



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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

**Proyecto de Investigación de Titulación previo a la obtención del Título de
Licenciado en Pedagogía del Idioma Inglés**

Theme:

“THREE-STEP INTERVIEW STRATEGY AND SPEAKING PRODUCTION”

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Ambato – Ecuador

2022

PRELIMINARY PAGES

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

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DEDICATION

To my parents Miguel and Rosa for giving me the strength to pursuit my dreams. To my aunt Rosa who has supported me in each stage of my life. To my brother Joel with whom I have shared smiles and fights. Besides, those people who have helped me to accomplish my goals.

Esteban

ACKNOWLEDGEMENTS

I'd like to thank all the professors of PINE at Technical University of Ambato, who were responsible for my academic and personal development. Especially to this thesis's tutor Mg. Edgar Encalada who guided me during all this process.

Esteban

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Topics: “THREE-STEP INTERVIEW STRATEGY AND SPEAKING PRODUCTION”

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ABSTRACT

Through the years, new approaches for learning a new language have appeared. Traditional learning is considered almost obsolete, new generations of learners require suitable methods in which they feel more comfortable at learning. Thus, cooperative learning activities has become in one of the most effective methods in ESL classes. Three-step interview strategy is part of that approach in which students can work cooperatively arguing about different issues by making and answering questions. The current research project aimed to analyze the influence of Three-step interview strategy in speaking production of students from third semester of Pedagogia de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato during the academic period Octubre 2021-February 2022. The experimental research was applied with a pre-test and a post-test from Cambridge Assessment. Likewise, the learners were assessed with the standardized rubric Assessing Speaking Performance A2. A total of 29 learners participated during the experiment (23 women and 6 men). Along 4 weeks, they were exposed to cooperative activities in which they always used the strategy to complete the speaking tasks. After the application of the post-test, the data obtained concluded that Three-step interview strategy was effective to enhance learners speaking production. The learners showed a significant improvement, since they could get better grades than in the pre-test. These results allowed the researcher to confirm that the interventions with the different oral activities were successful. Therefore, it is recommended to continue applying these kind of cooperative learning activities to help learners to practice the speaking skill.

Keywords: Three-step interview strategy, speaking production, cooperative learning, experimental research.

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RESUMEN

A través de los años, han aparecido nuevos enfoques para aprender un nuevo idioma. El aprendizaje tradicional se considera casi obsoleto, nuevas generaciones de aprendices requieren métodos adecuados en los que se sientan más cómodos para aprender. Así, las actividades de aprendizaje cooperativo se han convertido en uno de los métodos más efectivos en clase. La estrategia de entrevista de tres pasos es parte de ese enfoque en el que los estudiantes pueden trabajar cooperativamente sobre diferentes temas haciendo y respondiendo preguntas. El presente proyecto de investigación tuvo como objetivo analizar la influencia de la estrategia de entrevista en tres pasos en la producción oral de estudiantes de tercer semestre de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato en el período académico octubre 2021-febrero 2022. La investigación experimental fue aplicada con un pre-test y un post-test de Cambridge Assessment y la rúbrica estandarizada Assessing Speaking Performance A2. Un total de 29 estudiantes participaron durante el experimento (23 mujeres y 6 hombres). A lo largo de 4 semanas, estuvieron expuestos a actividades cooperativas en las que utilizaron la estrategia para completar las tareas de habla. Los datos obtenidos concluyeron que la estrategia fue efectiva para mejorar la producción oral de los alumnos. Ellos mostraron una mejora significativa con mejores calificaciones. Estos resultados permitieron al investigador creer que las intervenciones con las diferentes actividades orales fueron exitosas. Se recomienda continuar aplicando este tipo de actividades para ayudar a los alumnos a practicar la habilidad de hablar.

Palabras clave: producción oral, aprendizaje colaborativo, investigación experimental.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Investigative Background

After checking some works in the UTA's repository, websites, journal and thesis, different researches with similar topics were found on Internet so that will help with the contribution and analysis of the present research work.

Ocaña (2018) in her research called "COOPERATIVE LEARNING IN DEVELOPMENT OF SPEAKING SKILL IN STUDENTS OF BACHILLERATO" with the objective to investigate how cooperative learning strategies enhance the speaking skill. For this research, 279 students at Unidad Educativa Eloy Alfaro participated. The researcher applied the technique of observation to state that the most suitable strategies to improve the speaking skill are role plays, dialogues and chants. Consequently, students after the implementation of those activities showed a great improvement in their speech performance. In addition, students were able to show a development of their pronunciation, vocabulary, speech production and group interaction. Finally, cooperative learning is effective only if the activities are chosen according to students' interest in order to encourage them to participate and practice their oral production.

In the study named "THE COOPERATIVE LEARNING IN SPEAKING –FLUENCY DEVELOPMENT." by **Andrade (2019)** with the aim to determine how cooperative learning influences the speaking skill concludes that group activities encourage students to practice and develop their speaking production. In this research participated 20 of A1 English level at Universidad Técnica de Cotopaxi. The researcher applied a survey to get real information about the learning process. However, fear is considered as an obstacle for students to improve their speech. Learners constantly make mistakes while practicing their speaking. Therefore, dynamic activities allow learners to avoid those problems by a mutual interaction with total respect among them. Consequently, language skills as well

as sub skills could be improved such as fluency. In addition, productivity and performance could be increased due to a positive self-confidence.

Aristy, Hadiansyah, & Apsari (2019) in their research called “Using Three Step-Interview to Improve Student’s Speaking Ability.” stated that teachers need to know what types of activities are meaningful to teach something. The researcher applied the technique of observation, interview and a test. It was applied over students of seventh grade from SMP. Thus, the speaking ability can increase due to the motivation that students can have when they are interacting among them. This study concludes that students feel excited when are discussing or sharing information of topics of their interests. The results showed an improvement according to the pre-test with 45.86 of the total. After implementing the strategy, the speaking score was getting better with 60.26. This strategy is more recommended to apply when there are some problems in class. Therefore, student’s curiosity could awake, making this activity funny and enjoyable. However, dealing with speaking there are some problems such as lack of vocabulary, because of students just practice with their previous knowledge or experience in some topics.

In the study carried out by **Ratnawati, Yuliasri, & Hartono (2018)** titled “Enhancing the Students’ Speaking Skill Using Three Step Interview and Numbered Heads Together” which suggests this technique has a strong relationship with motivation. In other words, Three-step interview strategy can be used as a medium to connect speaking and interaction. This research was quantitative and used an experimental design. The population were students of an English class from Nissan Fortuna English course. The effectiveness of those strategies deal with classroom interaction and depend of how the teacher select the activities for the students to be done. Therefore, if there are random topics for the techniques, students could get confused, and they are not going to accomplish the objective proposed for the class.

According to **Irawati (2016)** in his research named “THE EFFECTIVENESS OF THREE-STEP INTERVIEW TECHNIQUE TO TEACH SPEAKING VIEWED FROM THE STUDENTS’ LANGUAGE ANXIETY” with the objective to examine how Three-step interview strategy is more effective than memorization. This was an experimental study with the students of first semester of Public Sector Accounting of Pontianak State. There was an experimental and control class. The instruments applied were a questionnaire and a test. Students show better interaction among them while practicing their speaking. The research showed that students with anxiety problems have a better performance after the implementation of the technique, since the topic that would be carried out to practice has to be related with common school issues. In addition, the main topic allows students to look for information that they would like to talk about. Finally, this research concludes the effectiveness of this technique depends on the range of vocabulary that students have.

Mustari (2019) in his study called “The Utilizing of Three-step Interview in Improving Speaking Ability” with the objective to solve some students problems with speaking, especially with those who never have practiced with other students concluded that after applying this technique on students, they increased their interest of learning and practice the skill. Moreover, most students while practicing their speaking provided more and more positive answers. Due to teacher recommendations and feedback learners were able to get rid of fear and shyness. Besides, accuracy show a better development because of different activities of this technique. Questionnaires, observation and speaking tests were used as the techniques to get the necessary information. The study was carry out during 4 cycles. During the first and second cycle, the students showed low progress of performance. After the implementation of the strategy the students got better results from 1.7 to 3.3 of improvement. Finally, those positive outcomes were achieved just by the teacher guidance who was responsible of the class’ design and structure.

In another instance, **Jaramillo (2016)** points out in her study called “THE EFFECT OF COOPERATIVE LEARNING ON THE SPEAKING SKILL DEVELOPMENT FOR STUDENTS OF THE FIRST YEAR OF BACHILLERATO AT JOSE MARIA VELAZ HIGH SCHOOL, IN HUAQUILLAS, DURING THE 2015-2016 SCHOOL YEAR” with the aim to enhance the speaking skill through the application of cooperative learning techniques. It was stated that there is a huge impact off collaborative activities to improve speaking production. This study was carry out with two groups of students, the experimental and control group. A pre-test evaluation was applied with a standardized rubric. In order to collect the data, statistical and descriptive procedures were used. Besides, the researcher concluded many features that can affect the progress of learning. If the activities were not applied correctly, it could have a negative result on productivity. Moreover, if students are not engaged with the English language, it means that there is not a good speaking environment establish by the teacher. Therefore, incentives play a crucial role in oral production, since teachers have to get adequate resources and components to try to carry out the class as good as possible. In addition, it is clearly evident that there is lack of cooperative learning, students usually prefer working by themselves. In that way, they are not going to be interacting, and practicing their speech.

Calle (2017) in his study called “The incidence of cooperative learning on the oral communication skill development in students of tenth year of basic education at “Julio Moreno Espinosa” High School, in Santo Domingo de los Tsachilas, in the first term, 2016- 2017 school year” with the objective to determine the effect of the cooperative approach in oral communication skill. This research was applied over 40 students divided into two groups; an experimental and control group. A pre-test and post-test were used to discover the level of improvement after the implementation of the cooperative strategies. The pre-test helped to discover the level of students’ performance at the beginning of the study. Unlike, the post-test revealed that the students’ scores were getting better. Besides, the study realized that it is crucial to implement those kind of cooperative activities to foster and improve oral communication. In addition, students feel motivated when the

activities proposed are dynamic, interesting and funny. Thus, students feel engaged with the tasks making them active participants in the class.

Additionally the study titled “THE IMPLEMENTATION OF THREE-STEP INTERVIEW IN TEACHING SPEAKING AT THE SEVENTH GRADE SMPN 1 SAMBIT” by **Aidy (2018)** suggests that there are some factors that make this strategy useful and effective to improve speaking production. For example, the material, students participation, teacher guidance and learning conditions. Thus, students can be involved easily in the three stages of this technique. However, there are some problems when applying this strategy. The range of vocabulary that students have is not enough for all activities. Besides, pronunciation of words can affect the comprehensibility of the rest of the group. On the other hand, those issues can be easily overcome by practicing through the teacher supervision and motivation.

1.2 Theoretical Framework

1.2.1 EFL learning

EFL stands for English as a foreign language. EFL learners are those people who are not involved in English language as their first one. In other words, people from China who are learning English are considered EFL learners. Besides, in EFL learning can be seen as non-English speaking countries. Moreover, in some countries where it is not indispensable to use English as a tool for communication can be considered EFL learners as well. However, there is crucial to mention that there is a big difference between people who learns English as a foreign language and those who learn as a second language. In fact, as a second language people are actually involved daily, since the English language are spoken daily, but it is just trained for more specific purposes (**Si, 2019**).

Learning a new language while learning a mother tongue, it is not the same. Besides, between ESL and EFL there are not significant differences. Consequently, both have ways to develop their ability; acquisition and learning. Therefore, acquisition can be seen as an unconsciously process where the learner can be acquiring the knowledge without formal instruction. On the other hand, learning request formal guidance or specific instruction of someone or something to learn a new language. Thus, both are learning a target language. Moreover, EFL can be considered as a kind of additional language inside a country where speakers are not involved with an English context (**Setiyadi, 2020**).

1.2.2 Approach

An approach deals with the teaching learning process. Besides, it refers to assumptions or theories about teaching and learning. Those assumptions are considered as learning theories. Those learning theories must be focused on psycholinguistic and cognitive processes to be validated, and they must have specific conditions to accomplish its objectives. There are different approaches that can be useful when teaching or learning a specific topic. For example, Cooperative learning, Audiolingual method, Communicative language teaching, Total physical response and others. In addition, approach refers to the methodology, materials and activities to carry out a class (**Setiyadi, 2020**).

