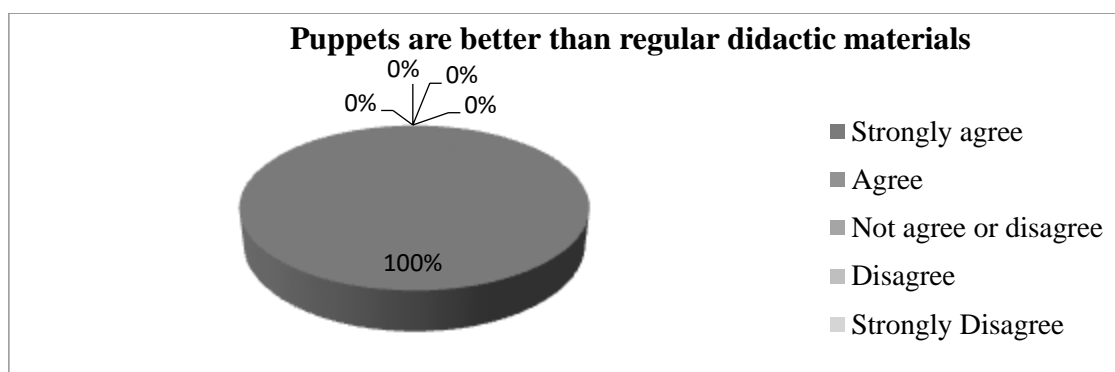
Note: This figure was elaborated by M. Galora, 2022. Survey addressed to the experimental group from Unidad Educatica Antonio Moscoso.

Analysis and Interpretation

According to the table and graph presented above, 18 students, representing 100% of the participants, strongly agreed that puppets were better than regular teaching materials. On the other hand, none of the students used the alternatives such as agree, disagree or disagree, disagree and strongly disagree to respond to the survey. As a result, all the respondents strongly agreed that the puppets were better than regular didactic materials as they were presented in an authentic and fun way. In other words, the application of the puppets during the 5 interventions was liked by the whole experimental group.

3.4 Discussion

This research focused on describing the cause and effect of the low level of speaking skill in eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso and the use of puppets as didactic resources to improve this skill. Therefore, the main findings of this study are presented in this part.

 According to Rao (2019), the principal cause of a low level of speaking skills in foreign language learners is the fear of making mistakes and the anxiety of speaking in front of an audience. This could be identified with the results of the pre-test as all students obtained low scores because they got nervous to answer the questions. In this sense, Krashen (1982) found different aspects that can help learners eliminate anxiety and build self-confidence. For example, providing an appropriate language for EFL learners, providing opportunities for the learner to practice L2 and creating an engaging and dynamic classroom environment. Taking this information into account, Prabhakaran and Yamat (2017) established that in the education area, puppets are useful teaching resources for the development of speaking skills in the English language because they create an enjoyable classroom environment. The Wilcoxon statistical test table 12 found that puppets positively influenced the oral proficiency of eighth-grade students. After several interventions which different puppet-based learning strategies such as oral presentations and theater play, the students in the experimental group obtained better scores than the control group.

Furthermore, Table 5 showed that the students improved their grammatical knowledge and expanded their vocabulary. It was possible through scripts that pupils created to present the oral activities. Moreover, Yolanda and Sofian (2018) established that puppets fostered students' creativity and imagination by analyzing and processing a topic to perform a play.

In addition, it was evidenced that students improved their ability to express their ideas, emotions, and thoughts because puppets created a pleasant environment free of pressure. In other words, this didactic resource reduced the level of anxiety and increased the motivation to participate without feeling obligated. For this reason, this medium is effective for working with shy students. As Maharani (2016) mentioned the use of puppets increases self-confidence. This helped students to acquire the necessary strength to achieve their academic goals.

