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“Voxopop and oral interaction”

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I, Mg. Marbella Cumandá Escalante Gamazo holder of the I.D No 1802917250, in my capacity as supervisor of the Research dissertation on the topic: “VOXOPOP AND ORAL INTERACTION” investigated by Miss Nicole Estefanía López Zapata with I.D No. 1805311386 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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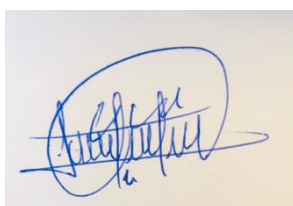
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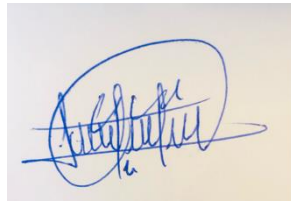
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DEDICATION

TO:

I would like to dedicate this research work to my family for their unconditional support at all times and for being my pillar throughout this journey. Also, to my professors and friends for giving me the necessary strength and support to accomplish each of my goals. And last but not least to my little Kira who has always been my strong love and my safe zone in difficult moments.

Nicole

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ABSTRACT

The use of technological tools today is a great help for learning and teaching a second language. This research shows the relationship between the use of technological tools such as Voxopop and the improvement in the oral interaction of students from the Antonio Carrillo Moscoso Educational Unit in the City of Pillaro, San Andres. The research was quantitative, cross-sectional correlational with an experimental design. The population consisted of 14 students, among whom 13 were men and 1 woman from the Antonio Carrillo Moscoso Educational Unit, who were between 15 and 16 years old. To collect the information, a pre-test taken from the Cambridge KET standardized exam was applied together with the same standardized rubric which allowed evaluating the use of grammar and vocabulary, pronunciation and communicative interaction in speaking ability. The results of this pre-test -test allowed to establish which activities were useful for better interaction in adolescents through the use of the Voxopop application in which they began with cut recordings of less than 1 minute giving their opinions on class topics until they managed to make audios of more than 2 minutes in which students could give critical opinions, suggestions, points of view and even discussions on topics learned in class. At the end of the treatment, a post-test was applied to know the improvements that they had. With the help of statistics, the previous and subsequent speech tests were compared. The study showed that students improved their pronunciation, the correct use of grammar and in many cases, they expanded their vocabulary, thus achieving better oral interaction in the classroom.

Keywords: Educational resources, Speaking skill, Technological tools, Voxopop.

RESUMEN

El uso de las herramientas tecnológicas hoy en día es una gran ayuda para el aprendizaje y enseñanza de un segundo idioma. La presente investigación muestra la relación del uso de herramientas tecnológicas como Voxopop y la mejora en la interacción oral de estudiantes de la Unidad Educativa Antonio Carrillo Moscoso de la Ciudad de Píllaro, San Andrés. La investigación fue cuantitativa, de tipo correlacional transversal con un diseño experimental. La población estuvo conformada por 14 estudiantes entre los cuales 13 fueron hombres y 1 mujer de la Unidad Educativa Antonio Carrillo Moscoso, los cuales tenían entre 15 y 16 años. Para recoger la información, se aplicó un pretest tomado del examen estandarizado KET de Cambridge junta a la misma rubrica estandarizada la cual permitía evaluar el uso de gramática y vocabulario, pronunciación y la interacción comunicativa en la habilidad de habla. Los resultados de este pretest permitieron establecer que actividades fueron útiles para mejorar la interacción en adolescentes a través del uso de la aplicación Voxopop en la cual iniciaron con grabaciones cortas de menos de 1 minuto dando sus opiniones sobre temas de clases hasta lograr realizar audios de más de 2 minutos en el cual los estudiantes podían dar opiniones críticas, sugerencias, puntos de vista y hasta discusiones sobre temas aprendidos en clases. Al finalizar el tratamiento se aplicó un post-tests para conocer las mejoras que estos tuvieron. Con la ayuda de la estadística se compararon las pruebas de habla previas y posteriores. El estudio demostró que los estudiantes mejoraron su pronunciación, el uso correcto de la gramática y en mucho de los casos ampliaron su vocabulario logrado de esta manera tener una mejor interacción oral dentro del aula de clase.

Palabras clave: Habilidad para hablar, Herramientas tecnológicas, Recursos educativos, Voxopop.

CHAPTER 1

Theoretical foundation

1.1 Research Background

New technologies are changing our reality. In the educational world, the changes have been really important and significant. Perhaps one of the most relevant changes has been the way of teaching, and technology is definitely the most important accelerator. As a consequence of the changes in teaching, there has been an adaptation of students since, consequently, they must use new technologies not only to study, but also to collaborate, communicate, socialize and learn. Today, thanks to the different learning tools, students can better develop each of their linguistic skills, especially the speaking skills of a foreign language learner and the ability to create a better interaction with the individuals around them. In this section of the article, previous research will be reviewed to expand and learn from previous definitions, works or studies on the use of the Voxopop and oral interaction for English language learning.

Nugroho, A. Developed a study called “Let’s Speak!” Utilizing Voxopop to Enhance Speaking Skill. Voxopop as an educational tool to improve students' speaking skills. In the 21st century developing speaking skills is critical. The best way to do this is to make classroom conversations more interactive and engaging. Thanks to Voxopop, students are motivated to learn to speak English in a more creative way than the traditional way. It is interesting, fun, learning-oriented, entertaining, and eye-catching and can help students improve their speaking skills. By using Voxopop, students are not only motivated to speak English, but also become more confident with more practice.

Van Batenburg, et al. (2019) led a study called “Oral interaction in the EFL classroom: The effects of instructional focus and task type on learner affect. The Modern Language Journal”. Little is known about the impact that different teaching methods have on learners in oral interactions in the foreign language classroom. In addition, regression analyses showed that the development of learners' communicative readiness and interest had no predictive value for EFL oral interaction performance, but the development of confidence explained the effectiveness of EFL oral interaction.

Nóbrega, D. G (2008) conducted a study “Oral interaction and its implication in the learning and teaching process in EFL. *Revista Eletrônica de Divulgação Científica em Língua Portuguesa, Linguística e Literatura.*” Present research on oral interaction, along the lines of social interaction discourse, leads us to reevaluate our teaching practice, with special emphasis on oral performance in the classroom. However, how can we effectively leverage these studies to teach? The purpose of this article is to provide a brief overview of oral interaction studies, focusing on and reflecting the statements of researchers related to the process of learning English as a foreign language.

Tuan, L. T, et al. (2010) led a study called “Theoretical review on oral interaction in EFL classrooms. *Studies in literature and language.*” The main objective of learning a language is to use it in spoken or written communication. Classroom interaction is essential to achieve this goal. This article attempts to examine two forms of verbal interaction in English as a foreign language classroom, including teacher-student interaction, including the Initiation-Response model (IRF) and teacher questioning. In addition to exploring the factors affecting oral classroom interaction, the article examines the relationship between classroom interaction and second language acquisition according to three hypotheses, namely, the input hypothesis, the interaction hypothesis, and the output hypothesis. Keywords: oral interaction; teacher-student interaction; learner-student interaction; second language acquisition.

Pulsa, J (2015) conducted a study about “The use of online learning tools in practicing oral communication skills: a case study of upper secondary school student’s learner experiences on using Voxopop.” English language learner (ELL)-appropriate assessment tools are not readily available or understood by school educators. However, Web 2.0 technology has provided educators with a promising new tool as an effective measure of content knowledge. Voxopop is an educational website where teachers can ask oral questions and record students' oral responses on the site. Voxopop works with how ELLs learn their second language and does not penalize them for their lack of academic writing knowledge. This article explains how to use Voxopop for reviews.

Humanez, L. E. G et al. (2009). Conducted a study about “Enhancing oral interaction in English as a foreign language through task-based learning activities. *Latin American Journal of Content & Language Integrated Learning*.”. New processes of task-based learning (TBL) activities were implemented in a class of 35 eighth-grade students of English as a foreign language at a public school in Planeta Rica, Córdoba, Colombia. The activities were based on information about students' interest and own experiences, and research results from this project suggest this helped encourage an improved quality of oral interaction. The provision of goal-oriented input additionally facilitated the oral interaction process, as students could recall previously rehearsed activities as needed when practicing oral production of their ideas and experiences in English. The researchers conclude that task-based activities helped the students comprehend and manipulate information, as well as interact meaningfully and spontaneously.

AlSaleem, B. I (2018). This study investigated “The Effect of Facebook Activities on Enhancing Oral Communication Skills for EFL Learners. *International Education Studies*, 11(5), 144-153” Impact of the use of Facebook events on improving the oral communication skills of English as a foreign language (EFL) student in the Department of English at Yarmouk University in Jordan. The participants of the study were first year students of an English university, who used English as a foreign language. The researcher suggests that if these students practice actions on Facebook, they can improve their verbal communication skills. To answer the research questions, the researcher developed the Oral Communication Skills Test Before and After to determine the participants' mastery of oral communication skills. In addition, he uploaded the activities to a Facebook account that could be accessed by all study participants. The results showed that the activities suggested by Facebook were effective in improving the participants' verbal communication skills. In addition, the study recommends using the Facebook activities to improve other skills such as speaking and listening and even English pronunciation.