A set of ideas, beliefs, assumption or even the way a teacher carries out a class is called approach. It is broader than method. There are different types of approaches that help teacher and learners to acquire significant knowledge about a particular topic. The most common are teacher-centered approach, student-centered approach, inductive and deductive approach (**Gill, 2017**).

- Teacher-centered approach. It focuses more in the teacher as the instructor and facilitator of learning. It deals with a direct instruction. During this approach,

teacher controls what topics are going to be covered and taught, how the class is arranged and the way students will present the topics by their own.

- Student-centered approach. It refers the self-discovery of knowledge from students. It focuses more in the student role than in the instructor. Students are able to discuss what could be their effective learning method.
- Inductive and deductive approach. Inductive refers to go first from examples and then allow students to make their own conclusions about it. Unlike, deductive approach goes first from general rules and then students create their examples.

1.2.3 Cooperative Language Learning

Cooperative learning is an instructional approach, which pretends to foster students to work cooperatively in different tasks, whether producing or completing something. This approach enhances learners to work in pairs or small works, where there is an environment of competitiveness and constant effort. In fact, there are not big issues when this approach is been applying. Moreover, while this approach is active, learners can exchange ideas, share information, solve problems and produce better tasks. Furthermore, in this approach students can work cooperatively in different tasks and activities such as Think-pair share, Numbered heads together, Three-step interview and others (**Rochman, 2019**).

In another instance, Cooperative learning can be seen as an approach where a group of learners performs different activities or tasks with a common objective. During this approach, each member of the groups must be focused on a precise task of the whole activity. This approach allows learner to practice different skills like speaking or writing. At the same time, learners can acquire the language while performing in groups or pairs. Unlike, traditional models, this approach offers a variety of activities to perform to make the learning and teacher process more dynamic and innovative. Besides, to make this approach more suitable it is crucial for teachers to know how to group students (**Zin & Moe, 2020**).

- Selecting their own group. It allows students to choose or select the members for the activity.
- Assigned group. Teacher selects and divides the class into different groups.
- Homogeneously grouping. The groups are selected according to students' proficiency in language.
- Heterogeneously grouping. The groups are selected according students' ability in performance and production.

1.2.4 Three-step interview strategy

Three-step interview strategy is considered as a cooperative learning activity for many educational purposes. Students have to work together to solve a specific problem, complete a task or create something. Moreover, these types of cooperative learning activities allow learners to work and participate in small groups or pairs. In class learners can discuss, share, agree or disagree ideas. This strategy can be seen as an effective method to encourage students to work cooperatively. While this strategy is developed, learners not only can receive the language, but also they can produce it. This strategy acts in a similar way like role plays or debates. Moreover, through this activity students can practice some skills and subskills like listening and speaking. Therefore, students are expected to work in three steps. They start working in two couples, candidate A and B. They ask and answer questions, then they change the roles. After that, they exchange their partners as the second step and repeat the same process. Finally, they look for new teams and exchange the information they received (**Galceran & Mugot, 2019**).

1.2.5 English teaching

English teaching and learning are focused on the needs of each one. The target language often must be adapted to the learner's necessities, the exact language that they will probably use in real life and real contexts or situations. Moreover, learners have different perceptions or thoughts about what they will need to apply. If teachers focus just on one specific thing, there will be lack of knowledge about other things. In fact, the things that is vital to teach learners are teaching-learning procedures, use of language and the setting it must be applied. Besides, the main issue found in English teaching deals with oral communication. Due to students are just inclined to learn grammar rules, structures, vocabulary in different books (**Mahbub, 2019**).

Teaching English is a professional field which remains from long time ago. Effective teaching deals with well-planned lessons. Applying the adequate methodology, teacher can get positive outcomes that they have stated. Teaching English involves different classifications such as Teaching English as a foreign language which is basically the learning of the language in countries where there is another mother tongue. Unlike the term teaching English as a second language. In countries, where the official language is English and there are people who do not speak it at all. Those people have to learn about the language in order to establish communication with others and belong to the same speaker's area (**Lin, 2010**).

Language teaching deals with appropriate text usage to make it simpler than use inaccessible texts. The key term of English teaching is texts. Text must be easy to understand and implement for teachers and students as well. Besides, those texts have to be equilibrated between content and cultural awareness, since all the material become more inclusive for everyone. Moreover, there are some other aspects that make English teaching effective and successful such as teacher encouragement and motivation, his passion to work every day. Furthermore, classes and topics must emphasize real

communication goals in different setting. The thing is that teachers do not have to waste time teaching about obsolete aspects that are not going to be useful at all. In addition, finding new ways to teach like in Internet with different resources and materials to make learning process meaningful (**Sailaja, 2013**).

1.2.6 Speaking skills

Speaking is consider as the most important skill within English Language. It provides the way to communicate with others. Through different languages people can share ideas, or discuss about topics of interest. However, as it could be consider the most important. It could be regarded as one of the most difficult to learn and apply in real contexts. In addition when a person starts to learn a new language, eventually he or she becomes a speaker of that language. Not only the use of words to try to communicate is what people need to be considered as masters of the language, but also they have to use correct grammar structures, intonation, pronunciation and many other features. Therefore, speaking is not only about saying words, but it deals with being able to communicate in a fluently and accurately way with others (**Leong & Ahmadi, 2017**).

Speaking as a main tool of communication allows users of the language to express themselves in different ways. The frequency of how people use the language to communicate deals with the success of the speaking skill. In other words, if there is not practice, people will not develop the language. However there are some issues that could affect the development of the speaking skill such as the lack of information about the language, lack of formal or informal instruction, lack of practice and low self-confidence. Communication through speaking takes oral speech through different activities and strategies to foster its development. For example, monologues, discussions, debates, role plays, telling stories, short conversations and so on (**Hamsia, 2018**).

1.2.7 Speaking production

Speaking production or spoken language production is divided into conceptualization, formulation and articulation. First, users of language decide what to express or convey as a general theme. Then, they organize the ideas and determine how to express them. Next, people speak in order to communicate. Although, there are many different goals of communication through speaking. People need to know how people speak. Some studies have found that it could be considered as an unconscious process because of the formulation of isolated utterances. Those utterances deal with one or more words put together to make sense. In addition, the selection of words is a process which learners do in order to decide the intention according to the context. Finally, the end of this process occurs when learners produce the language, articulate words and pronounce them correctly (**Marzona, 2017**).

1.2.7.1 Grammar and Vocabulary

Grammar can be considered as a set of rules or principles that are the essence of the language. It is believed that the human language is composed by several properties that make someone to communicate or transfer ideas in order to be understood. Communication would not be possible without specific conditions and elements to exchange the information of any topic. The common sense of language communication is acquired when babies are trying to discover their surroundings. It enables children to master the language and develop the mother tongue (**Barman, 2012**). On the other hand, vocabulary is the simplest aspect of language that English learners must master before trying to control other complex English skills. Vocabulary includes a set of words that makes possible to structure sentences in order to communicate in spoken or written language. By acquiring a lot of words, learners are able to improve other English skills and it would be easier for them to use complex structures for a better communication. Additionally, they are exposed since babies to listen unconsciously to different words in

real context. In other words, learners listen to the word and then they discover its meaning by experience or formal instruction (**Lestari, 2015**).

1.2.7.2 Pronunciation

Pronunciation is the way how human beings articulate and pronounce words. It is the action of pushing air using the lungs. The air travels through the throat, mouth and teeth. Then, the sound of the words can be heard. The sound that is produced is because of the muscles that the mouth, lips and tongue have. The pronunciation of the words is clearer when there is correct flow of air. Thus, people can understand messages and information easier. In order to improve pronunciation of any language, speakers usually try to develop their mouth muscles. However, if it is the case of learning a second language, the muscles of the mouth need to be more developed because the pronunciation tend to be more difficult. Additionally, there are several factors that influence the way how words are articulated. Therefore, word stress refers how the syllables are emphasized. Sentence stress deals how the words are emphasized in a sentence in order to link or join with other sentences and intonation is the way how people rise or fall the words when the action of speaking is being delivered (**Pourhossein, 2011**).

1.2.7.3 Interactive Communication

Interactive communication is strongly linked to the interaction hypothesis that explains that second language acquisition is better when there is face-to-face communication. In other words, the most effective method of improving the language learning is by personal interaction. Learners need an input which refers the strategies to be involved with the language that is being learned. These can be different reading, forms of listening, conversations or formal instruction of grammatical structures and vocabulary. On the other hand, the output occurs when the learners practice what they have been learning. Learners can use the new knowledge in real life situations. Thus, the more practice the

more acquisition of knowledge, vocabulary and improvement of the different English skills (Muho & Kurani, 2011).

1.3 Objectives

1.3.1 General Objective

- To determine how “Three-step interview strategy” influences speaking production in the students of 3rd semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato in the academic semester 2021-2022.

1.3.2 Specific Objectives

- To define Three-step interview strategy and speaking production.
- To identify the benefits of Three-step interview strategy in speaking production.
- To demonstrate the effectiveness of Three-step interview strategy in speaking production.

At the beginning of the research process, it was necessary to discuss about the topic and objectives proposed with experts on the educational area. This step helped if that aspects were suitable and fulfilled the requirements to continue with the research project.

To achieve the first specific objectives, it was essential to look for reliable information from articles and research works found on internet. This helped to develop the theoretical framework in order to define the two variables with its characteristics. In this case, Three-step interview strategy was defined as a collaborative strategy that involves three steps; get in pairs, select the topic and exchange the ideas. On the other hand, speaking production is considered as the process of transforming thoughts into speech with correct articulation, appropriate vocabulary, fluency and pronunciation.

To accomplish the second specific objective, lesson plans were prepared with four communicative activities, in which the learners could participate and improve their speaking skills. The activities planned were discussions, interviews, conversations and debates. These involved different topics, most of them were related with daily topics so the learners could use their experience to develop their ideas in order to be understood by their peers and keep the conversations.

The third specific objective was accomplished by applying a pre-test and a post-test from Cambridge Assessment. The level was A2 and the learners were assessed in that level with the rubric Assessing Speaking Performance that consisted of three parts; grammar and vocabulary, pronunciation and interactive communication. The highest score was 5 and the lowest 0 for each criteria. After that implementation, the comparative results between the tests displayed how effective the strategy is on speaking production.

CHAPTER II: METHODOLOGY

2.1 Resources

The current research project is based on a collaborative strategy to enhance the speaking production. It has been carried out with the use of several resources. These resources have supported each step of the research process in order to find out the information required for the analysis. Therefore, the resources used have been divided into human, institutional and materials.

Table 1. Types of resources

Resources	
Human Resources	Research tutor
	Researcher
	Participants
Institutional Resources	Universidad Técnica de Ambato
	Facultad de Ciencias Humanas y de la Educación
	Pedagogía de los Idiomas Nacionales y Extranjeros-Tercer Semestre 2021-2022
	Digital Repository
Materials	Technological elements
	E-books
	Online articles
	Cambridge Standardized Speaking Test
	Rubric

Source: Field research

Elaborated by: López E, (2021)

2.2 Methods

2.2.1 Quantitative approach

Quantitative research is characterized by several methods that involve the analysis of a specific phenomenon through statistical, mathematical and numerical data. This approach assumes the phenomenon can be measured in order to get reliable results. Additionally, it can be seen as the numerical representation of numerous observations of a phenomenon under study in a wide diversity of fields such as education, physics, psychology, geology and so on. Consequently, this research is quantitative because it aims to measure the speaking skill (dependent variable) after the implementation of the pre-test and post-test, which provided specific numerical data to analyze and interpret (**Watson, 2015**).

2.3 Research modality

2.3.1 Bibliographic research

This methodology is based on the fact that doing a research requires a bibliographic review of information from libraries, written works, videos, pictures and so on. The purpose of this review is to support a research project with existing studies on the same field (**Ocaña & Fuster, 2021**). Additionally, the information obtained from different sources such as articles, magazines or monographs has a huge impact on the development of the theoretical framework. Thus, the independent and dependent variable Three-step interview strategy and speaking production are interpreted and analyzed in order to have a clearer idea of how they are related.

