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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, Lcda. Mg. Sarah Jacqueline Iza Pazmiño, holder of the I.D No. 0501741060, in my capacity as supervisor of the Research dissertation on the topic:

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Think-pair-share and oral interaction" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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



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DEDICATION
TO:

I dedicate this research to Margarita, my mom, who always has been supporting me and showing me what unconditional love is.

To Daniel, my dad, a real and brave man, who always has been doing sacrifices for the family with a smile on his face; someone I deeply admire and aspire to become

To Paula, my sister, the most hard-working person I know and admire, the definition of discipline and perseverance.

To Camila, my sister, the sweetest and kind person I know, the person who has the purest heart in earth.

To my unconditional love, my heart, my girl, Karla. The person that taught me how to enjoy life, face and accept reality, and to always feel safe by her side.

Leonardo.

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THEME: Think-Pair-Share and oral interaction

AUTHOR: Leonardo Daniel Cevallos Oñate

TUTOR: Lcda. Mg. Sarah Jacqueline Iza Pazmiño

ABSTRACT

This study was developed to investigate the impact of the Think-Pair-Share strategy on oral interaction in the second year of Bachillerato General Unificado (BGU) of the "Unidad Educativa Juan Bautista La Salle" in Ambato-Ecuador. A pre-experimental design with a quantitative approach was used, where the population consisted of 26 students. After eight 80-minute interventions applying the strategy, students engaged in oral activities on topics such as the weather, the environment, expressing opinions, persuasion, conditionals, and hypothetical situations. For the evaluation, pre- and post-tests based on the speaking section of the Cambridge B1 Preliminary English test exam were conducted before and after the intervention sessions. The data was analyzed using Statical Package for Social Sciences (SPSS). Results showed that students experienced improvements in grammar and vocabulary, discourse management, pronunciation and interactive communication. The pre-test average for the experimental group was 1,25 out of 5, which increased to 1,66. This indicates that Think-Pair-Share contributed to enhance oral interaction. In conclusion, Think-Pair-Share proved to be an effective strategy for improving oral skills and supporting students' autonomy. The strategy fostered critical thinking, confidence, and engagement through structured collaborative dialogue. Students developed the ability to organize their ideas, express themselves with greater fluency, and participate actively in class. The strategy also provided a safe and inclusive environment that encouraged equal participation and reduced anxiety during oral tasks.

Key words: TPS, Think-Pair-Share, oral interaction, critical thinking, interactive.

Resumen

Este estudio se desarrolló para investigar el impacto de la estrategia Think-Pair-Share en la interacción oral en el segundo año de Bachillerato General Unificado (BGU) de la Unidad Educativa Juan Bautista La Salle en Ambato-Ecuador. Se utilizó un diseño preexperimental con un enfoque cuantitativo, donde la población estuvo conformada por 26 estudiantes. Después de ocho intervenciones de 80 minutos aplicando la estrategia, los estudiantes participaron en actividades orales sobre temas como el clima, el medio ambiente, la expresión de opiniones, la persuasión, los condicionales y las situaciones hipotéticas. Para la evaluación, se realizaron pruebas previas y posteriores basadas en la sección oral del examen Cambridge B1 Preliminary English test antes y después de las sesiones de intervención. Los datos se analizaron utilizando el Statical Package for Social Sciences (SPSS). Los resultados mostraron que los estudiantes experimentaron mejoras en gramática y vocabulario, gestión del discurso, pronunciación y comunicación interactiva. El promedio de la prueba previa para el grupo experimental fue de 1,25 sobre 5, que aumentó a 1,66. Esto indica que el método Think-Pair-Share contribuyó a mejorar la interacción oral. En conclusión, el método Think-Pair-Share demostró ser una estrategia eficaz para mejorar las habilidades orales y fomentar la autonomía de los estudiantes. La estrategia fomentó el pensamiento crítico, la confianza y la participación mediante un diálogo colaborativo estructurado. Los estudiantes desarrollaron la capacidad de organizar sus ideas, expresarse con mayor fluidez y participar activamente en clase. Además, proporcionó un entorno seguro e inclusivo que fomentó la participación equitativa y redujo la ansiedad durante las tareas orales.

Chapter I. Theoretical Framework

1.1 Research Background

This study project was supported by extensive academic papers. The data was gathered from academic publications, research papers and scientific articles which were investigated to support the study of connection between oral interaction and Think-Pair-Share (TPS). The sources were selected and referenced through all this study providing relevant and reliable information about the two variables of this research: TPS as a collaborative learning strategy and its impact on oral interaction in educational settings. Furthermore, the credibility of the cited studies was strengthened by the fact that they were retrieved from reputable academic databases and educational platforms, ensuring the accuracy and quality of the information presented.

In the study conducted by Darmawan and Lestariningsih (2023), the main objective was to investigate university students' opinion of the TPS strategy and the effect on their oral communication skills. The study adopted a qualitative approach with the help of online interviews as the primary data collection method to understand the students' perception. The findings revealed that the strategy helps develop self-confidence and provides diversity in classroom activities, making learning more engaging. The authors concluded that the strategy is beneficial but requires careful implementation to achieve its full potential.

Phan (2021) led another study with the aim of using TPS strategy to stimulate students' speaking skills and engage them in speaking activities. The researcher used a population of 35 university students in Vietnam. A qualitative approach was adopted, and data was collected through observation sheets, interviews and individual interviews. The findings showed that TPS is effective in developing critical thinking, self-confidence and enhancing speaking skills, although some challenges were noted, such as difficulty of choose one idea from a pair of students and limited thinking time.

Wijaya (2025) directed a qualitative study with the support of library analysis examining how TPS strategy enhances English foreign Language (EFL) learners' speaking skills. By analyzing 30 prior studies which were mixed-method investigations, the research showed that TPS enhances confidence, speaking skills and collaboration despite it needs proper implementation.

Raba (2017) carried out research where the aim was to examine TPS strategy on EFL university students' oral communication skills. The study was based on qualitative data collection through teacher interviews and 8 weeks of classroom observations, analyzing changes and skill progression. The author of the study concluded that the strategy significantly motivates students to speak, therefore fluency, confidence and collaboration were improved over time.

Jawaher and Abdo (2024) conducted a quasi-experimental study with the help of 60 students which were split into two groups (30 for the experimental group and another 30 students for the control group) with the aim of investigating the effect of TPS on students' communication skills. The study's findings disclosed that TPS strategy statistically improved pronunciation and an impact on oral communication skills.

Raharja and Wahyuningsih (2024) conducted a study with the aim to examine the effect of TPS on self-efficacy and oral English commitment. The study used a quantitative approach with a quasi-experimental where 30 participants were separated into experimental and control groups of 15 students each. The findings demonstrated a significant improvement un self-efficacy and oral English commitment within TPS group and the authors suggest that TPS can effectively boost confidence and motivation in English speaking.

Luu and Nguyen (2010) administered a theoretical review analyzing oral interaction in EFL classrooms, focusing on teacher-student interaction (initiation-response-feedback pattern and teacher questioning) and student-student interaction (pair work, topic-based and task-based activities). This theoretical review emphasized that referential questions (open-ended, communicative) foster meaningful output than display questions (closed, fact-based), while peer interaction enhances fluency and negotiation meaning. The authors concluded that balanced teacher-student dialogue and collaborative tasks optimizes language acquisition.

