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**TOPIC:** “THINK-PAIR-SHARE STRATEGY AND THE SPEAKING SKILL”

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**Author:** Jennifer Adriana Mena Alarcón

**Tutor:** Elsa Mayorie Chimbo Caceres

Ambato – Ecuador

2022

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I, Mg. Mayorie Chimbo holder of the I.D No. 180269645-8 , in my capacity as supervisor of the Research dissertation on the topic: “**THINK-PAIR-SHARE STRATEGY AND THE SPEAKING SKILL**” investigated by Jéniffer Adriana Mena Alarcón with I.D No. 180490289-6, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Jénnifer Adriana Mena Alarcón

I.D. 180490289-6

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I.D. 180490289-6

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## **DEDICATION**

To my dad, mom, and sister who always trusted in me, and supported me to do all the things I had in mind, to my boyfriend who helped me to be a better person and work in myself to success in everything I have planned, to my psychologist for helping me feel good mentally and emotionally, to my real friends that I would need pages to mention who motivated me to continue, didn't give up in my bad moments and gave me a hand to stand up and smiled to achieve my dreams, to my teachers who have been a great support during my studies and have been a big example for my life and to my little dog who came into my life and changed it to make feel happy any moment.

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**TOPIC: “THINK-PAIR-SHARE AND THE SPEAKING SKILL”**

**AUTHOR:** Jéniffer Adriana Mena Alarcón

**TUTOR:** Mg. Mayorie Chimbo

**Abstract**

Speaking skill is one of the hardest skills to improve for most people, due to shyness, fear of making mistakes, or just feeling lost on what to use for the sentence, or how to say it. For this, teachers find different strategies to help the students' needs so that they can improve or develop excellently way in this area. For this reason, the use of the Think-Pair-Share strategy has been applied in this research based on question 3 of the PET exam to state the influence between the Think-Pair-Share strategy and the speaking skill in the third semester "A" of Pedagogía de Los Idiomas Nacionales y Extranjeros program at the Universidad Técnica de Ambato to help the students to work collaboratively and let them improve the speaking skill by the user of it. The research design used in this project are the quasi-experimental research where a pre-test and post-test were applied to highlight the difference before applying the strategy and after using it, a survey was also used which helps to know the students' needs. The results show that the strategy had a positive impact on their speaking skills, building self-confidence, and interacting actively during the activities. Finally, it was possible to determine that the Think-Pair-Share strategy had a positive influence and allowed verbal and linguistic enrichment in terms of speech development and language learning.

**Keywords:** Think-Pair-Share, speaking skill, collaborative work, PET.

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**TEMA: “THINK-PAIR-SHARE AND THE SPEAKING SKILL”**

**AUTOR:** Jénifer Adriana Mena Alarcón

**TUTOR:** Mg. Mayorie Chimbo

**Resumen**

La habilidad del habla es uno de los más difíciles de mejorar en la mayoría de las personas, debido a la timidez, el miedo a equivocarse, o simplemente sentirse perdido en qué deberá usar para dicha oración, de qué manera deberá decirlo. Para ello los docentes encuentran diferentes estrategias para ayudar a las necesidades de los estudiantes y que se puedan desenvolver cada vez de mejor manera en esta área. Por ello, el uso de la estrategia Think-Pair-Share ha sido aplicada en esta investigación basándose en la pregunta 3 del examen PET con el objetivo de manifestar la influencia entre la estrategia Think-Pair-Share y la habilidad del habla del tercer semestre "A" de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Las herramientas usadas en esta investigación son la investigación quasi-experimental donde fue aplicado un pre-test y post-test para resaltar la diferencia de antes de aplicar la estrategia y el después de usarla, también se usó una encuesta que ayuda a saber las necesidades de los estudiantes. Los resultados muestran que la estrategia tuvo un impacto positivo en sus habilidades orales, creando confianza en sí mismos e interactuar de manera activa durante las actividades. Finalmente, se pudo determinar que la estrategia Think-Pair-Share tuvo una influencia positiva y permitió el enriquecimiento verbal y lingüístico en cuanto al desarrollo del habla y aprendizaje del idioma.

**Palabras clave:** Think-Pair-Share, habilidad de habla, trabajo colaborativo, PET.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative background

Completed the stage of bibliographical exploration of web pages, scientific articles, books, and research related to the subject of the investigation, the following investigative background has been found.

Raba (2017) in the research entitled “The influence of Think-Pair-Share (TPS) on improving students’ oral communication skills in EFL classrooms”, developed in ELC An-Najah National University, aimed to improve students' oral language abilities, create a cooperative learning atmosphere and students' enthusiasm to learn in a better way when they use the Think-Pair-Share strategy. To acquire data, the researcher employed two qualitative techniques. Semi-structured interviews with EFL teachers and classroom observations were the two methods used. Through the results, the researcher concluded that students enrolled in faculties of practical sciences replied better than students enrolled in colleges of human sciences; students at higher academic levels also responded similarly. In light of these results, the researcher suggests that the number of Think-Pair-Share exercises in English textbooks and teaching pedagogies is increased to improve students' oral communication abilities. According to Raba’s research, two elements are linked to the present research: In EFL classes, the Think-Pair-Share strategy has been used to benefit both teachers and students in a variety of ways. It can help students become more confident and fluent in speaking the target language.

Aprianti and Ayu (2020) in their research entitled “Think-Pair-Share: engaging students in speaking activities in classroom”, developed in Junior High School in Bandar Lampung, aimed to describe how the Think-Pair-Share technique was used to educate secondary pupils speaking

skills. This study used a qualitative approach with a descriptive analysis. The sample consisted of twenty eighth-grade pupils. Interviews, observation, and document analysis were used to gather information. The findings revealed that the Think-Pair-Share approach was implemented during the learning process following the steps outlined in the teacher's learning process plan. Students have expressed their gratitude for the Think-Pair-Share technique's deployment. Students mentioned that Think-Pair-Share can help them overcome barriers in the learning process of speaking activities. The relation of this research with the present is that the instructor and pupils are excellent recipients of the technique. Students that were given the method were able to overcome obstacles in the learning process.

Supraba (2018) in the study titled "The application of Think-Pair-Share strategy in improving students' speaking ability", developed in Cokroaminoto Palopo University, aimed to determine the extent to which the Think-Pair-Share approach enhances speaking skills, as well as the students' impressions of the technique's use in speaking exercises. The research approach was quasi-experimental, comprising a pre-test, 10 treatment meetings, and a post-test. The sample was chosen using a process known as purposive sampling. The information was gathered using a speaking test, a questionnaire, and a recorder, and it was evaluated using a nonparametric test and a frequency test. The Mann-Whitney U test resulted in a p 0.05 correlation between the students' post-test score and their Mann-Whitney U test score. It indicates that there is a substantial difference between pupils who were taught using the Think-Pair-Share technique and those who were not. The results of this study revealed a substantial difference between the experimental and control groups, the researcher concluded that Think-Pair-Share as a teaching technique can be an alternate and successful approach to teaching speaking classes. Furthermore, the present research is associated with this source because of the experimental group, the use of the tools, and the U test to measure learners' improvement.



Manurung (2017) in the research "Using Think-Pair-Share to improve speaking achievement of the second semester English study program of Tridianti University Palembang", aimed to increase one's speaking ability, it takes a Classroom Action Research (CAR) method. Based on the findings of the speaking exam and classroom observation conducted in Cycles 1 and 2, it is possible to infer that using the Think-Pair-Share strategy can increase students' speaking abilities and active engagement. In the classroom, the TPS strategy has aided them in thinking and organizing their thinking. As a result, they've begun to take charge of their education and have developed a sense of responsibility. It potentially increases speaking teaching quality by increasing students' speaking skills and active engagement in the speaking teaching and learning process.

Benjelloun (2021) in her research "The role of 'Think-Pair-Share' in enhancing the Moroccan university students' speaking skills in online classes", developed in Moroccan university, aimed to find out how the Think-Pair-Share method can help students improve their speaking skills. The research takes a qualitative method, pre- and post-speaking tests, self-evaluation by students, and observation in the classroom. The study reveals that the Think-Pair-Share strategy enabled mostly average and lower students to communicate their opinions on a variety of common themes with more comfort, confidence, and fluency, utilizing more acceptable terminology and a more organized set of thoughts. Although the students' pronunciation and grammar were still issues, they displayed improved interactive communication. Learners were actively engaged in the assessment of their performance, which caused them to focus on their learning and create relevant goals for improving their performance. This study, it can be mentioned it was taken during the pandemic as the present research and showed some different situations with the students such as They expressed broader anxiety about returning to traditional face-to-face sessions, and they were unable to overlook the psychological impact of university closures on their physical well-being, but they were able to build separate viewpoints

with their partners and share their thoughts with the rest of the class at the moment of interacting with each other.

## **1.2 Theoretical framework**

### **1.2.1 Technical – scientific foundation of the independent variable**

#### **1.2.1.1 Metacognition**

Heyes et al. (2020) metacognition, or the capacity to represent, supervise, and manage ongoing cognitive processes, facilitates a variety of tasks that we can carry out both independently and collaboratively. We shouldn't presume that all types of metacognition in humans are gene-based adaptations, even though it is adaptive and occurs in other animals. However, other forms, such as the categorization, interpretation, and dissemination of metacognitive representations, can have a social genesis. There is evidence to support the notion that each of these skills is influenced by cultural learning, and as a result, cultural selection may have an impact on how humans think about themselves.

Peirce (2003) states that metacognition can be loosely defined as "thinking about one's thought." More accurately, metacognition is "an understanding of what one already knows, together with a proper apprehension of the learning task and what knowledge and skills it involves, combined with the skill of making correct inferences on how to apply strategic information to a particular situation and to do so efficiently and reliably."

Flavell (1979) describes three basic types of metacognitive knowledge-related perception. The first is information awareness which is defined as an appreciation of what you do and don't know and what you want to learn. Second, there is a consciousness of thinking that reflects an awareness of cognitive tasks and the essence of what is required to complete them. Finally, there is an appreciation of the methods of thought that reflects an understanding of the approaches to guided learning.

### **1.2.1.2 High-order thinking skills**

Blooms (1956) states that learning styles known as High Order Thinking Skills (HOTS) are more general than Lower Order Thinking Skills and call for a higher level of cognitive processing (LOTS).

The cognitive processes included in Bloom's Taxonomy range from lower to higher order skills, and they can be utilized to plan opportunities to challenge students at all levels. The cognitive processes that need thinking at a more complicated, higher level are known as higher-order thinking skills (HOTS). High potential learners frequently excel at lower-level tasks and require more in-depth thought on certain subjects. An excellent strategy to make sure all students have the chance to think critically is to incorporate a higher-order thinking activity or question into every class. This will also ensure that high potential students are engaged and challenged by the lesson.

Learning objectives are categorized according to Bloom's (Revised) Taxonomy, which contains both higher order and lower order objectives. Knowledge and abilities at lower levels are necessary for learning at higher levels. The terms "critical thinking" and "creative thinking" are terms used to describe higher-order thinking.

From the lowest order processes (Remembering) to the highest order processes (Creating), the taxonomy has six levels:

#### **High order Thinking Skills**

- Creating
- Evaluating
- Analyzing
- Applying

- Understanding
- Remembering

Lower order Thinking Skills

### **1.2.1.3 Think-pair-share strategy**

Kagan (1994) describes that the three-step cooperative structure is used in the Think-Pair-Share technique stages. Individuals contemplate an instructor-posted question in silence throughout the first phase. During the second step, people form pairs and converse. Share the responses with other pairs, teams, or the full group in the third phase. When participating in Think-Pair-Share activities, students spend more time working on their assignments and listening to one another. More students also raise their hands to answer questions after practicing with a partner, and teachers may also have more time to think when employing Think-Pair-Share. They can focus on asking challenging questions, observing how students respond, and hearing the students' responses.

Carss (2007) explains that Think-Pair-Share is a helpful cooperative learning technique that includes; “think-time” to allow thinking coordination, opportunities for communication and modification of these thoughts, and a high level of student participation.

Moreover, Think-Pair-Share integrates the topic advantages as illustrated in the previous parts of this analysis. Howe (1992) defines pair talk as a "high-intensity talk environment" because of the obligation imposed on each person to participate in speaking and listening directly. Pair talk is usually highly focused and tailored to short tasks. Alverman et al. (1987) note that this level of active engagement offers students the opportunity to share ideas and refine their thought.

In addition, Carss (2007) states that peer engagement fosters constructive interdependence; students learn from each other and need to exchange ideas to contribute back to the group. In this relationship, every partner is responsible. Interpersonal skills are emphasized in both the elements of pair and community sharing and face-to-face contact is a key to effective TPS activity.

Think-Pair-Share is a strategy for cooperative learning. Cooperative learning has been researched extensively, and it has been shown that it has many advantages for learners. Also, using Think-Pair-Share implicitly increases waiting time after a question or assignment is presented to the students.

It gives students more time to think and it has been shown to include more students in the conversation and improve the quality of the student responses. Think-Pair-Share is also very useful for students, as it can be used as a powerful tool for formative evaluation. Cortright et al. (2005) hold the position that to achieve effective learning, students need to perceive, connect, and incorporate new information with established knowledge and experiences of the students. To order to learn, students need to consciously process. Direct instruction and the interaction between teachers and students do not always create such opportunities for students.

Johnson and Johnson (1999) state that Cooperative learning allows students to work together to build concrete class content knowledge. Cooperative learning requires students to work towards a common goal in small groups to improve awareness of their own and other students.

“Cooperative learning enables students to interpret new information and assign value to what is being learned through debate and peer-to-peer interaction.” (Lujan & DiCarlo, 2006). "Direct instruction and other teacher-to-student interactions do not always allow students these opportunities. Cooperative learning allows students the opportunity to work together to build a meaningful understanding of class material. Cooperative learning involves students working

in small groups towards a common goal to increase their own and other students' understanding" (Johnson & Johnson, 1999). "Cooperative learning allows students to process new information and, through discussion and peer-to-peer interaction, assign meaning to what is being learned" (Lujan & DiCarlo, 2006).