The author Fernández (2016) in her research entitled: "TICs in the teaching of English as a Foreign Language: an online and an off-line tool" In this article they are described as an off-line tool as well as an online tool is very useful in the teaching activity of the teacher of English as a foreign language. They also describe that it is a good starting point for foreign language teachers, and with a view to the future introduction of the

European credit transfer system, based on learning and centered on the student, it would be to consider redesigning their teaching environment / learning to include, in addition to exclusively face-to-face classes, information and communication technologies

In spite of the fact that utilizing innovation and media in a homeroom is so useful, numerous instructors are definitely not mindful of the significance of utilizing any sort of instructing media (Murati & Ardita, 2017). One of the instructing media that could be a choice to improve understudies' talking ability is Voxopop. Voxopop is a Web application program that can be utilized by instructors and coaches as a web-based learning apparatus to make gatherings where inquiries are posed to utilizing voice chronicles rather than text. It tends to be utilized to assist understudies with building up their oral talking aptitudes by having understudies answer to questions utilizing voice recorded answers and by hearing the recorded answers from different understudies.

According to (Nugroho, "Let's Speak!": Utilizing Voxopop to Enhance Speaking Skill, 2017) the instructor additionally can record a few words with various pitches and request that the understudies tune in an attempt to articulate them with the right inflection. Another component is a story-building and cognizance check. The educator can record the primary sentence of an account and afterward request that understudies tune in to the string and add a sentence each to the story. Furthermore, the instructor can check understudies' perception by record a story or something different, and a few inquiries identified with it and pose to the understudies to address those inquiries.

From the above studies, it is clear that the application of Voxopop as an educational tool helps in the development of speaking skills and also helps in the frequent oral interaction with greater impact both among students and between teacher and student. In fact, all these types of research were carried out with populations belonging to the higher education level.

Independent Variable theoretical support

TICs

The globalization of education has caused a stir in public opinion. Due to distance education systems and the use of technology, today we present the results of the natural

evolution of education. According to (Fernández-Rodríguez, 2014)The ability to integrate information and communication technologies (TICs) in education, well established today, not only provides greater potential to bring knowledge to more people and places, across great distances, but also ensures that innovation is applied to learning and, therefore, to teaching. With more possibilities, learning has changed somewhat from face-to-face teaching. Educational activities and pedagogical practice itself have undergone changes, mainly because the use of information technologies provides various possibilities that are not really found in traditional education.

Educational Technology

The expression "Educational technology" is characterized as an amalgamation of projects, techniques (steps), and instruments that are situated to the acknowledgment of the instructive cycle in the progress from a sane method to actualize this cycle, then again, alludes to the levelheaded method of accomplishing this cycle, yet that as well as for learning and idealistic method of accomplishing its goal (Murati & Ardita , 2017).

All things considered, instructors are regularly torn on among executing and not actualizing tech learning, and whether they are settling on the correct choice when choosing how to coordinate innovation into the homeroom climate. Nonetheless, a basic highlight note is that instructors don't have a choice to quit and thus, they should figure out how to coordinate innovation into the understudies' learning experience. Innovation has gotten very unavoidable and has incredibly interlaced practically all human exercises.

In that capacity, language showing today, without the guide of the new advances may bring about restricted virtual or then again fake learning encounters that don't completely address the requirements of the students and accomplish the ideal goals. Basically, educators must, in this manner, give extraordinary consideration to the utilization of innovation, not on the grounds that it is considered to be a danger or shelter, yet rather, in light of the fact that innovation bears a critical impact on the instructing and understanding of language (Md. Ruhul, 2019).

Educational Resources

As of late, advanced innovation has become a coordinated piece of each instructive field,

counting language learning. The enormous development of advanced innovation requires extraordinary aptitudes that can assist understudies with enduring the 21st Century and computerized age rivalry (Md. Ruhul, 2019).

Until this point in time, past examination looking at the execution of computerized learning, or frequently alluded to as Social Networking Sites, have uncovered the expected utilization of certain SNS in advanced learning of English, for example, Youtube, WhatsApp, Instagram, Facebook and Voxopop. All in all, the consequences of these investigations demonstrate that the utilization of the previously mentioned interpersonal interaction destinations has effectively upgraded EFL learners' language capability. In any case, the learning exercises of English past the study hall by methods for some accessible advanced gadgets in social separating measures because of a worldwide pandemic presently can't seem to be observationally researched. Additionally, the adequacy of moving from inside homeroom figuring out how to web based learning outside the study hall in light of the current marvel actually stays a secret, hence it needs a top to bottom examination. (Nugroho & Priyo Atmojo, Digital learning of English beyond classroom: EFL learners' perception and teaching activities, 2020) In this research, it was uncovered that understudies incorporated advanced proficiency in learning exercises. By and by, understudies incorporate computerized proficiency alongside the utilization of advanced innovation in instructing and learning exercises. Understudies utilize advanced gadgets as instructional media to discover data about the subject material, dissecting and utilizing the data, and delivering an item through advanced apparatuses (Kurniawati, Maolida, & Anjaniputra, 2018). The change from ordinary media use to computerized innovation is arranged as the variation of computerized education. According with research led by Liansari and Nuroh which reports that the utilization of advanced education in the Muhammadiyah University of Sidoarjo is as a progress from the utilization of traditional learning media to advanced learning. It very well may be seen from the number of teachers who give tasks through computerized stages (Liansari & Nuroh, 2018) By and by, understudies used advanced gadgets to build up their talking also, listening aptitudes by getting to YouTube or digital recordings. Understudies would like to practice webcasts to chronicles of instructors to improve tuning in and talking abilities.

As of late, examines demonstrate that the utilization of educational recourses in English language showing improves EFL learners' inspiration, self-assurance, and language

efficiency (Lin, Warschauer, & Blake, 2016). Likewise, the execution of the social systems administration site Voxopop in an English course and how the students reacted to it. The outcomes demonstrated that the students saw decidedly the utilization of Facebook in their English classes, and furthermore considered it as another instrument that helped them to form language abilities into training.

Voxopop

In the time of cutting-edge innovation, the utilization of innovation in English language instructing and learning has gotten more well known. (Brown, 2007) states that there are various advantages of utilizing innovation in the study hall, for example, the open door for students to see language structures, multimodal practice, and assortment in the assets accessible and learning style utilized.

Innovation allows students to take part in self-coordinated activities, open doors for self-guided collaborations, security, and a protected climate where blunders get rectified and explicit criticism is given. Consequently, the utilization of innovation is useful for understudies in English language instructing and learning especially abilities.

This online language learning instrument is especially helpful in language educating, where an instructor can post an inquiry in the language they are instructing and have understudies react orally to the inquiry in a similar language.

Voxopop offers some alluring highlights that will make understudies agreeable in upgrading their talking aptitudes. Through cooperation focuses, the educator can make a discussion where he/she can tune in to various understudies presenting themselves and discussing their pastimes or families by taking a gander at the other understudies' accounts (Aydođan, 2017). It is a decent method to create all the more talking openings and to augment the introduction to the language. Concerning the advancement of understudies' talking expertise, this paper offers a thought in utilizing Voxopop as showing help which can improve understudies' talking expertise. Some related definitions, the significance of innovation in English language learning, kinds of homeroom talking execution, the utilization of Voxopop to improve talking.

Types of Classrooms Speaking Performance in Voxopop

Voxopop presents different types of classes that allow an oral presentation to be executed on this platform, facilitating oral interaction between its participants. According to (Brown,

2007) expressed that there are six classes of oral items that are normal from students. They are imitative, serious, responsive, value-based, relational, and broad. The clarification for every one of the classes is given underneath.

Imitative

A restricted talking practice might be spent on creating recording device discourse. For instance, students practice an inflection shape or attempt to articulate specific discourse sounds. An action of this sort is completed to zero in on some specific language components (Brown, 2007).

Escalated

Concentrated talking incorporates any talking action to rehearse some phonological or linguistic part of the language. This movement can act naturally started, or types of pair-work action in which students go over specific types of language. The types of language scholarly can be of detached voice or causative (Brown, 2007).

Responsive

Responsive requires answers; answers to an educator or to individual understudies. This may appear as remarks to the instructor's or other students' clarification (Brown, 2007). These answers are typically adequate and don't stretch out into discourse.

Relational

Relational exchanges are done to keep up social connections among the members/conversationalists. In this movement, the exchanges don't only request data (Aydođan, 2017). It is a decent method to create all the more talking openings and to augment the introduction to the language.

Concerning the advancement of understudies' talking expertise, this paper offers a thought in utilizing Voxopop as showing help which can improve understudies' talking expertise. Some related definitions, the significance of innovation in English language learning, kinds of homeroom talking execution, the utilization of Voxopop to improve talking aptitudes, and the encouraging methodology are given beneath as a hypothetical premise to fathom the strategy usage

Practical Steps in Utilizing Voxopop to Enhance Speaking Skill

Voxopop is a Web application program that can be utilized by instructors and mentors as a web-based learning apparatus to make discussions where inquiries are posed to utilizing voice accounts rather than text. According to (Nugroho, "Let's Speak!": Utilizing Voxopop to Enhance Speaking Skill, 2017). It tends to be utilized to assist understudies with building up their oral talking abilities by having understudies answer to questions utilizing voice recorded answers and by hearing the recorded answers from different understudies. This online language learning apparatus is especially helpful in language instructing, where an educator can post an inquiry in the language they are instructing and have understudies react orally to the inquiry in the same language.