Finally, Vygotsky (1962) mentioned that language acquisition can take place through social interaction. Figure 3 proved these words because the students scored high in the interactive communication part. This occurred because they improved the student-student interaction and teacher- student interaction. As a result, learners of the experimental group acquired and improved their English language skills through cooperative activities such plays and oral presentations.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Through scientific articles, thesis, and books, it was possible to investigate the conceptual underpinning of puppets in speaking skills. Different authors state that puppets are didactic resources that assist students in acquiring and improving English language skills in a fun and authentic way. Puppets eliminate the anxiety created by the fear of speaking in public. For this reason, the implementation of puppets is ideal for shy students. Moreover, these didactic resources create a pleasant environment where learners can express their ideas or opinions freely.

- Different strategies based on the puppets were applied in the experimental group of 18 students. For example, the students had to create scripts, correctly using previously learned grammar and vocabulary. In addition, the participants presented different conversations in front of the class where they were able to practice the English language in an authentic, fun, and stress-free way. This helped learners to improve student-student interaction and teacher- students' interactions. As a result, students were not afraid to participate in a class or ask questions.

- The effectiveness of the Puppets on speaking skills was analyzed using the results of the pre-test and post-test. The experimental group showed an increase of 2.8 points on the post-test, while the control group only gained 0.3 thousandths. This was possible through 5 interventions using the presentation, practice and production methodology in which the researcher presented different English topics. Then, students practiced the grammar structure and the correct pronunciation of different words. Finally, they produced the language through plays and oral presentations using puppets. This process helped the students in the experimental group to improve their speaking skills because the language was presented and practiced in an authentic and fun way.

4.2 Recommendations

- Teachers should include methodological strategies based on puppets as they have several benefits for the development of English speaking skills. Especially, Puppets can be applied when students are afraid to speak or participate during English lessons. Moreover, this didactic resource creates a pleasant and anxiety-free environment. Therefore, puppets can help to reduce the stress that many students feel when learning a foreign language. In this way, the teaching and learning process will improve as learners will be able to express their ideas or thoughts without fear.

- Teachers should use the Present, Practice, and Production (PPP) methodology for this type of research. This methodology allows developing a lesson plan based on puppet strategies in an orderly manner. For example, teachers present a grammar or vocabulary topic to the students. Then, they create opportunities for students to practice pronunciation and clarify doubts about a given topic. Finally, students produce the language orally with the help of Puppets. It is important to note that these didactic resources can be used in all three stages of the PPP methodology.

- Future researchers should conduct five or more interventions based on Puppets to obtain better results. In addition, it is recommended to use a quasi-experimental investigation with a control group and an experimental group. Thus, the natural evolution of the students can be monitored, and the effectiveness of the independent variable on the dependent variable can be tested.

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ANNEXES

Annex 1. Letter of commitment

CARTA DE COMPROMISO

Pillaro, 21 de Octubre del 2021

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

Dr. **Carlos Caiza** en mi calidad de rector de la Unidad Educativa "**Antonio Carrillo Moscoso**", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: " **Puppets and the Speaking skill** propuesto por la estudiante **Galora Toapanta Mishel Estefania**, portadora de la Cédula de Ciudadanía **1850303429**, 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.

Dr. Carlos Caiza
C.I. 0501569958

Annex 2. Speaking test pre-post test

Test 1

Part 1 (2-3 minutes)

Phase 1
Interlocutor

Good morning / afternoon / evening.
Can I have your mark sheet, please?

Hand over the mark sheet to the Assessor.

I'm ...., and this is ....
He / She will just listen to us.

What's your name?

		Back-up prompts
	How old are you?	
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town etc.)?
	Thank you.	

Phase 2

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

	Back-up prompts
What time do you finish school?	Do you finish school at 4 o'clock?
What do you eat after school?	Do you eat snacks after school?

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

	Back-up prompts
Who do you live with?	Do you live with your family?
How many bedrooms are there in your house?	Are there three bedrooms in your house?

Extended Response	**Back-up questions**
Now, please tell me what you like doing at home.	Do you like cooking? Do you play computer games? Did you stay at home last weekend?

Part 2 (3-4 minutes)

Phase 1
Interlocutor
🕐 *2-3 minutes*

Now, in this part of the test we're going to talk together.