"Cooperative learning is face-to-face promotive interaction. This means students encourage each other, assist each other, challenge each other's conclusions to promote thought and discussion, give feedback to others, and motivate each other to strive toward achieving mutual goals" (Johnson & Johnson, 1999).

"Another aspect of cooperative learning is individual accountability and personal responsibility. This means that each student is responsible for his or her learning and that they are accountable to their group for their efforts towards achieving group goals" (Johnson & Johnson, 1999).

"Individual accountability and personal responsibility ensure that each student is ultimately responsible for him or herself and prevents students from avoiding work and allowing other group members to take more than their share of the group work" (Johnson & Johnson, 1999).

"Cooperative learning is the use of interpersonal and small group skills. This means that students must be able to effectively communicate with each other and constructively resolve conflict. The final aspect is group processing in which group members determine what is successful or what should be changed within the group" (Johnson & Johnson, 1999).

"Cooperative learning has also been shown to increase academic achievement, positive social skills, and self-esteem" (Goodwin, 1999).

## **1.2.2 Technical – scientific foundation of the dependent variable**

### **1.2.2.1 Communication**

Parupalli (2019) states that in the modern, globalized world, effective communication is essential for success in all endeavors. The use of language in communication is common. Without the use of a language, perfect communication is not possible between people. Furthermore, without utilizing the right language to communicate, people cannot accomplish their purposes, objectives, and goals. Consequently, a language is required to communicate with people who live all over the world. English is used to communicate with individuals who live in various world areas, states, countries, and continents because it is regarded as the universal language and is spoken everywhere.

According to Hasibuan (2012), the cycle of globalization was the primary cause of transition, which was reflected in the modes of development in different countries. All these developments have to do with the scientific development and distribution of new ideas, of which English has become the principal method. In comparison, bibliographic searches for planning new research projects for different subjects are used in English to look for new subjects or no work.

Much basic information about research projects is in this language. It greatly exceeds the knowledge available in other languages, like Spanish First of all, human contact is a dynamic process, because it includes several variables in creating a connection. Hasibuan (2012) remarks that People use language, to express something, communicate knowledge or connect with other individuals. It means, "we use language for different reasons, but for successful communication, it is important to have a listener and a speaker" (Segura, 2012).



### **1.2.2.2 Productive skills**

Speaking skill is considered a productive skill that needs the language to be created. The author provides a language being split into two categories: receptive and productive (Hammer, Uchikoshi, & Gillanders, 2014).

The first involves listening and reading because learners do not need to generate language to do so, they acquire and comprehend it. Those skills are often related to passive skills. These can be compared with the productive skills (active skills) of writing and speaking. In which learners get the skill to produce and train the language. The two skills include sub-competencies or micro-skills, but both are important to the development of a foreign language (Hammer, Uchikoshi, & Gillanders, 2014).

Moreover, Golkova and Hubackova (2014) propose that productive skills are also known as active skills which imply the processing of knowledge generated by a language user in either a spoken or a written form. It means acts and gestures are created while writing and speaking. The energy is required to "produce" the product of these aspects. Both characteristics of language skills are an important part of the cycle of learning at any point in its development. Furthermore, it referred to the dissemination of knowledge generated by a language user either in spoken or written form (Golkovaa & Hubackova, 2014).

Without the help of receptive skills, there will be no productive skills. Since passive skills such as listening and reading represent an aid to the active enforcement of grammar patterns, passive vocabulary lists, recognizing and recalling foreign language sounds (Golkovaa & Hubackova, 2014).

### **1.2.2.3 Speaking skill**

Brown (2004) describes that the ability that students will be evaluated on most in practical circumstances is speaking. Despite its significance, teaching speaking skills have been

devalued, and the majority of EFL/ESL teachers still teach speaking skills by having students memorize dialogues or practice drills. However, the modern world requires that learners have communication skills, and English teachers must teach ELLs the necessary skills so that they will be able to communicate more fluently and perform well in everyday situations.

English is categorized into four skills which are as follows: listening, speaking, reading, and writing; thus, speaking is the second skill and plays a significant role in communication. Speaking is a part of everyday life that should be learned in a subtle and thorough language (Derakhshan et al., 2016).

Speaking skill is one of the most essential language skills, and it is responsible for interpersonal communication. In addition, it is the use of verbal and non-verbal in different ways to create awareness and communication (Chaney & Burk, 1998).

Additionally, Segura (2012) notes that speaking is one of the challenging skills, but it is a great means of talking. Nonetheless, the speaker believes that it is not a custom in the classroom, which means that teachers do not regularly carry out oral practices in the lesson. Speaking skill has been practiced several times in the class to get the language, but the speech process often has issues (Segura, 2012).

Over years, the Common European Framework of Reference for Languages (1971) states the different levels to put a learner in a stage (A1, A2, B1, B2, C1, and C2). Likewise, teachers should give learners the chance to use and practice the language to learn it. The best way for learners to train is to work with actual exercises every single day, in which they are conscious of the multiple possibilities.

Navarro (2016) states that speaking is also one of the most difficult skills for learners, due to the various sets of features it includes, for example, while you are speaking you will focus on grammar, intonation, rhythm, and stress. In addition, Segura (2012) indicates that one of the

hardest aspects of English is the way people pronounce or articulate some thought, it is important to take into account the intonation and fluency of understanding how the thought is intended. Speaking involves several factors or sub-competencies that are necessary for a better comprehension of the messages.

Burns and Joyce (1997) and Brown (1994) hold the position that speaking is an immersive method of meaning-building that involves generating, acquiring, and interpreting information. Its structure and sense depend on the context in which it happens, including the individuals themselves, their mutual perceptions, the physical environment, and the reasons about which they talk. It is always impulsive, unlimited, and evolving. Even though, the conversation is not often unpredictable.

Burns and Joyce (1997) advocate the view that language functions (or patterns) that appear to recur in some contexts of conversation (for example, refusing an invitation or asking for time off work) may be established and charted. The author describes that the intended sequence of discourses involves a declaration of need, a reply to it, a proposal of appreciation, recognition of appreciation, and exchange of leave-taking.

### *Speaking sub-skills*

Harmer (2001) concludes that learners should be conscious of the "language features" and the capacity to interpret them in conversation. When the speaker controls these language functions, learners will be assisted to reach positive contact goals.

Speaking demands that learners not only understand how to generate basic language items such as syntax, spelling, or vocabulary, but also comprehend where, why, and how to render words. In addition, speech has its skills, frameworks, and norms which are distinctly different from written language (Carter & McCarthy, 1995); (Cohen, 1996); (Burns & Joyce, 1997)

Van Duzer (1997) notes that an effective speaker synthesizes this variety of skills and experience to excel in a given act of speech. The speaker's skills and patterns of speech influence the performance of each trade.

Gower, Phillips, & Walters (1995) hold the position that speaking is the capacity in output and is used in two major categories: accuracy and fluency. Accuracy consists of incorporating vocabulary, syntax, and pronunciation in other practices, considering fluency's capacity to begin communicating naturally. Bygate (1987) observes two elements: competence in development and capacity to communicate. Speaking capacity takes place in communication skills without a time constraint setting and there is a conversation between the learners in social skills. These skills help learners develop their ability to speak more quickly. Furthermore, Stuart (1989) comments that learners should prepare their dialogue and change it; and good speakers should be professional in the art. It indicates that speaking is a high-risk practice generating fear and leading learners to think about losing their heads.

Burns and Joyce (1997) propose that speakers must be able to predict the expected trends of particular discourse circumstances, and then generate them. They do need to handle specific items such as turn-taking, rephrasing, comment distribution, or redirection.

Jong, Steinel, and Florijin (2012) advocate the view that Oral fluency tests spoken order in a second language, the lowest level of which is distinguished by fluency. The author also notes that fluency includes several variables, a wide meaning, and a narrow meaning. In a cover word for oral competence, fluency occurs in the first sense or the "broad" sense. In other words, fluent is the highest level on a scale that has been used for scientific purposes to assess spoken meaning in a second language. Although in the narrow sense, fluency in EFL refers to the theoretically isolatable, oral proficiency part (Jong, Steinel, Florijn, & Schoonen, 2012).

In comparison, Navarro (2016) states that fluency often means the length of speech and a simple and normal delay due to voice. Brown attempts to demonstrate why there is a need to enhance timing, punctuation, and fluency. On the other hand, Lackman (2010) explains that of a lack of information about grammar, and vocabulary, learners may consider speech difficulties fluently. The speaker notes speaking outside the class would encourage learning opportunities better than ones within the curriculum. Finally, he says offering approaches for teachers, can better connect.

### **1.3 Objectives**

#### **1.3.1 General objective**

- To state the influence between the Think-Pair-Share strategy and the speaking skill of students of Pedagogía de Los Idiomas Nacionales y Extranjeros.

#### **1.3.2 Specifics objectives**

- To evaluate the level of students' speaking skills.
- To determine the process of the Think-Pair-Share strategy that is applied in the lessons.
- To establish the speaking subskills that are developed in the English lessons.

## CHAPTER II

### METHODOLOGY

#### 2.1 Resources

The Think-Pair-Share strategy is very important in this research because, as its name says, it is based on thinking and sharing ideas for the development of speaking ability. In this way, it helps the metacognitive part of each student because it allows the self-regulation of learning processes, which means, that it is associated with knowledge, self-regulation of the cognitive mechanisms involved in a person being able to collect, evaluate and produce information, in short: to learn. This strategy is also part of cooperative learning because it allows interaction and communication among students.

To have proper research, some resources were used, such as the PET exam and a rubric for the B1 level, the Zoom app, and a survey. It is worth mentioning that part 3 of the PET exam was taken because it fits with the strategy. It means, this part contains the relevant aspects that are applied in the strategy such as thinking and sharing ideas to conclude.

The Preliminary English Test PET was used as a resource, which is an intermediate level exam B1, of the Common European Framework of Reference for Languages.

Furthermore, given that the study focuses specifically on the speaking skill, the block of this skill is considered for the assessment process of the students, which consists of 4 sections but just section 3 was used for the research. Speaking shows how good your spoken English is when you engage in a conversation by asking/answering questions and thinking about a topic.

Here is a brief explanation of part 3 of the exam which consists in:

### **Part 3 (Discussion)**

The third part of B1 Speaking consists of a conversation between the candidates to try to conclude. The conversation is preceded by the interlocutor's instructions and will be based on a series of images that give ideas for the conversation on the subject posed.

*The dynamics for this task are as follows:*

- ✓ The interlocutor gives the instructions.
- ✓ Candidates speak for 2-3 minutes.
- ✓ The interlocutor interrupts (if necessary) to end this part.

This part is about you talking together, that is, there being interaction and communication between you and your partner. That is why it is very important that there are no very long shifts and that the conversation does not become just two independent monologues. (KSE Academy, 2019)

For the development of this strategy, the total population was 32 students, they were divided into two groups: 16 students for the controlled group and 16 students for the experimental group, who were selected to apply the Think-Pair-Share strategy. The students' level was B1. As long as it is quasi-experimental research, the class was part of two phases: pre-test and post-test. In these tests the whole class participated; 32 students were part of the pre-test and post-test.

In addition, 16 students were part of the strategy applied to see if they improved or developed their speaking skills. The students selected for the training were the last 16 on the list, which means, from number 16 to 32 on the list. With all this process, the researcher wanted to prove if the strategy worked to improve the speaking skill of students from the third semester "A" of Pedagogía de Los Idiomas Nacionales y Extranjeros and demonstrate if this strategy is effective

to be able to apply it in the classes so that students can interact in a better way among themselves and with the teacher.

### ***Pre-test***

First, a pre-test was needed to know the level of students in the speaking skill. The applied exam was an adaptation between the strategy Think-Pair- Share and part 3 of the PET exam as mentioned above. It was applied to the whole class; means to the control and experimental group. This exam consisted of giving them a situation, then the teacher gave them a minute to think, for example, a young man is working very hard, and has only one day of free work a week. He needs to find some activities which will help him relax.

Moreover, the teacher asked students to talk and find a solution for 2 to 3 min and as a last step the teacher asked each of them about the options they selected as the best for the situation, the teacher asked students to use modal verbs and will or going to for the sharing part, for example, talk together about the different activities he could do, and choose two of them which would be most relaxing, for this part you will use modal verbs and will or going to mainly.

In that way, students could have a better idea of what grammar structure they needed to use, the topics were chosen from different samples available for teachers on the internet for the PET exam B1 level, those topics had the same grammar structure, just the situation changed thus students were able to use different vocabulary for the different situations settled. While the students discussed and tried to find the two best options, the teacher evaluated them with a rubric. On the rubric aspects such as grammar and vocabulary, discourse management, pronunciation, and interaction were taken into account to assess students.

### ***Application***

After the pre-test, the experimental group was part of the training. This training was planned in the following steps:



- ✓ First, the Think-Pair-Share strategy was applied in four classes.
- ✓ It was divided into two classes for two weeks.
- ✓ The section consisted of one hour per class. It means that there were 4 hours of training.

The training was about the implementation of the Think-Pair-Share strategy in English classes to help them with their speaking skill. In the two first classes, students were provided with two templates, one with the vocabulary and grammar needed for the topic, and another one was they could take notes about their ideas, their partner's ideas, and the decision they had made about the topic while they were sharing their ideas. In the next classes, students created their templates to take notes about the ideas they had depending on the topic.

### ***Post-test***

Once the application part was over, the post-test was taken to see if students had made a progress in their speaking skills. The same topics from the pre-test were considered on this post-test, with the difference that students could take notes and use their templates about the Think-Pair-Share strategy, a rubric from Cambridge was used to assess students such as grammar and vocabulary, discourse management, pronunciation, and interaction as in the pre-test.

