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TOPIC

“GAPPING ACTIVITIES AND SPEAKING ACCURACY”

Author: Roberto Antonio Montenegro Arcos

Tutor: Lcdo. Mg. Edgar Encalada Trujillo

Ambato – Ecuador

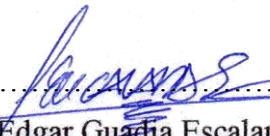
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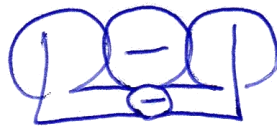

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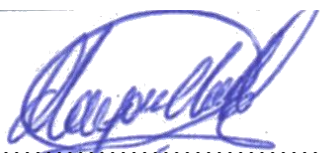
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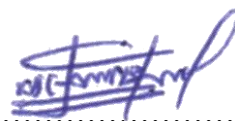
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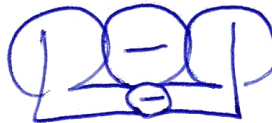
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DEDICATION

This research means an achievement I want to share with my entire family, with special thanks to my parents and brothers that support me unconventional and unconditionally. Afterall, any of this could have been done without the encouragement given by my other half, AI.

For the ones in heaven, for the ones living abroad, for the very few who have never left me alone, I want to dedicate this work. I love you all.

Roberto

“Gracias vida por mi madre,
y a mi madre por ser mi maestra.”
-Edgar Randy Acosta Cruz.

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Author: Roberto Antonio Montenegro Arcos

Tutor: Lcdo. Mg. Edgar Encalada Trujillo

Date: 24th January

Abstract

The main objective of this research is to determine the influence of “gapping activities” on speaking skills development among students who belong to the second level of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Univerisdad Técnica de Ambato. Specifically, there are three gapping activities: riddle schmooze, monster madness, and grids galore. Each one of these can be adapted according to students’ needs and English proficiency level. Moreover, qualitative and quantitative methodologies were used to gather relevant information from the total population. Although, this project is based on a quasi-experimental basic method of investigation, two groups were subject of study. Both groups, control and experimental, took a pre- and a post-test to observe if there was a significant improvement on students speaking skills. Consequently, a “student’s T-test” was used to corroborate statistically the mentioned hypothesis. As a result, using these gapping activities as complementary tasks for teachers’ lessons allow students to rehearse their speaking skills in an interactive and collaborative environment which is beneficial for boosting students’ motivation.

Key words: gapping activities, speaking skills, English language.

A. Introduction

The current investigation project “gapping activities and speaking accuracy” intends to explore how the gapping activities influence students’ speaking skills development midst an educational curriculum about learning English as a foreign language. These three different activities have been used to compensate the lack of cooperative tasks that allow students to practice their speaking skills.

The present research is structured by the following chapters:

Chapter I: This chapter details the problem devised among university students about the nonuse of these gapping activities and the lack of speaking practice. Once the problem is stated, some causes and effects are spotted to outline the investigation. At this stage, general and specific objectives are submitted to lead research progress.

Chapter II: This chapter presents similar researches as investigative background that supports the development of this project. Moreover, independent and dependent variables key categories are explained in detail. Thereafter, the hypothesis is established with the purpose of proving whether the application of these activities is meaningful for students’ speaking skills development.

Chapter III: This chapter encompasses the basic method of investigation, research modalities, type of research, as well as the population chosen for carrying out this project. Furthermore, it includes the information processing plan that details the application stage of the experiment.

Chapter IV: In this chapter, the numerical data collected from the pre- and post-tests is presented graphically, plus analyzed and interpreted for a deeper comprehension. In addition, the hypothesis is verified through the implementation of statistical “students’ T-test”.

Chapter V: This chapter delineates noteworthy conclusions and recommendations compiled along the different stages of this investigation.

CHAPTER I.

THE PROBLEM

1.1. Theme

“Gapping activities” and speaking accuracy.

1.2. Problem statement

1.2.1. Contextualization

Certainly, a foreign language mastery in contemporary societies is an effective tool and a matter of survival (Rivers, 2018). Likewise, as time goes by, teaching resources and methodologies focused on teaching English as a foreign language have been matter of continuous improvement processes. Clear evidence is the fact that education system changed to student-centered from teacher-centered as it used to be in the past, meaning that students’ speaking competence can be better developed by applying more communicative and cooperative tasks.

The different methodologies for teaching English as a foreign language arise because each human being is a unique and different universe. Therefore, each human being has a unique combination of intelligence (Gardner H. , 1998). For this reason, some students tend to feel not quite engaged to the type of activities provided during the teaching program, which means the failure of the main goal that is learning the English language.

Thousands of strategies and activities are found throughout the world to facilitate the labor of teaching English as a foreign language. Thus, the "Gapping activities" have been product of the innovation of traditional strategies, which allows to build a more enjoyable and active learning experience at the same time. These activities in particular focus on students’ needs because they are challenged to fulfill the tasks

in the shortest possible time. This is useful for students because they will feel encouraged to take greater responsibility for their own learning process.

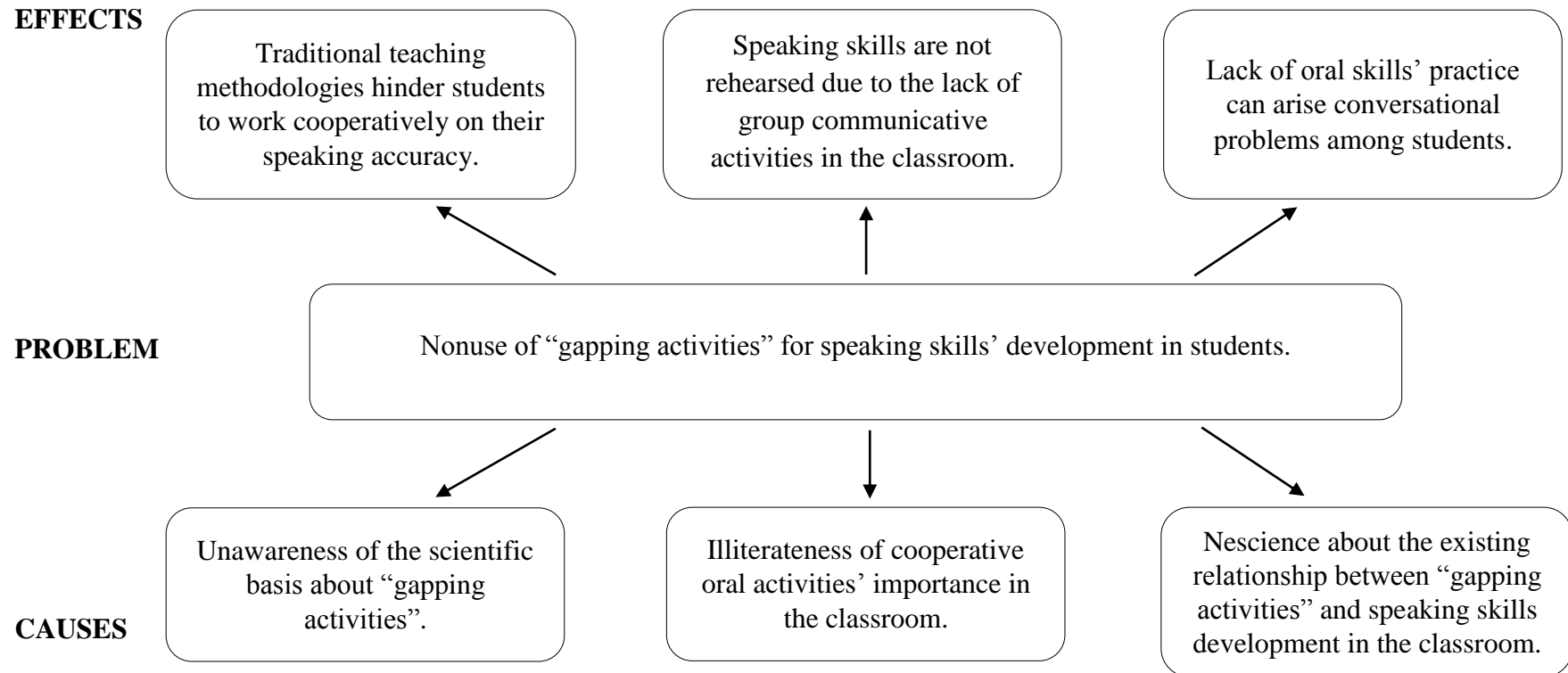
In our country, Ecuador, there is little use of innovative activities where all students feel part of the group and can interact with each other and have fun with the important purpose of learning, in this case English as a foreign language. However, several Ecuadorian teachers use strategies included in cooperative learning as "Jigsaw activities" that is based on the philosophy that learning develops best when the subject of study is also taught to others once it is acquired (Jafariyan, Matlabi, Esmaeili, & Kianmehr, 2017). This lack of creativity enhancement in students also brings several problems that are no longer considered important today.

Nevertheless, there are few researches at Universidad Técnica de Ambato related to similar categories which this gapping activities belongs to. In fact, (Chicaiza Cando, 2013) states a critical point about cooperative work. She concluded that tasks, which required teamwork to succeed, are more helpful for students because they are learning while working together, and besides, everyone is willing to participate.

Consequently, if students are not feeling motivated in class due to simple and monotonous activities, being part of a traditional teaching methodology, they won't partake in a common grammar completion class. Without their participation, students are not learning English in the most appropriate way, which leads to misunderstandings and failure, at worst. Furthermore, when students are not exposed to authentic material where they can practice, their productive skills cannot be enhanced, so they won't be able to speak in English fluently and vivaciously to any type of audience.

1.2.2. Critical analysis

Figure 1: Problem tree



Source: Direct research

Author: Montenegro, R. (2019)

As previously described in the contextualization, the nonuse of these gapping activities is clearly denoted in Ecuadorian educational environment since there is not enough scientific research to support its application. However, group activities in general occur infrequently in the inventory of teaching strategies in local teachers. Thus, it's more common to see traditional teaching methodologies that focus on teacher talking time and little oral practice from the students. So, it can be determined that the lack of scientific knowledge about "Gapping activities" directly affects the speaking skills' rehearsal due to the lack of cooperative activities that encourage communication in the classroom.

Moreover, teachers do not give due importance to group oral activities which leads to an inefficient development of students' speaking skills. On the other hand, students can become discouraged to pay attention, put into practice and even learn any subject exposed in the classroom by the teacher due to the absence of interactive techniques and strategies that strengthen the learning process. This unwillingness to learn is originated by anxiety that according to Gardner and MacIntyre (1993), the difficulty in oral expression is the skill that more anxiety arises.

Consequently, teachers' training plays a vital role in the optimal development of students' receptive and productive skills. Therefore, the lack of group techniques usage in the classroom denotes the inability to impart the subject in an innovative and creative way, thus establishing traditional teaching methodologies that have a clear impact on simplicity and monotony. In recent years learning strategies model can enlighten, inform and guide teaching and learning across the curriculum (Nisbet & Shucksmith, 2017).

1.2.3. Prognosis

In the case of not carrying out this research project at Universidad Técnica de Ambato, the non-existent scientific basis on this interactive strategy will be maintained; and the lack of knowledge of the relationship between "Gapping activities" and their ability to facilitate oral production in English learners as a

foreign language will also be prolonged. Therefore, the improvement of Ecuadorian education will be hindered.

In other words, teachers will keep planning their classes with old-fashioned activities, which situation won't enable students to rehearse their speaking skills. Furthermore, the classroom environment will remain boring and monotonous. Applying methodologies that are not appealing to students will decrease their motivation as well as their participation during classes.