Voxopop is really a voice-based e-learning apparatus that targets drawing in talks in talk-bunches with more fun and joy (Nugroho, "Let's Speak!": Utilizing Voxopop to Enhance Speaking Skill, 2017). Clients would have the option to record his/her voice and make a gathering and can use for advancement reason. The best piece of this instrument is clients can utilize it whenever, anyplace, from home or office, just with the utilization of the web. There are straightforward strategies in utilizing Voxopop:

Step 1 Sign in <http://www.Voxopop.com/> and create an account. Step 2 Fill in the box to Check-in

Step 3 Create a conversation group and complete the group description

Step 4 Record your voice invite others to join your conversation groups and reply to discussions

Step 5 Create a discussion

Advantages

The use of the Voxopop tool brings several advantages to its participants. According to (Nugroho, "Let's Speak!": Utilizing Voxopop to Enhance Speaking Skill, 2017) the benefit of utilizing Voxopop is that understudies could utilize it to build up their oral capacity by beginning a gathering and finding solutions from understudies simultaneously. Ordinarily what we talk and what we believe are two unique things. Voxopop, here, encourages clients to record their own account and have self/peer-appraisal about how and what should change in their talking aptitudes. Another bit of

leeway is tuning in to and contrasting and others' assignments so it can address one another and deliver their discourse better. The best craft of learning this apparatus is recording a client's sound and rehearsing it. The more a client practice the more he/she gets to know the uses and advantages of the instrument. The chronicle cycle is simple and normal like another sound account device.

Dependent variable theoretical support

Communication

Effective communication is essential in education. Regardless of whether an instructor is showing an understudy, a partner, parent, or the other way around, powerful correspondence is needed to ensure the achievement of our students. In spite of the fact that it might appear to be that there is consistent correspondence between the student and the teacher, correspondence doesn't generally happen (Diloyan, 2017). Incidentally, the nonappearance of time, deficiency of assets, and absence of realizing how to trade data can prompt ineffectual correspondence. When a correspondence between the educator and understudy is successful, both would profit: the degree of the understudies' eagerness would develop and the instructor would be a significant impact on the youngster's learning. Viable communication assists individuals with learning simpler reinforce the connection between the educator and the student and makes a positive climate in the learning climate.

Teachers appreciate that including in school curricula specific themes centered on developing communication skills does not automatically lead to developing those skills. To achieve this goal, the new curriculum requires appropriate teaching strategies and consistent teacher training programs. The main goal of this research was to determine the perception of teachers/students on the needs of developing communication skills that underlie the activities of teaching and learning (Muste D, 2012).

Interaction between teachers and students can contribute to effective communication in the classroom or maybe the source of problematic situations and even school violence. In the center of this approach in action is the teacher and he knows how to communicate with his students.

Communicative Competence

Communicative competence in conversations of second/unknown dialect capability dates from the mid-1970s. Despite the fact that the term itself may have been new, the fundamental idea it spoke to was indeed rather clear: on the off chance that the reason for language study is language use, at that point the development of language capability should be guided and evaluated by the learner's capacity to impart. In naturalistic settings, human language correspondence obviously takes both oral and writ-ten structures and creates in at least one dialect any place social association happens. (Muste D, 2016)

Given the 1960s (Evertson, 2011) scholarly speculations in semantics and learning brain science whereupon the overarching suggestions for homeroom language encouraging techniques and materials were based, in any case, the presentation of informative ability as a guide for the instructing and assessment of students demonstrated completely progressive. Early backers were met with suspicion, if not through and through antagonism. This short outline thinks about the fundamental help, both hypothetical and exact, for informative ability as an objective of 21st-century second/unknown dialect teaching method and assessment alongside the ramifications of the develop for molding study hall practice in a wide range of settings in which English is instructed

Productive Skills

The way toward learning English is moderate and reformist and it very well may be deciphered as a progression of difficulties to confront. This cycle comprises of the turn of events of specific abilities. As per the regular structure, these are separated into gainful also, responsive. Open aptitudes involve perusing and tuning in (Hossain, 2017). They are significant since they permit students to get substance, reading material, works, or records. Beneficial abilities are comprising of talking and composing and they are critical in light of the fact that they grant students to act in open viewpoints, for example, oral introductions, composed examinations, and reports among others. In this manner, these aptitudes should be created also, adapted appropriately

Productive skills, speaking and writing, are defined by (Jaramillo & Medina, 2016) as an important form of expression used to persuade or convince other people as well as to share ideas and feelings.

Writing Skill

Writing is a gainful ability in the composed model. It, as well, is more muddled than it appears from the start, and regularly is by all accounts the hardest of the aptitudes, in any event, for local speakers of a language, since it includes a realistic portrayal of discourse, however the improvement and introduction of contemplations in an organized manner. There are different ways the most effective method to characterize composing (Muste D, 2016). Writing is one method of giving assortment in study hall strategies. It gives a student with actual proof of his accomplishments and he can gauge his improvement. It assists with solidifying their grip of jargon and structure and supplements the other language abilities (Muste D, 2016).

Speaking Skill

Speaking is a gainful ability in oral mode. It, similar to different aptitudes, is more muddled than it appears from the outset and includes something beyond articulating words. Speaking is a profitable ability that includes numerous parts, for example, language, technique, sociolinguistics, and talk; for him speaking is more than basically making the correct sounds, picking the correct words, or getting the developments right (Bastidas, 2017).

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Speaking is more frequently used than writing (Murati & Ardita, 2017). The main function of spoken language is to socialize individuals. On the contrary, to writing, spoken language is produced and processed in real time, the speaker and hearer have limited time to plan and produce what they want to say and understand what they hear. Speech is generally used in face-to-face conversations; it is temporary, spontaneous and variable. Spoken language is supported by body language such as gestures or facial expressions (often called non-verbal communication)

Oral Interaction

The development of Communicative Language Teaching (CLT) has carried with it an extraordinary assortment of exercises for advancing oral correspondence in the EFL classroom. I am certain that a significant number of us are familiar with a variety of terms like errands, pretends and recreations, venture work, discussion techniques, discoursed, introductions, and numerous different exercises that we call open and that we have

utilized in our part as in-administration or pre-administration instructors to advance oral correspondence. The utilization of these exercises, we expect, renders our showing practice 'informative' thus, when asked how we educate, we, for the most part, say we utilize the open methodology, or that we create oral informative capability in our homerooms.

The estimation of understudy communication for the improvement of EFL capability has been featured with open language instructing and with the appearance of hypotheses of discovering that underscore the social idea of first and second language securing (Lantolf, 2000). Today it is generally realized that understudies can gain from and among themselves. Consequently, various manners by which they can collaborate definitively have come to be supported in classrooms. In spite of the fact that there are various alternatives for advancing understudy cooperation in the EFL study hall, not every one of them appears to encourage bona fide oral correspondence and, accordingly, barely suit the informative exercise.

A typical action that I have found in EFL classrooms in the setting under investigation comprises of conversations understudies act before their cohorts. This exchange is generally set up ahead of time and is for the most part done as the recitation of a content. This action, educators contend, advances oral correspondence since understudies are utilizing the unknown dialect to trade genuine data about themselves, and furthermore on the grounds that they practice articulation and language. It is actually, that such a movement has little to add to the improvement of oral correspondence and is truly a long way from being a bona fide informative occasion. What is most noticeably terrible, its determined event in study halls may be imitating some unacceptable.

1.2 OBJECTIVES

General Objective

To analyze how Voxopop improves the oral interaction in students from second baccalaureate of “Unidad Educativa Antonio Carrillo Moscoso”.

Specific Objectives

- To determine which activities, influence the development of oral interaction.
- To identify the level of oral interaction in the students from second baccalaureate of “Unidad Educativa Antonio Carrillo Moscoso”.

- To evaluate the impact of Voxopop activities on students' oral interaction.

The research aims to analyze the influence of the educational tool Voxopop on the oral interaction of the students of the Antonio Carrillo Moscoso Educational Unit. For which, the researcher began to define the importance of the use of a digital educational tool in the learning of a foreign language and how it facilitates learning making it easier and innovative for students.

First, it was necessary to look for and plan different activities to improve and develop the interaction of the students of the Unidad Educativa “Antonio Carrillo Moscoso”.

Additionally, a standardized Cambridge KET test used for A2 level for speaking skills was applied, which served as a guide to determine the level of oral interaction in the students from second baccalaureate of “Unidad Educativa Antonio Carrillo Moscoso”.

Finally, through the application of a post-test we were able to evaluate the impact that the use of the different activities of the Voxopop application had on the oral interaction of the students, and this sample can be seen in the results obtained in the analysis and interpretation of data where we demonstrate that its use was beneficial for the students.

CHAPTER II

METHODOLOGY

2.1 Resources

This research was carried out with a population of 14 participants, 13 males and 1 female, who were taking English as a subject. These participants belonged to the "Antonio Carrillo Moscoso" Educational Unit of the 2nd baccalaureate. The treatment lasted six weeks and was applied in a face-to-face manner, making use of both the classroom and the laboratory of the institution. In addition, for the present investigation, different instruments were used, which allow the fulfillment of the proposed objectives and guarantee the validity of the investigation. Among them the following: Module two of the second year of Ministerio de Educación del Ecuador, was used, in addition the laboratories were used for the management of the educational platform Voxopop, and finally the pretest and posttest of the Cambridge KET A2 were used

Methods

This research is based on the following existing types of research:

2.2.1 Research Approach

This research was based on quantitative approach because according to (Barrantes, 2014) points out that "it is a theoretical scheme, a way of perception and understanding of the world that a group of scientists has adopted. The members of these groups have a common language, values, goals, norms and beliefs" (pp. 75-76). Since this research uses the collection and analysis of data to solve, the research questions and test the established hypothesis, making use of statistics relying on numerical measurement.

So, this research was quantitative since it employed the use of pre-test and post-test to evaluate the level of interaction of the students, using a standardized test that allows to show us as indicators to evaluate the use of grammar, vocabulary, pronunciation and interactive communication that students should possess in oral skills. Additionally, this approach was also used to know exactly how much the students improved after receiving

the treatments.

