



**UNIVERSIDAD TÉCNICA DE AMBATO**

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

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

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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Theme:

MINGLE ACTIVITIES AND ORAL INTERACTION

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Ambato – Ecuador

2022

## **TUTOR APPROVAL**

Lcda. Mg. Lorena Fernanda Parra Gavilánez, holder of the I.D No 1803103520, in my capacity as supervisor of the Research dissertation on the topic: “**MINGLE ACTIVITIES AND ORAL INTERACTION**” investigated by Miss Paulina Maribel Chicaiza Chuncha, with I.D No. 1805450614, 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 Directors Board.

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## DECLARATION PAGE

I declare this undergraduate dissertation entitled “**MINGLE ACTIVITIES AND ORAL INTERACTION**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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



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## **DEDICATION**

*To my family, especially to my grandparents who have been a fundamental part of my live. To my parents, for believing in me and helping me when needed. To myself, to remember that every effort has its reward and that despite the bad times, everything can be achieved.*

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*To my parents who helped me at every stage of my life and for motivating me with their advice.*

*To my friends Gabriel, Jhon and Alison, for giving me the best memories of my life, for supporting me when I felt blue and for always knowing how to improve my mood. I will never forget all the wonderful moments.*

*To my teachers for sharing their knowledge and for being the path to follow as a future professional.*

Paulina

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**AUTHOR:** Paulina Maribel Chicaiza Chuncha

**TUTOR:** Lcda. Mg. Lorena Fernanda Parra Gavilánez

**ABSTRACT**

Learning a new language is the main focus of education but there is a huge barrier in the development of spoken language and this limits interaction within the classroom. Excessive teaching of grammatical structures generates only knowledge memorization but not language production. This research aims to identify the influence of mingle activities in oral interaction development. For this purpose, 30 tenth-year students of upper basic level and four teachers were taken into consideration. A pre- and post-test were applied to measure students' interactive communication before and after the treatment. Quantitative methods were used to analyze the results: applying a t-test between the results of each test and presenting statistical data of the survey. According to the results of the survey, it showed that teachers emphasize the use of the English language orally and they try to promote it during their classes. Regarding the results of the tests, an improvement in the students' speaking skill was shown because when using the mingle activities, students felt more confident and motivated to participate in classes. In conclusion, it is demonstrated that mingle activities provide students opportunities to use the English language orally and it helps them improve the communicative aspect, this being the main focus when learning a language.

Keywords: mingle activities, oral interaction, use of English language orally, learner's confidence and motivation

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#### **RESUMEN**

El aprendizaje de un nuevo idioma es el enfoque principal de la educación, pero existe una gran barrera en el desarrollo del lenguaje hablado y esto limita la interacción dentro del aula. La enseñanza excesiva de estructuras gramaticales genera solo memorización de conocimientos, pero no producción del idioma. Esta investigación tiene como objetivo identificar la influencia de las actividades de mezcla en el desarrollo de la interacción oral. Para ello se tomaron en consideración 30 estudiantes de décimo año del nivel básico superior y cuatro docentes. Se aplicó una prueba previa y posterior para medir la comunicación interactiva de los estudiantes antes y después del tratamiento. Se utilizaron métodos cuantitativos para analizar los resultados: aplicando una prueba t entre los resultados de cada prueba y presentando los datos estadísticos de la encuesta. De acuerdo con los resultados de la encuesta, se evidenció que los docentes enfatizan el uso del idioma inglés de manera oral y tratan de promoverlo durante sus clases. En cuanto a los resultados de las pruebas, se mostró una mejora en la habilidad de habla de los estudiantes, ya que, al utilizar las actividades de mezcla, ellos se sintieron más seguros y motivados para participar en las clases. En conclusión, se demuestra que las actividades de mezcla brindan a los estudiantes oportunidades para usar el idioma inglés de forma oral y les ayuda a mejorar el aspecto comunicativo, siendo este el enfoque principal al momento de aprender un idioma.

**Keywords:** actividades de mezcla, interacción oral, idioma inglés, confianza y motivación de los estudiantes.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative background

##### 1.1.1 Problem

Nowadays, learning a new language is becoming more important in people's lives, especially learning English because it is one of the most important languages around the world. Language learning is not only focused on memorizing grammatical structures or vocabulary words, but also it is focused on interaction (Ministerio de Educación, 2016). Taking this concept into account, Ecuador is a country that is trying to improve this aspect of the English language learning and it is important to mention the problems that it is facing, the same ones that were identified after a critical analysis of the current learning situation. This graph can be found as annex number 1.

High school students used to have few speaking opportunities and that generated lack of confidence when speaking English, so it is evident that there is a correlation between self-confidence and speaking skill. The author Gurler (2015) confirms this correlation and he argues that speaking skill involves many factors being the psychological factor the most important and relevant one. Sometimes students are embarrassed or even afraid to speak in front of the class because they do not want to make mistakes in public and that limits their participation (Buitrago & Ayala, 2008). For some authors, this problem is also related to the excessive use of grammar activities. For instance, Krashen (1993) mentions that the use of grammar instructions is unnecessary because people are not learning real language and their knowledge is fragile. Similarly, Truscott (1996) argues that knowledge of grammar is superficial. It means that even if students get good grades in their tests they do not get good grades in communicative activities because they do not know how to construct ideas and share them in oral activities.

According to the Thaine (2021) , oral activities or speaking activities give students practice of the target language and it also develops their ability to speak fluently because their talking time is increased. Hence, it gives them more control over their learning process and it motivates them to talk even if they make mistakes. These activities are part of the new approaches that are intended to be used for learning the English language because it is evident that the traditional method, where the teacher talks and talks, is still in use and it generates low English levels. El Universo (2020), a local newspaper, evidenced that Ecuador has the worst English level in the region and it is clear that the current methods are not the correct ones. For that reason, teachers are looking for new activities to help their students. The main proposal is the use of mingle activities which are a kind of interactive activities where a student talks to his classmates individually and asks them questions (Borzova, 2014). They are activities used by teachers whose focus is to promote oral interaction in their classes. This is an aspect that some professionals have forgotten and that creates problems for students because they cannot express themselves orally. Thus, the purpose of this study was to identify the influence of Mingle activities in the improvement of oral interaction in English as a Foreign Language context. Therefore, to identify students' progress in their academic development.

### **1.1.2 Previous studies**

For this research work, some articles, books and papers were used to get a clear idea about how teachers are managing their classes and which strategies they are using.

The research carried out by Fajrin (2018) with the topic “ The use of mingle technique to develop students’ speaking skill at the seventh grade of SMP Negeri 12 Palu” pointed out that Mingle technique is one of the most important techniques that can be used in class because it helps students to develop their speaking skill. The problem to be addressed in this research was the lack of confidence that students had when speaking in front of their classmates. For this research, 44 students were selected as the population and they were divided into two groups. The control group with 23 students and the experimental with 21 students. The research had a quasi-experimental approach and the results were clear, the experimental group had an improvement in their ability to communicate and express themselves orally. Their pre-test grade was

53.17 and their post-test was 72.52. As it can be observed, the use of Mingle technique generated better academic results and it also motivated students to participate during class activities because they felt more confident.

Similarly, Rizki and Sutarsyanh (2017) developed a research work with the name “The use of mingle games to improve second grade students’ speaking achievement at Sman 1 Bandar Lampung”. The main aim of this research was to explore and analyze the impact of using a mingle game in students of second grade because it was found that it is a big challenge for students to develop their speaking skills as it is considered the most difficult skill to learn. This research work was applied to 36 students at SMAN 1 Bandar Lampung (Indonesia) and it has a quantitative approach because speaking tests were applied to collect data. To achieve the aim of this research three treatments were applied and after that, students took a post-test. The use of Mingle games created a comfortable environment because all students could participate and they could interact with their classmates. At the end, it was demonstrated the effectiveness of the use of Mingle game strategy during the class because it improves all aspects of speaking skill, especially oral interaction.