2.3.2 Field based Research

The following research project can be considered as field because the data was recollected from a real context. Although, the project did not have direct contact with the students because of the pandemic of covid-19. The data was obtained in an online modality by using Zoom app. Therefore, the population was the students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

2.4 Level or Type of Research

- Exploratory: It refers when a specific topic has been understudied, so it opens the opportunity to explore deeper a current research. Furthermore, this level can be used to analyze the phenomenon in many fields from different perspectives **(Hernández, Fernández, & Baptista, 2014)**.
- Descriptive: It aims to describe the characteristics of the population that is being studied. In this level, the researcher can discover new meaning of something, why it exists how it occurs. Therefore, the phenomenon under study is observed, analyzed and described in a real context **(Dulock, 1993)**.
- Quasi-experimental: This investigative work is experimental because it tries to explain the results obtained (cause and effect) between a pre-test and post-test after the implementation of “Three-step interview strategy” to improve an English skill.

2.5 Procedure

Due to Covid 19 pandemic, education has been adapted to online classes. The synchronic sessions were elaborated to work with the population. For the different

meetings, technological material such as Zoom platform, Whatsapp app, Youtube and others were used in order to provide extra material to complete speaking activities.

The very first step of the process was to select the participants. The group that participated was 29 students of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. Then, the interventions were divided into 6 meetings, 2 for the application of the pre and post-test and the rest for the implementation of the strategy in order to observe if there were changes in the students speaking production.

This project was considered to apply a pre-test based on Cambridge KET A2 International Exam. Therefore, the first synchronic intervention was used to apply it to the students to evaluate their speaking performance through a standardized rubric called Assessing Speaking Performance A2. The researcher explained about all the process and the objectives of having the different meetings. The introduction of the methodology of the strategy and the rest of the work process were described.

Once the pre-test was applied, the researcher prepared different activities that were adapted to the Three-step interview strategy so that the students could have the opportunity to practice and improve their speaking performance. The different activities were developed in each class through the guidance of lesson plans. In these lesson plans, interviews, debates, conversations and discussions were included. The students performed all the activities into groups to practice the strategy. They were given time to brainstorm their ideas and to record their voices as the evidence of the tasks. Finally, all the meetings were synchronic and the students worked in breakout rooms with different pairs for each activity.

2.6 Population

This research focused on 29 participants (6 men and 23 women). These participants came from the third Semester; 2021-2022 of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The group participated in online meetings and they could practice the strategy and improve their English speaking production.

2.7 Instruments

For this research, a standardized test from Cambridge was used in order to evaluate students speaking skills. The test applied was KET (Key English Test) level A2 from Cambridge. This test had 3 different parts, so the students had to answer to all the questions working in pairs. First, the interlocutor asked a question to each candidate. Then, they answered. Additionally to get the scores a rubric called Assessing Speaking Performance was considered and was divided into three criteria; Grammar and vocabulary, Pronunciation and Interactive communication.

2.8 Hypothesis

Alternative: Three-step interview strategy influences speaking production.

Null: Three-step interview strategy does not influence speaking production.

2.9 Variable Identification

Independent: Three-step interview strategy

Dependent: Speaking production

CHAPTER III: ANALYSIS AND DISCUSSION OF THE RESULTS

For this part, the data collected was taken from the pre-test that was based on a Cambridge standardized test. The criteria to evaluate for Assessing Speaking Performance A2 was Grammar and vocabulary, Pronunciation and Interactive Communication. Therefore, the highest score for each criteria was 5 and the lowest was 1.

3.1 Pre-test results

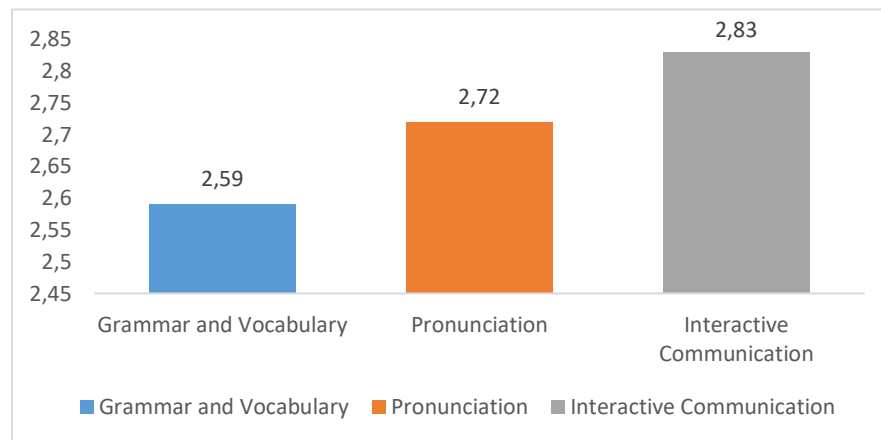
Table 2. Pre-test results

	Average	Expected Average
Grammar and Vocabulary	2,59	5
Pronunciation	2,72	5
Interactive Communication	2,83	5
Total	2,71	5

Source: Field Research

Author: López, E (2021)

Figure 1. Pre-test results



Source: General Cambridge English Language Assessment (Pre-test)

Elaborated by: López, E (2022)

Analysis and interpretation

The pre-test based on the KET (Key English Test A2) was applied to 29 students from the Third semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The criteria considered to get the score was Grammar and Vocabulary, Pronunciation and Interactive communication. The rubric was based on Assessing Speaking Performance A2 from Cambridge. The scale was established from 0 being the lowest and 5 the highest.

Considering the results obtained from the pre-test, the speaking performance was assessed with the conclusion that they got low grades. It is vital to mention that the pre-test was taken in pairs. So the students could work together on the different activities. The general average of the criteria showed a total of 2,71 over 5 points. In Grammar and Vocabulary the students got 2,59. For Pronunciation an average of 2,72 and in Interactive communication a mean of 2,83 was obtained. All these results evidence the lack of speaking performance.

The results taken indicated for the part of Grammar and Vocabulary that the students show limited control of grammatical forms. They used simple grammatical structures for daily conversations. In pronunciation, they demonstrated they had limited control of phonological features but they were mostly intelligible. Finally, for interactive communication they required prompting and support since they could maintain only simple exchanges.

3.1.1 Experimental Phase

Week 1

The first week of the experiment, the learners participated in the pre-test from Cambridge Assessment. The objective of having the meetings and how they would work was explained to the students. They understood that all the activities and tasks would be completed in synchronic hours, but they could use WhatsApp to ask about any doubt of the activities in asynchronous hours. First of all, they received a brief introduction of the strategy that would help to improve the speaking production. They watched a video to have an idea of how it works. Then, they took the test after receiving the instructions for each part. They solved the test in pairs. At the end of the test, the students were asked to watch a video about the strategy for the next class. This would help to solve any doubt about the future activities.

Week 2

The second week started with an ice-breaker to engage the students to participate in the activities proposed. The objective of the class was to reinforce the students about the cooperative learning in second language acquisition; advantages and disadvantages. Then, they watched a video to support the explanation with more details. For this class, the students worked in Nearpod.com. In that way, questions could be posted in order to verify in the learners were paying attention to the explanation. After that, they work in Jambord creating a collage about Cooperative learning. The students were asked to join in pairs and make questions about each other's posters. The learners used the Three-step interview strategy to complete the activity. The activity was completed in breakout rooms and the task was uploaded in a google shared folder.

Week 3

The class started with a warm-up in Lyrics training app. The topic of the class dealt about interviews. The explanation about the topic was covered in a Power Point Presentation. Additionally, a video was presented with a real example of how interviews are run. The learners watched the presentation and were asked to look for a picture about news that they have heard recently of any topic; sports, music, movies, politics and so on. They received the instructions for the activity. Then, they joined in pairs and started with the interview about their classmate's picture. At the end of the class, the students uploaded the evidence in a google shared folder.

Week 4

The topic for the class was about Debates. The class started with a warm-up called "Sketch your neighbor". The students took time to participate in the activity. The explanation of the class was given with a Power Point Presentation and videos with real examples of debates. The process and what to do and what not to do in a debate was explained. Then, the students selected a specific topic to start with the debate. The topics presented were random like pollution, wars, education, tourism and so on. They had the opportunity to use their experience to talk about the topic. They completed the activity in pairs, then they uploaded the evidence. At the end of the class, they returned to the main session to exchange their ideas to the whole class.

Week 5

The class started with an ice-breaker that was about resolutions for the New Year. The main topic of the class was Discussions. The students received the explanation, useful words and specific vocabulary for the activity. They reinforce their knowledge with a video that showed a real example of the topic. For that class, the students selected the topic of their interest to have the discussion work. They worked in pairs in breakout rooms. They were sent to each room randomly. They had time to brainstorm their ideas and complete the activity. At the end they uploaded the evidence and returned to the main session to exchange their ideas to the whole class.

Week 6

The week 6 was the end of the experiment. It started with a warm-up. Then, they received the instructions of how they would take the post-test. They got in pairs and were sent to the breakout rooms. They completed the three parts of the test recording an audio answering to the different questions. After that, they uploaded the post-test in the google shared folder. They returned to the main session and the class finished with the gratitude and farewell.

3.2 Post-test results

Following the research process, the post-test was applied which was the same as the pre-test. Therefore, Grammar and Vocabulary, Pronunciation and Interactive communication continued being the criteria to grade the students' performance.

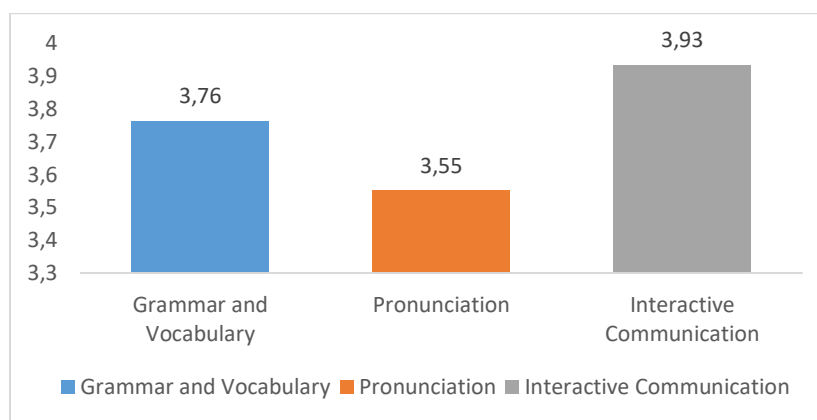
Table 3. Post-test results

	Average	Expected Average
Grammar and Vocabulary	3,76	5
Pronunciation	3,55	5
Interactive Communication	3,93	5
Total	3,75	5

Source: The Researcher

Elaborated by: López, E (2021)

Figure 2. Post-test results



Source: General Cambridge English Language Assessment (Post-test)

Elaborated by: López, E (2022)

Analysis and interpretation

The application of the post-test followed the same procedure as the pre-test. Better scores were clearly evident, since the students' performance was improved due to they worked with the Three-step interview strategy that enhanced their speaking production.

The results obtained were superior due to the activities the students performed during the interventions divided into 6 classes. For grammar and vocabulary a total of 3,76 was obtained. In pronunciation a total of 3,55 and for interactive communication a mean of 3,93. These scores presented an average of 3,75 which is considered as an important improvement.

Considering the results after the post-test, it can be stated that Three-step interview strategy has influenced speaking skills. In other words, the students could improve their speaking production since they were working on oral activities. The activities performed by the students made them able to acquire more vocabulary. They could practice grammar, so they could use appropriate sentences structures. Likewise, they worked in pairs and interact with their classmates. They could exchange ideas, thought and beliefs about different topics by making question and answering them. However, there were topics that the students did not have enough information but they could use their experience to talk about that.

Finally, according to the rubric from Cambridge Assessment the students now can use appropriate vocabulary and they show sufficient control of grammatical forms to talk about daily topics. Their pronunciation is mostly intelligible and for interactive communication they just require little prompting and support. This is why it is crucial to continue practicing the speaking skill to improve even better oral performances.