2.3 Research Modality

2.3.1 Bibliographic Research

This research is bibliographic since according to (Méndez, 2008) as: A process by which we collect concepts with the purpose of obtaining a systematized knowledge. The goal is to process the main writings on a particular topic. This type of research acquires different names: cabinet, library, documentary, bibliographic, literature, secondary, abstract, etc. (p. 16). Using this type of study, researchers use logical information based on scientific research or documents that seek to analyze data. In this research, a bibliographic study was conducted to support the relationship between the use of the educational tool Voxopop and oral interaction through bibliographic sources such as journals, books and academic papers.

2.3.2 Field Research

The research was field since, according to the author (Arias, 2012) defines: Field research is one that consists of the collection of all directly the information from the investigated subjects, or from the reality where the events occur (primary data), without manipulating or controlling any variables, that is, the researcher obtains the information but does not alter the existing conditions. Hence, its non-experimental research features. In addition, the research was field research since it was developed in the second baccalaureate from Unidad Educativa Antonio Carrillo Moscoso high school of the canton Pillaro, parroquia San Andres, interacting in person with the students to collect data for its later analysis.

2.4 Level or type of research

2.4.1 Exploratory level

This research is located at the exploratory level, because it seeks to define its concepts and the students' points of view are prioritized. In addition, this research is focused on the knowledge of the subject, so the meaning is unique and innovative. According to Stebbins, (2022) Exploring the social sciences is a broad, determined, systematic, and predetermined task designed to maximize the discovery of generalizations that lead to

the description and understanding of many areas of social or psychological life. This discovery, depending on each person's point of view, a certain scientific way of doing things, a scientific process, a certain methodological approach, a common personal orientation to discovery.

2.4.2 Descriptive

The descriptive study identifies and provides information on the employment situation. Descriptive research is the scientific study that systematically describes an event, phenomenon, or thing related to a particular area or population.

2.5 Population and Sample

The participants for this research are students of Unidad Educativa Antonio Carrillo Moscoso located in Pillaro, San Andres. The group is composed of 14 students in which 13 are male and 1 is female. The age range of this group is between 15 to 16 years old.

Population	Students	Teachers	Total
Male	13		13
Female	1	1	2
Total			15

Population Selected: second baccalaureate from Unidad Educativa Antonio Carrillo Moscoso

2.6 Techniques and Instruments

A pre-test and a post-test were applied as the main instruments to evaluate the level of the students before and after the treatment. The pre-test and post-test have an objective that consists of evaluating the changes derived from the application of a specific methodology in a given session. This test was taken face-to-face, in pairs, since the skill to be evaluated was oral production and its format was based on the A2 KET for schools. The strategy of using Voxopop was carried out as a treatment in order to improve their pronunciation, fluency and oral interaction at the end of the research.

The first session began with the presentation of the objectives of the research project and the application of the pre-test which lasted 40 minutes and was taken in pairs. The following sessions were lessons that included topics from module 2 of the ministry of education followed by activities to be developed within the educational tool Voxopop. The group had to perform different activities individually and in pairs orally such as: discussions, opinions, oral summaries. Likewise, since one of the topics within module 2 was to create a blog, the students proceeded to create their own blog

according to which they had to give opinions about the blog of their classmates through recordings within Voxopop. Finally, as a final product they were able to create songs based on poems in a creative way with a considerable improvement in their pronunciation. Then, at the end of the session the students had to post their opinion in a recorded manner on the Voxopop platform. In the last session together with the students we reviewed the different recordings they made throughout the treatment. This was to be aware of what they needed to improve and then start working on the post-test in pairs. The students had eight minutes each pair to perform this final test. However, the final results of the tests were graded using a rubric developed based on the KET A2 criteria to finally make a comparison between the results of the Pre-test and the Post-test.

Hypothesis

For this research, a null hypothesis and an alternative hypothesis were considered. Being the null hypothesis the use of Voxopop improves oral interaction While the alternative hypothesis was the use of Voxopop does not improve oral interaction, which was finally rejected.

CHAPTER III

RESULTS AND DISCUSSION

Analysis and Discussion

The following chapter shows the analysis of the data that was collected to continue with the development of this research. It was collected from 14 students where there were 13 males and 1 female from second baccalaureate at the Unidad Educativa Antonio Carrillo Moscoso high school located in the canton Pillaro Parroquia San Andres. Fifteen treatments were applied in a period of one month and a half. The technique used for data collection was through a pre-test and a post-test, the first in order to identify the level of oral interaction that the participants have before the application of the treatment while the post-test was to evaluate the impact of the use of the Voxopop application. In the application of each treatment, the Voxopop application was used as a means to improve the students' capacity for interaction, allowing them to share suggestions, points of view, as well as to respond to questions asked in class through the Voxopop spoken forum. These activities were one individually or in pairs since the idea was to involve students in topics taught orally in class.

On the other hand, the tests applied were developed from the Cambridge KET A2 exam. A Cambridge scale was also used, which considers a maximum score of 5 points and a minimum of 0, where the student can obtain a maximum score of 15 points. Each test is composed of 3 parts, part 1 focuses on the evaluation of grammar and vocabulary, while part 2 evaluates pronunciation, and finally part 3 is in charge of evaluating interaction.

In order for the reader to better understand and comprehend the results, a series of tables and graphs were used to show the results in detail. The IBM SPSS statistical program was also used to verify the hypothesis by means of a 2-sample t-test of students to complete the analysis of this study, the normality of the data was calculated by applying the Shapiro-Wilk standardization test and the Wilcoxon rank test to test the alternative hypothesis.

Pre-Test Results

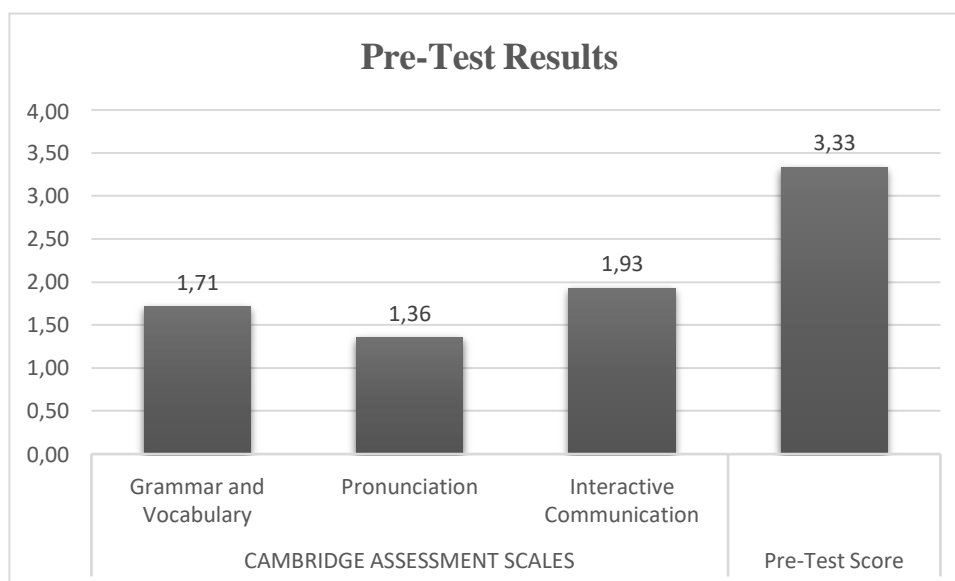
Table 1

Pre-Test Results				
CAMBRIDGE ASSESSMENT SCALES				
	Grammar and Vocabulary	Pronunciation	Interactive Communication	Pre-Test Score
Average	1,71	1,36	1,93	3,33 over 10

Source: Field research

Note: This table show the average score from pretest results

Figure 1 Pre-test Results



Source: Field research

Elaborated by: Lopez, N. (2022)

Analysis and Interpretation

In order to know the level of oral interaction that 14 students of the second year of high school of Unidad Educativa Antonio Carrillo Moscoso have. A pre-test technique was used. The test was developed based on the Cambridge KET A2 exam. With the use of a Cambridge scale, which considers a maximum score of 5 points and a minimum of 0. The pre-test that was applied consists of 3 parts, part 1 focuses on evaluating grammar and

vocabulary, while part 2 evaluates pronunciation, and finally part 3 is responsible for evaluating the interaction.

The graph shows the average result of each of the parts that were evaluated. In the vocabulary and grammar part, the average score was 1.71 out of 5 points. In part 2, the initial average was 1.36 out of 5 points. In the last part, the average range was 1.93 out of 5 points. Low results are evident. To determine the general average of the students in the pre-test, a rule of 3 was applied, which allowed evaluating the test over 10 points, the graph shows that the final result was 3.33 over 10 points. At this point, it is inferred that the students of the second year of high school have problems in oral interaction. Therefore, oral interaction should be developed and improved in the selected students.