Finally, in the study called “Mingle model for teaching English speaking skill for college students” carried out by Darmayenti and Nofiadri (2015), it was demonstrated that there was a significant difference between students who were taught with the traditional model and students who were taught with Mingle model. The problem established in this research was the challenge that students have to develop their speaking skills (produce and share ideas) and for that reason the main aim of this study was to use the mingle as a new model for the first-year students of State Institute for Islamic Studies Imam Bonjol Padang and teach them give them speaking opportunities. To develop the Mingle model, five steps were considered: Analysis, Design, Development, Implementation and Evaluation (ADDIE model). The data was collected through observation, tests and questionnaires with a population of 68 students. 34 students were taught by using the Mingle model and the other 34 students were taught by the traditional/conventional model. As a result, the difference between each group was evident. Students who used the Mingle model were able to speak more fluently.

#### **1.1.4 Problem formulation**

How do Mingle Activities help to develop oral interaction?

#### **1.1.5 Research questions**

- How often are mingle activities used to promote oral interaction during class.
- What is the effect of using mingling activities during class?
- What are the speaking subskills that can be improved with mingle activities?

#### **1.1.7 Literature review**

After a deep analysis, some key concepts emerged for a better understanding of this research. The concepts were taken into account based on a macro analysis from which the topics that encompassed the main variables of the research were identified. They were selected after investigating the topics that each one explained within their concepts and based on the relationship between them. They are located in the graphic of key categories that is annex number 2.

##### **1.1.7.1 Independent variable - Collaborative learning**

Studies on collaborative learning started several years ago; to be specific they began in 1970. They were focused on analyzing some advantages of collaborative work versus individual work and the results were positive in the collaborative part (Baker, 2015). Drawing on Laal and Laal (2012) work, Collaborative Learning (CL) involves students working together in small or big groups to achieve a goal, it can be completing a task, solving a problem or creating a product. In addition, the most relevant aim of collaborative learning is to create personalized knowledge by sharing it with others to achieve a common goal.

It is important to mention that in order to have a successful collaborative learning it is necessary to meet some requirements. For instance, Ghavifekr (2020) mentions as main aspects the type of tasks developed, learners' age, number of members in the group, the differences in previous knowledge and gender. The author argues that one of the elements of CL is face-to-face promoter interaction. This last word is key to understanding the concept of collaborative learning because this is a fundamental



aspect in learning the English language. Undoubtedly, learners can develop a higher-level thinking as well as their interpersonal relationships. However, it does not mean that CL is the best teaching strategy for all students because some of them may feel nervous when talking to others, but it is an original and dynamic way of managing a class and it is the most recommended because it can generate confidence in students to participate and use the target language (Bruffe, 2015).

#### **1.1.7.2 Collaborative learning strategies**

Strategies are considered as a plan that help people to achieve different goals and to be successful in any field of their lives. For that reason, collaborative learning strategies are defined as procedures that help students to have an active participation by sharing responsibilities and it creates interdependence between group members to construct a complete knowledge (Udvari, 2012). In addition to this concept, Loughheed, Kirkland, and Newton (2012) remark that collaborative strategies allow students to share ideas in small groups with the purpose of answering some problems. Based on these concepts, collaborative learning strategies promote an active participation of all members of the group and it helps them to use the target language in context with the purpose of improving it.

Within these strategies there are objectives to be met. For Bustamante (2019) some of them are allowing students to share responsibilities and improving the community atmosphere. This last term, community atmosphere, refers to the relationship between the members of the learning process. Not only between students-students, but also between teacher-students. Some collaborative learning strategies that allow these types of interactions are Think-Pair-Share (TPS) strategy where students receive a question about a specific reading, they must think individually and later they can share the answers with their partner (Usman, 2015); Brainwriting which is a strategy that allows students to create whole knowledge about an specific topic by writing ideas on a paper and giving feedback ; and the last strategy is Three-step interview that is focused on getting basic information with the classmates (Richarson, Fleener, & Morgan, 2018). As it was mentioned, with these collaborative learning strategies students can improve students' speaking skills by taking into account that speaking is a very important part when learning a language because it helps to communicate ideas.

### **1.1.7.3 Mingle activities**

Mingle activities were firstly proposed by Pollard and Hess (1997) as activities that allow students to stand up and circulate into the classroom. Similarly, Puverness, Spratt, and William (2011) defined a mingle as an activity where a student walks around the classroom and talks to their classmates to complete a task. The main aspect of this kind of activity is that all students work simultaneously while listening, talking and taking notes. According to the British Council (n.d.), some mingle activities can be questionnaires and matching activities (finding a partner). Even an ice breaker can be considered a mingle activity because many of them allow students to talk to their classmates and complete a task. For the activity to be successful, it can be done with all the participants walking at the same time or rotating pairs but the development of the activities depends on the focus of each one. For Borzova (2014), these activities can be focused on three different things. First, *form-focused mingles* whose purpose is to reinforce the recycling vocabulary and grammar. Michael Long (1998) established that focus on form refers to paying attention to each aspect of spelling, word order, affixes and to recognize how grammar and vocabulary are used to create meaning. For example, reorder a story or unscramble words. Second, *form-focused mingles in communicative functions* are tasks that help students to put into practice different grammar and vocabulary points by using real situations such as asking for advice, greeting, making appointments and expressing regret. The most popular activities are “Find Someone Who” and “Poll Your Classmates”. Third, *Meaning-focused mingles* which are activities that allow students to collect and provide information to present it later. Information shared can come from texts provided by the teacher or it can be based on the students’ experiences. The most suitable activities are puzzles (Thomas & Zou, 2018).

#### **Most common mingle activities**

According to Skyteach (2019) the most used activities in English classes are the following. First, “Find someone who” involves students talking to find someone who matches with the description given, it gives students oral practice on specific structures and the ability to transform a sentence into a question (Randall, 2017). Second, “Poll your classmates” is generally understood as a survey used to collect people’s opinions about something. This activity allows students to identify who has similar interests or

likes to them (Collins Dictionary, n.d.). Last but not least, “Puzzles” are not just used to complete an image but they are used to exchange information. Before showing their half of the picture they should give information about themselves.

### **Mingle Procedures**

Some teachers avoid the use of mingle activities because they consider that a lot of time is spent in them but this is not entirely true because the success of these activities depends on the procedure that is carried out. But what is a procedure? According to Cambridge University Press (n.d.), a procedure is a set of actions and correct ways of doing something. It is for that reason that each mingle activity needs to follow a process for its purpose to be fulfilled in an effective way. American English (2016) details as first step that the teacher must choose the correct activity to reinforce the previous topics or to explain the next topics by taking into account the size of his class, the age and level of his students. The next step is to choose the appropriate materials for the class that include texts, images or objects. The last step is to monitor and support students while they are performing the task to give them feedback at the end of the activity. In contrast, Darmayenti and Nofiadri (2015) just point out two steps that encompass the development of mingle activities. The first one is *On the activity of Mingle*, in this step students develop the different actions that the activity requires such as obtaining and sharing ideas, and giving and receiving feedback from their classmates. *On the presentation*, students share the results of the previous activity, which means that they share the information collected with all their classmates. Following each step correctly gives a correct development to the activities carried out in class. Not only referring to mingle activities, but also to activities in general.

#### **1.1.8 Dependent variable - English language learning**

English is one of the most spoken languages around the world and it is one of the languages that offers the best jobs. For that reason, many educational institutions include this language into their classes. Some authors have defined English as a Foreign Language (EFL) in different ways. For instance, Beltrán (2017) considers that English can be considered a foreign language when it is a different language than the one used by the students in their daily life. Identically, Studio Language Courses (2019) considers that English is a global language because it is the language of all

fields, whether in education, medicine, engineering, tourism and in all other fields there is the presence of the English language. According to Educational Testing Service (2020) there are three important reasons to learn English which are having more entertainment options, opportunities to travel and the most interesting is that English makes people “smarter”. The last advantage means that when someone learns a new language, brain structures change and memory improves.

#### **1.1.8.2 Productive skills**

According to Golkova and Hubackova (2014), productive skills can be called active skills and they involve producing original language in a written or spoken way rather than receiving it, but it is necessary to take into consideration that they would not exist without the support of receptive ones. In addition, productive skills are considered the transmitters of information and as forms of expressions that people use to persuade or convince others about something (Jaramillo & Medina, 2011). Productive skills are basically the highest echelon of learning because students are able to produce real language, so they are able to act in real situations (Sreena & Ilankumaran, 2018).