### ***Zoom app***

The use of the Zoom platform was very helpful because through it, the strategy could be applied without any problem, this platform allowed us to pair students through a section called breakout rooms. In this way, each of the learners could be monitored and evaluated during the process. In addition, to manage the strategy in a good way, schedules were established for the 16 students who participated in it.

## ***Survey***

Additionally, a survey was applied to the whole class, before the pre-test, the strategy application, and the post-test. The purpose of the survey was to find out if students use templates to help themselves with their development of speaking skills, if teachers provide templates to take notes or helpful vocabulary or if they can work in pairs by asking and answering the question to improve the speaking skill.

## **2.2 Methods**

### **Approach**

The investigation was qualitative-quantitative research because qualitative research tries to identify the deep nature of realities, their system of relationships, and their dynamic structure. After all, a group of students was observed as they worked with the Think-Pair-Share strategy and thus know if the strategy worked or not.

While quantitative research tries to determine the strength of association or correlation between variables, the generalization, and objectification of the results through a sample to make inference to a population from which all samples come, because a survey was used at the beginning of the process to know if teachers provide templates and if students use them in their development of the speaking skill, obtaining more specific data from it.

It means, that quantitative research is one in which quantitative data on variables is collected and analyzed, while qualitative research avoids quantification. It makes narrative records of phenomena that are studied using techniques such as participant observation and unstructured interviews. Hernández Sampieri (2014) states that the qualitative approach mainly seeks the "dispersion or expansion" of data and information, while the quantitative approach purports to "narrow" the information intentionally.

Moreover, Sampieri (2014) explains that a quantitative study is based on previous research; the qualitative study is based primarily on itself. The quantitative is used to consolidate the beliefs (formulated logically in a theory or a theoretical scheme) and to establish exactly patterns of behavior of a population; and the qualitative one, so that the researcher forms his own beliefs about the phenomenon studied, such as a group of unique people or a particular process.

As a survey was applied for the research, it was based on the Likert scale, where students had to choose one of the three options presented according to the question. It is suitable to mention that this survey was approved by experts, to validate it.

### **2.3 Modality**

#### **Bibliographic**

The investigation was bibliographic or documentary research because it relays the results of other scholars about the topic under study. Consequently, some relevant information was found in journals, articles, papers, books, and newspapers after a deep analysis and a selection process. EATON (1964) notes that a bibliography is an exploration of books as physical objects. It looks at the materials they are made from and how these materials are put together.

#### **Field**

Furthermore, this project was field-based because it is applied by extracting data and information directly from reality through the use of collection techniques (such as interviews or surveys) to respond to a situation or problem previously raised. According to the website QuestionPro (2020), field research is classified as a qualitative data collection method that aims at observing, engaging, and understanding people while they are in their natural surroundings. It encompasses a range of social science approaches including direct evaluation, selective engagement, record and other knowledge analysis, casual interviews, surveys, etc.

QuestionPro (2020) comments that field research usually begins in a particular environment where the study's end goal is to evaluate and examine a subject's unique actions within that environment. Nonetheless, owing to the existence of several factors in a natural world, the cause and effect of a particular action is difficult to examine. Most of the analysis of data is not solely based on cause and effect but rather on inference. Although fieldwork explores correlation, it is difficult to create a causal association between two or more variables due to the low sample size.

## **2.4 Types of research**

### **Experimental research**

This research was experimental because it is important to have a general understanding of the subject matter and an outline of the students' reality. It includes the hypothesis which is going to be formulated and then proceeding with a more thorough investigation.

Darci (2020) remarks that experimental research is a study that adheres strictly to a scientific method of science. It includes a hypothesis, a variable that the researcher can manipulate, and variables that can be measured, computed, and compared. Most notably, in a safe environment, laboratory work is completed. The researcher gathers evidence, and either accept the theory or denies the findings.

This research was based on the second type which is a Two-group pretest-posttest design. Darci and Ball (2019) emphasize that it two groups composed of a selection and assignment of subjects, pre-test and post-test measurements in both groups, and treatment applied only to the experimental group. It is closely monitored for risks to internal validity but the awareness of the participants that they are being tested may jeopardize external validity.

The pre-test and post-test were adapted according to the strategy that was going to be used in this investigation. In the same way, it was based on part 3 of the PET exam, a rubric was used that correspond to the B1 level of the students to evaluate their speaking skills. Students from the third semester "A" of Pedagogía de Los Idiomas Nacionales y Extranjeros were part of this research, but as this research was experimental, 18 students were selected from the 33 to be able to apply the strategy more effectively and obtain real data.

### **Quasi-experimental research**

Quasi-experimental research has as its objective a causal hypothesis modifying an independent variable where it is not possible to randomly allocate the units of investigation to the groups for logistic or ethical reasons.

Rogers and Révész (2020) advocate the view that quasi-experimental research determines whether independent and dependent variables have a causal relation. Simply defined the independent variable is the influencing variable and the dependent variable is the affected variable. In other words, the independent variable is supposed to induce any difference or shift in the variable depending on it.

## **2.5 Population and sample**

### **Population**

**Table 1.** Population

<b>Groups</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Students from the experimental group</b>	16	50%
<b>Students from the control group</b>	16	50%
<b>Total</b>	32	100%

*Note:* this table was elaborated by Mena, J. (2020). The source was the students' list.

The selected group was students from the third semester "A" at Universidad Técnica de Ambato. There were 32 students, 23 women, and 9 men. The age average is between 19 to 22 years old.

## **2.6 Investigative process**

### **To evaluate the level of students' speaking skills.**

Pre-test and Post-test were used to evaluate the speaking skill level, those tests were based on part 3 of the PET exam but they were adapted to the Think-Pair-Share strategy. Each student was evaluated with a standardized rubric for the B1 level. In that way, the teacher could assess students and notice if they have improved or developed their speaking skills between pre-test (applied at the beginning) and post-test (applied after they used the strategy). Moreover, a survey was applied at the beginning of the process to know if students use templates to take notes in oral activities to improve their speaking skills and to have a better idea of the topic.

### **To determine the process of the Think-Pair-Share strategy that is applied in the lessons.**

As the students are at a B1 level, they will take topics that correspond to their level. The use of this strategy can be seen reflected in part 3 of the PET exam because the students interact with each other about a situation until reaching an agreement, for This, this strategy fits with this phase of the exam. Also, the use of lesson plans will be used where a situation will be raised and students must answer one or two questions that will be posed to discuss, to reach a conclusion or solution, so that they can interact and communicate with each other as they carried out PET examination.

### **Steps:**

- Decide on the topic to be discussed and create a range of questions or prompts highlighting essential ideas in the content.
- Describe the objective of the strategy and offer discussion guidance.
- Design the process to make sure students learn how to use the technique.

Control and help the students as they work by:

**T: (Think)** Teachers begin by posing a particular question concerning the topic. Students "think" about what they know about the subject or have learned about it.

**P: (Pair)** Each student will be paired with another student.

**S: (Share)** Students share their thoughts with a friend. The teachers can extend the "share time" so that students can have more time to speak and take notes.

### **Management ideas**

- ✓ Partners preassigned. Rather than waiting until the discussion period, decide in advance who the partners of the students will be. As the Zoom platform was used for the application of this strategy, the group of 16 people was divided into pairs, carrying out different schedules so that they could be evaluated during the process of sharing their ideas.
- ✓ Give 'time to think'
- ✓ Control the conversations. It is important to listen to some of the conversations so that we can answer misconceptions and exchange new thoughts with the whole community.
- ✓ Established schedules as follows: first, the topic to be discussed should be raised, while each student writes their ideas, the couples can be chosen depending on the course list in alphabetic order from the last 16 students of the 32.
- ✓ Second, the teacher establishes 2 to 3 minutes per couple so that they can talk about the topic and take notes, they should be evaluated while they discuss by using a rubric.

- ✓ The discussion part can be done by using breakout rooms in the Zoom app.

### *Planning*

It is first defined the topic to be covered; for example, cultural changes using tag questions or past perfect. Then, the group is divided into pairs, as the focal group was made up of 16 students, once the groups are designated, the teacher provides the material to each group, i.e. teacher will distribute a template based on the Think-Pair-Share strategy. In this phase, it is also important to inform the objectives to be achieved and how the activity will be evaluated, and how long it will be used in it, i.e. 2 or 3 min for each pair.

### *Environment*

The teacher reorganizes the groups and explains the next step in the activity, the teacher will ensure that all knowledge reaches everyone, for which she/he will distribute to members of the previous pairs in different new pairs so that they can share new ideas, and they can take notes on the template which was distributed at the beginning of the class.

### *Monitoring*

The teacher needs to monitor and provide academic assistance so that students can perform the task in a better way. As well as controlling the discipline, assisting in misconceptions and controlling the behavior of students.

### *Presentation*

Students will explain what they understood to the entire class, thus clarifying doubts and consolidating learning. In this way, everyone learns the same content, each student being responsible for their individual and group learning.

### *Evaluation*



At this stage, the group and individual work are evaluated, i.e. a group evaluation of how the group unfolded in the activity and an individual assessment of how each student fulfilled their role in the group. For this reason, a standardized rubric for level B1 was used to assess students in different aspects such as grammar, vocabulary, fluency, and interaction. The relationship between the strategy and the PET exam is part 3 of it because the interaction between students is evaluated. At the moment, they share their opinion to reach a solution or allude to either the problem or the question posed.

**To establish the speaking subskills that are developed in the English lessons.**

As students were talking and sharing their opinion or what they knew about the topic, they could develop fluency, pronunciation, grammar, and vocabulary. When they were paired, they could ask their partners about vocabulary that they maybe did not know.

At the same time, they could develop fluency part by talking with different partners and sharing with the whole group at the end of the process. The teacher also helped with grammar and pronunciation mistakes during the process. Therefore, a rubric was used to evaluate the final presentation of each student to see if they improved their speaking skill.

## CHAPTER III

### ANALYSIS AND INTERPRETATION

#### 3.1 Questionnaire results

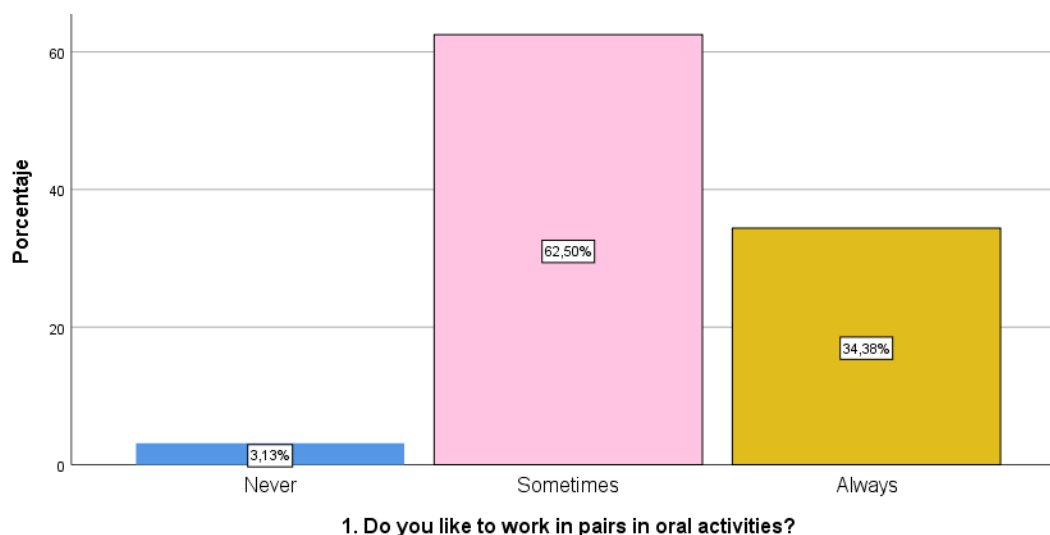
Table 2 shows the results of the first question of the survey to evaluate the application of the "Think-Pair-Share" strategy for the development of oral skills in English. It can be observed that there is a medium-high predisposition for working as a couple since 62.5% of the respondents affirm that "sometimes" they feel like doing this work in oral activities, and 34.4% is "always" they are ready to do it. Only 3.1% are negative in this regard.

**Table 2.** *Do you like to work in pairs in oral activities?*

	Frequency	Percentage	Accumulated percentage
Never	1	3,1	3,1
Sometimes	20	62,5	65,6
Always	11	34,4	100
Total	32	100	

*Note:* this table was elaborated by Mena, J. (2021). The source was the survey.

**Figure 1.** Question bar chart: Do you like to work in pairs in oral activities?



*Note:* this figure was elaborated by Mena, J. (2021). The source was the survey

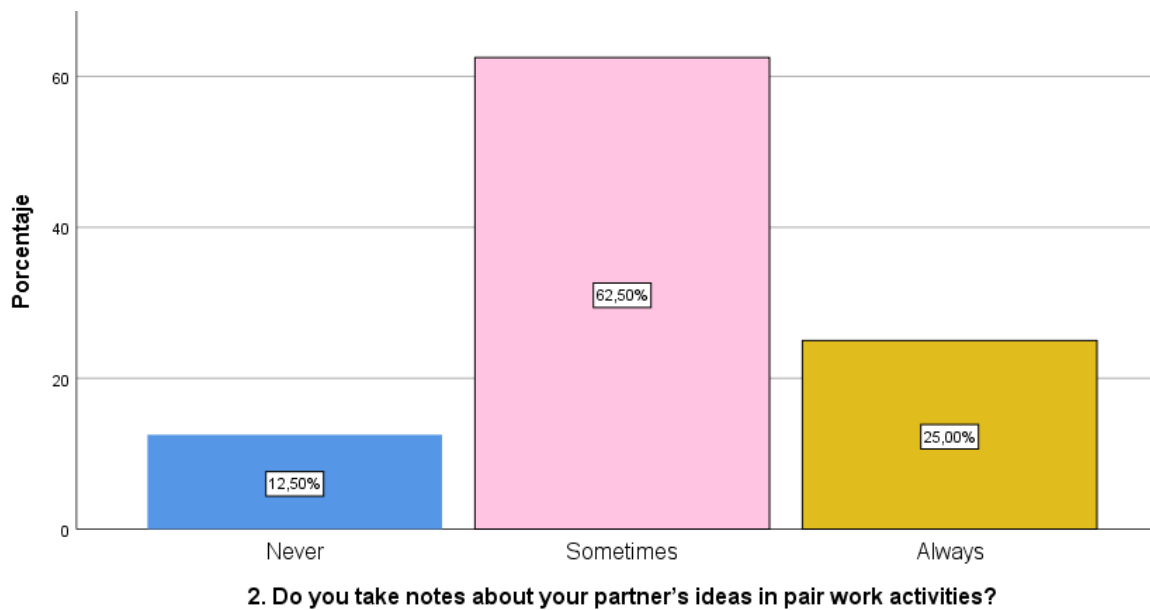
Table 3 shows that 62.5% of the students "sometimes" take notes of their partner's ideas when they do activities in pairs. This shows a certain inconstancy in this study habit since only 25% do it "always", and 12.5% "never" practice it.