Post-Test Results

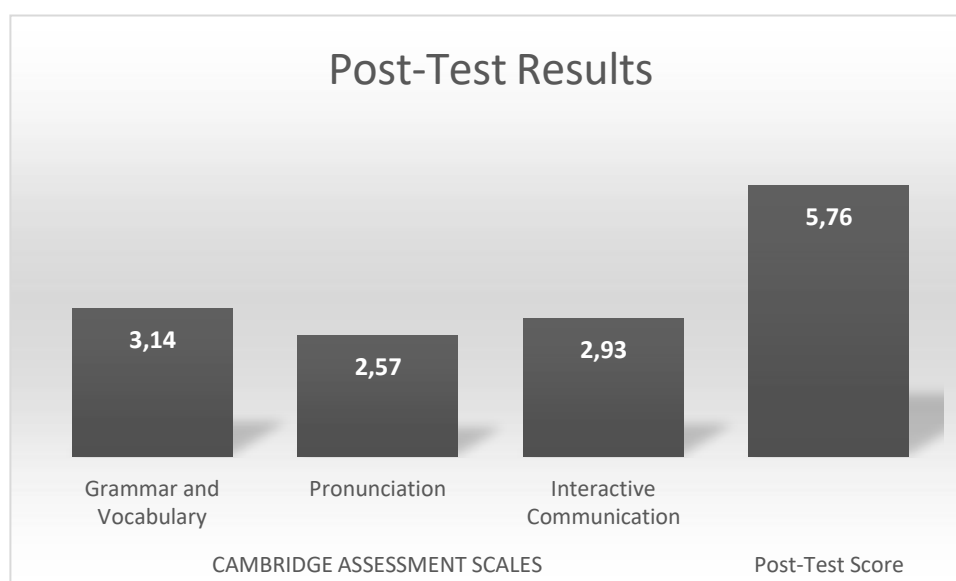
Table 2 Post-Test Results

CAMBRIDGE ASSESSMENT SCALES				Post-Test Results	
	Grammar and Vocabulary	and Pronunciation	Interactive Communication	Post-Test Score	
Average	3,14	2,57	2,93	5,76	over 10

Source: Field research

Note: This table shows the average score from posttest results

Figure 2 Post-test result



Source: Field research
Elaborated by: Lopez, N. (2022)

Analysis and Interpretation

In order to know if there was a change in the results, a post-test was applied to the 14 students of the second year of high school of Unidad Educativa Antonio Carrillo Moscoso. The test was developed based on the Cambridge KET A2 exam. With the use of a Cambridge scale, which considers a maximum score of 5 points and a minimum of 0. The post-test is made up of the same 3 parts as the initial test. Part 1 focuses on evaluating grammar and vocabulary, while part 2 evaluates pronunciation, and finally part 3 is in charge of evaluating interaction.

What is evident in the graph, are the new results that were collected through the post-test. In the vocabulary and grammar part, the average rank increased to 3.14 out of 5 points. In part 2, a change is observed, with an average of 2.57 out of 5 points. In the last part, the average rank reached 2.93 out of 5 points. It is evident that the results grew. In order to determine the general average of the students in the post-test, a rule of 3 was applied, which allowed evaluating the test over 10 points, the graph shows that the final result was 5.76 out of 10 points. At this point, the use of Voxopop had a positive impact, and helped the students of the second year of high school to improve their oral interaction. Therefore, the use of this application is recommended for use in learning, this was demonstrated by the results of the post-test, and allows the development and improvement of oral interaction in the selected students.

Comparative Results Pre-Test and Post-Test

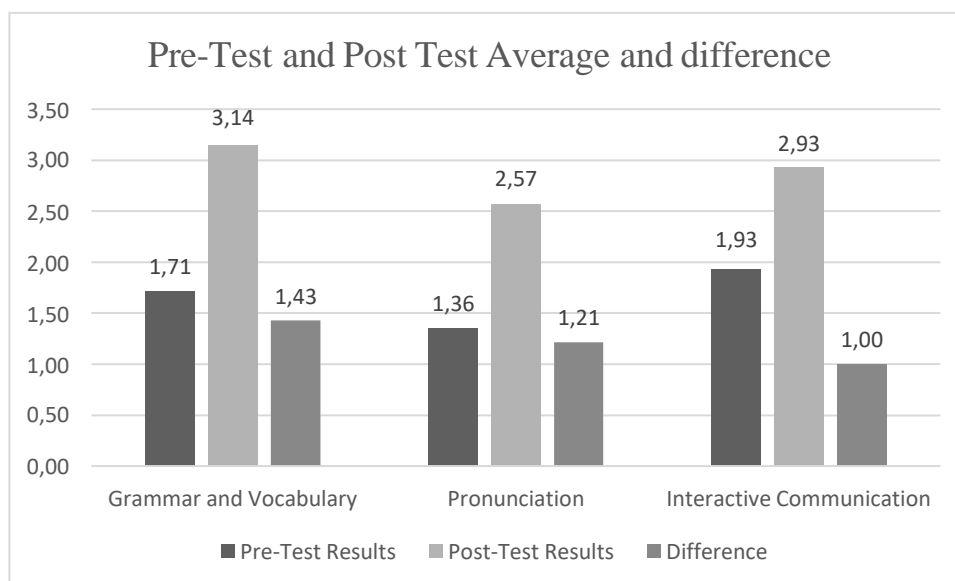
Table 3

Criteria	Average Initial	Average Final	Difference
Grammar and Vocabulary	1,71	3,14	1,43
Pronunciation	1,36	2,57	1,21
Interactive Communication	1,93	2,93	1,00
General	3,33	5,76	2,43

Source: Field research

Note: This table shows the average score from pretest and posttest results.

Figure 3



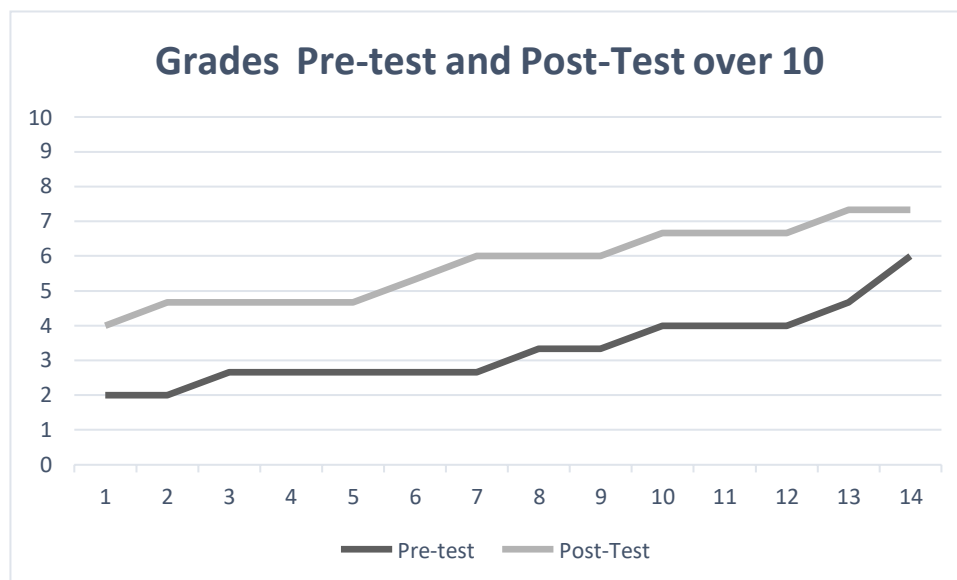
Source: Field research

Elaborated by: Lopez, N. (2022)

Analysis and Interpretation

The results of the pre- and post-test were compared by means of a graph, to facilitate comprehension. In the vocabulary and grammar part, the average rank in the pre-test was 1.71, this average increased to 3.14 out of 5 points in the post-test, that is, it had a growth of 1.43 points. Part 2, a change is observed, the initial range was 1.36, while the average in the post-test increased to 2.57 out of 5 points, with a difference of 1.21 points between each test. And finally, in the interaction part, the initial average range was 1.93, this value reached 2.93 out of 5 points, the difference was 1.00 point. It is evident that the results had a remarkable increase in the post-test. And the use of Voxopop had a significant impact on the development of the students' oral interaction.

Figure 4



Source: Field research
Elaborated by: Lopez, N. (2022)

The graph shows the change that the students obtained in their scores, before and after applying the treatment. As evidenced, the change was significant. Therefore, the use of treatment had a positive impact. The use of Voxopop improves oral interaction in the graph shows the change that the students obtained in their scores, before and after applying the treatment. As evidenced, the change was significant. Therefore, the use of treatment had a positive impact. The use of Voxopop improves oral interaction in high school students from Unidad Educativa "Antonio Carrillo Moscoso" high school

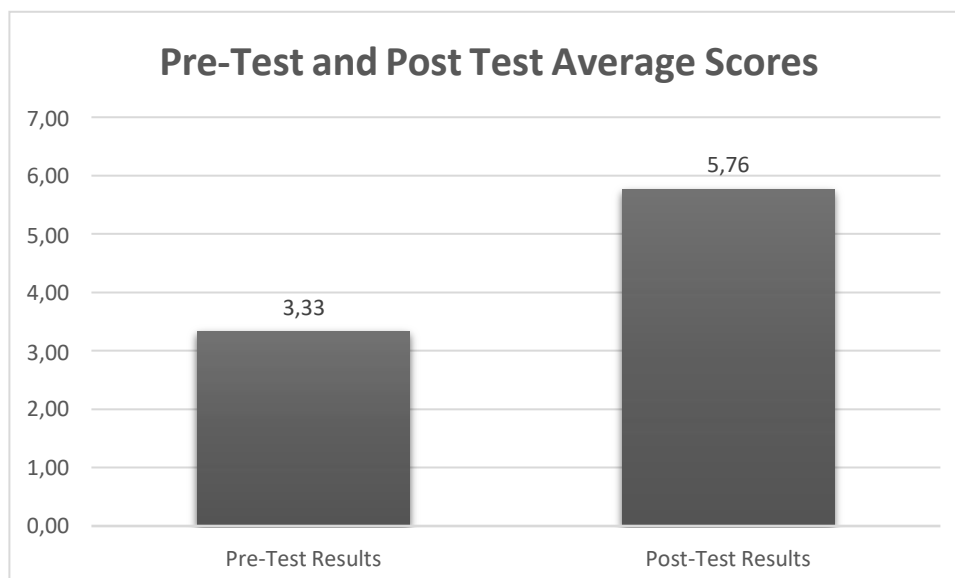
Pre-Test and Post-Test Results

Table 4

Criteria	Pre-Test Results	Post-Test Results	Difference
Test Scores	3,33	5,76	2,43

Source: Field research
Note: Average score from pretest and posttest results

Figure 5



Source: Field research

Elaborated by: Lopez, N. (2022)

Analysis and Interpretation

The following graph shows the final average result of the pre and post-test, To determine the overall average of the students, a rule of 3 was applied, which allowed evaluating the test over 10 points, the graph shows that the result in the initial test was 3.33, while after the treatment applied, gave a final average of 5.76 out of 10 points. At this point, the use of Voxopop had a positive impact, and allowed the students of the second year of high school to significantly improve their oral interaction. Therefore, the use of this application is recommended, due to its ease of use, besides being a creative and innovative means used for learning, this was demonstrated by the results presented, and the analysis of the same.