#### **Speaking skill**

There are 4 language skills which are listening, speaking, reading and writing. Speaking skill involves making use of spoken language to convey thoughts and feelings. Real-time production is the main aspect of speaking skill because it allows real and spontaneous interaction (Lesáková, 2018). According to Richards (1992), speaking is also defined as a process; the process of building meaning and knowledge to transmit them with verbal and non-verbal symbols. For Torkey (2006), these symbols involve gestures, eye contact, facial expressions and body movements. In addition, he establishes some factors that influence speaking skill such as the pronunciation of words with a correct intonation, use of language accurately, taking part in the conversation and even asking for clarification and explanation that is something common in real situations. It is necessary to consider that speaking depends on the context, purpose, age and even participants' experiences. Then it can be concluded that each person will speak in a different way and this is also part of the development of speaking skill.

### **1.1.8.3 Oral interaction**

Oral interaction refers to the ability to use the target language in a correct way by creating conversations as in real-life situations and it is also linked to listening skill because people need to listen to the others to be able to give an answer. It is also called Oral communication and it is a very important feature of second language learning because it is necessary to create an active learning environment for students to feel comfortable to use the English language interactively. Oral interaction is an aspect of language use that can be understood as an integral aspect that allows human communication. This interaction can be done face-to-face, by phone (calls) and even with video conferences (Oliver & Phil, 2014). In education, there are two forms of oral interaction: teacher-learner or learner-learner (Tuan & Nhu, 2010).

Van Batenburg, Oostdam, and Van Gerderen (2019) establish two approaches to teach oral interaction: those that are focused on instruction and those that are focused on interaction. During the instructional approach, students have pre-established ideas of what to talk about but during the interaction approach, students talk about what is being asked at the time. The most common exercise with these approaches is a pre-scripted role play because students already know how interaction is going to be developed and unconsciously they understand the language instructions. But there are also some factors that affect the successful development of oral interaction and Lafont (2007) considers that among them are anxiety, shyness, lack of confidence and motivation. Anxiety is considered one of the most dangerous factors during interaction because it is related to negative feelings of frustration and fear, which impede learning. When a student is anxious, he cannot do things in a correct way and that generates more anxiety.

Literature review shows that interaction is evident when the classroom is managed with collaborative activities (pair or group activities). In this way, oral interaction supports the English Language Learning and it can be used to recycle language and recognize what students already learned (Neiva, 2019). Oral interaction brings with it some advantages for example, it is less complex than written production, it is more flexible because people can discuss about any topic and give quick (spontaneous) answers to support their comments, it is easier to avoid misunderstandings and finally, it is easier to make decisions (Chapel, 2021).

### **Strategies to improve oral interaction**

Pair work helps students to feel comfortable to participate and they make the decision to participate voluntarily (Arnold, 2011). It is advisable to make use of analogies because they not only give students the possibility to speak and discover answers, but they also motivate them to have a critical development and play with the language to discover words. Another recommended strategy is to perform activities where students take notes while speaking. This helps them to materialize ideas and it also gives students a clear image of what they want to express (Lafont, 2007). Finally, Awad (2017) points out that the best way to improve oral interaction is by applying Think-Pair-Share (TPS) because as it was mentioned before students feel better when talking to their classmates. It is even possible to promote peer correction (correction between classmates). In that way, all students learn something.

### **Factors that affect oral interaction**

Drawing on Alrowayeh (2016) ideas, some external factors that affect oral interaction are the teachers' attitudes about errors because they are very strict and it makes students feel nervous, lack of English language use in communicative activities, and students' fear of making mistakes. In the same way, Barrios and Linas (2018) establish other main factors that are motivation, exposure, authentic and funny materials and classroom atmosphere. Motivation and authentic and funny materials go hand in hand because if students do not have something attractive to do, they feel bored and they do not participate in class. On the other hand, Téllez, Doña and Henríquez (2017) mention that oral interaction can be also affected by problems with language use instead of external problems. Problems with the use of the language can be expressing incomplete sentences, problems organizing ideas, lack of vocabulary and mispronunciation of words.

### **Oral production**

Regarding oral production, Pakkala (2017) mentions that it is a language activity which implies communicating with others in an effective way. It can be considered a competence that allows learner to create and join sentences in any situation. In this way, oral production involves linguistic and extra-linguistics elements. The first element refers to the knowledge and correct use of vocabulary, grammar structures,

pronunciation and fluency. The second element includes all the sociocultural norms that must be respected when using a language. In other words, oral production not only depends on grammatical points but also, it depends on the appropriate use of the language in different contexts.

According to Rishi (2014), accuracy is one of the most important aspects of oral production. It is the ability to do something without mistakes, in the case of learning a new language, it is the ability of using the correct grammar forms and vocabulary words. Littlewood (1992) established that grammar is the study of sentence structure of a language and it includes a wide variety of rules to control the language, so it is necessary to help students identify the position of each unit of word. In addition, Sheppard (2015) mentioned that accuracy makes learners to focus on using and producing language in a clear and understandable way without error in grammatical forms. On the other hand, Richards (1992) pointed out that not only grammar and vocabulary forms are involved in accuracy but also, pronunciation is involved in this aspect. Pronunciation refers to the production of different sounds, in this case, English sounds. It is necessary to pronounce words correctly, in order to convey a correct message with others.

Furthermore, a fundamental idea about pronunciation is the confidence and skill with which people can carry it out (Backley, 2015). This helps to transmit a message in a correct way and the person can be easily understood. Mispronunciation can interfere with the communication process, especially since the sounds in English tend to be similar but not the same.

Equally important to mention, Puverness et al. (2011) considered that fluency is the ability of speaking without stopping or repeating with it is not necessary. This aspect is important in oral production because by speaking fluently, clear ideas can be conveyed without generating problems of understanding. It is important to take into account that fluency depends on the learners' efforts because they have to read real texts, practice with the teacher or a native speaker or even watch videos. For the improvement of this aspect, not only the teacher has the responsibility but also, the learners.

## **1.2 Objectives**

### **1.2.1 General objective**

To determine how mingle activities help the oral interaction development of students of tenth-year at “Sagrada Familia” High School.

### **1.2.2 Specific objectives**

- To identify how mingle activities are used to promote oral interaction during class.
- To analyze the effect of using mingling activities in class.
- To describe the speaking subskills that can be improved with mingle activities.



## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Materials**

##### **2.1.1 Population**

The current research was developed with 30 tenth-year students. The total population consisted of 16 men and 14 women between 13 and 14 years old. In order to identify their English level, a placement test was applied. The test was developed by the educational channel English club TV with the name “placement test for teens 11-16 years old” and its results showed that students have a B1 level according to the Common European Framework of Reference. The access link to the placement test can be found as annex number 3.

##### **2.1.2 Instruments**

###### **A survey**

In order to answer the first research question which refers to the way in which mingle activities are used to promote oral interaction; it was necessary to apply a survey of 7 questions that is located as annex number 4. All the questions in the survey resulted from the operationalization of the 2 variables of the research: Mingle activities (independent variable) and oral interaction (dependent variable). The evidence is presented as annex number 6. Furthermore, the survey was based on the Likert scale (always, frequently, sometimes, rarely and never) and Bertram (2018) defines it as a rating system used to measure people’s perceptions, attitudes or opinions. They are mainly used to measure frequencies and degrees of agreement or disagreement which is made with a one-dimensional scale.

###### **Pre-test and post-test**

In order to answer the second and third research questions that deal with the influence of mingle activities in speaking skill, it was necessary to apply a pre-test and post-test. They were taken from Cambridge formats for B1 level students and both had the same assessment model that consisted of an image description question.

Meanwhile, in the pre-test the images were about learning a new skill and free time activities. In the post-test the images were about learning a language and people at a party. To evaluate students' performance, it was necessary to use a standardized Cambridge rubric for B1 level. These tests and the rubric can be found as annex number 7 and 8 respectively.