**Table 3.** *Do you take notes about your partner's ideas in pair work activities?*

	Frequency	Percentage	Accumulated percentage
Never	4	12,5	12,5
Sometimes	20	62,5	75,0
Always	8	25,0	100,0
Total	32	100,0	

*Note:* this table was elaborated by Mena, J. (2021). The source was the survey.

**Figure 2.** *Question bar chart: Do you take notes about your partner's ideas in pair work activities?*



*Note:* this figure was elaborated by Mena, J. (2021). The source was the survey

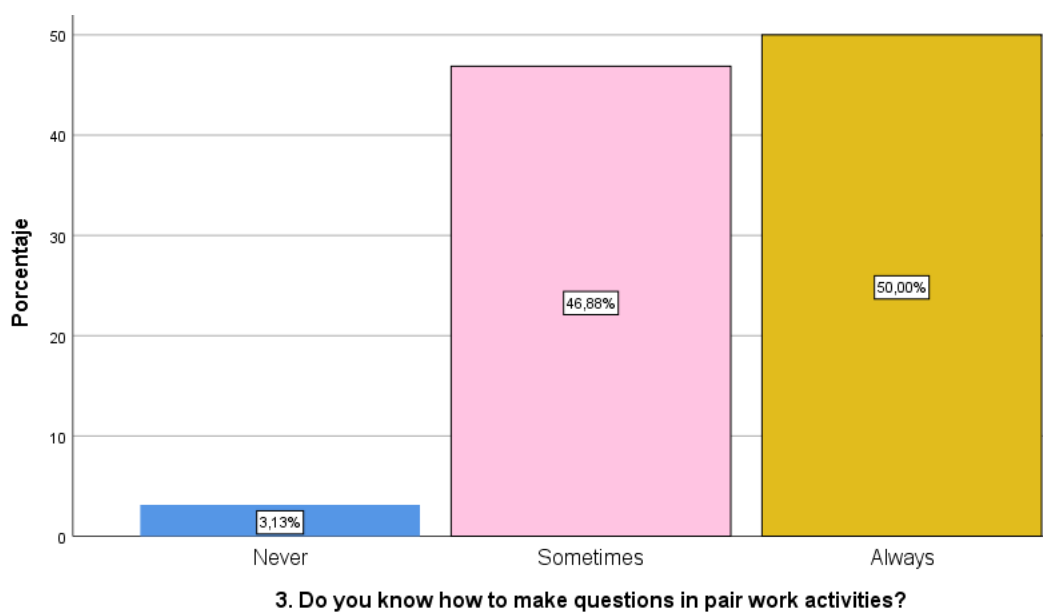
A significant majority of students know how to ask questions when doing activities in pairs. This can be seen in Table 4, where half of the students state that they “always” know how to ask the questions. In turn, 46.9% can do it "sometimes", and only one student states that they can "never" do it.

**Table 4.** *Do you know how to make questions in pair work activities?*

	<b>Frequency</b>	<b>Percentage</b>	<b>Accumulated percentage</b>
Never	1	3,1	3,1
Sometimes	15	46,9	50,0
Always	16	50,0	100,0
Total	32	100,0	

*Note:* this table was elaborated by Mena, J. (2021). The source was the survey.

**Figure 3.** *Question bar chart: Do you know how to make questions in pair work activities?*



*Note:* this figure was elaborated by Mena, J. (2021). The source was the survey

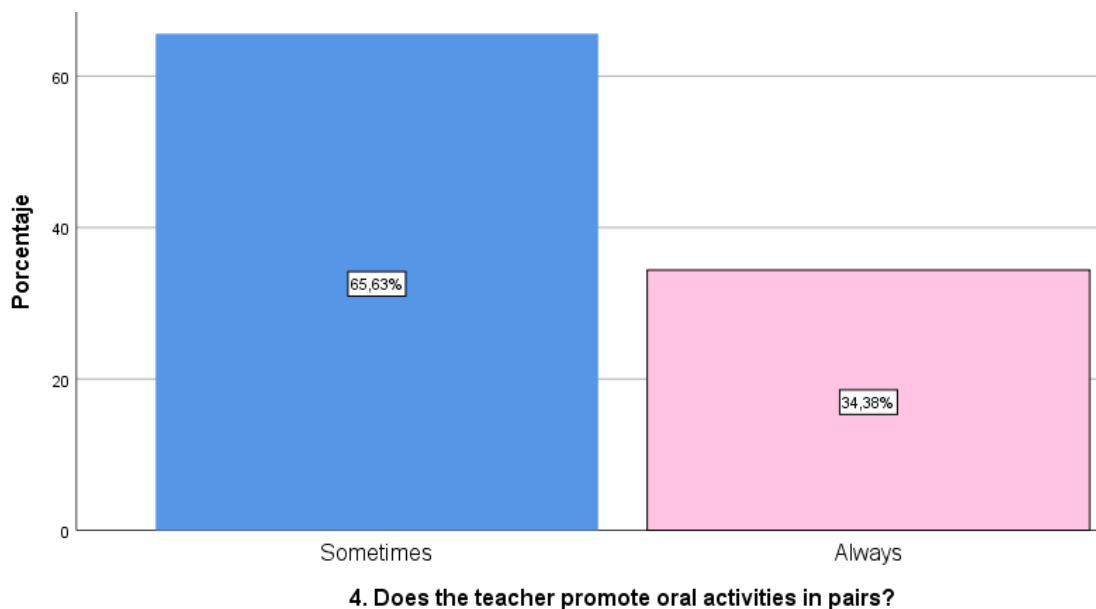
All the teachers of the students under study promote activities in pairs. Table 5 shows that 65.6% do it "sometimes" and 34.4% do it "always".

**Table 5.** *Does the teacher promote oral activities in pairs?*

	Frequency	Percentage	Accumulated percentage
Sometimes	21	65,6	65,6
Always	11	34,4	100,0
Total	32	100,0	

*Note:* this table was elaborated by Mena, J. (2021). The source was the survey.

**Figure 4.** *Question bar chart: Does the teacher promote oral activities in pairs?*



*Note:* this figure was elaborated by Mena, J. (2021). The source was the survey

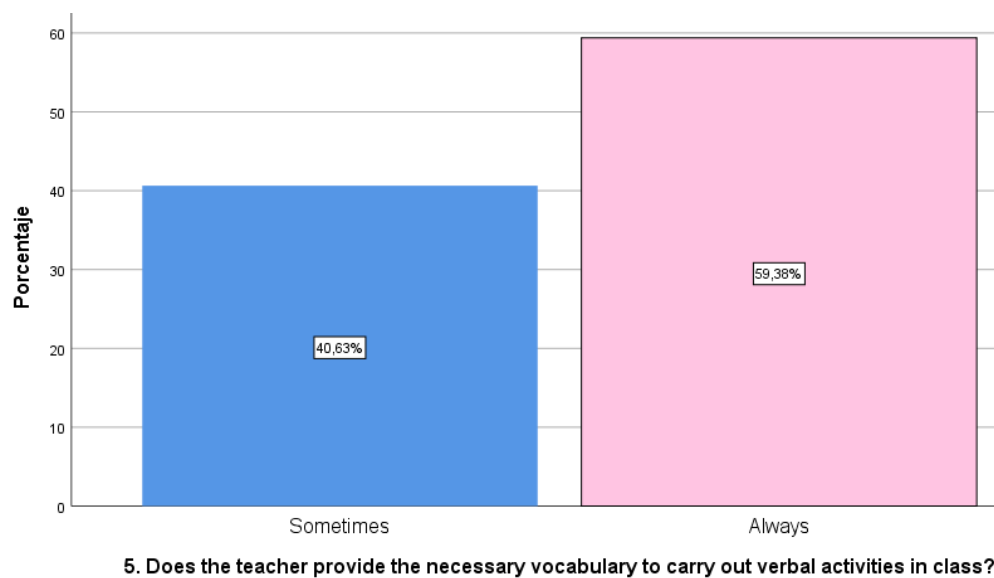
All teachers provide their students with the necessary vocabulary to carry out verbal activities in class. Table 6 shows that 40.6% do it "sometimes" and 59.4% do it "always".

**Table 6.** *Does the teacher provide the necessary vocabulary to carry out verbal activities in class?*

	Frequency	Percentage	Accumulated percentage
Sometimes	13	40,6	40,6
Always	19	59,4	100,0
Total	32	100,0	

*Note:* this table was elaborated by Mena, J. (2021). The source was the survey.

**Figure 5.** *Question bar chart: Does the teacher provide the necessary vocabulary to carry out verbal activities in class?*



*Note:* this figure was elaborated by Mena, J. (2021). The source was the survey

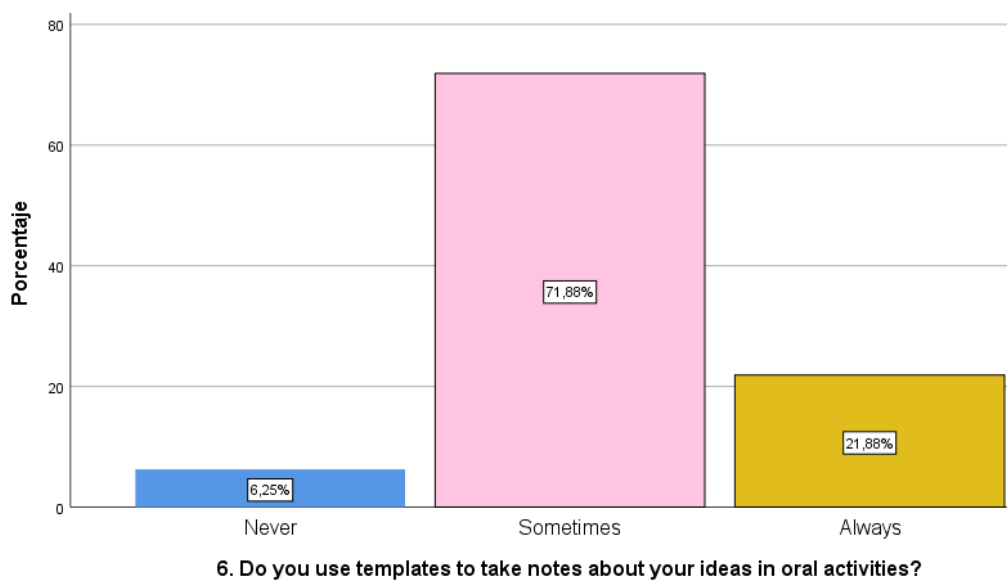
In turn, the use of templates to take notes on ideas in oral activities is moderately frequent in the majority of the students under study. This is shown in table 7 with 71.9% of students who practice this study habit "sometimes". 21.9% always do it, and 6.3% "never" practice it.

**Table 7.** *Do you use templates to take notes about your ideas in oral activities?*

	Frequency	Percentage	Accumulated percentage
Never	2	6,3	6,3
Sometimes	23	71,9	78,1
Always	7	21,9	100,0
Total	32	100,0	

*Note:* this table was elaborated by Mena, J. (2021). The source was the survey.

**Figure 6.** *Question bar chart: Do you use templates to take notes about your ideas in oral activities?*



*Note:* this figure was elaborated by Mena, J. (2021). The source was the survey

### 3.2 Descriptive analysis of the results of the quasi-experimental study

Table 8 shows the results of the pre-test applied to the experimental group. It is observed that the oral ability of the group before the application of the Think-Pair-Share strategy has an average of 15.031; which is within a confidence interval that varies between 13,036 and 17,026. The minimum score is 9.00 and the maximum is 20.00. This results in a range of 11.00. Finally, there is a skewness of 0.026 indicating a higher data density below the mean, as shown in the histogram (Figure 7).

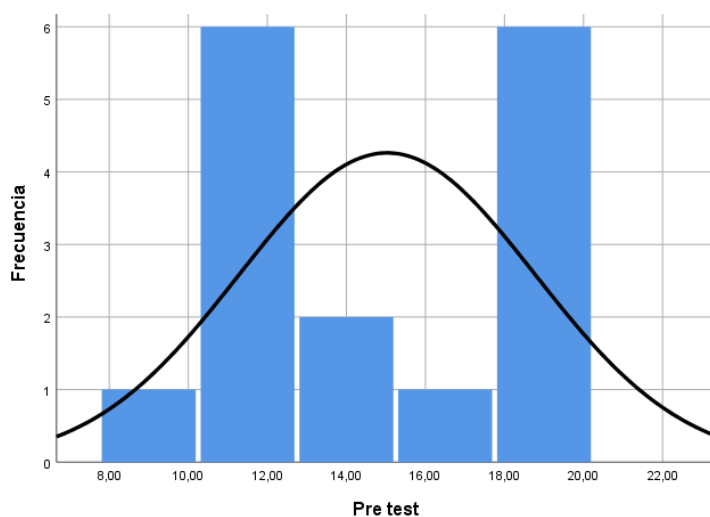
**Table 8.** *Statistics: Pre-test for the experimental group*

Statistical		Value
Mean		15,0313
95% confidence interval for the mean	Lower limit	13,0363
	Upper limit	17,0262
Median		14,5000
Minimum		9,00
Maximum		20,00
Asymmetry		0,026

*Note:* this table was elaborated by Mena, J. (2021). The source was Cambridge Speaking

Rubric.