The studies were systematically examining the impact of TPS strategy on EFL learners' oral communication through multiple educational contexts. The findings in general demonstrate that TPS effectively improves various skills such as collaborative learning, speaking, critical thinking and among them oral interaction.

Theoretical Foundation of the Variables

Independent Variable

Critical Thinking

Critical thinking is a cognitive ability that allows students to reflect and develop independent thinking. It is a skill that must be developed in students to enhance effective language acquisition. Unlike superficial retention of information, critical thinking requires students to analyze, evaluate, and synthesize data, which means deeper comprehension and long-term retention. According to Li (2023), critical thinking is fundamental to effective language acquisition as it goes beyond short-term learning since it demands deeper cognitive skills such as analysis, evaluation, and synthesis, which foster long-term retention.

The importance of learners' critical thinking has been highlighted by Tosuncuoglu (2018), who argued that critical thinking gives students the ability to think creatively and make reasoned judgments. Critical thinking is crucial in language learning because it forces the learners to question themselves, get their own conclusion and develop well-founded arguments. When critical thinking is used on foreign language acquisition, it helps students to understand language in meaningful ways.

In the context of foreign language teaching, critical thinking develops communicative competence which is important in language learning. According to Petrosyan (2022), communicative competence involves the ability to use language appropriately in different contexts, and not only use it in a specific way. Critical thinking encourages students to analyze texts, question meanings, and construct their own interpretations, leading in a genuine and deeper understanding.

One of the principal strategies to use critical thinking into foreign language learning is discussion activities that force the students to think by themselves. Buphate and Esteban (2022) demonstrated that discussions activities that involve brainstorming, selection of ideas and collaborative problem-solving improve significantly the ability of language acquisition while engaging analytical thought. The study highlights that such activities drive students to generate innovative solutions, and defend their viewpoints, hence their interaction in class, oral communication and critical thinking abilities were reinforced.

Moreover, critical thinking strengthens students' ability to engage in dynamic oral interactions. According to Sukying (2021), the best way of class interaction can be promulgated through activities such as debates, problem solving discussions and other activities that being a challenge for the students. As conclusion the study reveals that interaction develops critical thinking and therefore a better acquisition of the language and high-order thinking skills, preparing students for the complexities of real-world communication.

In conclusion, critical thinking plays an essential role in foreign language learning by encouraging oral participation, improving understanding and strengthening communication. When teachers integrate critical thinking techniques into their lessons, they empower students to become independent with great analytical reasoning, problem-solving and excellent language use.

Learning Strategies

Learning strategies refer to the cognitive and behavioral techniques that learners use to enhance their understanding, retention and production of knowledge. These strategies are essential for effectively acquiring new concepts and skills, since they provide tools for understand in a better way the complexities of the learning process. According to Seng et al. (1987), learning strategies in a foreign language learning context can be defined as a strategy that helps the student’s language development and learning.

Teng (2023) stated that there are two types of general language learning strategies: Direct strategies which are based on memory, cognitive and compensation strategies. On the other hand, indirect strategies are based on meta-cognitive, affective and social strategies. Each type of strategy plays an important role in the learning process, from how learners often use a combination of these strategies to maximize their learning outcomes.

According to Zoy and Lerlit (2022), direct strategies can be found in memory strategies which involve techniques that help learners create mental connections, such as using new vocabulary within a real context. Also, cognitive strategies that focus on engaging the language through tasks like note-taking, drafting reports, etc. with the objective of reinforcing practical language use. Finally, compensation strategies that bridge the students’ gaps in their knowledge, such as inferring with the meaning of unknown words from context.

In the indirect strategies can be found metacognitive strategies which involve self-monitoring through planning, organizing and evaluating that help to coordinate language learning. Additionally, affective strategies help students manage their emotions during language learning. Finally, social strategies that facilitate student-student interaction and collaboration, such as asking questions in the target language for a communication and social interaction (Garita & Sánchez, 2021).

In summary, learning strategies (direct and indirect) play a crucial role in effective language acquisition by employing a variety of cognitive and behavioral techniques. Direct strategies let the students interact with the language while the indirect strategies help the learners manage their emotions, plan their own learning and collaborate with others.

Cooperative learning

Cooperative learning is considered a teaching method that is based on the students' collaboration to achieve an effective learning through communication, collaboration and mutual support (Yang, 2023). In addition, Jhonson and Jhonson (1999) defined collaborative learning as a group work where students work together to accomplish a goal through collaboration. Therefore, it can be concluded that this method implies active learning, deeper understanding and critical thinking.

According to Yang (2023), cooperative learning is important in EFL classrooms, since improves the students' academic goals by promoting interaction and interpersonal skills that enable collaborative problem solving and deeper language retention. Furthermore, critical thinking not only improves the collaboration and language retention but also strengthens motivation besides the individual accountability, encouraging students to take ownership of their learning while engaging actively with others (Bećirović et al., 2022).

Nowadays, critical thinking has a variety of strategies, the aim is to promote collaboration and maximize students learning outcomes. According to Yang (2023), these strategies can vary according to the structure of the group work, the roles of students and specific goals of the activity. Some of the most used cooperative learning strategies are:

Jigsaw

The jigsaw strategy was developed by Elliot Aronson in the 70s' where this strategy organizes students in "Home Groups" where each member investigates a unique subtopic in a genera topic. Students then leave their home groups to join "expert groups" with peers that have the same subtopic. Then they collaborate to became "masters" in it with the objective of return to their original group and teach their subtopic (Khadem et al., 2023).

Three-Step Interview

According to Haryanti et al. (2021), three-step interview strategy is designed to improve students' communication abilities, teamwork and critical thinking through structured discussions. In this strategy, students alternate the roles of *interviewer* and resource people, engaging in dialogue on a specific topic. After each exchange, participants summarize and share the information they got from the *interlocutor*.

Teams-Games-Tournaments

Teams-games-tournaments is defined by Githa (2023) a cooperative learning strategy developed by DeVries and Edwars in 70s'. It combines collaborative learning with competitive academic tournaments to motivate students. In this strategy, students work in small groups to master learning cooperatively. After preparation, they compete in structured academic games or tournaments, where they earn points for their teams by answering questions or solving problems individually.

In general, cooperative learning offers significant advantages across academic performance, skill development and student motivation. Academically, it improves learning outcomes by promoting active engagement, peer explanations and high-order thinking skills. On the other hand, the skills reforge critical thinking communication and social competences. Finally, motivation boosts confidence, self-direct learning and enjoyment by creating a supportive group dynamic (Trung & Truong, 2023).

Think-Pair-Share strategy

Think-Pair-Share (TPS) is the most popular strategy used in cooperative learning which is designed to improve student skills in a lot of ways such as critical thinking, speaking, writing,

reading, etc. Frank Lyman in 1981 introduce TPS in education which has been widely adopted in various educational settings (Hakim, 2024). This strategy provides students with opportunities to think critically, discuss their ideas in peers, and contribute to group discussions. Additionally, TPS has a great effectiveness in oral communication, critical thinking, and interaction in class (Abri & Al-Mekhlafi 2024).