1.2.4. Problem formulation

¿How do “gapping activities” affect speaking accuracy skill on students from second level who belong to Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato?

1.2.5. Research questions

- What is the “gapping activities” theoretical framework?
- Is there any speaking skill progress applying the “gapping activities”?
- How do the “gapping activities” contribute to speaking accuracy skill development?

1.2.6. Delimitation of the research object

Field	Education
Area	English
Aspect	Gapping activities
Time	September 2018 – February 2019
Space	Tungurahua - Ecuador
Units	Second level students Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

1.3. Justification

The "gapping activities" are **interesting** since they confer the purpose of communicating, transferring and exchanging information among students using English as a foreign language in order to practice semantic structures.

This interactive strategy is **important** because it requires cooperative and collaborative participation among students, thus allowing constructive learning in the midst of a pleasant and positive environment.

The application of these gapping activities was also **feasible** because the goals were not difficult to achieve, and these can be added to any lesson plan as being part of reinforcement or practice.

Gapping activities are **useful** because they allow the development of critical thinking and research in students (Ngeow, Kong, & Yoon-San, 2013). This strategy allows prompting the active participation of students and facilitating the process of obtaining information.

1.4. Objectives

1.4.1. General objective

- Determine the incidence of "gapping activities" on the speaking skills development.

1.4.2. Specific objectives

- Identify the scientific basis of the use of "gapping activities".
- Determine the level of students' speaking skills progress by using gapping activities
- Analyze the relationship between "gapping activities" and speaking skill accuracy.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Investigative background

Once a search of bibliographic sources related to current research dealing with a group teaching strategy to develop speaking skills in students, called "Gapping activities" specifically, this section highlights some similar research work that present similar conclusions of great importance.

According to Torres García (2014) on his research done at Valladolid University, titled “EL APRENDIZAJE COOPERATIVO EN EL AULA DE INGLÉS DE 4º DE EDUCACIÓN PRIMARIA”, she points out that the characteristic that differentiates cooperative work from the traditional group is that each member of the group has a specific function and that he makes use of his skills to achieve a common goal for the good of the group. In addition, the same author affirms that the subjects of any type can be treated in group activities, but that special care should be taken with the approach of the subject in question. Another very interesting conclusion is that teachers are expected to work with noise or intimidation by students working in a group, involve talking among all the groups that speak and delegate the functions of moderator in each group so that the work is optimized, and no member feels left out.

On the other hand, Slavin and Johnson, (1999) state that in a cooperative classroom, if the teacher has all the attention in a group that produces a lot of noise and works very little, the other groups will not take long to imitate this misconduct to call his/her attention, although it was in a negative way. On the contrary, if the teacher concentrates on working with the groups that participate and contributes positively in the class and, therefore, rewards them in the positive way, the teacher also receives the same positive response.

Likewise, Turruón Borallo (2013), on his research: “LA ENSEÑANZA DE LENGUAS EXTRANJERAS A TRAVÉS DEL APRENDIZAJE COOPERATIVO: EL APRENDIZAJE DEL INGLÉS EN ALUMNOS DE PRIMARIA” he concludes that working in groups allows a greater sociability of the students in the classroom, thus improving the quality of social relations between classmates. Another huge conclusion this author made is that students have felt more motivated to work in the group than individual work. The fact of having peer support and being assigned responsibilities within the group has generated greater self-confidence, independence and autonomy. Additionally, the sustenance of Rosenberg A. J., (2010) which states that this type of group learning avoids low self-esteem, reinforces the self-concept, avoids anxiety, nervousness, and favors academic success.

The collection “APRENDER JUNTOS” (Johnson & Johnson, 2002) present some book resources specialized on studies about evaluating self-esteem elements. They found that cooperation increased students' general and academic self-esteem more than competition or individualism. Slavin and Johnson, (1999) also state that: "All methods of cooperative learning share the basic principle that students must work together to learn and are as responsible for the learning of their peers as they are of their own."

Based on all the scientific support presented in this research, we can recognize the importance of group activities in the correct development of speaking skills in the process of learning English in students of all ages.

2.2 Philosophical foundation

It is based philosophically since the science of education seeks to develop all the theoretical and practical competences as well as the intellect of the student, implementing methods and strategies that promote their integral formation. This research is based on a critical-purposing paradigm because both variables are subject of a deep analysis along a proactive environment. (Naranjo, Herrera, &

Medina, 2014). This critical and proactive scheme guides the investigative process that begins with the observation, followed by the application of the experiment, and ends with the projection of results.

2.3 Legal basis

Ley Orgánica de Educación Intercultural.

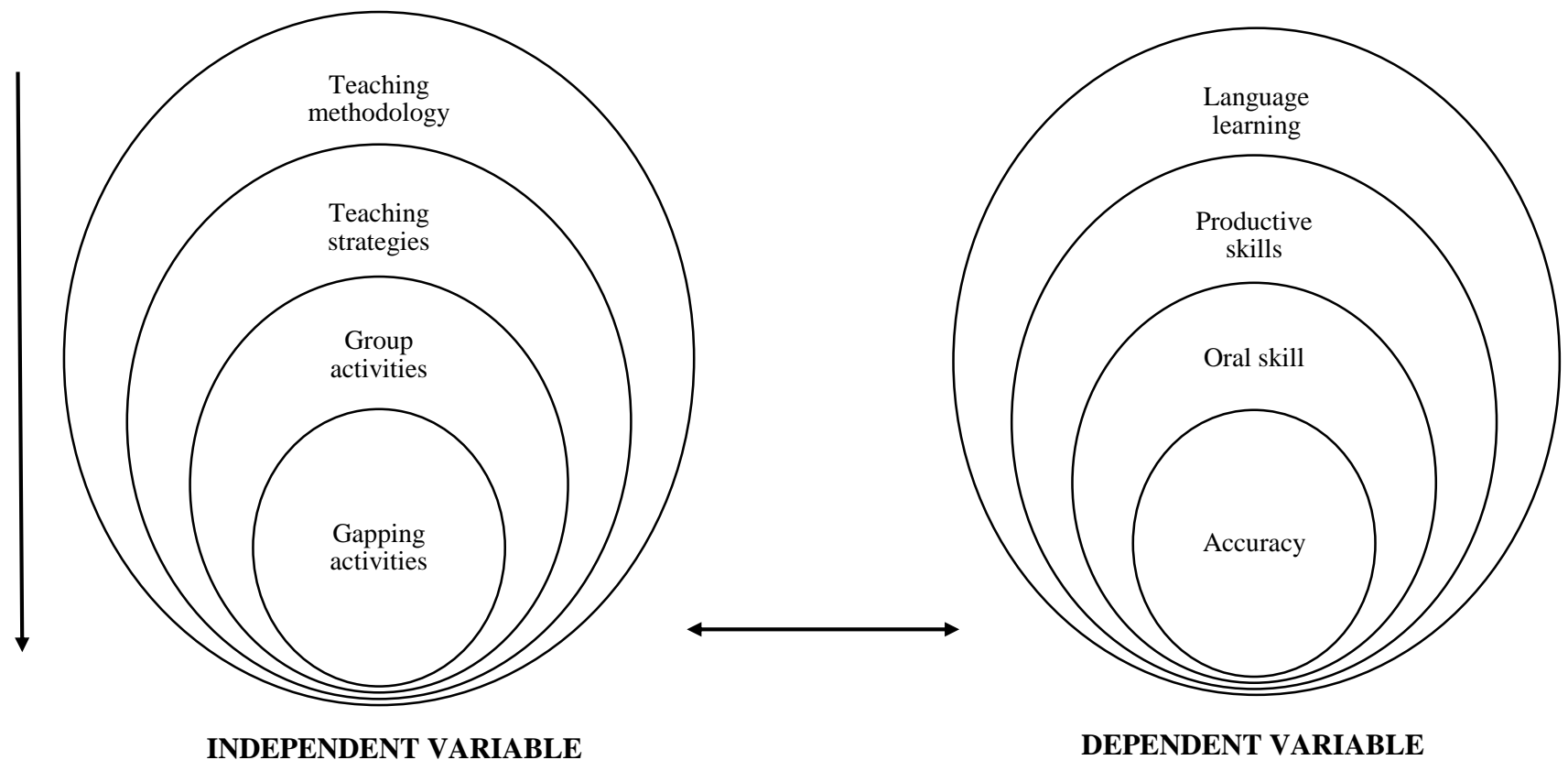
Art. 245.- “el Nivel Central de la Autoridad Educativa Nacional debe desarrollar e implementar el currículo para el Sistema de Educación Intercultural Bilingüe en todos los niveles del sistema educativo, el cual debe estar conformado por el currículo nacional obligatorio y componentes específicos relacionados con pertinencia cultural y lingüística de los pueblos y nacionalidades originarios”.

Ley Orgánica de Educación Superior.

Art. 124.- “Formación en valores y derechos.- Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egresen de cualesquiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país; el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas.”

2.4 Key categories

Figure 2: Key categories



Source: Direct research

Author: Montenegro, R. (2019)

2.4.1 Key categories description

Teaching methodology

The methodology relates to theories of knowledge such as cognitivism, behaviorism, constructivism and collectivism, which governed by distinctive principles, mediates a set of actions to achieve a purpose, specifically educational. Etymologically, “methodology” is made of the greek terms “*metá*” post; “*odós*” path; and “*logos*” science. Consequently, to act with method is the result of events’ succession to reach the marked objective that, on the other hand, it is opposed to any casual, disorganized and improvised action. (Touriñán Lopez & Alonso, 2006). Methodology is also defined as “going along the correct path” (Weber, 2017).

Time ago, Kaplan’s work “*The Conduct Of Inquiry: Methodology For Behavioral Science*” shows four perceptions about the term “methodology” focused to research (Kaplan, 1980). First, methodology is defined as the set of specific procedures available in a particular science. Afterwards, the methodology in the field of epistemology is specified as the study of natural knowledge in each knowledge or group of knowledges. Kaplan's third perception considers methodology as the intellectual system of the way of thinking, acting and reacting by taking a coherent position. Finally, the methodology is specified as the description and justification of the general procedure of the research in the field of the considered science.

Besides, Hernández Hernández (1997) points out two dimensions of teaching methodology. The first one refers to the objectivity of the knowledge, being able to be at academic level or based on the experiences or personal conceptions of the student body. The second dimension describes the activity of the teacher and student, both in different extensions to meet different objectives.

Jorge (2014) reveals a classification of three general methodologies. The expository methodology is characterized by the direct presentation of contents to the students by the teacher who becomes the conductor of an orchestra. Also, the interactive

methodology agrees on an exchange of information, with the active participation of teachers and students, which is based on dialogues and debates. Finally, the discovery methodology prioritizes students' previous experience as a source of learning. The information is collected in an active and constructive way.

Teaching strategy

González Ornelas (2003) considers that teaching strategies comprise a set of various functions and resources that enable students to deal with real and specific problems throughout the learning process. Thus, teaching strategies aim to facilitate the acquisition, construction, permanence and use of information that comprises the most important resource of learning.

Likewise, Campos (2007) defines teaching strategies as a series of cognitive and affective actions that students have at their disposal to promote their learning. It is vital to indicate that teaching strategies must be approached with a specific objective that is associated with learning and therefore the language skills to be developed.

According to Anijovich and Mora (2009) there are several principles that should be considered when planning the teaching strategies to be used for learning to be meaningful. First, it is necessary to specify the learning goals; and then to pose genuine tasks that require developing the ability to solve problems. Challenging students to seek alternative solutions; orienting them to produce concrete materials to present a solution; and resorting to sources of information to support their resolution, and unavoidably, to keep continual evaluation.