Verification hypothesis

For the verification of the hypothesis of the present research, the IBM SPSS software was used, which shows the results of the pre- and post-test. For this purpose, the T- student test of two related samples was used, due to the fact that the sample is less than 30. This statistic allowed demonstrating the mean, the deviation and the difference and the correlation obtained between the tests. Therefore, it was concluded that the use of

Voxopop improves oral interaction in high school students of the Unidad Educativa "Antonio Carrillo Moscoso".

Null Hypothesis

(H0): The use of Voxopop does not improve oral interaction in high school students of the Unidad Educativa "Antonio Carrillo Moscoso "

Alternative Hypothesis

(H1): The use of Voxopop improves oral interaction in high school students of the Unidad Educativa "Antonio Carrillo Moscoso"

Test of Normality

Table 5

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Estadístic	gl	Sig.	Estadístic	gl	Sig.
Pre_Test	,225	14	,052	,895	14	,095
Post_Test	,198	14	,143	,915	14	,185

a. Lilliefors Significance Correction.

Source: Field research

Note: test of normality chart.

The following table was developed by applying the normality test. For this study it was necessary to consider the Shapiro Wilk test. Because this statistic works with a sample of less than 30 participants. The results obtained show that, in the pre-Test, the significance level is 0.095 while the a in the Post-Test is 0.185. Therefore, this test shows that the results do not follow a normal distribution and a T-student test must be applied of 2 related samples.

T-Student

Table 6

T-Student-Paired Samples Statistics

	Mean	N	Std. Desviation	Std. Error mean

Par 1	Pre_Test	3,3343	14	1,10894	,29638
	Post_Test	5,7629	14	1,09621	,29297

Source: Field research

Note: Wilcoxon signed ranks test chart.

The following table was developed through the application of the T-Student test, the results obtained show that in the pre-test the mean is 3.3343, while the mean in the post-test is 5.7629. Therefore, by means of this test it is evident that the values increased in the Post-Test, the value of the difference 2.43, the difference is significant between the tests.

Test Statistics

Table 7

Test Statistics

	Post_Test - Pre_Test
Z	-3,184 ^b
Sig. asintót. (2- Tailed)	,001

a. Wilcoxon signed ranks test.

b. Based on Negative Rank.

Source: Field research

Note: test statistics chart.

3.3 Discussion of Results

Many authors agree that through the use of the Voxopop platform oral interaction among students occurs in a better way Stollhans, (2015) demonstrates how Voxopop, a voice-based e-learning tool, can be used to practice oral skills in the target language through the presentation of activities. This is an ongoing innovative project designed to improve senior students' speaking skills by having them interact with each other on Voxopop, specifically in the context of their year abroad experience. Like many Internet forums, Voxopop is a platform for exchanging ideas and engaging in discussions. These statements are consistent with the results of this study, in the sense that using the Voxopop application helps students express themselves freely with their peers within the classroom. Using the Voxopop application to teach English can break the monotony of conventional forms of

interaction because it gives the opportunity to develop students' creativity by forcing students to interact with each other.

The student's t-test for related samples yielded a p-value of 0.000 with a confidence level of 95%. This p-value is less than 0.005. Therefore, according to the theory, the null hypothesis is rejected and the alternative hypothesis is accepted: The use of Voxopop improves oral interaction in high school students of the Unidad Educativa "Antonio Carrillo Moscoso". The main objective of the project was to provide students with the opportunity to independently and independently practice their oral language skills as they progress through the various subjects offered in Module 2 of the Ministry of Education. sex. Students are asked to record ideas, suggestions and tips on each topic learned in class. It is hoped that the need to record and the ability to re-record will encourage students to carefully prepare their verbal contribution and thus improve their linguistic knowledge of accuracy, word choice and pronunciation. In addition, it can be done individually or in pairs to increase student participation. This relates to Merrill Swain's ideas of 'cooperative dialogue' and 'metateka', i.e., opportunities for students to think collaboratively and even discuss their language production. Objective at the linguistic level, very useful for language learning. Process Sharma, (2009). Most students enjoy working with Voxopop because it increases their confidence and encourages them to pay attention to their own linguistic creativity when speaking the target language. It is also a valuable opportunity for self-learning, a way to work collaboratively on a project, and, above all, an enjoyable addition to regular foreign language less

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Based on the results of the analysis of the treatment it was determined that the use of Voxopop improve the oral interaction applied to students from second baccalaureate at “Unidad Educativa Antonio Carrillo Moscoso. The use of certain activities is necessary to improve and facilitate the oral interaction between them because it encourages student`s speaking skills.
- According to some authors showed that the influences and importance that certain Voxopop activities can have in English learning acquisition because using the correct activities the students can develop some oral interaction strategies to carry out of effective communication and this strategies are barriers to effective verbal communication, focusing on the issues and not only in the person, also be flexible towards other to give suggestions and critical opinions using affirmative responses.
- The results show that the level of interaction in the students from second baccalaureate of “Unidad Educativa Antonio Carrillo Moscoso” was low because the average in the pretest was 3,33 over 10 which show that there were some students cannot express their opinions with their partners and themselves.
- The display of some speaking activities, such as imitative, serious, receptive, value-based, relational and broadly useful oral interaction, could be measured by the application of the post-test, which was 5,76 over 10. There was a percentage increase of 2.43 the students' interaction after the treatments.

4.2 Recommendations

- Teachers should give more importance to activities that involve verbal communication, and encourage oral interaction among students. They should prepare activities for students to practice, improve and develop speaking skills

during class. Therefore, the use of Voxopop as a learning tool is an excellent alternative because it allows students to express their ideas in a creative and freeway giving them the possibility to interact directly and indirectly with their peers giving their opinions and suggestions.

- To motivate oral interaction within the classroom and among students, effective strategies such as plan appropriately, practice, engage with your audience and pay attention to body language should be taken into account as they help students feel confident when interacting. In addition, teachers should explain how to apply this strategy to avoid confusion when performing activities on the Voxopop platform.
- Use different speaking activities so that students have different options and can choose the method they like or enjoy. In addition, it is important for students to choose the speaking activities of their choice so that they can develop them at their convenience and their own pace.
- It is important to evaluate students' oral interactions with the different speaking activities because in this way students will be trained and knowledge acquisition will be easier and more active.

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ANNEXES

Annex 1: Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Pillaro, 25/04/2022


Doctor
Carlos Caiza
Rector
Unidad Educativa "Antonio Carrillo Moscoso"

Dr. Carlos Caiza en mi calidad de Director de la Unidad Educativa "Antonio Carrillo Moscoso" me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"VOXOPOP AND ORAL INTERACTION"** propuesto por la estudiante Nicole Estefanía López Zapata portadora de la Cédula de Ciudadanía, 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


Dr. Carlos Caiza

0501569958
0984505764
ctacarrillo@hotmail.com



Annex 2: Pre-test

Pre-test Speaking section

Student's name: _____

Course: _____

Date: _____

KET A2

Part 1

(3-4 minutes)

Phase 1

In Part 1, Phase 1, the interlocutor asks questions of a factual and personal nature to each candidate in turn.

- What's your name?

- And what's your name?

A/B, how old are you?

Where do you come from?

Where do you live?

Thank you.

Phase 2

Part 1, Phase 2 takes the form of a topic-based interview. The interlocutor asks two short-answer questions to each candidate about their daily life, interests, likes, dislikes etc.

followed by one longer 'Tell me something about ...' question

A. what subject do you like best? Do you like maths?

What clothes do you wear to school? Do you wear a uniform?

B. What time do you finish school? Do you finish school at 4 o'clock?

What do you eat after school? Now, let's talk about home.

B, who do you live with? Do you live with your family? How many bedrooms are there in your house? Are there three bedrooms in your house? Test taken from: A2 Key for

Schools-Sample Test 1

A, where do you watch TV at home? Do you watch TV in the kitchen? What's your favorite room in your house?

Part 2 (5-6 minutes)

Phase 1

3-4 minutes

Now, 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. I'll say that again.
- Do you like these different hobbies? Say why or why not.

All right? Now, talk together.

A, which of these hobbies do you like best?

B, which of these hobbies do you like best?

Phase 2

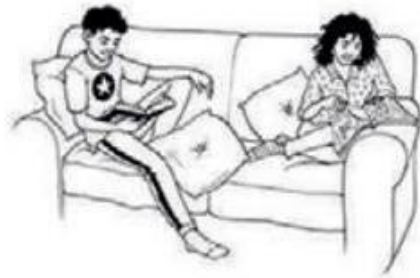
Allow up to 2 minutes

- Do you prefer to spend your free time alone or with other people?..... (Why?) And what about you **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)
- Which is more fun, playing sports or watching sports, **A**? (Why?) And you, **B**? (Which is more fun, playing sports or watching sports?) (Why?)

Thank you. That is the end of the test

Source: Test taken from: A2 KET for Schools-Sample Test 1

Elaborated by: Lopez, N. (2022)



NOTA:

Elaborated by: Lopez, N. (2022)

Source: Test taken from: A2 KET for Schools-Sample Test 1

Annex 2: Post-test

Pre-test Speaking section

Student's name: _____

Course: _____

Date: _____

KET A2

Part 1

(3-4 minutes)

Phase 1

In Part 1, Phase 1, the interlocutor asks questions of a factual and personal nature to each candidate in turn.

- What's your name?

- And what's your name?

A/B, how old are you?

Where do you come from?

Where do you live?

Thank you.

Phase 2

Part 1, Phase 2 takes the form of a topic-based interview. The interlocutor asks two short-answer questions to each candidate about their daily life, interests, likes, dislikes etc.

followed by one longer 'Tell me something about ...' question

A. what subject do you like best? Do you like maths?

What clothes do you wear to school? Do you wear a uniform?

B. What time do you finish school? Do you finish school at 4 o'clock?

What do you eat after school? Now, let's talk about home.

B, who do you live with? Do you live with your family? How many bedrooms are there in your house? Are there three bedrooms in your house? Test taken from: A2 Key for

Schools-Sample Test 1

A, where do you watch TV at home? Do you watch TV in the kitchen? What's your favorite room in your house?

Part 2 (5-6 minutes)

Phase 1

3-4 minutes

Now, 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. I'll say that again.

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

All right? Now, talk together.

A, which of these hobbies do you like best?

B, which of these hobbies do you like best?

Phase 2

Allow up to 2 minutes

-Do you prefer to spend your free time alone or with other people?..... (Why?) And what about you **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)

-Which is more fun, playing sports or watching sports, **A**? (Why?) And you, **B**? (Which is more fun, playing sports or watching sports?) (Why?)

Thank you. That is the end of the test

Nota:

Source: Test taken from: A2 KET for Schools-Sample Test 1

Elaborated by: Lopez, N. (2022)



NOTA:
Elaborated by: Lopez, N. (2022)
Source: Test taken from: A2 KET for Schools-Sample Test 1

Annex 4. Evaluation Rubric

Student name: _____

Date: _____

A2	Grammar and vocabulary	Pronunciation	Interactive communication
	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situation	Is intelligible. Intonation is generally appropriate. Sentences and words stress is generally accurately placed. Individual sounds are generally articulated clearly.	Maintains simple exchanges. Requires very little prompting and supporting.
4	Performance share features of Bands 3 and 5		
3	<i>Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situation.</i>	<i>Is mostly intelligible, despite limited control of phonological features.</i>	<i>Maintains simple exchanges, despite some difficulty. Requires prompting and support.</i>
2	Performance share features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	
0	Performance below Band 1		

NOTA:

Elaborated by: Lopez, N. (2022)

Source: Evaluation rubric from Cambridge

Annex 5. Lesson Plan 1

GENERAL INFORMATION

TEACHER: Nicole López **AREA:** ENGLISH

SCHOOL YEAR: September 2021-June 2022

SUBJECT: English

COURSE: 2nd Baccalaureate **PARALLEL:** A

GROUP: There are 14 students in this group, 13 men and a woman.	DATE: May 24, 2022	TIME: 45 minutes	N° OF STUDENTS: 14
Topic work: Write a blog			
Aims: Through selected media, participate in reasonably extended spoken or written dialogues with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.			
Objectives: Ss will be able to know how to write a blog. Ss will write in the blog about their favorite Ss will give suggestions your opinions about the blogs of their peers.			
Assessment: Formative assessment / controlled and guided activities			
Anticipated problems: Difficulty to project slides Solution: To make the students have an impression of the presentation.			
Materials: Blackboard, laptop, pencil, markets, backboard, module 2			
Skill and Performance criteria: Oral communication EFL 5.2.11 Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions.		Indicators for the performance criteria Learners can respond to and build on other people's ideas on familiar, social and academic topics by expressing opinions and feelings and clarifying meaning. Ref. I.EFL.5.8.1. (I.3, I.4, S.1, J.3, J.4)	
TIMING 45 MIN	TEACHER ACTIVITY		STUDENT ACTIVITY

	<p>ESA Warm-up: riddle -T. writes the agenda</p>	
	<p>-T. tells them a riddle</p> <p>Study - T. The teacher explains how to write a blog. -T. shows them some examples of blogs. -T. reinforces and answer any Ss. doubts.</p> <p>Activity -T. groups them in pairs and asks them to write a blog of 50-60 words on a topic that interests both of them. -T. controls the activity by visiting the working pairs. -T. asks students to exchange their blogs with another pair. -T.gives instructions for the activity on the Voxopop platform.</p>	<p>-Ss. try to guess</p> <p>-Ss. ask the T any doubt.</p> <p>-Ss work in groups in their blogs -Ss should exchange their blogs. -Ss should record their voice giving an opinion or a suggestion about their partner's blog. If they found it interesting or not and why? Was it well written, what was missing, yes or no, and why?</p>
<p>Curricular Adaptation</p>		
<p>Skill and Performance criteria</p> <p>Express opinions on topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions. Ref. EFL 5.2.11</p>	<p>Indicators for the performance criteria</p> <p>Learners can respond to and build on other people's ideas on familiar, social and academic topics by expressing opinions and feelings. Ref. I.EFL.5.8.1. (I.3, I.4, S.1, J.3, J.4)</p>	

Writing

My First Blog

When blogs first appeared in 1994, they were more of a personal diary that people shared online. In this online journal, you could talk about your daily life or share things you do. But then people saw them as an opportunity to communicate any information in a new way. So began the amazing world of blogging. A blog (short for "weblog") is an online journal or informational website that presents information in reverse chronological order, with latest posts appearing first. It is a platform where a writer or even a group of writers share their views on a specific subject.

Source: What is a Blog? - Explanation of Terms Blog, Blogging & Blogger (2018). (2018, April 29). Retrieved from <https://firststageguide.com/what-is-blog/>



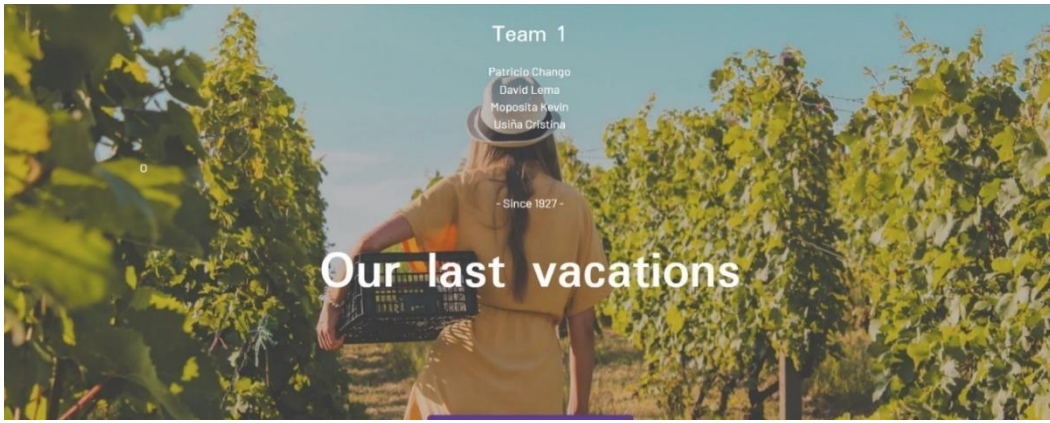
100-Communicall.com

Your teacher will put the blogs on the walls. Walk around the room and on small pieces of paper you are going to post a comment or an opinion on your classmates' blogs. Choose at least five blogs to comment on.

NOTA:

Elaborated by: Lopez, N. (2022)

Source: Module 2, Ministerio de Educación

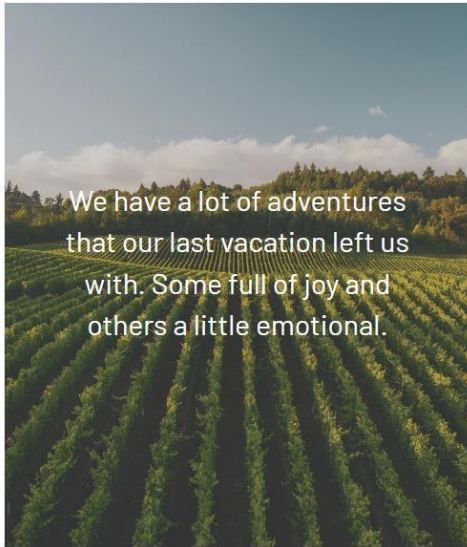


Team 1

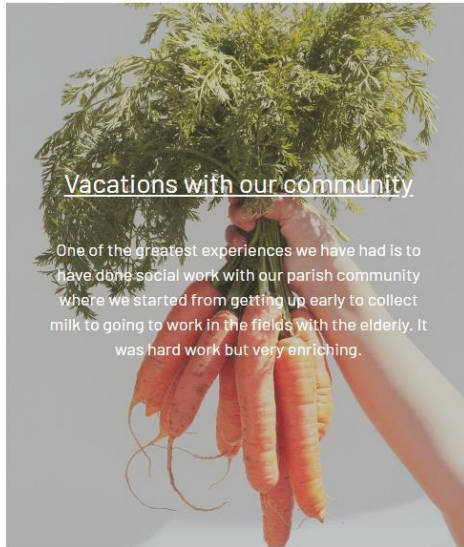
Patricio Chango
David Lema
Moposita Kevin
Usina Cristina

- Since 1927 -

Our last vacations



We have a lot of adventures that our last vacation left us with. Some full of joy and others a little emotional.



Vacations with our community

One of the greatest experiences we have had is to have done social work with our parish community where we started from getting up early to collect milk to going to work in the fields with the elderly. It was hard work but very enriching.



Vacation with friends

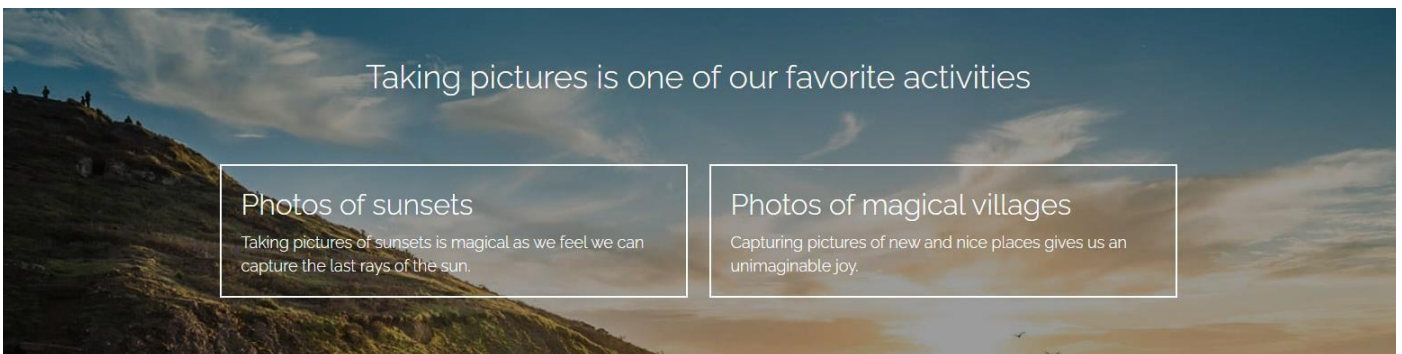
With a few days to go back to classes we decided to meet to remember old times together, it was a little sad because it had been a long time since the last time we saw each other because of the pandemic we had to separate, between hugs and some crying we enjoyed a nice meal and a basketball game.



TAKING PHOTOS

Team 2

Ortega Anderson
Toapanta Jefferson
Guaita Francisco
Yanchaguano Erik



Taking pictures is one of our favorite activities

Photos of sunsets

Taking pictures of sunsets is magical as we feel we can capture the last rays of the sun.

Photos of magical villages

Capturing pictures of new and nice places gives us an unimaginable joy.

NOTA:

Elaborated by: Lopez, N. (2022)

Source: JIMBO

Annex 6. Lesson Plan 2

GENERAL INFORMATION

TEACHER: Nicole López

AREA: ENGLISH

SCHOOL YEAR: September 2021-June 2022

SUBJECT: English

COURSE: 2nd Baccaalaureate

PARALLEL: A

GROUP: There are 14 students in this group, 13 men and a woman.	DATE: June 02, 2022	TIME: 45 minutes	N° OF STUDENTS: 14
Topic work: create a song			
Aims: O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning			
Objectives: Ss will be able create a song using the poem If you were a Sailboat Ss will be able to sing the song they create Ss will be able to record the song in Voxopop			
Assessment: Formative assessment / controlled and guided activities			
Anticipated problems: Difficulty to project slides			
Solution: To make the students have an impression of the presentation.			
Materials: Blackboard, laptop, pencil, markers, backboard, module 2			
Skill and Performance criteria: LANGUAGE THROUGH THE ARTS EFL 5.5.5. Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard		Indicators for the performance criteria I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	
TIMING 45 MIN	TEACHER ACTIVITY		STUDENT ACTIVITY

<p>30 min</p> <p>15 min</p>	<p>ESA</p> <p>Study - T shows the rubric and the indicators to be assessed</p> <p>Activity - T. evaluates the song</p>	<p>-Ss ask some doubts -Ss in pair begin to create their songs.</p> <p>-Ss sing the song -Ss record the song in Voxopop.</p>
<p>Curricular Adaptation</p>		
<p>Skill and Performance criteria</p> <p>Create original stories using appropriate vocabulary and elements of the literature learners have read or Heard. Ref. EFL 5.5.5.</p>		<p>Indicators for the performance criteria</p> <p>I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details of the text. (S.1, S.4, J.2)</p>

Language Through the Arts

Do you have a favorite song in English?

"If You Were a Sailboat"

by Katie Melua

Commonly, songs come from poems and some poems come from songs. Here is an example. Read this poem out loud.

If you were a cowboy, I would trail you,
If you were a piece of wood, I would nail
you to the floor.
If you were a sailboat, I would sail you to the shore.
If you were a river, I would swim you,
If you were a house, I would live in you all my days.
If you were a preacher, I would begin
to change my ways.

Sometimes I believe in fate,
But the chances we create,
Always seem to ring more true.
You took a chance on loving me,
I took a chance on loving you.

If I was in jail, I know you would spring me
If I was a telephone, you would ring me all day long.
If I was in pain, I know you would sing
me soothing songs.

Sometimes I believe in fate,
But the chances we create,
Always seem to ring more true.
You took a chance on loving me,
I took a chance on loving you.

If I was hungry, you would feed me
If I was in darkness, you would lead me to the light.
If I was a book, I know you would read
me every night.

If you were a cowboy, I would trail you,
If you were a piece of wood, I'd nail you to the floor.
If you were a sailboat, I would sail you to the shore.
If you were a sailboat, I would sail you to the shore.

Grammar Note

Notice how the poem repeats the words "if" and "would". These words are used for hypothetical - or unreal - situations.



This poem uses a lot of metaphors, words that are symbolic. Choose two of them and illustrate them here.

Can you think of another metaphor like the ones in the poem that you can use to refer to two people in love?



Vocabulary

sail. to ride on a sailboat

preacher. a person who gives many speeches, sometimes a religious figure

fate. destiny

jail. prison

spring. in this context, to free someone from jail

soothing. relaxing

NOTA:

Elaborated by: Lopez, N. (2022)

Source: Module 2, Ministerio de Educación

Annex 7. Lesson Plan 3

GENERAL INFORMATION

TEACHER: Nicole López

AREA: ENGLISH

SCHOOL YEAR: September 2021-June 2022

SUBJECT: English

COURSE: 2nd Baccalaureate

PARALLEL: A

GROUP: There are 14 students in this group, 13 men and a woman.	DATE: June 06, 2022	TIME: 45 minutes	N° OF STUDENTS: 14
Topic work: Frida Kahlo			
Aims: To talk about the life of Frida Kahlo			
Objectives: Ss will be able to replay some questions about their first day of class Ss will be able to complete a conversation about two friends on the first day of classes Ss will be able to record their experiences in their first day of class			
Assessment: Formative assessment / controlled and guided activities			
Anticipated problems: Difficulty to project slides			
Solution: To make the students have an impression of the presentation.			
Materials: Blackboard, laptop, pencil, markets, backboard, module 2			
Skill and Performance criteria: ORAL COMMUNICATION		Indicators for the performance criteria	
EFL 5.2.14. Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions		Learners can respond to and build on other people's ideas on familiar, social and academic topics by expressing opinions and feelings and clarifying meaning. Ref. I.EFL.5.8.1. (I.3, I.4, S.1, J.3, J.4)	
TIMING 45 MIN	TEACHER ACTIVITY	STUDENT ACTIVITY	
10 min	ESA Warm up: Quote or Question - Study	- Ss talk about it for a few minutes in pairs. They can discuss what they think it means, possible interpretations, and whether they agree or disagree.	

15 min	<p>-</p> <p>Activity</p> <p>-T dive instruction for the activity in Voxopop learning tool</p>	<p>-Ss ask questions</p> <p>-Ss complete the fill bank in the conversation</p> <p>-In pair Ss talk about their experiences in their first day of class</p>
Curricular Adaptation		
<p>Skill and Performance criteria</p> <p>Request information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions Ref. EFL 5.2.14.</p>		<p>Indicators for the performance criteria</p> <p>Learners can respond to and build on other people’s ideas on familiar, social and academic topics by expressing opinions and clarifying meaning. Ref. I.EFL.5.8.1. (I.3, I.4, S.1, J.3, J.4)</p>

Communication and Cultural Awareness

Why do you think there are not as many famous women painters as men?

Frida Kahlo



Frida Kahlo

Frida Kahlo was a Mexican painter. She was born in Mexico City in 1907. She painted many self-portraits and paintings of Mexican folklore. Frida went to the prestigious Escuela Preparatoria in Mexico City in 1922. At that time, there were not many girls at this school. In 1925, at the age of eighteen, Frida had a terrible traffic accident. She couldn't walk for a long time, so she started to paint. In 1929, she married the painter Diego Rivera. The next year, they moved to New York, but Frida was not happy there. They returned to Mexico in 1935. Frida won a national art prize in 1946, and she became famous in Mexico. She died in 1954, when she was only 47 years old.

Eight days before her death in July 1954, Frida Kahlo completed what is popularly thought to have been her final painting: *Viva la Vida*. "Long Live Life" is a bright and vibrant celebration of life as being both simple and complex.



Frida's school



Viva la Vida (Long Live Life)



Answer the questions. Write complete sentences.

1. When was Frida Kahlo born?

2. Where did she go to school?

3. What happened to Frida in 1925?

4. Did Frida enjoy her time in New York?

5. When did Frida win a national prize?

6. Why do you think there were not very many girls in her school?

NOTA:
Elaborated by: Lopez, N. (2022)
Source: Module 2, Ministerio de Educación

Annex 8. Participants



NOTA:

Elaborated by: Lopez, N. (2022)

Source: Module 2, Ministerio de Educación



NOTA:

Elaborated by: Lopez, N. (2022)

Source: Module 2, Ministerio de Educación

Annex 9. Urkund Report



Document Information

Analyzed document	Thesis_ Lopez Zapata Nicole Estefania.docx (D142082448)
Submitted	7/15/2022 3:32:00 PM
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Submitter email	nlopez1386@uta.edu.ec
Similarity	8%
Analysis address	cristinadjordanb.uta@analysis.orkund.com