Key characteristics of TPS

TPS strategy is considered effective in teaching since it is focused on cooperative learning. According to Lyman (1981), it has three phases. The first one is *think* where students think independently about a question or problem. Then, *pair* where learners discuss their ideas with a partner and finally, *share* where they talk about their conclusions with the whole class. This technique motivates students to think deeply and carefully consider their ideas before speaking publicly.

In the *think* phase the students spend time reflecting about a topic, problem or controverse idea that the teacher gave by their own. The thinking time allows students to process the information and form personal opinions without external influence (Cortes et al., 2020). This step is crucial since it develops independent thinking and supports the creation of original ideas.

Then in the *pair* phase students share their own ideas, solutions or opinions with a classmate. This pair interaction helps them explore different perspectives, enhancing their understanding and developing better communication skills. Through dialogue, students can exchange points of view to enhance their reasoning (Fernández, 2023). Finally, the *share* phase where students present their findings or thoughts with the class. In this phase, the students develop active learning, and they get exposed to multiple interpretations which leads to a better understanding. It also helps public speaking skills and create a respectful classroom environment where all contributions are appreciated.

One of the strengths of TPS is its multiple use in different contexts. It can be applied at different educational levels from primary school to university and in various subjects. Moreover, it is simpler to implement than other collaborative strategies like group projects or complex games, which often require more preparation (Adawiyah, 2021).

Unlike traditional participation methods that usually involve only a few students, it guarantees that all learners take part at every stage from thinking alone to group sharing. This inclusive approach increases overall student engagement and ensures equal participation (Annisa et al., 2024).

Another advantage of TPS is that it helps reduce anxiety related to speaking in front of others. Students can express themselves without the fear of being judged, allowing them to share their ideas with greater confidence (Aeni, 2020).

Teachers' and Students' role in TPS

The Think-Pair-Share technique works best when both teachers and students understand their roles in the learning process. The teacher's job is not just to share knowledge but also to guide students, making sure they work together in a positive and engaging way. This helps students feel confident when sharing their ideas and joining discussions (Fernández, 2023). Teachers should ask questions that make students think deeply while keeping them simple enough for everyone to participate. Unlike traditional teaching, TPS encourages students to explore topics on their own instead of just listening to the teacher (Vega, 2022).

Students also have a key role in TPS. They must take responsibility for their learning by first thinking independently during the *think* stage. This helps them develop their own ideas before discussing them with a partner. When they move to the *Pair* stage, they exchange thoughts, which improves their understanding and teamwork skills. Finally, in the *Share* stage, they present their conclusions to the whole class and get feedback from the teacher to deepen their learning (Fernández, 2023).

For TPS to be successful, teachers must balance individual thinking, pair discussions, and group sharing effectively. This method is unique because it gives all students an equal role in learning, making the classroom more interactive and cooperative (Vega & Suárez, 2022).

TPS advantages for students

This strategy effectively promotes active and collaborative learning, offering distinct advantages over traditional teaching methods. A critical component of the strategy is the initial individual thinking stage, where students independently generate and organize ideas. This phase

strengthens critical thinking as learners analyze and synthesize information free from group influence. Fernández (2023) emphasized that this stage helps students connect prior knowledge with new concepts, creating a strong foundation for subsequent collaborative work.

The pair discussion phase plays a vital role in deepening understanding through dialogue. Here, students develop communication skills by actively listening and negotiating different perspectives. As Barkley and Major (2020) mentioned, this interaction aligns with social learning theory, where knowledge develops through discussion. Lascano and Altamirano (2023) added that this stage ensures equal participation, creating an inclusive environment that values all contributions equally.

During the final sharing phase, students present their conclusions to the entire class, reinforcing learning through explanation and receiving feedback. Slavin (2020), highlights how this practice enhances public speaking abilities and builds confidence. Compared to passive lecture-based instruction, TPS significantly increases student engagement and motivation.

However, TPS implementation requires careful consideration. Kaddoura (2013) identifies two key success factors: thought-provoking questions and effective time management. Questions should be accessible yet stimulating, and teachers must allocate time appropriately to each phase. Challenges may arise when students lack collaborative skills or when facilitation is insufficient. While simpler than project-based learning (PBL), TPS still demands proper preparation.

Despite its simplicity, TPS's flexibility allows adaptation to various educational contexts. Yanti and Rufinus (2017) emphasized that its effectiveness depends on alignment with specific classroom dynamics and student needs. When implemented well, TPS promotes equal participation, enhances teamwork skills, and builds learners' confidence in their abilities. The technique's success ultimately lies in thoughtful customization to each learning environment while maintaining its core structure of individual reflection, paired discussion, and group sharing.

TPS advantages for Teachers

TPS offers significant benefits for modern educators, enhancing both classroom dynamics and learning effectiveness. One major advantage is its ability to optimize instructional time. By structuring lessons into three clear phases individual thinking, paired discussion, and group sharing teachers can maximize engagement while maintaining depth of content. Unlike traditional one-

way lectures, this strategy creates an interactive learning environment that keeps students actively involved (Puspita, 2023).

Another key benefit is the opportunity for real-time formative assessment. During pair and group discussions, teachers can observe students' thought processes and identify gaps in understanding. This immediate feedback allows educators to adjust their teaching strategies on the spot, providing targeted support where needed. As Desta (2017) highlighted this continuous assessment helps teachers tailor their approach to meet students' individual needs more effectively.

The strategy also promotes inclusive participation, ensuring all students including shy or hesitant learners have a voice. The structured progression from individual reflection to small-group sharing builds confidence before students present ideas to the whole class (Brown, 2006).

Additionally, TPS is highly adaptable to diverse subjects, class sizes, and difficulty levels. Teachers can easily modify questions or discussion prompts to suit specific learning objectives, making it a versatile tool across disciplines (Desta, 2017). Its simplicity and flexibility also simplify classroom management, reducing disruptions while encouraging collaborative behavior.

In conclusion, TPS is an effective strategy that enhances the students' learning, helps the critical thinking, oral interaction and the participation in class. The strategy's structure promotes reflection, social and oral abilities through the three phases *think, pair* and *share*. Furthermore, its flexibility of implementation let the teacher adapt it to different educational levels and contexts.

Dependent Variable

Communicative Competence

Communicative competence is the ability to use a language effectively and appropriately in various social contexts. The communicative competence is more than just grammatical accuracy. It is encompassing skills such as understanding cultural norms, adapting language to different situations, and conveying meaning clearly (Sevarakhon, 2024).

Savignon (2017) argued that true language proficiency requires more than memorizing vocabulary and grammar rules. It goes beyond that; it requires the ability to interact meaningfully in real-world situations. In EFL the communicative competence is important since the primary goal is to prepare students for authentic communication situations. Communicative competence

lets students express their ideas clearly and interpret and understand complex sentences within a real-world context (Mendoza & Obenza 2024).