### 2.1.3 Validation of data collection instruments

#### Survey

The validation of the survey for this research was quantitative because it was validated with the Cronbach Alpha that is a measure of the relationship between items as a group. Its coefficient goes from 0 to 1 being zero the unacceptable consistency and one the maximum consistency. In this survey, the Alpha value was 0,81 and it means that the consistency value is acceptable because it is close to 1.

**Table 1:** Reliability statistics

Reliability statistics	
<b>Cronbach Alpha</b>	Nº of elements
<b>0,815</b>	7

**Source:** Direct research

**Elaborated by:** Chicaiza, P. (2022)

#### Pre-test, post-test and rubric

These three instruments were taken from Cambridge University Press, so they are standardized tests and rubrics used to evaluate English learners around the world and they did not need validation. The rubric evaluates students in four different aspects that are grammar and vocabulary, discourse management, pronunciation and interactive communication. All these aspects show that a learner has a good management of the target language and it is located as annex number 8.

## **2.2 Methods**

### **2.2.1 Research approach**

This research study has a quantitative approach because it was designed to collect numerical data about the influence of mingle activities in the development of oral interaction and that results were analyzed with statistical procedures (Baptista, Fernández & Sampieri, 2010). A pre-test and post-test were used to identify the correlation between the independent and dependent variables at different times, so it is an experimental research (DeCarlo, 2018). All the participants were evaluated at the beginning of the research to get the initial scores about their speaking performance. After the treatment, their scores showed an improvement and that results were compared with the initial data to identify the specific differences after using mingle activities. Furthermore, a survey was applied to determine how mingle activities are used in the classroom and the results were measured with a Likert scale.

### **2.2.2 Research modality**

#### **Field research**

For the development of this research, it was necessary to have a face-to-face interaction between the participants and the researcher. In addition, it was demanded to make a direct observation of the participants in their natural environment and get information on the development of the students' oral interaction. All these aspects comply with the field research modality and offer contextual data of the participants (Blackstone, 2015).

#### **Bibliographic research**

The variables "Mingle activities" and "Oral interaction" were supported with information from e-books, articles and even websites which helped to understand relevant and important information of each variable. This was an important part during the research process because it helped to the development and elaboration of research questions and hypotheses. Harvard University (2010) mentions that all these aspects are part of a bibliographic research and they help the researcher to have a clear idea about the study. The main objective is to find solutions to different problems posed.

### **2.2.3 Level of research**

#### **Exploratory Research**

The different aspects involved in oral interaction were explored to obtain a clearer idea of the difficulties that exist to promote its development in English as a Foreign Language contexts. An exploratory research aims to get useful information to have better understanding of the problem and it aims to identify the relation between the variables. Therefore, this research is explorative because it fulfills all the aspects of it (Business Research Methodology, n.d.).

#### **2.2.4 Data collection procedure**

First, it was necessary to apply a *pre-test* on the speaking skills taken from Cambridge formats for B1 level (PET). One part of the test was considered for this research because it helped to achieve the objectives. The pre-test was taken by 30 tenth-year students and it was evaluated with a Cambridge rubric that showed the aspects that students should achieve at their level. After that, five classes were developed by the researcher during a period of two weeks. A suitable lesson plan was used to introduce mingle activities during each class in order to give students opportunities to use the target language. Then it was necessary to apply a *post-test* to measure the impact of mingle activities in oral interaction. The post-test had the same format of the pre-test because it helped to identify the influence of mingle activities in the same conditions.

Secondly, a *survey* was directed to three teachers with the aim of identifying the frequency with which mingle activities are used in classes and the frequency with which oral interaction is promoted in their teaching. Finally, it was possible to analyze the results of the survey.

**Table 2:** Information collection plan

Basic questions	Explanation
<b>Why?</b>	To achieve the objectives of the current research work.
<b>Whom?</b>	Students from tenth-year at Sagrada Familia high school. Four English teachers.
<b>Which aspects?</b>	Mingle activities and oral interaction
<b>Who?</b>	The researcher: Paulina Maribel Chicaiza Chuncha
<b>When?</b>	Period: October 2021 – February 2022
<b>What instruments?</b>	Survey, pre-test, post-test and a Cambridge rubric for B1 level
<b>How often?</b>	Once

Elaborated by: Chicaiza, P. (2022)

### 2.3 Hypothesis statement

#### Null hypothesis

**Ho:** Mingle activities do not help the oral interaction development of students of tenth-year at “Sagrada Familia” high school.

#### Alternative hypothesis

**Ha:** Mingle activities help the oral interaction development of students of tenth-year at “Sagrada Familia” high school.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

The current section shows all the obtained results from the survey applied to four teachers with the aim of analyzing how mingle activities are used in their teaching plans. It also shows the scores of the pre-test and post-test applied to 30 tenth-year students and they were used to analyze the impact of using mingle activities to promote oral interaction. All the data obtained have been analyzed with the SPSS statistical program to have a better understanding of the information. In addition, when reviewing the previous theory and comparing it with the results obtained, it can be said that the independent variable effectively affects the dependent variable of the research, that is, there is an improvement in the oral interaction of the students after making use of mingle activities.

##### 3.1.1 Teachers' survey

After applying the survey addressed to teachers, some important findings were obtained about the use of mingle activities. Table 3 displays the statistical data obtained from the teachers' responses to the survey. 3 teachers (M=1,00) agree that they always use pair or group activities, nevertheless just 2 teachers (M=2,00) mention that they allow their students to complete tasks by asking questions. It means that pair and group works are not mainly used for communicative activities but for any other skill (listening, reading or writing). Another important finding which is a little different than expected is that mingle activities are used during classes but not very frequently (M=1,00). 2 teachers mention that the main mingle activity used is "Find someone who" (2,00) and just 1 teacher uses "puzzles" during their classes (M=0,00), so it is the least known activity. Finally, in relation to the patterns of interaction, the answers were similar. Meanwhile, 3 teachers (M=1,00) allow their students to interact with each other. The same number of teachers (M=1,00) consider that they interact with their students by asking and answering questions.

**Table 3:** Survey about the use of interactive activities to promote oral interaction

Items	Mean	Median	SD
How often do you ask your students to work in pairs or in groups?	1,33	1,00	1,528
How often do you use “Find Someone Who” activities in your classes?	1,33	2,00	1,155
How often do you use activities in which students must complete tasks by asking questions?	1,33	2,00	1,155
How often do you use mingle activities to promote communicative competences?	1,33	1,00	1,528
How often do you teach lessons where students are asked to interact?	1,33	1,00	1,528
How often do you use “puzzles” to promote interaction during class?	1,33	0,00	2,309
How often do you interact with your students by asking and answering questions?	1,33	1,00	1,528

**Source:** Direct research

**Elaborated by:** Chicaiza, P. (2022)

Interaction is the main focus of learning a new language and it can be understood as an integral aspect that allows human communication (Oliver & Phil, 2014). Teachers’ responses to the survey display that they are aware of this aspect because they try to develop interactive activities during their classes. Teachers promote oral interaction between their students and it helps them to use the target language but the most relevant finding was that teachers also interact with their students by asking and answering questions and it helps them to identify students’ progress. Regarding the use of mingle activities, the answers show that teachers mainly use “Find someone who” activities during their classes. Randall (2017) mentions that this activity allows students to transform a sentence into a question and gives them practice on specific topics. However, Borzova (2014) points out that there is a great variety of mingle

activities which can be used to help students in their speaking performance. One of these activities is the use of “puzzles” but the results show that teachers are not very familiar with these activities and prefer not to use them.

### 3.1.2 Pre- test and post test

**Table 4:** Paired sample t-test Pre-test and Post-test

Group	Test	Mean	N	St. deviation	St. error mean	T. value	Sig. (2 tailed)
Tenth-year students	Pre	7,4000	30	1,55031	0,28305	-6,318	0,000
	Post	8,5667	30	0,85836	0,15671		

**Source:** Direct research

**Elaborated by:** Chicaiza, P. (2022)

Table 4 presents the results obtained with the SPSS statistical software after the analysis of the scores students obtained during the pre-test and post-test. The mean score of the pre-test is 7,40 while the mean score of the post-test is 8,56. As it can be observed, there is a remarkable difference of 1,16 between each test. In addition, according to t-test the P-value is 0,00 which is notably less than the alpha value 0,05 with this result it can be concluded that the null hypothesis can be rejected and the alternative hypothesis is accepted giving as a result that Mingle activities help the oral interaction development of tenth-year students.