*Place **Candidate** booklet, open at **Task 1**, in front of candidate. Allow candidate adequate time to read the task.*

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

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

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

All right? Now, we will talk together. Can you start?

Candidate

....
🕐 *Allow a minimum of 1 minute before moving on to the following questions.*

Interlocutor
Use as appropriate.
Ask the candidate at least one question.

Do you think ...
... playing computer games is boring?
... playing an instrument is difficult?
... playing football is fun?
... reading is interesting?
... painting/drawing is easy?

Optional prompts
Why?/Why not?

What do **you** think?

Which of these hobbies do you like best?

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

Phase 2
Interlocutor
🕐 *Allow up to a minute.*

Now, do you prefer to spend your free time alone or with other people? (Why?)

Which is more fun, playing sports or watching sports? (Why?)

Thank you. That is the end of the test.

Link of access: https://www.cambridgeenglish.org/Images/561990-key-for-schools-speaking-sa-sample-test-2020-.pdf

Annex 3. Speaking Rubric pre and post test

Name:………………………………………………

Date:………………………………………………..

Course: …………………………………………

A2	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	Performance shares features of Bands 3 and 5.		
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	Performance shares features of Bands 1 and 3.		
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	Performance below Band 1.		

Score: …………..

Link of Access: https://www.cambridgeenglish.org/images/168619-assessing-speaking-performance-at-level-b2.pdf

Annex 4. Survey validation

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Survey

Objective: To determine the influence of puppets in the speaking skill in the eighth-grade students at Unidad Educativa Antonio Carrillo Moscoso.

Instruction: Read the following questions and put a cross (x) in one of the alternatives according to what is true for you.

1: Strongly disagree   **2**. Disagree   **3.** Not agree nor disagree   **4.** Agree   **5.** Strongly agree

Number of items	Questions	Alternatives				
		1	2	3	4	5
1	Puppets were very easy to use.					
2	You enjoyed learning English with Puppets					
3	Puppets helped you learn new English vocabulary					
4	You were motivated learning grammar with Puppets					
5	You liked Puppets better that regular didactic materials					

Validator's Information	Patricia Viteri	1803965324	
	First and last Names	ID Number	
	English Teacher	January, 3rd 2022	
	Profession	Date	Signature

EXPERT'S GENERAL INFORMATION:

Full Name: Patricia Viteri
Profession: English Professor
Workplace: Unidad Educativa Antonio Carrillo Moscoso
Degrees Undergraduate: English teacher Institution: Universidad Técnica de Ambato Year: 2007 Postgraduate: Institution: Year:

EXPERT JUDGMENT EVIDENCE

I, Patricia Viteri with, I.D. No 1803965324, certify that I conducted the expert judgment on this instrument designed by Mishel Galora, with I.D. No. 1850303429 for the Final Degree Project entitled "Puppets and the Speaking skill" since it is a fundamental requirement to qualify for the Bachelor's Degree in Pedagogia de los idiomas nacionales y extranjeros; Mention: English, at Universidad Técnica de Ambato.

Ecuador, January 3rd, 2022.

Sincerely,

Patricia Viteri
I.D 1803965324

Annex 5. Urkund Report

Curiginal

Document Information

Analyzed document	FINAL TESIS MISHEL GALORA.pdf (D125547814)
Submitted	2022-01-19T23:31:00.0000000
Submitted by	
Submitter email	mgalora3429@uta.edu.ec
Similarity	2%
Analysis address	cristinadjordanb.uta@analysis.urkund.com

Sources included in the report

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W	URL: https://doi.org/10.23887/jet.v4i4.27108 Fetched: 2022-01-19T23:32:00.0000000	🔳	1
W	URL: https://www.acielj.com/Papers/vol2issue2/1.ACIELJ%20-Srinu%20sir%20(1-12)%20OK.pdf Fetched: 2022-01-19T23:32:00.0000000	🔳	1
W	URL: https://doi.org/10.46328/ijonses.70 Fetched: 2022-01-19T23:32:00.0000000	🔳	1