Moreover, communicative competence is a great ability to produce language and use it to understand the social functions of it, including the ability to recognize and respond to different registers, tones and conventions based on the context and audience (Ariyani & Ardi, 2022)

Communicative competence impulse students to acquire English prioritizing interaction over memorization. Kokorina et al. (2021) highlighted that activities like role-playing, debates and collaborative tasks stimulate authentic communication which help students to develop language functions such as apologizing, persuading, etc. in context. This understanding is key to promoting fluency and confidence in students.

In conclusion, communicative competence has a crucial role in language learning by fostering real-life language. It makes the learners integrate in social contexts with appropriateness and in that way contribute to more meaningful communication and deeper language acquisition.

English Speaking ability

Speaking ability is a crucial skill in language acquisition that involves the capacity to produce and articulate words effectively in verbal communication. It requires learners to use vocabulary, grammar, pronunciation, and fluency conversations. According to Astuti and Chakim (2023), speaking ability is one of the most important aspects of communicative competence, as it enables learners to convey meaning and interact with others. Unlike passive skills such as reading and listening, speaking demands immediate verbal responses, making it an essential element of active communication in any language.

The importance of speaking ability is reflected in its direct impact on the learner's overall language proficiency. In accordance with Khang (2007), the ability to speak effectively allows students to engage in meaningful interactions, exchange ideas, and express opinions, making it indispensable in real-life situations. Speaking ability also helps learners build confidence and become more comfortable using the language in a variety of contexts, whether formal or informal. It bridges the gap between theoretical knowledge and practical application, enabling learners to function competently in both academic and social settings.

In the context of language learning, speaking ability plays a fundamental role in enhancing communication skills. According to Nation and Newton (2022), speaking provides learners with opportunities to practice pronunciation, improve fluency, and develop an understanding of cultural nuances. This active involvement in communication allows students to reinforce their vocabulary and grammar, as they are required to apply what they have learned in real-time discussions. Moreover, speaking activities such as role-playing, debates, and discussions enhance critical thinking, allowing learners to think on their feet and respond appropriately in spontaneous conversations.

Furthermore, speaking ability has significant utility in academic and professional contexts, where clear and effective communication is essential. In accordance with Derakhshan et al. (2016), students with strong speaking skills are better equipped to participate in group discussions, presentations, and interviews, thus increasing their chances of academic success and career advancement. The ability to express ideas clearly and persuasively is a key indicator of proficiency in any language, and it plays a pivotal role in determining the effectiveness of communication in professional settings.

In conclusion, speaking ability is an integral component of language acquisition that facilitates effective communication, boosts confidence, and strengthens both academic and professional prospects. The development of speaking skills should be emphasized in language instruction, as it allows learners to actively engage with the language, apply their knowledge in real-world situations, and enhance their overall communicative competence.

Task-based language teaching

Task-Based Language Teaching (TBLT) is a method where learning language is based in complete tasks that have real meaning, like solving a problem or doing a project, not only studying grammar rules. In this method, the focus is on communication and use the language in practical situations, so students learn in a natural way since they need to interact and think to complete the task (Liu & Ren 2024)

One of the principal ideas in TBLT is the concept of tasks. When teachers understand well the tasks concept, it becomes easier to design and prepare classroom activities. This method does not require teachers to feel stress by theory, but it works as a useful tool for solving problems about

planning and proposing and discover new classroom possibilities. Also, in real classroom teachers need to demonstrate the theory that is the final principle that is explain (East, 2021).

Teachers' Role

It is essential to highlight another fundamental aspect: the teacher's role within the TBLT approach. In this framework, the teacher acts as a facilitator and guide in the teaching-learning process (Hejrati et al., 2017). Teachers must stimulate critical thinking in their students, going beyond merely mediating linguistic development (Van den Branden, 2016). Additionally, they should serve as agents of innovation, contributing to a deeper understanding of this method. In essence, the teacher's role is not limited to extrinsic motivation but involves designing engaging tasks that encourage active participation and achievement.

An innovative TBLT teacher stands out by incorporating authentic, real-world materials that spark student interest. Success in TBLT also depends on adhering to key principles. Van den Branden (2016) proposed the *Seven C's* a guiding framework: Care, challenge, clarify, captivate, confer, consolidate and control.

Moreover, teachers must master TBLT principles to deliver high-quality instruction. Staying up-to-updated with research allows them to integrate new ideas, bridging theory and practice (Van den Branden, 2016). Ultimately, effective TBLT teachers must develop multiple competencies acting as researchers, critical readers, and reflective practitioners committed to continuous improvement.

The Role of the Student

In contrast, the student's role revolves around active participation. Learners are not passive recipients but engaged agents who interact with materials, content, and linguistic patterns (Madhkhan & Mousavi, 2017). Through task performance, they transform knowledge into practical use, acquiring language skills both consciously and unconsciously.

Unlike traditional teacher-centered approaches, TBLT is learner-centered, placing students at the core of the process. This shift empowers them to take ownership of their learning, shaping how they engage with knowledge (Irfan, 2017). However, their performance depends heavily on

the resources and materials used. When these are relevant and engaging, students connect more deeply with the content, enhancing participation and retention.

In summary, this study shows that TBLT is an effective method for language learning because it focusses on real tasks that help students use the language in practical ways. The teacher must be good facilitator and create interesting activities, while students need to participate actively for best results. The investigation proves that when it is applied correctly, TBLT improves not only speaking skills but also confidence and thinking ability.

Oral interaction

Oral interaction in EFL refers to the communicative exchanges between learners and teachers or among learners themselves. It plays a crucial role in developing fluency, confidence, and pragmatic competence in real-life situations. Effective oral interaction involves not only linguistic accuracy but also turn-taking, active listening and effective responses (Rivera, 2010).

According to Batenburg et al. (2019), in EFL classrooms the structured activities (dialogues, role-plays, debates) and spontaneous conversations help learners practice meaningful communication. Challenges such as anxiety, limited vocabulary, or L1 interference may arise, but a supportive environment with clear goals and feedback can enhance participation.

The Importance of Oral Interaction in EFL

Oral interaction in the EFL context is a vital tool that transforms language learning into an engaging, multifaceted process. Teachers play an essential role by modeling authentic communication and designing interactive activities that range from debates and role-plays to task-based learning and digital forums. Their ability to provide timely, constructive feedback and establish a safe, supportive classroom environment encourages students to take risks and actively participate (Tuan & Nhu, 2010). This interaction not only improves pronunciation, fluency, and grammar but also enhances listening skills, cultural awareness, and critical thinking. By integrating innovative strategies such as Socratic seminars and blended learning, educators can create dynamic lessons that cater to diverse learning styles, thereby promoting deeper understanding and long-term retention of the language (Batenburg et al. 2019)

According to Altamirano (2002), equally important is the active role of students in this communicative process. By engaging in peer discussions and collaborative tasks, students develop

confidence, critical reasoning, and effective communication skills, while also learning to appreciate diverse perspectives. Self-monitoring and reflection enable learners to identify their strengths and areas for improvement, fostering autonomy and a proactive approach to language acquisition. Moreover, the interactive classroom environment reduces anxiety and encourages every student to contribute, creating a more inclusive setting where each voice is valued (Tuan & Nhu, 2010). This balanced approach not only prepares students for real-world communication challenges but also cultivates skills essential for global citizenship, ensuring that the benefits of oral interaction extend well beyond the confines of the classroom.