**Figure 7.** *Histogram: Pre-test for the experimental group*



*Note:* this figure was elaborated by Mena, J. (2021). The source was Cambridge Speaking

Rubric.



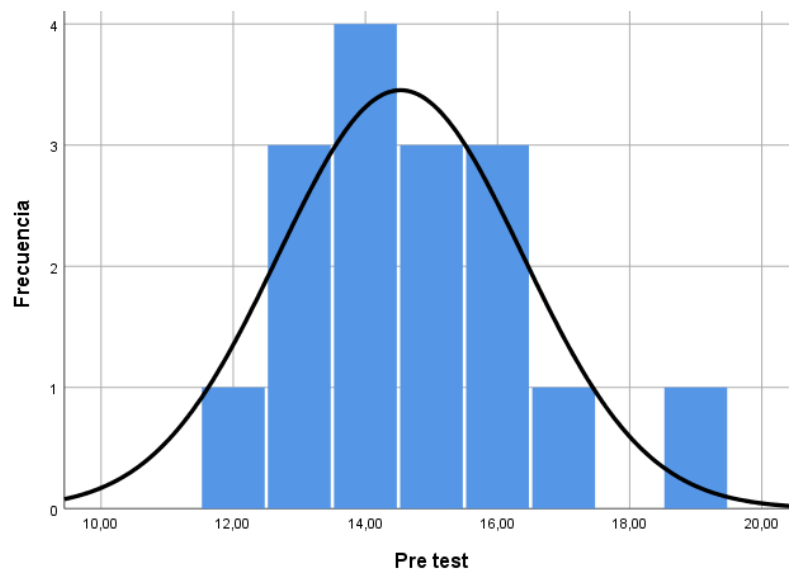
Table 9 shows the results of the pre-test applied to the control group. It is observed that the oral ability of the group before the application of the Think-Pair-Share strategy has an average of 14.531; which is within a confidence interval that varies between 13,546 and 15,516. The minimum score is 12.00 and the maximum is 19.00. This results in a range of 7.00. Finally, there is a skewness of 0.912 indicating a higher data density below the mean, as shown in the histogram (figure 8).

**Table 9.** *Statistics: Pre-test for the control group*

Statistical		Value
Mean		14,5313
95% confidence interval for the mean	Lower limit	13,5464
	Upper limit	15,5161
Median		14,0000
Minimum		12,00
Maximum		19,00
Rank		7,00
Asymmetry		0,912

*Note:* this table was elaborated by Mena, J. (2021). The source was Cambridge Speaking Rubric.

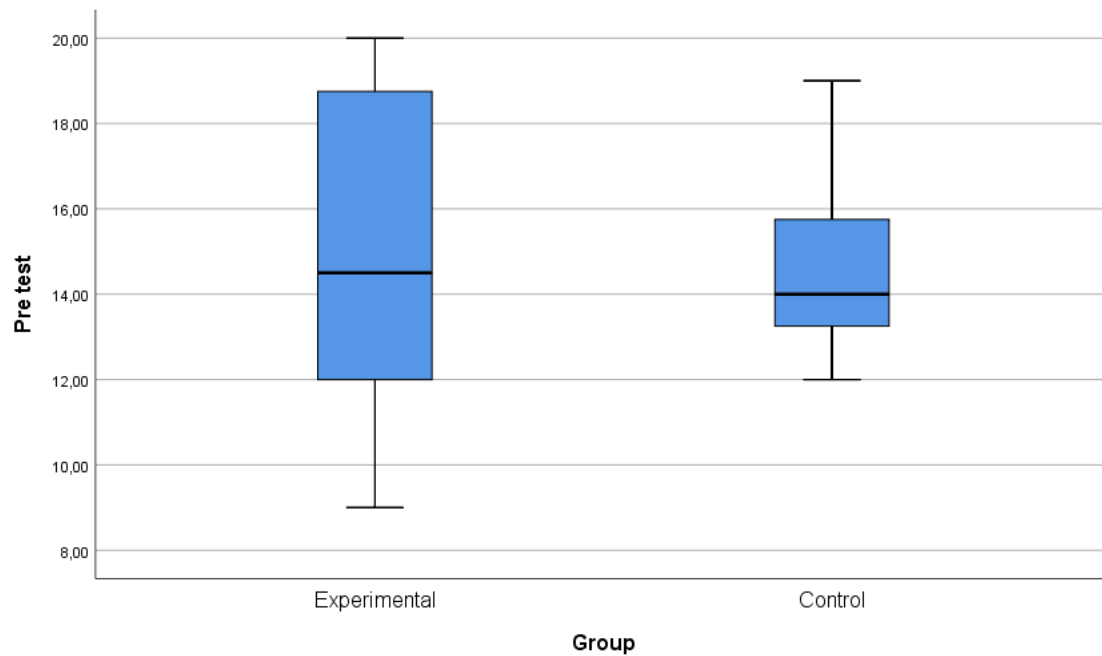
**Figure 8.** *Histogram: Pre-test for the control group*



*Note:* this figure was elaborated by Mena, J. (2021). The source was Cambridge Speaking Rubric.

The box plot (figure 9) compares the results of the pretest. It can be seen that the medians of the study groups are in the same interquartile range, which means that the oral ability of the groups before the application of the Think-Pair-Share strategy is homogeneous.

**Figure 9.** *Box plot: Comparison of the pre-test*



**Note:** this figure was elaborated by Mena, J. (2021). The source was Cambridge Speaking Rubric.

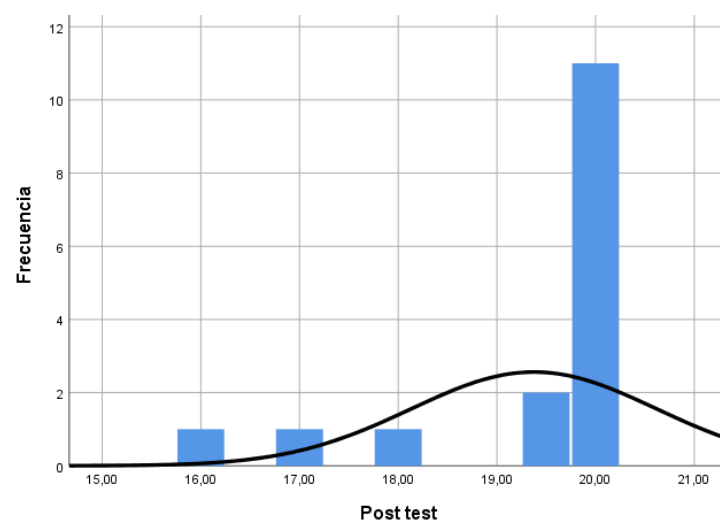
Table 10 shows the results of the post-test applied to the experimental group. It is observed that the oral ability of the group after the application of the Think-Pair-Share strategy has a mean of 19.375; which is within a confidence interval that varies between 18,712 and 20,038. The minimum score is 16.00 and the maximum is 20.00. This results in a range of 4.00. Finally, there is a skewness of -2.043 indicating a higher data density above the mean, as shown in the histogram (figure 10).

**Table 10.** *Statistics: Post-test for the experimental group*

Statistical		Value
Mean		19,3750
95% confidence interval for the mean	Lower limit	18,7116
	Upper limit	20,0384
Median		20,0000
Minimum		16,00
Maximum		20,00
Rank		4,00
Asymmetry		-2,043

*Note:* this table was elaborated by Mena, J. (2021). The source was Cambridge Speaking Rubric.

**Figure 10.** *Histogram: Post-test for the experimental group*



*Note:* this figure was elaborated by Mena, J. (2021). The source was Cambridge Speaking Rubric.

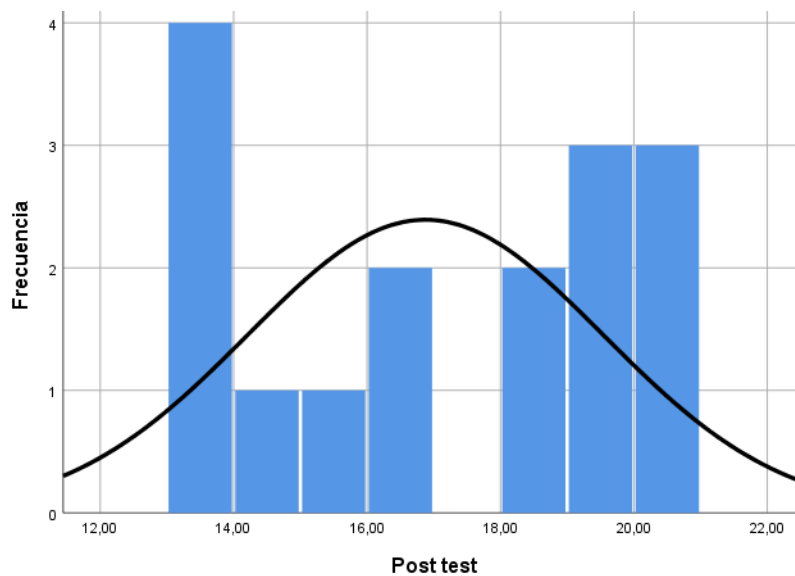
Table 11 shows the results of the post-test applied to the control group. It is observed that the oral ability of the group after the application of the Think-Pair-Share strategy has a mean of 16.875; which is within a confidence interval that varies between 15,454 and 18,297. The minimum score is 13.50 and the maximum is 20.00. This results in a range of 6.50. Finally, there is a skewness of -0.151 indicating a higher data density above the mean, as shown in the histogram (figure 11).

**Table 11.** *Statistics: Post-test for the control group*

Statistical		Value
Mean		16,8750
95% confidence interval for the mean	Lower limit	15,4535
	Upper limit	18,2965
Median		17,2500
Minimum		13,50
Maximum		20,00
Rank		6,50
Asymmetry		-0,151

*Note:* this table was elaborated by Mena, J. (2021). The source was Cambridge Speaking Rubric.

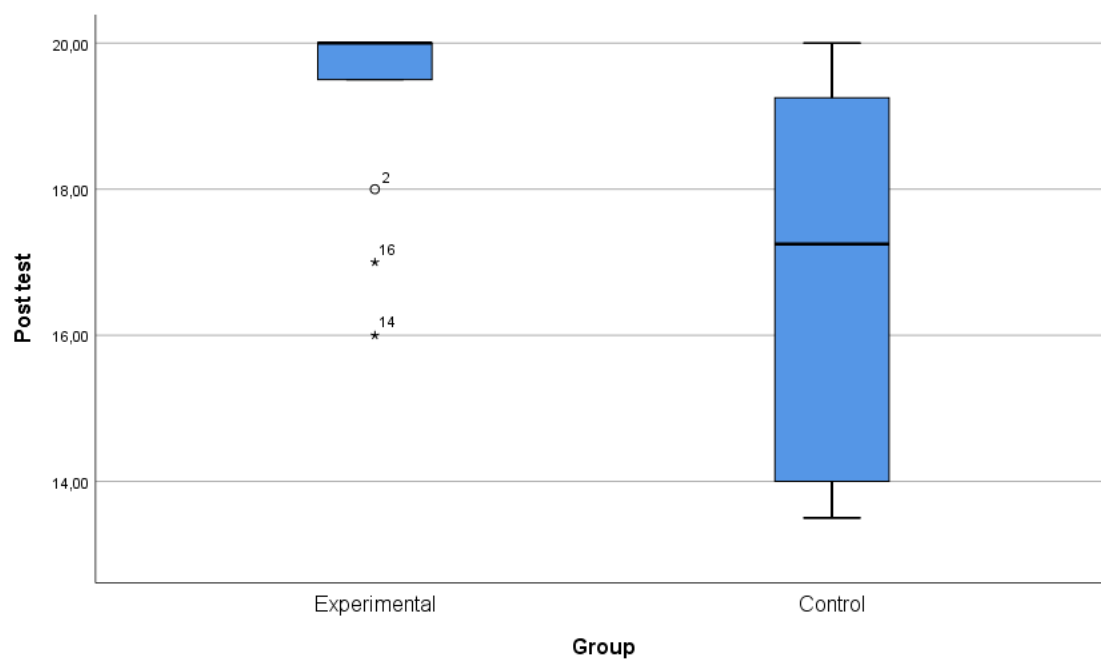
**Figure 11.** *Histogram: Post-test for the control group*



*Note:* this figure was elaborated by Mena, J. (2021). The source was Cambridge Speaking Rubric.

The box plot (figure 12) compares the results of the post-test. It can be seen that the medians of the study groups are in different interquartile ranges, which means that the oral ability of the groups after the application of the Think-Pair-Share strategy is heterogeneous. There is an apparent significant difference with a higher median for the experimental group.

**Figure 12.** *Box plot: Post-test comparison*



**Note:** this figure was elaborated by Mena, J. (2021). The source was Cambridge Speaking Rubric.

### 3.3 Validation of the hypothesis

#### Research hypothesis

The Think-Pair-Share strategy improves the oral ability of students of Pedagogía de los Idiomas Nacionales y Extranjeros.

#### Statistical method

To determine the use of "parametric" or "non-parametric" tests for the validation of the research hypothesis, the following assumptions are analyzed:

1. The data is quantitative (scalar).
2. The Shapiro-Wilk normality test is applied because the sample size is less than 50. For this, the SPSS 25 statistical software is used.

