UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS

MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2022

Tema: Active learning activities to improve speaking skills

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera

Modalidad del Trabajo de Titulación: Proyecto de titulación con componentes de investigación aplicada y desarrollo

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Ambato – Ecuador

2025

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ACKNOWLEDGEMENT

I want to express my eternal gratitude to Universidad Técnica de Ambato and its staff of professors, especially to M.Sc. Adriana Ximena Cundar Ruano, my esteemed advisor, for all her invaluable guidance, support, and instruction she provided me throughout this research.

Paola

DEDICATION

I dedicate this dissertation to God, my source of strength and wisdom, whose guidance has led me throughout this journey. To my mother, Rosario, whose belief in me never wavered, even during the most challenging moments. To my precious children, Yarely, Adali, and Adrián, who inspire me to strive for a better future.

With love,
Paola

RESUMEN EJECUTIVO

Esta disertación tuvo como objetivo mejorar las habilidades de expresión oral mediante el uso de actividades de aprendizaje activo entre estudiantes de quinto grado en una escuela privada en la ciudad de Loja. Este estudio se centró en una metodología de investigación cuantitativa con un diseño de investigación-acción. La población objetivo estuvo compuesta por treinta y siete estudiantes de quinto grado. Las técnicas de recolección de datos incluyeron un pretest y un postest con sus respectivos cuestionarios centrados en habilidades de expresión oral. Además, se utilizó una lista de observación para registrar las actitudes y el desempeño de los estudiantes durante la fase de intervención. Actividades de aprendizaje activo como el sombrero verde de pensamiento, sombrero rojo de pensamiento, lluvia de ideas, juego de roles, mapa mental, compartir ideas en parejas y entrevistas fueron analizadas teóricamente. Adicionalmente, las habilidades de expresión oral de los estudiantes al inicio y al final del tratamiento fueron evaluadas a través del componente oral del examen A1 Movers, de Cambridge Assessment. Para obtener datos numéricos, se empleó una rúbrica que incluía tres criterios principales: vocabulario y gramática, pronunciación e interacción. El pretest reveló un bajo nivel de rendimiento en expresión oral al inicio de la investigación. Después del pretest, el investigador diseñó una propuesta de intervención para implementar actividades de aprendizaje activo y mejorar las habilidades de expresión oral. Esta propuesta fue llevada a cabo durante diez días con los niños de quinto grado. El investigador utilizó una lista de observación que fue aplicada durante las clases. Los principales hallazgos de la lista de observación fueron las actitudes de los estudiantes hacia su práctica de expresión oral. Además, los estudiantes mostraron más confianza y motivación hacia su desempeño oral mientras interactuaban con otros. Los planes de lección incluyeron actividades de aprendizaje

activo que promovieron una forma interactiva de enseñanza y aprendizaje del inglés. Después de esta fase, los estudiantes tomaron el postest, el cual reveló mejores resultados que el primer test. Esta investigación encontró que la incorporación de actividades de aprendizaje activo mejora significativamente las habilidades de expresión oral. Por lo tanto, se alienta a los educadores a utilizar estas actividades para apoyar a los estudiantes en su proceso de aprendizaje de idiomas.

DESCRIPTORES: ACTIVIDADES DE APRENDIZAJE ACTIVO, EDUCACIÓN PRIMARIA, ENSEÑANZA DEL IDIOMA INGLÉS, EXPRESIÓN ORAL, ESTRATEGIAS DE ENSEÑANZA, INTERACCIÓN, INTERVENCIÓN EN EL AULA, MOTIVACIÓN, PRONUNCIACIÓN, VOCABULARIO**.**

ABSTRACT

This dissertation aimed to improve speaking skills by using active learning activities among fifth-grade students at a private school in Loja City. This study focused on quantitative research methodology with action-research design. Thirty-seven fifth-grade students formed the target population. Data collection techniques were a pre-test and post-test with their respective questionnaires focused on speaking skills. Furthermore, there was an observation checklist to register students' attitudes and development during the intervention phase. Active learning activities such as green thinking hat, red thinking hat, brainstorming, role-playing, mind mapping, think-pair-share, and interviewing were also theoretically analyzed. Furthermore, students' speaking skills at the beginning and the end of the treatment were assessed through the A1 Movers test, from the Cambridge Assessment, speaking part. To obtain numerical data, a rubric was employed which had three main criteria such as vocabulary and grammar, pronunciation, and interaction. The pre-test revealed a low level of speaking performance at the beginning of the research. After taking the pre-test, the researcher designed an intervention proposal to implement active learning activities to improve speaking skills. This proposal was delivered for ten days to children who attended fifth grade. The researcher used an observation checklist which was applied during classes. The main findings from the observation checklist were the students' attitudes towards their speaking practice. In addition, the students showed more confidence and motivation towards their oral performance while interacting with others. The lesson plans included active learning activities that promoted an interactive way of teaching and learning English. After this phase, the students took the post-test which revealed better outcomes than the first test. This research found that incorporating active learning activities significantly improves speaking skills. Therefore, educators are

strongly encouraged to utilize these activities to support students in their language learning journey.

KEYWORDS: ACTIVE LEARNING ACTIVITIES, CLASSROOM INTERVENTION, ELEMENTARY EDUCATION, ENGLISH LANGUAGE TEACHING, INTERACTION, MOTIVATION, PRONUNCIATION, SPEAKING SKILLS, TEACHING STRATEGIES, VOCABULARY

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

The teaching-learning process plays a crucial role in global advancements. For this reason, great efforts are dedicated to education (UNESCO, 2023). In this context, remarkable progress has been made over the years, and constant improvement of teaching and learning methods, styles, and approaches continues (Richards & Rodgers, 2022). There are different ways to share and acquire knowledge, some more effective and innovative than others. However, what is relevant is to continue researching different methods that can be applied or modified in different educational contexts.

In Ecuador, the curriculum focuses on communicational, socio-emotional, logical, and digital learning competencies at schools (Ministerio de Educación del Ecuador, 2016). However, there are two very marked roles; students perform a passive performance where they listen and absorb all the concepts developed by the teacher. Secondly, there is a traditional teacher-centered approach (Cronquist & Fiszbein, 2017). Therefore, students are encouraged not to question or develop real communication. At the same time, this approach to learning does not promote sharing ideas and points of view. In consequence, the English performance of Ecuadorian students is low (Education First, 2023). Applying this type of learning in primary education significantly limits students' ability to acquire the necessary knowledge to improve their English language performance-

Education aims to prepare students for work, social, and cultural areas (Ministerio de Educación del Ecuador, 2016). Afzal (2019) suggests that schools should prepare the new generation for their roles in the world of work by acquiring knowledge and various skills, to participate as active citizens and to be able to assume their responsibilities.

Therefore, it is crucial to consider the professional demands that students will face in the future, such as creativity, innovation, problem-solving, logical, critical, and analytical thinking known as 21st-century skills. These skills are not just desirable, but essential in the modern professional world where English is considered as the *lingua franca* (Northrup, 2013). However, due to the methods used in the classrooms, the student does not have the opportunity to develop language skills, especially speaking. For this reason, applying active learning activities within classrooms with young learners had a better result in speaking skills improvement. It was a quantitative action research that supported primary school children with useful alternatives that resulted in students improving their speaking skills. By applying active learning activities, the teacher becomes a tool for students to use; likewise, students take an active role. Notwithstanding, there are some time limitations because results would be better if children had wider time class periods.

This study encompasses some chapters which are detailed below:

CHAPTER I approaches the introduction, justification, and objectives of the research. These three components consolidate information on the research problem and essential aspects of this study.

CHAPTER II consolidates the background of the research with previous studies and the literature review which focuses on the theoretical background of both the independent and dependent variables.

CHAPTER III deals with the methodological framework. It covers the location, type of research, hypothesis verification, population, data collection process, and statistical analysis process.

CHAPTER IV displays the statistical results and discusses findings with the help of graphs.

CHAPTER V presents the conclusions, recommendations, bibliography, and appendices of the study.

Chapter VI includes the proposal for the classroom intervention, which implements active learning activities to enhance speaking skills.

1.2. Justification

The purpose of this research is to improve English speaking skills by using active learning activities among students attending their fifth elementary education grade. Active learning activities are vital because they encourage students to have fun and, at the same time, promote speaking interaction in class (Bownel & Eison, 1991). Additionally, active learning activities support students' confidence, improving their speaking skills (Asuero Y. , 2023). The present research will contribute to teaching-learning by providing information on active learning activities to foster students' oral interaction. Başak (2019) states that speaking is crucial for learners to interact in a globalized world, being the natural way of communicating. Spoken language is one of the four most complicated skills in the English language teaching and learning process, becoming the biggest problem for students in the classroom (Adnan, 2019).

There are many reasons for this research to be carried out. First, students are encouraged to participate in the English classroom through active learning activities (Bownel & Eison, 1991). Through the implementation of active learning activities, students take part in discussions, presentations, or simulations. In this way, teachers promote meaningful learning and effective student participation. Thus, students join in the classroom activities, leaving aside the fear of making mistakes or errors in pronunciation or sentence structure. Additionally, active learning involves some activities which are more about saying and doing things since they allow teachers to introduce entertaining and thrilling activities, helping to increase students'

participation and motivation. Moreover, active learning is beneficial because it allows students to engage more deeply with the material, leading to better retention and understanding. Therefore, this study contributed to the improvement of the children's English Language learning process.

This study was relevant and beneficial. It provided information about using active learning activities to increase students' attention and interaction. One of the great benefits of applying active learning in classrooms is that students feel motivated to attend classes. It creates a beneficial environment where students are eager to return and do the activities. Due to the low level of children's speaking skills, it was necessary to encourage the students' participation. It also benefited fifth-grade students since they enhanced their speaking skills by implementing active learning activities in the classroom who were the direct beneficiaries.

Additionally, the researcher gained experience in the actual classroom context by applying active learning. Consequently, the researcher realized how to use active learning activities to improve students' speaking skills. As long as students improved in such a way that their progress in speaking skills was evident.

1.3. Objectives

1.3.1. General

To improve speaking skills by using active learning activities among fifth-grade students at a private school in Loja city.

1.3.2. Specifics

- To identify active learning activities to improve the student's speaking skills.
- To apply active learning activities to improve speaking skills in fifth-grade students.

- To determine the effectiveness of active learning activities on fifth-grade students' speaking skills at a private school.

CHAPTER II
RESEARCH BACKGROUND

The purpose of this section is to review the theories and concepts underlying speaking skills and active learning, as well as to include previous studies supporting the findings about the effectiveness of active learning activities in enhancing speaking skills. The first part, the literature review, focuses on studies done on active learning activities to identify key findings within the field. The second part, the theoretical framework, describes the theory using the study variables like active learning and speaking skills as a basis. First, active learning presents a concept, the importance of interactive learning activities in the teaching-learning process, interactive learning activities and motivation, types of active learning activities, factors for selecting interactive learning activities, and benefits of active learning activities. Finally, speaking skills display a concept, the importance of speaking skills in the classroom, and the characteristics and components of speaking and teaching speaking approaches.

2.1. Literature review

A thorough examination of relevant research was conducted to comprehensively explore the efficacy of active learning activities in enhancing speaking skills. The studies examined in this review were sourced from various reputable academic journals, including the *Journal of Arts and Education, European Journal of Education Studies, E-Journal of ELTS (English Language Teaching Society), Majesty Journal, Anglophile Journal, English Language Teaching, Journal of Education and Learning,* and *At-Tarbawi: Jurnal Pendidikan, Sosial dan Kebudayaan (The Educational Journal: Journal of Education, Social Studies, and Culture*), published between 2019 and 2022. The reviewed studies provide crucial information strongly supporting the research and have been duly cited. These investigations portrayed active learning

activities as having several benefits for students, such as enhancing critical thinking, increasing motivation and collaboration, raising communication skills, and turning students into dependent ones. Likewise, active learning activities promote students' interaction, focusing on learner-centered activities to develop speaking skills (Ho et al., 2023; Howell, 2021; Tambunan et al., 2019).

Several studies have revealed the importance of using various activities to improve students' speaking skills. To support this statement, Arini and Wahyudin (2022) conducted a quantitative study with 24 participants from the first year of English Education major at Teknokrat Indonesia University to improve their speaking skills in the target language and their accuracy through the application of questioning technique, which is considered an active learning activity. During this research, the questionnaires were distributed to collect data. It concluded that learners had positive perceptions about using questioning to improve speaking skills. The questioning technique allows students to be more active and build confidence. Moreover, it is noticeable that students see questioning technique as a means to develop confidence and to be more engaged in the classroom.

Ho et al. (2023) carried out a study that comprised the same variables as the current research which are active learning activities and speaking skills. This research aimed to find out teachers' perceptions about implementing active learning techniques in their speaking classrooms and to investigate the benefits and difficulties of implementing active learning techniques in teaching speaking. The methodology consisted of descriptive research using a mixed methodology including both quantitative and qualitative data. Questionnaires and interviews were instruments used to collect data and achieve the set of objectives. The participants were 56 Vietnamese English Teachers, where active learning was applied in their classes with the purpose

of knowing their perceptions about using active learning activities in the English teaching-learning process. The findings showed that teachers strongly agreed that active learning activities such as think-pair-share, group work, and questioning were positive in EFL classrooms, especially in teaching speaking. They commented that AL gives learners opportunities to be independent in the activities being able to participate actively, share among classmates, and expand their knowledge. Despite the positive findings, teachers commented students' English level is disadvantaged because the activities need more time to be understood, and the teacher should engage students with low levels to participate. Thus, active learning seems to be advantageous if students are involved in doing activities according to their level and focusing on learners' engagement.

Consequently, Tambunan et al. (2019) performed research called Influence of Active Learning Strategies to Improve Speaking Skill, whose objective was to test the effect of Active Learning Strategy on the students' speaking skills in English teaching of eighth-grade students of SMP Negeri 6 Palu. The participants were 26 eighth-grade students. To carry out this research, the researchers used pretest and posttest as instruments to collect all the relevant data. The most relevant result showed that there was a significant improvement in students` speaking skills; however, it is important to highlight that speaking activities need well-preparation to get an increase in students' speaking proficiency.

Another research that upholds that statement was Kahar et al. (2021) who analyzed 26 students in the eighth grade of Negeri. This study is called Improving Speaking Skills through Active Learning Strategy. It aimed to prove that active learning can improve speaking skills. Considering the objective and problem of this research, it was quantitative research since it used a pretest and posttest to collect data about the

improvement of the students' speaking skills before and after the research by using active learning activities. The participants were two classes A-B given a total of 56 students while the sample was B grade of 26 students being selected by using purposive sampling. The main findings of this research showed that despite speaking issues at the beginning, active learning could improve speaking enhancement because students increase their participation in speaking activities by learning activities such as small group discussions, games, and drama, and by applying the vocabulary taught. Thus, the researchers concluded that an active learning strategy is effective in speaking skills performance since students uplift their vocabulary, fluency, and comprehensibility by producing understandable messages. Finally, the researchers suggested creating enjoyable, fun, and interesting teaching by implementing an active learning strategy and allowing students to take part in learning actively, so students will be motivated to do the speaking activities.

A study by Putra et al. (2021) examined active learning strategies to enhance students speaking skills. The study used tests, observation, and interviews to gather data. The results found that students who participated in active learning had a significant improvement in their speaking skills facilitating students to speak freely without being afraid to make mistakes. Action learning strategies increased learners' motivation to learn and improve speaking. Similarly, a study by Huang and Chen (2019), the effects of active learning on speaking fluency in EFL (English as a Foreign Language) learners. The study found that active learning improved learners' speaking fluency and increased their confidence in using English in real-life situations.

Another study by Heo and Han (2019), explored the effects of active learning on English pronunciation in Korean EFL learners. The study found that active learning activities were effective in improving learners' English pronunciation skills. One study

conducted by Liang and Ye (2019) examined the effectiveness of group discussion activities in enhancing speaking proficiency among Chinese EFL learners. The results showed that the participants who participated in group discussion activities demonstrated significant improvement in their speaking skills compared to those who did not engage in such activities. Therefore, the researcher of this study concluded that active learning is a positive strategy that contributes to students' speaking skills improvement.

Several studies within teaching English confirm the effectiveness of using active learning activities to promote speaking among students holistically. Researchers (Huang and Chen, 2019; Heo and Han, 2019; Putra et al, 2021) support the use of active learning strategies to show benefits to students. Active learning activities have proved to improve speaking skills in language learners. Previous studies mentioned that active learning activity involves students conducting research on a topic and presenting their findings to the class. Moreover, these studies revealed some relevant information that strongly supports the research.

Regarding the academic aspect, the students who used active learning activities improved their language skills in the English language. Another study that supports the implementation of active learning in teaching English is Ramadhani et al. (2022) who showed that this research was divided into four phases: planning, acting, observing, and reflecting. The participants were 30 students of eleventh graders. For gathering data, observations and tests were used. It concluded that students' ability to speak can be improved using active learning strategies. Moreover, students were also more engaged and involved in the teaching-learning process. The application of the learned material, including the topics and content, is a key aspect of action learning.

Participants could gain practical life experience. Students can learn and practice the material directly by discussing the content.

In conclusion, active learning activities are generators of learning significance and provide the learner with freedom in his training. According to Ramadhani et al. (2022), action learning allows students to experience real-life situations and learn in groups. Learning by doing is the basis for action learning. This teaching method allows students to see reality. One of the advantages of applying active learning is that students may apply the knowledge they gain promoting critical thinking. Thus, teachers must provide learner-centered, and focus on gaining new knowledge to join it with existing one. The teacher plays a vital role because students can feel lost without guidance, so teachers must orient students to work independently and help orienting students' thoughts.