Teacher's Role in Facilitating Oral Interaction

In accordance with Wigham (2024), teachers are the architects of an interactive classroom, extending their role beyond the mere transmission of knowledge to actively shaping the language learning environment. They serve as exemplary language models, demonstrating proper pronunciation, effective sentence structures, and context-appropriate usage that set a clear benchmark for their students. By designing engaging activities such as debates, role-plays, and group discussions teachers stimulate thought and conversation, ensuring that each activity meets the diverse needs of the learners. Moreover, through immediate and targeted constructive feedback, they help students identify areas for improvement and reinforce correct language use, creating a vital feedback loop that is essential for iterative learning and language development (Johnson & Lee, 2023).

In addition to modeling and activity design, teachers play a crucial role in establishing a supportive and non-judgmental classroom environment. By setting clear guidelines and fostering an atmosphere where mistakes are seen as learning opportunities, they reduce the fear of error and encourage risk-taking in language use. This supportive climate not only motivates students to participate actively but also helps them develop self-confidence and autonomy in their learning journey (Wigham, 2024). Furthermore, teachers continually assess the classroom dynamics and adapt their strategies to ensure that every student feels valued and is given the opportunity to contribute, thereby laying the foundation for a robust, interactive, and inclusive educational experience.

Student's Role in Enhancing Oral Interaction

Active student participation is key to successful oral communication. Students contribute by engaging in meaningful practice taking responsibility for their own learning by actively participating in speaking activities, reflecting on their performance, and seeking feedback to continually improve. By collaborating with peers in pair work and small-group discussions, learners exchange ideas and gain diverse perspectives. This collaborative environment not only enhances language skills but also builds essential interpersonal and cultural competencies, helping students to understand and appreciate the nuances of language in various social contexts (Martinez & Gomez, 2024).

In addition, self-monitoring and reflection are critical components of becoming an independent learner. By evaluating their language use, setting personal goals, and monitoring progress, students gain deeper insights into their strengths and areas for improvement. Furthermore, taking initiative in discussions such as leading parts of a conversation or debate not only allows them to practice language skills in a dynamic setting but also fosters confidence and a sense of ownership over their learning process. This proactive engagement empowers learners to navigate challenges more effectively and prepares them for real-world communication scenarios (Tuan & Nhu, 2010)

Benefits for Teachers and Students

According to Savitri et al. (2023) the symbiotic relationship between teacher facilitation and student participation brings a myriad of benefits to the classroom. A well-implemented oral interaction strategy transforms the learning space into an interactive and dynamic environment where every student's voice is valued. This approach enhances overall classroom engagement and enables teachers to conduct real-time formative assessments, allowing them to monitor student progress and adjust lessons on the fly to ensure that all learning objectives are met effectively. Such responsive teaching not only supports academic growth but also builds a strong foundation for communication skills that are essential for academic and professional success (Ibarra, 2023).

Moreover, the interactive classroom environment fosters both cultural and interpersonal growth among students. By engaging in regular oral activities, learners are exposed to diverse viewpoints and cultural contexts, which prepares them for global citizenship and enriches their

understanding of the world (Savitri et al., 2023). In compliance with Ibarra (2023), frequent and varied oral practice supports deeper learning and long-term retention of language structures, making the acquisition of English a natural and enduring process. This dual focus on academic rigor and cultural awareness ultimately equips students with the confidence and skills needed to navigate complex social and professional landscapes.

Oral interaction in the EFL context is more than just a classroom activity, it is a vital process that bridges linguistic competence with cultural and cognitive growth. With teachers creating engaging, supportive, and innovative learning environments and students taking an active role in their own learning journey, the benefits of oral communication extend far beyond the classroom. This approach not only enhances language skills but also prepares learners to navigate a complex, interconnected world with confidence and clarity (Khang, 2022).

By integrating strategies like TBLT, Socratic Seminars, and digital tools, educators can further enrich the learning experience, making oral interaction a transformative element of the language acquisition process (Consolo, 2002).

1.2 Objectives

General objective

- To determine the influence of Think-Pair-Share strategy on the oral interaction.

Specific objectives

- To analyze the benefits of the Think-Pair-Share strategy for improving oral interaction.
- To identify students' weaknesses on oral interaction and examine how the Think-Pair-Share strategy addresses those difficulties.
- To compare the effectiveness of Think-Pair-Share strategy before and after its implementation.

Fulfillment of objectives

The main objective of this research was to determine the influence of Think-Pair-Share and oral interaction. To achieve this, three objectives were proposed. The first specific objective was to analyze the benefits of Think-Pair-Share on improving oral interaction, and for this reason bibliographic research was done to investigate the numerous benefits of the strategy. Also, eight interventions were done which demonstrated that the strategy had a positive impact on oral interaction.

Furthermore, the second objective was achieved by identifying the students' weaknesses in oral interaction and examine how TPS addresses those difficulties, for this reason a pre-test and post-test were done following the criteria to score the learners: grammar and vocabulary, discourse management, pronunciation, interactive communication; in which in each one of the criteria showed the difficulty that students had to maintain a basic conversation with complete sentences, pronouncing correctly words or changing opinions. It is also essential to highlight that the interventions showed the TPS strategy effectively addressed all these criteria, as it was adapted to oral activities and promoted interaction in the classroom. Finally, to achieve the last objective the pre-test and the post-test were compared. The average score of the learners before the interventions 1,21 over 5 points and after the implementations were 1,66 points over 5. The difference in students' performance before and after the interventions was evident and supports the effectiveness of the strategy in enhancing learners' oral interaction.

Chapter II Methodology

2.1 Materials

Different sources, both material and human were used for this research. Human resources were used in interventions of 2nd high school students of Juan Bautista Palacios La Salle. On the other hand, the material resources used in the interventions were a pre-test and post-test of the Cambridge B1 Preliminary English Test (PET) speaking section, pictures, whiteboard, markers, cellphones. Finally, the materials used for the theoretical framework were articles, books and papers.

2.2 Methods

2.2.1 Research approach

The quantitative method was used to measure the impact of Think-Pair-Share strategy on the students' speaking ability. As Creswell (2014) stated, quantitative research develops objective theories by examining the relationship between variables and numerical data. In this research, a pre-test and post-test based on the Cambridge B1 speaking test were used to identify the level of oral interaction in the 2nd high school students to statically assess performance changes.

2.2.2 Modality

The present study was conducted using field research since it collects information from a real context, which means that the person conducting the study interacts directly with the research subjects to get first-hand information (Ven & Poole, 2017). This type of research takes place in natural settings where things happen as they would in everyday life. In addition, field research can include both written observations and numbers, depending on what the study tries to find. This research obtained data through the application of this modality to second-year high school students.

To establish the theoretical basis of the variables for the study, bibliographic research was adopted since the information was collected by validated resources to analyze, contextualize and understand the topics presented. As Ocaña and Doris (2021) mentioned that this kind of research is systematic and retrospective since it is used to analyze and

synthesize existing studies of a specific topic. Grazziotin et al. (2022) highlighted that bibliographic reviews are not original research but are crucial to analyzing and compiling information. Throughout this study, the information was collected by validated resources to understand the topics.