3.3 Comparative results

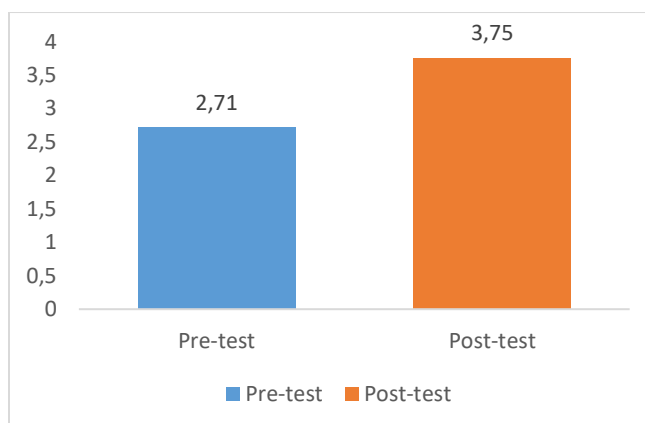
Table 4. Pre-test and Post-test Average

Scores	Pre-test	Post-test	Difference
Average	2,71	3,75	1,04

Source: Field Research

Elaborated by: López, E (2021)

Figure 3. Pre-test and Post-test Average



Source: Field Research

Elaborated by: López, E (2021)

Analysis and interpretation

Figure 4 displays the comparison of the average between the results obtained of the pre-test and post-test. Therefore, for the pre-test the average score was 2,71. On the other hand, the average score got from the post-test was 3,75. In both cases the total of the score was over 5 points. These results indicate the group that participated in the research process improved their speaking production a total of 1,04 points. Consequently, Three-step interview strategy has helped learners to enhance their oral performance, since they improved their scores after the post-test evaluation.

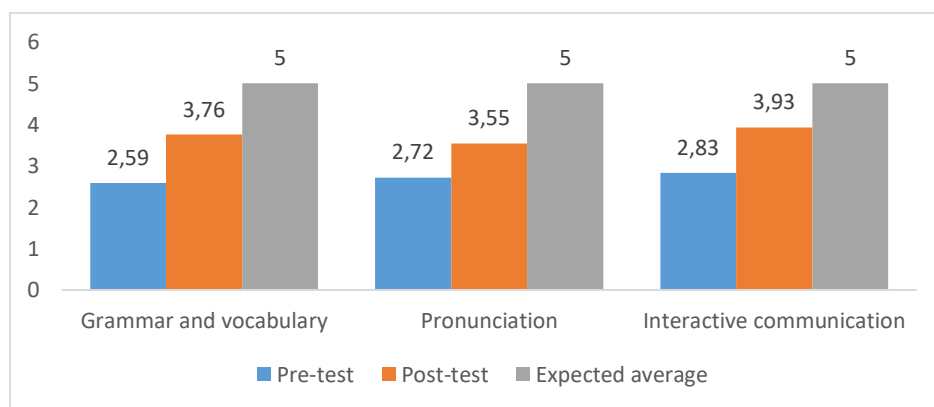
Table 5. Elements of the Communicative Competence Pre-test and Post-test

Elements of the C.C.	Treatment Group		Expected Average
	Pre-test	Post-test	
Grammar and vocabulary	2,59	3,76	5
Pronunciation	2,72	3,55	5
Interactive communication	2,83	3,93	5

Source: Field Research

Elaborated by: López, E (2021)

Figure 4. Elements of the Communicative Competence Pre-test and Post-test



Source: Field Research

Elaborated by: López, E (2021)

Analysis and interpretation

Figure 5 shows the comparison of the criteria considered after the application of the pre-test and post-test. The expected average for each communicative element was a total of 5 points. First, in grammar and vocabulary the learners obtained a 2,59 for the pre-test, while in the post-test they got 3,76. Second, for pronunciation the initial average obtained was 2,72 and the final 3,55. Finally, in interactive communication criteria the initial score was 2,83 and at the end of the experiment they got 3,93 being the highest average. Consequently, Three-step interview strategy is effective to improve learners' speaking production.

3.4 Discussion of the results

Regarding the speaking skill at the beginning of the experiment, the students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato showed they had limited control of vocabulary and sentence structures to talk about any situation. The most common mistakes found were problems conjugating the third person and also when they referred to past actions they used to use present simple. Therefore, there were some problems when they had to think about suitable grammar structures when they had to create sentences. On the other hand, problems with pronunciation were clearly obvious since there were a list of words that most of the class used to mispronounce like “interesting, since, develop, think, thing, strategy and others”. Finally for interactive communication, most of students needed to improve their fluency since they used to hesitate while they were thinking about what to say. Additionally, when they were working in pairs the analysis of their work demonstrated they could only exchange simple sentences. They did not participate, so it was necessary to force them to do it.

Furthermore **Kamaliah (2018)** stated this technique is very suitable to foster the speaking skill. After the implementation of the strategy, the group that participated in his experiment showed an improvement of 81%. Because, the students had the opportunity to enhance their abilities in grammar, vocabulary and comprehensibility. Besides, it allows the students to be motivated and engaged with the learning part, since they work cooperatively sharing ideas, discussing about topics of interest and working by themselves. In addition, this technique makes students to have an active participation while speaking and the activities of topics for the lesson. Considering that review, the interventions and activities planned could awake the student’s interest to participate in the class. Moreover, the activities in which they could improve their skills included daily conversations such as interviews, discussions and debates. All these activities were performed in pairs, so they could use that opportunity to exchange their ideas and acquire new knowledge and information about the topics that were proposed. By mixing the Three-step interview strategy and the activities performed by the students, it was evident that the students can develop their oral skills. The students can express

themselves with little hesitation and better performances can be evidenced. Consequently, Three-step interview strategy has a huge influence on students speaking production according to the results obtained.

3.5 Hypothesis verification

Alternative: Three-step interview strategy influences speaking production.

Null: Three-step interview strategy does not influence speaking production.

Normality Test

Normality criteria

$H_0: P_{\text{value}} > 0,05 =$ There is normality.

$H_1: P_{\text{value}} \leq 0,05 =$ There is no normality.

Table 6. Shapiro-Wilk Normality Test

Par 1	Statistic	df	Sig.
Pre-test	,922	29	0,034
Post-test	,954	29	0,233

Source: Software SPSS 21

Elaborated by: López, E (2021)

Analysis and interpretation

Following with the research process, the data collected had to pass the normality test. Therefore, Shapiro-wilk test was applied because the participants of the experiment were less than 50. The level of significance of the pre-test was 0,034 while in the post-test was 0,233. Comparing the values obtained with the normality criteria, both are higher than 0,05. Consequently, the null hypothesis that says the data came from a normal distribution must be accepted. Therefore, these results permitted to apply the Paired Sample T-test to verify if the hypothesis was correct.

Paired Samples T-Student Test

Table 7. Mean T-test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	8,14	29	1,505	0,280
Post-test	11,24	29	1,455	0,270

Source: Software SPSS 21

Elaborated by: López, E (2021)

Table 8. Paired T-test

Paired Samples T-test									
Paired Samples Differences									
		95% Confidence				t	df	Sig. (2-tailed)	
		Std. Error	Interval of the Difference						
	Mean	Std. Deviation	Mean	Lower	Upper				
Pair 1	Pre-test	-	1,081	0,201	-3,514	-2,692	-	28	0,000
	Post-test	3,103					15,467		

Source: Software SPSS 21

Elaborated by: López, E (2021)

Analysis and interpretation

First, the mean from the pre-test was 8,14 while the post-test was 11,24 with a difference of 3,1. These results concluded that the interventions were useful to enhance students speaking production since the students could get a better average at the end of the experiment. Therefore, it was vital to apply the T-test in order to decide which hypothesis had to be accepted. Table 8 displays the value 0,000 of the Sig. (2 tailed), that is less than 0,05 which is the percentage of error accepted in the research “5%” Consequently, this information allowed the researcher to reject the null hypothesis **H0**: “Three-step interview strategy does not influence speaking production” and accept the alternative hypothesis **H1**: Three-step interview strategy influences speaking production on the students from the 3rd semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

At the end of the research project, the following conclusion were stated:

- Three-step interview strategy has a positive influence on speaking production. The results obtained from the pre-test and post-test have revealed that students improved several aspects of oral communication. For example, new vocabulary, appropriate use of grammatical structures, better pronunciation, fluency and social skills like interaction, social and problem solving skills.
- Three-step interview strategy is defined as a collaborative activity that involves three steps. The students get in pairs, select any topic and exchange their ideas by making and answering questions about. This strategy is suitable to practice different aspects of the speaking skill. The students can acquire new vocabulary, they can enhance their social skills because of the fact that they exchange their peers all the time. On the other hand, speaking production is considered as the act of transferring thoughts into speech. This process involves the action of selecting suitable words, appropriate grammar structures, organization and correct articulation in order to be understood by the receiver of the information.
- The benefits of the Three-step interview strategy are evidenced along the performances prepared by the students of the different activities. The students can increase their engagement by arguing topics that are not related only with education. By talking about different themes and working in pairs, they can enable their critical thinking. Furthermore, as the teacher only acts as a guide, the students can foster their autonomy. Therefore, they can build their own learning by sharing the information. In some cases the students do not master a specific topic for a discussion or debate, but they can use their experience to start arguing about the issue. Finally, as it is an activity in which the learners are working by themselves, they can request feedback to the rest of the class in the last step in order to correct mistakes that can appear.

- Three-step interview strategy is effective on speaking production. According to the results of the pre-test taken by the participants of the experiment, besides the different activities performed by them during the interventions. The grades obtained were very low at the beginning. There was lack of vocabulary and students used to confuse grammatical points. Furthermore, problems like hesitation and poor pronunciation were evidenced. Therefore, after the implementation of the strategy, the students could improve that aspects. The comparative results between the pre-test and post-test can be seen in Figure. 4 and it can show how effective the strategy was on speaking production.

4.2 Recommendations

- The use of cooperative learning activities in EFL classroom allows learners to work by themselves on specific tasks. The cooperative method permits the students to enhance their autonomy instead of depending too much on the teacher to carry on all the different activities prepared for the class. Therefore, it is an opportunity for learners to build their own learning by discussing about different issues that can engage them to be active participants of a class.
- Teachers should apply the strategy with topics that are not only related with the educative model. In that way, learners can be more engaged with the topic of the class. Furthermore, these topics must be adapted to oral activities like debates, discussions, conversations and so on. Additionally, the strategy must be implemented according to the student's level, needs and age. Therefore, the performances developed by the students can be assessed correctly in order to provide feedback to correct possible mistakes.
- It is vital to recognize the benefits of applying cooperative learning activities on students in order to enhance an English skill. Teachers must consider that most of students are tired of the traditional learning method. Learners only used to sit a listen to the teacher without being active participants of the class. This is the reason why while students work together by their own, they can help each other to complete a task and ask the teacher for help only if it is necessary. The students can correct themselves, improve their interaction and acquire new information according to their classmates' experience in a certain topic.
- Teachers have to look for effective strategies and methods in which learners can feel more comfortable. Since, not all the students in a class learn in the same way and rhythm as the others. Additionally, there can be introvert and extrovert students that would require special treatment to cover and complete a task.

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ANNEXES

Annex 1

CARTA DE COMPROMISO

Ambato, 28/10/2021

Doctor
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza en mi calidad de Coordinadora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: ““THREE-STEP INTERVIEW STRATEGY AND SPEAKING PRODUCTION” propuesto por el estudiante Esteban Daniel López Valencia, portador de la Cédula de Ciudadanía No 1850127042, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lic. Mg. Sarah Iza Pazmiño

0501741060

0984060528

sj.iza@uta.edu.ec

Source: Carta de Compromiso

Elaborated by: Pedagogía de los Idiomas Nacionales y Extranjeros (Coordination 2021)

Annex 2

KET PRE-TEST AND POST-TEST



UNIVERSIDAD TECNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
PRE-TEST AND POST-TEST

THEME:

THREE-STEP INTERVIEW STRATEGY AND SPEAKING PRODUCTION

INSTRUCTIONS

- Get in pairs (Student A and B)
- Answer all the questions
- Listen carefully to the questions.
- Record your voices and upload the file in the following link. (ONE RECORDING PER COUPLE)
- <https://drive.google.com/drive/folders/1sPY1y6zrviW5GAmHsyt3H46jZGGKMEEq?usp=sharing>
- Upload your file as in the example. (López Daniel and Valladares Joel)

QUESTIONS

PART 1

1. What are your names?

PART 2

Phase 1

In this part of the test you are going to talk together.