Plenty teaching strategies can be applied by the teacher to provide the most feasible means for students' learning to be meaningful. Such strategies may occur in different stages: before (pre-instructional), during (co-instructional), or after (post-instructional) content that forms part of an educational curriculum (Díaz Barriga & Hernández Rojas, 2015). Pre-instructional strategies prepare students to place

themselves in the appropriate linguistic context by implementing prior objectives and organizers that link prior information with future information. Co-instructional strategies support curricular content during the teaching process through illustrations, semantic networks, analogies and concept maps. Post-instructional strategies complement the information received in order to integrate previous knowledge by means of interspersed post-questions, summaries and concept maps.

Group activities

Group activities are well known as one of the methodological tools capable of activating cooperative and collaborative learning in a student society (Laguador, 2014). Each of these individuals actively participates to contribute to the learning process using their previous knowledge, syllogism and various skills in order to strengthen the bonds of companionship and creating a sense of appropriation of knowledge and belonging to the group companions.

Over time and tradition, the educational environment has been based on a competitive and individualistic system (Crosta, 2016). In addition, there is a treatment that makes it possible to train cooperative skills (Johnson D. , Johnson, Holubec, & Roy, 1984). First, to denote clearly the need to employ this skill by assigning quantitative or qualitative rewards. Then, to expose students to practical situations and assign verbal instructions as well as specific roles to each member to achieve the stated goal. In addition, provide time for students to develop skills through dialogue and debate; and provide positive feedback among group members. The teacher is responsible for keeping these skills in constant use.

There are three types of group activities that can be applied at most levels or grades of students to develop the cooperative skill (Slavin, 1999).

- First, Teamwork - Individual Achievement (TIA) challenges a heterogeneous group of students to work cooperatively in order for

everyone to master a particular subject or activity provided by the teacher. At the end, each member solves evaluative questionnaires individually. The only way the group will succeed is when each of its members masters the information or skills required to develop.

- Additionally, the Team Game Tournament (TGT) is based on the same principles as TIA, but instead of using questionnaires as individual evaluators, weekly tournaments are organized where students participate in academic games with other members of other work groups. Working groups can be modified to maintain a similar level of knowledge and skills; different dynamics are also adapted for tournament competitions. A very positive feature is its high level of fun.
- A third alternative is called Puzzle II, which is an adaptation of Elliot Aronson's original strategy (1978), and the same heterogeneous groups of TIA and TGT work. Its difference is that each member of the group becomes an expert in a category or section of the topic in general. Each one is responsible for informing and teaching their knowledge to the other members of their own group so that each one can solve some type of individual evaluation as it is done in the TIA.

Group activities also stand out for the many advantages they offer the student in the learning process and specifically in language acquisition. As Oxford (1990) said, anxiety strongly hinders the natural or academic learning process. Group activities reduce classroom anxiety as students work in a confident and less competitive environment. Also, even the most self-conscious and introverted students are advantaged by these group activities, since they encourage peer interaction, as each of the members constantly support each other to achieve the success of the entire team. Oxford (1996) adds that students develop greater self-confidence by being able to speak adequately in front of an audience. As a result, students' levels of self-esteem and motivation increase.

Gapping activities

These gapping activities can be associated with missing or insufficient information activities (Nordquist, 2018). These activities are distinguished by challenging the student to use all possible means and materials, prior knowledge being the essential source, in order to discover the missing or lost element in a particular context. Gapping activities highlight the authentic purpose related to communication when transferring information or searching for and matching the non-existent extract of one person with another, in this case, between students.

In order for this process to occur in a timely manner, each student makes use of previously learned skills and develops new competencies to achieve the goal set (Bilash, 2014). It is absolutely necessary that the student be able to negotiate, collaborate and exchange information in order to achieve the common goal. In addition, gapping activities provide a wide variety of adaptable materials and tasks, as well as encouraging group work, and thus developing cooperative skills.

According to Rosenberg (2009), in his article "Tools for Activating Materials and Tasks in the English Language Classroom" he presents three possible activities that can be modified to contain new vocabulary literals, orient a new topic or lesson, or revise any content, such as grammatical structures.

- *Riddle Schmooze* requires students to get the extract that complements an entire element of one of their peers. The verb *to schmooze* refers to an informal, common and ordinary talk. So, this activity tries to get the students to move around the class and chat with several classmates to get the complement of their fraction, so that they can practice several registers. For example: how to greet someone formally and informally, or how to courtly interrupt ongoing conversations.

The procedure is simple, the first half of students are provided with puzzles and the second half with solutions. They have 1 to 3 minutes to memorize their part, so that they can then have the opportunity to practice and improve their level of English, chatting with their classmates and finding the answer to their riddle, or on the other hand, the riddle to their solution. This section has a time limit and students should sit down as soon as they have found their partner.

Plenty variations are possible. For example, riddles' format can change, the teacher may use vocabulary words to find their definition. Otherwise, for classes of more beginner levels, images or graphics can be used. The purpose of this activity is to discover among other students the complement to their piece of information. It also has a clear objective, provides a fun and interactive way to review vocabulary items or to practice grammatical structures for a test.

- *Monster Madness* challenges students to practice particular registers to describe figures, directions, and positions. The purpose of this activity is to develop listening comprehension skills as well as the accuracy of the message transmitted through oral skills. By stage of conditioning, the teacher should guide the students to review how to give directions, describe and compare between geometric figures according to their size, for example.

Consequently, students should draw a monster only using geometric shapes. Students are required to pair up and sit with their backs to each other. Immediately, they take turns describing their creations, and reproducing their classmates' monster based on their oral description. A possible outcome for this activity may be for students to summarize or identify the differences between the described drawing and the original drawing. However, in order to adapt this task for more beginner levels, students can describe the differences in photographs or paintings.



Figure 3: Monster madness sample.

Source: Patricia Mosquera (2017)



Figure 4: Cartoon monster

Source: pngtree (2018)

- *Grids Galore* provides many possibilities for practicing oral skills and can work at a variety of levels. In addition, the grids can be any size and it is advisable to encourage students to draw their own squares to be prepared for the activity. Teacher can handout cards for the grids' creation, and even provide prompts to make pupils feel motivated and engaged to participate actively and cooperatively.

The indications are similar to those signaled in "Monster Madness", each participant in each group gives verbal directions to another student who must color a single box if he or she is correct with the answer to any type of question. At the end of the contest, the students compare the solution grid with the original one. It is then that cooperative interaction becomes effective, as students can practice grammatical structures, vocabularies, or any content revised in class.

To depict:

If the plurar of “foot” is “foots”, mark three boxes to the right and one box up of F5. But if the plurar of “foot” is “feet”, mark two boxes to the left and three boxes down of E7. Then:

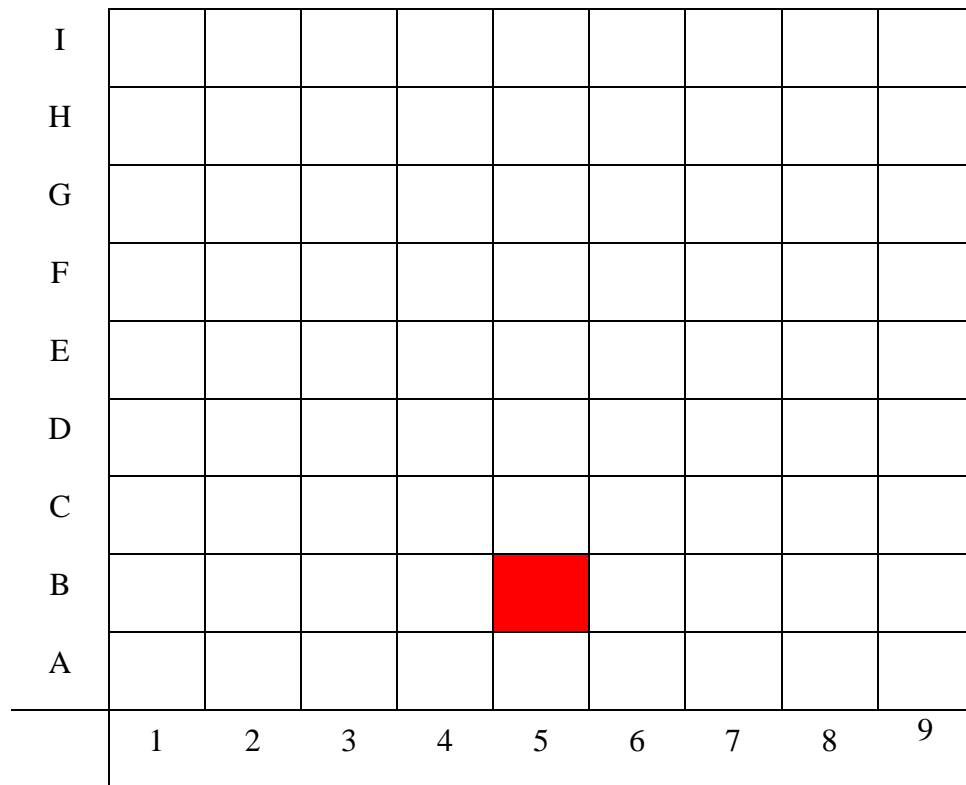


Figure 5: Grids Galore

Source: Direct research

Author: Montenegro, R. (2019)

Language learning

An effective process of teaching children a foreign language, is seldom decided by language teachers or L2 learning experts, responsible of allowing the correct function of learners' cognition (Cook, 2016). L2 learners are attempting to communicate through a language that is not their own. Thus, knowledge needs to be integrated into the student's intellectual framework. Fulfilling this condition, it is concluded that learning is constructed, or psychologically speaking, constructive.

This happens when the cognitive abilities of the learner are able to assimilate, interpret and make their own the information provided as part of the learning. Then he acquires new knowledge from the one he already possessed.

Every process related to the learning of a language occurs as a result of a teaching theory. Thus, Byrne (2016), deduce that it is not enough to pay attention only to the work of the teacher, but also an avid attitude to learn on the part of the students. It is understood, then, that teaching and learning are extremely linked processes, since one does not exist without the other.

The best quality for a correct learning of a language, such as English, is significance. Learning is significant when the student is able to understand, process and organize the presented information, as well as respond appropriately to the teacher's commands. Therefore, the student is the actor that complements the learning process, the more skills and knowledge he or she brings, the greater the result (Gonzales, 2008).

In addition, in linguistic terms, interlanguage is also part of learning. It is understood that interlanguage is the transitory phase that we experience when acquiring fluency and precision in the learning of a foreign language.

Productive skills

There are two sets of skills needed to learn a language successfully: receptive and productive skills. The first set of skills demand a decoding process whilst the listeners or readers attempt to comprehend the messages or pieces of information basing on their own language competence and background. The second set requires an encoding process in which the speakers or writers use the language to put forward their messages, using language items of their choice (THU, 2019).

However, (Golkova, 2014) states that although speaking and writing skills are substantially different in many respects, both are used for the same purpose - to communicate. In addition, for many authors oral skills are the most important because it allows to interact and communicate feelings, thoughts, etc., with the people surrounding us.

Furthermore, (Hossain, 2015) sustains that the objective of mastering productive skills is the effective communication. Thus, students in the EFL classroom should be able to make themselves understood to others, avoiding creating a confusing message due to faulty pronunciation, grammar or vocabulary; and observe the social and cultural norms that are applied in each communicative situation.