2.2.3 Type of research

In this study, a pre-experimental design was used in assessing the influence of Think-Pair-Share in oral interaction. As posited by Ramadhana and Allo (2021), pre-experimental research design is developed without random assignment and control groups and usually involves just one group to measure the impact of an intervention on some dependent variable. Pre-tests and post-tests are typical in these studies, serving as evaluation measures to determine whether the changes resulting from the study's implementation are effective (Darra & Papanthymou, 2019).; that is whether changes resulting from the study's implementation are effective. The study applied interventions with respect to changes in students' oral interaction before and after exposure to the strategy. The research topic was defined, hypothesis developed, population identified, and interventions created in line with standard pre-experimental practice.

2.2.4 Techniques and tools

The purpose of this study was to investigate the influence of the Think-Pair-Share strategy on the improvement of students' oral interaction. To collect the data, a validated pre- and post-test taken from the speaking section of the Cambridge B1 Preliminary English Test (PET) was used. These tests were administered at the beginning and end of the experiment. The rubric for the speaking section included criteria such as fluency, pronunciation, interaction, and grammar. Additional tools used during the intervention included rubrics, printed images, notebooks, textbooks, a blackboard, markers, and cooperative learning materials.

2.2.5 Population

The research work on Think-Pair-Share and Oral Interaction was applied to 26 students in the second year of bachillerato at Unidad Educativa Juan Bautista Palacios La Salle. These students had an English level between A1 and B1, with most of them

corresponding to level A2, according to the Common European Framework of Reference (CEFR).

Table 12

Population

Population	Number of students	Percentage
Male	11	42.31%
Female	15	57.59%
Total	26	100%

2.2.6 Procedure

The data collection started with the application of the pre-test which was elaborated with the help of the B1 Cambridge Preliminary test speaking section. The data was gathered in 2 days due to the time and the number of students. During the pretest, the students worked 10 minutes in pairs and to evaluate them, the researcher used a rubric.

After the pretest, 8 interventions were applied to the class. Each lesson plan followed the same structure: Pre task, task and post task. In each phase of TBLT The Think-Pair-Share was adapted to the activities of the book. In the first intervention, students received feedback from the pretest. At the beginning their use of the strategy was poor since their pair work wasn't significant. In the second intervention, the topic was *Our Changing Planet* which focused on vocabulary. The TPS was adapted to the book activities, making students participate actively and collaborate with each other.

During the third intervention, the first conditional was introduced to students. While students were engaged with topic, their participation was hesitant but after some activities the students collaborated in class successfully. In the fourth intervention, the second conditional was introduced along with a quick review of the first conditional. This time the students worked effectively with the strategy and more interaction was seen in class. When

it came time to share their answers in class, the students did it with accuracy and confidence.

In the fifth intervention, students explored vocabulary in the topic *Water Under Threat* where audios were used to complete the book activities using the same strategy that was mentioned. In the sixth intervention, the third conditional was introduced and adapted to the textbook activities using the strategy. Students participated as expected.

In the seventh intervention, students practiced reading and listening skills. They engaged actively in pairs and presented their answers in class. Finally, in the eighth intervention, students focused on speaking with the objective of persuading and objecting. They were introduced to new language and guidelines to help them carry out these functions effectively. All activities continued to follow the same TBLT and TPS structure.

2.2.7 Hypothesis

Alternative Hypothesis

Think pair share enhances the students' oral interaction

Null Hypothesis

Think pair share does not enhance the students' oral interaction

Chapter III. Results and Discussion

3.1 Analysis and discussion of the results

The following chapter presents the analysis and discussion of the results obtained from the pre-test and post-test evaluations in the areas of grammar, vocabulary, pronunciation, and interaction. These results were collected from 26 high school students at "Juan Bautista Palacios La Salle." These results are essential to determine the influence of Think-Pair-Share on the oral interaction.

3.1.1. Pre-test results

Table 3

Pre-test results

Criteria	***Average***
Grammar and Vocabulary	1,23
Discourse Management	1,11
Pronunciation	1,30
Interactive Communication	1,19
General	1,21

Analysis and Interpretation of results

Once the results were obtained, they were averaged based on each criterion established in the rubric. The pretest results indicated numerous areas of weakness. Specifically, in terms of grammar and vocabulary where the average punctuation was 1,23 over 5 and also discourse management which the punctuation was 1,11 over 5. Students in general do not have the basic vocabulary or grammar to structure a complete sentence, even when they answered something they hesitated or used isolated words. Regarding the pronunciation, the students had a punctuation of 1,30 over 5 since most of the words said by them were wrong. According to the interactive communication the average punctuation was 1,19 which means that most of the students did not have the ability to exchange simple ideas and they required prompt and support. Finally, the

general punctuation of the pretest was 1,21 which means that the students do not have the sufficient level according to their age.

3.1.2. Post-test results

Table 4

Post-test results

Criteria	***Average***
Grammar and Vocabulary	1,57
Discourse Management	1,61
Pronunciation	1,69
Interactive Communication	1,76
General	1,66

Analysis and Interpretation of results

Once the results were obtained, they were averaged according to each criterion established in the rubric. The post-test results indicated numerous improvements. Specifically, in terms of grammar and vocabulary where the average punctuation was 1,57 over 5 and also discourse management which the punctuation was 1,61 over 5. Students in general had a basic understanding of vocabulary and grammar to structure a complete sentence, even when they answered something they hesitated or used isolated words but with sense. Regarding the pronunciation, the students had a punctuation of 1,69 over 5 since most of the words said were intelligible despite the limited control of phonological features. According to the interactive communication the average punctuation was 1,76 which means the students had the ability to exchange simple ideas but they required a little prompt and support. Finally, the general punctuation of the post-test was 1,66 which means that the students had an improvement.

3.1.3 Comparative results

In this section, a comparative chart will be shown to see the differences between the initial and final average.

Table 5

Pre-test and Post-test

	Initial Average	Final Average
Grammar and Vocabulary	1,23	1,57
Discourse Management	1,11	1,61
Pronunciation	1,30	1,69
Interactive Communication	1,19	1,76
General	1,21	1,66

Analysis and interpretation

A comparative analysis was required to demonstrate the improvement in the students' oral interaction and other aspects.

In the grammar and vocabulary criterion the initial score of 1,23 increased to 1,57 on the posttest, on a scale of 0 to 5 points. It means a improvement in the students' structure and vocabulary through the interventions. The students were more capable of forming short but complete sentences.

Regarding the discourse management, the average score increased from 1,11 to 1,61. This suggests that students organized their ideas when speaking in a better way. While their lack of discourse was obvious, after the posttest the flow in their responses were better.

For pronunciation, the average improved from 1,30 to 1,69. Students demonstrated a clearer articulation of words and although they were able to be understood more frequently. The constant exposure to listening activities and speaking tasks contributed to this progress.

In Interactive Communication, the average increased from 1,19 to 1,76, indicating the most significant improvement. Students were more capable of interacting with their peers, asking and answering questions, and maintaining short dialogues with less need for teacher intervention. This reflects greater development in oral interaction, which was the central goal of the interventions.