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not.



Phase 2

Now students answer the following questions.

Student A	Student B
Do you think playing computer games is boring?	Do you think playing an instrument is difficult?
Do you think playing football is fun?	Do you think reading is interesting?
Which of these hobbies do you like best?	Which of these hobbies do you like best?

Phase 3

Student B: Do you prefer to spend your free time alone or with other people? Why?

Student A: Do you prefer to spend your free time alone or with other people? Why?

Student A: Which is more fun, playing sports or watching sports? Why?

Student B: Which is more fun, playing sports or watching sports? Why?

Thank you. That is the end of the test.

Source: General Cambridge English Language Assessment

Elaborated by: López, E (2022)

Annex 3

Pre-test results

No.	Grammar and Vocabulary	Pronunciation	Interactive communication	Total
Student 1	3	3	3	3,0
Student 2	4	4	4	4,0
Student 3	3	3	3	3,0
Student 4	2	2	3	2,3
Student 5	3	4	3	3,3
Student 6	3	3	3	3,0
Student 7	3	2	2	2,3
Student 8	3	3	4	3,3
Student 9	3	3	3	3,0
Student 10	3	4	3	3,3
Student 11	3	2	1	2,0
Student 12	4	3	3	3,3
Student 13	2	2	3	2,3
Student 14	2	2	2	2,0
Student 15	3	2	2	2,3
Student 16	2	3	2	2,3
Student 17	2	3	3	2,7
Student 18	2	3	3	2,7
Student 19	2	3	4	3,0
Student 20	2	2	3	2,3
Student 21	2	2	2	2,0
Student 22	2	3	3	2,7
Student 23	1	3	3	2,3
Student 24	3	3	3	3,0
Student 25	2	3	2	2,3
Student 26	3	3	3	3,0
Student 27	3	3	3	3,0
Student 28	2	1	3	2,0
Student 29	3	2	3	2,7
General	2,59	2,72	2,83	2,71

Source: Pre-test results

Elaborated by: López, E (2022)

Annex 4

Post-test results

No.	Grammar and Vocabulary	Pronunciation	Interactive communication	Total
Student 1	4	4	4	4,0
Student 2	5	5	5	5,0
Student 3	4	4	4	4,0
Student 4	3	3	4	3,3
Student 5	4	4	4	4,0
Student 6	4	4	4	4,0
Student 7	4	3	3	3,3
Student 8	4	4	3	3,7
Student 9	4	4	4	4,0
Student 10	4	4	5	4,3
Student 11	3	2	3	2,7
Student 12	4	4	4	4,0
Student 13	4	4	5	4,3
Student 14	3	4	4	3,7
Student 15	4	3	3	3,3
Student 16	3	3	3	3,0
Student 17	4	3	4	3,7
Student 18	4	3	4	3,7
Student 19	4	3	4	3,7
Student 20	4	3	4	3,7
Student 21	3	3	5	3,7
Student 22	4	4	4	4,0
Student 23	3	4	3	3,3
Student 24	4	4	5	4,3
Student 25	3	3	3	3,0
Student 26	4	3	4	3,7
Student 27	4	4	5	4,3
Student 28	3	3	4	3,3
Student 29	4	4	3	3,7
General	3,76	3,55	3,93	3,75

Source: Pre-test results

Elaborated by: López, E (2022)

Annex 5

Rubric Assessing Speaking Performance A2

Cambridge English

Assessing Speaking Performance – Level A2

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none">Shows a good degree of control of simple grammatical forms.Uses a range of appropriate vocabulary when talking about everyday situations.	<ul style="list-style-type: none">Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	<ul style="list-style-type: none">Maintains simple exchanges.Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none">Shows sufficient control of simple grammatical forms.Uses appropriate vocabulary to talk about everyday situations.	<ul style="list-style-type: none">Is mostly intelligible, despite limited control of phonological features.	<ul style="list-style-type: none">Maintains simple exchanges, despite some difficulty.Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none">Shows only limited control of a few grammatical forms.Uses a vocabulary of isolated words and phrases.	<ul style="list-style-type: none">Has very limited control of phonological features and is often unintelligible.	<ul style="list-style-type: none">Has considerable difficulty maintaining simple exchanges.Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: <https://silo.tips/download/assessing-speaking-performance-level-a2>

Author: Cambridge English Assessment

Annex 6

Lesson plans

Lesson Plan 1: Pre-test

Teacher: Esteban López
Subject: Pedagogy (Didactic)
Level: 3rd Semester

Group: 37 students (27 women and 10 men) Date: 30/11/2021 Time: 50 mins		
Aims: <ul style="list-style-type: none"> • To provide an explanation to students about the implementation of “Three-step interview strategy in speaking production”. • To determine the level of students’ speaking performance through a pre-test. 		
Stage/Time	Activities	Resources and materials
Engage 10 minutes	<ul style="list-style-type: none"> • Greeting • Teacher self-introduction • Warm-up: The teacher uses a wheel of names to ask students questions about sports, music, holidays and so on. 	https://wheelofnames.com/es/ Power point Zoom App
Study 15 minutes	<ul style="list-style-type: none"> • Teacher gives a brief introduction about the objective of having the meetings. Then, he explains about the strategy showing a video. • The teacher explains how the students are going to work in the meeting. • The teacher asks the students if they have any doubt. 	https://www.youtube.com/watch?v=Rj3S63WJlpM
Activate 20 minutes	<ul style="list-style-type: none"> • The teacher explains about the pre-test and how they have to complete it. • The teacher organizes the class into pairs. • The students take the pre-test. 	Pre-test: https://app.wizer.me Code: WQIOP4 Google drive: https://drive.google.com/drive/folders/1sPY1y6zrviW5GAmHsyt3H46jZGGKMEEq?usp=sharing
Assessment	<ul style="list-style-type: none"> • The teacher asks students to watch a video for the next class about a further explanation of Three-step interview strategy. The teacher will ask questions about the video, so the students must be ready. 	https://www.youtube.com/watch?v=xbVSjVApxXs

First class evidence

The screenshot shows a web browser window with the URL 'wheelofnames.com/es/'. The main content is a 'My wheel' interactive tool. The wheel is divided into 12 colored segments with the following questions in Spanish:

- What was the scar...
- What's your favor...
- How often do you ...
- What is the best ...
- What is your hobb...
- Which subjects do...
- What was your fav...
- What is pollution?
- What should we do...
- Are you good at ay...
- Do you play nof do...
- What was the scar...
- What's your favor...

On the right side, there is a video conference interface with several participants. The browser's taskbar at the bottom shows the time as 9:13 on 30/11/2021.

Source: Field Research

Elaborated by: López, E (2022)

The screenshot shows a PowerPoint presentation slide with the title 'WHAT IS THREE-STEP INTERVIEW STRATEGY?'. The slide content includes a video of a classroom activity where a man and a woman are holding large sheets of paper. On the right side, there is a video conference interface with several participants. The PowerPoint title bar at the top reads 'Presentación de PowerPoint - [THREE-STEP INTERVIEW STRATEGY AND SPEAKING PRODUCTION.pptx] - PowerPoint'. The Windows taskbar at the bottom shows the time as 9:24 on 30/11/2021.

Source: Field Research

Elaborated by: López, E (2022)

Interactive Worksheets | Wizer.me x Nueva pestaña x +

app.wizer.me/learn/WQIOP4#

Wizer.me Dashboard Enter class code Go

Answer recorder (optional) - Voice

PART 2
Phase 4

In this part of the test you are going to talk together.
Here are some pictures that show different hobbies.
Do you like these different hobbies? **Say why or why not.**

Contact us · Privacy · Terms Of Service · © Wizerme LS (2019) Ltd.

Windows taskbar: 9:31 30/11/2021

Source: Field Research

Elaborated by: López, E (2022)

Mi unidad > THIRD SEMESTER EVIDENCE > PRE TEST RECORDING

Nombre ↓	Propietario	Última modificación	Tamaño del archivo
TOAPANTA ALISON AND IBETH TUBÓN.aac	ibeth tubon	30 nov 2021 ibeth tubon	7.5 MB
Tiviano Evelyn y Sandoval David.aac	David Sandoval	30 nov 2021 David Sandoval	9 MB
TANNIA MASAQUIZA Y CRISTINA SALAZAR.mp3	Cristina Salazar	30 nov 2021 Cristina Salazar	4.6 MB
Salinas and Vaca.m4a	Cristina Salinas	30 nov 2021 Cristina Salinas	6.5 MB
PRE TEST- ANAELA ASANZA ODALIS CHASI.mp3	Abi Anaela Asanza Bravo	30 nov 2021 Abi Anaela Asanz...	2.7 MB
Paucar Katherine and Tamayo Cristina.aac	Cristina Tamayo	30 nov 2021 Cristina Tamayo	13.8 MB
Oña Dany y Melo Daniela.mp3	Dany Oña	30 nov 2021 Dany Oña	4.8 MB
Lizbeth Morales and Hilarry Pinto.mp3	Lizbeth Andrea Morales Quezada	30 nov 2021 Lizbeth Andrea M...	7.2 MB
KATHERINE LOPEZ AND DANIELA SANCHEZ.mp4	Daniela Sanchez	30 nov 2021 Daniela Sanchez	4.5 MB
Johana Lopez and Anibal Colcha.ogg	Anibal Colcha	30 nov 2021 Anibal Colcha	913 KB

Source: Field Research

Elaborated by: López, E (2022)

Lesson Plan 2: Cooperative learning

Teacher: Esteban López Valencia.

Subject: Pedagogy (Didactic)

Level: 3rd Semester

<p>Group: 37 students (27 women and 10 men) Date: 03/12/2021 Time: 50 mins</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • To provide an explanation about cooperative learning. • To practice dialogues about a specific topic. 		
Stage/Time	Activities	Resources and materials
Engage 10 minutes	<ul style="list-style-type: none"> • Attendance • Greeting • Warm-up: The teacher applies an ice—breaker to engage the students to participate in class. 	Zoom App Nearpod Quizizz
Study 15 minutes	<ul style="list-style-type: none"> • Teacher provides a brief explanation about cooperative learning. Then, he explains how it can influence speaking in a second language learning. • The teacher shows a video to provide more details. • The students complete an activity in Nearpod.com • The teacher asks students to open jambord.google.com • The teacher explains how to use jambord. 	https://www.youtube.com/watch?v=X0mVPmpoIr0
Activate 20 minutes	<ul style="list-style-type: none"> • The teacher asks the students to create a collage about cooperative learning. • The teacher asks the students to create the poster only with images. • The teacher organizes the class into pairs. • The teacher asks the students to look at his/her partner' poster and create questions about it. • The students are asked to use the “three step interview strategy” for this activity. • The students record their voices and upload in a google shared folder. 	<p>Google drive: https://drive.google.com/drive/folders/1My8pYGeduk_Gwt9JTnGRw054haAmbrKZ?usp=sharing</p>
	<ul style="list-style-type: none"> • The students return to the main session and exchange their ideas to the whole class. 	

Second class evidence

The screenshot shows a Nearpod presentation slide with the following agenda items:

- GREETING
- ATTENDANCE
- WARM-UP
- EXPLANATION OF COOPERATIVE LEARNING
- ACTIVITY 1
- ACTIVITY 2
- PRESENTATION OF IDEAS

The slide also features an illustration of a pencil and a notepad with a checkmark. The interface includes a 'CODE: QR4PK' at the top left, 'nearpod' branding, and navigation buttons for 'Abrir Pizarra' and '+ Actividad'. The bottom status bar shows 26 participants and the slide number '2 de 8'.

Source: Field Research

Elaborated by: López, E (2022)

The screenshot displays a multiple-choice question in Spanish: "Según el video ¿cómo puede el profesor dividir la clase para implementar la estrategia?". The question is accompanied by a pie chart showing the distribution of answers.

Correctas 62% | Incorrectas 38% | Sin respuesta 0%

Respuestas	% Seleccionado
A Small groups	23.5%
B Groups of three students (Student A, B and C)	14.7%
C Pairs (Student A and B)	61.8%
D Individually	0%

The interface includes a 'Compartir Solución' button, a video player with 'octavo c' branding, and a status bar showing 34 participants and slide number '3 de 8'.