Normality criteria:

$$H_0: P_{valor} > 0,05 = \text{There is normal}$$

$$H_1: P_{valor} \leq 0,05 = \text{there is no normal}$$

The results are shown in Table 12:

**Table 12.** *Shapiro–Wilk normality test*

Group		Statistical	Shapiro-Wilk gl	Sig.
Pre-test	Experimental	0,911	16	0,119
	Control	0,931	16	0,254
Post-test	Experimental	0,583	16	0,000
	Control	0,841	16	0,010

**Note:** this table was elaborated by Mena, J. (2021). The source was Software SPSS 25.

According to what is established in the normality criterion, the Shapiro-Wilk test shows the absence of normality in the two post-test data series. Therefore, the T-Student test should be applied for the comparison of the independent samples of the pre-test, and the Mann-Whitney

U test for the comparison of the independent samples of the post-test. Related samples analysis requires the use of the Wilcoxon test.

### **3.4 Independent samples comparison**

The criterion for the comparison of independent samples is established employing the following statistical hypotheses:

$H_0$ : The mean or median of the experimental group is equal to the mean or median of the control group.

$$H_0: \bar{X}_1 = \bar{X}_2$$

$H_1$ : The mean or median of the experimental group is different from the mean or median of the control group.

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

With a significance level of 5%, the following decision rules are proposed:

$$H_0: P_{valor} > 0,05$$

$$H_1: P_{valor} \leq 0,05$$

The results of the hypothesis tests applied for the comparison of independent samples are presented in tables 13 and 14.

Table 13 shows the results of the T-Student test used to compare the means of the pre-test applied to the study groups. For the analysis of the result, equal variances are not assumed, because the Sig value of the Levene test is less than 0.05.

The test value or Sig. (bilateral) of the T-Student is equal to 0.637; that is, greater than the level of significance. With this result, the null hypothesis is accepted, which means that: The mean of the experimental group is equal to the mean of the control group before the application of the Think-Pair-Share strategy.

**Table 13.** *T-Student test for independent samples: Pre-test*

		Levene's test for equality of variances		T-test for equality of means		
		F	Sig.	t	gl	Sig. (bilateral)
Pre-test	Equal variances are assumed	14,576	0,001	0,479	30	0,635
	Equal variances are not assumed			0,479	21,901	0,637

**Note:** this table was elaborated by Mena, J. (2021). The source was Software SPSS 25.

The test value or asymptotic Sig. (bilateral) of the comparison of independent samples in the post-test is equal to 0.002. This is less than the 5% (0.05) level of significance. Therefore, the null hypothesis is rejected; which indicates that there is a significant difference between the medians of the oral skills of the groups, after the implementation of the Think-Pair-Share strategy.



After analyzing the descriptive statistics of tables 10 and 11, and observing figure 12. It can be affirmed that the experimental group reaches greater ability than the control group, after the implementation of the strategy Think-Pair-Share.

**Table 14.** Mann–Whitney U test: Post-test

	Post-test
Mann–Whitney U	48,500
Asymptotic Sig. (bilateral)	0,002

*Note:* this table was elaborated by Mena, J. (2021). The source was Software SPSS 25.

### 3.5 Comparison of related simples

The criterion for the comparison of related samples is established by the following statistical hypotheses:

$H_0$ : The median of the pretest is equal to the median of the post-test.

$$H_0: \bar{X}_{pre\ test} = \bar{X}_{post\ test}$$

$H_1$ : The pretest median is different from the post-test median.

$$H_1: \bar{X}_{pre\ test} \neq \bar{X}_{post\ test}$$

With a significance level of 5%, the following decision rules are proposed:

$$H_0: P_{valor} > 0,05$$

$$H_1: P_{valor} \leq 0,05$$

The results of the hypothesis tests applied for the comparison of related samples are presented in Table 15.

**Table 15.** *Test Results: Wilcoxon*

<b>Group</b>	<b>Wilcoxon rank test</b>
	<b>Asymptotic Sig. (bilateral)</b>
Experimental	0,001
Control	0,004

*Note:* this table was elaborated by Mena, J. (2021). The source was Software SPSS 25.

The test value (bilateral Sig.) in the comparison of the experimental group is equal to 0.001. This is less than the 5% (0.05) level of significance. Therefore, the null hypothesis is rejected by the experimental group, which demonstrates the increase in the median oral skills after the implementation of the Think-Pair-Share strategy.

The test value (bilateral Sig.) in the comparison of the control group is equal to 0.004. This is less than the 5% (0.05) level of significance. Therefore, the null hypothesis is rejected by the control group, demonstrating the increase in the median oral skills after the implementation of the Think-Pair-Share strategy.

The increase in oral skills in both groups is evident, after the development of the quasi-experimental study, however, the comparison of independent samples with the results of the post-test reveals that this increase is greater for the experimental group.

## **Decision**

The information presented in the analysis and discussion of results shows sufficient statistical evidence to answer the research question in the affirmative. Therefore, it can be stated that: The Think-Pair-Share strategy improves the speaking ability of students of Pedagogía de Los Idiomas Nacionales y Extranjeros.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 CONCLUSIONS

- Through the test taken to the students of the third semester of the career of Pedagogía de Los Idiomas Nacionales y Extranjeros. This can be shown that the level of some of the students in the speaking skill in the pretest was low and they obtained a score between 9 to 13, after having carried out the experimental part with some of the students. It was found that those who obtained a low score decreased and they obtained better scores between 17 to 20 because the strategy helped them feel more so that the strategy had a positive impact due to they had the opportunity of allowing classes to be more communicative and learning more meaningful. In addition, it let learners self-evaluate their knowledge and feel motivated to speak in the target language.
- Applying strategies to help students with the development of skills in this case the speaking skill, some of the skills applied in class are the use of role plays, short videos, interviews, performances, and so on. That is why the use of the Think-Pair-Share strategy helps to stimulate the verbal practice of the English language in the students of the third semester of the PINE program. At the end of the intervention using this strategy, it could be noticed that it had a positive effect as it is shown in table 10 since it allowed students to work in pairs, shared their knowledge, built confidence, and motivated them to help each other interactively and the teacher to continue implementing more techniques of this type to achieve the optimal development of oral skills and learning in general.

- The implementation of the Think-Pair-Share strategy in the classroom allowed the teacher to stimulate his students with different speaking subskills such as pronunciation, fluency, grammar, and vocabulary making it possible to actively interact with each other, managing to stimulate the development of oral skills in the English language. The sub-skills that were developed more with the use of this strategy were vocabulary. After all, the use of templates helped to have a better and broader vocabulary to take part of the ideas on the given topic, fluency, and pronunciation because when making pairs they were able to help themselves by correcting the way they pronounce some words and having more confidence when sharing ideas with the teacher because they already had more knowledge of the subject.
  
- The research project proved the effectiveness of the relationship between the Think-Pair-Share strategy and the speaking skill based on the results shows that it is a good strategy that could help students clear their ideas, feel secure about what they are going to talk about, and overall improving little by little their oral abilities to the point that they feel free to use the language and make mistakes because they can have the help of a partner to guide him/her to better use of it.

## 4.2 RECOMMENDATIONS

- For educators, it comes highly recommended to use the Think-Pair-Share strategy due to it is focused on the students' needs, which means in the development of the students speaking language skills and based on the results presented in this project, learners can improve this area using this strategy. Moreover, the teacher can find some adaptations of the Think-Pair-Share strategy to avoid meaningless, unfinished, and uninteresting activities. Besides, that will help learners to have a better understanding of the technique or the activity and transform their weaknesses into strengths. Overall, they can show a meaningful improvement in their speaking skill and overcome some learning difficulties.
- The think-Pair-Share strategy could be used in class to develop English language skills, the teacher can apply it unconsciously because the constant use of strategy can help in a better way to the learners, since this technique is very versatile and had positive effects on developing oral English language skills, letting students increase their speaking level. In addition, the use of templates is also really important to help students get more ideas and some new vocabulary for the topics given. Based on the results students feel comfortable if they have a kind of guide at the moment of preparing some ideas to perform the activity established with the teacher or the whole class.
- Take into account good class management when using the Think-Pair-Share strategy to develop sub-skills of speaking in the English language, because these sub-skills allow comprehensive articulation of intonation, stress, rhythm, and fluency, for a better understanding of the message that the person wants to convey to another. Learners should practice a lot to improve the sub-skills mentioned because if students practice

more the most they learn and engage with their autonomous work so that they can progress in learning the language. On the other hand, monitoring is also an important factor to avoid distractions and help learners to achieve the objectives purposed for class or the activity.

- Teachers can have the advice of some experts, to train other teachers on the new cooperative learning techniques, combine strategies with the use of templates and student's interaction, interests, and attention, and generate learning opportunities for students so they can easily express themselves in a better way at the moment of speaking and as a result, learners can get an effective leaning process.

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## ANNEXES

### Annex 1: Approval

#### ANEXO 3

### CARTA DE COMPROMISO

Ambato, 27 de Abril de 2020

Dr. Marcelo Núñez  
Presidente  
Unidad de titulación  
Carrera de Idiomas  
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "THINK-PAIR-SHARE STRATEGY AND THE SPEAKING SKILL" propuesto por la estudiante Mena Alarcón Jéniffer Adriana, portadora de la Cédula de Ciudadanía 180490289-6, estudiante de la Carrera de Idiomas, 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.



Lic. Sarah Iza Pazmiño, Mg  
0501741060  
2818175  
0984060528  
[sj.iza@uta.edu.ec](mailto:sj.iza@uta.edu.ec)

## Annex 2: Lesson plans

<b>LESSON PLAN</b>		
<b>TEACHER:</b> Jéniffer Mena	<b>GROUP:</b> Third Semester “A”	<b>TIME:</b> 1 hour
<b>TOPIC:</b> “Severe weather and natural disasters using modal verbs”		<b>DATE:</b> July 14th, 2020
<b>AIM:</b> Students will be able to get familiarized with the Think-Pair-Share strategy.		
<p><b>OBJECTIVES:</b></p> <p><b>General:</b> SS will be able to talk about severe weather and natural disasters using modals.</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> <li>➤ share ideas about natural disasters</li> <li>➤ use modal verbs</li> <li>➤ acquire more vocabulary about the topic</li> </ul>		
<b>MATERIALS:</b> graphic organizers template and rubric.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>➤ Before starting the class, the teacher shares with the class: The objective and the topic of the class.</li> <li>➤ The teacher presents what the strategy is going to be about.</li> <li>➤ The teacher presents the topic which will discuss in the class.</li> <li>➤ The teacher shows students the template and rubric which are going to be used.</li> </ul>		5 min
<p><b>Think time</b></p> <ul style="list-style-type: none"> <li>➤ The teacher begins by posing a question concerning the topic.</li> <li>➤ The teacher distributes the 2 templates Handouts 1&amp;2.</li> <li>➤ The teacher presents the new vocabulary and the grammar they will use on the board.</li> <li>➤ Students "think" about what they know about the subject or have learned about it.</li> </ul>		10 min
<b>Pair Time</b>		5 min

<ul style="list-style-type: none"> <li>➤ The teacher divides the whole group into different pairs by using breakout rooms in zoom.</li> </ul> <p><b>Share Time</b></p> <ul style="list-style-type: none"> <li>➤ The teacher asks students to write the last ideas they have about the topic.</li> <li>➤ The teacher evaluates the students' presentation by using a rubric.</li> <li>➤ The teacher asks students to share their ideas for 2 or 4 min about the given topic.</li> <li>➤ Teacher asks students to take notes about his/her partner's opinion</li> </ul>	40 min
<p><b>ASSESSMENT:</b></p> <p>It will be evaluated through a Cambridge rubric, based on 4 sections (grammar and vocabulary, discourse management, pronunciation, and interactive communication)</p>	

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**Jennifer Mena**

**TEACHER**

## LESSON PLAN

<b>TEACHER:</b> Jéniffer Mena	<b>GROUP:</b> Third Semester “A”	<b>TIME:</b> 1 hour
<b>TOPIC:</b> "Inventions and Discoveries using probably and most likely to conclude"		<b>DATE:</b> August 4th, 2020
<b>AIM:</b> Students will be able to get familiarized with the Think-Pair-Share strategy.		
<p><b>OBJECTIVES:</b></p> <p><b>General:</b> SS will be able to talk about inventions and discoveries using probably and most likely to conclude.</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> <li>➤ share ideas about inventions and discoveries</li> <li>➤ use probably and most likely to draw conclusions</li> <li>➤ acquire more vocabulary about inventions and discoveries.</li> </ul>		
<b>MATERIALS:</b> graphic organizers template and rubric.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>➤ Before starting the class, the teacher shares with the class: The objective and the topic of the class.</li> <li>➤ The teacher presents what the strategy is going to be about.</li> <li>➤ The teacher presents the topic which will discuss in the class.</li> <li>➤ The teacher shows students the template and rubric which are going to be used.</li> </ul>		5 min
<p><b>Think time</b></p> <ul style="list-style-type: none"> <li>➤ The teacher begins by posing a question concerning the topic.</li> <li>➤ The teacher distributes the 2 templates Handouts 1&amp;2.</li> <li>➤ The teacher presents the new vocabulary and the grammar they will use on the board.</li> <li>➤ Students "think" about what they know about the subject or have learned about it.</li> </ul>		10 min
<b>Pair Time</b>		5 min

<ul style="list-style-type: none"> <li>➤ The teacher divides the whole group into different pairs by using breakout rooms in zoom.</li> </ul> <p><b>Share Time</b></p> <ul style="list-style-type: none"> <li>➤ The teacher asks students to write the last ideas they have about the topic.</li> <li>➤ The teacher evaluates the students' presentation by using a rubric.</li> <li>➤ The teacher asks students to share their ideas for 2 or 4 min about the given topic.</li> <li>➤ Teacher asks students to take notes about his/her partner's opinion</li> </ul>	40 min
<p><b>ASSESSMENT:</b> It will be evaluated through a Cambridge rubric, based on 4 sections (grammar and vocabulary, discourse management, pronunciation, and interactive communication)</p>	