2.2. Theoretical framework

2.2.1. Active Learning

Active learning is a strategy that promotes collaboration, communication, and participation inside the EFL classrooms. According to Hernández et al. (2019), active learning (AL), involves interactive teaching and learning including crucial characteristics such as a student-centered approach in which students are the main actors. Additionally, Hernández et al (2019) stated that AL is a motivating strategy that increases students' participation and retention by developing hands-on activities. Tambunan et al. (2019) stated that active learning allows teachers to pay attention to pivotal speaking skills such as accuracy, fluency, and comprehensibility since teachers turn students into active learners and convert the traditional teaching process to attractive teaching in which students learn based on their own experiences. Thus,

active learning consists of involving students directly in the developed tasks and activities in the classroom.

2.2.1.1 Importance of Active Learning Activities in the Teaching-Learning Process

Active learning activities promote active learning by motivating students to continue learning. In active learning, students take an active role in the learning process by participating in activities that require them to apply knowledge, analyze information, and solve problems (Bonwell & Eison, 1991). Therefore, active learning activities are pivotal in the teaching-learning process since those activities engage learners to acquire active participation inside classrooms and to develop their critical thinking skills.

Kaur et al. (2019) in their study showed that active learning can enhance critical thinking skills and promote deep learning among students. Another study conducted by Wang and Liu (2021) showed that active learning positively impacted students' motivation. Hence, active learning activities allow students to be interested in the subject matter because students who are actively involved in the teaching-learning process are more likely to retain information, develop communication and teamwork, and enhance learner engagement and motivation.

AL lets students participate actively in the classroom with interactive activities developed by the teacher. Active learning is pivotal in the learning-teaching process since it promotes independent learning after the teacher's explanation. As reported by Kahar et al. (2021), active learning consists of expanding critical thinking, solving problems, synthesizing information, turning students into more active pupils, and participating in small discussion groups. Similarly, Kahar et al., (2021) in their study stated that active learning was significant for improving speaking skills. In addition,

Kahar et al mentioned the importance of making fun and enjoyable classes by administering active learning activities because those ones allow students to learn much better while the teaching-learning process occurs, especially if both are different from traditional teaching in which the teacher just talks and explains.

2.2.1.2. Active Learning Activities and Motivation

Active learning activities are educational tasks that encourage student engagement and interaction with the material being taught. Hernández et al., (2019) state some activities as group discussions, collaborative projects, simulations, and think-pair sharing. Debates, half and half, case studies, concept mapping, and role-play. Likewise, interactive activities include interactive questions and answers, pause technique, and one-minute paper. Additionally, based on the research by Hernández et al. (2019), interactive learning activities have a positive impact on students' motivation and engagement. Thus, by incorporating these activities into their teaching, educators can help to create a more dynamic and engaging learning environment for their students.

Motivation refers to the drive and willingness of students to engage in learning activities. There are two forms of motivation. First, intrinsic in which students are motivated by their own interest in the subject matter. Second, extrinsic in which students are motivated by external rewards, such as grades or recognition. A study by Kang et al. (2021) found that interactive learning activities increased student engagement and motivation in an online learning environment. Similarly, a study by DeLoatch et al. (2021) found that interactive learning activities such as virtual field trips and case studies, increased student motivation and improved their understanding of course material.

The usage of active learning activities uplifts motivation in fellow English learners. As reported by Fitri and Aeni (2021), active learning activities make English students accustomed to using the English language at the time of speaking by using appropriate vocabulary. These authors also mentioned that active learning is a good strategy to enhance students' active participation since students can take advantage to the meaningful speaking activities in which they put into practice the learned English vocabulary by thinking about what they are saying and doing.

Furthermore, the core principle of the active learning strategy is that students do more than just listen. It means that fellow learners must write and discuss what they learn. Consequently, learners will be motivated to participate in classroom activities by showing a great understanding of the content. Likewise, there are three active learning activities that can motivate students' active participation in speaking activities such as live interviews, short conversations, and long talks (Fitri & Aeni, 2021).

2.2.1.3. Types of Interactive Learning Activities

Interactive learning activities are designed to get effective teaching and learning. AL activities allow learners to engage with course content, interact with peers, receive immediate feedback, and lead to deeper learning outcomes. There are several types of interactive learning activities that educators may use to enhance the learning experience of their students.

2.2.1.3.1. Group Discussions and Debates

Both may promote critical thinking, collaboration, and communication skills among students. Firstly, group discussions improve students' comprehension of the subject matter and encourage them to share their thoughts and ideas with their peers. The assignment involves students expressing their approval or rejection of a presentation. Students learn formal arguments for different situations in a discussion group. Through

discussion groups or debates, students develop their fluency and confidence when speaking to a group of people (Solijanov, 2021).

As reported by Sakamoto and Nakamura (2020), debates help students develop their argumentation skills and increase their engagement in the learning process.

2.2.1.3.2. Case Studies and Problem-Solving Activities

Both activities may assist students to apply their knowledge to real-life scenarios and develop their analytical and problem-solving skills. Case studies can improve students' understanding of complex concepts and increase their motivation to learn (Kumar & Kumar, 2019).

2.2.1.3.3. Simulations and Games

They provide an immersive and interactive learning experience for students. According to Solijanov (2021), simulations and games are crucial in productive skills such as speaking and writing. Students take an active role in generating ideas and reflecting on their friends. They are happy to participate in both spoken and written activities. For example, students can be given a crossword puzzle to learn vocabulary and participate in simulation by using the new words. Similarly, simulations and games promote decision-making, problem-solving, and collaboration.

2.2.1.3.4. Interactive Lectures and Presentations

They encourage students' participation and engagement in the learning process. According to Sutanto and Soesanto (2021), interactive lectures enhance students' understanding of the subject matter and promote their critical thinking skills. Furthermore, interactive presentations such as polls and quizzes. Both provide instant feedback to students and help them assess their understanding of the content.

2.2.1.3.5. Collaborative Projects and Assignments

They promote teamwork, communication, and problem-solving skills among students. A study conducted by Moussa et al. (2019) found that collaborative assignments boost students' motivation in the learning process. Moreover, collaborative projects provide students with opportunities to apply their knowledge to real-world problems and develop their creativity and innovation skills.

2.2.1.3.6. Role-playing

It is a technique where students take on different roles and act out a scenario. Solijanov (2021) stated that role-playing allows students to become more committed to the tasks due to their involvement in role-plays. Students practice more and work harder to achieve their learning goals through this approach. Students are involved in decision-making or conclusions based on real-world stories or events.

Therefore, interactive learning activities are an effective way to engage students and promote deeper learning outcomes. The latter types are some types of interactive learning activities that educators can use to enhance the learning experience of their students.

2.2.1.3.7. Red-Thinking Hat

It is part of the “Six Thinking Hats” technique developed by Edward de Bono. The goal of this technique is to work on emotional thinking and to teach children to express how they feel about a subject, idea, or issue. According to Bono (2021), participants wearing the red hat express their feelings, emotions, and intuition without any need to explain or justify them.

The Red Hat draws attention to emotions and feelings as crucial aspects of the thought process. It refers to intuition, to get a feeling for something or an impression. It enables the child to enter or leave the emotional state. This activity also allows children to

explore the feelings of others when we ask for their opinion from the point of view of the Red Hat. This thinking tool aids in developing emotional thought in acquiring information about emotions, promoting emotional expression, learning that all emotions are necessary, and exploring and understanding the feelings of others (Santillana Global SL, 2021).

2.2.1.3.8. Green-Thinking Hat

The Green-Thinking Hat is part of Edward de Bono's Six Thinking Hats method. It represents creativity and innovative thinking. It encourages brainstorming and thinking "outside the box," exploring unconventional solutions and approaches. Based on Bono (2021), when wearing the Green Hat, individuals are encouraged to generate new ideas, possibilities, and alternatives without criticism and judgment.

The Green-Thinking Hat aims to foster imagination and creative thinking since most kids are familiar with, find it easy, and like using their imagination (Santillana Global SL, 2021).

2.2.1.3.9. Mind Map

Mind Map is a useful strategy for helping students learn more efficiently by enhancing the way knowledge is recorded. Mind maps facilitate and improve creative problem-solving (Asuero Y. , 2023).

The goal of this thinking tool is to express knowledge graphically and visually. A mind map is a logical and creative way of organizing and conveying ideas that consist of mapping reflections on a topic. All mind maps feature a radial structure that radiates from a nucleus and uses lines, symbols, words, colors, and images to explain simple concepts (Santillana Global SL, 2021).

2.2.1.4. Factors for Selecting Active Learning Activities

There are various factors for selecting the most suitable interactive learning activities for students when the purpose of the activities is to learn and acquire a new language.

2.2.1.4.1. Learning Objectives

Interactive learning activities should align with the learning objectives of the lesson or course. They should address the diverse learning needs of students (Goh, 2020).

2.2.1.4.2. Engagement

Active learning activities should be engaging an (d capture students' attention. Activities that are interactive and immersive such as simulations and games increase engagement and motivation in students (Kim et al., 2021).

2.2.1.4.3. Feedback

Active learning activities should provide immediate feedback to students, helping them understand their progress for improvement (Maier et al., 2019).

2.2.1.4.4. Accessibility

AL activities should be accessible to all students, including those with disabilities. Activities should be designed with universal design principles in mind and be accessible to students who use assistive technologies (Burgstahler & Cory, 2010).

2.2.1.4.5. Assessment

AL activities should be elaborated with assessment in mind because they provide opportunities for formative and summative assessment, including self-assessment and peer assessment (Chen & Cheng, 2019). Assessment is meaningful for learners since they know their strengths and weaknesses to reinforce them through feedback.

2.2.1.5. Benefits of Active Learning Activities

There are several highlights of applying active learning activities inside EFL classrooms because students may take advantage of the interactive activities to

interact, participate and communicate actively among students, being motivated to learn.

- Active learning activities let students participate in the classroom, and those students are more likely to increase retention (Jaggars et al.,2019).
- McCurry et al. (2019) mentioned that active learning may raise learners' critical thinking skills. It refers to students will expand their ideas and opinions through interactive learning.
- AL is related to motivation and participation since students who participate tend to be more motivated and interested in the course material, showing a positive attitude than students who do not like to take part in it (Lin et al., 2020).
- Ahmed et al. (2020) state that AL upgrades levels of engagement and satisfaction in students who love to participate in class.

2.3. Speaking Skills

Speaking skills play a crucial role in the English Language because without speaking understanding is not possible to communicate with native and non-native speakers. Crisianita and Mandasari (2022) mentioned that speaking skills is a means of communication. Speaking is a challenging skill to acquire, particularly in vocational high school. Moreover, the teacher must come up with a solution that helps students master it. The teacher must be creative and be careful to select a strategy to help and guide students in improving speaking skills.

Speaking is considered the way of communicating or conveying a message to someone. The message may take the shape of thoughts, suggestions, ideas, and opinions, these messages can be directly or indirectly, also the messages can be

understood if they are delivered with a deep understanding of speaking skills. These skills should be mastered in vocabulary, grammar, pronunciation, and fluency (Kasmaini et al., 2023).

2.3.1. Importance of Speaking Skills in the Classroom

The importance of speaking skills in the EFL (English as a Foreign Language) classroom has long been recognized as a critical component of language learning. Effective communication in a second language requires a good level of speaking, which allows learners to express themselves, negotiate meaning, and interact with others in real-world situations. According to Ming and Sun (2021), speaking skills enhance English language proficiency since speaking involves a range of linguistic, cognitive, and social skills that are essential for language learning.

Speaking skills promote learners' autonomy and encouraged them to practice their speaking skills in the classroom, turning into more independent and self-directed in their learning (Sun & Ming, 2021). English speaking skills consist of some challenges such as making mistakes and taking risks at the time of speaking, when learners decide to lose afraid of a latter challenge, they develop a growth mindset and a willingness to take ownership of their learning. Furthermore, effective communication in English requires an understanding of cultural norms and practices, since practicing speaking skills, learners may gain insights into different cultures and perspectives, which can promote cross-cultural understanding and empathy (Wang & Liu, 2021). Therefore, speaking skills are noticeable in several fields of society since they involve cultural and educational settings.

Wang and Liu (2021) stress that speaking skills prepare students for the future, especially for real-world situations such as job interviews, business meetings, and

social interactions because the ability to communicate effectively in English is a valuable skill in today's globalized world.

To sum up, speaking skills are an essential component of English language learning, and their importance in the EFL classroom cannot be overstated. By developing speaking skills, learners may improve their English level proficiency, becoming more autonomous in their learning process and preparing themselves for real-world situations.

2.3.2. Characteristics of Speaking Skills

Speaking skills are ample in the teaching-learning process since it involves more than speaking; for example, speaking comprises a good range of vocabulary, excellent pronunciation and fluency, and well-managed grammar. Speaking skills also provide various characteristics that make it so relevant in language learning.

- Fluency is a key component of effective speaking skills (Chen, 2019).
- Pronunciation and vocabulary are necessary to transmit a good message to the listener and avoid confusion.
- In speaking, a good speaker masters intonation, stress, and rhythm. It is not mandatory to sound like a native (Goh, 2020).
- The speaker needs to understand the grammatical structures to form good utterances (Goh, 2020).
- Grammatical Competence and competence of discourse are important components to underlie speaking effectiveness (Zulharby et al., 2019).

2.3.3. Components of Speaking Skills

To develop a good understanding of speaking skills is necessary to overpower the combination of these components such as fluency, pronunciation, vocabulary, grammar, cohesion, discourse organization, and non-verbal communication.

2.3.3.1. Fluency

According to Lopez et al. (2021) fluency is the ability to keep a conversation smoothly without hesitation or pauses. Likewise, fluency can be improved through regular practice and exposure to spoken language. Therefore, fluency refers to the ability to speak smoothly and without hesitation in which students utilize pronunciation intelligibly. Segalowitz (2010, as cited in Lopez et al., 2021) mentioned three facets of fluency. The first is cognitive fluency, it involves mental process. The second is utterance fluency, it consists of paying attention to speed, breakdown, and repair. The last facet of fluency is perceived, it refers to the reaction of the listener towards the linguistic and nonlinguistic characteristics.

Another definition of fluency is given by Ho et al. (2023), who stated that it involves the expression of ideas in a reasonable and accurate way. They are produced without hesitation and pause, so the learners can give a clear and adequate message, being understood by the listeners. According to Fitri and Aeni (2021), speaking fluency is transmitting a message smoothly while thinking in English and without blocking the mind. The message is expressed without effort and considering the rhythm and use of the appropriate words.

2.3.3.2. Pronunciation

It produces sounds correctly by using appropriate intonation and stress patterns. Clear pronunciation can make it easier for listeners to understand what a speaker is saying. Besides, pronunciation is an important factor in the perception of speaking skills by both native and non-native speakers (Zhang & Li, 2021).

Schuster (1979, as cited in Fitri and Aeni, 2021) defines pronunciation as “the act of manner of pronouncing words with reference to the production of sounds, the placing of the stress, intonation” (p.102).

2.3.3.2.1. Intonation

Intonation refers to the rise and fall of the voice when speaking. According to Cunningham and O'Hanlon (2020), intonation plays an important role in conveying meaning and emotion in spoken language.

Aarts et al. (2020) described that intonation is the way of convening data and producing words independently Hence, the intonation is also crucial because it produce different sound, it means that someone can notice if you are angry or not.

2.3.3.3. Vocabulary

It consists of knowing the words and using them effectively, it has a huge impact on the development of communication skills. A study published in the Journal of Second Language Pronunciation in 2021 found that speakers with a larger vocabulary tended to be perceived as having better speaking skills (Kang & Han, 2021).

2.3.3.4. Grammar

Good grammar skills can help speakers convey their intended meaning clearly and effectively. Serikbaevna (2023) claims that grammar governs how words are used together to create meaningful messages since it enables speakers to comprehend the structure of the sentences and how they can be utilized in our practical life for correct and effective communication.

2.3.3.5. Cohesion

It refers to the way that ideas are connected and flow together in speech. Cohesive speech is perceived as more effective and persuasive by listeners (Zhang & Huang, 2022).

As reported by Crossley et al. (2019), cohesion refers to how linked text elements together, allowing speakers join ideas and flow smoothly. Thus, based on the authors

cohesion consist of joining words to convey an efficient message by using the suitable textual features.

2.3.3.6. Discourse organization

It refers to the way speakers structure their ideas and communicate them effectively. Good discourse organization can help speakers convey their intended message clearly and logically (Poudel, 2021).

2.3.3.7. Nonverbal communication

It includes elements such as body language, facial expressions, and tone of voice. According to Mazta and Arora (2020), non-verbal communication (NVC) includes people's body language, gestures, and expressions which allow to the audience receive and understand the message.

2.3.4. Teaching Speaking Approaches

Speaking skills are essential in language learning and educators play an important role in overcoming the challenges of oral skills by selecting teaching methods. Therefore, educators are responsible for choosing the best methods that suit their students.

Task-Based Language Teaching (TBLT). It has been widely discussed as an effective approach to teaching speaking in recent years. According to Liu and Lu (2019), TBLT emphasizes the use of authentic communication tasks, which allows learners to develop their speaking skills in meaningful contexts. TBLT also emphasizes the importance of language input and output, and it encourages learners to use the language in authentic communicative situations.

Communicative Language Teaching (CLT). CLT has been a popular approach to teaching speaking since the 1970s, but it has continued to evolve in recent years. According to Richards and Rodgers (2019), CLT focuses on developing learners' ability to communicate effectively in real-life situations. This involves using a variety

of speaking activities such as role plays, discussions, and debates, which encourage learners to use the language in meaningful and purposeful ways.