Source: Field Research

Elaborated by: López, E (2022)


app.nearpod.com/command?puuid=f8b9a7c1823051d5c5d0a9abe1034cce-1&sid=f467ef144b24590b457d81a40710c437&origin=My%20Library

CODE: QR4PK

nearpod

Abrir Pizarra + Actividad

How cooperative groups differ from typical classroom groups?



- In typical groups;**
 - One leader is chosen by the teacher.
 - Groups are homogenous in nature.
 - Each member has his/her own product.
 - Priority is get the job done.
- In cooperative groups;**
 - Leadership is shared by all members.
 - Group members are chosen randomly.
 - All members have one single product.
 - Priority is get the job done with social skills and by the help of every member.

35 4 de 8 Esconder los nombres de los estudiantes

Source: Field Research

Elaborated by: López, E (2022)

Mi unidad > THIRD SEMESTER EVIDENCE > COOPERATIVE LEARNING 2-12-2021

Nombre ↓	Propietario	Última modificación	Tamaño del archivo
Toapanta Alison_Ayala Dayana.mp3	Dayana Liceth Ayala Tipanluisa	3 dic 2021 Dayana Liceth Ayal...	4 MB
Ricardo-Mosquera-and-Dany-Oña.mp3	Dany Oña	3 dic 2021 Dany Oña	3.8 MB
Morales Lizbeth and Sandoval David.mp3	Lizbeth Andrea Morales Quezada	3 dic 2021 Lizbeth Andrea Mor...	1.6 MB
Lopez Katheryn and Masaquiza Tannia.m4a	Katheryn Lopez	3 dic 2021 Katheryn Lopez	3.1 MB
Johanna López and Dayana Diaz.mp3	Dayana Diaz	3 dic 2021 Johanna Lopez	7.4 MB
Hilary Pinto and Domenica Espinosa.mp3	Domenica Espinosa	3 dic 2021 Domenica Espinosa	3.9 MB
GARCIA ELISA (A) AND CAJAMARCA STEFANNY (B)...	stefanny cajamarca	3 dic 2021 stefanny cajamarca	2.6 MB
EVELYN TIVIANO-CARLOS NARANJO.aac	Carlos Naranjo	3 dic 2021 Carlos Naranjo	3.5 MB
Esthela Torres and Daniela Melo.mp3	Daniela Melo	3 dic 2021 Daniela Melo	1.7 MB
Cristina Salazar and Cristina Tamayo.aac	Cristina Tamayo	3 dic 2021 Cristina Tamayo	10.2 MB

Source: Field Research

Elaborated by: López, E (2022)

Lesson Plan 3: Interviews

Teacher: Esteban López Valencia.

Subject: Pedagogy (Didactic)

Level: 3rd Semester

<p>Group: 37 students (27 women and 10 men) Date: 10/12/2021 Time: 50 mins</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • To practice how to support ideas about news. • To practice how to prepare an interview. 		
Stage/Time	Activities	Resources and materials
Engage 10 minutes	<ul style="list-style-type: none"> • Attendance • Greeting • Warm-up: The teacher applies an ice—breaker to engage the students to participate in class -Lyrics training App 	Zoom App Lyrics training App
Study 15 minutes	<ul style="list-style-type: none"> • Teacher provides a brief explanation about Interviews. • The teacher shows a video with an example of any interview. • The teacher asks students to look for pictures about any local or international new. (sports, music, movies, politics and so on) • The teacher explains how to do the following activity 	https://www.youtube.com/watch?v=cqcrEy_8zQw
Activate 20 minutes	<ul style="list-style-type: none"> • The teacher explains that the students will be sent to breakout rooms to work in pairs. • Once the students have found any image, the teacher asks them to show the pictures to their partners. • The students must try to predict what happened in the pictures so that they can support details after the questions. • The teacher provides time so that the student can think about the kind of questions they can ask about the new. • The students are remained they have to use the “three step interview strategy” for the activity. 	<p>Google drive: https://drive.google.com/drive/folders/1ufbjtiGPCqXFoZyfbQGFw2SCYAFOxREI?usp=sharing</p>
	<ul style="list-style-type: none"> • The teacher asks the students to record upload their voices in a google shared folder. • The students return to the main session and exchange their ideas to the whole class. 	

Third class evidence

THREE-STEP INTERVIEW STRATEGY AND SPEAKING PRODUCTION - copia.pptx - PowerPoint

ARCHIVO INICIO INSERTAR DISEÑO TRANSICIONES ANIMACIONES PRESENTACIÓN CON DIAPOSITIVAS REVISAR VISTA NITRO PRO

AGENDA

- GREETING
- ATTENDANCE
- WARM-UP
- EXPLANATION ABOUT INTERVIEW
- ACTIVITIES

DIAPOSITIVA 2 DE 6 INGLÉS (ESTADOS UNIDOS) NOTAS COMENTARIOS 74% 7:09 10/12/2021

Source: Field Research

Elaborated by: López, E (2022)

es.lyricstraining.com/play/queen/somebody-to-love/H5ofqYNxy5#b7w

lyricstraining Góneros Buscar Idioma Acceder Registrarse

Puntos 8 Huecos 4/32 Aciertos 4 Fallos 0 Bonus x1

Queen - Somebody To Love (Official Video)

MÁS VIDEOS

0:51 / 5:10

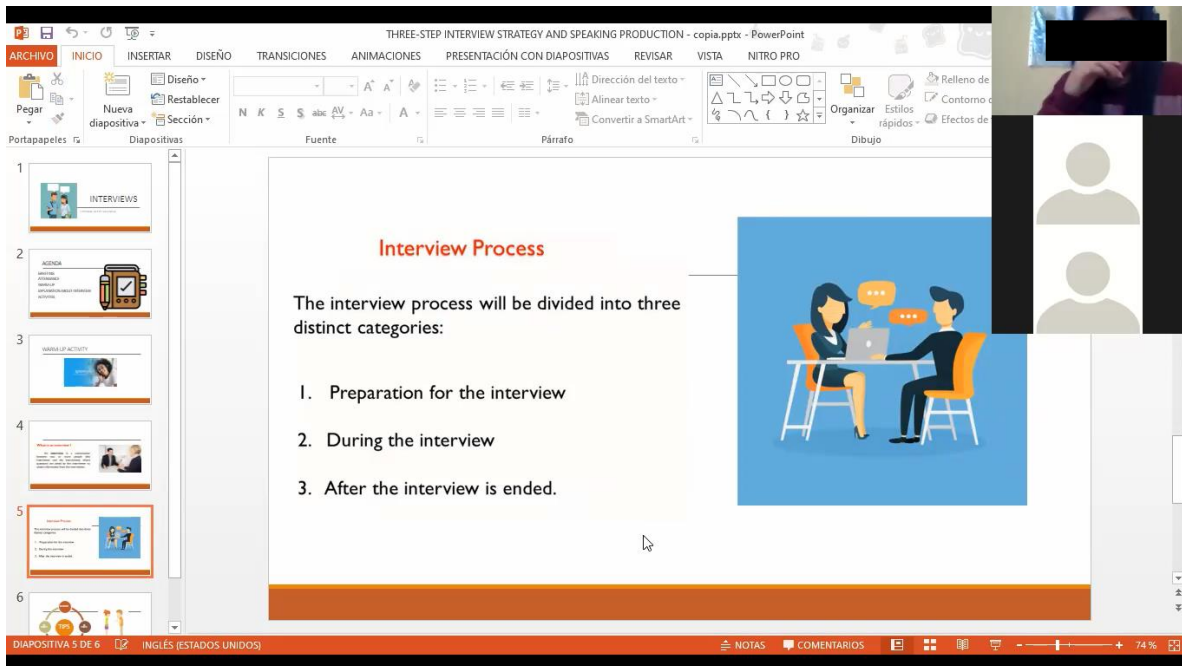
I have to spend all my years in you

But I just can't ... no relief Lord

7:13 10/12/2021

Source: Field Research

Elaborated by: López, E (2022)



Source: Field Research

Elaborated by: López, E (2022)

Mi unidad > THIRD SEMESTER EVIDENCE > Interviews

Nombre ↓	Propietario	Última modificación	Tamaño del archivo
Tamayo Cristina and Torres Esthela	Cristina Tamayo	10 dic 2021 Cristina Tamayo	–
Naranjo Carlos and Melo Daniela	Daniela Melo	10 dic 2021 Daniela Melo	–
Lopez Johana and Oña Dany	Dany Oña	10 dic 2021 Dany Oña	–
Kevin Cuyo and Evelyn Tiviano	Kevin Adrian	10 dic 2021 Kevin Adrian	–
Isis Lopez and Odalis Chasi	Ewiant	10 dic 2021 Ewiant	–
GARCIA ELISA AND PEREZ VIVIANA	Elisa Garcia	10 dic 2021 Elisa Garcia	–
DAYANA AYALA_SALAZAR CRISTINA	Cristina Salazar	10 dic 2021 Cristina Salazar	–
CHISAG DIANA AND JOSIAS CRUZ	Diana Chisag	10 dic 2021 Diana Chisag	–
CAJAMARCA S AND SANDOVAL D	Stefanny Cajamarca	10 dic 2021 Stefanny Cajamar...	–
BRAVO CARLOS AND PINTO HILARY	Carlos Bravo	10 dic 2021 Carlos Bravo	–

Source: Field Research

Elaborated by: López, E (2022)

Lesson Plan 4: Debates

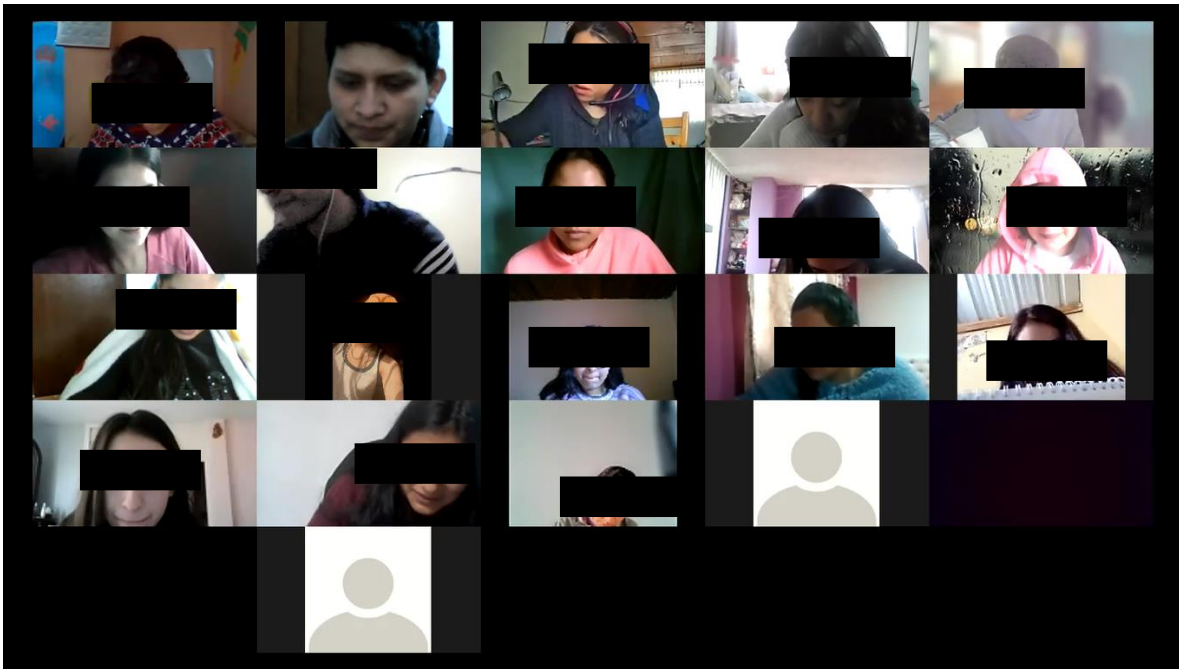
Teacher: Esteban López Valencia.