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**Jennifer Mena**

**TEACHER**



<b>LESSON PLAN</b>		
<b>TEACHER:</b> Jéniffer Mena	<b>GROUP:</b> Third Semester “A”	<b>TIME:</b> 1 hour
<b>TOPIC:</b> “Holidays and traditions using noun clauses”		<b>DATE:</b> August 17th, 2020
<b>AIM:</b> Students will be able to use in a better way the Think-Pair-Share strategy.		
<b>OBJECTIVES:</b> <b>General:</b> SS will be able to talk about holidays and traditions using noun clauses.  At the end of the class students will be able to: <ul style="list-style-type: none"> <li>➤ share ideas about holidays and traditions</li> <li>➤ use the strategy well</li> <li>➤ acquire more vocabulary about holidays and traditions</li> </ul>		
<b>MATERIALS:</b> graphic organizers template and rubric.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<b>Introduction:</b> <ul style="list-style-type: none"> <li>➤ Before starting the class, the teacher shares with the class: The objective and the topic of the class.</li> <li>➤ The teacher presents what the strategy is going to be about.</li> <li>➤ The teacher presents the topic which will discuss in the class.</li> <li>➤ The teacher shows students the template and rubric which are going to be used.</li> </ul>		5 min
<b>Think time</b> <ul style="list-style-type: none"> <li>➤ The teacher begins by posing a question concerning the topic.</li> <li>➤ The teacher asks SS to create their template.</li> <li>➤ The teacher presents the new vocabulary and the grammar they will use on the board.</li> <li>➤ Students "think" about what they know about the subject or have learned about it.</li> </ul>		10 min



<b>LESSON PLAN</b>		
<b>TEACHER:</b> Jéniffer Mena	<b>GROUP:</b> Third Semester “A”	<b>TIME:</b> 1 hour
<b>TOPIC:</b> “Describe life plans using was/were going to and would”		<b>DATE:</b> August 20th, 2020
<b>AIM:</b> Students will be able to use the Think-Pair-Share strategy.		
<b>OBJECTIVES:</b> <b>General:</b> SS will be able to talk about life plans using was/were going to and would.  At the end of the class students will be able to: <ul style="list-style-type: none"> <li>➤ share ideas about life plans</li> <li>➤ use the strategy well</li> <li>➤ acquire more vocabulary about life plans</li> </ul>		
<b>MATERIALS:</b> graphic organizers template and rubric.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<b>Introduction:</b> <ul style="list-style-type: none"> <li>➤ Before starting the class, the teacher shares with the class: The objective and the topic of the class.</li> <li>➤ The teacher presents what the strategy is going to be about.</li> <li>➤ The teacher presents the topic which will discuss in the class.</li> <li>➤ The teacher shows students the template and rubric which are going to be used.</li> </ul>		5 min
<b>Think time</b> <ul style="list-style-type: none"> <li>➤ The teacher begins by posing a question concerning the topic.</li> <li>➤ The teacher asks SS to create their template.</li> <li>➤ The teacher presents the new vocabulary and the grammar they will use on the board.</li> <li>➤ Students "think" about what they know about the subject or have learned about it.</li> </ul>		10 min
<b>Pair Time</b>		5 min

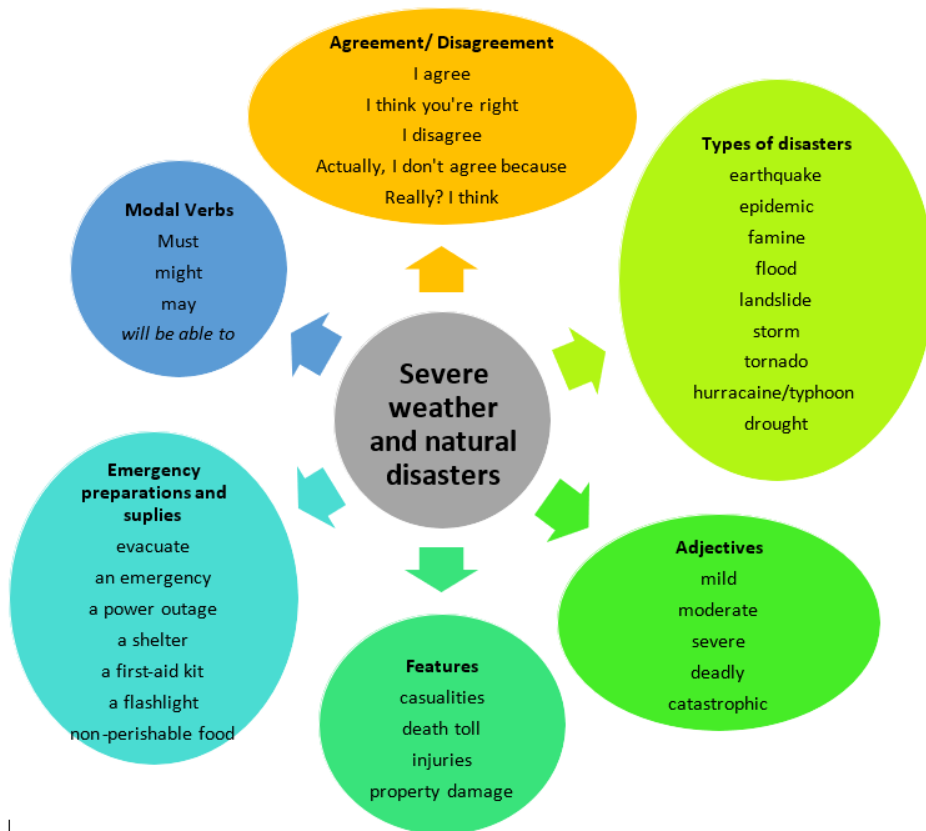
<ul style="list-style-type: none"> <li>➤ The teacher divides the whole group into different pairs by using breakout rooms in zoom.</li> </ul> <p><b>Share Time</b></p> <ul style="list-style-type: none"> <li>➤ The teacher asks students to write the last ideas they have about the topic.</li> <li>➤ The teacher evaluates the students' presentation by using a rubric.</li> <li>➤ The teacher asks students to share their ideas for 2 or 4 min about the given topic.</li> <li>➤ Teacher asks students to take notes about his/her partner's opinion</li> </ul>	40 min
<p><b>ASSESSMENT:</b></p> <p>It will be evaluated through a Cambridge rubric, based on 4 sections (grammar and vocabulary, discourse management, pronunciation, and interactive communication)</p>	

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**Jennifer Mena**

**TEACHER**

### Annex 3: Templates



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|



Source: Mena (2020)

#Name \_\_\_\_\_ Date \_\_\_\_\_



# THINK, PAIR, SHARE

Question or topic: \_\_\_\_\_

What I think...	What my partner thinks..	What we will share...

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**Source:** Teachers pay teachers (2015)

## Annex 4: Rubric

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language despite some hesitation.</li> <li>Contributions are relevant despite some repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and word stress is generally accurately placed.</li> <li>Individual sounds are generally articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very little support.</li> </ul>
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>Contributions are mostly relevant, but there may be some repetition.</li> <li>Uses basic cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Keeps the interaction going with very little prompting and support.</li> </ul>
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses a limited range of appropriate vocabulary to talk about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are characterised by short phrases and frequent hesitation.</li> <li>Repeats information or digresses from the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
0	<i>Performance below Band 1.</i>			

### SOURCE:

[https://lecepsantander.weebly.com/uploads/1/0/3/3/103300938/assessing\\_b1\\_speaking\\_skill.pdf](https://lecepsantander.weebly.com/uploads/1/0/3/3/103300938/assessing_b1_speaking_skill.pdf)



## **Annex 5: Tests**

### **PET-TEST AND POST-TEST**

Greeting: Welcome to everybody, I'm Jéniffer Mena and I'm doing my thesis, that's why I'm here to apply my strategy with you. The objective of my research is to see if the strategy that I have chosen is a good tool to help you in your speaking skill. First of all, I am going to pair each of you and create a breakout room for each pair of students to have a conversation.

The topic will be given when the pairs are done, and they get into the breakout room because this is a test, remember at the moment you are paired you should interact, it means, you will ask, answer, agree or disagree, making a deeper analysis about what each other say or mention so that you will decide in the two best options depending on the situation. The teacher cannot give the topic to the whole class. In addition, the teacher will set different situations for each pair so that you can use different vocabulary, the grammar structure you will use mainly is modal verbs and will or going to.

The situations will be established differently for the pre-test and post-test, which means that if the first pair had the first situation in the pre-test, for the post-test the second or third situation will be assigned.

#### **Teacher:**

Makes ss to get in pairs and create a breakout room to evaluate them.

Establishes two to three minutes for each pair.

**The teacher uses a rubric to evaluate each SS in pairs**

### **First situation**

Well, today you are going to talk about things that can help you to feel relaxed on free days, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

A young man works very hard and has only one free day a week. He wants to find an activity to help him relax. Talk together about the different activities he could do and say which would be most relaxing, choose the two best options.

### **Second situation**

Well, today you are going to talk about English courses, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

Your friend wants to do an English course in the UK. Talk together about what he or she should think about, which courses he could take and what he or can do in the UK, and choose the best options.

### **Third situation**

Well, today you are going to talk about spending money, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

Your sister has won a lot of money in the lottery. Talk together about two ways how you think she should spend the money.

#### **Fourth Situation**

Well, today you are going to talk about clothes and accessories, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

Your friend is going on a backpacking holiday to Peru. Talk together about the clothes and accessories he will need. Agree on the most important things he should take with him.

#### **Fifth Situation**

Well, today you are going to talk about TV programs, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

You are going to watch TV together. Talk to each other about which programs you would like to watch and why choose the two best options.

#### **Sixth situation**

Well, today you are going to talk about presents, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

A boy is leaving his school because his parents are going to work in another country. The students in his class want to give him a present. Talk together about the different presents they could give him and then decide which would be best.

### **Seventh situation**

Well, today you are going to talk about places to visit, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

You won a competition to visit a new country. You're going to travel together for one week. Talk together about where you would like to go and decide which place you will choose.

### **Eighth situation**

Well, today you are going to talk about important things to take for traveling, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

A girl is going to spend two weeks living with a family in England to improve her English. She has put the clothes she needs in her bag. Talk together about the other things she will need to take and say which will be the two most important.

### **Ninth situation**

Well, today you are going to talk about activities to do on rainy days, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

A family is on holiday at the seaside, but it is raining. Talk together about the different things they could do on a rainy day and say which would be the most fun, choose two.

**Tenth situation**

Well, today you are going to talk about activities to do in summer to celebrate, the main grammar structure you need to use is modal verbs, will or going to.

You are going to talk about something together for about two or three minutes. I am going to describe a situation to you.

It is the first day of the summer holidays and some friends want to go out to celebrate.

Talk together about the different things they could do and say which would be the most fun, choose two.

**Source:** PET EXAM (2020)

## Annex 6: Survey validation by expert

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

### EXPERT'S GENERAL INFORMATION:

Full Name: <del>Dorys Maribel Cumbe Coraizaca</del>
Profession: English Professor
<del>Workplace:</del> Universidad Técnica de Ambato
<b>Degrees</b>
<del>Undergraduate:</del> Licenciada en Ciencias de la Educación Mención Ingles
Institution: Universidad Técnica de Ambato
<del>Year:</del> 2005
<del>Postgraduate:</del> Magister en Ciencias de la Educación Mención Ingles
<del>Institution:</del> Pontificia Universidad Técnica de Ambato
Year: 2012

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

**Questionnaire**  
**VALIDATION CHART**

**Topic:** Think-pair-share strategy and the speaking skill.

**Instructions:** Please put a tick (✓) in the appropriate column for each item.

**A:** Always

**U:** Usually

**N:** Never

ITEM	A	U	N
1. Do you like to work in pairs in oral activities?			
2. Do you take notes about your partner's ideas in pair work activities?			
3. Do you know how to make questions in pair work activities?			
4. Does the teacher promote oral activities in pairs?			
5. Does the teacher provide the necessary vocabulary to carry out verbal activities in class?			
6. Do you use templates to take notes about your ideas in oral activities?			

**Author:** MENA, J. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION

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

**INSTRUMENT VALIDATION**

**Topic:** Think-pair-share strategy and the speaking skill.

**Objective:** To collect information about the use of the think-pair-share strategy in the speaking skill development of students in Third Semester "A" at Universidad Técnica de Ambato.

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

EXPERT'S NAME:

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		

Source: MENA, J. (2020)

**Final Resolution:**

<b>Approved</b>	✓	<b>Disapproved</b>	
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Source: MENA, J. (2020)



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

**EXPERT JUDGMENT EVIDENCE**

I, DORYS MARIBEL CUMBE CORAIZACA with, I.D. No. 1803694569, certify that I conducted the expert judgment on this instrument designed by Mena Alarcón Jennifer Adriana, with I.D. No. 180490289-6 for the Final Degree Project entitled “**THINK-PAIR-SHARE STRATEGY AND THE SPEAKING SKILL**” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, June 23<sup>th</sup>, 2020.