As described above, foreign language acquisition is not only about learning grammatical structures and lexical units, but it also involves learning and perfecting the four fundamental skills: reading, writing, listening and speaking. Consequently, there is a subdivision of the above skills. These are receptive and productive. Receptive skills are understood to work for receiving and interpreting the message from the sender. Therefore, productive skills are those that allow us to generate language, in written and spoken form.

Writing skill

Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students must learn the art of good writing which is essential to excel at both academic and professional levels. Good writing skills are needed for all students to accomplish their educational and employable requirements.

The following are some of the reasons showing the importance of writing skills (Rao, 2018): to write technical documents, research papers; to obtain a good job; to make presentations and reports; for improving communication skills; for improving creativity, exploration, and essential for self-understanding.

This productive skill, which human beings are capable of learning, is eventually acquired through a learning model, that is, people are part of literacy. (Hossain, 2015) mentions that the writing process involves a graphic representation of speech, and the development and presentation of thoughts in a structured way.

Producing this type of language skill requires micro-skills such as the speed to use vocabulary units correctly based on grammatical structures dictated by a language or dialect. Definitely, they are not the only micro-skills used to reproduce written language. Therefore, Brown (2001) poses a more extensive set of simultaneous skills required for writing:

- Convey a specific idea using different grammatical constructions.
- Reproduce graphemes and adopt appropriate spelling conventions.
- Use cohesive mechanisms of written language.
- Distinguish the literal and/or implicit meaning of the text.
- Express from the cultural point of view specific references that appear in the context of the written document.
- Establish links and connections between the different events by assigning to such relationships the denominations of main idea, secondary idea, new information, given information, generalization and exemplification.

Oral Skill

Oral dexterity is considered to be the most important skill in language and described as complex as having a multi-level skill (Bygate, 2002). It is understood that it is complex because beginner learners must use their basic knowledge of language and activate their skills under pressure. Psychological models determine that speakers are able to plan and monitor their language production when they are socially and psychologically motivated (Djigunović, 2006).

Oral expression is undoubtedly one of the most important abilities of human beings to communicate a message in the most prompt and propitious manner. It is true that linguistic expression is always communication, but not all communication is done through language, due to the evident existence of non-verbal communication systems. Consequently, it is determined that human beings, men and women, communicate with each other by means of languages, orally or in writing, such as English, German, French, or Spanish.

Human beings communicate orally when we exchange information, share ideas or feelings; that is to say, we emit a message, which in turn, is received by a second actor who has the possibility of generating a response or another type of message, thus prolonging the communicative process (Martinez, 2013). Then, a suitable receiver is capable of perceiving, interpreting, classifying and capturing the information. An emitter is apt when he uses the textual typology, the most suitable register and communicative key, to be understood (Sperber & Wilson, 2014).

There are two subskills that characterize oral ability. The first is precision, which includes the correct use of vocabulary, grammatical structures and pronunciation. In addition, fluency includes all the skills necessary to move hundreds of muscles such as the larynx, throat, mouth, lips, and tongue, among others, in order to naturally pronounce words as a native speaker does.

Ultimately, oral proficiency refers to the ability to communicate a message through speech. Thus, the pragmatics that is the context that influences the interpretation of a meaning, the communicative focus or purpose, and the media are the elements that also contribute to the process of communication to make it real and effective.

2.5 Hypothesis

“Gapping activities” does **affect** the speaking accuracy development.

2.6 Pointing variables

Independent Variable: Gapping Activities

Dependent Variable: Speaking accuracy

CHAPTER III.

METHODOLOGY

3.1 Research approach

This research has both qualitative and quantitative approaches. Qualitative because it is based on verifiable and demonstrable scientific knowledge and teaching theories to cope with a specific curriculum within the educational field. This means that the qualitative research aims to describe, explain, and ascertain phenomena (causality) (Hernández Sampieri, 2014). This research also embraces a quantitative approach because the process is sequential and probationary. Furthermore, it includes a proposal which gathers numerical data that may verify the hypothesis about the efficacy of these gapping activities to learn English as a foreign language.

3.2 Basic mode of investigation

The critical proactive paradigm is clear subject of this research because the problem requires an internal investigation, a proposal for immediate solutions with the purpose of achieving the most appropriate way to learn English (Naranjo, Herrera, & Medina, 2014).

Due to the presentation of information through direct contact of the investigator and the intervention of students, this research is **field**. Authorities, teachers, and staff also were contributing features of this research starting from the daily coexistence within Universidad Técnica de Ambato educational environment.

It is **bibliographic-documentary** because the data is obtained from various sources of information such as brochures, books, both physical and digital articles and evaluations available on the Internet, which provide a theoretical basis for the research presented.

This project is also **quasi-experimental** to determine the effect produced by the independent variable (gapping activities) on the dependent variable (speaking accuracy). This modality provides a trustworthy method to determine the relationship of cause and effect between both variables. Furthermore, some extraneous variables can jeopardize internal validity (Campbell & Stanley, 2015).

3.3 Level or type of investigation.

Exploratory level: Problem causes are diagnosed attached to students' reality in the development of English-speaking skills.

Descriptive level: Causes and effects related to the problem are addressed and it explains how "gapping activities" can complement the curricular activities in speaking skills' development of English language.

Variables association level: Both, dependent and independent variables, of the research are associated with the previously described problem and are directly linked to the formation of a hypothesis that seeks the solution of this issue.

3.4 Population.

Population considered as case of study is formed by young adults' students who belong to the second level of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Table 1: Population

Description	Male	Female	Total
Experimental	10	25	35
Control	14	21	35

Source: Direct research

Author: Montenegro, R. (2019)

3.5 Operation of variables

Chart 1: Independent variable operationalization

“Gapping activities”

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Communicative activities that allow to transfer and discover missing information using collaborative faculties in students. They ask each other questions to which they don't know the answer; these are called referential questions. The goal of the activity is for the students to discover certain information (Bilash, 2014).	Information Exchange Acquisition of Information Collaboration	Constant communication Missing information is received Students cooperate for information.	How often did you need to communicate? How many students did you have to interact with? Was the exchange of information successful? Do both extracts of information have a correct relationship? Was the use of collaborative skills important?	Lesson plan Pre- test Gapping Activities application Post-test

Source: Direct research

Author: Montenegro, R. (2019)

Chart 2: Dependent variable operationalization

“Speaking accuracy”

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Correct use of grammatical structures, appropriate register and vocabulary, and proper use cohesive devices.	Grammar Register and vocabulary Coherence and cohesion	Language is grammatical correctly produced Appropriate use of words and demands. Proper use of semantics and syntax	Is the idea elaborated correctly? Is the message coherent? Is your message offensive? Is your message clear and understandable? Is it easy to keep the conversation going? Is communication interactive?	Interview Rubrics Checklists

Source: Direct research

Author: Montenegro, R. (2019)

3.6 Information collection plan

Chart 3: Information collection plan

Basic Answers	Explanation
Why?	To achieve research objectives.
Whom?	Students from second level who belong to Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.
Which aspects?	"Gapping activities" and speaking skills development
Who?	Research autor
When?	2018-2019
Where?	Universidad Técnica de Ambato
With what?	Interviews, checklists, rubrics, pre-test and post-test.
Which situation?	Respect, investigative professionalism and absolute reserve and confidentiality.

Source: Direct research

Author: Montenegro, R. (2019)

3.7 Information processing plan

This research is based on experimental approach, since it is the most propitious methodology to analyze how the research object responds to a stimulus, which would be the implementation of "gapping activities".

Two groups of students were chosen to carry out the experiment even though they may be chosen randomly, it is understood that randomness has a high rate of variability of performances which balances the cognitive levels of both groups (Konold, 2011).

To illustrate:

Chart 4: Methodologic groups

GROUP	PRE-TEST	INDEPENDENT V.	POST-TEST
Experimental	X	X	X
Control	X		X

Source: Direct research

Author: Montenegro, R. (2019)

Four stages were brought to bear for the implementation of this project in pursuance of achieving the objectives of this research: *pre-test, application, post-test, analysis*.

Pre-test

First of all, a prior evaluation is applied to the whole population to corroborate the baseline from which we will start, and in the same way, it will indicate the current level of students' oral skills. Thus, the 'speaking' section of a 'Preliminary English Test' from Cambridge University was used for this purpose. It is important to mention that there are some free samples of this test available on the Internet.

The speaking section of this 'Preliminary English Test' includes 4 sections: a short interview, a dialogue, an image depiction, and a personal description. First, the interview section should not be longer than 3 questions with plenty variations: Could you spell your surname? What do you like the most about your city? What do you enjoy doing in your free time? Second, the interlocutor relates a situation and provides pictures for guidance, so both students talk together and draw up a conclusion. Then, each student is given a picture, so they have to describe every single detail possible. Finally, they talk about their own experience based on the last picture provided.

The international PET test is scored based on 4 criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication. Each of these are scored over 5 points, 20 in total, which are awarded in regard to a rubric (Annex 3). There is an additional aspect that is considered as the 'overall achievement' of students taking this examination.

Application

Treatment application will last a maximum of one hour each session. This suggests that each student has the time necessary to cooperate and fulfill the designated task. Considering that Mengduo and Xiaoling, (2010) and Alshumaimeri and Almasri, (2012) in their researches about similar variables, the first applies an experiment over 4 weeks and the second for 7 weeks. There will be two sessions in total. Each session includes the

three tasks from the "Gapping Activities", each task with a strategy variation. Since two particular topics were addressed, different materials and procedures were needed.

Hence, the workshops will be developed with the use of "Gapping Activities" only with the EXPERIMENTAL GROUP. Meanwhile we will be able to collect any relevant and problematic information in the application stage.

Post-test

Finally, both groups are evaluated with a different PET test that measures the progress they have obtained throughout the time the experiment lasted. Precisely, the post-test is not different in difficulty, but in the nature of questions in order not to be repetitive, so students can use their new-learned abilities to cope with the same level test. Equally, the evaluation followed the same procedure and criteria as the pre-test.

The desired results will be that, the EXPERIMENTAL GROUP obtain a score significantly superior than the CONTROL GROUP in the post-test, since this will demonstrate the complete effectiveness of "Gapping Activities".

Analysis

Afterwards, all the numerical data was gathered for being object of adequate analysis by using statistical T-test, in order to contrast scores between experimental and control groups, before and after the application of the independent variable. Consequently, conclusions and recommendations can be displayed for further investigation.

CHAPTER IV.

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of results

This chapter aims to present the interpretation of numerical data, as well as the graphical representation, obtained from the experiment application with students from second semester who belong to Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The information is displayed with the help of tables and figures to have a better insight.

First, a table show the scores acquired from students belonging to the control group in the pre- and post-test. Afterwards, another table show the scores acquired from the experimental group in both tests. Both tables enable us to proceed to contrast data by means of T-test, as well as graphically, which appropriately demonstrates the acceptance of either the null or alternative hypotheses.

Two aspects are considered, the average score, which is over 20 marks and comprises 4 criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication; and the overall achievement, which is over 5 marks, to reflect on how well students performed an international PET test, speaking section.

Besides, a relevant observation is that oral production is considered *accurate* when there is a correct use of the language, including use of grammar, vocabulary and pronunciation (Ahmadian, 2011). Although, accuracy is often detached from fluency because the message's meaning can be clear but contain vocabulary or grammatical mistakes.

4.2 Interpretation of data

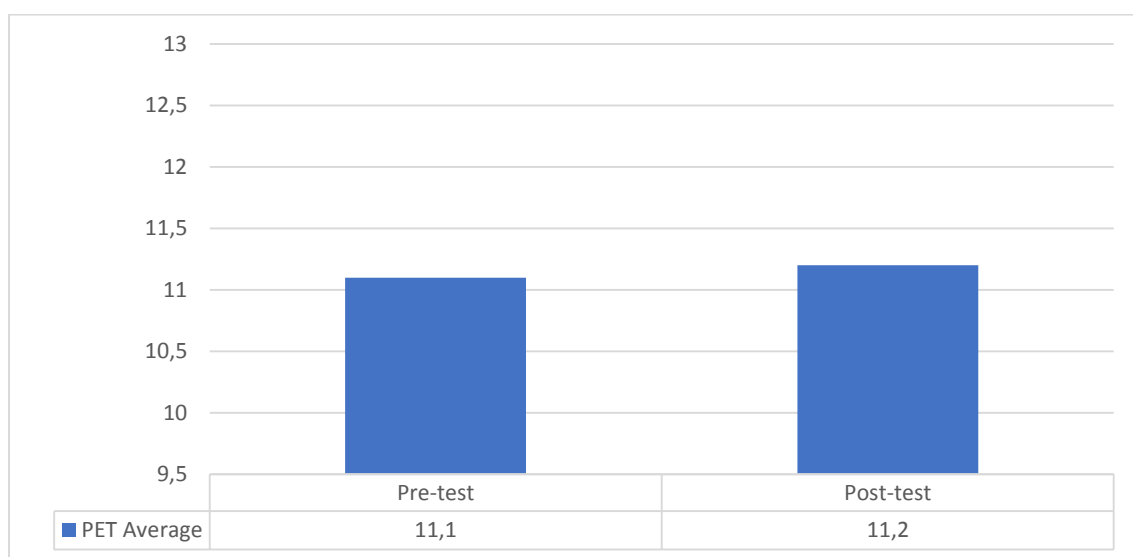
Table 2: Control group performance in the pre- and post-test.

Control group				
	Pre-test		Post-test	
	Pet average	Overall achievement	Pet average	Overall achievement
Student 1	8	2.5	9.5	2.5
Student 2	10	2.5	9.5	2.5
Student 3	10	3	12	3
Student 4	9	2	11	2.5
Student 5	10.5	2.5	10	2.5
Student 6	11	2.5	8.5	2
Student 7	10.5	2.5	11.5	3
Student 8	11	2	13	3
Student 9	11.5	3	13	3
Student 10	11	2	10	2.5
Student 11	12.5	3.5	12	3
Student 12	11	3	14	3.5
Student 13	13.5	3	11	2.5
Student 14	8.5	2	11.5	2.5
Student 15	14	3.5	11.5	2.5
Student 16	12	3	12	3
Student 17	10.5	2.5	10	2.5
Student 18	12	3	12	2.5
Student 19	10	2.5	11.5	2.5
Student 20	11	3	12	3
Student 21	12	3	11.5	2.5
Student 22	11.5	2.5	10	2
Student 23	11.5	2.5	11	2.5
Student 24	8.5	2	13	2.5
Student 25	12	2.5	10	2
Student 26	12.5	2.5	11	2.5
Student 27	11	3	11.5	2.5
Student 28	12	2.5	9.5	2
Student 29	13	2.5	12	3
Student 30	11	2.5	11	2.5
Student 31	9.5	2	9	2
Student 32	12	2.5	10.5	2.5
Student 33	11.5	2.5	12	2.5
Student 34	11.5	2	12	2.5
Student 35	12.5	3	13	3

Source: Direct research

Author: Montenegro, R. (2019)

Figure 6: Control group PET average in the pre- and post-test.



Source: Direct research

Author: Montenegro, R. (2019)

Analysis and interpretation

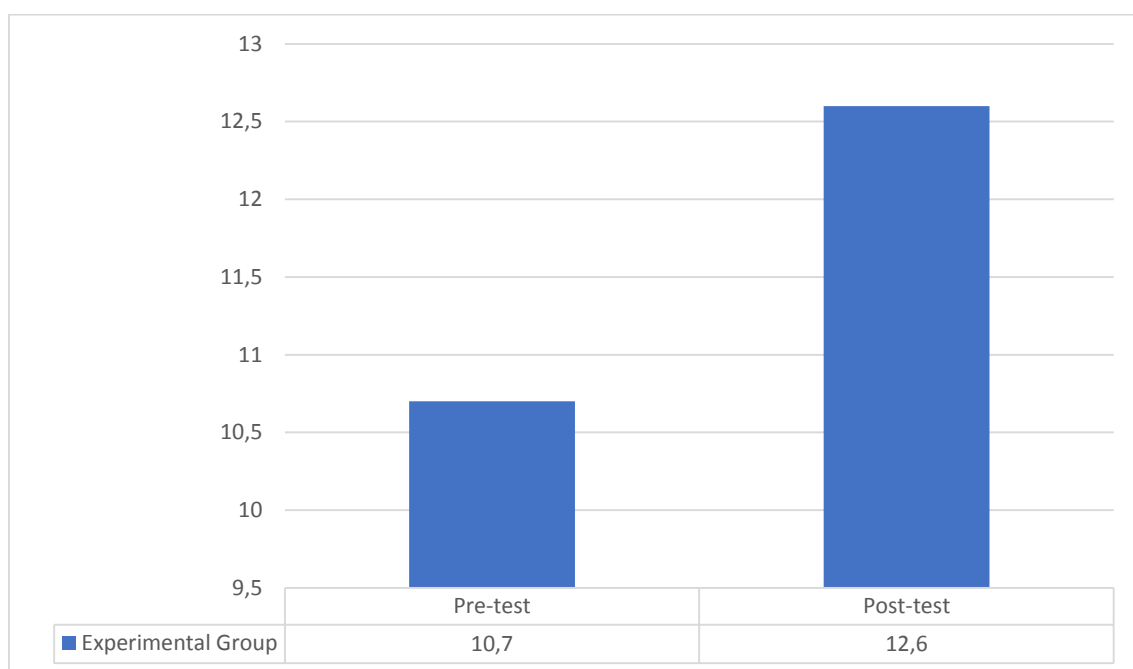
The first table gathers scores obtained from the control group in two international PET examinations, speaking section. Two main aspects are considered: PET average and the overall achievement. Furthermore, the graph depicts how well students performed in both speaking tests, which were taken at the beginning and at the end of the experiment. In the first PET test, students' average is 11.1 points, which represents 55,6% of the total. In the second PET test, students' average is 11.2 points, which represents 56% of the total. Contrasting the scores of both tests, there is neither a noticeable difference, nor an improvement in students' speaking performance because even the overall achievement scores share the same average.

Table 3: Experimental group performance in the pre- and post-test.

Experimental group				
	Pre-test		Post-test	
	Pet average	Overall achievement	Pet average	Overall achievement
Student 1	10.5	2.5	12.5	3
Student 2	10.5	2.5	13	3.5
Student 3	9	2	14	3.5
Student 4	9.5	2.5	13	3.5
Student 5	11	3	12	3
Student 6	11.5	2.5	13	3
Student 7	8	2	12.5	3
Student 8	9	2	11	3
Student 9	7.5	2	13	3
Student 10	12.5	3	13.5	3.5
Student 11	10	2.5	11	3
Student 12	15.5	3.5	16	4
Student 13	12	3	14	3
Student 14	10.5	3.5	11	2.5
Student 15	12	3	12	3
Student 16	10	2	11	2.5
Student 17	9	2.5	11	2.5
Student 18	7	2	12	3
Student 19	10.5	2.5	12	3
Student 20	12.5	3	14	3.5
Student 21	7.5	2	10	2.5
Student 22	13	3.5	15	3.5
Student 23	17.5	4.5	18.5	4.5
Student 24	9	2.5	11	2.5
Student 25	10.5	2.5	11.5	2.5
Student 26	12.5	3	15	4
Student 27	10	2.5	11.5	2.5
Student 28	9	2.5	11	2.5
Student 29	10.5	2.5	12	2.5
Student 30	12	3	13	3
Student 31	13	3.5	13	3
Student 32	12.5	3	13	3
Student 33	10	2.5	12	3
Student 34	8.5	2.5	10	2.5
Student 35	11.5	3	13	3

Source: Direct research**Author:** Montenegro, R. (2019)

Figure 7: Experimental group PET average in the pre- and post-test.



Source: Direct research

Author: Montenegro, R. (2019)

Analysis and interpretation

The table contains two aspects from the pre- and post-test of students from the experimental group: PET average and the overall achievement. These students were able to increase their overall achievement from 2.7 to 3 points out of 5. Statistically, they improved their performance from 54% to 60%, which indicates a 6% of speaking skills enhancement. Moreover, these students got in the pre-test a PET average of 10.7 points out of 20, which constitutes the 53.6% of the total. In the post-test, the same group got 12.6 points out of 20, which constitutes 63% of the total. This means that their speaking skills had a 10% improvement during the application of the gapping activities.

4.3 Verification of hypothesis

The T-test was used to corroborate which hypothesis is valid according to the current project of investigation ““gapping activities” and speaking accuracy”. Precisely, this T-test was selected as the most propitious to examine statistically if there is a significant improvement of the independent variable among two homogeneous samples that share a normal distribution and homogeneity in their variances (Sánchez, 2015).

Table 4: T-Student (control group)

Mean	11.1
Estimates mean of	11.21
Standard deviation	1.36
Degrees of freedom	68
T Critical Value	1.99
T Statistical Value	-0.27
P Value	0.7

Table 4 displays results obtained from the T-test that analyzed data from the control group. This P value 0.7 is narrowly higher than 0.05 which is the maximum. This means that their speaking skills improvement is **not** statistically significant. Thus, the control group students keep their current speaking skills improving by extraneous factors just like the normal curriculum set at the university.

$$t = \frac{\bar{x} - \mu}{\frac{s_x}{\sqrt{n}}}$$

Where:

\bar{x} = Mean

μ = Estimates mean of

s_x = Standard deviation

n = Sample size

Table 5: T-Student (experimental group)

Mean	10.7
Estimates mean of	12.6
Standard deviation	2.86
Degrees of freedom	68
T Critical Value	1.99
T Statistical Value	-3.88
P Value	0.00016

$$t = \frac{10.7 - 12.6}{\frac{2.86}{\sqrt{35}}}$$
$$t = -3.88$$

Table 5 presents the statistical results obtained from analyzing data from the experimental group. The P value which is **0.00016**, notably lower than 0.05 with a significance level of 5%, shows a statistical significance. This implies that the null hypothesis **H0** is rejected. Hence, the alternative hypothesis **H1**, “gapping activities” does **affect** the speaking skills development, is accepted.

CHAPTER V.

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Initially, students believed these gapping activities were as boring as other traditional class activities, so these were unknown to the population at first. Thus, with the application of the experiment, students' awareness about these gapping activities arose; furthermore, they enjoyed practicing their English-speaking skills by using this strategy that enabled them to work collaboratively to meet a common goal. Therefore, these activities can be used as complementary tasks aimed at teaching English as a foreign language.
- In the pre-test stage, it could be noticed that most of students were not capable of describing important details from pictures provided, for example: there are books on the shelves. Consequently, students became more observant after practicing the activity called 'Monster madness' where they had to create their own drawing and describe as best as possible to a classmate that had to follow the instructions to recreate the monster. This activity helped students to perform better in the PET speaking post-test, where they had to describe pictures in detail, including elements, actions, and feelings.
- Students' speaking skills' improvement is more evident in those from the experimental than the control group based on the results taken from the post-test. Hence, gapping activities do contribute positively to students' speaking skills development since the tasks aim to trigger interactive communication among students and doubts clarification by the teacher. In addition, the materials prepared for the activities' procedure did engaged students to fulfill successfully the objectives prescribed.
- The workshops containing the three gapping activities elapsed at different rates one from the other. This happened because the activities were adapted according to the grammar point reviewed, so students may take more time to fulfill the tasks when including harder grammatical structures, as well as vocabulary items.

5.2 Recommendations

- To implement the gapping activities in various lesson plans. Each one of these activities can be applied in different situations in accordance with the lesson stage, and level of English proficiency. This requires a definite awareness about what they are and how to adapt them to a specific class.
- To include at least one of these gapping activities occasionally to quit the routine of the same TTT (teacher talking time) teaching model. This will persuade students to use and rehearse their speaking skills while having fun with these activities that are considered as games with teaching purposes.
- To encourage interactive communication among students by using these gapping activities. When the tasks inspire students to work cooperative and collaboratively, the class automatically arise a feeling of motivation. Also, to prepare in advance materials needed for the tasks' achievement, and to be prepared for any question or doubt students may have.
- To adapt these activities carefully in any lesson plan. It is vital to analyze how many activities can be added to a lesson and to locate them appropriately in either the presentation, practice, or production stage. In addition, the time management is critical to achieve the goals settled by the teacher.

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B. Annexes

Annex 1. Research paper

“Gapping activities” and oral skills development.

Roberto Antonio Montenegro Arcos

Universidad Técnica de Ambato

lrhs.beto@gmail.com

Edgar Encalada Trujillo

Universidad Técnica de Ambato

eg.encalada@uta.edu.ec

Abstract

This research paper aims to explore how the gapping activities influence students' oral skills development midst an educational curriculum about learning English as a foreign language. English is the most widely used language not only when traditional means of learning and communicating are available, like books, are used, but also when more universal and effective means of communication, like the Internet. If communication and information are the key to progress and the bases for technological development and if information is power, we can state, beyond any doubt, that English is the most actively influential international language. Therefore, these gapping activities have been used to compensate the lack of cooperative tasks that allow students to practice their speaking skills. Specifically, there are three gapping activities: riddle schmooze, monster madness, and grids galore. Each one of these can be adapted according to students' needs and English proficiency level.

As a result, using these gapping activities as complementary tasks for teachers' lessons allow students to rehearse their oral skills in an interactive and collaborative environment which is beneficial for boosting students' motivation.

Key words: gapping activities, oral skills, English language

It is a fact that there is a vast amount of activities to enhance the learning of the English language. Specifically, completion activities tend to be monotonous and tedious for students since they must fill in blanks, only based on information previously exposed by the teacher during class. However, these “gapping” activities propose a more dynamic and entertaining communication among students, who must work together to get the missing information from the other, and thus achieve the desired objective.

The singularity of the "gapping activities" is that it provides to students all the possible tools to practice orally all the theoretical contents previously revised. In addition, the teacher who uses this strategy, also builds a friendly and cooperative atmosphere to stimulate the full potential of pupils. These fun activities are not subject to possible attempts of plagiarism. I.e., given the necessary instructions, students won't be able to copy the missing information without having to communicate using English language since it is unique and original, previously created by classmates or professor.

The implementation of gapping activities in a classroom contributes

significantly and effectively to the development of English language skills as students are forced to create meaningful dialogues with their working pairs. Students' effort is not asked compulsory, but instructions imply that cooperative and competitive skills are needed to achieve the desired goal or a reward from the teacher. To illustrate, if the student's mission is to find the synonym for the word designated by the teacher, he/she must establish a conversation with his/her peers to inquire and discover such missing information. In this way the student requires using all possible resources to understand and to be understood, i.e. to send and receive a message, composing the most basic elements of communication.

Nevertheless, this teaching strategy requires the use of many resources to be able to be implemented. First, the time and effort that requires the elaboration of didactic materials for better understanding of the instructions and suitable development each activity assigned to the students. Second, as mentioned by Scarcella & Oxford, (1992) in “The Tapestry of Language Learning: The Individual in the Communicative Classroom” realia is everything used as an educational

resource for teaching foreign languages. Thus, there are countless examples of realia such as toys, dolls, magazines, cards, maps and even food. Third, students' prior knowledge is the most important resource in the development of these activities. This preconceived English language skills allow them to communicate when asking or giving instructions to their colleagues. In short, these "gapping activities" require real materials for a better teaching and understanding of instructions. For the application of these activities some specific materials are needed, small cards or "flashcards"; recycled sheets; an example of a drawing made only with geometric figures; and an example of a grid properly identified with all its elements

There are plenty bibliographical sources related to the main subject of study which is a group teaching strategy for developing oral skills in students. Some of these investigations are shown to determine the importance and usefulness of these gapping activities.

According to Torres García (2014) on his research done at Valladolid University, titled "EL APRENDIZAJE COOPERATIVO EN EL AULA DE INGLÉS DE 4º DE EDUCACIÓN PRIMARIA", she points out that the

characteristic that differentiates cooperative work from the traditional group is that each member of the group has a specific function and that he makes use of his skills to achieve a common goal for the good of the group. In addition, the same author affirms that the subjects of any type can be treated in group activities, but that special care should be taken with the approach of the subject in question. Another very interesting conclusion is that teachers are expected to work with noise or intimidation by students working in a group, involve talking among all the groups that speak and delegate the functions of moderator in each group so that the work is optimized, and no member feels left out.

On the other hand, Slavin & Johnson, (1999) state that in a cooperative classroom, if the teacher has all the attention in a group that produces a lot of noise and works very little, the other groups will not take long to imitate this misconduct to call his/her attention, although it was in a negative way. On the contrary, if the teacher concentrates on working with the groups that participate and contributes positively in the class and, therefore, rewards them in the positive way, the teacher also receives the same positive response.

Likewise, (Turruón Borallo, 2013) on his research: “LA ENSEÑANZA DE LENGUAS EXTRANJERAS A TRAVÉS DEL APRENDIZAJE COOPERATIVO: EL APRENDIZAJE DEL INGLÉS EN ALUMNOS DE PRIMARIA” he concludes that working in groups allows a greater sociability of the students in the classroom, thus improving the quality of social relations between classmates. Another huge conclusion this author made is that students have felt more motivated to work in the group than individual work. The fact of having peer support and being assigned responsibilities within the group has generated greater self-confidence, independence and autonomy. Additionally, the sustenance of Rosenberg A. J., (1970) which states that this type of group learning avoids low self-esteem, reinforces the self-concept, avoids anxiety, nervousness, and favors academic success.

The collection “APRENDER JUNTOS” (Johnson & Johnson, 2002) present some book resources specialized on studies about evaluating self-esteem elements. They found that cooperation increased students' general and academic self-esteem more than competition or individualism. Slavin & Johnson (1999), also state that: "All methods of

cooperative learning share the basic principle that students must work together to learn and are as responsible for the learning of their peers as they are of their own."

This investigative background validates the application of the "happing activities" as an English teaching strategy among students of all ages. The use of these activities offers an effective development of the oral ability through the use of cooperative skills in students. These gapping activities can be paired with missing information activities, and highlights the purpose related to the authentic communication in students. This happens while exchanging information and obtaining the missing data needed to fulfill the objective.

Each student must use prior knowledge and skills to succeed. It is absolutely necessary that the student be able to negotiate, collaborate and exchange information effectively to accomplish the common goal. In addition, the gapping activities provide a wide variety of materials and adaptable tasks, as well as also encourages the team work, and therefore to develop the cooperative ability. To illustrate, these activities can be divided into three different versions

- *Riddle Schmooze* requires students to get the extract that complements an entire element

of one of their peers. The verb *Schmooze* refers to an informal, common and ordinary talk. So, this activity tries to get the students to move around the class and chat with several classmates to get the complement of their fraction, so that they can practice several registers. For example: How to greet someone formally and informally, or how to courtly interrupt ongoing conversations.

The procedure is simple, the first half of students are provided with puzzles and the second half with solutions. They have 1 to 3 minutes to memorize their part, so that they can then have the opportunity to practice and improve their level of English, chatting with their classmates and finding the answer to their riddle, or on the other hand, the riddle to their solution. This section has a time limit and students should sit down as soon as they have found their partner.

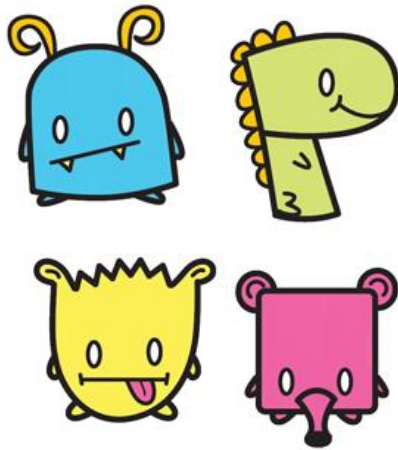
Some variations are possible. For example, riddles' format can change, the teacher may use vocabulary words to find their definition. Otherwise, for classes

of more beginner levels, images or graphics can be used. The purpose of this activity is to discover among other students the complement to their piece of information. It also has a clear objective, provides a fun and interactive way to review vocabulary items or to practice grammatical structures for a test.

- *Monster Madnes* challenges students to practice particular registers to describe figures, directions, and positions. The purpose of this activity is to develop listening comprehension skills as well as the accuracy of the message transmitted through oral skills. By stage of conditioning, the teacher should guide the students to review how to give directions, describe and compare between geometric figures according to their size, for example. Consequently, students should draw a monster only using geometric shapes.

Students are required to pair up and sit with their backs to each other. Immediately, they take turns describing their creations, and reproducing their classmates' monster based on

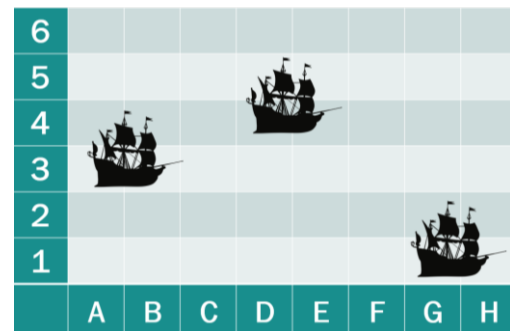
their oral description. A possible outcome for this activity may be for students to summarize or identify the differences between the described drawing and the original drawing. However, in order to adapt this task for more beginner levels, students can describe the differences in photographs or paintings.



- *Grids Galore* provides many possibilities for practicing oral skills and can work at a variety of levels. In addition, the grids can be any size and it is advisable to encourage students to draw their own boxes to prepare them for the activity. Teacher can handout cards for the grids' creation, or example prompts to make pupils feel motivated and engaged to participate actively in this activity.

Each participant in each group gives verbal directions to another student who must color a single box if he or she is correct with the answer to any type of question. At the end of the contest, the students compare the solution grid with the original one. It is then that cooperative interaction becomes effective, as students can practice grammatical structures, vocabularies, or any content revised in class.

To depict:



In conclusion, these three dynamic activities propose an effective methodology to develop English oral skills among students of all ages. Therefore, they will enhance cooperative skills since they are raised to be in large and small groups and even couples. One more important note is that these activities require previous organization to allow better mobility of students to guess the riddles or so that they are properly seated giving backs among them and work with drawings and grids.

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Annex 2. Standard PET tests

Pre-test

Preliminary English Test for Schools Speaking Test							
Part 1 (2-3 minutes)							
<p><i>Phase 1</i> Interlocutor</p> <p>A/B Good morning / afternoon / evening. Can I have your mark sheets, please?</p> <p style="text-align: center;"><i>(Hand over the mark sheets to the Assessor.)</i></p> <p>A/B I'm and this is He / she is just going to listen to us.</p> <p>A Now, what's your name? Thank you.</p> <p>B And what's your name? Thank you.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"><thead><tr><th colspan="2" style="text-align: center; padding: 5px;">Back-up prompts</th></tr></thead><tbody><tr><td style="width: 50%; padding: 10px; vertical-align: top;"><p>B Candidate B, what's your surname? How do you spell it?</p><p>Thank you.</p><p>A And, Candidate A, what's your surname? How do you spell it?</p><p>Thank you.</p></td><td style="width: 50%; padding: 10px; vertical-align: top;"><p>How do you write your family / second name?</p> <p>How do you write your family / second name?</p></td></tr></tbody></table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"><tbody><tr><td style="width: 50%; padding: 10px; vertical-align: top;"><p><i>(Ask the following questions. Ask Candidate A first.)</i></p><p>Where do you live / come from?</p><p>Do you study English at school?</p><p>Do you like it?</p><p>Thank you.</p><p><i>(Repeat for Candidate B.)</i></p></td><td style="width: 50%; padding: 10px; vertical-align: top;"><p>Do you live in ...?</p> <p>Do you have English lessons?</p></td></tr></tbody></table>		Back-up prompts		<p>B Candidate B, what's your surname? How do you spell it?</p> <p>Thank you.</p> <p>A And, Candidate A, what's your surname? How do you spell it?</p> <p>Thank you.</p>	<p>How do you write your family / second name?</p> <p>How do you write your family / second name?</p>	<p><i>(Ask the following questions. Ask Candidate A first.)</i></p> <p>Where do you live / come from?</p> <p>Do you study English at school?</p> <p>Do you like it?</p> <p>Thank you.</p> <p><i>(Repeat for Candidate B.)</i></p>	<p>Do you live in ...?</p> <p>Do you have English lessons?</p>
Back-up prompts							
<p>B Candidate B, what's your surname? How do you spell it?</p> <p>Thank you.</p> <p>A And, Candidate A, what's your surname? How do you spell it?</p> <p>Thank you.</p>	<p>How do you write your family / second name?</p> <p>How do you write your family / second name?</p>						
<p><i>(Ask the following questions. Ask Candidate A first.)</i></p> <p>Where do you live / come from?</p> <p>Do you study English at school?</p> <p>Do you like it?</p> <p>Thank you.</p> <p><i>(Repeat for Candidate B.)</i></p>	<p>Do you live in ...?</p> <p>Do you have English lessons?</p>						

Phase 2
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

(Introduction to Part 2)
In the next part, you are going to talk to each other.

Speaking Test 1 (Leaving present)

Part 2 (2-3 minutes)

Interlocutor
Say to both
candidates:

I'm going to describe a situation to you.

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

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

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

All right? Talk together.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Thank you. (Can I have the booklet please?)

Retrieve Part 2 booklet.



About **2-3 minutes** (including time to assimilate the information)



Speaking Test 1 (Teenage bedroom)

Part 3 (3 minutes)

Interlocutor
Say to both
candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their **bedrooms at home**.

Candidate A, here is your photograph. (Place **Part 3 booklet**, open at **Task 1A**, in front of Candidate A.) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

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

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Interlocutor

Now, Candidate B, here is your photograph. It also shows a teenager in his **bedroom at home**. (Place **Part 3 booklet**, open at **Task 1B**, in front of Candidate B.) Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate B.

Part 4 (3 minutes)

Interlocutor
Say to both
candidates:

Your photographs showed teenagers in their **bedrooms at home**. Now, I'd like you to talk together about the things you have in **your** bedrooms at home **now** and the things you'd like to have in your bedrooms in the **future**.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Thank you. That's the end of the test.



Parts 3 & 4 should take about **6 minutes** together.



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Post-test

Preliminary English Test Speaking Test

Part 1 (2-3 minutes)

Phase 1 Interlocutor

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B I'm and this is
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

Back-up prompts

B Candidate B, what's your surname?
How do you spell it?

Thank you.

A And, Candidate A, what's your surname?
How do you spell it?

Thank you.

How do you write your family
/ second name?

How do you write your family
/ second name?

(Ask the following questions. Use candidates' names throughout. Ask Candidate A first.)

Where do you live / come from?

Adult students

Do you work or are you a student in ...?
What do you do / study?

School-age students

Do you study English at school?
Do you like it?

Thank you.

(Repeat for Candidate B.)

Do you live in ...?

Have you got a job?
What job do you do? / What
subject(s) do you study?

Do you have English
lessons?

Speaking Test (City visit)

Part 2 (2-3 minutes)

Examiner
Say to both
candidates:

I'm going to describe a situation to you.

A young man is going to visit a **city** for the **weekend**, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

Here is a picture with some ideas to help you.

*Ask both candidates to look at picture * on page * of the Student's Book and repeat the frame.*

I'll say that again.

A young man is going to visit a **city** for the **weekend**, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

All right? Talk together.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Speaking Test (Doing things at home)

Part 3 (3 minutes)

Examiner

Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of **people doing things at home**.

Candidate A, here is your photograph. (*Ask Candidate A to look at photo *B on page * of the Student's Book.*) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

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

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Ask Candidate A to close his / her book.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Examiner

Now, Candidate B, here is your photograph. It also shows **people doing things at home**. (*Ask Candidate B to look at photo *C on page * of the Student's Book.*) Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Ask the candidates to close their books before moving to Part 4.

Part 4 (3 minutes)

Examiner

Say to both candidates:

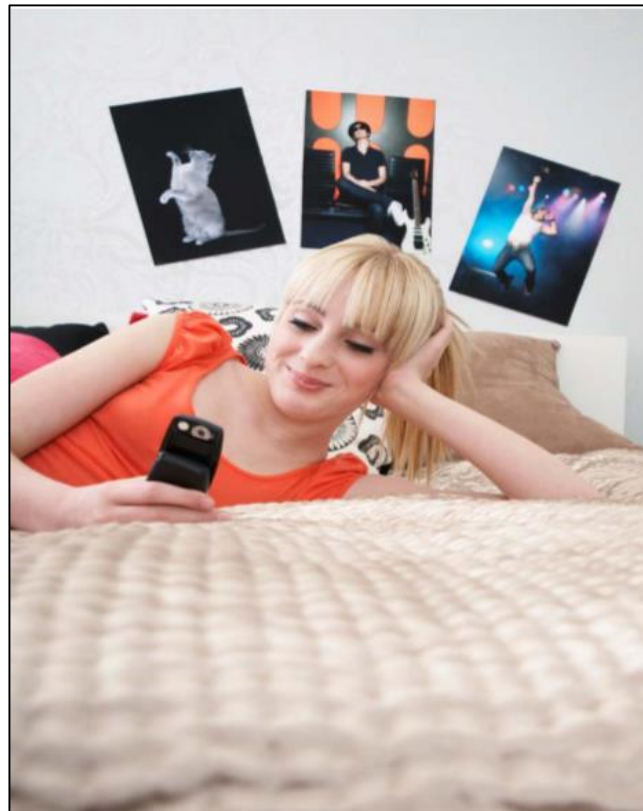
Your photographs showed **people doing things at home**. Now I'd like you to talk together about the things **you have to do** at home and the things you **like** doing at home.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Thank you. That's the end of the test.

Back-up Prompts

1. Talk about the things **you have to do** at home.
2. Talk about the things you **like** doing at home.
3. Talk about **your favourite room** in your home.
4. Talk about **inviting friends** to your home .



Annex 3. Rubric

<i>PRELIMINARY ENGLISH TEST</i>																																																																												
<i>SPEAKING SECTION</i>																																																																												
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>CANDIDATE NAME</p> <p>DATE OF TEST</p> <p>UNIVERSITY</p> <p style="text-align: center;">Universidad Técnica de Ambato</p> <p>SEMESTER</p> <p style="text-align: center;">Second A</p> </div> <div style="width: 48%; border-left: 1px solid black; padding-left: 10px;"> <p>CARREER</p> <p style="text-align: center;">Pedagogía de los Idiomas Nacionales y Extranjeros.</p> <p>CANDIDATE N°</p> </div> </div>																																																																												
<p>MARKS AWARDED</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">Grammar and vocabulary</td> <td><u>0</u></td> <td><u>1.0</u></td> <td><u>1.5</u></td> <td><u>2.0</u></td> <td><u>2.5</u></td> <td><u>3.0</u></td> <td><u>3.5</u></td> <td><u>4.0</u></td> <td><u>4.5</u></td> <td><u>5.0</u></td> </tr> <tr> <td>Discourse management</td> <td><u>0</u></td> <td><u>1.0</u></td> <td><u>1.5</u></td> <td><u>2.0</u></td> <td><u>2.5</u></td> <td><u>3.0</u></td> <td><u>3.5</u></td> <td><u>4.0</u></td> <td><u>4.5</u></td> <td><u>5.0</u></td> </tr> <tr> <td>Pronunciation</td> <td><u>0</u></td> <td><u>1.0</u></td> <td><u>1.5</u></td> <td><u>2.0</u></td> <td><u>2.5</u></td> <td><u>3.0</u></td> <td><u>3.5</u></td> <td><u>4.0</u></td> <td><u>4.5</u></td> <td><u>5.0</u></td> </tr> <tr> <td>Interactive communication</td> <td><u>0</u></td> <td><u>1.0</u></td> <td><u>1.5</u></td> <td><u>2.0</u></td> <td><u>2.5</u></td> <td><u>3.0</u></td> <td><u>3.5</u></td> <td><u>4.0</u></td> <td><u>4.5</u></td> <td><u>5.0</u></td> </tr> <tr> <td colspan="11" style="height: 20px;"></td> </tr> <tr> <td>Global achievement</td> <td><u>0</u></td> <td><u>1.0</u></td> <td><u>1.5</u></td> <td><u>2.0</u></td> <td><u>2.5</u></td> <td><u>3.0</u></td> <td><u>3.5</u></td> <td><u>4.0</u></td> <td><u>4.5</u></td> <td><u>5.0</u></td> </tr> </table>											Grammar and vocabulary	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>	Discourse management	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>	Pronunciation	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>	Interactive communication	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>												Global achievement	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>
Grammar and vocabulary	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>																																																																		
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<p>ADDITIONAL COMMENTS:</p> <div style="height: 60px; border: 1px solid black;"></div>																																																																												

Annex 4. Lesson planning

First session

Group: Second semester (PINE)	Date: December 14th, 2018	Time: 60 minutes	N. of students: 35
Aim: By the end of the day, learners will be able to accurately use infinitives and gerunds after some words and expressions.			
Subsidiary aims: <ul style="list-style-type: none">• Use gerunds as object of a preposition.• Use infinitives and gerunds with the function as nouns.			
Assessment: Informal			
Materials: Markers, work cards, grid cards, board, laptop, overhead projector.			
Anticipated problems: Students might have problems producing language.		Solution: Ask Wh- & information questions.	Solution: T. organizes the class and play a game.
Timing	Procedure: T and Ss' activities		Success Indicators
5 minutes	➤ Lead-in: Present a video 'BATMETAL'. Ask for pronunciation and spelling of words presented.		➤ Can successfully fill in the gaps.
5 minutes	➤ Riddle Schmooze: Students are asked to mingle and find the correct verb to their half, so they are split into two teams.		➤ Can check pronunciation.
25 minutes	➤ Monster Madness: Students create their monster. They take turns to give directions to their opponent. Students win if the representation is alike the original.		➤ Can accurately give directions.
25 minutes	➤ Grid Galore: Students mark their own grid cards and take turns for the contest. They are asked to fill in the gaps. If completes or answers correctly, he/she gets an opportunity to kill opponents' ships Teacher provide back-up prompts, three samples in the workcard, and asks to add 5 or more.		
Homework/Further work: Teacher assigns a worksheet to be completed as homework. https://en.islcollective.com/preview/201112/b2/gerund-or-infinitive_15232_1.jpg http://www.ipepgranada.es/wp-content/uploads/2012/11/Verbos-seguidos-de-infinitivo-o-gerundio.pdf			

Second session

Group: Second semester (PINE)	Date: January 4th, 2019	Time: 60 minutes	N. of students: 35
Aim: By the end of the day, learners will be able to accurately use the passive voice in some tenses.			
Subsidiary aims: <ul style="list-style-type: none">• Make questions using passive voice.• Determine if sentences are in active or passive voice.			
Assessment: Informal			
Materials: Markers, work cards, grid cards, board, laptop, overhead projector.			
Anticipated problems: Students might have problems using passive voice in different tenses.		Solution: Provide an explanatory box about the use of the passive voice auxiliary “be”	
Solution: T. organizes the class and play a game.			
Timing	Procedure: T and Ss’ activities		Success Indicators
15 minutes	➤ Riddle Schmooze: Students are asked to mingle and find the other half of a given situation, so they have to change and re-write on the board their sentence into passive voice.		➤ Can determine if sentences are in active or passive voice. ➤ Can successfully fill in the gaps. ➤ Can check pronunciation. ➤ Can accurately give directions.
25 minutes	➤ Monster Madness: Students create their monster with more than 4 special elements. Then, they exchange drawings to make it more challenging. They take turns to give directions to their opponent. Students win if the representation is alike the original.		
20 minutes	➤ Grid Galore: Students mark their own grid cards and take turns for the contest. They are asked to determine if sentences are in active or passive voice. They must change the active sentences into passive. If completes or answers correctly, he/she gets an opportunity to kill opponents’ ships		
Homework/Further work: Teacher assigns a worksheet to be completed as homework. https://www.englishexercises.org/makeagame/viewgame.asp?id=8557 https://www.myenglishpages.com/site_php_files/grammar-lesson-passive-voice.php			

Annex 5. Materials

First session

My girlfriend refused _____ to me after we had a discussion.	SPEAK
Don't hesitate _____ for help if you don't understand the directions.	ASK
She managed _____ with them, even though she didn't speak their language.	COMMUNICATE
Elisa suggested _____ some ramen while our visit to Japan.	EAT
You seem _____ a little distracted. Is everything alright?	BE
After his accident last year, he would never consider _____ another motorcycle.	RIDE
I hope _____ from college next June.	GRADUATE
The models practiced _____ with a book balanced on their heads.	WALK
Frank offered _____ us painting the house.	HELP
Stephany dislikes _____ in front of a computer all day.	WORK

Don't forget _____ Tom from school at 5pm.	PICK UP
Alan can't stand _____ by train.	TRAVEL
Bill agreed _____ us at the train station at 9 am, but he never showed up.	MEET
Dana plans _____ part in the marathon next weekend.	TAKE
The doctor advised _____ a specialist for your illness.	SEE
_____ helped me strengthen my injured leg.	SWIM
_____ is a great way to relax. I love to sit back and enjoy a good book.	READ
Where did you learn _____ a flat tire?	CHANGE
My sister promised _____ the perfect gift for my mom.	BUY

<p>They like _____ their relatives during the holidays. (receive)</p> <p>David loves _____ to classical concerts. (listening)</p> <p>I remember _____ him last year in a University. (meeting)</p> <p>As he was walking down the street Stuart stopped _____ to a colleague. (talk)</p>
<p>Mary has refused _____ to her friend's party. (Come)</p> <p>I was blamed for _____ to him during the lesson. (talk)</p> <p>Stop _____ nonsense. (talk)</p> <p>Luke proposed _____ to a theme park. (go)</p>
<p>Do you suggest _____ the steak or the fish at this restaurant? (order)</p> <p>When did you start _____ English? (learn)</p> <p>Would you mind _____ the window behind you? It's cold in here. (close)</p> <p>My name is Angela. I hate _____ called Angie all the time! (be)</p>
<p>Lisa has given up _____ German. She doesn't have enough time. (learn)</p> <p>Sonia promised _____ to both of us a postcard from Brazil. (write)</p> <p>You really need _____ your hair cut. It's already in your eyes! (get)</p> <p>Tom enjoys _____ his bike through the park in the summer. (ride)</p>
<p>Try to avoid _____ late. (be)</p> <p>It's very cold outside. The snow keeps _____. (fall)</p> <p>His mother asked _____ his grades. (see)</p> <p>Have you considered _____ your autobiography? (write)</p>
<p>We can't afford _____ our children to Harvard; it's just too expensive. (send)</p> <p>Which videos have you chosen _____ ? (rent)</p> <p>The employee denied anything wrong. (do)</p> <p>We want _____ to South Carolina next year. (move)</p>

1. They like to receive their relatives during the holidays.
2. David loves listening to classical concerts.
3. I remember meeting him last year in a University.
4. As he was walking down the street Stuart stopped to talk to a colleague.
5. Mary has refused to come to her friend's party.
6. I was blamed for talking to him during the lesson.
7. Stop talking (talk) nonsense.
8. Luke proposed going to a theme park.
9. Do you suggest ordering the steak or the fish at this restaurant?
10. When did you start learning English?
11. Would you mind closing the window behind you? It's cold in here.
12. My name is Angela. I hate being called Angie all the time!
13. Lisa has given up learning German. She doesn't have enough time.
14. Sonia promised to write to both of us a postcard from Brazil.
15. You really need to get your hair cut. It's already in your eyes!
16. Tom enjoys riding his bike through the park in the summer.
17. Try to avoid being late.
18. It's very cold outside. The snow keeps falling.
19. His mother asked to see his grades.
20. Have you considered writing (write) your autobiography?
21. We can't afford sending (send) our children to Harvard; it's just too expensive.
22. Which videos have you chosen to rent (rent)?
23. The employee denied doing (do) anything wrong.
24. We want to move (move) to South Carolina next year.

Second session

The doctor is too busy today.	HIS SECRETARY TYPES THE MEDICAL PRESCRIPTIONS.
My sister expected to be promoted.	HIS BOSS DIDN'T OFFER ANNE THE PROMOTION
You need to get a job.	THEY WILL ASK YOU A LOT OF QUESTIONS AT THE INTERVIEW
My classmates went to London for vacation.	THEY BROUGHT HELEN A GIFT FROM LONDON.
I love these Bugatti cars.	THEY MAKE THESE CARS IN FRANCE.
I am a big fan of Bruno Mars	HE HAS SUNG MY FAVORITE SONG 100 TIMES SO FAR.
There was a big fight last night.	THE POLICE ARRESTED 10 PEOPLE FOR THE PROBLEMS CAUSED.
Students must present a final assignment before the deadline.	THEY HAVE DONE A GREAT SCHOOL PROJECT.
Some robbers just entered to my neighbor's house.	THEY ARE STEALING THE HOUSE.
My sister must do some housework if she wants to go out.	SHE HAD CLEANED HER ROOM BEFORE ASKING FOR PERMISSION.
Cowboys know how to ride horses.	MY FRIEND RIDES A BLACK HORSE EVERY DAY.
My parents asked Pete to do some chores.	HE PAINTED THE FENCE YESTERDAY.
We are having a gaming party.	JAMES WILL BRING THE NEWEST VIDEOGAME.

My family is organizing a birthday party.	MY MOTHER IS MAKING A BIRTHDAY CAKE.
We were supposed to meet at the restaurant.	BY THE TIME WE ARRIVED, THEY HAD FINISHED ALL THE FOOD.
Sara and Laura didn't want to stay at home.	THEY TOOK THEIR DOG FOR A WALK.
They must pay the carpenter first.	HE WON'T REPAIR THE ROOF BEFORE THE PAYMENT.
Carlos won a food competition	HE ATE THREE GIANT PIZZAS ALONE.

<p>The president made some mistakes.</p> <p>This clever student will resolve this problem.</p> <p>TV _____ (repair) now. I hope they will manage to fix it very soon.</p> <p>lunch / provided / is / today / being ?</p>
<p>The politician has given an important speech.</p> <p>I threw the book.</p> <p>English _____ (speak) all over the world. You should learn it.</p> <p>will / for the exam / be / prepared / the students ?</p>
<p>The government is creating a new plan to provide electricity.</p> <p>Sara reads detective books.</p> <p>Helen's first house _____ (sell) in 2012.</p> <p>last week / laptops / were / given / to them ?</p>
<p>Students are sharing the link.</p> <p>Students have done this exercise.</p> <p>The posts _____ (deliver) at about 7 o'clock every morning.</p> <p>for repairs / been / has / closed / the road ?</p>
<p>Students are writing the book.</p> <p>My boss will announce the results at the meeting.</p> <p>The rubbish _____ (take) away three times a week.</p> <p>opened / was / the first underground railway / where ?</p>
<p>Someone called Mike.</p> <p>Mauricio didn't sell a car to Tania.</p> <p>To celebrate this event, a party _____ (organize) by Peter and Mary. [Present Perfect]</p> <p>found / eagles / are / in Alaska ?</p>
<p>A thief has robbed my neighbor.</p> <p>Mr. Monk didn't write this book.</p> <p>The building _____ (not /use) anymore.</p> <p>accepted / be / will / my apology ?</p>

<p>The bodyguard protects celebrities.</p> <p>Alison has sent candies for children.</p> <p>These computers _____ (make) in Taiwan.</p> <p>by the police / yesterday / was / the accident / seen ?</p>
<p>The major banned cigarettes in public spaces.</p> <p>I will eat this cake tonight.</p> <p>Some advice _____ (give) by the doctor right now.</p> <p>been / to hospital / she / taken / has ?</p>
<p>The major banned cigarettes in public spaces.</p> <p>I will eat this cake tonight.</p> <p>Some advice _____ (give) by the doctor right now.</p> <p>been / to hospital / she / taken / has ?</p>

Annex 5. Authorization

Ambato, 06 de diciembre de 2018

Verónica Chicaiza

COORDINADORA DE LA CARRERA DE IDIOMAS

De mi consideración:

Yo, Roberto Antonio Montenegro Arcoz, con cédula de ciudadanía # 1804600540 me dirijo hacia usted con la finalidad de solicitar los permisos permitientes para llevar a cabo la aplicación de mi trabajo final de investigación en horas clase de la Leda. Ximena Calero. Este proceso implica una evaluación anterior y posterior al experimento a emplear con los sujetos pertenecientes al segundo semestre A y B de la Carrera de Idiomas Nacionales y Extranjeros. Estos tres pasos están previstos a realizarse en las 3 primeras semanas del presente mes, tomando en cuenta que son pocas las horas a la semana.

Agradeciendo de antemano su respuesta positiva a mi petición, me suscribo de usted.

Atentamente




Roberto Montenegro

1804600540



*Autorizado
06/12/2018
Verónica*

Annex 6. Urkund analysis



Urkund Analysis Result

Analysed Document:	TESISURKUND.docx (D47221386)
Submitted:	1/25/2019 4:43:00 AM
Submitted By:	lrhs.beto@gmail.com
Significance:	2 %

Sources included in the report:

Tesis Wilma Guadalupe Villacís Villacís March 5.docx (D40442930)
Tualombo_Susana.docx (D33655674)
TESIS ADRIANA FINAL 2.docx (D33306252)
trabajo de investigacion Carlos Oñate.docx (D33554370)

Instances where selected sources appear:

5