Subject: Pedagogy (Didactic)

Level: 3rd Semester

<p>Group: 37 students (27 women and 10 men) Date: 17/12/2021 Time: 50 mins</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • To explain about debates. • To practice vocabulary and useful expressions related to debates. 		
Stage/Time	Activities	Resources and materials
Engage 10 minutes	<ul style="list-style-type: none"> • Attendance • Greeting • Warm-up: The teacher applies an ice—breaker to engage the students to participate in class Sketch your neighbor. 	Zoom App Piece of paper Paint
Study 15 minutes	<ul style="list-style-type: none"> • Teacher provides a brief explanation about debates. • The teacher shows a video with an example of a debate. • The teacher asks the students to write in the chat expression they consider can be used in a debate. • The teacher shows the students different topics about debates. • The teacher divides the class into pairs. • The teacher uses the wheel of names to select the topic for each couple. 	https://www.youtube.com/watch?v=X-nbZXVnlHw https://www.eslbuzz.com/useful-phrases-for-discussion-and-debate-in-english/
Activate 20 minutes	<ul style="list-style-type: none"> • The teacher explains that the students will be sent to breakout rooms. • The teacher provides 5 minutes for the students to select the ones that will be for and against the topic. • The teacher provides time to think about the topic. • The teacher asks the students to record and upload their voices in a google shared folder. • The students return to the main session and exchange their ideas to the whole class. 	<p>Google drive: https://drive.google.com/drive/folders/14q8CMEsa_meFdQXiCIUt4eIkhQr6a7mS?usp=sharing</p>

Fourth class evidence



Source: Field Research

Elaborated by: López, E (2022)

Debates.pptx - PowerPoint

ARCHIVO INICIO INSERTAR DISEÑO TRANSICIONES ANIMACIONES PRESENTACIÓN CON DIAPOSITIVAS REVISAR VISTA NITRO PRO

Pegar Nueva diapositiva Sección Fuente Párrafo Dibujo

1 DEBATES

2 ACCIONES

3 ANÁLISIS DE ACTIVIDADES

4 Why Debate?

5 Why?

6

Why Debate?

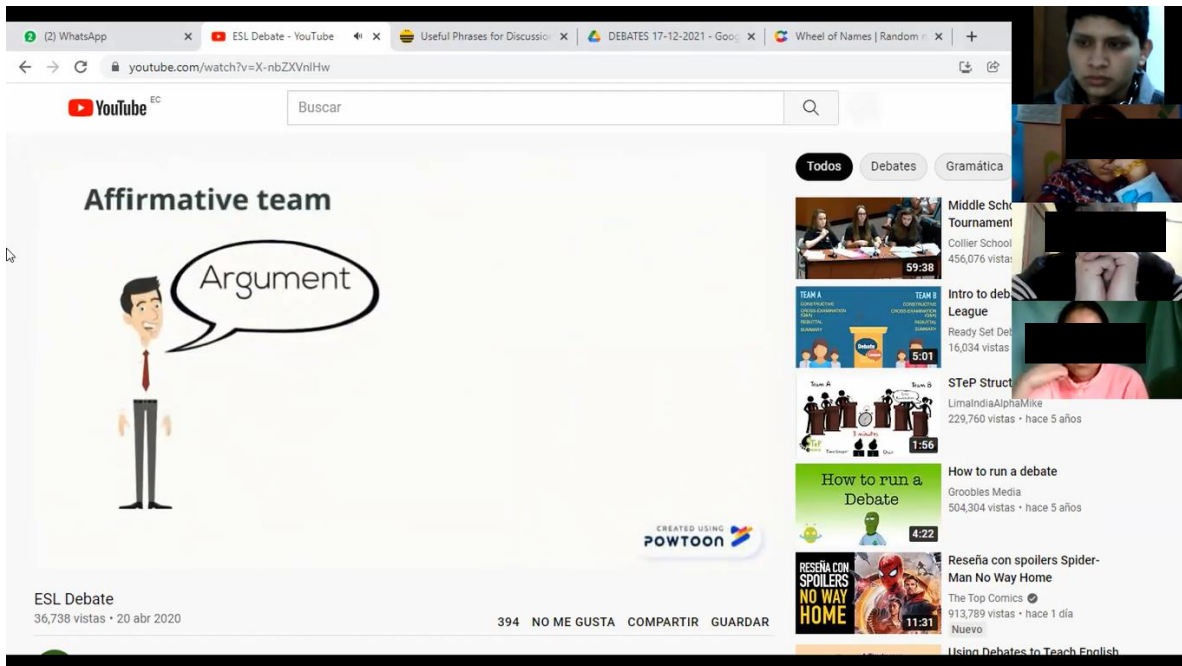
Participating in debate makes you a better thinker & communicator.

You & your friends & teammates get to spend time surfing the web to find evidence to support your arguments.

DIAPPOSITIVA 4 DE 12 INGLÉS (ESTADOS UNIDOS) NOTAS COMENTARIOS 74%

Source: Field Research

Elaborated by: López, E (2022)



Source: Field Research
Elaborated by: López, E (2022)

Mi unidad > THIRD SEMESTER EVIDENCE > DEBATES 17-12-2021

Nombre ↓	Propietario	Última modificación	Tamaño del archivo
Viviana Pérez-Dayana Diaz.m4a	Dayana Diaz	17 dic 2021 Dayana Diaz	3.6 MB
TORRES ESTHELA_SALAZAR CRISTINA.m4a	Cristina Salazar	17 dic 2021 Cristina Salazar	4.6 MB
Tamayo Cristina and Tubón Ibeth.m4a	Cristina Tamayo	17 dic 2021 Cristina Tamayo	2.9 MB
Odalis Chasi and Johanna Lopez.m4a	Johanna Lopez	17 dic 2021 Johanna Lopez	3.2 MB
Melo Daniela and Morales Lizbeth.mp3	Lizbeth Andrea Morales Quezada	17 dic 2021 Lizbeth Andrea M...	1.6 MB
Katheryn Lopez_Carlos Bravo.mp3	Carlos Bravo	17 dic 2021 Carlos Bravo	1.4 MB
JOSIAS CRUZ, DIANA CHISAG, CRISTINA SALINAS....	Josias Cruz	17 dic 2021 Josias Cruz	5.2 MB
Isis Lopez and Hilary Pinto.m4a	Isis Lopez	17 dic 2021 Isis Lopez	4 MB
Evelyn Tiviano and Domenica Espinosa.mp3	Galo Espinosa	17 dic 2021 Galo Espinosa	2.2 MB
Evelyn Allqui- Anibal Colcha.ogg	Anibal Colcha	17 dic 2021 Anibal Colcha	323 KB

Source: Field Research
Elaborated by: López, E (2022)

Lesson Plan 5: Discussions

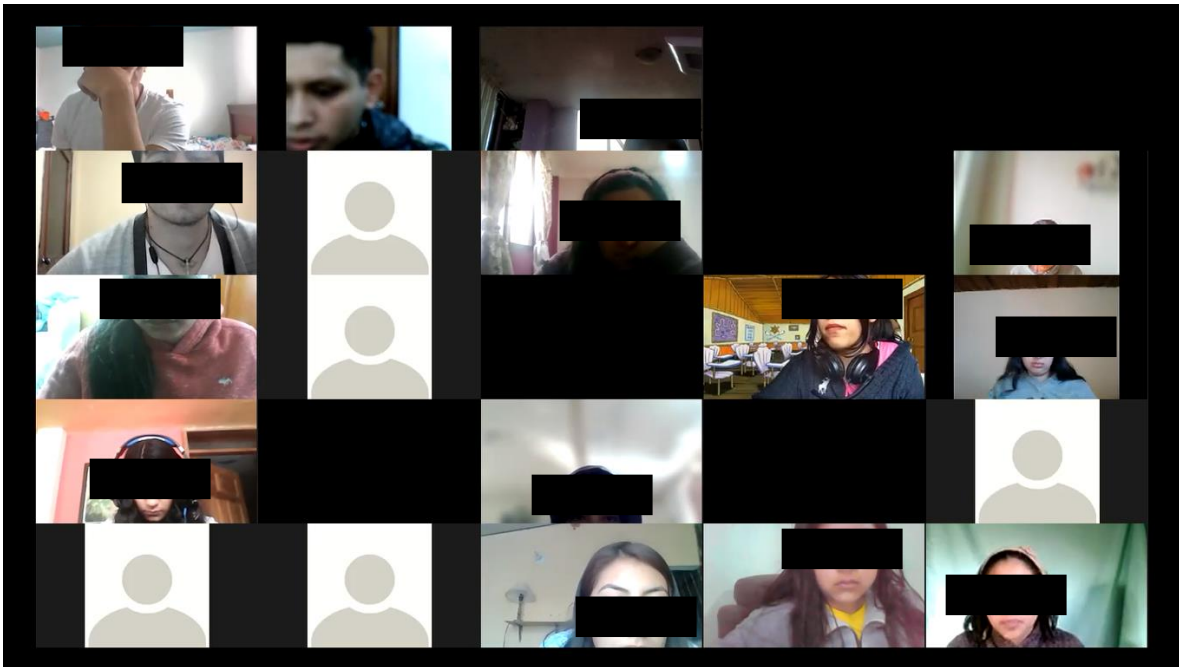
Teacher: Esteban López Valencia.

Subject: Pedagogy (Didactic)

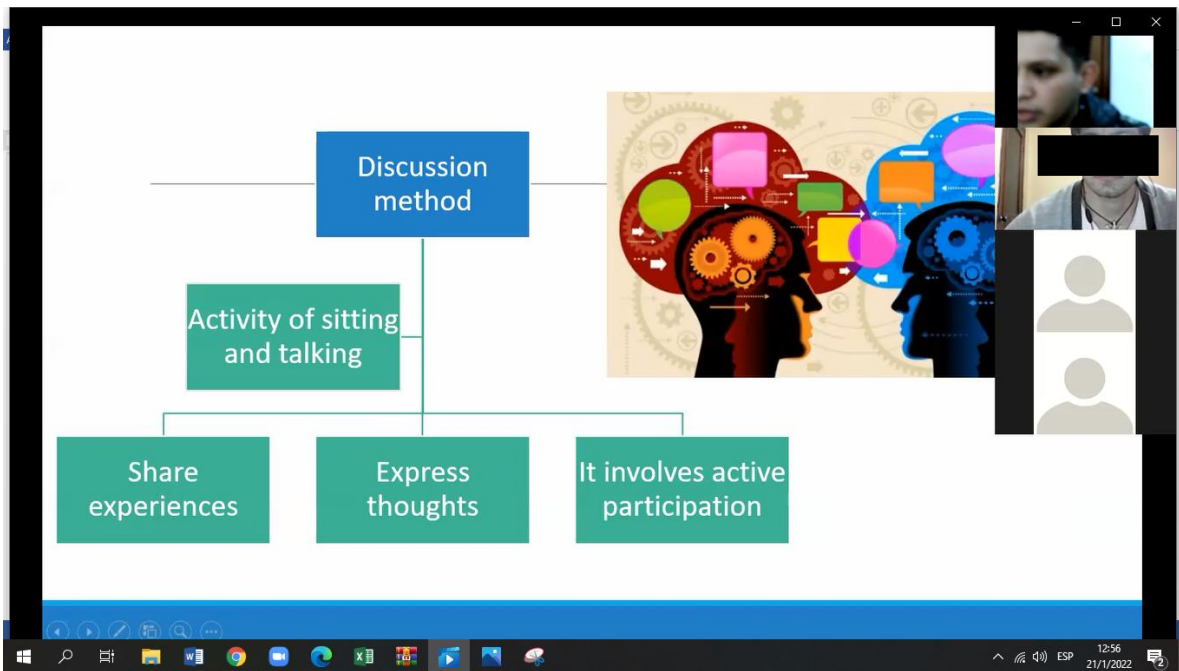
Level: 3rd Semester

<p>Group: 39 students (30 women and 9 men) Date: 07/01/2022 Time: 50 mins</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • To explain about oral discussion. • To practice vocabulary and useful expressions related to discussions-Agree, disagree, asking for clarification and interrupt politely. 		
Stage/Time	Activities	Resources and materials
Engage 10 minutes	<ul style="list-style-type: none"> • Attendance • Greeting • Warm-up: The teacher asks the students to talk about their resolutions for the New Year. 	Zoom App
Study 15 minutes	<ul style="list-style-type: none"> • Teacher provides a brief explanation about discussion. • The teacher shows a video about discussion to reinforce the explanation • The teacher presents useful expression for discussion about any topic. • The teacher shows an example of a discussion. • The teacher asks if there is any doubt. • The teacher asks the student's topic they would like to talk about. • The teacher divides the class into pairs. • 	<p>https://www.youtube.com/watch?v=DXCIDFDgWjM</p> <p>https://www.englisch-hilfen.de/en/words/discussions.htm</p>
Activate 20 minutes	<ul style="list-style-type: none"> • The teacher explains that the students will be sent to breakout rooms. • The teacher provides 5 minutes for the students to brainstorm their ideas. • The teacher asks the students to record and upload their voices in a google shared folder. 	<p>Google drive: https://drive.google.com/drive/folders/1mgSnXkLncFalFRVQbuxEYFLRDg2W_gAw?usp=sharing</p>
	<ul style="list-style-type: none"> • The students return to the main session and exchange their ideas to the whole class. 	