These results reflect the fact that the use of different mingle activities like “Find someone who”, “Puzzles”, “Poll your classmates” and even worksheets, significantly improves learners’ speaking skill. These findings go hand in hand with the literature used for the research. Puverness et al. (2011) mentioned that mingle activities allow students to develop different competences like listening and talking and that generated an improvement in the students’ development and more comfort using the target language. Now the theory is verified because when using mingle activities there was more participation, everyone felt more comfortable talking to their peers and it helped students use the target language orally. Therefore, they were able to communicate in a better way.



**Table 5:** Paired sample t-test Interactive communication (Pre-test and Post—test)

Variable	Test	Mean	N	Std. deviation	Std. error mean	T. value	Sig. (2 tailed)
Interactive communication	Pre	1,62	30	,387	,071	-9,104	0,000
	Post	2,17	30	,273	,050		

Source: Direct research

Elaborated by: Chicaiza, P. (2022)

Similarly, table 5 shows the statistical results obtained from the main aspect of the rubric that is interactive communication. The mean score of interactive communication in the pre-test was 1,62 while the mean score in the post-test was 2,17 over 2,50. As it can be observed, there is a remarkable difference of 0,55 between the results of this aspect. According to this t-test, the P-value is 0,00 and it is lower than the alpha value 0,05. Therefore, it is evident that there is an improvement in the communicative part.

Gurler (2015) mentions that speaking skill is linked to psychological factors and for that reason, it is important to create appropriate conditions for its correct development. Mingle activities turned out to be suitable for this purpose because students felt motivated to participate and put aside their nerves when speaking in English. Udvari (2012) points out that active participation helps students to construct a complete knowledge. By using these activities, students could have an active participation and they could get ideas to create a general understanding of the topic presented. These results are quite encouraging because they show that the given concepts are not only theoretical, but also they are practical.

**Table 6:** Paired sample t-test Grammar and Vocabulary, Discourse Management and Pronunciation (Pre-test and Post—test)

Variable	Test	Mean	N	Std. deviation	Std. error mean	T. value	Sig. (2 tailed)
Grammar and vocabulary	Pre	2,083	30	0,4749	0,0867	- 3,247	0,003
	Post	2,283	30	0,2520	0,0460		

<b>Discourse management</b>	Pre	1,883	30	0,4086	0,0746		
	Post	2,167	30	0,2733	0,0499	- 4,958	0,000
<b>Pronunciation</b>	Pre	1,817	30	0,4251	0,0776		
	Post	1,950	30	0,2739	0,0500	- 2,504	0,018

**Source:** Direct research

**Elaborated by:** Chicaiza, P. (2022)

In order to answer the last research question, a T-test was applied to all speaking subskills and the results are presented in Table 6. *Grammar and vocabulary* aspect show that the mean score in the pre-test was 2,08. On the other hand, the mean in the post-test was 2,28 and it is important to take into account that all the aspects were evaluated over 2.5. There was a slight difference (0,2 points) between each test but the difference was not so great because students already had a considerable knowledge about the use of grammar and vocabulary. The initial mean regarding *discourse management* was 1,88 and after the treatment there was an improvement because the total average in the post-test was 2,16. In consequence, the results show that mingle activities improved the ability to maintain a conversation because students were exposed to use the target language orally. To sum up, there was an increase of 0.28 after the treatment. In terms of *pronunciation*, the mean score in the pre-test was 1,81. In contrast, the average of the post-test was 1,95. Hence, there is a slight difference of 0,14 points between each test.

In consequence, regarding the improvement of grammar and vocabulary, discourse management and pronunciation aspects; it can be said that mingle activities allow students to identify different grammar structures that can be used to express ideas. After the treatment, students who had problems with the use of grammar structures and vocabulary words were able to solve their doubts and even help their classmates. Moreover, students were able to maintain a good discourse management by getting information about their classmates and producing extended spoken language, this being the main aspect evaluated in discourse management point (British Council, n.d.). Besides, the results show that mingle activities helped students manage their pronunciation because they could also listen to their classmates, identify the mistakes

and even receive peer correction. According to Guillén and Ramírez (2018), peer correction allows learners to have control over their academic development and this gives value to their opinions. To conclude, students' improvement was also related to the feedback they received after each activity, this being the last step in the correct development of mingle activities (Darmayenti et al., 2015).

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

This research aimed to examine how mingle activities are used in the classroom. To collect information, a survey was designed and applied to some teachers. Moreover, this research also aimed to analyze whether there was an effect after the use of this kind of activities and consequently identify which other speaking aspects can be improved. The main results are the following.

- The survey applied to teachers obtained different answers about promoting oral interaction during classes. They demonstrated that teachers make emphasis on oral interaction during their classes and this was evidenced with a median of 2,00 in reference to the interaction with questions and answers matching with the theory presented which state that language learning is not only focused on memorizing grammar points, but also it is focused on interaction (Ministerio de Educación, 2016). The answers showed that “Find someone who” is the most used activity by teachers with a median of 2,00 in the survey results. As previously mentioned, it gives students oral practice on specific topics and the ability to transform a sentence into a question (Randall, 2017).
- Mingle activities offered students the possibility of using the target language orally. It helped them to feel comfortable and they exchanged ideas with their peers. The activities applied were Find someone who, puzzles, completion activities and Poll your classmates but the one preferred by students were puzzles because it was the funniest activity. Students felt motivated to talk with their peers, as well as with the teacher (Thomas & Zou, 2018). These findings confirmed the t-test results which showed that the use of mingle activities influenced oral interaction because the score of the pre-test and post-test improved from 1,62 to 2,17 in the interactive part.
- Mingle activities improved all aspects of speaking skill due to common factors such as feedback and vocabulary and grammar recycling. For instance, at the

end of each activity, students received feedback and they were able to identify their mistakes and avoid them in the future (American English, 2016). Moreover, recycling of grammar and vocabulary was easier because the students received feedback from their peers and it allows them to use the language without fear (Darmayenti et al., 2015). All these factors helped students to improve their speaking skills and for that reason the mean score of the pre-test and post-test changed from 7,4000 to 8,5667. In others words, there is a remarkable difference between each test and it demonstrates that mingle activities help student to feel comfortable using the language and exchanging ideas orally.

## 4.2 Recommendations

The following recommendations encompass the possibility of using mingle activities to improve speaking skill, specially to develop students' oral interaction.

- Teachers should continue in their efforts to improve the speaking skills but it would be a good idea to use more than one kind of activity for that purpose. In other words, having a dynamic class motivates students to learn the language and it helps them to increase their knowledge. These activities can be done at least once a week by using different materials like worksheets or puzzles; being the last one the most accepted by the students because they have fun while learning.
- It is suggested to implement more mingle activities, especially more puzzles during class. Puzzles are familiar to students because they used them to play since they were children, so they are suitable to increase confidence and create good learning environments. These kind of activities allow students to use the English language to exchange thoughts and ideas. Considering that in communicative activities not only the teacher can correct mistakes but also the other students, resulting in joint learning might lead to future studies.
- It is recommended to give feedback at the end of each mingle activity no matter what is it, considering the positive results of doing that during this treatment applied to high-school students because it is not only necessary to develop the activity but also, it is necessary to identify mistakes. These activities can be used to recognize the students' progress and therefore, the weakest knowledge can be reinforced.