Sincerely,



Mg. Dorys Cumbe  
I.D. 1803694569

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

**EXPERT'S GENERAL INFORMATION:**

Full Name: Mg. Ana Jazmina Vera de la Torre
Profession: English Professor
Workplace: Universidad Técnica de Ambato
<b>Degrees</b>
Undergraduate: Licenciada en Lingüística Aplicada a la Enseñanza del Idioma Inglés Institution: Pontificia Universidad Católica del Ecuador Year: 2002
Postgraduate: Magister en Lingüística Aplicada al Aprendizaje del Inglés Institution: Universidad Nacional de Chimborazo Year: 2016
Postgraduate: Magister en Docencia y Currículo para la Educación Superior Institution: Universidad Técnica de Ambato Year: 2014
Postgraduate: Diploma Superior de la Enseñanza de Inglés como segunda Lengua Institution: Escuela Politécnica del Ejercito Year: 2009

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

**Questionnaire**  
**VALIDATION CHART**

**Topic:** Think-pair-share strategy and the speaking skill.

**Instructions:** Please put a tick (✓) in the appropriate column for each item.

**A:** Always

**S:** Sometimes

**N:** Never

ITEM	A	S	N
1. Do you like to work in pairs in oral activities?			
2. Do you take notes about your partner's ideas in pair work activities?			
3. Do you know how to make questions in pair work activities?			
4. Does the teacher promote oral activities in pairs?			
5. Does the teacher provide the necessary vocabulary to carry out verbal activities in class?			
6. Do you use templates to take notes about your ideas in oral activities?			

**Author:** MENA, J. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION

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

**INSTRUMENT VALIDATION**

**Topic:** Think-pair-share strategy and the speaking skill.

**Objective:** To collect information about the use of the think-pair-share strategy in the speaking skill development of students in Third Semester “A” at Universidad Técnica de Ambato.

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

EXPERT’S NAME:

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		

Source: MENA, J. (2020)

**Final Resolution:**

<b>Approved</b>	<b>X</b>	<b>Disapproved</b>	
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Source: MENA, J. (2020)

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

EXPERT JUDGMENT EVIDENCE

I, Ana Jazmina Vera de la Torre, with, I.D. No. 1801249341 certify that I conducted the expert judgment on this instrument designed by Mena Alarcón Jénifer Adriana, with I.D. No. 180490289-6 for the Final Degree Project entitled **“THINK-PAIR-SHARE STRATEGY AND THE SPEAKING SKILL”** since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, June 23<sup>th</sup>, 2020.

Sincerely,



Mg. Ana Jazmina Vera de la Torre

I.D. 1802249341

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

**EXPERT'S GENERAL INFORMATION:**

Full Name: Lic. Cristina del Rocío Jordán Buenaño
Profession: English Professor
Workplace: Universidad Técnica de Ambato
<b>Degrees</b>
Undergraduate: Bachelors' degree on Human Sciences and Education- Majored in English
Institution: Universidad Técnica de Ambato
Year: 2007
Postgraduate: Master's in Curriculum Design and Educational Evaluation
Institution: Universidad Técnica de Ambato
Year: 2015

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

**Questionnaire**  
**VALIDATION CHART**

**Topic:** Think-pair-share strategy and the speaking skill.

**Instructions:** Please put a tick (✓) in the appropriate column for each item.

**A:** Always

**U:** Usually

**N:** Never

ITEM	A	U	N
1. Do you like to work in pairs in oral activities?			
2. Do you take notes about your partner's ideas in pair work activities?			
3. Do you know how to make questions in pair work activities?			
4. Does the teacher promote oral activities in pairs?			
5. Does the teacher provide the necessary vocabulary to carry out verbal activities in class?			
6. Do you use templates to take notes about your ideas in oral activities?			

**Author:** MENA, J. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION

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

**INSTRUMENT VALIDATION**

**Topic:** Think-pair-share strategy and the speaking skill.

**Objective:** To collect information about the use of the think-pair-share strategy in the speaking skill development of students in Third Semester “A” at Universidad Técnica de Ambato.

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

EXPERT’S NAME: Mg. Cristina Jordán

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	X										
2	X										
3	X										
4	X										
5	X										
6	X										

Source: MENA, J. (2020)

**Final Resolution:**

Approved	X	Disapproved	
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Source: MENA, J. (2020)



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

EXPERT JUDGMENT EVIDENCE

I, Cristina del Rocío Jordán Buenaño with, I.D. No. 1804010500, certify that I conducted the expert judgment on this instrument designed by Mena Alarcón Jénifer Adriana, with I.D. No. 180490289-6 for the Final Degree Project entitled “**THINK-PAIR-SHARE STRATEGY AND THE SPEAKING SKILL**” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, June 23<sup>th</sup>, 2020.

Sincerely,



Lic. Cristina Jordán Buenaño, Mg.

I.D. 1804010500

## Annex 7: Survey

### Questionnaire

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

Topic: Think-pair-share strategy and the speaking skill.

Instructions: Please put a tick (✓) in the appropriate column for each item.  
Always  
Sometimes  
Never

---

1. Do you like to work in pairs in oral activities? \*

Always  
 Sometimes  
 Never

---

2. Do you take notes about your partner's ideas in pair work activities? \*

Always  
 Sometimes  
 Never

---

3. Do you know how to make questions in pair work activities? \*

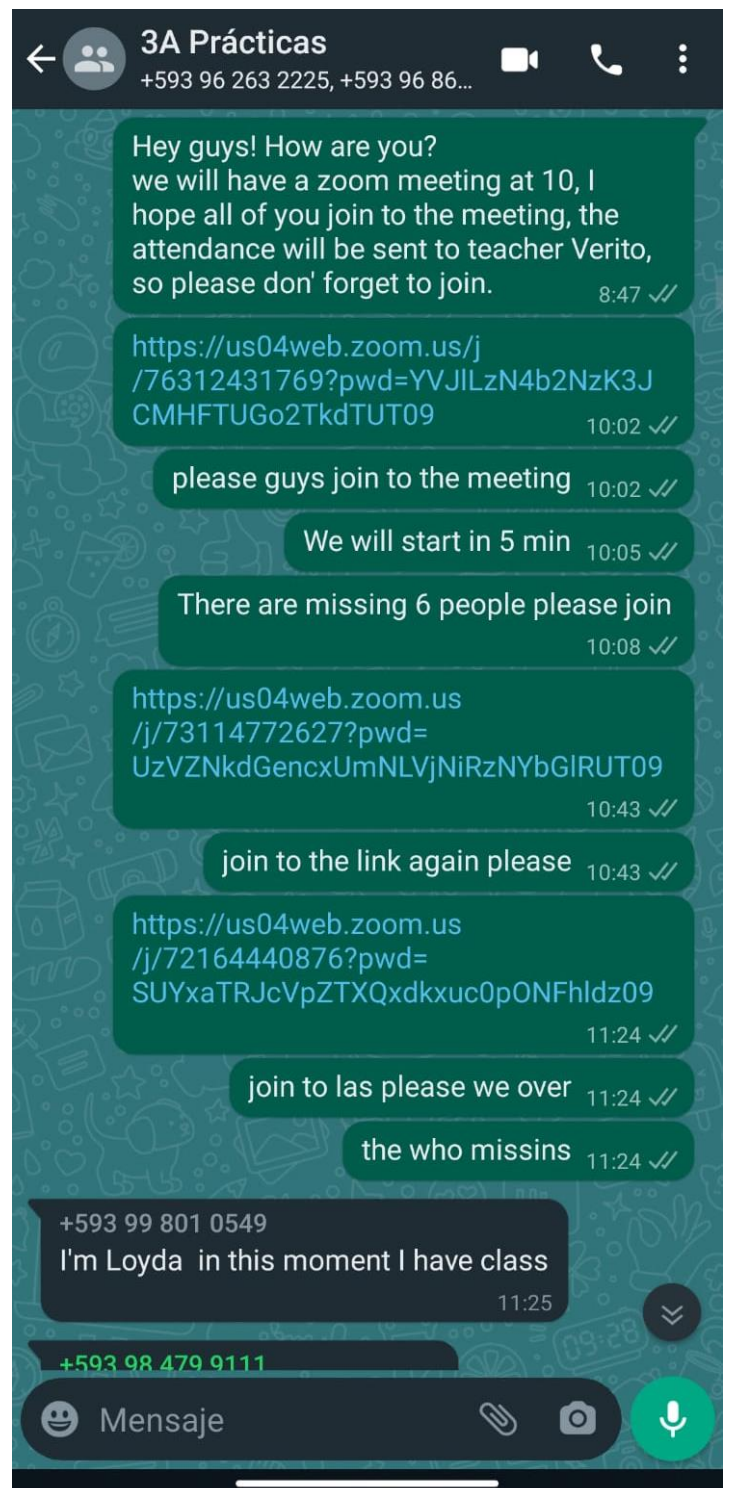
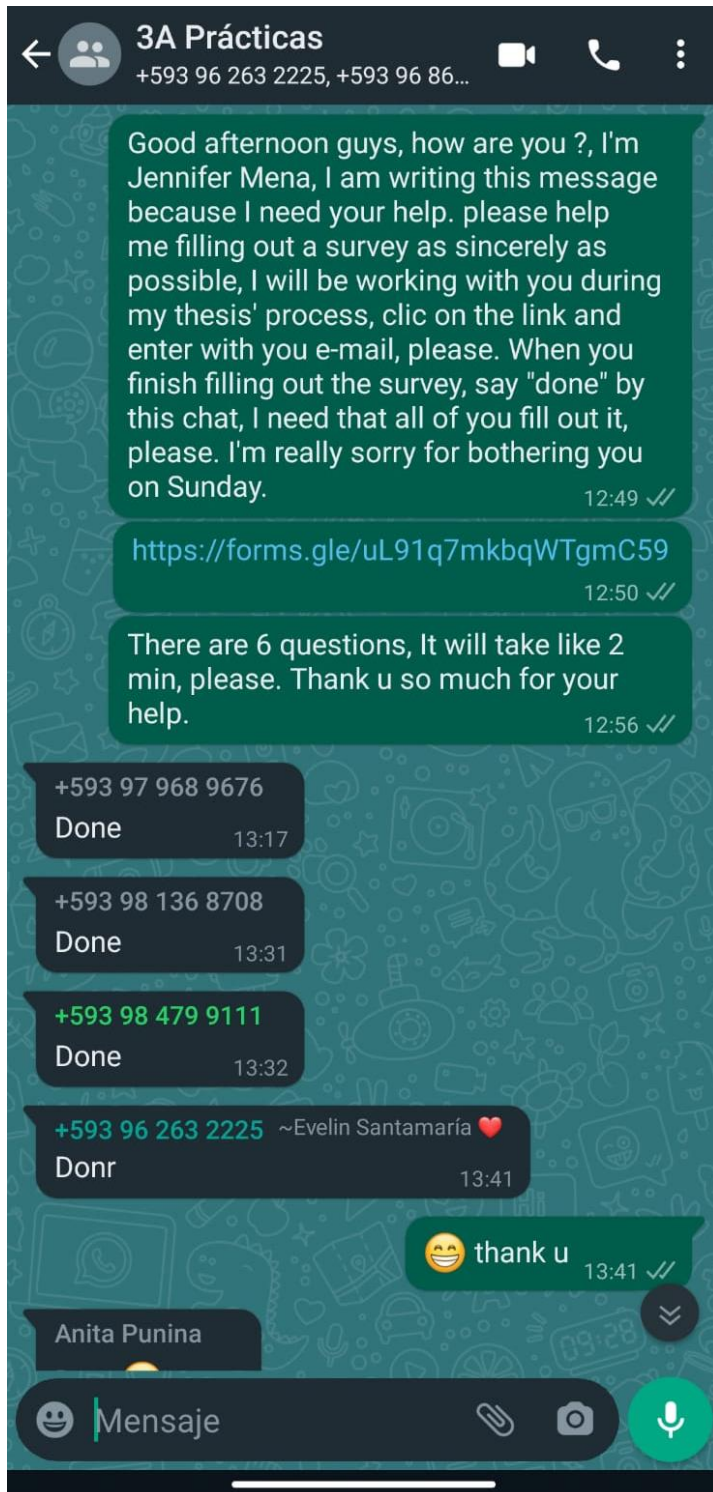
Always  
 Sometimes

Source: Mena (2020)

Link to enter the survey: <https://forms.gle/DmYv6xjmNd6jJu7BA>

## Annex 8: Extra tools

- WhatsApp:



Source: Mena (2020)

## Annex 9: Urkund report



### Document Information

Analyzed document	Mena_Jennifer_Dissertation.docx (D142288724)
Submitted	7/22/2022 4:28:00 AM
Submitted by	
Submitter email	jmena2896@uta.edu.ec
Similarity	1%
Analysis address	elsamchimboc.uta@analysis.orkund.com



### Sources included in the report

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<b>W</b>	URL: <a href="https://docplayer.biz.tr/18312778-T-c-ankara-universitesi-egitim-bilimleri-enstitusu-egitim-programlari-anabilim-dali-egitimde-program-gelistirme-bilim-dali.html">https://docplayer.biz.tr/18312778-T-c-ankara-universitesi-egitim-bilimleri-enstitusu-egitim-programlari-anabilim-dali-egitimde-program-gelistirme-bilim-dali.html</a> Fetched: 6/15/2020 5:57:01 PM	1

### Entire Document

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION  
CARRERA DE IDIOMAS  
Perfil de investigación previo al informe final de trabajo de graduación y obtención del Título de Licenciado en Ciencias de la Educación Mención: Inglés  
TOPIC: "THINK-PAIR-SHARE STRATEGY AND THE SPEAKING SKILL"  
Author: Jennifer Adriana Mena Alarcón  
Tutor: Elsa Mayorie Chimbo Caceres  
Ambato – Ecuador 2022  
SUPERVISOR APPROVAL  
CERTIFY:  
I, Mg. Mayorie Chimbo holder of the I.D No. , in my capacity as supervisor of the Research dissertation on the topic: "THINK-PAIR-SHARE STRATEGY AND THE SPEAKING SKILL" investigated by Jéniffer Adriana Mena Alarcón with I.D No. 180490289-6, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.  
..... Mg. Mayorie Chimbo SUPERVISOR  
DECLARATION PAGE  
I declare this undergraduate dissertation entitled "THINK-PAIR-SHARE STRATEGY AND THE SPEAKING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study. Comments expressed in this report are the author's responsibility.  
..... Jéniffer Adriana Mena Alarcón I.D. 180490289-6 AUTHOR  
APPROVAL OF THE HIGH COURT OR DEGREE COURT TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION