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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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

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I, Mg. Wilma Elizabeth Suárez Mosquera, holder of the I.D No 1802859841 in my capacity as supervisor of the Research dissertation on the topic: “IMPROMPTU SPEAKING AND THE ORAL PRODUCTION.” investigated by Miss Andrea Daniela Lara Freire with I.D No. 1803837234 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

God, for giving me strength and allowing me to be a better person every day. To my parents Javier and Patricia for their support, love, patience, and effort, who always believed in me and taught me the values of education and hard work, I love you with all my heart

To my loved sisters Kerly and Lucía who always had been by my side in this process and supported me in every possible way. Thanks for the enormous love and motivation that was very useful for me to overcome all obstacles during this process and to become a professional.

To my family and friends who gave me the strength to finalize this study, to make me prove too that I can with everything, and teach me that those who risk nothing gain nothing

Finally, I dedicate this study to my loved teachers, those who inspired me to be a better person and teacher, for sharing with me their knowledge and passion for teaching. I hope to share their inspiration and passion with my students.

Sincerely,

Andrea

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TOPIC: “IMPROMPTU SPEAKING AND THE ORAL PRODUCTION”

AUTHOR: Lara Freire Andrea Daniela

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ABSTRACT

The objective of this current research was to investigate how the application of impromptu speaking activities influenced the oral production of 21 students of sixth semester from “Universidad Técnica de Ambato”. This project was carried out in eight classes over three weeks in a face-to-face modality. The approach used in this project was quantitative with an experimental design. Participants took a pre-test and a post-test from the B2 First exam from Cambridge University to evaluate their speaking skills. The test evaluated four criteria: Vocabulary and grammar, discourse management, pronunciation, and interactive communication, each criteria is divided in six bands from 0 to 5, being 0 the lowest score and 5 the highest score, giving a total of 20 points. These results were transformed using a rule of 3 evaluating students over 10 points. In the pretest students had some problems with their discourse management and interactive communication, given that they presented some hesitations problems. For that reason, students had an average of 4,78 over 10 points, which determined that they had a B1 speaking level. After the treatment, the results obtained from the post-test showed a positive impact on the participant’s oral production given that they had a general improvement of all the criteria improving grammar and vocabulary, and pronunciation in 0,07 points, discourse management in 0,21 points and interactive communication in 0,21 points. For the verification of the hypothesis, T-test was used with a value of 0,000 which is less than 0,05. Therefore, the alternative hypothesis was accepted concluding that the application of impromptu speaking activities improved participants' oral production.

Key words: Impromptu speaking, oral production, discourse management, interactive communication, grammar and vocabulary.

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RESUMEN

El presente trabajo de investigación tuvo como objetivo investigar cómo la aplicación de actividades de habla improvisada influyó en la producción oral de 21 estudiantes de sexto semestre de “Universidad Técnica de Ambato”. Este proyecto se llevó a cabo en ocho clases durante tres semanas en una modalidad presencial. El enfoque utilizado en este proyecto fue cuantitativo con un diseño experimental. Los participantes realizaron un pre-test y un post-test del examen B2 First de la Universidad de Cambridge para evaluar sus habilidades orales. La prueba evaluó cuatro criterios: vocabulario y gramática, manejo del discurso, pronunciación y comunicación interactiva, cada criterio se divide en seis bandas de 0 a 5, siendo 0 el más bajo y 5 el más alto dando un total de 20 puntos. Estos resultados fueron transformados usando una regla de 3 evaluando a los estudiantes sobre 10 puntos. En el pretest los estudiantes tuvieron algunos problemas con el manejo del discurso y la comunicación interactiva, dado que presentaron algunos problemas de duda. Por esa razón, los estudiantes tuvieron un promedio de 4,78, todos ellos con un nivel B1 de expresión oral. Después del tratamiento, los resultados obtenidos en el post-test mostraron un impacto positivo en la producción oral de los participantes dado que tuvieron una mejora general de todos los criterios mejorando la gramática y el vocabulario, y la pronunciación en 0,07 puntos, el manejo del discurso en 0,21 puntos y comunicación interactiva en 0,21 puntos. Para la verificación de la hipótesis se utilizó la prueba T con un valor de 0,000 que es inferior a 0,05. Por lo tanto, se aceptó la hipótesis alternativa concluyendo que la aplicación de actividades orales improvisadas mejoró la producción oral de los participantes.

Palabras clave: Habla improvisada, producción oral, manejo del discurso, comunicación interactiva, gramática y vocabulario.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

The current investigation is based on the research of some important previous references from several authors that contain information and pieces of knowledge related to the two principal variables of this research project. These bibliographic resources support that the use of impromptu speaking activities can be effective to improve student's oral production

Lumettu and Runtuwene (2017) carried out an experimental investigation for developing student's English speaking ability through impromptu speaking method with students of the Hotel Management Study Program .All participants (40 students) took a pre-test,after doing the pre-test, participants were divided into two groups, one experimental group (20 participants) and the other control group (20 participants). The experimental group used impromptu speaking method while the control group used full test memorization. The first group of students who applied an impromptu speaking method was better at speaking more fluently and naturally because they learnt how to use their own sentences and develop their own ideas while the control group failed to do that because they forgot one sentence or word that made them forget the complete text.The contribution of this investigation was that at the end of the program students were able to speak English fluently and naturally when they did their job training at hotels in North Sulawesi or in other cities or in foreign countries.

Suthiwartnarueput (2017) developed an investigation in order to study the effects of impromptu speaking practice on English speaking ability of Thai EFL students. Participants were 40 undergraduate students from a public University in Bangkok. The author took a pre-test, a post-test and interview responses to the students. The researcher explored the effectiveness of Impromptu speaking method on the development of English-speaking ability.

The results of the investigation found that impromptu speaking method helped students to speak English more fluently with fewer pronunciation and grammatical errors, obtaining better results in the post-test with a higher speaking level. Moreover, students declared that they enjoyed learning English with this practice. Interview responses also revealed that impromptu speaking activities contributed to gain confidence given that this kind of activities were close to student's everyday life situations because students had to speak English with foreigners who needed some help about the direction to a country's landmark.

Sekkal (2020) conducted experimental research using impromptu speech for strengthening Tertiary Students' oral communication competencies in large classes at Sidi Mohamed Ben Abdellah University where 30 students participated. The researcher divided the participants in two groups, 15 students were the experimental group, and 15 students were the control group. The author used the experimental group impromptu speech method, and the control group used the conventional teaching method with oral presentations. The results showed that experimental group students had a great improvement in using adequate pronunciation, vocabulary, and well-formed sentences. They were also able to maintain coherent and constant talks, so the author proved the efficiency of impromptu talks for improving student's oral communication skills. Finally, the investigation contributed also to create an alive and conducive environment in the class, given that speaking became for students less difficult allowing students to have more confidence in delivering their speech, they also were able to speak better in real life conversations and elaborated their topics in a good way.

Panggabean et al. (2018) completed an experimental investigation for studying the effects of impromptu speaking on student's speaking ability. 30 students from SMA Negeri Pinangsori participated and were submitted to a pre-test. Then, the researcher applied the treatment to improve student's speaking ability. After the treatment, students took a post-test, and the researcher got the data. The scores reflected on the pre- tests and post-test showed that the test is higher than table ($t_{test} > t_{table}$).

Therefore, there was a significant effect of impromptu speaking method on students' speaking ability demonstrating that impromptu speaking was a great method for improving speaking ability. The result of the application was categorized as "Very Good". Consequently, the researcher applied impromptu speaking method in teaching speaking well, giving as a result more active students especially in their speaking ability making them able to master the language itself.

Barruansyah (2018) led an experimental research where the author applied impromptu speech to improve students' speaking ability by using one group as the experimental class and one group as control class, the researcher took a pre-test at the beginning to all the participants in order to know the student's speaking ability. In the middle of the session, he applied a treatment where he taught the experimental class by impromptu speech method and control class was taught with the natural approach. There was a posttest at the end of the teaching learning processes and based on the data analysis, it was concluded that there was a significant effect of applying impromptu speech method, given that, impromptu speaking helped learners to develop their capability to think on their feet, organize ideas quickly, and speak informatively and confidently about variety of topics.

Azzahara et al. (2019) elaborated an experimental investigation for developing students' speaking skill through impromptu speech method. Participants were 38 in Man Polman where the researcher used a pre-test and post-test to be aware of the student's knowledge about speaking. After the application of the pre-test, the researcher developed a treatment in 5 meetings using impromptu speech method. The researcher also used a questionnaire to know students' experiences towards the teaching-learning process. The results of the study demonstrated that implementing impromptu speech method improved student's speaking abilities in terms of pronunciation and fluency. As a consequence, impromptu speech is one of the methods that are recommended to be considered in teaching speaking to develop student's speaking abilities.

Fithriana (2021) conducted an experiment by using impromptu speech to facilitate Senior High School students' speaking performance at Pamekasan with 34 students of Bahasa that experienced difficulties in speaking, they were not able to pronounce words, and they had lack of vocabulary and difficulties with spoken expression. The researcher conducted meetings of one cycle. One meeting for the test and two meetings for the action implementation. The study used quantitative data from speaking exam scores of students. The students' performance on the speaking test in cycle 1 demonstrated improvement and the opportunity for an informal speech allowed them a chance to interact and gain more self-confidence. However, cycle 2 was not conducted. Finally, it can be said that the results of the action research showed that spontaneous speech might help students to improve their speaking abilities. The findings of this study may also serve as recommendations for English teachers in identifying or developing speaking activities that motivate students to improve their oral communication skills.

Mortaji (2017) investigated student's public speaking competency development through extemporaneous speech performance. The researcher implemented a treatment for 16 participants from Al Akhawayn University. The researcher applied weekly impromptu speaking sessions combined with individual goal-setting strategy (teacher feedback). For this purpose, the researcher assessed 64 extemporaneous speeches delivered over the course of a semester using the public speaking competence rubric (PSCR) and observed the students' public speaking progress through 90 impromptu speaking activities using a weekly goal-setting strategy. Results revealed that a combination of sustained impromptu speaking and goal setting contributed significantly and effectively to public speaking skills development over the course of the semester. They also demonstrated that the teacher's weekly goal-setting strategy played a major role in building speakers' competence and development. At the end of the experiment, the students made substantial public speaking competence development in all dimensions thanks to sustained impromptu speaking and teacher's constructive feedback used proved to be very effective and rewarding because students were not afraid anymore of standing alone in front of an audience and receiving feedback from the instructor and their peers.

Imron and Hantari (2019) carried out qualitative research to study EFL Students' Attitudes toward Public Speaking and Anxiety in Speaking Impromptu Speech with 23 students of Tidar Islamic Boarding School. The researcher gave students a questionnaire taken from The Foreign language Classroom Anxiety Scale (FLCAS) to measure the level of anxiety in performing impromptu speech. The results found that most students had a positive attitude in public speaking class. The fact that participants weren't used to speak in English in front of a big audience was one of the causes of their uneasiness, and they had a lack of confidence and poor knowledge of vocabulary. Nevertheless, it was concluded that participants needed a supportive environment to learn public speaking, and provide them with books, magazines, or newspapers in order to be able to read something that could be interesting for them and acquire more vocabulary.

Pratiwi (2021) carried out a study to investigate the effect of applying impromptu speaking method on the students' speaking achievement, 68 students of Madrasah Tsanawiyah Al - Jam'iyatul Washliyah middle school participated in the investigation. The researcher divided the participants using an experimental and control class. Then, he applied a pre-test to both groups to know their speaking skills. After that, the experimental group worked by applying an impromptu speaking method. They produced as many sentences as they could, paying attention to various elements like grammar, fluency, and pronunciation. While the control group worked with conventional methods. Finally, both groups solved a post-test. The results were analyzed using the t-test formula and showed that impromptu speaking gave a significant positive effect on student's speaking because students' achievement taught by using Impromptu Speaking method was better than the one taught by using a conventional technique (TCL). Moreover, Impromptu Speaking was one of many activities that were joyful, cheerful, and challenging for students in mastering speaking English in the classroom. This research contributed to improve the students' attention and concentration and make their class more fun and effective, because it was no need many medias to do in the class, and it could be used for online class trough pandemic as well.

To summarize, all the research studies mentioned above supported the use of impromptu speaking for oral production and found some reasons to support the idea of why students have problems when they give a speech, because of the fact that they presented lack of fluency, vocabulary, or accuracy. Consequently, authors applied some impromptu speaking activities for dealing with this problematic situation. These studies were carried out with a similar population, most of the participants were at University, and therefore, they were young students. Participants showed an improvement in their speaking skills at the end of the treatment with this impromptu speech activities. All these articles contributed to the analysis of several research works in order to have a broader vision of Impromptu Speaking as a method for developing speech in the English language, for example, how these activities can be applied with the current group of ESL students for speaking in front of a public or audience, some ideas of activities for using with students, criterias that the teacher can use for evaluating student's speeches and techniques that students can use for anxiety reduction.

This current research work will be carried out with students from "Universidad Técnica de Ambato" with the implementation of impromptu activities to analyze the effects on the students' oral production. The research will be in a face to face modality, and it will last approximately six months. Students will develop a pre-test and a post-test; results will be analyzed and they will help to verify if the activities improve the oral production of students.

Theoretical framework

Independent Variable

English language teaching

Chomsky (2002) mentioned that language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species. Brown (2000) stated that teaching is the process of guiding and facilitating learning. Teaching also enables the learners to learn and setting the conditions for learning. It implies that teaching cannot be separated from learning.

Therefore, the approaches, methods, and techniques used in the classroom depend on the teacher's understanding of what learning is. Richards (1985) stated that language teaching is a socio-cultural and psycholinguistics complex issue.

Some experts point out that second or foreign language teaching is any activity in charge of one person intended to facilitate the learning of a language for a student who is not native speaker. Cameron (2001) explained that there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities.

Therefore, teachers are expected to be able to provide a good classroom atmosphere for the learning process. According to Richards and Rodgers (2008) Language teaching came into his own as a profession in the twentieth century. Language teaching in the twentieth century was characterized by frequent changes and innovations and by the development of competing teaching ideologies.

Many of the new approaches for language teaching came from the constant changes in teaching methods. Over the years, English has become a universal language due to the fact that many people around the world speak it as an official language or they study it as a foreign language.

Moreover, many articles, books and papers are written in English, for that reason it is known as the language of investigation and technology; many people had shown interest in learning the language and many English teachers had been needed for this purpose. The creation of new techniques, methods or approaches has been an important resource for the improvement of teaching English.

Teaching speaking skills

According to Amidon (1967) defined teaching as an interactive process, primarily involving classroom talk which takes place between teacher and learner and occurs during certain definable activities. Harmer (2001) defined speaking as the capability to speak fluently by using knowledge, information and say it on the spot. Speaking is considered an essential productive skill which is used every day to communicate with other people.

Therefore, teaching English speaking can be defined as the process of teaching ESL learners to produce the English speech sound patterns, use words and sentences stress, intonation patterns and the rhythm of the foreign language accurately. Learners often evaluate their success in language learning as the effectiveness of their spoken language proficiency.

Speaking is considered as an essential part of foreign language learning because when students learn to speak a new language, they learn to select appropriate words and sentences according to the audience, situation and subject matter. They are able to organize their thoughts in a meaningful and logical sequence, quickly and confidently with few unnatural pauses (fluency).

The main purpose of teaching speaking is to improve students' communicative skills because in that way learners will be able to express themselves and learn how to follow the cultural and social rules in an appropriate way in many communicative contexts.

Components of speaking skill

Harris (1974) stated that speaking is characterized by four main components that are grammar, vocabulary, pronunciation, and fluency.

The first component is grammar defined by Harmer (2001) as the description of the ways in which words can change their forms and can be combined into sentences in the language. Therefore, learners understand and remember the language and the position of each unit of words. Grammar also includes a set of rules with rules and exceptions to control the language.

The second component is vocabulary that is the appropriate diction which is used in communication. Vocabulary is important in English language teaching because without enough vocabulary students cannot understand others or express their own ideas. Teaching vocabulary helps students to understand and communicate with others in English knowing that having limited vocabulary is also a barrier that precludes learners from learning a language.

The third component is pronunciation that is the production of sounds correctly. The main aim in pronunciation teaching is to be easily understood, for that reason this is the most challenging skill for non-native speakers because if a learner has a poor pronunciation it can lead to interruption of communication or misunderstandings. On the other hand, a good pronunciation can be understood effortlessly by the audience. For that reason, it is necessary for learners to practice pronunciation by repeating sounds and making them into a habit.

The fourth component is fluency that comes from the Latin word *fluentem* meaning “to flow.” Being fluent means a person is native-level proficient, able to speak quickly in each language. Fluency improves the oral thinking and helps to speak and deal with people and create a better understanding between each other (Wolf, 2008).

Methods of speaking

According to Mulyana (2007), there are four methods in public speaking, they are called: Impromptu speaking is the presentation of a short message without previous preparation to prepare what to say. Impromptu speeches often occur when someone is asked to “say a few words”, give a toast on a special occasion, or give an opinion. Usually, impromptu is used by people who have a lot of experience and knowledge. Extemporaneous speaking is the presentation of a carefully planned and rehearsed speech, spoken in a conversational manner using brief notes. By using notes, the speaker can establish and maintain eye contact with the audience and assess how well they understand the speech as it progresses. The opportunity to assess is also an opportunity to restate more clearly any idea or concept that the audience seems to have trouble grasping.

Manuscript speaking, the speaker reads every word from a prewritten speech. In a manuscript speech, the speaker maintains his or her attention on the printed page except when using visual aids. Therefore, sometimes, this method can be boring without eye contact, movement, and body language. Memory is memorizing over all the text and speech without text. Speakers recite from memory whenever they perform from a script in a stage play, television program, or movie scene. When it comes to speeches, memorization can be useful when the message needs to be exact, and the speaker doesn't want to be confined by notes.

Teaching speaking procedure

Spratt et al. (2011) stated that the activities in a speaking lesson often follow the following pattern: First, the teacher starts with a lead-in that is an introduction to the topic of the lesson, all the activities are focused on the new language. The aim of a lead-in is to engage students in the topic and to activate students' language knowledge on the topic. The duration of a lead –in is about 3-5 minutes. Then, the teacher applies practice activities or tasks that are activities and tasks designed to give learners opportunities to practice and extend their use of the new language. These activities may move from controlled to free activities or a teacher may choose to do them in the opposite order, depending on the class and learning context. Post-task activities are activities in which learners do free speaking activities on the topic and/or work on the language used in the tasks.

Classroom speaking activities

Sardiman (2016) concluded that an activity is related both physically/body and mentally/spiritually. It means that speaking activity is a situation where people communicate with each other physically and psychologically.

Therefore, classroom speaking activities can be defined as those activities that help learners to communicate with each other in the classroom. Brown (2004) mentioned five basic types of speaking. They are imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the ability to imitate a word, a phrase or a sentence. Intensive speaking goes one step beyond imitative speaking including any speaking performance that is designed to practice some phonological and grammatical aspect of language. Responsive speaking is an interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment, and request, and the like. Interactive speaking is a complex interaction which sometimes includes multiple exchanges and/or multiple participants. Extensive speaking is oral production, including speeches, oral presentations, and storytelling.

Harmer (2001) stated that there are five classroom speaking activities:

Acting from a script

Acting from a script is an activity where students must perform a role that is based on their course book. These kinds of dialogues present a particular situation or context with a dialogue or vocabulary that is according to the topic they are learning, so they practice different skills like fluency, accuracy, etc.

Communication games

Communication games are activities used above all with young learners. These activities allow students to feel relaxed when learning the language and help them not to be afraid of speaking in front of others as they are well fun designed for interacting in the classroom.

Discussions

In this type of activity, students talk about something in a lesson and it occurs spontaneously or planned. For carrying out this type of activities, the teacher must set a purpose to make discussion relevant and encourage students to participate in the class and get involved by asking questions, supporting ideas, expressing opinions, paraphrasing ideas, etc.

Problem solving

Problem solving activities are learner-centered activities where students communicate with each other with the purpose of studying a problem and finding a solution. These activities can be used at all levels, the most important thing is to give clear and easy directions for these activities, in this way teachers learn to interact with others and negotiate or discuss different possible solutions at the time they develop thinking skills. In this kind of activity students acquire language unconsciously by providing personal, social, and cross-cultural issues to define, they sometimes simulate real life situations.

Role-play

Role-play is a popular activity where students have to pretend that they are in various social contexts and play a variety of roles, so they have to create and write dialogues or conversations with their classmates. This kind of activity is carried out in pairs or groups and can bring realia in order to create a realistic environment or simulate the real world. This is an excellent tool for stimulating real communication and training students for real specific situations.

Impromptu speaking activities

Henderson (1982) defined impromptu speaking as a simple speaking exercise with limited time and formal preparation. For their speeches, students are assigned particular topics. Every student has between 5 and 7 minutes to compile their opinions on the subject as well as supporting evidence for the speech's claims. The students must broaden their understanding of the subject in a relatively constrained amount of time.

They must also possess insight into specific events that take place in their immediate surroundings. Following that, they must think quickly and successfully convey their message to the audience when giving a speech. Therefore, impromptu speaking activities can be defined as a kind of formal speaking exercises that are not memorized or learned, they are spontaneous, natural, and short, usually from five to seven minutes.

These activities help learners to communicate with an audience about various topics and improve learners' speaking fluency, discourse organization and self-confidence in public speaking. The principal objectives of impromptu activities are to reach a better fluency and accuracy in student's speaking skills.

Types of impromptu speech

Henderson (1982) mentioned three types of impromptu speaking. The first is the chronological/sequential development. The speech is structured chronologically to inform the audience about events or content.

The events are arranged according to time or date, as a series of steps, or by adhering to a list format. Chronological sequencing is commonly used in one-word topics.

A second speech format is the compare/contrast method. This technique presents a topic to make comparisons about two situations and speak about their differences. As the minimum speaking time for speech is only two minutes, thinking of several logically connected supporting facts can be difficult for learners. If the student is trained to focus on the acquisition of ideas this will be helpful in all other aspects of English oral production. If the subject area is broad, dividing the topic will help to give a clearer framework for idea organization.

The third method is the expository type of speech format. The main idea might be expressed as a general statement and then specific, concrete details clarify and develop the ideas. Details may be organized in the form of facts of all types, examples, or reasons.

Impromptu speaking lesson

According to Henderson (1982) an impromptu speaking lesson follows some steps. First, the teacher must explain what impromptu speaking is and then establish the rules in which students are given the choice of two topics which have not been seen previously. The student has thirty seconds to choose the topic. Then, one, two or three minutes should be allowed for thinking and writing the ideas, it is the preparation for the speech. The optimum preparation time is one minute but students can start with a three-minute preparation and then reduce this time by practicing. Students should use the preparation time to make an outline of the speech they intend to deliver.

The objective then, is to train the students in order that they can select and organize a topic in an optimum time that is 1.30 minutes (thirty seconds for the selection, one minute for preparation). In this way, they will be able to develop a well-organized, interesting speech. The teacher will have to determine which organizational technique is the best in selecting the topics. Since each student gets the choice of two topics, they can all have the choice of the same two topics. This latter process is perhaps better in the initial stages since then all students participate in both the speaking and the listening comprehension exercises.

How to organize an impromptu speech

Organizing an impromptu speech has different purposes. First, it helps to improve clarity of message in a systematic way and increases the effectiveness of speech. According to Henderson (1982) impromptu speeches follows are divided into three parts that are:

Introduction:

The introduction of speech establishes the first contact between the speaker and the audience. It should last less than one minute, and it needs to catch audience's attention by stating a sense or purpose to the speech in order to be oriented to the topic and also establish credibility, so the speaker needs to be seen by the audience as someone who knows and domains a lot the topic generating confidence

Body

The body should not have more than three main points; these should be clear and important to the audience. Additionally, speakers need to number these points in order that the audience can recognize them. There are several ways of organizing or structure the information on this part. One of the most common is cause-effect showing how one event has consequences about another. Another way of organizing information is comparing two or more entities and talking about their similarities or differences. Finally, there are some more examples like storytelling, list or problem, cause solution, etc.

Conclusion:

The conclusion accomplishes two purposes: summarize main ideas and give the speech a sense of closure and completion. Good conclusions might refer to the introduction, offer an analogy or metaphor that captures the main idea, or leave the audience with a question or a challenge of some type.

Types of impromptu speech topics

There are many topics that teachers can use in order to develop their student's impromptu speaking. According to Henderson (1982) impromptu speaking has four different types of topics:

1. - The "simple" one word topic; example: friends, family, money, pets, sports, etc.
- 2.-The fills in the blank conditional (example: If I had the opportunity to study abroad, I would...). On this impromptu type, learners could give their own ideas like "If I had the opportunity to study abroad, I would study in EE. UU"
- 3.-The straight –forward fill in the blank (example: The best thing in childhood is...) students can add some related words or phrases like "parents," "friends," or "games."
4. Sayings and quotations (example: real wealth is never measured in money or possessions; Color affects the way people feel.) This type of impromptu speaking is considered the most difficult for non-native English-speaking students.

Dependent Variable

Language

According to Sapir (1921) language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Language is used for many purposes, with language human beings communicate between each other. Language is the vehicle or means through which this communication takes place. Communication is done to transfer information/messages from one point to another. Around the world there are more than 7.000 spoken languages, each one of them is unique and reflects the culture of the people who speak to them.

English language skills

Patel and Jain (2008) defined English as an international language spoken all over the world. English is the mother tongue of nearly 320 million people and another 200 million people use it as a second language. Therefore, it is very useful to establish international relations for communication purposes. The English language evolved from a set of West Germanic dialects spoken by the Angles, Saxons, and Jutes, who arrived from the Continent in the 5th Century. Language is a set of skills, therefore, for learning a language there are four skills needed for complete communication. When human beings learn a language, they usually learn to listen first, then to speak, then to read, and finally to write.

These are called the four "language skills". To be able to use the language successfully in day-to-day life, it is necessary to acquire these language skills. Language is used to receive or provide information. Information is received through listening and reading.

Therefore, listening and reading are known as receptive skills. Speaking and writing are used for giving information. Speaking and writing are therefore known as productive skills. Often in the process of learning a new language, learners begin with a receptive understanding of the new items, then later move on to productive use. In the classroom, the relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. Krashen (1982) believed that receptive skills should be focused more than productive competence. On the other hand, the modern view is that learners should be taught in an integrated way because successful language acquisition cannot happen until all skills are required.

Productive language skills

Learning a foreign language requires acquiring language skills and abilities. Littlewood (1991) explained that a second language has social functions within the community where it is learnt, whereas a 'foreign' language is learnt primarily for contact outside one's community". Skills are divided into two groups that are known as receptive skills (reading and listening) and productive skills (speaking and writing) that refers to the skills that enable the learners to produce language in written or spoken forms.

Productive skills would not exist without the support of receptive ones. When learning a foreign language, receptive skills usually come first and followed by practical application of productive ones. Foreign language learners mostly start their way of mastering a new language by observing, reading, and collecting language experience.

Passive language skills do not force students to produce anything actively. After they gain knowledge passively, they start producing their own monologues, dialogues and many other "spoken results" that are created. The same process is done with writing; more energy is needed to produce any outcome of those types.

Both types of language skills make an integral part of the learning process at any stage of its development. Swain (1985, 2000) proposed that successful language acquisition requires not only comprehensible input, but also comprehensible output: That is, language produced by the learners that can be understood by other speakers of the language.

Oral production

Hymes (1972) defined oral production as the ability to communicate effectively within a particular speech community that wants to accomplish its purposes. Language production is defined by Richards and Schmidt (2013) as the process of creating and expressing meaning through language, language production describes the stages of speech from the initial mental concept to the spoken or written linguistic result; therefore, it is the process of communicating through language. Scovel (1997) mentioned four major processes in language production, such as conceptualization, formulation, self-formulation, and articulation

Conceptualization: it is the first and most abstract stage of language production, also known as the message level, where the speaker decides what to express. In other words, the speaker decides about how to frame an idea into language.

Formulation: This is the second stage of language production, this process involves translating the conceptual representation into a linguistic form, this is, the words are combined to make a sentence, and words are turned into sounds.

Articulation: this stage is the third of language production, where words are translated into the sounds and syllables of actual speech. Also, thoughts are sent from the brain to the speech system in order to execute the required movements and produce the desired sounds.

Self-monitoring: this is the final stage of speech production, when the speaker corrects any error by checking their syntax, lexicon and phonology and being understood by the listener/reader.

Oral production assessment

Oral production tests are used to measure learner's fluency, accuracy, vocabulary, etc. For that reason, the assessment of speaking is to find out the development of speaking learning. Brown (2018) stated language assessment classification methods as indirect, semi direct and direct methods.

A good example of direct speaking assessment is an interview in which participants have an interaction with an interviewer. Interviews are referred as OPI (Oral Proficiency Interviews)

The American Council on the teaching of foreign languages (ACTFL, 2009) are proficiency guidelines for speaking that include 10 possible levels (superior, advanced, intermediate, and novice categories) each contain three sublevels (high, mid, and low). Common OPI structures involve a series of warm-up questions followed by a subsequent series of increasingly difficult questions where learners are expected to display concomitantly increasing levels of complexity in their responses.

The Common European Framework of Reference for Languages (Council of Europe, 2001) is a collection of descriptions of language ability, ranging from beginning to advanced, across and within the four main skills.

The CEFR presents six stages of proficiency from A1 (Breakthrough) to C2 (Mastery) in general terms. Descriptors are provided in a series of tables for each skill and then each skill is additionally broken down into sub skill descriptions that can be adapted for use in the creation of scales for specific purposes within specific context.

To evaluate a student's speaking skills there are various standardized tests in order to know the speaker's English level. One of the most common is B2 First Exam by Cambridge University that is focused in evaluating four individual criteria:

Grammar and vocabulary

Grammar was defined by Harmer (2001) as the description of the ways in which words can change their forms and can be combined into sentences in the language. Therefore, learning grammar means to teach students how words are constructed in a sentence, how to use grammar patterns appropriately and how to interpret sentences correctly. On the other hand, vocabulary was defined by Hatch and Brown (1995) as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.

In other words, vocabulary is all the words that are familiar and used by a speaker of a particular language to communicate with others. Grammar and vocabulary are crucial factors when evaluating speaking given that they show the examiner the speakers' true understanding of linguistic conventions.

Discourse management

Discourse management is defined by Austin (2013) as the ability to organize conversation topics and to fix up any communication breakdowns; therefore, initiating a conversation involves using an appropriate eye contact, body language, taking turns, being polite, etc.

Pronunciation

Laroy (1995) stated that pronunciation is the manner that letters or words are properly stated based on the appropriate intonation and rhythm with the objective to avoid misunderstanding and be easy to comprehend for the listener.

Interactive communication

Interactive communication was described by Goldwasser (2006) as the type of communication in which two or more individuals sent simultaneously and continuously interchanging messages. This information can be an exchange of thoughts and expressions verbally or nonverbally. Additionally, it is the process of communication where is generally assumed that interactivity is in a “face-to-face” modality, but it can also occur in mediated communication (for example, by sending and receiving messages).

1.2 Objectives

General Objective:

-To investigate if the use of impromptu speaking tasks improves the oral production of students from sixth semester of PINE

Specific Objectives:

-To analyze the principal characteristics of impromptu speaking tasks that allow the development of oral production

-To select impromptu speaking tasks that focus on the development of oral production

-To assess the oral production of students from sixth semester at PINE before and after the application of the impromptu speaking tasks.

Fulfillment of Objectives

For the first specific objective the researcher carried out a bibliographic investigation about previous research works in order to analyze the characteristics of the impromptu speaking activities and how these activities helped participants to improve their oral skills.

In order to reach the second objective, the investigator had to carefully select some impromptu activities by analyzing the student's weaknesses; the activities were developed according to the student's level. The topics were selected from their student's book and they were carefully adapted for them in each lesson plan that was used for the classes.

Finally, for the fulfillment of the third objective, the researcher applied a pre-test and post-test to the participants from an standardized tests from Cambridge in order to know their speaking proficiency and verify if they reached an improvement of their oral production after the application of the treatment.

CHAPTER II

METHODOLOGY

2.1 Materials

In the current research, the investigator used various resources that contributed to the development of the study. Some of the resources used were human and economic as well as technological materials. The institution where the research was reached was Universidad Técnica de Ambato; the human resources used were the investigator, the tutor, the review tutors and students from the sixth semester of Pedagogía de los Idiomas Nacionales y Extranjeros program along with the participants in the experiment. The materials used were the following: B2 First for Schools exam from Cambridge, lesson plans, worksheets, and a rubric from Cambridge. Finally, economic resources such as printed worksheets, computers, the internet, books, etc.

2.2 Methods

Research approach

This research used a quantitative approach. Ary et al. (2009) defined educational research as the application of the scientific approach to the study of educational problems. Educational research is how people acquire dependable and useful information about the educational process. According to Creswell (2012), research methods involve the forms of data collection, analysis, and interpretation that researchers propose for their studies. The method that was carried out in the present investigation “Impromptu speaking and oral production” was a quantitative approach that is an experimental strategy of inquiry and pre-and post-test measures of attitudes. The researcher tests a theory by specifying narrow hypotheses and the collection of data to support or refute the hypotheses (Creswell, 2012).

The participants (students from the sixth semester) were applied a pre-test and post-test in order to obtain some statistical results for knowing the student's speaking level, therefore, some numerical collection was used to verify the hypothesis about if this kind of activity helped to improve oral production.

Modality

Bibliographical

The researcher used some bibliographical information from different articles. According to Creswell (2012), a literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of a research study. It also organizes the literature into subtopics and documents the need for a proposed study. Therefore, reviewing the literature means locating summaries, books, journals, and indexed publications on a topic; selectively choosing which literature to include, and then summarizing it in a written report. In this research work, the investigator has found some articles related to previous investigations about impromptu speaking activities and how these activities influenced participants' oral productions. All the articles were from 2018 until 2021 and were published in various online educational journals. These previous investigations were very helpful for bringing ideas, perspectives, and for the methodological design of the research, as well as being useful for having a clear idea about what process to carry out.

Field research

One of the most used modalities for investigation is field research. Sampieri et al. (2010) stated that field research is carried out at the place where the object of study is located, or a problem has been detected. This kind of modality provided more in-depth knowledge for the researcher, given that the researcher was in direct contact with the participants in a real context (classroom) and could observe their behavior and reactions to the experiment. The application was carried out at Universidad Técnica de Ambato with students from the sixth semester of Pedagogía de los Idiomas Nacionales y Extranjeros program..

Research design

Pre-experimental

The design used in this investigation was experimental. Creswell (2012) stated that researchers use an experiment when they want to establish possible cause and effect between independent and dependent variables. In this research the design was experimental. West (1971) defined experimental research as the description and analysis of what will be or what will occur, under carefully controlled conditions. Inside experimental research, there are different designs; one of them is pre-experimental design. Pre-experimental designs are research schemes in which a subject or a group is observed after a treatment has been applied, in order to test whether the treatment has the potential to cause change (Frey, 2018). From this design, there is a format of an application called one-group pretest–posttest design. According to Leedy & Ormrod (2015) in a one-group pretest–posttest design, a single group (a) undergoes a pre-experimental observation or evaluation, then (b) is administered the experimental treatment, and finally (c) is observed or evaluated again after the treatment.

This study applied a one-group pretest–posttest design due to the fact that participants were applied a pre-test in order to evaluate their speaking level, then they were applied treatment with impromptu speaking activities, and finally participants were evaluated again with a post-test in order to know if students improved their oral production and verify the hypothesis.

Level of research

Descriptive

The level of research presented in this investigation was descriptive. According to Leedy and Ormrod (2015), descriptive research designs involve either identifying the characteristics of an observed phenomenon.

Gall et al. (2007) defined descriptive research as a type of quantitative research that involves making careful descriptions of educational phenomena. Descriptive research entails describing, organizing, and summarizing information.

In this research, the different impromptu speaking activities applied to the participants and their incidence in the oral production in the participants were described, due to the fact that these activities were selected according to student's needs and academic syllabus. Also, the results that students presented in their pre-test describing what level they had at the beginning were described, as well as how impromptu speaking activities were applied, and finally the description of their oral production by the end of the application with the development of a post-test.

Exploratory

The level of this research was exploratory. Elman et al. (2020) defined exploratory research as an attempt to discover something new and interesting, by working through a research topic. Exploratory studies are usually carried out when the objective is to examine a research topic or problem poorly studied or that has not been addressed before (Sampieri et al., 2014).

This study helped to increase the degree of familiarity with relatively new phenomena as it explains the aspects of the study in a detailed manner, in this case, the study concluded with a deep analysis about the characteristics and types of impromptu activities that were useful for improving students' oral production. This was a new investigation, given that not many previous studies have been developed in the city, therefore, this work turned out innovative and new in the context (Tungurahua province –Universidad Técnica de Ambato).

Techniques

Frey (2018) defined standardized tests as evaluative procedures developed for individuals, where each one receives the same instructions, the same amount of time to complete the test, and all answers are scored the same way. According to Creswell (2012), a pre-test is defined as an academic performance test that measures some characteristic that is assessed for participants before they receive a treatment, and a post-test is an academic performance test that measures some attribute or characteristic that is assessed for participants after treatment.

The technique used to collect data for this current research work was a selected standardized Pre-test from Cambridge University named B2 First where students were measured for their speaking proficiency. The Post-test was also the B2 First where students were demanded to speak and debate for fifteen minutes for measuring their improvement after the treatment.

Instruments

Materials

A researcher requires many data-gathering tools, knowing that each tool is suitable for the collection of certain types of information. Some of the instruments that will be used in this Research Work are:

- A pre-test and post-test to identify students' level of proficiency in speaking skills. This instrument was taken from the standardized B2 First for Schools exam designed by Cambridge Assessment English. All the students took these tests.

The pre-test was taken at the beginning of the experiment to identify their level of proficiency in the speaking section. The post-test, applied after the treatment with impromptu speaking activities, to determine if the learners improved their level of proficiency in speaking skills.

- The Cambridge Assessment rubric was used for evaluating the students' tests.
- Student worksheets so that students can organize their ideas when they are going to give their impromptu speech and have a better result on speaking fluency.
- Oral rubric for teachers and students so they can give feedback and improve their speech organization, vocabulary, and pronunciation.
- Lesson plans with impromptu speaking activities to make students improve oral production. The topics were selected considering the student's tastes or needs.
- Google Drive to save all the information of the research work like recordings, excel docs, etc.
- WhatsApp to keep in touch with the participants if it is necessary.

Population

According to Pandey and Pandey (2015) population or universe means, the entire mass of observations, this is the parent group from which a sample is to be formed. On the other hand, a sample is defined by Creswell (2012) as a subgroup of the target population that the researcher plans to study to make generalizations about the target population. Therefore, this investigation had sixth-semester students as subjects of study. The experimental group was formed by 21 students from the sixth semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. The population was a heterogeneous group of Spanish native speakers students between 20 and 25 years old exposed to the English language as part of their major.

Table 1

Population

Population	Participants	Percent
Male	6	28,6%
Female	15	71,4%
Total	21	100%

Note: These data were taken from students of sixth semester at “Technical University of Ambato”

Procedure

The procedure of this research work was carried out with 21 participants from the sixth semester of Universidad Técnica de Ambato in eight 30 minutes classes in a face-to-face modality. The investigator started by applying participants a standardized pre-test exam from Cambridge University, to know students' speaking proficiency. After that, the researcher started with the process of application which consisted of eight sessions where students worked on activities to improve their impromptu speaking, where the researcher started with a lead-in, then continued with a practice activity, and finished with a post-task.

In the first class, the researcher made an introduction about what impromptu speaking is through a video and then participants focused on working with the first method of organization called “PREP” where students had to organize their ideas in 3 minutes and speak for 2 minutes.

In the second class, the topic was about hobbies and students learned about a new organization method called “List organization”. First, students practiced talking about their favorite hobbies and after that, they spoke about their favorite sport. In this session they also had 3 minutes to organize their ideas and 2 minutes for giving their speech.

In the third session, students learnt about time order organization style .The topic used for this session was special occasions ,where students had only 2 minutes to develop their ideas and 2 minutes to speak about what they do on New Year.

In session four, students had to develop a comparative speech about animals, and then they had to compare two photographs related to professionals working with animals, on this time participants had only 2 minutes to develop their ideas and 2 minutes to compare.

In the fifth lesson students had to develop an advantages and disadvantages organizational speech. The topic used in this class was means of transportation ,and students had to talk about the advantages and disadvantages of bicycles , this time they had just 1, 30 minutes to organize their ideas and 1, 30 minutes to speak.

In lesson six students had to develop an opinion speech about technological issues. They used just 1, 30 minutes to organize their ideas and 1, 30 minutes to speak.

In session seven participants had to develop a persuasive speech about fashion, they had 1 minute to organize their ideas and 1, 30 minutes to give their speech.

In session eighth students had to develop a discussion speech about advertisements and news ,they used only 1 minute to organize their ideas and 1, 30 minutes to give their speech.

Finally, after applying these activities, the researcher gave participants a post-test to verify if they improved their speaking abilities and demonstrate the efficacy of impromptu activities. Pre-test and Post-test data were collected to make a statistical analysis and prove the hypothesis.

Hypothesis

- **H1(Alternative hypothesis)**

“Impromptu speaking activities” do improve the speaking skill in the students of sixth semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

- **H0 (Null hypothesis)**

“Impromptu speaking activities” do not improve the speaking skill in the students of sixth semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

Concerning the compilation of data of this research, 21 students from the sixth semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato between the ages of 20 and 25 were chosen to take the speaking section of a test from Cambridge University B2 First Standardized where they were evaluated in 4 speaking sections: grammar and vocabulary, discourse management, pronunciation, and interactive communication. In the Cambridge Assessment each section is divided into bands from 0 to 5, with 0 being the lowest score and 5 the highest. Therefore it has a maximum of 20 points as the highest score. This score was transformed using a rule of 3 evaluating students over 10 points in total ,therefore each section was evaluated over 2,5 points .The results obtained were analyzed using tables, which show in detail the average result of each part that was evaluated, for easy reading and understanding. Finally, the study hypothesis was validated with the help of the Statistical SPSS software.

Table 2

Pre-Test Results

Speaking Criteria	Performance over 10 points
Grammar and vocabulary	1,26
Discourse management	1,09
Pronunciation	1,26
Interactive communication	1,17
Pre-test score	4,78

Note: This table shows the general average of the speaking pre-test.

Analysis and interpretation

The results represented in the table above shows an average range of 1,26 out of 2,5 points in the vocabulary and grammar section. Therefore, students show good use of grammatical forms and appropriate vocabulary to give and express their points of view. However, they sometimes did not have a huge range of vocabulary when they spoke about certain topics.

In the discourse management section, the average was 1,09 out of 2,5 points, given that students presented some hesitation problems and sometimes they used short phrases not completing the full speaking time. Also, their speaking organization of ideas was not very clear at the moment of giving their speech; therefore, they had some redundancy mistakes which produced some communication breakdowns.

According to the pronunciation section, the average was 1,26 out of 2,5 points because students had generally an appropriate intonation and accurate stress in the sentences and words but sometimes they had some mistakes produced by their lack of control of stress which produced some misunderstandings .

In the final section of the interaction, the average range was 1,17 out of 2,5 points because students had some difficulties in maintaining a discussion. The average result of the pre-test was of 4,78 points, indicating that they had a B1 level of speaking according to the Cambridge scale; therefore they had the right level of speaking and demonstrated good speaking abilities. However, they did not manage to reach the maximum score on the applied test showing some difficulties with their discourse management and interactive communication.

Table 3

Post-Test Results

Speaking Criteria	Rubric Performance over 10 points
Grammar and vocabulary	1,33
Discourse management	1,30
Pronunciation	1,33
Interactive communication	1,38
Post-test score	5,34

Note: This table shows the general average of the post-test.

Analysis and interpretation

The table above shows the new results collected in the post-test. The average range in the first section referring to vocabulary and grammar was 1, 33 out of 2,5; therefore, students improved their level of vocabulary demonstrating good grammatical control with very few errors demonstrating a range of appropriate vocabulary on the topics.

The discourse management section increased to an average of 1,30 out of 2,5, given that students demonstrated better management of speech completing most of the students full time to speak and showed fewer hesitations.

In the pronunciation section, the average increased to 1, 33 out of 2,5 points because it was clear and natural with very few mistakes.

In the final segment of the interaction, the average range increased to 1, 38 out of 2,5 points because participants reacted in a better way to what their partner said, reaching an enrolment in the discussion. Contributions also were more relevant, tending to be quite larger. As a result, the average post-test score increased to 5,34 points.

As a result, the use of impromptu speaking activities had a positive impact, allowing participants to develop and improve their speaking abilities because students had topics according to their interests ,also they had in each section less time to prepare their discourse ,at the beginning they had 3 minutes but at the end they had just one minute ,also they did activities individually , in pairs and in groups ,therefore , they had the opportunity to increase their interaction and leadership skills. Futhermore ,they developed their self-confidence and critical thinking; and, above all, expand their vocabulary in different areas.

Table 4

Comparative Results Pre-Test and Post-Test

Criteria	Pre-Test Results	Post-Test Result	Difference	Expected Average
Vocabulary and Grammar	1,26	1,33	0,07	2,5
Discourse Management	1,09	1,30	0,21	2,5
Pronunciation	1,26	1,33	0,07	2,5
Interactive Communication	1,17	1,38	0,21	2,5
Test Scores	4,78	5,34	0,56	10

Note: This table shows the general average of the pre-test and post-test, the difference and expected average.

Analysis and interpretation

The table represented above compares the results of the pretest and the post-test exams before and after the application. The main aim of the graphs is to show if students increased their scores in speaking skills and compare results in the different sub-skills scales. The vocabulary and grammar scale of the pre-test had a score of 1,26 while the post-test it has a score of 1,33 representing a 0, 07 point increase. This results are due to students made various activities where they had to use vocabulary for different topics such as special occasions, animals, fashion, etc ,consequently they could expand they vocabulary knowledge.

The initial average in the discourse management section was 1,09, while the post-test average was 1,30 showing a difference of 0,21 points. Students improved their discourse management because during the application they learnt about how to use cohesive devices to link their ideas and build interesting sentences rather than short ideas, for example, they studied sequencing information, cause-effect, comparing information, etc. Furthermore, they used some techniques for speaking in front of an audience.

In the third section, referring to pronunciation the average range in the pre-test was 1,26, while in the post-test it has a score of 1,33 representing a 0,07 point of improvement. The reason why they could improve their pronunciation was because in each section they had to do a recording, therefore, they could make notes about some mistakes they had and teacher also made a general feedback of words that the majority of students had problems.

Finally, in the interaction section, the average range in the pre-test was 1,17 while in the post-test the result was 1,38 which increased by 0,21 points. This improvement was possible given that students gave feedback to their classmates at the moment they gave a discourse, consequently they corrected some mistakes such as body language, posture, gestures, eye contact, etc., consequently, they used some worksheets for organize their ideas and give their discourses to their classmates.

The general score in the pre-test was 4,78 while in the post-test was 5,34 representing an improvement of 0,56 points, therefore, it can be concluded that participants had a positive impact on discourse and interaction development given that students showed more confidence at the moment of giving a speech, as they started to organize in a better way their ideas. They also were more critical and demonstrated that they were able to discuss different topics giving their opinions, describing differences, similarities, etc.

3.2 Verification of the hypothesis

3.2 Verification of the hypothesis

The statistical program IBM SPSS was used in order to demonstrate pre-test and post-test results and accept or reject hypothesis of the current research study, with a T-Student test for two related samples.

Hypothesis statement

Null Hypothesis

H0: “Impromptu Speaking activities” do not improve the speaking skill in the students of sixth semester of “Pedagogia de los Idiomas Nacionalesy Extranjeros” programat Universidad Tecnica de Ambato.

Alternative Hypotesis

H1: “Impromptu Speaking activities” do improve the speaking skill in the students of sixth semester of “Pedagogia de los Idiomas Nacionalesy Extranjeros” program at Universidad Tecnica de Ambato.

Table 5

Paired sample statistics

		Paired Samples Statistics			
		Mean	N	Std. Desviation	Std. Error mean
Par 1	PRE_TEST	4,7738	21	,31529	,06880
	POST_TEST	5,3452	21	,34889	,07613

Note: This table shows the Paired sample statistics from pre and post-test averages

Analysis and interpretation

Table 5 shows Paired Sample Statistics, T- test was used to compare the pre-test and post-test means of the experimental group.

The t-test was used because the sample of the study is less than 30; therefore, this test is the most recommendable for this case study. In the table above, it can be observed a difference between the mean of the two tests, the mean in the pre-test was 4.77 with a standard deviation of 0,3152, while the post-test mean was 5,3452 with a standard deviation of 0,34889. Therefore, it can be deduced that there is an increase in the score with each test.

Table 6

Paired Samples Test

		Paired Samples Test							
		Related differences				t	gl	Sig.	
		Mean	Std.	Std.	95% confidence		Mea	Std.	(2-
			Desviati	Error	interval for the		n	Des	Tailed)
		on	on	Mean	Lower	Superior		viati	Std.
								on	Error
									Mean
Par	PRE_TEST -	-	,29731	,06488	-,70676	-,43609	-	10	,000
1	POST_TEST	,5714					8,80		
		3					8		

Note: This table shows the Paired Samples Test from pre and post-test.

Analysis and interpretation

Table 2 shows the Sig value, which is equal to 0.000, which is less than 0.05, therefore, as a conclusion of the study, the null hypothesis is rejected, and the alternative hypothesis is accepted "Impromptu Speaking activities" do improve the Speaking ability in the sixth-semester students of the "Pedagogía de los Idiomas Nacionales y Extranjeros" program of Universidad Técnica de Ambato. Therefore, these kind of activities had a positive impact on student's oral production improving their confidence in public speaking, their ability to organize their ideas without a lot of previous preparation and speak with eloquence, develop their imagination, etc.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results obtained from the treatments took to the students of the sixth semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” major of Universidad Técnica de Ambato for the current research study, it can be stated the following conclusions:

- It was concluded that these activities allowed students to develop their communication skills, increased their confidence, leadership and critical thinking among others because they were spontaneous, with organized points and had a short presentation time. Also, the activities resulted challenging for them, because of the fact that they did not have to memorize; they had to use their language knowledge.
- The researcher concluded that the activities and the topics that were selected for students were useful for the development of their oral production because during the application of the study students learned different ways of speech organization styles for creating their own speeches, also they learned more vocabulary related with different topics such as shopping, animals, special occasions, hobbies, etc. Finally, they had to work in pairs or groups with their classmates for discussions, which turned out the activities dynamic and interactive contributing to the improvement of their interest for participating in the class, and speak in front of other classmates for giving their points of view.
- Through the application of B2 First test, it was possible to assess student's speaking proficiency before and after the implementation of impromptu speaking activities. In the pre-test students had an average of 4,78. On the other hand, students got an average of 5,34 in the post-test.

Therefore, it was concluded that impromptu speaking activities had a positive impact on the oral production of students because they had a better performance, at the moment that the researcher evaluated the criteria.

4.2 Recommendations

After having used impromptu speaking activities to improve student's oral production and based on the previous conclusions it is necessary to take into account some recommendations:

- It is recommended teachers keep doing bibliographic researches and investigations about impromptu speaking for the application of these activities in the classroom in order to focus on the development of student's productive skills, given that these kind of activities result more effective for the improvement of communication skills and critical thinking. Teachers, also are recommended to integrate Impromptu Speaking into their educational proposals as an innovative method for their students, adapting it according to their realities and needs.
- It is recommended for teachers to keep applying impromptu speaking activities and include them in their planifications for the classroom, given that they reported good results on students' productive skills because they were innovative, dynamic and interactive methods. Consequently, the teacher needs also to take into account that for the application of Impromptu Speaking, the class level and student data such as age and interests in order to adapt the contents to the needs of the students.
- It is recommended that the teachers apply a diagnostic test before starting the treatment in order to identify participants' English proficiency and researchers be able to use the adequate strategies and methods that help students to improve their speaking abilities or design activities where students can improve their oral skills.

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Annexes

Annex 1 – Pre-test



PRE-TEST

Part 1

2 minutes (3 minutes for groups of three)

Good morning/afternoon/evening. My name is

And your names are?

- Where are you from, (Candidate A)?
- And you, (Candidate B)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? (What do you like about him/her?)
- Who do you spend time with after school? (What do you do together?)
- Tell us about a good teacher you've had.

- What's your favourite subject at school? (Why do you like it?)
- Do you like reading? (What do you like to read?) (Why?)
- Do you enjoy using the internet in your free time? (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

Places you go to

- Do you like your school? (Why? / Why not?)
- Are there any nice places to go in (candidate's area)? (What are they?) (Why do you like them?)
- Have you been anywhere nice recently? (Where did you go?) (Why?)
- Where would you like to go for your next holiday (Why would you like to go there?)

1 Trying to win

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor

In this part of the test, I am going to give you a photograph. I'd like you to talk about the photograph on your own for about a minute, and also to answer a question.

(Candidate A), it's your turn first. Here are your photographs. They show people trying to win in different situations. I'd like you to compare the photographs (2 mins)

Candidate b say What you think might be difficult for the people about trying to win in these situations. (2 mins)

(Candidate C), Which sport would you prefer to do? (Why?)

What might be difficult for the people about trying to win in these situations?



Source: Adapted from B2 first Sample papers for exams from 2018

Part 3 4 minutes (5 minutes for groups of three)
Part 4 4 minutes (6 minutes for groups of three)

Part 3

Interlocutor Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three).

I'd like you to imagine that a school is going to start some after-school classes to encourage their students to learn new skills. Here are some ideas for the classes and a question for you to discuss. First you have some time to look at the task.

Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.

Now, talk to each other about why students might want to learn to do these skills.

2 minutes
(3 minutes for groups of three)

.....

Interlocutor Thank you. Now you have about a minute to decide which two would be the easiest to learn to do well?

Candidates
 1 minute (for pairs and groups of three)

.....

Select any of the following prompts, as appropriate:

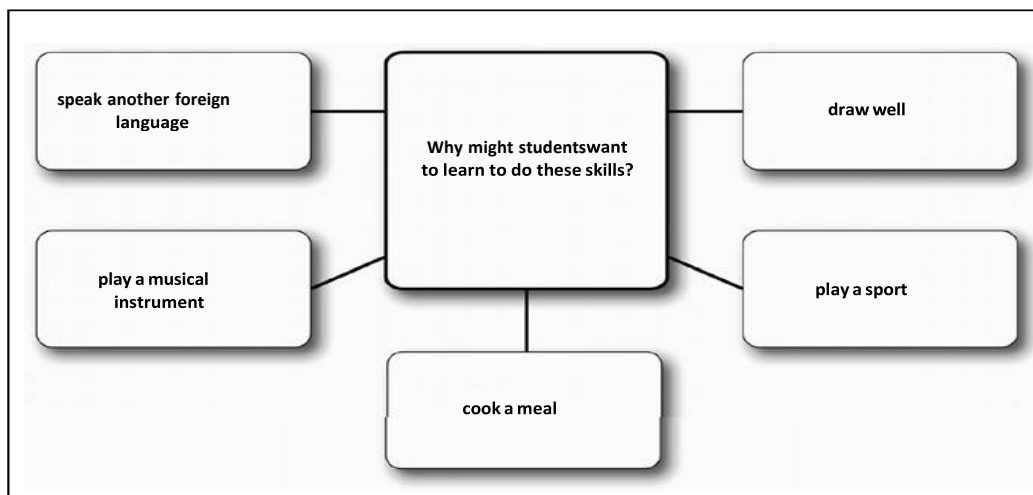
- What do you think?
- Do you agree?
- And you?

Part 4

Interlocutor Use the following questions, in order, as appropriate:

- Do you think classes like these would be popular with students? (Why? / Why not?)
- How important do you think it is for people to try new activities? (Why?)
- Why do you think some people don't like to try new things?
- A lot of people enjoy doing sport after school. Do you think this is a good thing? (Why? / Why not?)
- What do students enjoy doing after school in (candidate's country)? (Why?)
- Do you think it's better to go out and do things after school or is it better to stay at home? (Why?)

Thank you. That is the end of the test.



Source- This is Speaking section extracted from the Cambridge B2 First exam

Annex 2 – Post-test



POST -TEST

Good morning/afternoon/evening. My name is

And your names are?

- Where are you from, (Candidate A)?
- And you, (Candidate B)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Part 1

2 minutes (3 minutes for groups of three)

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? (What do you like about him/her?)
- Who do you spend time with after school? (What do you do together?)
- Tell us about a good teacher you've had.

Things you like

- What's your favourite subject at school? (Why do you like it?)
- Do you like reading? (What do you like to read?) (Why?)
- Do you enjoy using the internet in your free time? (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

Places you go to

- Do you like your school? (Why? / Why not?)
- Are there any nice places to go in (candidate's area)? (What are they?) (Why do you like them?)
- Have you been anywhere nice recently? (Where did you go?) (Why?)
- Where would you like to go for your next holiday (Why would you like to go there?)

2 Trying to win

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor

In this part of the test, I am going to give you a photograph. I'd like you to talk about the photograph on your own for about a minute, and also to answer a question.

(Candidate A), it's your turn first. Here are your photographs. They show people trying to win in different situations. I'd like you to compare the photographs (2 mins)

Candidate b say What you think the people are enjoying about spending time outside in these situations.

(Candidate C),), Which of these things would you prefer to do? (Why?)

What are the people enjoying about spending time outside in these situations?



Source: Adapted from B2 first Sample papers For exams from 2018

Part 3 4 minutes (5 minutes for groups of three)
Part 4 4 minutes (6 minutes for groups of three)

Interlocutor Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three).

I'd like you to imagine that a school is going to start some after-school classes to encourage their students to learn new skills. Here are some ideas for the classes and a question for you to discuss. First you have some time to look at the task.

Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.

Now, talk to each other about why students might want to learn to do these skills.

Candidates

2 minutes

(3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide which two would be the easiest to learn to do well?

Candidates

1 minute (for pairs and groups of three)

Select any of the following prompts, as appropriate:

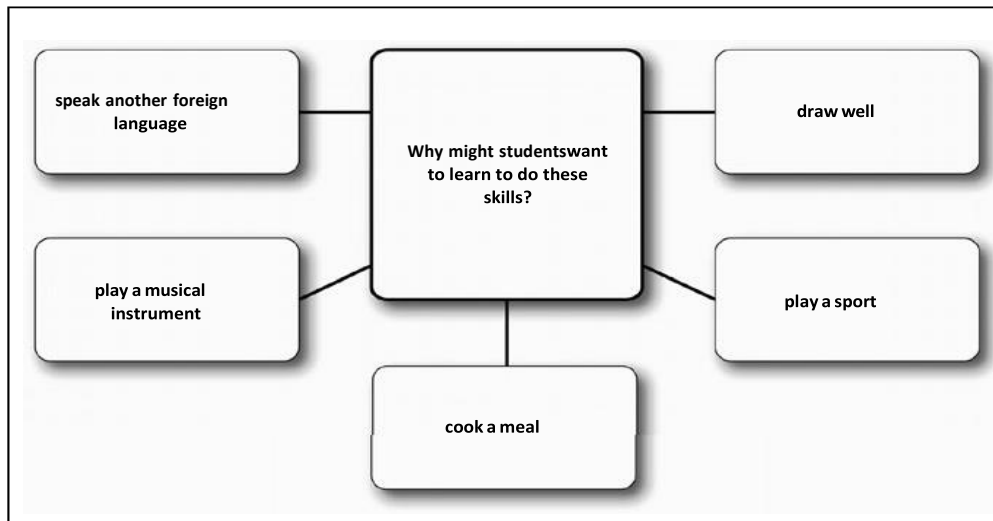
- What do you think?
- Do you agree?
- And you?

Part 4

Interlocutor Use the following questions, in order, as appropriate:

- Do you think classes like these would be popular with students? (Why? / Why not?)
- How important do you think it is for people to try new activities? (Why?)
- Why do you think some people don't like to try new things?
- A lot of people enjoy doing sport after school. Do you think this is a good thing? (Why? / Why not?)
- What do students enjoy doing after school in (candidate's country)? (Why?)
- Do you think it's better to go out and do things after school or is it better to stay at home? (Why?)

Thank you. That is the end of the test.



Source: Speaking section extracted from the Cambridge B2 First exam

Annex 3 – Standardized Cambridge Rubric

RUBRIC

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation Contributions are relevant and there is a clear organization of ideas Uses a range of cohesive devices and discourse markers 	<ul style="list-style-type: none"> Is intelligible Intonation is appropriate Sentence and word stress is accurately placed. Individual sounds are articulated clearly 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers Maintains and develops the interaction and negotiates towards an outcome
4	<i>Performance shares features of Bands 3 and 5</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation Contributions are relevant and there is very little repetition Uses a range of cohesive devices 	<ul style="list-style-type: none"> Is intelligible Intonation is generally appropriate Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly 	<ul style="list-style-type: none"> Initiates and responds appropriately Maintains and develops the interaction and negotiates towards an outcome with very little support
2	<i>Performance shares features of Bands 1 and 3</i>			
1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation Contributions are mostly relevant, despite some repetition Uses basic cohesive devices 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels . 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1</i>			

Source: Cambridge English Language Assessment B2 First Exam

Annex 4 – Student’s Worksheets

STUDENT’S WORKSHEETS

WORKSHEET

Name:

Topic:

INTRODUCTION

BODY

CONCLUSION

WORKSHEET

Name :

Topic:

TELL YOUR MAIN IDEA (POINT)

REASON

EXAMPLE

SUMMARIZE YOUR MAIN IDEA (POINT)

WORKSHEET

Name:

Topic:

TELL YOUR MAIN IDEA		
POINT 1	POINT 2	POINT 3
SUMMARIZE YOUR MAIN IDEA		

WORKSHEET

Name:

Topic:

TELL YOUR MAIN IDEA

FIRST

NEXT

AFTER THAT

FINALLY

Annex 5-Lesson Plans

Lesson Plan 1	
Teacher: Lara Freire Andrea Daniela	Level: sixth semester
Unit Topic/Theme: Impromptu Speaking Introduction	Date:
Age of ss: 20 - 25 years	
Main aim: The student will be able to organize an impromptu speech using PREP method	
Subsidiary aims:	Personal aims:
<ul style="list-style-type: none"> Students will be able to explain what is an impromptu speech Students will be able to describe PREP method Students will be able to discuss about some topics 	<ul style="list-style-type: none"> Give clear instructions. Interact in a conversation effectively. Conduct a dynamic and interactive class
Material s:Laptop Timer Student's worksheet Internet	
Anticipated problems: students do not pay attention Possible solutions: Name students to answer some questions about the lesson so they pay attention all the time	TIMING
LEAD- IN The teacher shows students some pictures in the board and ask them to describe them in order to infer the topic The teacher explains the topic and introduces Impromptu Speaking through a Canva presentation Link : https://www.canva.com/design/DAFQFSLquxE/GHIVwmTszxBOC_Aqgjy6uw/edit#	10 min
PRACTICE ACTIVITIES •The teacher put a video to students to introduce PREP method Link : https://www.youtube.com/watch?v=YE0_uNfXYTg • The teacher explains students about PREP method through a ppt presentation Link : https://docs.google.com/presentation/d/1hm0zLxo8TXau87KlAOQq7dLXd2uSEBBQ/edit?usp=sharing&oid=105100562004489585434&rtpof=true&sd=true	10 min

POST TASK

- The teacher requires students to choose a topic
- Students organize their dialogue about 5 minutes using an organizing worksheet
- Students speak for two minutes about the topic they have chosen , record themselves and send the records to the teacher

10min

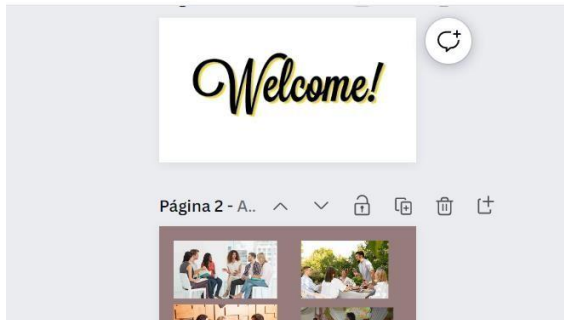
Produced by: Lara ,A(2023)

Source: Lara ,A (2023)

Annexes

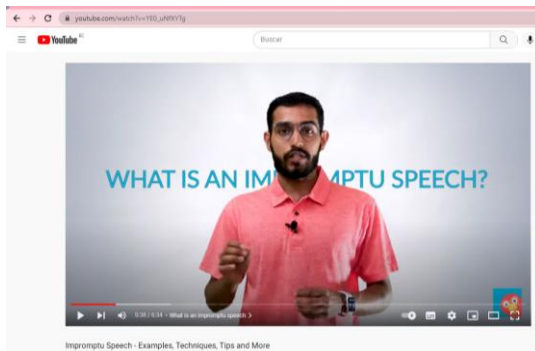
CANVA:

LINK: https://www.canva.com/design/DAFQFSLquxE/GHIVwmTszxBOC_Aqgjy6uw/edit#

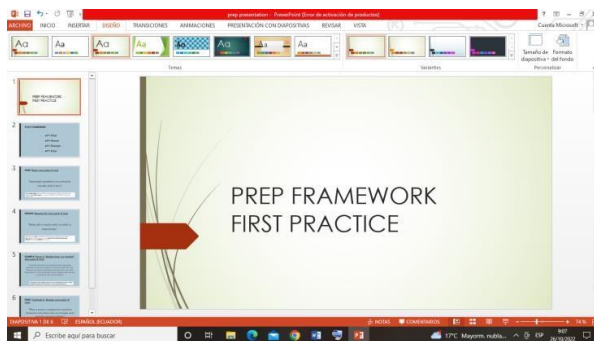


VIDEO

LINK: https://www.youtube.com/watch?v=YE0_uNfXYTg



PPT PRESENTATION



Produced by: Lara ,A(2023)

Source: Lara ,A (2023)

STUDENT'S WOOKSHEET

WORKSHEET

Name :

Topic:

TELL US YOUR MAIN IDEA (POINT)

REASON

EXAMPLE

SUMMARIZE YOUR MAIN IDEA (POINT)

STUDENT'S WORKSHEET

Answer the questions according to the video

1.-What is impromptu speaking?

2.-When do you use impromptu speaking?

3.-What are the three types of impromptu speaking topics?

4.- What are the tips we can use in order to deliver a good impromptu speech?

5.-What is the simple organization outline for delivering a good impromptu speech and how much time should each stage last?

Topics

- 1 Colour affects the way people feel
- 2 Poor health begins in the mind
- 3 Real wealth is not measured in money or possessions
- 4 Translation technology will replace the need to learn a language
- 5 Pets are for people who don't have children
- 6 Renting a house is better than buying
- 7 It is better to be influential than rich
- 8 Real learning doesn't occur in a classroom

Lesson Plan
2

Teacher: Lara Freire Andrea Daniela		Level: sixth semester
Unit Topic/Theme: Hobbies		Date:
Age of ss: 20 -25 years		
Main aim: The student will be able to use the "list" organization style to talk about their favorite sports.		
Subsidiary aims:		Personal aims:
<ul style="list-style-type: none"> • Students will be able to develop a list organizationspeech. • Students will be able to discuss about their favoritehobbies and sports. 	<ul style="list-style-type: none"> • Give clear instructions. • Interact in a conversation effectively. • Conduct a dynamic and interactive class 	
Materials : Laptop Timer Student's worksheet Internet		
Anticipated problems: students do not pay attention Possible solutions: Name students to answer some questions about the lesson so they payattention all the time.		TIMING
LEAD- IN		
<p>The teacher presents a video about impromptu speaking organization styles.</p> <p>Link: https://www.coursera.org/lecture/speaking-skills-for-university-success/impromptu-sgFq4R</p> <p>The teacher presents a PPT presentation about list organization example:</p> <p>Link: https://docs.google.com/presentation/d/1RtQ9Cz3cfRz5Fl0kkFjJSIBgPus-Igpv/edit?usp=sharing&ouid=105100562004489585434&rtpof=true&sd=true</p>		5 min
PRACTICE ACTIVITIES		
<p>The teacher asks students to join in pairs. Students speak about their favorite hobbies, using the organization ideas.The teacher listens to them and gives some feedback.</p>		10 min
POST TASK		
<ul style="list-style-type: none"> •The teacher request students to choose between their favorite sports. •The teacher requires students to speak about the topic. •Students organize their response about 3 minutes using an organizing worksheet. • Students speak for two minutes about the topic they have chosen recordthemselves and send the recordings to the teacher 		10min

Produced by: Lara ,A(2023)

Source: Lara ,A (2023)

Annexes

WORKSHEET

Name :

Topic:

TELL US YOUR MAIN IDEA

POINT 1

POINT 2

POINT 3

SUMMARIZE YOUR MAIN IDEA

Lesson Plan
3

Teacher: Lara Freire Andrea Daniela

Level: sixth semester

Unit Topic/Theme: Special occasions

Date:

Age of ss: 20 -25 years

Main aim:

The student will be able to use a time order organization style to talk about what they do on New Year

Subsidiary aims:

Personal aims:

- Students will be able to develop a time order speech.
- Students will be able to discuss about special occasions such as : A wedding , New year ,birthday ,etc.

- Give clear instructions.
- Interact in a conversation effectively.
- Conduct a dynamic and interactive class

Materials:

Laptop
Timer
Student's worksheet
Internet

Anticipated problems: students do not pay attention

Possible solutions: Name students to answer some questions about the lesson so they pay attention all the time.

TIMING

LEAD- IN

The teacher presents a video about time order events:

Link: <https://www.coursera.org/lecture/speaking-skills-for-university-success/impromptu-sgFq4R>

5 min

The teacher presents a ppt presentation about expressions to describe time order event Link: <https://docs.google.com/presentation/d/1mT7JgyMLKEZ-wB90RpEiVypyJsudjQbQ/edit?usp=sharing&ouid=105100562004489585434&rtpof=true&sd=true>

PRACTICE ACTIVITIES

The teacher asks students to join in groups .

Students speak about what they do when they have a wedding or birthday in their family.

The students listen to one classmate of the group and give feedback to their classmate with a rubric.

10 min

POST TASK

- The teacher requests students to speak about what they do to celebrate New Year's Day
- Students organize their dialogue about 3 minutes using an organizing worksheet.
- Students speak for two minutes about the topic they have chosen record themselves and send the recordings to the teacher.

10 min

Produced by: Lara ,A(2023)

Source: Lara ,A (2023)

Annexes

WORKSHEET

Name:

Topic:

TELL US YOUR MAIN IDEA

FIRST

NEXT

AFTER THAT

FINALLY

SUMMARIZE YOUR MAIN IDEA

Lesson Plan 4	
Teacher: Lara Freire Andrea Daniela	Level: sixth semester
Unit Topic/Theme: Animals	Date:
Age of ss:	
Main aim: The student will be able to develop a comparative speech about their favorite animals.	
Subsidiary aims:	Personal aims:
<ul style="list-style-type: none"> • Students will be able to develop a comparative speech. • Students will be able to discuss about animals. 	<ul style="list-style-type: none"> • Give clear instructions. • Interact in a conversation effectively. • Conduct a dynamic and interactive class
Materials: Laptop Timer Student's worksheet Internet	
Anticipated problems: students do not pay attention Possible solutions: Name students to answer some questions about the lesson so they pay attention all the time	TIMING
LEAD- IN The teacher presents a PPT presentation about expressions to describe similarities and differences Link: https://docs.google.com/presentation/d/1QbRQhtpVpmCRFTYGEzcAbYsss6ie0Oxa/edit?usp=sharing&ouid=105100562004489585434&rtopf=true&sd=true	5 min
PRACTICE ACTIVITIES The teacher requests students to work in pairs, choose two animals from the presentation and compare them. Link: https://www.canva.com/design/DAFS6PMKc6c/piGMbL5-3O-nQiYWBBLXZA/edit?utm_content=DAFS6PMKc6c&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton The students listen each other and give feedback to their classmate with a rubric.	10 min
POST TASK •The teacher requests students to speak about two jobs related with animals and compare them. •Students organize their dialogue about 3 minutes using an organizing worksheet. •Students speak for two minutes about the topic they have chosen record themselves and send the recordings to the teacher.	10 min

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Source: Lara ,A (2023)

WORKSHEET

Name :

Topic:

Introduction

Body

Conclusion



Note: Done by Andrea Lara

Source: <https://hvc.cat/es/3-infecciones-en-perro>



Note: Done by :Andrea Lara

Source: <https://www.flickr.com/photos/laucaruncho/6993448727>

Lesson Plan 5	
Teacher: Lara Freire Andrea Daniela	Level: sixth semester
Unit Topic/Theme: Means of Transportation	Date:
Age of ss: 20 - 25 years	
Main aim: The student will be able to talk about advantages and disadvantages of bicycles.	
Subsidiary aims:	Personal aims:
<ul style="list-style-type: none"> • Students will be able to develop an advantages and disadvantages organizational speech. • Students will be able to discuss about different means of transportation 	<ul style="list-style-type: none"> • Give clear instructions. • Interact in a conversation effectively. • Conduct a dynamic and interactive class
Materials: Laptop Timer Student's worksheet Internet	
Anticipated problems: students do not pay attention Possible solutions: Name students to answer some questions about the lesson so they pay attention all the time	TIMING
LEAD- IN The teacher presents a PPT presentation about expressions to express advantages and disadvantages. link: https://docs.google.com/presentation/d/11xU7iWB1d63KaAkdsdRfzdRXMcqHMKz1/edit?usp=105100562004489585434&rtpof=true&sd=true	5 min
PRACTICE ACTIVITIES The teacher requests students to work in pairs, to talk about advantages and disadvantages of international buses and airplanes. The students listen to one of their classmates and give feedback with a rubric.	10 min
POST TASK •The teacher requests students to speak about the pros and cons of bicycles. •Students organize their dialogue about 2 minutes using an organizing worksheet. •Students speak for 1:30 minutes about the topic they have chosen record themselves and send the recordings to the teacher.	10 min

Produced by: Lara ,A(2023)

Source: Lara ,A (2023)

Annexes

WORKSHEET

Name :

Topic:

Introduction

Body :

-Advantages

-Disadvantages

Conclusion

Lesson Plan 6		
Teacher: Lara Freire Andrea Daniela	Level: sixth semester	
Unit Topic/Theme: Technological devices	Date:	
Age of ss: 20 - 25 years		
Main aim: The student will be able to develop an opinion speech about technological issues.		
Subsidiary aims:	Personal aims:	
<ul style="list-style-type: none"> • Students will be able to develop an opinion speech • Students will be able to discuss about the technology 		
Materials: : Laptop, Timer, student's worksheet ,internet		
Anticipated problems: students do not pay attention Possible solutions: Name students to answer some questions about the lesson so they pay attention all the time	TIMING	
LEAD- IN		
<p>The teacher presents a PPT presentation about expressions to give opinions in a discussion</p> <p>Link: https://docs.google.com/presentation/d/1FlPlooUVy4fg8qpqzGmxxrfHrbQ3GQwM/edit?usp=sharing&ouid=105100562004489585434&rtoref=true&sd=true </p>	5 min	
PRACTICE ACTIVITIES		
<p>The teacher requests students to work in groups, and discuss about the benefits of some technological devices.</p> <div style="text-align: center;"> </div>	10 min	
<p>The teacher listens to the groups and gives feedback each group.</p>		
POST TASK		
<ul style="list-style-type: none"> •The teacher requests students to talk about some topics related with technology. •Students organize their dialogue about 2 minutes using an organizing worksheet. •Students speak for 1:30 minutes about the topic they have chosen , record themselves and send the records to the teacher. 		10 min

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Source: Lara ,A (2023)

Annexes

WORKSHEET

Name :

Topic:

Introduction

Body

Conclusion

Topics

Do you think social networking is a good thing? Why / Why not?

Do you think we are too dependent on electronic technology? Why / Why not?

What do you think the biggest advantage is of technology for our health? Why?

What item of technology would you like someone to invent? Why ?

Lesson Plan

7

Teacher: Lara Freire Andrea Daniela		Level: sixth semester
Unit Topic/Theme: Shopping		Date:
Age of ss:		
Main aim: The student will be able to develop an persuasive speech about fashion		
Subsidiary aims:		Personal aims:
<ul style="list-style-type: none"> ● Students will be able to develop a persuasive speech ● Students will be able to discuss about the importance of clothes 	<ul style="list-style-type: none"> ● Give clear instructions. ● Interact in a conversation effectively. ● Conduct a dynamic and interactive class 	
Materials: Laptop Timer Student's worksheet Internet		
Anticipated problems: students do not pay attention Possible solutions: Name students to answer some questions about the lesson so they pay attention all the time		TIMING
LEAD- IN		
<p>The teacher presents a PPT presentation about persuasive speech link: https://docs.google.com/presentation/d/1_TrabZ1j5Iwt5nM1DrsvLfmTstPCBM/edit?usp=share_link&oid=105100562004489585434&rtpof=true&sd=true</p>		5 min
PRACTICE ACTIVITIES		
<p>The teacher requests students to work in pairs, and discuss about the saying: “Clothes define a person”, and You can know a lot about a person from the clothes he or she wears.</p>		10 min
POST TASK		
<ul style="list-style-type: none"> •The teacher requests students to talk about some topics related with fashion. •Students organize their dialogue about 1 minute using an organizing worksheet. •Students speak for 1:00 minute about the topic they have chosen , record themselves and send the records to the teacher. 		10 min

Produced by: Lara ,A(2023)

Source: Lara,A (2023)

Annexes

WORKSHEET

Name :

Topic:

Introduction

Body

Conclusion

Topics

You have to spend a lot of money to get nice clothes

People like to go shopping as a hobby

Shopping online is the future

Fashion is an important part of society

Lesson Plan
8

Teacher: Lara Freire Andrea Daniela		Level: sixth semester
Unit Topic/Theme: The media		Date:
Age of ss:		
Main aim: The student will be able to develop an discussion speech about advertisements and news		
Subsidiary aims:		Personal aims:
<ul style="list-style-type: none"> ● Students will be able to develop an discussion speech ● Students will be able to discuss about news 	<ul style="list-style-type: none"> ● Give clear instructions. ● Interact in a conversation effectively. ● Conduct a dynamic and interactive class 	
Materials: Laptop Timer Student's worksheet Internet		
Anticipated problems: students do not pay attention Possible solutions: Name students to answer some questions about the lesson so they pay attention all the time		TIMING
LEAD- IN		
The teacher presents a PPT presentation about expressions to give opinions in a discussion		5 min
PRACTICE ACTIVITIES		
<p>The teacher requests students to work in pairs, and discuss about the next statements:</p> <ol style="list-style-type: none"> 1. The media has been replaced by social media. 2. The influence and reach of the social media has become far too powerful. <p>The teacher listens each pairs and gives feedback.</p>		10 min
POST TASK		
<ul style="list-style-type: none"> •The teacher requests students to talk about some topics related with news. •Students organize their dialogue about 2 minutes using an organizing worksheet. •Students speak for 1:00 minutes about the topic they have chosen , record themselves and send the records to the teacher. 		10 min

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Source: Lara ,A (2023)

Annexes

WORKSHEET

Name :

Topic:

Introduction

Body

Conclusion

Discuss the statements

Topics:

- There are so many sources of news nowadays that newspapers are no longer important
- All adverts are dishonest .They do not give us a true picture of a product
- Adverts have very little influence on what we buy
- Social media companies should take responsibility for spreading fake news

STUDENT'S GRADES
Annex 6 – Student's grades

PRE-TEST SCORE

List	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication	level
Student 1	2,5	2,5	2,5	2,5	B1
Student 2	2,5	2	2,5	2	B1
Student 3	2,5	2	2,5	2,5	B1
Student 4	3	2,5	3	3	B1
Student 5	2,5	2	2,5	2	B1
Student 6	2,5	2	2,5	2	B1
Student 7	2,5	2,5	2,5	2,5	B1
Student 8	2,5	1,5	2,5	2	B1
Student 9	2,5	2,5	2,5	2	B1
Student 10	2,5	2,5	2,5	2,5	B1
Student 11	2,5	2	2,5	2,5	B1
Student 12	2,5	2	2,5	2,5	B1
Student 13	2,5	2	2,5	2	B1
Student 14	2,5	2,5	2,5	2	B1
Student 15	2,5	2	2,5	2,5	B1
Student 16	2,5	2,5	2,5	2,5	B1
Student 17	2,5	2	2,5	2,5	B1
Student 18	2,5	2,5	2,5	2,5	B1
Student 19	2,5	2	2,5	2,5	B1
Student 20	2,5	2,5	2,5	2,5	B1
Student 21	2,5	2	2,5	2,5	B1

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Source: Lara ,A (2023)

POST-TEST SCORES

List	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication	level
Student 1	3	3	2,5	3	B1
Student 2	2,5	2,5	2,5	3	B1
Student 3	2,5	3	2,5	3	B1
Student 4	3,5	3	3	3	B1
Student 5	2,5	2,5	2,5	2,5	B1
Student 6	2,5	2,5	2,5	3	B1
Student 7	2,5	3	2,5	3	B1
Student 8	2,5	2	2,5	2	B1
Student 9	2,5	3	2,5	3	B1
Student 10	2,5	3	2,5	3	B1
Student 11	3	2,5	3	2,5	B1
Student 12	2,5	2	2,5	3	B1
Student 13	3	2,5	3	2,5	B1
Student 14	2,5	2,5	2,5	2,5	B1
Student 15	3	2,5	3	2,5	B1
Student 16	2,5	2,5	2,5	2,5	B1
Student 17	2,5	2,5	3	3	B1
Student 18	2,5	3	2,5	2,5	B1
Student 19	2,5	2,5	2,5	2,5	B1
Student 20	2,5	2,5	2,5	3	B1
Student 21	3	2,5	3	3	B1

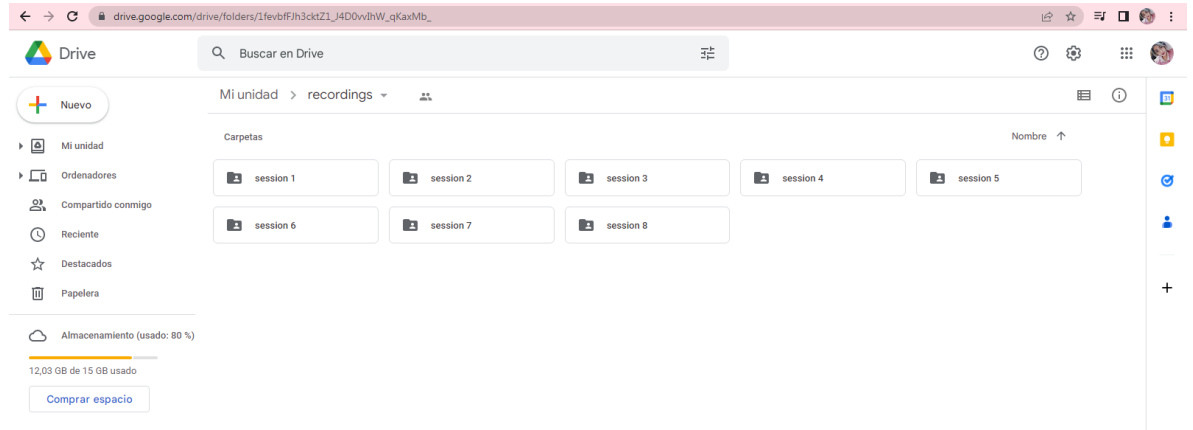
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Annex 7 – Links

Link audios:

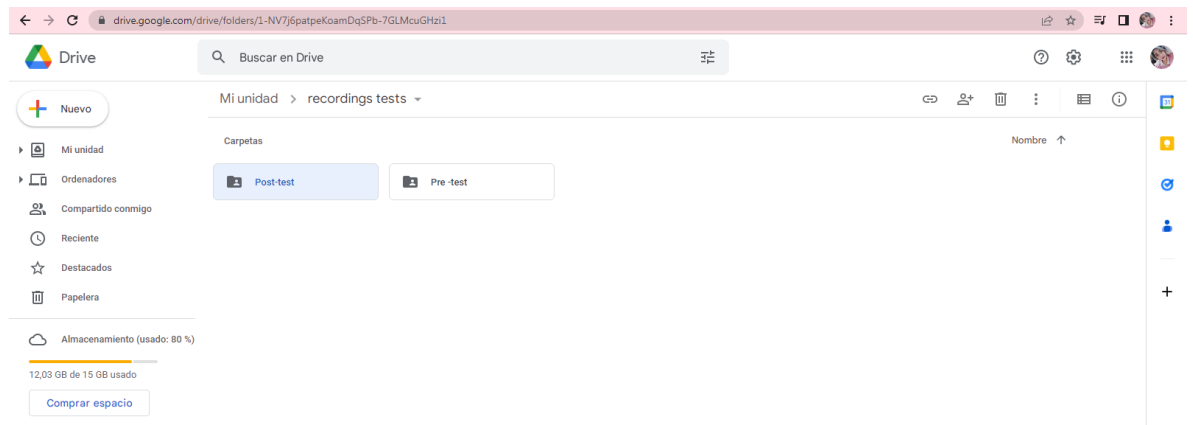
https://drive.google.com/drive/folders/1fevbfFJh3cktZ1_J4D0vvIhW_qKaxMb_?usp=sharing



Note: Done by :Andrea Lara

Link tests audios:

<https://drive.google.com/drive/folders/1-NV7j6patpeKoamDq5PB-7GLMcUGHz1>



Note: Done by: Andrea Lara

Annex 8-Evidence



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Annex 9-Urkund report



Document Information

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