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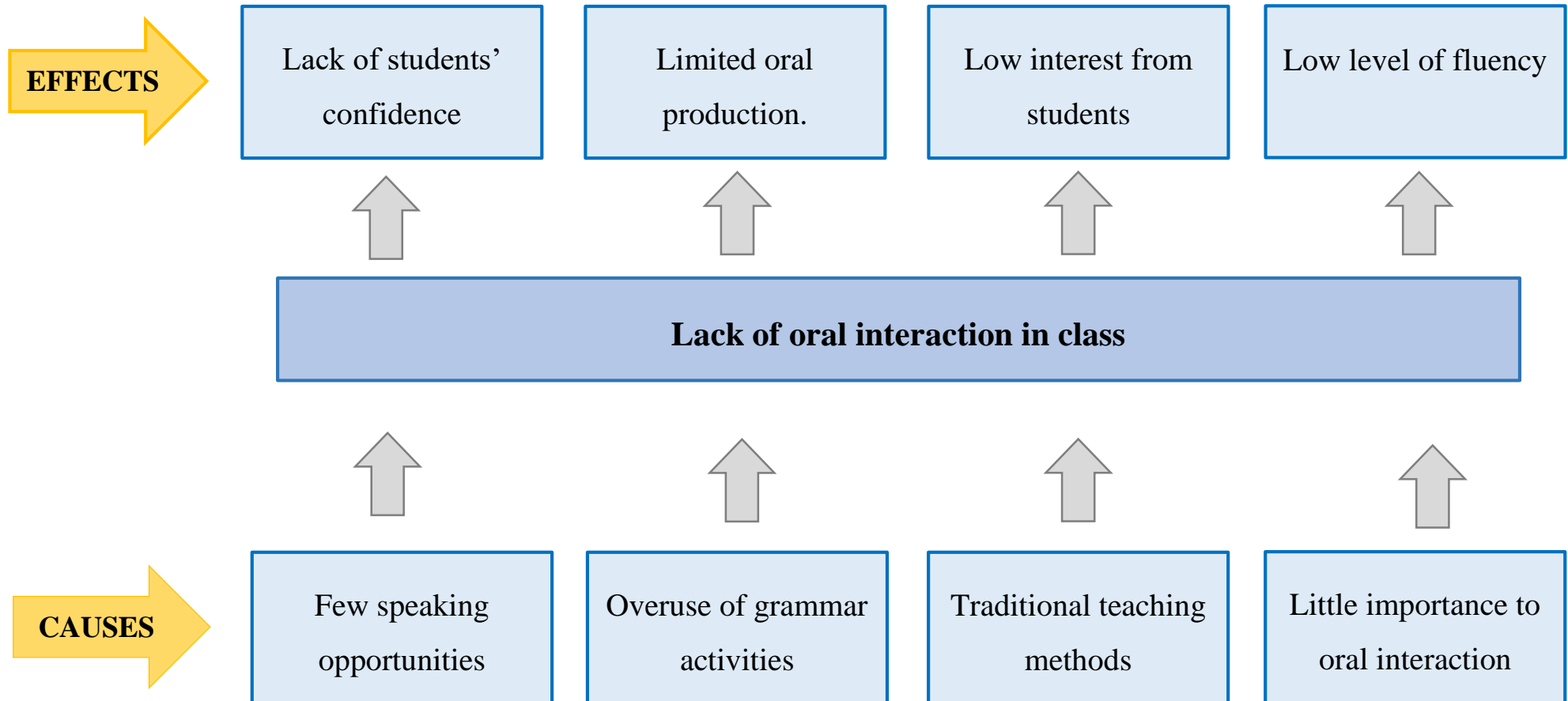
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## ANNEXES

### Annex 1. Critical analysis

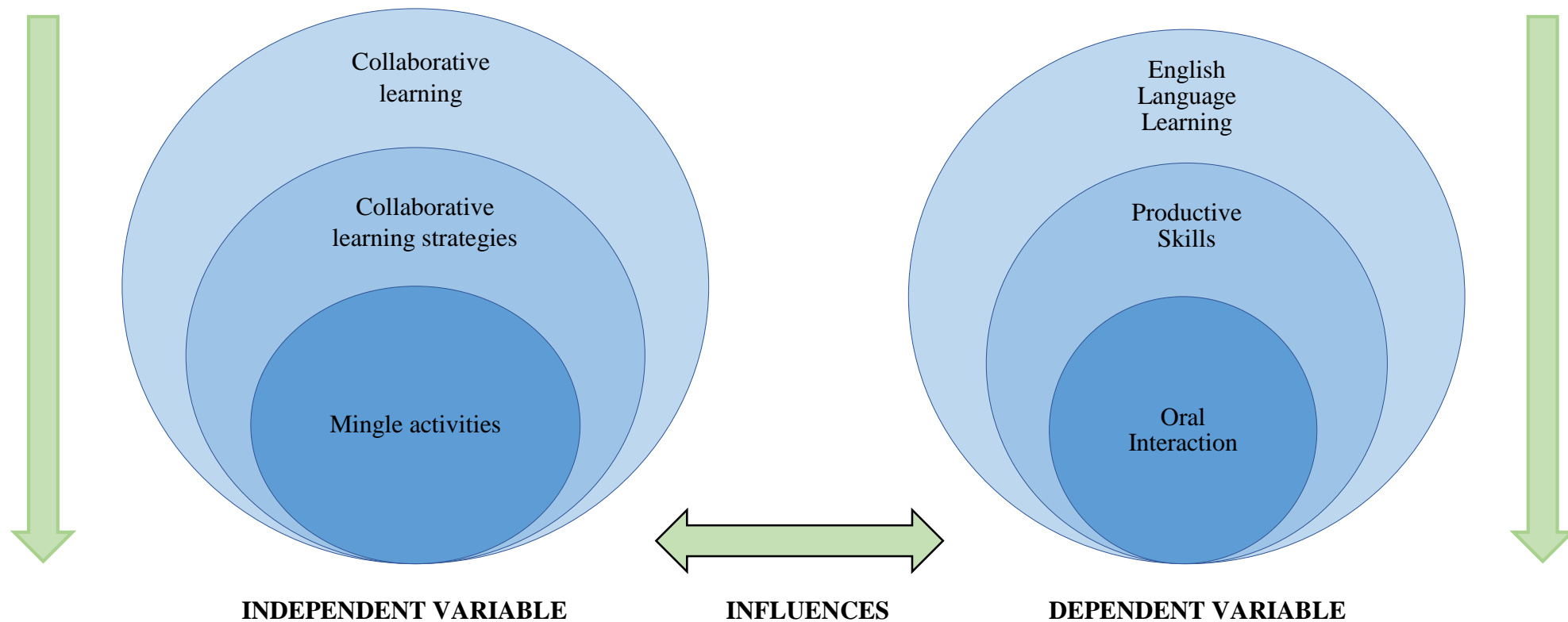


*Figure 1: Problem Tree*

**Source:** Bibliographic research

**Author:** Paulina Chicaiza

## Annex 2. Key categories



*Figure 2: Main categories*

**Source:** Bibliographic research

**Author:** Paulina Chicaiza

### **Annex 3. Placement test**

<https://tv-english.club/education-en/tests-en/placement-tests-en/placement-test-teens-11-16-years-old-2/>





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

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

**TEACHER'S SURVEY**

**Survey Objective**

To collect information about “Mingle activities and oral interaction”

**Indications**

Choose one alternative and put an X in the answer you consider appropriate.

A = Always    F = Frequently    S = Sometimes    R = rarely    N = Never

QUESTIONS	ANSWERS				
	A	F	S	R	N
How often do you ask your students to work in pairs or in groups?					
How often do you use “Find Someone Who” activities in your classes?					
How often do you use activities in which students must complete tasks by asking questions?					
How often do you use mingle activities to promote communicative competences?					
How often do you teach lessons where students are asked to interact?					
How often do you use “puzzles” to promote interaction during class?					
How often do you interact with your students by asking and answering questions?					

## Annex 5: Validation of the survey

### Resumen del procesamiento de los casos

		N	%
Casos	Válidos	4	100,0
	Excluidos <sup>a</sup>	0	,0
	Total	4	100,0

a. Eliminación por lista basada en todas las variables del procedimiento.