Finally, the general average went from 1.21 to 1.66, showing that while students remain below the expected B1 level, the application of the Think-Pair-Share strategy had a positive impact

on their oral interaction. The progression, although modest, suggests that continuous and guided practice helps students improve their speaking skills gradually.

3.2 Verification of hypotheses

Table 6

Wilcoxon Test

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The Median of differences between PRE-TEST and POST-TEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	0,002	Reject the null hypothesis.

Analysis and interpretation

To choose a correct one of the two hypothesis proposed in this research, the Wilcoxon test was used, a nonparametric test that is useful to compare the results of a single group before and after an intervention when the data gathered is anormal. In this case, the analysis compared the related results with oral interaction in the pre-test and post-test, after applying the TPS for 4 weeks.

The significance value is 0,002 which is lower than the alpha value, which is 0,05. This indicates that sufficient evidence exists to reject the null hypothesis which stated that *Think-pair-share does not enhance the students' oral interaction* and accept the alternative hypothesis which stated that *Think-pair-share enhances students' oral interaction*. The analysis reinforces that TPS had a significant positive impact on students' oral interaction.

3.3 Discussion

Upon analysis and synthesis of the gathered data, significant findings emerged, providing evidence and supporting the hypothesis that TPS helps the students' oral interaction. The comparison between pre-test and post-test scores revealed significant improvements in all the criteria of the PET Cambridge test *grammar and vocabulary, discourse management*, *pronunciation and interactive communication*. These findings have a strong relation with the

theoretical framework, where various researchers emphasized the role of TPS un fostering abilities, critical thinking and collaboration in EFL contexts (Raba, 2017).

Also, regarding *discourse management and interactive communication*, the pos-test results reflect an improvement in the students' organization ideas. This progress can be attributed to the progressive structure of the TPS which allowed students to reflect individually, discuss in pairs and then share with the entire class. This sequence helps students organize their responses more logically and coherently, facilitating communication in their oral interventions. Fernandez (2010) claimed that in *pair* phases allow students to explore different perspectives and clarify their ideas before presenting them, which improves the cohesion and coherence of the discourse. This affirmation was reflected in the way that students express themselves at the beginning of the interventions where communication and collaboration between them was practically non-existent, but then over time the collaboration and communication was more normal and fluid.

In accordance with Rivera 2010, oral interaction is not limited to the correct use of grammar, but it includes fluency, cooperation and social awareness and communicative responsiveness. The post-test results indicated that students gained confidence and fluency when working in pairs. During discussions, even though their language skills were still developing, they were willing to take risks and speak anyway. Tuans & Nhu (2010) claim that oral interaction enhances real-life communicative competence by creating meaningful opportunities to use the language.

Finally, regarding *Grammar and vocabulary,* the results showed an improvement. The students began constructing simple sentences and using relevant vocabulary in their oral interaction with their classmates. This improvement is justified by the TPS strategy since each intervention included practical activities such as debates, picture description, etc. that forced the use of language in real-life contexts. According to Batenburg et al. (2019), the EFL classrooms, structured activities and spontaneous conversations help students practice meaningful communication. This was precisely what was achieved during the interventions, as the Think, Pair, and Share phases provided frequent opportunities for speaking practice, accompanied by formative corrections that led to improved use of grammatical structures and vocabulary learned in class.

Chapter IV. Conclusions and Recommendations

4.1 Conclusions

The objective of this study was to determine the influence of Think-Pair-Share strategy in oral interaction. Through this investigation, several findings were obtained, leading to the following conclusions.

- Based on the data obtained in the interventions and in the analysis of the pretest and posttest, it can be concluded that Think-Pair-Share strategy offers benefits to enhance the oral interaction on the students. The strategy fostered active participation, interactive communication and critical thinking on the students. Throughout the process, students had multiple opportunities to organize their ideas, receive feedback and gain confidence in communicating orally. These benefits were evident in the improvement of scores, especially in the interactive communication and discourse management, which shows that TPS develops an active learning environment that is positive to the development of meaningful oral interaction.

- According to the weaknesses of the students on the oral interaction can be concluded that the Think-Pair-Share strategy allowed the class to identify and address their main weaknesses in oral interaction. The pre-test results revealed students' difficulties with sentence structure, fluency, and maintaining fluid conversations, among other aspects. However, during the interventions, improvement was observed in these areas, as the structure of the strategy promoted individual reflection, pair work, and oral presentations, thereby facilitating the development of oral interaction.

- The implementation of the strategy throughout the interventions allows observe a great evolution in students’ performance in terms of oral interaction. This is evidenced by the students' performance before and after the interventions. In the pre-test, students struggled to produce complete sentences without hesitation. In contrast, the post-test results showed noticeable improvement in all evaluated aspects, including increased confidence and fluency.

4.2 Recommendations

Following the completion of the previous study that aimed to investigate the effect of TPS in oral interaction, the following suggestions are proposed.

- Implement the Think-Pair-Share strategy in class, especially in oral activities since this promotes active participation, the organization of ideas and the development of critical thinking. It is advisable to design activities that clearly contemplate the phases of thinking, pair sharing and expose ideas to the class to promote effective discourse management and improved oral fluency.
- Regarding performance measurement, formative monitoring using rubrics adapted to the classroom context is recommended, complemented by qualitative observations that allow for interpreting progress beyond numbers. It is also important to periodically record students' oral progress through recordings or learning journals to visualize their individual and collective development.
- Finally, it is suggested that interventions be structured progressively, beginning with guided tasks that facilitate basic production and progressing to more open activities that challenge students to use the language more autonomously. Furthermore, it is essential to ensure a safe and motivating environment, where mistakes are seen as part of the process and communicative effort is valued, as this directly impacts the student's confidence and willingness to interact orally.

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Annex 1 : Carta compromiso

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 25 de marzo 2025

Magister
Dra. Linda Marisol Nivelo Erazo.
Rectora
U.E Juan Bautista Palacios

Yo Linda Marisol Nivelo Erazo, en mi calidad de **Rectora de la Unidad Educativa Juan Bautista Palacios**, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " Think-Pair-Share and Oral Interaction" propuesto por el/la estudiante Cevallos Oñate Leonardo Daniel ,portador/a de la Cédula de Ciudadanía, 1804579298 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

U.E. "JUAN BAUTISTA PALACIOS" La Salle RECTORADO AMBATO

.....
Nombre: Dra. Linda Marisol Nivelo Erazo
Cargo: Rectora
C.I.: 1802683019
Celular: 0999314750
Correo electrónico: rectorambatojbp@lasalle.edu.ec

Annex 2: Pre- and Post-Test

EDUCATIVA "JUAN BAUTISTA PALACIOS LA SALLE"
CAMBRIDGE ENGLISH B1: PET
PRE TEST

U.E. Juan Bautista Palacios Ambato

B1: Preliminary
Speaking Test

Part 1 (2–3 minutes)

Phase 1 **Interlocutor**	
To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please? *Hand over the mark sheets to the Assessor.* I'm Leonardo
To Candidate A	What's your name? Where do you live? Who do you live with? Thank you.
To Candidate B	What's your name? Where do you live? Who do you live with? Thank you.