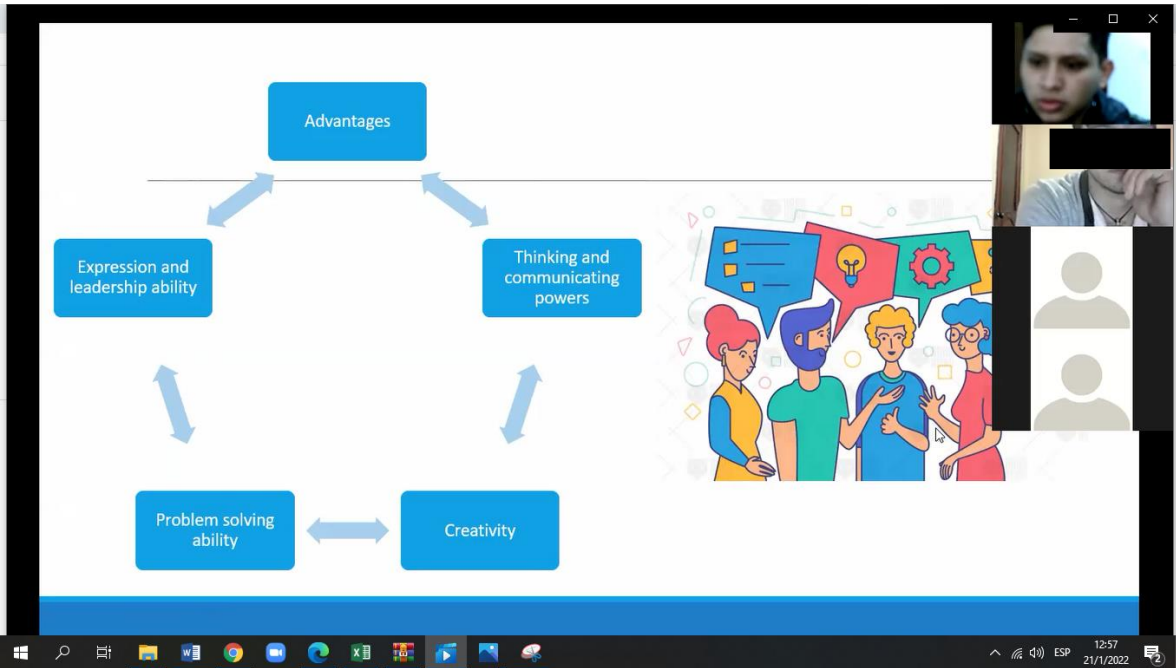
Fifth class evidence



Source: Field Research
Elaborated by: López, E (2022)



Source: Field Research
Elaborated by: López, E (2022)



Source: Field Research

Elaborated by: López, E (2022)











The screenshot shows a web browser window with the following details:

- Address bar: blog.futurefocusedlearning.net/25-real-world-discussion-topics
- Page Title: 25 Real-World Discussion Topics for Learners to Explore Together
- Page Content: A list of 18 discussion questions, with question 13 highlighted in blue: "Does classroom technology enhance how we learn, or is it just getting in the way? Why?"

The browser window is displayed within a video call interface, including a Windows taskbar at the bottom and a sidebar of participants on the right.

Source: Field Research

Elaborated by: López, E (2022)

Nombre ↓	Propietario	Última modificación	Tamaño del archivo
 Tiviano Evelyn and Toapanta Alison.aac 👤	Alison Toapanta	7 ene 2022 Alison Toapanta	5.7 MB
 Sandoval David and Alex Vaca.ogg 👤	Linguistica Linguistica	7 ene 2022 Linguistica Linguis...	546 KB
 RICARDO MOSQUERA-LIZBETH MORALES.ogg 👤	Lizbeth Andrea Morales Quezada	7 ene 2022 Lizbeth Andrea Mo...	607 KB
 Pinto Hilary_Torres Esthela_Bravo Carlos.mp3 👤	Carlos Bravo	7 ene 2022 Carlos Bravo	2.2 MB
 Katheryn López and Cristina Salazar.aac 👤	Katheryn Lopez	7 ene 2022 Katheryn Lopez	4.3 MB
 Katherine Paucar (A) - Dayana Diaz (B).mp3 👤	Dayana Diaz	7 ene 2022 Dayana Diaz	8.3 MB
 Elisa Garcia and Domenica Espinosa.mp3 👤	Galo Espinosa	7 ene 2022 Galo Espinosa	2.4 MB
 Diana Chisag, Isis Lopez and Cristina Tamayo.aac 👤	Ewiant	7 ene 2022 Ewiant	5 MB
 Dany Oña and Kevin Cuyo.mp4 👤	Kevin Adrian	7 ene 2022 Kevin Adrian	4.7 MB
 Cajamarca Stefanny and Lopez Johanna.mp3 👤	Johanna Lopez	7 ene 2022 Johanna Lopez	2.8 MB

Source: Field Research

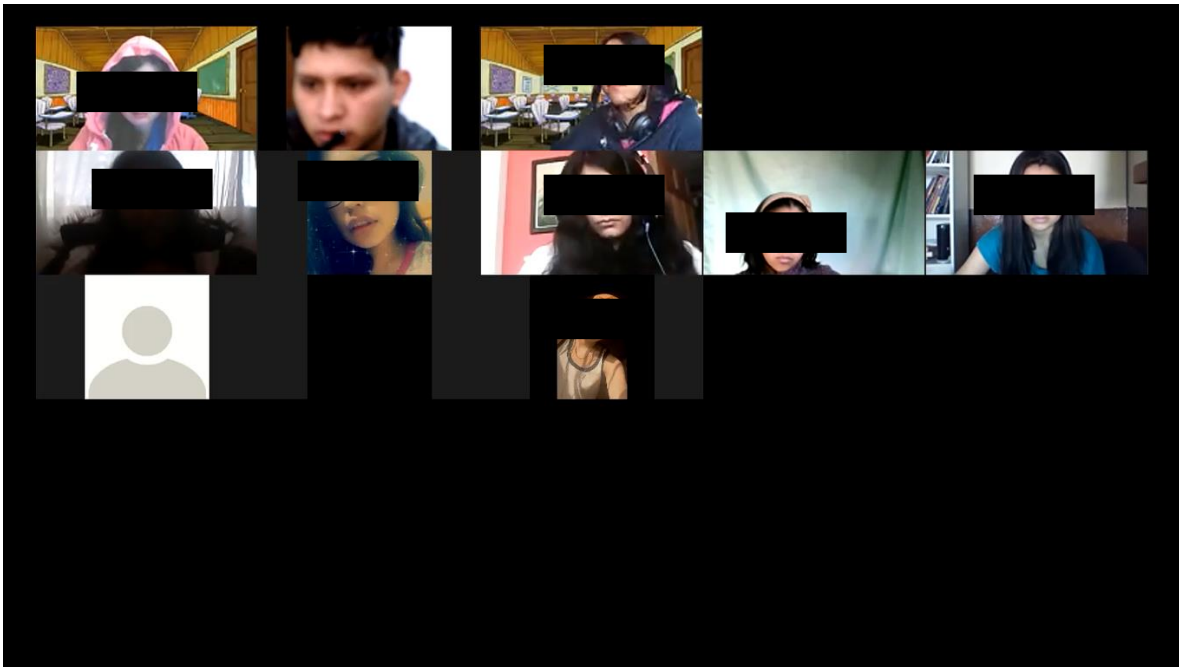
Elaborated by: López, E (2022)

Lesson Plan 6: Post-test

Teacher: Esteban López
Subject: Pedagogy (Didactic)
Level: 3rd Semester

Group: 39 students (30 women and 9 men) Date: 07/01/2021 Time: 50 mins		
Aims: <ul style="list-style-type: none"> To determine the level of students' speaking performance after applying the post-test. 		
Stage/Time	Activities	Resources and materials
Engage 10 minutes	<ul style="list-style-type: none"> Greeting Warm-up: The teacher shows a motivational video about education. The teacher asks the students what they could notice from the video. 	https://www.youtube.com/watch?v=sRE90qnAIDA Zoom App
Study 10 minutes	<ul style="list-style-type: none"> Teacher explains about the Post-test. What is it and how they are going to solve it. The teacher presents the criteria to evaluate the students speaking performance. The teacher shows the KET A2 test from Cambridge and explains in detail every question. 	https://www.youtube.com/watch?v=Rj3S63WJlpM
Activate 20 minutes	<ul style="list-style-type: none"> The teacher explains the students will work in pairs. The teacher sends the link of the post test. The teacher asks the students to enter to wizer.me to take the test. The teacher sends the students to breakout rooms 	Post-test: https://app.wizer.me Code: 6HZF16 Google drive: https://drive.google.com/drive/folders/1UAC0HzDJ2uLw6-v8HXBAF5y7J7aSHDb1?usp=sharing
5 minutes	<ul style="list-style-type: none"> End of the experiment Gratitude Farewell 	

Sixth class evidence



Source: Field Research

Elaborated by: López, E (2022)

Mi unidad > THIRD SEMESTER EVIDENCE > POST TEST RECORDING ▾ 👤

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Nombre ▾	Propietario	Última modificación	Tamaño del archivo
Torres Esthela_Bravo Carlos.mp3 👤	Carlos Bravo	7 ene 2022 Carlos Bravo	5.8 MB
Test.(Katheryn López and Cristina Salazar).aac 👤	Katheryn Lopez	7 ene 2022 Katheryn Lopez	4.3 MB
Sandoval David and Alex Vaca.wma 👤	Linguistica Linguistica	7 ene 2022 Linguistica Linguis...	6.3 MB
POST TEST - ANAELA ASANZA AND VIVIANA PÉREZ... 👤	michelle perez	7 ene 2022 michelle perez	2.4 MB
Morales Lizbeth-Mosquera Ricardo Post Test.mp3 👤	Lizbeth Andrea Morales Quezada	7 ene 2022 Lizbeth Andrea Mo...	4.9 MB
Kevin Cuyo and Dany Oña.mp4 👤	Kevin Adrian	7 ene 2022 Kevin Adrian	8 MB
Katherine Paucar - Dayana Diaz.mp3 👤	Dayana Diaz	7 ene 2022 Dayana Diaz	15.3 MB
ISIS LOPEZ AND CTRISTINA TAMAYO.aac 👤	Diana Chisag	7 ene 2022 Diana Chisag	9.6 MB
Isis Lopez and Cristina Tamayo.aac 👤	Ewiant	7 ene 2022 Ewiant	9.6 MB
Evelyn Tiviano and Toapanta Alison .aac 👤	Alison Toapanta	7 ene 2022 Alison Toapanta	10.2 MB






Source: Field Research

Elaborated by: López, E (2022)

Document Information

Analyzed document	LOPEZ ESTEBAN CHAPER I-IV.pdf (D125399648)
Submitted	2022-01-18T15:18:00.0000000
Submitted by	
Submitter email	elopez7042@uta.edu.ec
Similarity	5%
Analysis address	eg.encalada.uta@analysis.urkund.com

Sources included in the report

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W	<p>URL: https://repositorio.uta.edu.ec/bitstream/123456789/33996/1/TESIS%20Christopher%20Paredes%20%281%29.pdf</p> <p>Fetches: 2021-11-23T03:52:34.1100000</p>	 1

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TUTOR DE TRABAJO DE TITULACIÓN