### Estadísticos de fiabilidad

Alfa de Cronbach	Alfa de Cronbach basada en los elementos tipificados	N de elementos
,815	,810	7

### Estadísticos de los elementos

	Media	Desviación típica	N
How often do you ask your students to work in pairs or in groups?	4,50	,577	4
How often do you use “Find Someone Who” activities in your classes?	2,75	,500	4
How often do you use activities in which students must complete tasks by asking questions?	3,75	,500	4
How often do you use mingle activities to promote communicative competences?	4,75	,500	4
How often do you teach lessons where students are asked to interact?	4,50	,577	4
How often do you use “puzzles” to promote interaction during class?	2,50	,577	4
How often do you interact with your students by asking and answering questions?	4,50	,577	4

**Matriz de correlaciones inter-elementos**

	How often do you ask your students to work in pairs or in groups?	How often do you use “Find Someone Who” activities in your classes?	How often do you use activities in which students must complete tasks by asking questions?	How often do you use mingle activities to promote communicative competences?	How often do you teach lessons where students are asked to interact?	How often do you use “puzzles” to promote interaction during class?	How often do you interact with your students by asking and answering questions?
How often do you ask your students to work in pairs or in groups?	1,000	,577	,577	,577	1,000	0,000	1,000
How often do you use “Find Someone Who” activities in your classes?	,577	1,000	-,333	1,000	,577	-,577	,577
How often do you use activities in which students must complete tasks by asking questions?	,577	-,333	1,000	-,333	,577	,577	,577
How often do you use mingle activities to promote communicative competences?	,577	1,000	-,333	1,000	,577	-,577	,577
How often do you teach lessons where students are asked to interact?	1,000	,577	,577	,577	1,000	0,000	1,000
How often do you use “puzzles” to promote interaction during class?	0,000	-,577	,577	-,577	0,000	1,000	0,000
How often do you interact with your students by asking and answering questions?	1,000	,577	,577	,577	1,000	0,000	1,000

**Estadísticos total-elemento**

	Media de la escala si se elimina el elemento	Varianza de la escala si se elimina el elemento	Correlación elemento-total corregida	Correlación múltiple al cuadrado	Alfa de Cronbach si se elimina el elemento
How often do you ask your students to work in pairs or in groups?	22,75	4,250	,980	.	,706
How often do you use “Find Someone Who” activities in your classes?	24,50	5,667	,420	.	,812
How often do you use activities in which students must complete tasks by asking questions?	23,50	5,667	,420	.	,812
How often do you use mingle activities to promote communicative competences?	22,50	5,667	,420	.	,812
How often do you teach lessons where students are asked to interact?	22,75	4,250	,980	.	,706
How often do you use “puzzles” to promote interaction during class?	24,75	6,917	-,110	.	,896
How often do you interact with your students by asking and answering questions?	22,75	4,250	,980	.	,706

## Annex 6. Operationalization of variables

**Table 7:** Independent variable: “Mingle activities”

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>A mingle activity allows students to stand up and circulate into the classroom to talk to their classmates and complete a task (Pollard and Hess, 1997). The main aspect of this kind of activity is that all students work simultaneously while listening, talking and taking notes. It allows students to put into practice what they already learned as well as develop their communicative competences (British Council (n.d.).</p>	<p>Mingle</p> <p>Communicative competences</p>	<ul style="list-style-type: none"> <li>- Pair work, group work</li> <li>- Whole-class activities</li> <li>- Use and understanding of the language.</li> </ul>	<ul style="list-style-type: none"> <li>- How often do you ask your students to work in pairs or in groups?</li> <li>- How often do you use “Find Someone Who” activities in your classes?</li> <li>- How often do you use activities in which students must complete tasks by asking questions?</li> <li>- How often do you use mingle activities to promote communicative competences?</li> </ul>	<ul style="list-style-type: none"> <li>- Survey directed to teacher.</li> </ul>

**Source:** Paulina Chicaiza

**Elaborated by:** Paulina Chicaiza

Table 8: **Dependent variable: “Oral Interaction”**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>It refers to the ability to use the target language in a correct way by creating conversation as in real-life situations and it is also linked to listening skill because people need to listen to the others to be able to give an answer. It is also called oral communication. There are two forms of oral interaction: teacher-learner or learner-learner (Tuan &amp; Nhu, 2010).</p>	<p>Target language</p> <p>Real situations</p> <p>Oral interaction</p>	<p>- Use of target language during class.</p> <p>- Activities that promote oral participation to solve a tasks.</p> <p>-Teacher-students interaction</p>	<p>- How often do you teach lessons where students are asked to interact?</p> <p>- How often do you use “puzzles” to promote interaction during class?</p> <p>- How often do you interact with your students by asking and answering questions?</p>	<p>- Survey directed to teacher.</p>

**Source:** Bibliographic research  
**Elaborated by:** Chicaiza, P. (2021)

Annex 7. Pre-test and post-test

PRE-TEST

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a new skill

Interlocutor

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone learning how to do something**.

Place **Part 2** booklet, open at **Task 1A**, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

.....

**Back-up prompts**

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

Interlocutor

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

1B At home after school

Interlocutor

B, here is your photograph. It shows **someone at home after school**.

Place **Part 2** booklet, open at **Task 1B**, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

.....

**Back-up prompts**

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

Interlocutor

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

1A



1B





POST-TEST

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a language

**Interlocutor**

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

**A**, here is your photograph. It shows **people learning a language**.

Place **Part 2** booklet, open at **Task 1A**, in front of candidate.

**B**, you just listen.

**A**, please tell us what you can see in the photograph.

**Candidate A**

⌚ approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

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

1B At a party

**Interlocutor**

**B**, here is your photograph. It shows **people at a party**.

Place **Part 2** booklet, open at **Task 1B**, in front of candidate.

**A**, you just listen.

**B**, please tell us what you can see in the photograph.

**Candidate B**

⌚ approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

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

1A



1B



## Annex 8. Rubric

### RUBRIC

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

Source: Cambridge Assessment English (2020)

## Annex 9. Lesson plan 1: Meaning-Focused Mingle

<b>Topic:</b> Matching puzzle			
<b>Level:</b> B1	<b>Age:</b> 13 – 14 years old	<b>Time:</b> 40 minutes	<b>No. of students:</b> 30
<b>Aims:</b> Engage learners in oral interaction with matching activities.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Use short sentences to share information (name, age and tastes).</li> <li>• Practice vocabulary words about things in a house.</li> </ul>			
<b>Materials:</b> Board, markers, puzzles.			
<b>Assessment:</b> Sharing information by using vocabulary words about things in a house.			
<b>Anticipated problems:</b> SS might have difficulty remembering vocabulary words. SS might make mistakes during the mingle activity.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success</b>
5 min	<b>Warm Up</b> Divide the class into two groups and give some members of the group a word. Choose the winner by counting their points.	Two student per group will have a word each one and they will mimic for their classmates to guess the word.	Students active participation.
5 min	<b>Reinforcement</b> Reinforce students' knowledge about vocabulary of things that they can find in a house.	Pay attention to the teacher.	
5 min	<b>Pre activity – Instructions</b> Give each student a piece of each puzzle. Explain that they are going to share personal information before showing the piece of picture they have.	Pay attention to the teacher.  Ask questions if there is any doubt.	
20 min	<b>Main activity – Puzzle</b> Monitor the class. Solve doubts.	Start walking around the class talking to their classmates and complete a chart with their information.	Talk about themselves and complete the chart.
5 minutes	<b>Review – Introducing their classmates</b> Encourage some groups to pass to the front and introduce their classmates	Some students will pass and introduce their classmates.	Share information about their classmates.



## Annex 10. Lesson plan 2: Form-Focused Mingle in Communicative Functions

<b>Topic:</b> Find someone who			
<b>Level:</b> B1	<b>Age:</b> 13 – 14 years old	<b>Time:</b> 40 minutes	<b>No. of students:</b> 30
<b>Aims:</b> Engage learners in oral interaction with their classmates.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Use do/does to make questions and get information.</li> <li>• Use the simple present test in speaking.</li> </ul>			
<b>Materials:</b> Board, markers, worksheet.			
<b>Assessment:</b> Introducing others by using the simple present.			
<b>Anticipated problems:</b> SS might have difficulty asking questions. SS might make mistakes during the mingle activity.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success</b>
5 min	<b>Warm Up</b> Play “hangman” with the previous vocabulary words (things in a house).	Guess the word by saying letters.	Students active participation.
5 min	<b>Reinforcement</b> Reinforce students’ knowledge about simple present (do/does).	Pay attention to the teacher. Ask questions if it’s necessary.	
5 min	<b>Pre activity – Instructions</b> Give each student a worksheet. Explain to them how to ask the question. For example: “Do you like to read?”	Pay attention to the teacher.	
20 min	<b>Main activity – Find someone who</b> Monitor the class. Solve doubts.	Start walking around the class talking to their classmates and complete a chart with names.	Ask and answer questions.
5 minutes	<b>Review – Introducing their classmates</b> Encourage some students to pass to the front and share the information they got.	Some students will pass and present the information.	Share information about their classmates using the simple present.