Content and Language Integrated Learning (CLIL). CLIL is an approach to teaching speaking that has gained popularity in recent years. According to Marsh (2020), CLIL involves integrating language learning with content learning such as science or social studies. This allows learners to develop their speaking skills in a contextually rich environment, where they are motivated to use the language to communicate about content they are interested in.

Task-Supported Language Teaching (TSLT). TSLT is a new approach to teaching speaking that has emerged in recent years. According to Swain and Lapkin (2020), TSLT involves using tasks to support language learning, but with a focus on promoting language use and development rather than simply completing the task. Similarly, it involves providing learners with opportunities to negotiate meaning, receive feedback on their language use, and reflect on their language learning.

Technology-Enhanced Language Learning (TELL). TELL has been a growing area of interest in recent years, with many language teachers incorporating technology into their speaking classes. Stockwell (2019) stresses that TELL offers many opportunities for learners to develop their speaking skills through online discussions, video chats, and virtual reality simulations. Furthermore, it allows learners to practice their speaking skills outside of the classroom, increasing their motivation and engagement.

Flipped Classroom. It is another strategy to improve the speaking abilities of EFL students. The flipped classroom activities are discussions and debates, these are conducted in the classroom to further develop the lesson's content while the students are still expected to work independently (Paneerselvam et al., 2019).

In sum, relevant theoretical information was included. First, there was a review about the background research on the topic of the current study. Findings include positive results after applying AL in the classroom. One of the benefits lies on the fact of high levels of motivation and engagement in the English classroom. Secondly, there was a review about the most important concepts around the two variables of this research such as active learning and speaking skills. Therefore, the researcher had a deep idea about what to do and apply in the following sections of the study.

CHAPTER III

METHODOLOGY

This section presents the methodology used for achieving the objectives of this study which are to identify and apply active learning activities, improve the students' speaking skills and determine their effectiveness. It gives details about the location, the research approach, and the hypothesis. Furthermore, it provides information regarding the population and sample used for the research. Finally, the chapter gives information about the instruments used to gather data regarding active learning activities in speaking skills enhancement. Finally, it deals with the methodology applied for collecting and processing the data for the study.

3.1. Location

This study was carried out at Escuela de Educación Básica Punto de Partida. This is a private elementary school located in an urban area in the city of Loja belonging to Loja province, Zone 7, District 11D01. This school provides educational services to boys, girls, and preadolescents at the levels of early childhood and elementary education. The modality is face-to-face and the schedule is in the morning from 7:15 a.m. to 1:30 p.m. This institution offers secular education based on societal values in which students are the center of the learning process through experimentation, conceptualization, and practice. Furthermore, there are 44 teachers responsible for instructing students in different levels and subjects. In this middle-sized school, there are 500 students distributed in 32 classrooms. Most of the students come from upper-middle-class families where parents significantly contribute to their children's education by creating a supportive and stimulating learning environment, providing necessary resources, and actively participating in school activities. Regarding the English area, there are five teachers in charge of this subject distributed on the levels

of early childhood and elementary education. Three teachers have a bachelor's degree in English education and have a B2 level. Even though two teachers do not have a college degree, they have a B2 certificate and many years of experience teaching English.

3.2. Research Approach

This research utilized a quantitative approach since its objectives involved assessing the students' speaking skills by gathering numerical data through a standardized test. According to Flood et al. (2005), the quantitative approach is a procedure based on research conducted by empirical analysts. It is based on statistical data to respond to particular causes and their potential impacts. As mentioned by Dudwick et al. (2006), quantitative data can help establish cause-and-effect relationships between given variables and outcomes. The quantitative approach was suitable for this study because it allowed the researcher to measure students' achievement and evaluate the effectiveness of active learning activities to improve students' speaking skills by analyzing the results obtained in the tests before and after the intervention. Furthermore, the quantitative approach includes analyzing and transforming data into usable statistics models to validate the hypothesis and draw conclusions.

In addition, this study was based on action research because the researcher collected data and reflected on it to implement actions for solving the problem. Action research, also known as practitioner inquiry and teacher self-study, is the process by which practitioners systematically assess authentic problems of practice using the inquiry process of problem posing, data gathering, and data analysis to improve practices in the teaching profession (Cochran et al., 2013, as cited in Illaga & Celis, 2021).

This action research included the application of an intervention proposal, which also responded to an action-research model that started from the identification of a problem,

followed by reviewing the literature to search for a possible solution. Then an intervention plan was designed to be applied to the research group. Moreover, this action research applied quantitative instruments such as a pretest, posttest, rubric, and checklist to explore the effectiveness of active learning activities (independent variable) over students' speaking skills improvement (dependent variable). The evaluation criteria were vocabulary, grammar, pronunciation, and interaction which were measured in the case of the dependent variable. Finally, conclusions and recommendations were given based on the results obtained after applying the proposal of intervention in the research.

3.3. Hypothesis Verification

The hypothesis under examination in this study revolved around the impact of active learning activities on speaking skills. On one hand, the null hypothesis posited that active learning activities do not contribute to improving speaking skills. On the contrary, the alternative hypothesis proposed that active learning activities have a positive effect on speaking skills. This research explored these competing hypotheses and uncovered the potential role of active learning activities in improving speaking skills among students of English as a Foreign Language.

Null hypothesis (H0)

Active learning activities do not improve speaking skills.

Alternative hypothesis (H1)

Active learning activities improve speaking skills.

3.4. Population and sample

The population for this research belonged to the primary education. In this study, the convenience sampling approach was used to select the sample. According to Creswell (2015), in convenience sampling the researcher chooses participants who were willing

and available to participate in the study. Therefore, this approach enabled the researcher to efficiently collect data for small-scale research projects or when exploring specific teaching strategies or interventions.

From this population, the researcher chose fifth-grade students because they were easy to access and were readily available within the immediate teaching environment. The sample consisted of 37 students between the ages of nine and ten years old who belonged to the fifth grade. Table one summarizes statistical descriptive information regarding the participants' genre.

Table 1

Statistical Descriptive Information for Participants' Genre

Population					
CLASS	MALE		FEMALE		TOTAL
	fr	%	Fr	%	
Fifth grade	18	49%	19	51%	37

Author: Ambuludí, P. (2024)

As Table 1 shows, male students represent 49% of the target population; while 51% were female children. All of them got along well because they studied together since first grade. They enjoyed being part of participatory games and activities. Additionally, the students had English classes at school from Monday to Friday for about 45 minutes per day and this was the first time they worked with the researcher as a teacher.

3.5. Data collection

The A1 Movers exam speaking component was applied as a pre-test and post-test to collect data related to the assessment of the student's speaking skills considering vocabulary usage, grammar accuracy, pronunciation, and ability to engage in interactive communication (see Appendix A). Therefore, the same assessment scales were used in both tests to analyze and contrast students' improvement in speaking

skills. According to Cambridge English Language Assessment (2023), the objective of this test is to identify whether students can understand basic instructions or can take part in simple conversations about familiar topics.

Regarding the structure of the test, it had four phases in which children performed different tasks that were fun and used colorful pictures. This test was developed by the students individually in the pre-test and the post-test. It took about 10 minutes long because the examiner gave examples and made the students understand. Therefore, this activity took four days (three hours per each one).

In the first phase, the examiner greeted the child and asked for his or her name and age. The examiner said: *Hello! My name is Paola and I am 38. What is your name? How old are you?* Then, the child looked at two pictures to look for and talk about their differences. The examiner asked the child to find and describe four differences in those pictures. The teacher provided example: *Here, there is one fish, but here there are two* by pointing out the pictures.

In the second phase, the examiner showed each child a sequence of four pictures. They contained a complete story. The teacher described the first picture to provide the child with the title of the story, the name of the characters, and some supporting context. The examiner said: *Look at this picture. This picture shows a story. It is called a windy day. John and Peter are going to the cinema with mum. Mum is giving their tickets. She is saying: don't lose your tickets*. Then the child was asked to continue the story by describing the other three pictures to finish it.

In the third phase, the teacher showed the student four sets of pictures. Each set contained one different picture. The student identified which picture was different and explained why. For example, if the set contained three pictures about "food" and only

one picture is a “book”, the child had to say: *The book is different because I cannot eat a book.*

In the fourth phase, the examiner asked randomly the student five personal questions from a bank. They were related to topics such as school, weekends, friends, and hobbies. For example, the examiner said: *Now let’s talk about you and your family: How many people live in your home?*

Furthermore, the A1 Movers exam was appropriate for this research due to several reasons. Firstly, this exam is specifically designed for young learners between the age of 6 to 12 years which means that it encompasses the students considered for this study. Secondly, it aligns with the English language curriculum for young learners in Ecuador since the linguistics functions are framed within the international standards of the Common European Framework for Language Reference (CEFR), guided by and assessed according to the “Can” do statements associated with the proficiency level (Ministerio de Educación del Ecuador, 2019). As an internationally recognized exam, it provides a standardized measure of English proficiency, facilitating comparisons and benchmarking against global standards. Additionally, the A1 Movers exam offers a diagnostic value, allowing researchers to identify areas of strengths and weaknesses in students' language skills, informing targeted interventions and instructional strategies. Finally, the availability of resources and support related to the A1 Movers exam in Ecuador makes it a convenient choice for researchers, enabling access to established assessment frameworks and a wealth of existing literature and expertise in the field.

The pretest was applied before the intervention to know students’ speaking skills performance. After the results of the test were analyzed, an action plan was devised. It consisted of seven active learning activities that were implemented. Throughout the intervention, the lesson plans were elaborated and executed utilizing the following

activities: role-play, interview, brainstorming, red thinking hat, green thinking hat, think-pair-share, and mind map. In ten days, the researcher developed seven lesson plans, each incorporating a different active learning activity. Four of these lesson plans were designed to fit within two 40-minute periods, while the remaining three required three 40-minute periods.

Additionally, a checklist was implemented to verify the gathered results at the end of the intervention. This research instrument was used in each class to evidence students' motivation, participation, and collaboration during each activity implementation. This material supported the analysis of results from the post-test. The checklist contained three indicators such as motivation, interaction, and collaboration (see Appendix C). It was used during the development of the active learning activities in each lesson. Moreover, the checklist was useful to identify active learning activities to improve the students' speaking skills and to determine their effectiveness on children's performance.

Finally, after the intervention, the A1 Movers exam speaking part was applied as a post-test to measure the effect of the active learning activities on students' speaking skills. The post-test was conducted to determine the students' improvement.

Both the pre-test and the post-test results were registered by using a rubric to obtain numerical data (see Appendix B). This rubric which was obtained from the Cambridge Assessment web page and corresponded to the A1 Movers Assessment Scales. It included three main criteria. The first one was grammar and vocabulary which involved range, control, extend, and cohesion in sentences and phrases. The second criterion was pronunciation which included checking individual sounds, stress, and intonation. The final criterion was the interaction that comprehended reception and responding, support required, and fluency and promptness. The lower score was 0

which meant that there were no responses and the higher one was 5 which involved the best speaking performance. All of these scores made an expected average of 15.

3.6. Data processing and statistical analysis

Considering the study's design, the researcher used descriptive and inferential statistics to process and analyze the quantitative data. The results were collected through the pretest and post-test. The data were tabulated using the Excel program. Afterward, they were statistically analyzed through the statistical software Statistical Package for the Social Sciences (SPSS). They were presented in tables and graphs to measure central tendency. Measures of central tendency determined where the data lean or group more. The measures of central tendency obtained were: the mean, the median, and the mode.

Concerning inferential statistics, the paired sample t-test was applied to compare the means of two variables for a single group: active learning activities and speaking skills. The test was employed to identify if there were significant differences between the students' grades before and after applying the teaching strategies based on active learning.

3.7. Response variables or results achieved

To measure the dependent variable, which is the students’ speaking skills, the A1 Movers exam speaking part was applied as a pre-test and post-test to know the students’ speaking skills performance. The pre-test was administered at the beginning of the study. After that, seven active learning activities were used with the students in the classroom. Subsequently, the post-test was applied to determine the effectiveness of active learning activities in speaking skills (vocabulary and grammar, pronunciation, and interaction). Likewise, a checklist was utilized to corroborate the obtained results at the end of the intervention.

In sum, this methodology was the route that conducted to achieve research goals and the treatment of results in terms of data collection and analysis. The researcher collected data and they were condensed and analyzed according to the research instruments.

CHAPTER IV

RESULTS AND DISCUSSION

In this section, results obtained before and after the classroom intervention are presented and analyzed. First, the target population took the pre-test that consisted in the A1 Movers test speaking part. Afterwards, there was a classroom intervention considering the implementation of active learning activities to improve the participants' speaking skills. Then, they took the post-test. Both the pre-test and the post-test were registered through a rubric that consisted in A1 Movers Assessment Scales.

4.1. Pre-test

This study aimed to improve speaking skills in students attending their fifth-grade elementary school through the implementation of active learning activities. The point of departure to this objective was to administer a pre-test containing the research criteria as follows: vocabulary and grammar, pronunciation, and interaction. Table two shows children's performance regarding speaking skills before intervention.

Table 2

Pre-test: individual scores

Pre-test: individual scores				
Students	Vocabulary and grammar	Pronunciation	Interaction	Total
S1	1	2	1	4
S2	1	2	1	4
S3	1	2	1	4
S4	3	3	3	9
S5	3	3	3	9
S6	2	3	2	7
S7	3	3	3	9
S8	4	4	4	12

Pre-test: individual scores				
Students	Vocabulary and grammar	Pronunciation	Interaction	Total
S9	**1**	**1**	**1**	**3**
S10	4	4	3	11
S11	3	3	3	9
S12	2	1	1	4
S13	3	4	4	11
S14	1	1	1	3
S15	2	2	1	5
S16	1	1	1	3
S17	2	3	2	7
S18	1	1	1	3
S19	1	2	1	4
S20	1	1	1	3
S21	1	1	1	3
S22	2	2	2	6
S23	1	1	1	3
S24	1	2	1	4
S25	4	4	4	12
S26	1	1	1	3
S27	1	1	1	3
S28	1	1	1	3
S29	1	3	1	5
S30	3	4	3	10
S31	3	4	4	11
S32	1	2	1	4
S33	1	2	2	5
S34	2	3	3	8
S35	1	1	1	3
S36	1	2	1	4
S37	1	1	1	3
Mean score	1.78	2.19	1.81	5.78
EXPECTED SCORE	5	5	5	15

Author: Ambuludí, P. (2023).

The results obtained from the pre-test indicate that the mean score was 5,78 out of 15 points. Furthermore, individual pretest results reveal that the lowest score obtained by participants was 3. Twelve out of 37 students obtained the lowest score which equates to 32%. On the other hand, zero participants achieved the expected average on the

test. The highest score achieved by participants was 12. Only two students reached this score corresponding to 5%.

Additionally, a significant proportion of students, specifically twenty-three out of thirty-seven, scored between 0 and 5 out of 15 points. Moreover, nine students scored between 6 and 10 points, while five scored between 11 and 15.

Regarding the criteria assessed, the scores are similar in grammar, and vocabulary, and interaction, and they represent 12% of the expected score. However, students obtained a slightly higher score in pronunciation which represents 15%.

After analyzing the pre-test results, the researcher condensed and analyzed the obtained results through the SPSS statistical software, and the general results and central tendency measures were displayed in Table 3.

Table 3

Pre-test condensed results

Pre-test: Statistics					
		Pre-test	Grammar and Vocabulary	Pronunciation	Interaction
N	Valid	37	37	37	37
	Missing	0	0	0	0
Mean		5.78	1.78	2.19	1.81
Median		4	1	2	1
Mode		3	1	1	1
Std. Deviation		3.101	1.031	1.101	1.101

Author: Ambuludí, P. (2023).

According to the pre-test results, the target group obtained an average of 5,78 which represents 39% of the expected. The results were given according to the rubric for the three criteria analyzed in this study: grammar and vocabulary, pronunciation, and

interaction. The table shows that the average rate for grammar and vocabulary was 1.78 (SD=1.03). It means that results are placed in the lowest band of the rubric; in this case, students used basic vocabulary to attempt some tasks within simple structures that have no meaning at all. The student generally responded with isolated words and sometimes used basic linkers. Furthermore, the average rate for pronunciation was 2.19 (SD= 1.10). It indicates that students made mostly intelligible utterances; however, some sounds were unclear. There was no control of word stress. Finally, the results show that students' average rate for interaction was 1.81 (SD=1.81). They answered instructions, questions, and visual aids; however, they needed the teacher's support. There was also hesitation and pausing; sometimes, utterances were stopped.

At the beginning of the study, students showed a low level of speaking performance; in this context, they obtained an average of 5.78 out of 15 points; therefore, implementing a classroom intervention was necessary and justified.

Afterward, seven lesson plans were designed as an intervention. Classes focused on role-play, interview, brainstorming, think-pair-share, green thinking hat, red thinking hat, and mind map as active learning activities to improve speaking skills.

Students participated in a classroom intervention that lasted for a total of 10 days, during which seventeen class periods were held. Each period lasted 40 minutes, resulting in a total of 11 hours and 20 minutes of instruction. The teacher implemented active learning activities such as gaming, pair and group work, questioning, and role-paying. Every session consisted of bringing active learning material such as flashcards, realia, and authentic material to engage students in the class. Students attended classes that followed a procedure that included warm-up activities to familiarize students with the topic. Then, there were some developmental activities with an interaction focus to

make students speak. Afterward, students produced the language and developed follow-up activities.

The teacher implemented the classroom planning and was a facilitator of learning and the students actively participated in the different activities. Furthermore, the researcher observed students' performance and attitudes throughout the process.

Once the intervention process concluded, students were asked to take the post-test to validate the effectiveness of the intervention. What follows is a detailed presentation of post-test results.

4.2. Post-test

Students took this test after finishing their intervention period. They showed a different performance compared with the stressful time in the pre-test. To illustrate the distribution of post-test scores, Table 4 presents a detailed breakdown of individual student results across the research criteria regarding speaking skills: grammar and vocabulary, pronunciation, and interaction. The table also includes the mean score and the predetermined expected score.

Table 4

Post-test: Individual scores

Post-test Individual Scores				
Students	Vocabulary and grammar	Pronunciation	Interaction	Total score
S 1	2	2	1	5
S 2	2	2	1	5
S 3	3	2	2	7
S 4	4	4	4	12
S 5	4	3	3	10
S 6	5	4	4	13
S7	5	5	5	15
S 8	5	5	5	15
S 9	2	2	2	6

Post-test Individual Scores				
Students	Vocabulary and grammar	Pronunciation	Interaction	Total score
S10	5	5	5	15
S 11	5	5	5	15
S 12	4	3	4	11
S 13	5	5	5	15
S 14	2	2	1	5
S 15	4	4	4	12
S 16	2	2	2	6
S 17	4	4	4	12
S 18	3	3	3	9
S 19	4	4	3	11
S 20	2	2	2	6
S 21	2	1	2	5
S 22	3	2	3	8
S 23	3	2	3	8
S 24	3	2	3	8
S 25	5	5	5	15
S 26	2	2	1	5
S 27	2	2	2	6
S 28	2	2	1	5
S29	3	2	3	8
S 30	5	4	4	13
S31	5	5	5	15
S32	2	3	2	7
S 33	3	3	3	9
S 34	4	4	3	11
S 35	2	2	2	6
S36	3	3	2	8
S 37	2	2	2	6
Mean Score	**3.32**	**3.08**	**3.00**	**9.41**
Expected Score	**5**	**5**	**5**	**15**

Author: Ambuludí, P. (2023).

This table displays the results of the post-test assessment after the classroom intervention using active learning activities. The mean score improved significantly to 9,41 out of 15 points. Individual post-test results indicate that the lowest score obtained

by participants was 5. Six out of thirty-seven students, constituting 12% of the class, obtained the lowest score. Seven students got the expected score which was 15 points. In addition, six students scored between 0 and 5 out of 15 points, sixteen scored between 5 and 10 points, and fifteen scored between 10 and 15.

Grammar and vocabulary lead the way with an average score of 3,32 points, closely followed by pronunciation at 3,08 and interaction at 3,00 points.

After taking the post-test, data was processed through SPSS software and the summary and central tendency measures are shown in Table 5. This table contains information about the rubric criteria such as grammar and vocabulary, pronunciation, and interaction.

Table 5

Post-test: condensed results

Statistics: Post-test					
		Post-test	Grammar and Vocabulary	Pronunciation	Interaction
N	Valid	37	37	37	37
	Missing	0	0	0	0
Mean		9.41	3.32	3.08	3.00
Median		8.00	3.00	3.00	3.00
Mode		15	2	2	2
Std. Deviation		3.655	1.203	1.233	1.333

Author: Ambuludí, P. (2023).

According to the provided data in Table 5, post-test results indicate a promising performance by the target group with an average score of 9.41, representing 63% of the expected. The criteria assessed on the test focused on grammar and vocabulary, pronunciation, and interaction.

A comparative analysis of pre- and post-test data reveals significant improvements across the three assessed criteria. Both grammar and vocabulary demonstrated notable progress, with the mean post-test score rising to 3.32 (SD=1.203) from a pre-test mean of 2.19 (SD=1.03), indicating a difference of 1.54. These results suggest that after the implementation of active learning activities, students experienced improvements in their vocabulary since they learned nouns related to common themes such as food, numbers, feelings, sports, places, and animals. Moreover, students enriched their language by learning to use adjectives to describe objects, people, and emotions (e.g., “sad”, “nervous”, “small”, and “big”). Finally, the repeated practice of action verbs in various active learning activities helped students remember and accurately use these verbs to ask and answer questions.

Likewise, the results suggest improvements in several key areas of grammar. For example, students learn how to form questions and negative sentences by understanding the use of auxiliary verbs “do” and “don’t”. Additionally, they understood that the articles “a” and “an” are used to specify nouns and also began using conjunctions like “and”, “but”, “when” and “because” to connect ideas in sentences, improving sentence complexity. Furthermore, reinforcing the correct use of subject, object, and possessive pronouns enables students to use pronouns accurately in sentences. Although students used vocabulary to answer most tasks, they produced basic grammar structures with some mistakes that made the conversation slightly difficult to understand. For instance, students frequently omitted the “-s” at the end of verbs in the third-person singular present tense. Even though this was a mistake, it did not affect understanding as the context made clear who or what was being talked about. Moreover, students often confused past and present tenses, using present tense verbs where past tense was required. While time indicators like “yesterday” helped clarify

the intended time frame, omitting these references made the conversation slightly more challenging to follow.

Pronunciation also experienced notable growth, with the mean post-test score rising to 3.08 (SD=1.233) from a pre-test mean of 2.19 (SD=1.101), indicating a difference of 0.89. These results reveal that students demonstrated better performance in pronunciation since they made an effort to articulate words clearly. For example, they began using full phrases like /maɪ neɪm ɪz Paola/ instead of shortened forms such as /neɪm Paola/, or /neɪm ɪz Paola/. Even though the pronunciation was somehow clear, some students did not produce complete sentences nor produced interaction. Despite that, they improved their ability to recognize and produce consonant sounds like /θ/ in "think" and /ð/ in "this", as well as pronounce short and long vowel sounds like /ɪ/ in "sit" vs. /iː/ in "seat". Additionally, students learned to use appropriate intonation for questions and statements and differentiate between minimal pairs like “ship” and “sheep”, “bear” and “pear”, “it” and “eat”, and “beach” and “peach”. Active learning activities enabled students to practice speaking more naturally by reducing pauses between words and avoiding over-enunciating each word. Although some challenges with word stress and unclear sounds persisted, students’ pronunciation was mostly understandable. Students’ pronunciation was better than in the pre-test, indicating that they obtained a better understanding during the intervention phase.

Interaction likewise showed marked progress, with post-test scores rising from a mean of 1.81 (SD=1.101) to 3.00 (SD=1.333), indicating a difference of 1.19. This substantial increase shows that students interacted appropriately with some teacher’s support which was effectively asked. Sometimes, there was hesitation and pausing in the middle of the phrases. Students became more confident in communicating their ideas and learned to listen attentively and wait for their turn to speak.

Overall, the results suggest significant improvements in all three criteria related to grammar and vocabulary, pronunciation, and interaction. Due to the implementation of active learning activities and increased familiarity with the test, students performed better on the post-test than on the pre-test.

4.3. Observation

During the intervention phase, the researcher made observations and used a checklist to verify the students' behavior towards using active learning activities in the English classroom, monitoring their progress, and ensuring the correct completion of each task. The checklist contained some criteria such as motivation, interaction, and collaboration that were observed during the application of active learning activities in the English classroom. Those were divided into motivation and interest to participate, attitudes towards group and pair work, and achievement of goals (see Appendix C). All items were marked either "yes" or "no". Hence, table 6 presents the findings regarding the observations made during the intervention phase.

Table 6

Observation checklist results

OBSERVATION CHECKLIST RESULTS

Indicator	**MOTIVATION**								**INTERACTION**								**COLLABORATION**									
Active learning activity	Feel motivated to participate in the activity				Show interest in doing the activity.				Interact with each other during the development of the activity in the classroom.				Share ideas while they are doing the activity.				Work in groups and pairs without difficulty.				Work together to create different activities to achieve the purpose of the lesson.				TOTAL %	
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	No
Think-pair-share	28	76	9	24	32	86	5	14	33	89	4	11	33	89	4	11	31	84	6	16	32	86	5	14	85	15
Green thinking hat	29	78	8	22	33	89	4	11	32	86	5	14	35	95	2	5	33	89	4	11	34	92	3	8	88	12
Red thinking hat	31	84	6	16	31	84	6	16	34	92	3	8	33	89	4	11	34	92	3	8	35	95	2	5	89	11
Interview	35	95	2	5	36	97	1	3	33	89	4	11	34	92	3	8	32	86	5	14	35	95	2	5	92	18
Brainstorming	29	78	8	22	29	78	8	22	31	84	6	16	33	89	4	11	27	73	10	27	31	84	6	16	81	19
Mind map	32	86	5	14	34	92	3	8	35	95	2	5	34	92	3	8	34	92	3	8	37	100	0	0	93	17
Roleplay	34	92	3	8	35	95	2	5	37	100	0	0	37	100	0	0	35	95	2	5	35	95	2	5	96	4

Author: Ambuludí, P. (2023).

As detailed in Table 6, the students widely accepted Roleplay securing the highest percentage of positive student participation at 96%. This activity was highly accepted due to its immersive nature which encourages active participation and engagement. Moreover, this can be attributed to the use of realia such as toys, envelopes, and fake money to simulate a market environment that enhanced the authenticity of the experience. Additionally, collaborating with peers to interact as buyers and sellers promoted teamwork and communication skills, creating a dynamic and enjoyable learning atmosphere. Most students showed interest in the activities, interacted with their classmates to share ideas, and collaborated in groups and pairs to achieve goals. On the other hand, only a few students showed their lack of interpersonal skills and had difficulty interacting with their classmates.

Mind mapping achieved a significant 93% positive response demonstrating high levels of student engagement. Its visual and collaborative nature allowed students to actively participate in organizing information and exchanging ideas to classify and categorize sports. Moreover, students were actively engaged in this process that required cutting, gluing, and labeling images. As a result of making their mind maps, students felt ownership of what they learned fostering motivation and interest. On the contrary, there was a minimum percentage of students who were not motivated to participate in the activity at the beginning of the lesson and others found some difficulties while working with their classmates because of their personalities and preferences.

The interview obtained a 92% of student acceptance. This activity promoted a collaborative learning environment allowing students to be interested in working in pairs to share personal information making the content relatable and meaningful. The opportunity to interact with peers, ask questions, and gather information fostered active learning and critical thinking. While most students engaged positively, a smaller

group struggled with the language making them ask for help continuously. Other students were shy making it difficult to participate actively.

In addition, the Green Thinking Hat and the Red Thinking Hat reached similar moderate positive responses of 88% and 89% respectively. These activities offered opportunities for learners to develop their creative and emotional thinking fostering the ability to think creatively and communicate effectively emotions. Nevertheless, these activities were challenging for some students because expressing their emotions made them feel uncomfortable, and generating creative ideas was difficult. The open-ended nature of the Green and Red Thinking Hat was challenging since students frequently required teacher support to define unfamiliar vocabulary.

The think-pair-share activity reached an 85% positive response rate. This result can be attributed to its interactive and collaborative nature. Through this activity, students had chances to collaborate with their peers and practice their speaking skills by sharing answers with the class. However, some students struggled with the activity due to language proficiency issues and shyness. They found it difficult to share their findings in front of the class and in some cases, they used to translate the questions or answers into Spanish.

Finally, brainstorming achieved the lowest positive response rate at 81%. The reason for this result is that students asked for teacher support frequently. Though the majority of students participated doing the activity and there were positive aspects like the use of a poster, worksheets, and collaborative activities to enhance engagement, some students could not write down all their ideas because of their level of language proficiency. Various students found this activity challenging as it required generating ideas and writing sentences independently. The teacher guided students to accomplish

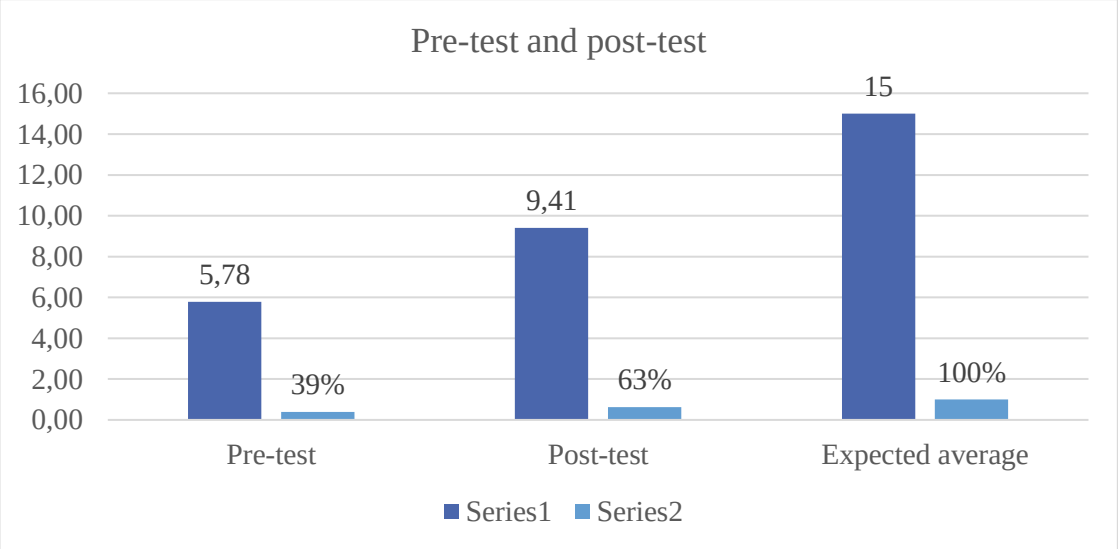
the activity by providing the necessary vocabulary and sentence frames to help them express their ideas.

4.4. T-test

Once the results were condensed and analyzed, a paired sample T-test was employed to compare the mean difference between two variables (active learning activities and speaking skills) within a single group. The use of a T-test was useful to determine whether there was a significant difference in paired measurements between pre and post-test. Therefore, figure 1 shows the differences between pre-test and post-test results.

Figure 1

Pre-test and Post-test comparison



Author: Ambuludí, P. (2023).

Figure 1 clearly shows a notable difference between the pre-test and the post-test averages. The ideal average was 15; however, students obtained 39% of it in the pre-test and 63% in the post-test. The mean in the latter was higher than in the pre-test.

Therefore, it was necessary to statistically compare the level of significance between these results.

After comparing the mean score of the pre and post-test, an inferential statistical analysis, specifically a Paired Samples T-test, was conducted to determine the statistical significance of the difference between the means of both tests. Table 7 presents the p-value and its corresponding equivalence for the results obtained from the pre and post-test.

Table 7

Paired Samples T-test

Paired Samples T-Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-3.622	1.673	.275	-4.179	-3.064	-13.171	36	.000

Author: Ambuludí, P. (2023).

Table 7 shows the results of a comparison between means through a paired samples t-test. Therefore, with 95% of confidence, the two-tailed significance was 0.000 which is lower than 0.05. This means that there was a significant difference between means from both tests with higher results in the post-test.

In consequence, it was concluded that the hypothesis stated in this research was validated. The proposed alternative hypothesis was that active learning activities improve speaking skills among students in fifth grade; consequently, as the results

show, actually the implementation of active learning activities like roleplay, the Red Thinking Hat, the Green Thinking Hat, brainstorming, mind map, interviews, and think-pair-share were beneficial for the students' improvement.

4.5. Discussion

Implementing active learning activities is one of the most effective ways to create a transcendental shift from traditional teaching toward more meaningful and authentic education in the English classroom (Bownel & Eison, 1991). This is possible due to the many benefits and advantages of instruction based on active learning (Flood et al., 2005).

Throughout the research process, fifth graders encountered some challenges, especially their passive way of learning focused on the teacher. However, activities like questioning in the class helped them to overcome pronunciation difficulties. Students felt more comfortable and engaged in the classroom and answered questions without fear. This result was similar to that found by Arini and Wahyudin (2022) and Ho et al. (2023) who proved that questioning was an active learning activity that promotes students' improvement and good attitudes like confidence and more motivation toward learning English.

On the other hand, students were not accustomed to developing active learning activities in the classroom. It was a disadvantage at the moment of implementing activities that encourage active participation such as role play, brainstorming, interviews, think-pair-share, mind map, the Red Thinking Hat, and the Green Thinking Hat, because students found some barriers like speaking English for a purpose; for example, to play a role. These results were compatible with the conclusion addressed by Ho et al. (2023) who stated that students needed more time to develop activities because they did not know how to deal with these new activities.

The most relevant results from this research were that students improved their speaking skills. They used basic grammar and vocabulary according to their level and age with some mistakes that impeded communication and understanding, for example, the incorrect use of present simple and past simple tenses and the overgeneralization of the ed-ending with irregular verbs. Their pronunciation was intelligible even though there were some hesitation moments while independently speaking about familiar topics, similar to those findings in Huang and Chen (2019). Their interaction was better although they needed their teacher's support. In addition, children had better classroom participation. Students were more motivated, engaged, and confident during classroom sessions in the intervention phase. In other words, the students faced a new way of learning, not only listening to the teacher but producing the language. Therefore, it was concluded that active learning strategies implementation in the classroom contributed to improving children's speaking skills, just like those results encountered by Tambunan et al. (2019); Putra et al. (2021), and Kahar et al. (2021).

In sum, there were practical implications after finishing this study. First, the students' speaking skills were improved by implementing active learning activities. To do it, the teacher switched the traditional teaching style to a more engaging and motivational one. Secondly, students used basic vocabulary not only to accomplish classroom tasks like filling blank spaces but also to express ideas. Lastly, students actively participated and their interaction was better.

Hence, the theoretical implication lies in the advantages of applying active learning strategies among fifth graders because their speaking performance is better. The positive effects generated through these types of activities in the classroom are multiple, mainly empowering students to have a central and active role in this vital foreign language teaching and learning process.

There is also an implication for practice because the results obtained are the fruit of a dynamic process of transformation between the learner and the learning environment, and in which new situations are inserted into those already known. By incorporating active learning activities, learners can foster a dynamic and engaging classroom atmosphere that promotes critical thinking, problem-solving, and collaborative skills. Students learned from other perspectives and the results were better.

Finally, to understand the impact of active learning activities on improving speaking skills, future research could explore the long-term effects of these strategies. Conducting comparative studies with traditional methods, and investigating the impact of active learning experiences on specific sub-skills, such as fluency, accuracy, discourse management, and pragmatics, would provide valuable insights for targeted instruction.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY AND APPENDICES

This chapter summarizes the most important conclusions of this research on how active learning activities can improve speaking skills in foreign language learners.

Furthermore, this section offers actionable recommendations for teachers not only to contribute to the field of education around language learning but also to provide ideas to improve speaking skills in the classroom.

Finally, it also provides the bibliography and appendices used in this research.

5.1. Conclusions

After this process, some conclusions came up.

- The implementation of active learning activities led to notable improvements in the speaking skills of fifth-grade students at a private school in Loja. Students had the opportunity to face a new way of learning which helped them to be more motivated and engaged in each class. They demonstrated a positive attitude and their change was notable.
- Some active learning activities were identified such as think-pair-share, the Green Thinking Hat, the Red Thinking Hat, interview, brainstorming, mind map, and role play. These activities were suitable for this study due to the students' age and level. They left apart their passive attitude to switch to an interactive and motivating way of learning.
- Active learning activities were performed in the English classroom during the intervention process. This helped the students to improve their speaking skills. While it is true that students did not achieve the expected average, they showed

a significant improvement, evidenced by a period of observation during classes.

- After the intervention process and the application of the pre and post-tests, this study determined the effectiveness of active learning activities in enhancing the speaking skills of fifth-graders at a private school. Statistical analysis compared means before and after applying active learning activities among fifth-graders. The findings showed an important improvement in the students' speaking performance.

5.2. Recommendations

After this process, there are some recommendations:

- English teachers should apply active learning activities among fifth-grade students to improve their speaking skills. This may help learners become more confident and let their fears apart when speaking.
- There is a variety of active learning activities such as role-play, brainstorming, think-pair-share, mind map, the green thinking hat, and the red thinking hat that should be identified and analyzed to apply in primary school to give students a new way of learning. These activities will support teachers in overcoming challenges with crowded classrooms and promote student engagement in speaking activities.
- It is advisable to apply active learning activities in the classroom to propose a new teaching methodology focused on active learning that makes the classes meaningful by promoting real communication, interaction, and strong interpersonal skills among children.

- The effectiveness of applying active learning activities should be determined not only among fifth graders but also with younger students to build good foundations from beginners.
- It is recommendable to evaluate the effectiveness of using active learning activities across all language skills by examining not just speaking, but also writing, listening, and reading.

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5.4. Appendices

Appendix A. Pre-test/Post-test Format

A1 Movers Speaking

A1 Movers Speaking

Summary of procedures

The usher introduces the child to the examiner.

1. The examiner greets the candidate and asks the candidate for their name and age.

2. The examiner demonstrates what is required and shows the candidate two pictures which look similar, but have some differences. The examiner then asks the candidate to describe four differences between the two Find the Differences pictures, e.g. 'Here there is one fish, but here there are two.'

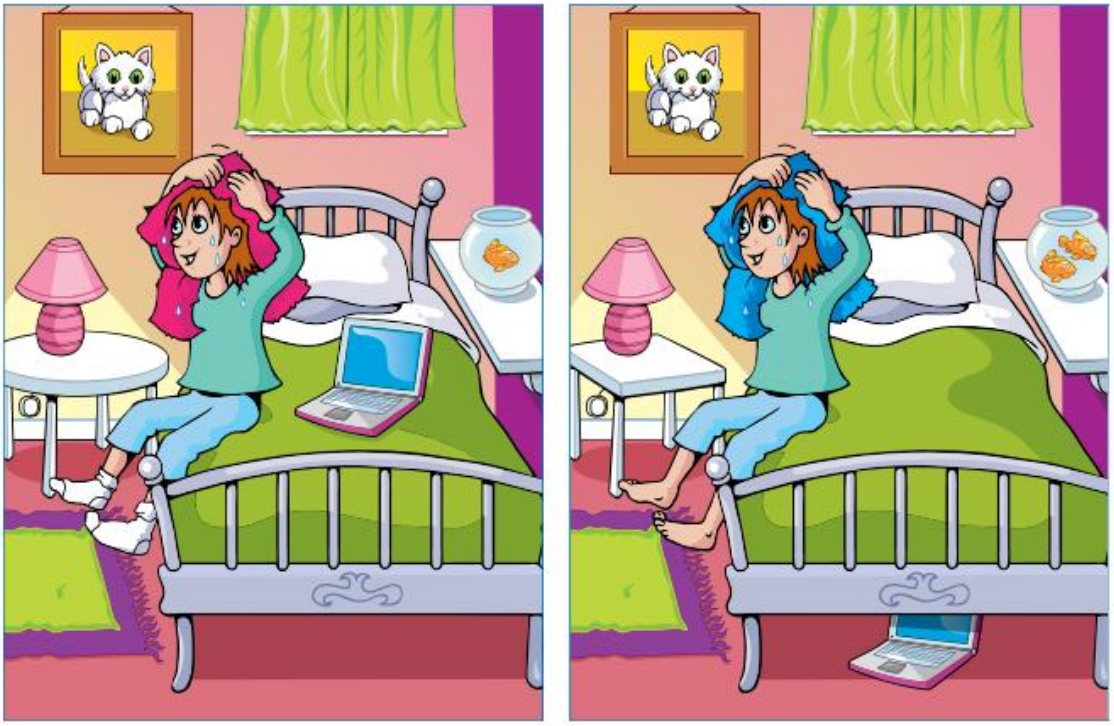
3. The examiner shows the candidate a sequence of four pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story, e.g. 'These pictures show a story. It's called "The windy day". Look at the pictures first. (Pause) It's a windy day. Charlie and Jack are going to the cinema with Mum. Mum is giving them their tickets. She's saying "Don't lose your tickets!"' The examiner then asks the candidate to describe the other three pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

4. The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd one out'. The candidate has to identify which picture is the odd one out in the remaining three sets and say why, e.g. 'You don't eat a book. You read it.'

5. The examiner asks the candidate some personal questions on topics such as school, weekends, friends and hobbies, e.g. 'Now let's talk about you and your family. How many people live in your home?'

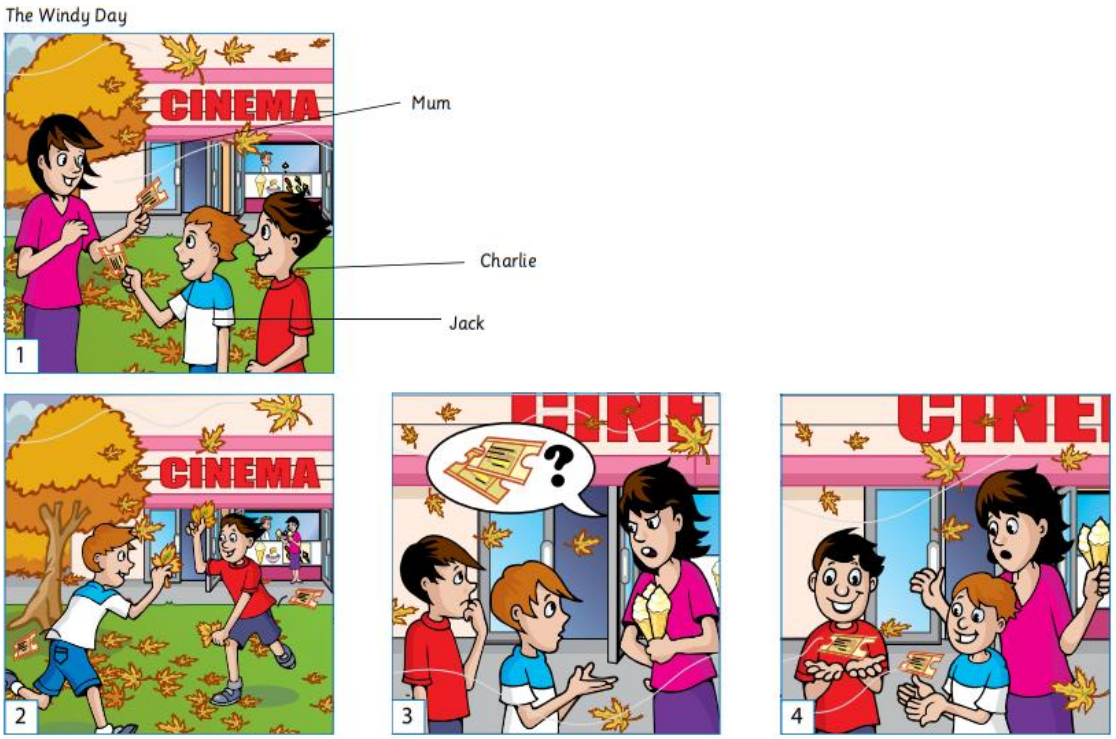
Speaking Part 1

Movers Speaking: Find the differences



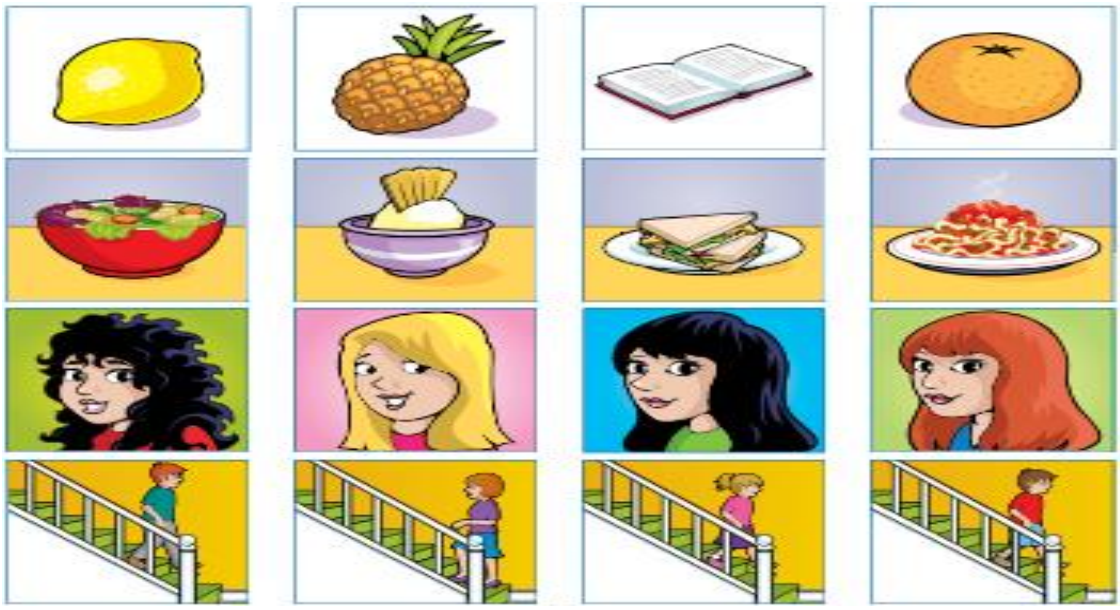
Speaking Part 2

Movers Speaking: Picture story



Speaking Part 3

Movers Speaking: Odd-one-out



Speaking Part 4

Personal questions on topics such as school, weekends, friends, and hobbies.

Example questions:

1. How many people are there in your family?
2. What's the name of your best friend?
3. What's your favorite lesson at school?
4. What are your hobbies?
5. What do you have for breakfast?
6. What do you have for lunch?
7. How many brothers and sisters do you have?
8. What do you like doing at the weekend?
9. What did you do last Saturday morning?
10. What did you do last Sunday?
11. What's your mother's name?
12. Where did you go on your last holiday?
13. How many lessons do you have in a day?
14. What's the weather like today?
15. Who's the youngest in your family?
16. Who's the oldest in your family?

Appendix B. Speaking Rubric

	Vocabulary and grammar Range Control Extent Cohesion	**Pronunciation** Individual sounds Stress Intonation	**Interaction** Reception/Responding Support required Fluency/Promptness
5	• Uses the vocabulary required to deal with all test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. *and*, *but*, *then*, *when*).	• Is mostly intelligible. • Has limited control of word stress and intonation.	• Responds appropriately to instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Produces some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce some longer utterances. • Can join ideas with a few simple linkers (e.g. *and*).	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to instructions, questions and visual prompts, although some support is required. • Is able to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to attempt some test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Can join words with simple linkers (e.g. *and*).	• Sometimes may be difficult to understand.	• Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		

Appendix C. Checklist for Active Learning Activities

Instruction: This checklist is necessary to corroborate the results after the intervention plan.

Checklist for active learning activities

Teacher's name: _____ Grade: _____

Type of activity: _____ Topic: _____

Date: _____

Indicator	Item	Yes	No	Remarks
Motivation	Feel motivated to participate in the activity.			
	Show interest to do the activity.			
Interaction	Interact with each other during the development of the activity in the classroom.			
	Share ideas while they are doing the assignment.			
Collaboration	Work in groups and pairs without difficulty			
	Work together to create different activities to achieve the purpose of the lesson.			

Appendix D. Photographs







CHAPTER VI
PROPOSAL

6.1. Informative data

Topic: Active learning activities to improve speaking skills

Name of the institution: Escuela de Educación Básica "Punto de Partida"

Beneficiaries: Students who attend fifth-grade

Location: Azuay and Olmedo Street, Loja, Ecuador

Estimated time for the execution: 10 days, 17 class periods of 40 minutes.

Person in charge: Paola Karina Ambuludí Pardo

Cost: $90

6.2. Background of the proposal

Young learners often face unique challenges when learning a new language, especially when it comes to developing speaking skills. Traditional teaching methods, heavily reliant on grammar drills and rote memorization, can hinder their ability to communicate effectively. Children at this age thrive on interaction and hands-on activities, making them ideal candidates for active learning approaches.

After researching the advantages of active learning activities for young language learners, it is evident that these strategies offer significant benefits. By providing practice opportunities, active learning helps to overcome limited speaking time in traditional classrooms and fosters a supportive environment that encourages participation and empowers students to construct knowledge. According to Bonwell and Eison (1991), active learning involves students actively participating in their learning process rather than passively receiving information. These activities enhance engagement and motivation and encourage students to think critically, solve problems, and collaborate with peers.

Despite the potential benefits, active learning activities are not widely implemented in many EFL classrooms since some teachers focus on traditional teaching methods. Therefore, to contribute to a more effective, motivating, and engaging learning experience, it is imperative to create a proposal to introduce active learning activities to improve speaking skills.

6.3. Justification

Several justifications are supporting the reasoning of this proposal. Firstly, this work is essential as it develops active classroom activities that assist students in enhancing their development of speaking skills and, therefore, their proficiency in the language according to the students' level. While the practice of using active learning activities like think-pair-share, red and green thinking hat, brainstorming, role-playing, pair group, group work, gaming, and questioning in the classroom is not novel, its effective implementation enhances motivation towards a particular objective, such as improving students' overall English proficiency.

This proposal is also innovative. The school has no past research or recommendations, which makes an enormous difference to the understudies in overcoming their issues in talking competence. Additionally, teachers would have invaluable assets to utilize or adjust to meet their necessities.

6.4. Objectives

6.4.1. General Objective

- To design a booklet with instructional exercises focused on applying active learning activities to enhance speaking skills.

6.4.2 Specific Objectives

- To choose specific active learning activities according to the students' level and age.

- To create an instructional material to be used in class.

6.5. Feasibility analysis

This proposal is feasible since the main aim is to provide teachers and students a valuable material to be put into practice focused on the use of active learning activities to improve speaking skills. All of that will be possible once the proposal promotes the propitious English active learning activities by integrating the whole language communicative skills into the learning process.

Additionally, it provides English teachers with a set of tasks to teach English, enriching the teaching process in primary school education.

6.6. Theoretical foundation

Active learning activities

Active methodologies are the basis for creating more open learning environments with interactivity and cooperation between students. Education transformation motivates and engages students, reduces dropout and school failure rates, and improves the experience as a whole (Asuero Y. , 2023). Active methodologies involve students as protagonists instead of mere spectators. They are a trend in learning processes and are changing how educational institutions work.

Active methodologies go opposite to what is traditionally applied. While the passive method consists of the student following the subjects, in the active methodology, the pedagogical process is based on instructional activities. In other words, instead of master classes with periodic evaluations and tasks, in which the teacher is the leading actor, the active methodology places the student as the protagonist of the process.

They aim to do more than just impart knowledge. They strive to empower students to develop new skills through autonomy and active participation, broadening the scope of education (Bownel & Eison, 1991).

Active learning activities, with their transformative power, are the cornerstone of creating more open learning environments. They foster interactivity and cooperation among students, inspiring a shift in education that motivates and engages students, reduces dropout and school failure rates, and enhances the overall learning experience. Studies show these methodologies improve course grades and help students develop emotional intelligence beyond the core curriculum. According to Bonwel and Eison (1991), the main benefits of active learning activities include:

- Development of problem-solving skills
- More significant interaction and connection with students
- Adaptive and personalized learning
- Higher academic performance of students
- Encouragement of creativity, critical thinking, autonomy, and responsibility
- Greater student engagement and satisfaction
- Promotion of educational innovation and alignment with the demands of the labor market.
- Increased student retention and reduced school dropouts
- Competitiveness for the educational institution
- These combined advantages make active methodologies a practical educational approach to promote more meaningful, engaging, and relevant learning in the classroom and other academic contexts.

Speaking skills

According to the Council of Europe (2001), speaking skills are related to speech, fluency, and pronunciation of the English language and should be worked on from an early age. Learning a language involves different skills that students must develop for the correct use of the language.

One of the most critical aspects of learning English is to achieve speaking fluency. That is, speaking.

How to improve children's speaking skills

Some boys and girls find it difficult to speak English because they are shy, and others do not want to make mistakes. Teachers can help build confidence by creating a positive and stimulating atmosphere in the classroom.

Children should know that making mistakes is normal and, in fact, an essential part of learning a language. Everyone makes mistakes at some point; that's how they learn.

There are some tips to build confidence in children while speaking, according to Adnan (2019):

- Don't pressure children to give long answers, just one word is enough if that's all they can do now according to their level.
- Maintain a relaxed attitude so they know you are happy with what they are saying, even if their contributions are short.
- Don not interrupt them when they are talking.
- Remember the 'mistakes' to address them later, and avoid stopping them when they are speaking. If teachers pause students to correct them, it will be challenging to increase their verbal fluency and could affect their confidence.
- Allow them to use the vocabulary and expressions they already know well.
- Make sure students clearly understand the questions and instructions. Use simple language and, if necessary, explain things in the native language to avoid confusion.
- Make sure oral expression activities are fun and manageable. Using active learning activities is suitable to do this. Accept mistakes; it is important to say words in English without getting overwhelmed.

- Do not give excessive importance to their silences; help them, encourage them, and always be positive.

How can teachers make speaking activities fun?

Teachers must encourage fun, lighthearted, and unpredictable responses. Furthermore, some boys and girls feel more motivated to learn English if they practice with music, movies, cartoons, or books in English that they like.

Many young boys and girls learn a language more quickly when learning is subtly combined with creative activities. Therefore, teachers should carefully consider students' interests in carrying out these activities in English, such as singing, playing, reading books aloud, or acting.

6.7. Methodology

This proposal focuses on the use of Active methodologies for English teaching. In addition, this proposal frames in the use of language for communication purposes in a holistic way (Celce-Murcia, 1979).

In most active methodologies, students play a different role. The student is no longer just a receiver of information who attends class and does what is asked of them. The students are empowered by their teacher to go from a passive role in class to a much more active role, in which the students begin to discover, process, apply, and, above all, create, going from a conception of information or learning to be prosumers of this process (Bownel & Eison, 1991).

All of this is mainly due to the immeasurable work of the teachers who design and apply different activities in which the students participate in their learning and that of their classmates. There are activities such as, for example, generating debates, solving real problems close to their reality, interviewing, role-playing, presenting conclusions

and products to other people, or working as a team with other classmates (Asuero Y. , 2023).

6.8. Operational Model

Table 8

Operational model

Stages	Objectives	Activities	Resources	People in charge	Time
Identification	To identify the topics to apply active learning activities according to the students' needs and levels.	Review and analysis of the school syllabus. Identification of active learning activities to improve students' speaking skill	English modules Computer Internet connection	Researcher	2 weeks
Design	To design tasks according to students' needs to enhance their speaking skills. To provide teachers and students with innovative material based on the requirements for the fifth grade.	Designing class plans and worksheets.	Computer Internet connection	Researcher	2 weeks
Promoting	To apply the proposal during the intervention phase	Working with students during the intervention phase.	- Lesson plans - Worksheets - Flashcards - Toys - Internet connection	Researcher Students	2 weeks

ACTIVE LEARNING ACTIVITIES TO IMPROVE SPEAKING SKILLS

TEACHER'S BOOKLET



Presentation

English has become a global language since it is essential for international commerce, finance, and communication. The official language of numerous international organizations, including the United Nations, UNESCO, and the European Union, English serves as a universal language (Northrup, 2013). For this reason, to communicate effectively, students need to be able to both speak and understand key concepts clearly. It is important to remember that students can improve their ability to think independently if they practice speaking skills effectively from an early age.

However, it is not an easy mission for English teachers to help students develop their speaking skills because oral production activities in the classroom face many challenges, including low student motivation and inadequate learning strategies. To

improve students' speaking performance, it is critical to reinforce what they already know and enjoy. It is thus a pleasure to present helpful material developed to encourage the application of active learning activities to enhance fifth graders' speaking abilities.

Guidelines for teachers who want to use this booklet

This material aims to give teachers some material needed to support their students' learning and encourage the practical and interactive development of speaking skills for language improvement.

This guide explains how to use the provided lesson plans based on active learning activities.

Guide organization

- **Lesson structure**

  Each lesson is divided into four key sections: Warm-up, Lesson Procedure, Assessment, and Wrap-up.

- **Activity types**

  The lessons utilize different active learning activities such as brainstorming, role-play, mind maps, interviews, the red thinking hat, and the green thinking hat. (De Bono's Thinking Hats).

- **Materials and preparation**

  The materials needed for each activity are listed, and teachers should prepare these in advance to ensure smooth class transitions.

How each lesson works

Each lesson follows a similar format that is easy to use, flexible, and designed to encourage student participation.

- **Warm-up Activity (10 – 15 minutes)**: This section is designed to activate prior knowledge and introduce the lesson topic in a fun and engaging way. For example, in lesson 1, use flashcards of emotions, and students mime each feeling, promoting vocabulary recall and speaking fluency.
- **Lesson Procedure**: The crucial part of the lesson where students engage in the main speaking task. For example, in lesson 2, students compare two places (an aquarium and a water park) by brainstorming similarities and differences, encouraging discussion and cooperative learning.
- **Assessment (15–25 minutes)**: In this section, students demonstrate what they have learned by speaking in front of the class, individually or in pairs. For example, in lesson 5, students present interviews where they ask and answer personal questions, practicing conversation skills.
- **Wrap-up Activity (10–15 minutes):** This is the last section of the lesson that includes a reflective task or game to consolidate learning. For example, in Lesson 6, students spell words related to the lesson's vocabulary, enhancing memory and pronunciation.

What to do in each lesson

Preparation

- Review the lesson plan beforehand and prepare any necessary material, such as flashcards, worksheets, or props.
- Assign seats based on the type of activity (e.g., U-shape for group discussions or pair pods for interviews).

During the Lesson

- Engage students in the warm-up activity by involving them in a simple and interactive activity to activate prior knowledge and prepare for the main activity.
- Give clear instructions for each part of the activity to guide the lesson procedure. Model the activities to help students understand what is expected and how to use the target language effectively. Demonstrating the activity beforehand provides clear examples of speaking patterns, sentence structures, and proper pronunciation.
- Walk around the classroom to support students and provide feedback. Observe student participation and involvement in discussions, role-playing, and group work.
- Encourage students to share ideas, collaborate effectively, and use the target vocabulary.

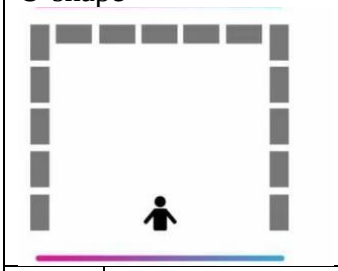
Assessing Speaking

- Use formative assessment during student presentations or group work to observe progress in fluency, accuracy, and pronunciation.
- Give constructive feedback, focusing on speaking confidence and clarity of expression.

Wrap-up

- Reflect on the lesson's objectives and make sure students have a chance to use the new vocabulary and speaking structures.
- Use interactive games to reinforce key language points in a low-stress environment.

ANNEXES PROPOSAL

<table>
<tr><th colspan="3">Lesson Plan N°1</th></tr>
<tr><td colspan="3">Teacher's name: Paola Karina Ambuludí Pardo</td></tr>
<tr><td colspan="3">Grade: Fifth Grade</td></tr>
<tr><td colspan="3">Type of activity: Red Thinking Hat</td></tr>
<tr><td colspan="3">Type of work: Individual</td></tr>
<tr><td colspan="3">Topic: Feelings</td></tr>
<tr><td colspan="3">Time: 80 minutes</td></tr>
<tr><td colspan="3">Objective:
- To identify and name feelings.
- To recognize personal emotional reactions.
- To practice speaking skills to express how you feel.</td></tr>
<tr><td colspan="3">Seating arrangement:
U-shape
</td></tr>
<tr><th>Time</th><th>Activities</th><th>Materials</th></tr>
<tr><td>10 min.</td><td>Warm-up activity
1. The students look at the feelings flashcards one at a time and respond with a gesture or facial expression.
2. The teacher asks students to say the corresponding word for each feeling.
3. The students take turns to mime one of the feelings for their classmates to guess.
4. The students listen and sing the song "If you are happy". The teacher encourages them to do the gestures as they hear the words.
https://www.youtube.com/watch?v=wqvQAcloTRQ</td><td>- Flashcards
- Portable Bluetooth speaker
- Song</td></tr>
<tr><td>35 min.</td><td>Lesson procedure
1. The teacher puts the red hat on and says Let's talk about how we feel! The teacher explains that the red hat means that they are going to do activities related to feelings.
2. The teacher shows the Red Thinking Hat Worksheet and explains the activity. The students think about situations or activities that make them feel like the faces on the worksheet.
3. The students color the hat red as a sign of entering the emotional mode.</td><td>- Red hat
- Flashcards
- Worksheets
- Pencils
- Colored pencils
- Whiteboard markers
- Whiteboard</td></tr>
</table>

	4. The students look at the flashcards to review the feelings vocabulary and write the correct words next to each face on their worksheets. 5. The teacher points to one of the faces on the worksheet and provides a model answer: *I feel angry when I miss my tennis lesson because I like it.* The teacher gives them time to think about what situations or activities make them angry, glad, shy, etc. The teacher encourages them to think about the reasons to justify their feelings too. 6. The teacher let students know when the time for thinking is up so the students are clear when they can start writing. 7. The teacher walks around the class to help with any additional vocabulary the students may need. The teacher writes the vocabulary on the board so the students can use it as a model to express their feelings later. The teacher writes the words when and because on the board.	
25 min.	**Assessment** The children take turns talking about their worksheets to the class. They put on the red hat when it is their turn to speak.	- Worksheet - Red hat
10 min.	**Wrap-up activity** 1. The teacher drills the sentence *That's just how I feel.* 2. The teacher says a feeling, and the students repeat the sentence while conveying the emotion. This can be exaggerated for comic effect and for it to be better assimilated.	- Whiteboard - Whiteboard markers

Feelings Flashcards



happy



bored



grumpy



sad



nervous



excited



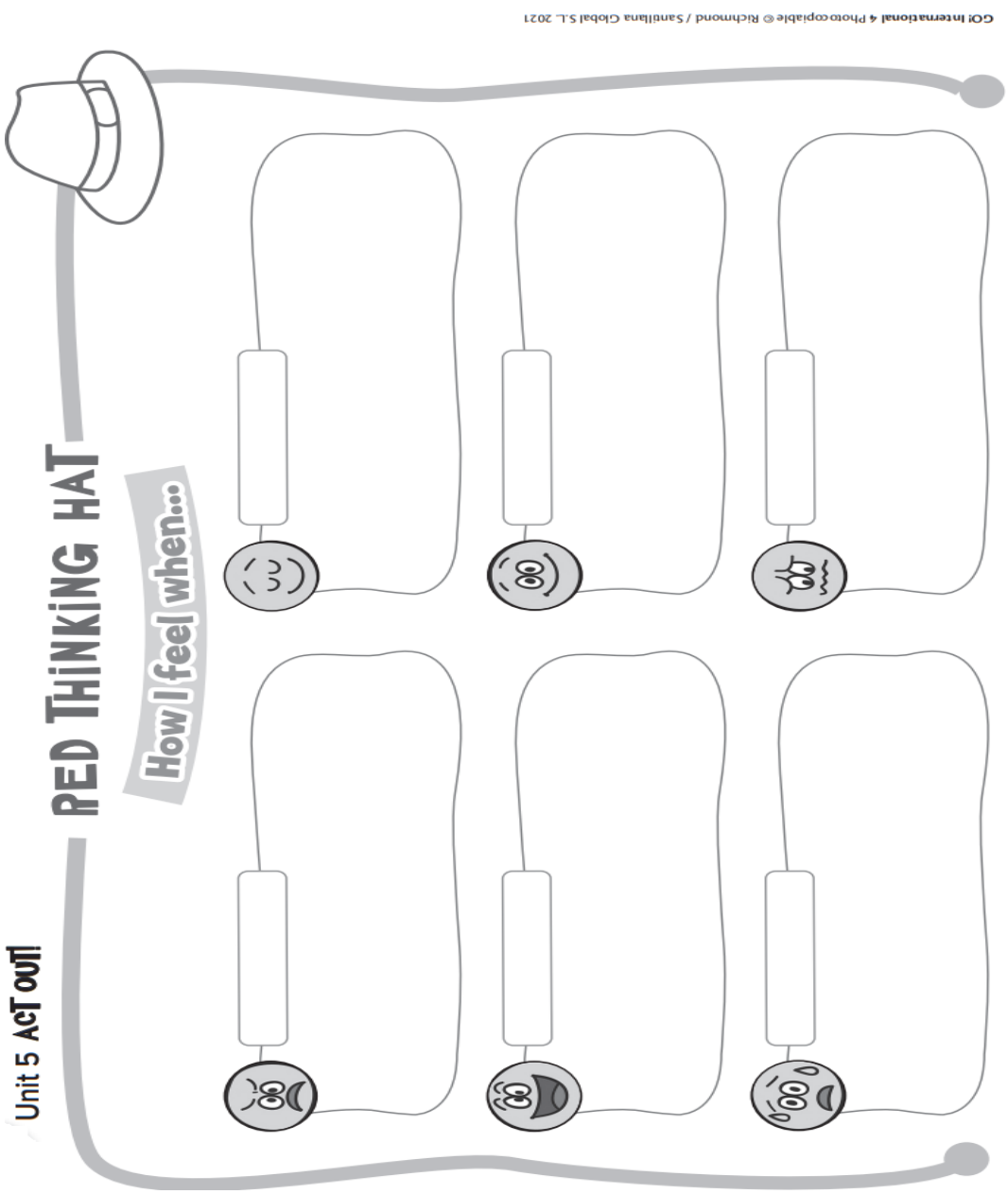
silly



angry

WORKSHEET N°1

Name:	Score:
Grade: **Date:**	
“An investment in knowledge pays the best interest”. Benjamin Franklin	



Lesson Plan N°2

Teacher's name: Paola Karina Ambuludí Pardo

Grade: Fifth Grade

Type of activity: Brainstorming

Type of work: Group work

Topic: Places of entertainment

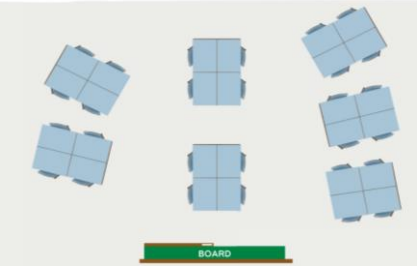
Time: 80 minutes

Objectives:

- To practice places vocabulary.
- To identify similarities and differences when comparing two places.
- To practice speaking skills referring to places.

Seating arrangement:

Group pods

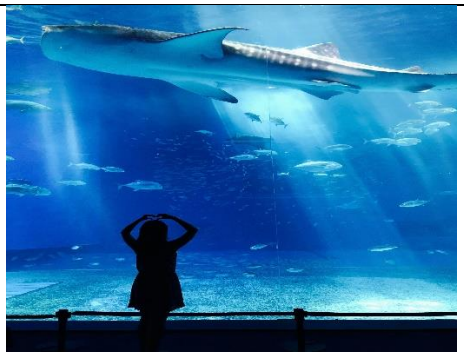


Time	Activities	Materials
15 min.	**Warm-up activity** 1. The students look at a poster/flashcard and say the names of the places of entertainment (amusement park, aquarium, art gallery, castle, stadium, theater, urban farm, water park). 2. The teacher divides the class into groups of four students and gives each group a laminated piece of paper and a dry-erase marker. 3. The teacher does a mime of a place, and asks *Where am I?* The teacher rewards the first group to guess correctly. 4. The teacher gives all groups ten seconds to write the word on the laminated piece of paper and hold it up. The teacher awards the groups with the correct spelling a point.	- Poster/flashcards. - Laminated pieces of paper. - Dry-erase markers.
35 min.	**Lesson procedure** 1. The teacher explains to the students that they are going to work in groups to compare two places, an aquarium, and a water park. 2. The teacher sticks a large worksheet on the whiteboard and hands out copies.	- Worksheets - Whiteboard - Dry-erase markers. - Pencils

	3. The teacher writes the names of the two places on the whiteboard for students to copy them. Then, students observe the pictures of the two places on the worksheet and brainstorm similarities. 4. The teacher walks around the class to help the students with any additional vocabulary they may need and writes the new information on the whiteboard. 5. The students write the similarities on the worksheets. 6. The teacher claps their hands when the time is up. The teacher reminds students of the term both. The students take turns sharing the similarities they have found with the class. The teacher writes the keywords on the large worksheet as they speak. 7. The teacher asks the students to observe the pictures of the two places on the worksheet again, thinking about the differences this time to contrast them. The teacher provides an example: *You can swim at the water park but not at the aquarium.* The teacher writes the words swim and no swimming in the corresponding boxes under each item. 8. The children think and write down the differences on their worksheets. The teacher walks around providing ideas if needed. 9. The teacher claps their hands when the time is up. The children share their ideas with the rest of the class and the teacher writes the keywords for differences on the large worksheet. 10. Once the large worksheet on the board is completed, the students copy any missing information on their worksheets. 11. The students complete the last part of the worksheet which is labeled as Conclusion. They discuss and decide on the most relevant similarities and differences between the two places.	
15 min.	**Assessment** Students take turns presenting their conclusions in front of the class.	- Worksheet
15 min.	**Wrap-up activity** 1. Students work in groups of three or four. 2. The teacher gives each team a piece of paper.	- Pieces of paper - Pencils

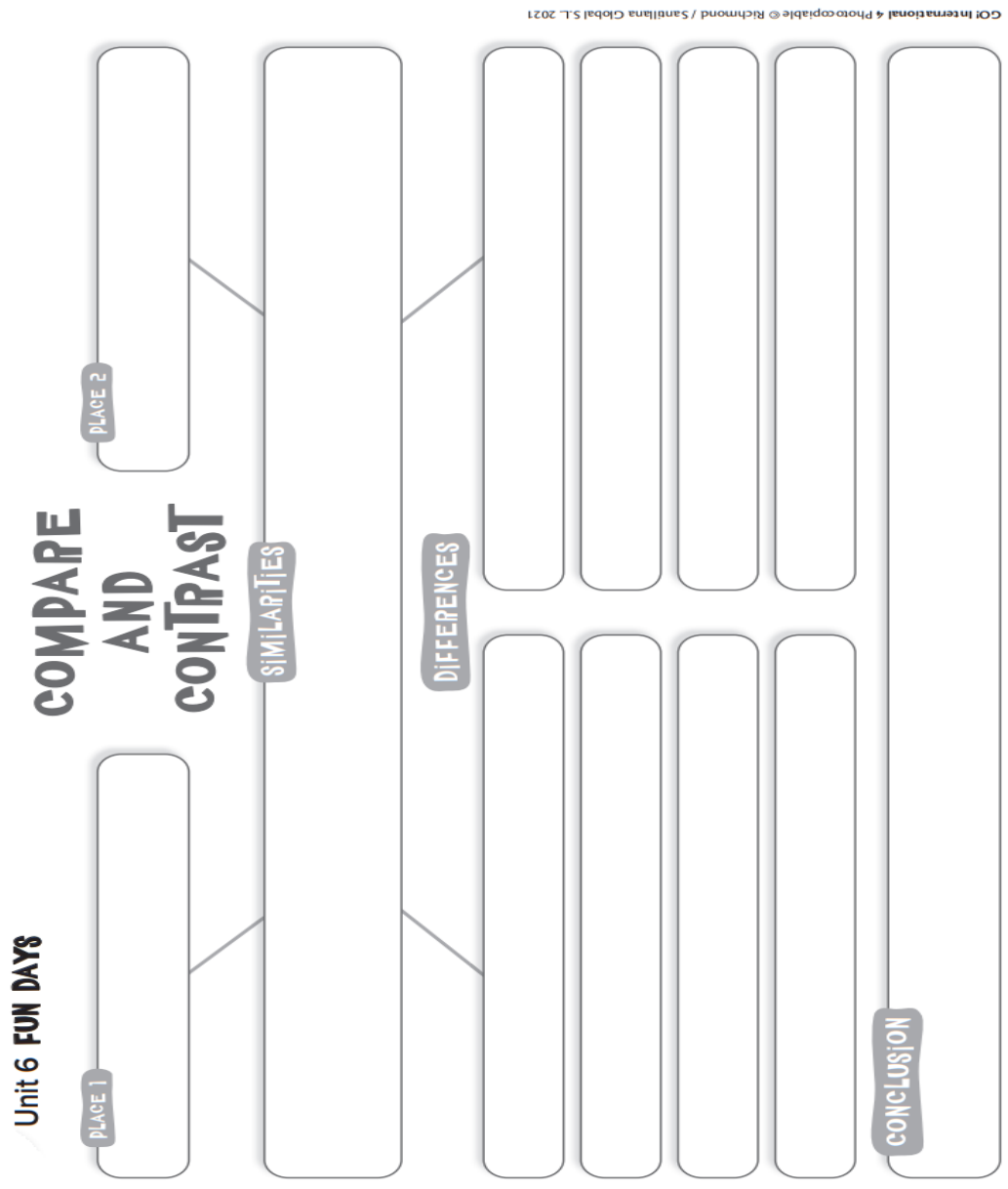
	3. The teacher mentions a category, e.g. “Five activities that you can do at an amusement park”. 4. Before students begin the activity, they take turns to be the “writer” in each round. Teams work together to brainstorm words from that category and write them down. 5. The first team to finish shouts “Stop” and then calls out their answers. If their answers are correct, they score one point for each word in the category, e.g. five. 6. The teacher mentions the next category and a new round begins and so on. 7. The team with the highest score at the end of the game wins.	

Places of Entertainment Flashcards

 **amusement park**	 **aquarium**
 **art gallery**	 **castle**
 **Stadium**	 **theater**
 **urban farm**	 **water park**

WORKSHEET N°2

Name:	Score:
Grade: **Date:**	
“An investment in knowledge pays the best interest”. Benjamin Franklin	



Lesson Plan N°3

Teacher's name: Paola Karina Ambuludí Pardo

Grade: Fifth Grade

Type of activity: Roleplay

Type of work: Pair work

Topic: Let's go shopping!

Time: 120 minutes

Objectives:

- To identify and name vocabulary related to food.
- To practice speaking skills about asking for and giving prices.

Seating arrangement:

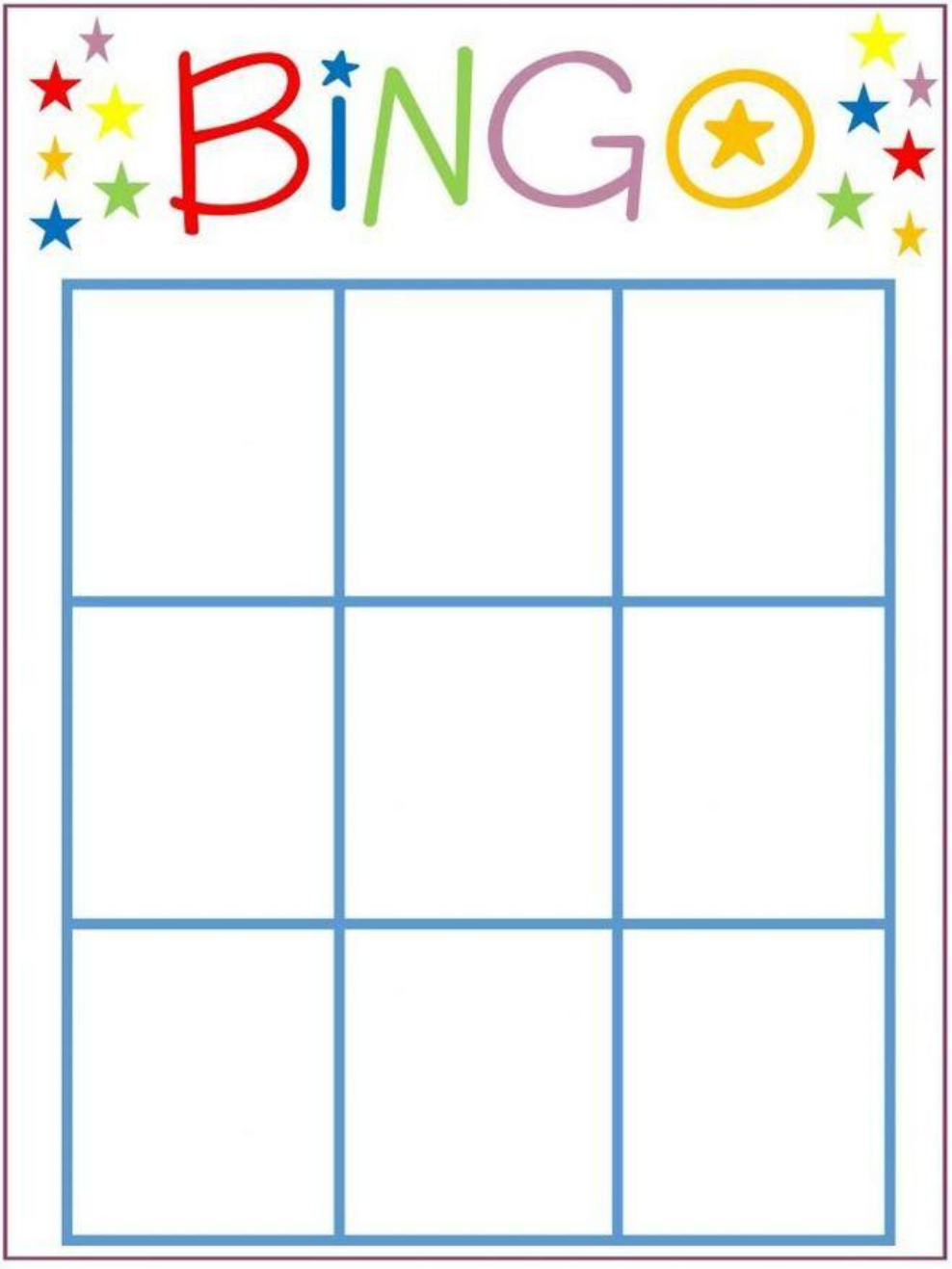
Pair pods



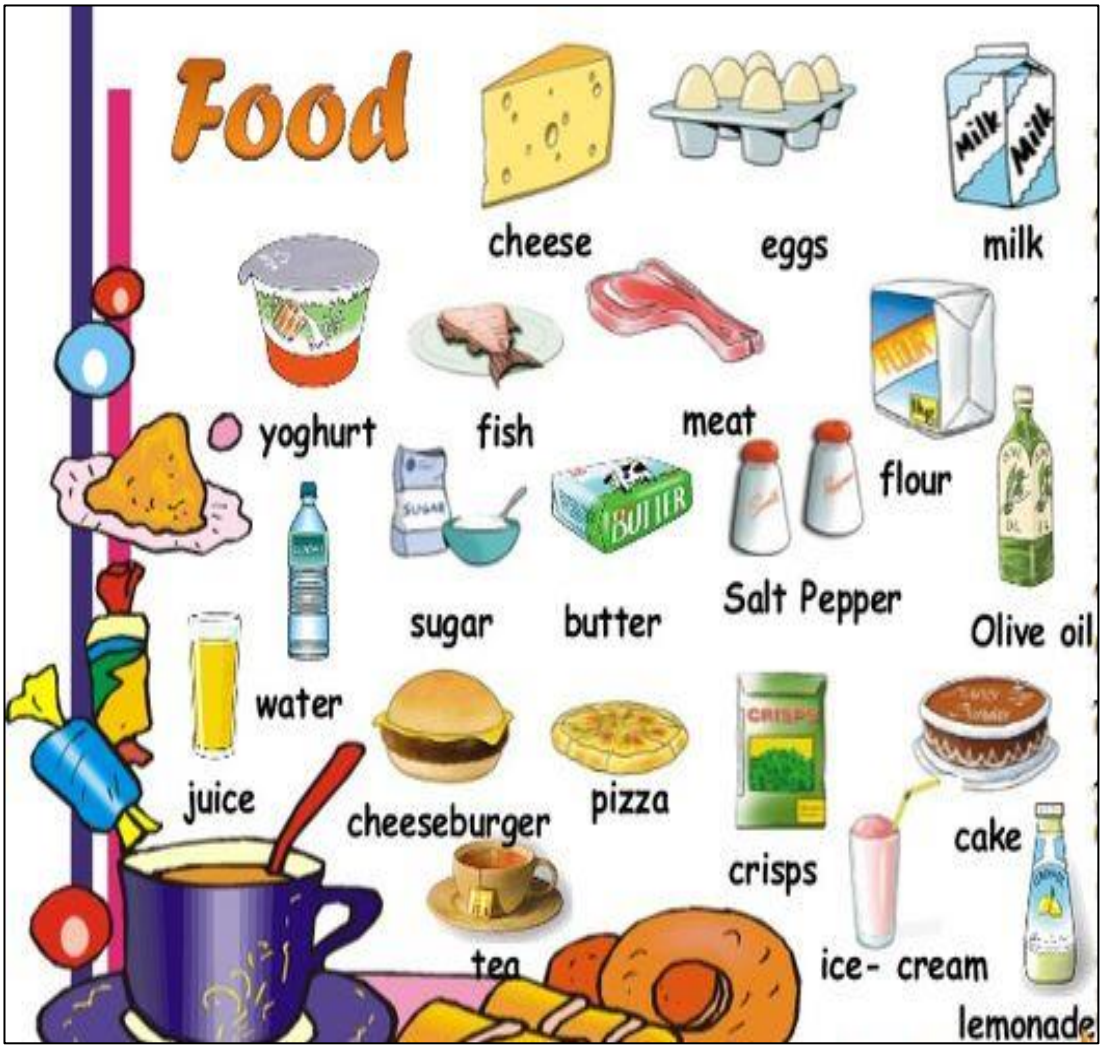
Time	Activities	Materials
15 min.	**Warm-up activity** 1. The teacher writes 20 random numbers between 1 and 100 on the whiteboard to review numbers. 2. The teacher hands out one Bingo card to each student. 3. The children write a number from the whiteboard in each square. 4. The teacher calls out number words from the list and students cross out the words they have on their Bingo card. If a student crosses out all of the words, they should shout out 'Bingo!' to show that they have finished.	- Whiteboard - Bingo cards - Dry-erase markers. - Pencils
35 min.	**Lesson procedure** 1. The teacher divides the class into pairs and explains that they are going to pretend to be a salesperson and a customer. Students decide which role they want to represent. 2. Students look at a poster regarding food and take turns identifying and naming the pictures. 3. Students compete in asking and answering questions about prices. 4. The teacher hands out a worksheet for students to help create the role-play scripts by writing the missing information. The teacher walks around the class to help with any additional vocabulary the children may need.	- Poster - Worksheets - Dry-erase markers. - Pencils - Real objects - Toys

	5. When students finish the script, the teacher checks their texts to correct any mistakes. 6. Once the scripts are ready, students start to rehearse the role play and the teacher observes and gives feedback if necessary. 7. The teacher provides students with real objects or toys to make the activity funnier. Students prepare a stand with the items they need to do the role-play.	
60 min.	**Assessment** Students role-play the dialogue they prepared in front of the class.	- Real objects - Toys
10 min.	**Wrap-up activity** 1. Students play a memory game. The teacher puts food flashcards face down on one side of the whiteboard and word cards on the other. 2. Students take turns turning over a flashcard and a word card and saying the words. If the cards match, students keep them and get a point. If the cards do not match, the student puts them back as before.	- Whiteboard - Flashcards - Word cards

Bingo Cards



Food Poster


Food
cheese
eggs
milk
yoghurt
fish
meat
flour
sugar
butter
Salt Pepper
Olive oil
water
juice
cheeseburger
pizza
crisps
cake
tea
ice- cream
lemonade

WORKSHEET N°3

Name:		**Score:**
Grade:	**Date:**	
"An investment in knowledge pays the best interest". Benjamin Franklin		



LET'S GO SHOPPING

Good morning!

Hello! Can I help you?

Yes, please. I need _____.

Yes, of course. How _____?

_____, please.
Can I also have _____, please?

Of course. Do you want anything else?

Yes, please. I want _____.

Ok, here you are.

Thank you!

You're welcome!

How much is all that?

Let me see. It's _____ dollars.

Here you are.

Thank you! Have a nice day

Bye!





Lesson Plan N°4

Teacher's name: Paola Karina Ambuludí Pardo

Grade: Fifth Grade

Type of activity: Mind map

Type of work: Group work

Topic: Sports

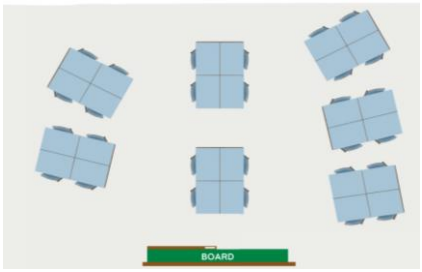
Time: 80 minutes

Objectives:

- To identify and name sports vocabulary.
- To classify sports.
- To practice speaking skills by sharing information about sports.

Seating arrangement:

Group pods



Time	Activities	Materials
15 min.	**Warm-up activity** 1. Students look at a poster and mention each sport chorally. 2. The teacher drills students to say the words loudly, quietly, quickly, slowly, etc. 3. Students stand in a large circle. The teacher gives students sports flashcards to pass around to music. 4. The teacher stops the music and asks a question, for example, *Who has the basketball flashcard?* The student with the flashcard holds it up and says *I have the basketball flashcard.*	- Poster. - Flashcards - Portable Bluetooth speaker
35 min.	**Lesson procedure** 1. The teacher sticks a large Mind Map Worksheet and pictures of sports on the whiteboard. 2. The teacher asks students to look at the sports to review the vocabulary and practice pronunciation. 3. The teacher hands out copies of the My Mind Map Worksheets and sports pictures. 4. The students work in groups of four to classify the sports into the corresponding categories: team, two-player, and individual sports. They find, cut out, stick and label the sports pictures, and use different colors to link the different categories. 5. The teacher walks around the class to help children with any additional vocabulary they may need.	- Whiteboard - Dry-erase markers. - Worksheets - Pictures - Scissors - Glue - Pencils - Colored pencils

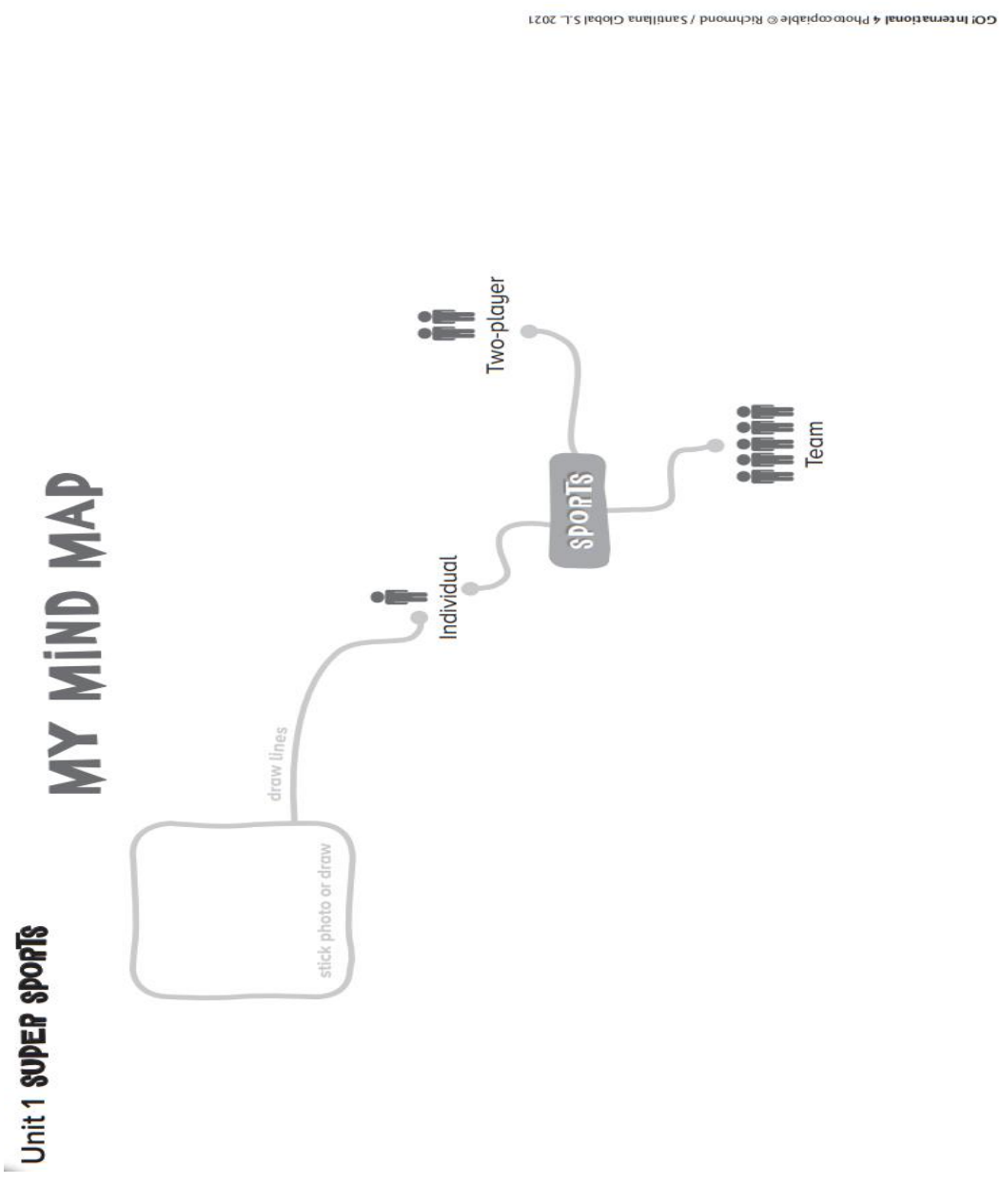
	6. The teacher says to students when the time for work is up.	
15 min.	**Assessment** 1. The students take turns sharing their mind maps with the class. 2. The teacher records students' answers on the Class Mind Map and invites volunteers to come to the whiteboard to write the sports under the photos.	- Worksheet - Whiteboard - Dry-erase markers.
15 min.	**Wrap-up activity** 1. Students guess the sport by asking questions to the teacher. The teacher chooses a sport and says *I like this sport.* The students should try to guess by asking: *Do you go/play/do…?* 2. The teacher invites students to choose a sport to continue with the activity.	- Flashcards

Sports Flashcards



WORKSHEET N°4

Name:	Score:
Grade: **Date:**	
"An investment in knowledge pays the best interest". Benjamin Franklin	



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Lesson Plan N°5

Teacher's name: Paola Karina Ambuludí Pardo

Grade: Fifth Grade

Type of activity: Interview

Type of work: Pair work

Topic: Getting to know you

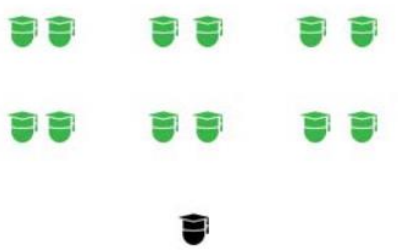
Time: 120 minutes

Objectives:

- To ask and answer questions about personal information.
- To practice speaking skills by interviewing a classmate.

Seating arrangement:

Pair pods



Time	Activities	Materials
15 min.	**Warm-up activity** 1. The teacher writes six words about personal information on the whiteboard, for example, Paola, 38, Loja, swimming, chicken, and cartoons. 2. The students try to say the questions for each word and the teacher says the answers in complete sentences. - What's your name? - How old are you? - Where do you live? - What's your favorite sport? - What's your favorite food? - What's your favorite TV program? 3. The students take turns rolling a big die to answer questions about personal information. Each side of the die has a question.	- Whiteboard - Dry-erase markers. - A big die
35 min.	**Lesson procedure** 1. Students work in pairs. The teacher assigns one student as the interviewer and the other as the interviewee. 2. Students work together to list questions to ask about personal information. The teacher writes prompts on the whiteboard to help them. 3. When the students have finished with the list, the interviewer starts asking the questions to the	- Worksheets - Dry-erase markers. - Whiteboard - Pencils

	interviewee. They write the interviewee's answers on the worksheet for further use. 4. The teacher walks around the class to help children with any additional vocabulary they may need. 5. The students start to rehearse the interview and the teacher observes and gives feedback if necessary.	
60 min.	**Assessment** 1. Students come to the front of the class to present their work. **2.** The teacher asks students questions to check whether they are paying attention, for example, What's his favorite sport?	- Worksheet
10 min.	**Wrap-up activity** 1. The students stand up next to their desks and the teacher gives a ball to one student. 2. The students pass the ball until the teacher says *Stop*. 3. The student holding the ball has to answer a question related to personal information (How old are you? What is your favorite sport? What is your favorite TV program? What's your name? etc.). If the answer is wrong, the student remains standing. If the answer is right, the student gets to sit down. The goal is to not be the last student standing.	- Ball

WORKSHEET N°5

Name:	**Score:**
Grade: **Date:**	

"An investment in knowledge pays the best interest". Benjamin Franklin

AN INTERVIEW WITH MY CLASSMATE



What's your name?
How old are you?
How many people are there in your family?
Where do you live?
What's your favorite sport?
What's your favorite food?
What's your favorite TV program?

Write five questions to interview your classmate. Then ask your classmate the questions and write down the answers.

_____: _____

_____: _____

_____: **1.**_____

_____: _____

_____: **2.**_____

_____:_____

_____: **3.**_____

_____: _____

_____: **4.**_____

_____: _____

_____: _____

_____: _____

_____: _____

Lesson Plan N°6

Teacher's name: Paola Karina Ambuludí Pardo

Grade: Fifth Grade

Type of activity: Green thinking hat

Type of work: Individual work

Topic: It looks like _____

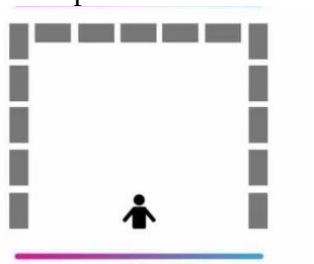
Time: 80 minutes

Objectives:

- To practice the structure *It looks like …..*
- To stimulate the children's creative thinking.
- To describe a picture
- To practice speaking skills.

Seating arrangement:

U-shape



Time	Activities	Materials
15 min.	**Warm-up activity** 1. The teacher asks students to imagine going to the beach on vacation. Students mention the things they can see on the beach. The teacher writes a sentence frame on the board and encourages students to say it, e.g., *On the beach, I can see the ocean.* 2. The teacher shows students flashcards related to beach vocabulary and asks them to say the corresponding words. 3. The students play a memory game. The teacher divides the class into small groups. Students take turns to say a sentence, adding a new item each time. For example: On the beach, I can see the ocean. On the beach, I can see the ocean and a seagull. On the beach, I can see the ocean, a seagull, and a shell.	- Whiteboard - Dry-erase markers. - Flashcards
35 min.	**Lesson procedure** 1. The teacher explains the routine to the class by putting the green hat on and saying: Let's be creative! The teacher explains that the green hat means it is time to use the imagination to invent something new. 2. The teacher shows the Green Thinking Hat Worksheet and explains that the activity consists of imagining that	- Worksheets - Dry-erase markers. - Whiteboard - Pencils

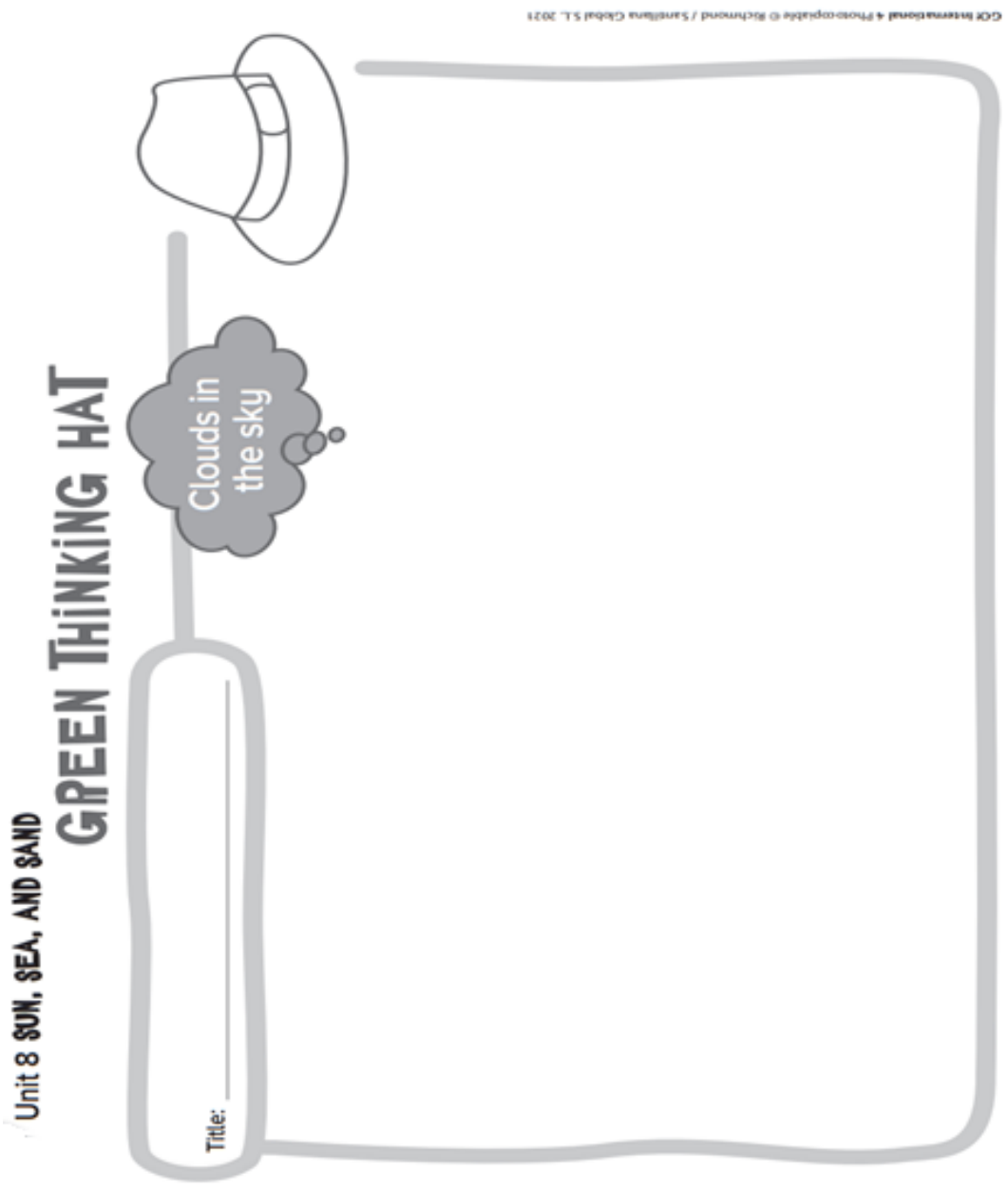
	they are lying on the beach looking up at the clouds in the sky. The teacher asks: *What do the clouds look like?* 3. The teacher hands out copies of the Green Thinking Hat Worksheet and the necessary materials to each child. 4. The students write their names and color the hat green. Coloring the hat should be used as a sign of entering the creative mode. 5. Students are given some time to look out the window. The teacher tells them to imagine what the clouds look like. Students take some time to think about what they are going to draw. 6. The teacher lets the students know when the time for thinking is up so students are clear when they can start drawing. 7. The students draw a cloud and then draw what the cloud looks like. While they are drawing, the teacher writes the key vocabulary on the board so language models are available for the next step. 8. The students use a pencil to label the pictures. 9. The teacher lets students know when the time for drawing is up. 10. The students take turns to describe their pictures to their classmates. They put on the green hat when it is their turn to speak: *This cloud looks like a rabbit. This cloud looks like a frisbee*.	
20 min.	**Assessment** 1. The students come to the front of the class to present their work. 2. The students take turns to describe their pictures to their classmates. They put on the green hat when it is their turn to speak: *This cloud looks like a rabbit. This cloud looks like a frisbee*.	- Worksheet
10 min.	**Wrap-up activity** The teacher starts to spell out one of the words related to the beach. When a student knows the word, they put up their hand. The teacher asks them to say the next letter. Another student says the next letter until the word is spelled out correctly. When students finish spelling out the word, the class says the word.	

Beach Flashcards



WORKSHEET N°6

Name:	**Score:**
Grade: **Date:**	
"An investment in knowledge pays the best interest". Benjamin Franklin	



Lesson Plan N°7

Teacher's name: Paola Karina Ambuludí Pardo

Grade: Fifth Grade

Type of activity: Think-Pair-Share

Type of work: Pair work

Topic: At the beach

Time: 120 minutes

Objectives:

- To practice the structures: What do you like to do at the beach? Do you like making sandcastles?
- To practice speaking skills by asking and answering questions about activities that can be done at the beach.

Seating arrangement:

Pair pods



Time	Activities	Materials
10 min.	**Warm-up activity** 1. The teacher shows flashcards about beach activities for two minutes and tells students to focus on them. 2. The teacher points to one flashcard, asks a student to name it, and then turns it over. The teacher continues asking students until all the flashcards are face down. 3. When all the cards are face down, the teacher points to each one in turn and sees if students can remember the words.	- Whiteboard - Flashcards
35 min.	**Lesson procedure** 1. The teacher forms pairs and asks them to sit down together. 2. Students make a chart in a sheet of paper. In the first column students write 5 different activities that can be done at the beach and in the second column students write the names of 5 different classmates. 3. The teacher explains that one student is student A and the other is student B. The teacher demonstrates the activity for the children by using one of the pairs. The teacher points to one of the activities that are displayed on the whiteboard, for example, making a sand castle. Student A asks Student B: Do you like making	- Worksheets - Dry-erase markers. - Whiteboard - Pencils

	sandcastles at the beach? Student B answers: Yes, I do. / No, I don't. The teacher elicits a different activity, for example, going on a boat trip. Student B asks Student A: Do you like going on boat trips? Student A answers. 4. The teacher allows time for children to ask and answer questions in their pairs. After a couple of minutes, the children who are Student A find a new partner (a different Student B). Students continue asking and answering questions. Students use their charts to check their classmates' answers. They use a check (✓) if the answer is *Yes, I do*. or a cross (X) if the answer is *No, I don't*. 5. The teacher walks around as the children are working to check that they are asking and answering the questions correctly. 6. The teacher asks students to go back to their seats. 7. Students talk about the activities they like doing at the beach.	
25 min.	**Assessment** The students come to the front of the class to present their work. Students talk about their classmates' answers, for example, Luis likes making sandcastles. Lucas doesn't like collecting shells.	- Worksheet
10 min.	**Wrap-up activity** Students play a mime game. The teacher holds a flashcard over a volunteer's head so that the class can see it, but the student cannot. The students mime the word for the volunteer to guess.	- Flashcards.

Beach Activities Flashcards



WORKSHEET N°7

Name:	**Score:**
Grade: **Date:**	
“An investment in knowledge pays the best interest”. Benjamin Franklin	



Do you like …?

✓ Yes, I do.
X No, I don’t.

Activities	**Classmate 1** _____	**Classmate 2** _____	**Classmate 3** _____	**Classmate 4** _____	**Classmate 5** _____
_____					
_____					
_____					
_____					
_____					