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

		Back-up prompts
	Tell me about a teacher you like.	What subject does he/she teach? Why do you like this teacher?
	How often do you use a mobile phone?	Do you have a favorite app? Do you use it mostly for social media, studying or entertainment?
	How do you get to school every day?	Do your parents leave you at school by car? Do you get the bus to arrive?
	Do you prefer the morning or the afternoon?	Why do you prefer it? What do you usually do at that time?
	Tell us about the people you live with.	Do you live with friends/your family?
	Thank you.	

Speaking Test 1		Part 2 (2–3 minutes)
1A Learning a language		
Interlocutor	Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it. **A,** here is your photograph. It shows **people learning a language.** *Place **Part 2** booklet, open at **Task 1A**, in front of candidate.* **B**, you just listen. **A**, please tell us what you can see in the photograph.	
Candidate A *approx. 1 minute*	.....	
	Back-up prompts • Talk about the people/person. • Talk about the place. • Talk about other things in the photograph.	
Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*	
1B At a party		
Interlocutor	**B**, here is your photograph. It shows **people at a party.** *Place **Part 2** booklet, open at **Task 1B**, in front of candidate.* **A**, you just listen. **B**, please tell us what you can see in the photograph.	
Candidate B *approx. 1 minute*	.....	
	Back-up prompts • Talk about the people/person. • Talk about the place. • Talk about other things in the photograph.	
Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*	

1A



1B



Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3 **Interlocutor**	Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you. *Place **Part 3** booklet, open at **Task 1**, in front of the candidates.* **A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.** **Here are some activities that could help him relax.** **Talk together about the different activities he could do, and say which would be most relaxing.** All right? Now, talk together.
Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*
Part 4 **Interlocutor**	*Use the following questions, as appropriate:* • **What do you do when you want to relax? (Why?)** • **Do you prefer to relax with friends or alone? (Why?)** • **Is it important to do exercise in your free time? (Why?/Why not?)** • **Is it useful to learn new skills in your free time? (Why?/Why not?)** • **Do you think people spend too much time working/studying these days? (Why?/Why not?)** *Select any of the following prompts, as appropriate:* • **How/what about you?** • **Do you agree?** • **What do you think?** Thank you. That is the end of the test.

Activities to help the man relax



EDUCATIVA "JUAN BAUTISTA PALACIOS LA SALLE"
CAMBRIDGE ENGLISH B1: PET
PRE TEST

Speaking Rubric

Candidate name: _____

"Think-Pair-Share and Oral Interaction"

Pre-test based on PET Cambridge Speaking Test

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

B1 Preliminary: Speaking sample papers.

Cambridge Assessment English. (2020). *B1 Preliminary: Speaking sample papers*. Cambridge University Press. https://www.cambridgeenglish.org/exams-and-tests/preliminary/preparation/

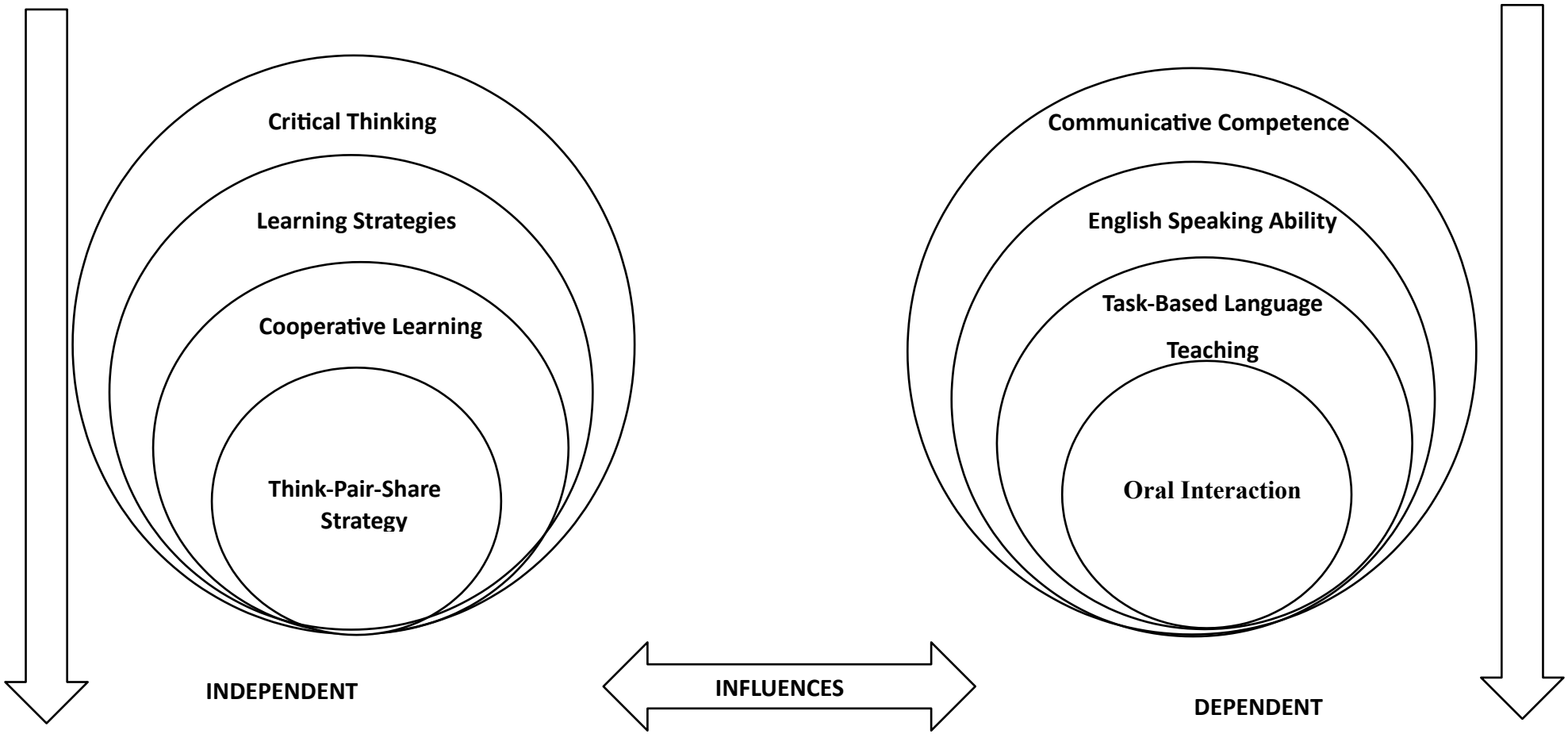
Annex 3

Lesson Plans

The lesson plans were made to 2nd high school students and they were focused to develop the oral interaction through the Think-Pair-Share implementation. Each Lesson plan has TBLT structure and in each phase the strategy of Think-Pair-Share is developed in each activity which is adapted from the book used in "Unidad Educativa Juan Bautista Palacios La Salle". During each intervention, collaborative work, individual reflection and active participation were prioritized.

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Anexo 4: Arbol de variables



Anexo 5: Turnitin

Leonardo Cevallos

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