Please find a classmate who fits the description and have them sign their name in the same box.

1. Who likes to read	2. Who has a dog.	3. Who can play a musical instrument.
4. Who lives in an apartment.	5. Who likes to play volleyball.	6. Whose favorite color is blue.
7. Who has a cat.	8. Who likes math.	9. Whose favorite color is yellow.
10. Who lives in a house.	11. Who likes to sing.	12. Who likes to play baseball.
13. Who likes to color.	14. Who likes to play football.	15. Who likes to be outside.

### Annex 11. Lesson plan 3: Form-Focused Mingle

<b>Topic:</b> Ordering words and creating ideas.			
<b>Level:</b> B1	<b>Age:</b> 13 – 14 years old	<b>Time:</b> 40 minutes	<b>No. of students:</b> 30
<b>Aims:</b> Involve learners in oral interaction with puzzles.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Practice using simple present tense.</li> <li>• Use simple present tense in questions.</li> </ul>			
<b>Materials:</b> Board, markers, worksheets			
<b>Assessment:</b> Completing a worksheet and sharing answers orally.			
<b>Anticipated problems:</b> SS might have difficulty using simple present tense. SS might make mistakes during the mingle activity.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success</b>
5 min	<b>Warm Up – Pictionary</b> Divide the class into two groups. Give 9 students a vocabulary word, ask them to pass to the front and draw the word for others to guess.	Listen to the instructions carefully.  Start playing the game and guessing the words.	Students active participation.
5 min	<b>Reinforcement</b> Reinforce students’ knowledge about simple present tense.	Pay attention to the teacher.	
5 min	<b>Pre activity – Instructions</b> Divide the class in 6 groups of 5 people and give each group a worksheet about simple present. Explain that they are going to complete the worksheet by talking and comparing answers with the other members of the group.	Pay attention to the teacher.  Ask questions if necessary.	
20 min	<b>Main activity – Sharing answers</b> Monitor the class. Solve doubts.	Start talking to their classmates and completing the worksheet.	Complete all the worksheet.
5 minutes	<b>Review – Being the teacher</b> One member of each group will be “the teacher” and he/she will ask a member of another group for the answer.	Students ask and answer questions to compare information.	Students active participation.



# PRESENT SIMPLE: QUESTIONS

## WORD ORDER



- *Write the words below in the correct order.*
- *Then, ask your questions to a classmate!*

1. you English do study?

*Do you study English?*

---

2. a your have brother job does?

---

3. to do you like go where shopping?

---

4. often TV do you after class watch?

---

5. what Saturdays you like to do do on?

---

6. your wear English teacher does glasses?

---

7. you many how and sisters do have brothers?

---

8. do know you the the next answer to question?

---

9. penguins do live where?

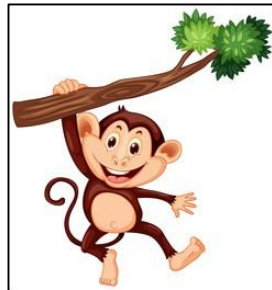
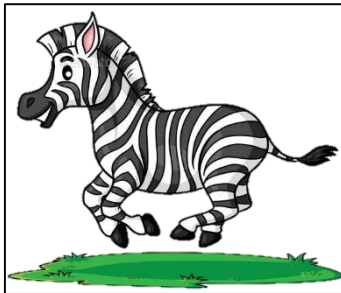
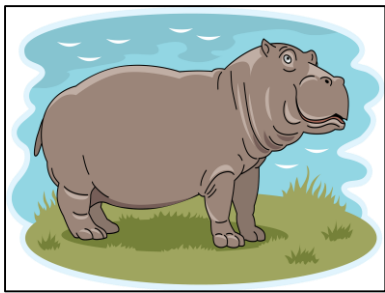
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10. what time get up do you in mornings the?

---

## Annex 12. Lesson plan 4: Meaning-Focused Mingle

<b>Topic:</b> Matching puzzle			
<b>Level:</b> B1	<b>Age:</b> 13 – 14 years old	<b>Time:</b> 40 minutes	<b>No. of students:</b> 30
<b>Aims:</b> Involve learners in oral interaction with puzzles.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Use short sentences to talk about what they did over the weekend.</li> <li>• Practice vocabulary words about wild animals.</li> </ul>			
<b>Materials:</b> Board, markers, puzzles.			
<b>Assessment:</b> Talking about the weekend by using simple past tense.			
<b>Anticipated problems:</b> SS might have difficulty using simple past tense. SS might make mistakes during the mingle activity.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success</b>
5 min	<b>Warm Up - Bingo</b> Give students a chart with 9 pictures about things in a house. Explain to students that they are going to listen to some words and they have to cover the words until they cover a row or a column.	Listen to the instructions carefully.  Start playing the game.	Students active participation.
5 min	<b>Reinforcement</b> Reinforce students' knowledge about simple past tense.	Pay attention to the teacher.	
5 min	<b>Pre activity – Instructions</b> Give each student a piece of each puzzle. Explain that they are going to talk about what they did over the weekend before showing the piece of picture they have.	Pay attention to the teacher.  Ask questions if necessary.	
20 min	<b>Main activity – Puzzle</b> Monitor the class. Solve doubts.	Start walking around the class talking to their classmates and get information.	Talk about the weekend and write in a piece of paper.
5 minutes	<b>Review – Talking about the weekend</b> Encourage some groups to pass to the front and talk about their classmates.	Some students will pass and talk about the activities their classmates did over the weekend.	Share information about past activities.



**BINGO**



### Annex 13. Lesson plan 5: Form-Focused Mingle in Communicative Functions

<b>Topic:</b> Poll your classmates about wild animals			
<b>Level:</b> B1	<b>Age:</b> 13 – 14 years old	<b>Time:</b> 40 minutes	<b>No. of students:</b> 30
<b>Aims:</b> Involve learners in oral interaction with puzzles.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Use Do/Does auxiliaries.</li> <li>• Practice vocabulary words about wild animals.</li> </ul>			
<b>Materials:</b> Board, markers, sheet of paper.			
<b>Assessment:</b> Talking about the students' favorite wild animals.			
<b>Anticipated problems:</b> SS might have difficulty remembering wild animals. SS might make mistakes during the mingle activity.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success</b>
5 min	<b>Warm Up – Hangman</b> Draw some lines to start playing hangman with the vocabulary words about wild animals (elephant, giraffe, hippo, zebra, tiger, lion, crocodile and monkey)	Start playing the game by telling letters to guess the complete word.	Students active participation.
5 min	<b>Reinforcement</b> Reinforce students' knowledge about the use of Do and Does.	Pay attention to the teacher.	
5 min	<b>Pre activity – Instructions</b> Give each student a sheet of paper with a table to poll their classmates. Explain to students that they have to write three wild animals. They share the information and ask a question like the following: "I like elephants. Do you like them?"	Pay attention to the teacher.  Ask questions if necessary.  Perform an example of the activity.	
20 min	<b>Main activity – Poll your classmates</b> Monitor the class. Solve doubts.	Start walking around the class to poll their classmates and complete the chart.	Students active participation with questions and answers.
5 minutes	<b>Review – Talking about similar tastes</b>	Some students will pass to the front and talk about the tastes	Share information about their classmates.

	Encourage some students to pass to the front and talk about the results they got.	they have with their peers.	
--	---	-----------------------------	--

My favorite wild animal	Agree		Disagree	