



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme: “Interactive Workshops and The Speaking Skills”

Author: Sánchez López Juan Daniel

Tutor: PhD. Chicaiza Redín Verónica Elizabeth, Mg.

Ambato – Ecuador

2022

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Verónica Elizabeth Chicaiza Redín, holder of the I.D No. 1715106322, in my capacity as supervisor of the Research dissertation on the topic: **“Interactive Workshops and The Speaking Skills”** investigated by Mr. Juan Daniel Sánchez López with I.D No. 1804448809, confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

PhD. Verónica Elizabeth Chicaiza Redín, Mg.
I.D. No. 1715106322

DECLARATION PAGE

I declare this undergraduate dissertation entitled "Interactive workshops and The Speaking Skill" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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

A handwritten signature in blue ink, enclosed within a blue oval. The signature appears to read "Juan Daniel Sánchez López".

Juan Daniel Sánchez López

I.D. No. 1804448809

Author

BOARD OF EXAMINERS APPROVAL PAGE
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y
DE LA EDUCACIÓN

The Board of Directors has received the defense of the research dissertation to obtain the academic degree with the topic "Interactive Workshops and The Speaking Skills" which is held by Mr. Juan Daniel Sánchez López undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April – September 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific, and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, September 2022

REVIEW COMMISSION

.....
Lic. Ruth Elizabeth Infante Paredes, Mg.
Revisor

.....
Lic. Wilma Elizabeth Suárez Mosquera, Mg.
Revisor

COPYRIGHT REUSE

I, Juan Daniel Sánchez López with I.D. No. 180444880-9, confer the rights of this undergraduate dissertation “Interactive Workshops and The Speaking Skill”, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

A handwritten signature in blue ink, enclosed in a blue oval. The signature is cursive and reads "Juan Daniel Sánchez López".

Juan Daniel Sánchez López

I.D No.1804448809

Author

DEDICATION

To:

My family, particularly my parents, whose hard work has allowed me to get where I am. Thanks to them for always believing in me, as well as to my friends who knew how to support me in difficult times. With this project, I hope to demonstrate my abilities and make them proud of me throughout my university experience.

Juan Daniel.

ACKNOWLEDGMENTS

I would like to express my gratitude to my professors who, by their diligence and commitment to their work, were able to impart to me the knowledge I required to complete my education. It is always worthwhile to express my appreciation to my family, who never let me give up and who always supported me until I was able to complete this stage of my life.

Juan Daniel.

Table of Contents

Content

SUPERVISOR APPROVAL	ii
DECLARATION PAGE.....	iii
BOARD OF EXAMINERS APPROVAL PAGE.....	iv
COPYRIGHT REUSE	v
DEDICATION	vi
ACKNOWLEDGMENTS.....	vii
CHAPTER I	1
THEORETICAL FRAMEWORK.....	1
1.1 Investigative Background.....	1
1.2 Theoretical Framework.....	10
1.3 Objectives	23
CHAPTER II.....	25
METHODOLOGY	25
2.1 Resources	25
2.2 Methods	25
2.3 Research Modality	26
2.4 Level of Research	27
2.5 Population	28
2.6 Techniques and Instruments	29
2.7 Hypothesis	31
2.8 Variable Identification	31
CHAPTER III.....	32
RESULTS AND DISCUSSION.....	32

3.1	Analysis and discussion of the results	32
3.2	Hypothesis verification.....	38
CHAPTER IV		41
CONCLUSIONS AND RECOMMENDATIONS.....		41
4.1	Conclusions.....	41
4.2	Recommendations.....	42
References.....		44
Annexes.....		51
Annex 1 - Carta de Compromiso		51
Annex 2 - Pre-Test and Post-Test		52
Annex 3 - Lesson plans		56

Index of Tables

Table 1.	Population	28
Table 2.	Pre-Test Results	33
Table 3.	Post-Test Results.....	34
Table 4.	Comparative Results Pre-Test and Post-Test.....	36
Table 5.	Test of Normality	38
Table 6.	Wilcoxon Signed Ranks Test.....	39
Table 7.	Test Statistics	40

Index of Figures

Figure 1.	Pre-Test Results.....	33
Figure 2.	Post-Test Results	35
Figure 3.	Pre-Test and Post-Test Average and Difference	36
Figure 4.	Pre-Test and Post-Test Average Scores.....	37

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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

Abstract

Title: Interactive Workshops and The Speaking Skills.

Author: Juan Daniel Sánchez López

Tutor: PhD. Verónica Elizabeth Chicaiza Redín, Mg.

Interactive Workshops and The Speaking Skills

The current study examines the effects of interactive workshops on the speaking skills of first-semester students of the “Pedagogía de los Idiomas Nacionales y Extranjeros” major. The research group consisted of 32 students (10 men and 22 women between the ages of 18 and 25). The quantitative component of the research was represented by the analyses performed using a pre-test and a post-test, which were data collection tools based on Cambridge standardized tests (A1 Movers). This information was collected to determine the impact of the interactive workshops conducted during the interventions in the chosen study group. The qualitative component of the research was represented in the theoretical framework by the interpretation of information obtained through various means. The interventions focused on the use of interactive workshops aimed at developing the speaking skills of students. The results of the pre-test and post-test applications were statistically analyzed to determine the impact of the interactive workshops on the students and thus the validity of the hypothesis raised in the research. The results were analyzed using tables and graphs, which show the average result of each part that was evaluated in detail. The analyses revealed that the students were able to improve their grades obtained in the pre-test, as the group's general average in the pre-test was 4.32 points out of 5, while the group's general average in the post-test was 4.79 points out of 5. Finally, the study hypothesis was validated using SPSS statistical software. In conclusion, the implementation of interactive workshops with activities that allow students to practice and reinforce their speaking skills had a significant impact on the development of these skills because they found motivation for self-learning and stayed consistent in practicing their speaking skills through these interventions.

Keywords: Interactive Workshops, A1 Movers Test, speaking skills.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Resumen

Título: Interactive Workshops and The Speaking Skills.

Autor: Juan Daniel Sánchez López

Tutor: PhD. Verónica Elizabeth Chicaiza Redín, Mg.

Talleres Interactivos y Las Habilidades para Hablar

El presente estudio examina los efectos de los talleres interactivos en las habilidades orales de los estudiantes de primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. El grupo de investigación estuvo formado por 32 estudiantes (10 hombres y 22 mujeres entre 18 y 25 años). El componente cuantitativo de la investigación estuvo representado por los análisis realizados mediante un pre-test y un post-test, que fueron instrumentos de recolección de datos basados en las pruebas estandarizadas de Cambridge (A1 Movers). Esta información fue recolectada para determinar el impacto de los talleres interactivos realizados durante las intervenciones en el grupo de estudio elegido. El componente cualitativo de la investigación estuvo representado en el marco teórico por la interpretación de la información obtenida a través de diversos medios. Las intervenciones se centraron en el uso de talleres interactivos destinados a desarrollar las habilidades orales de los estudiantes. Los resultados de las aplicaciones del pretest y post-test fueron analizados estadísticamente para determinar el impacto de los talleres interactivos en los estudiantes y con ello la validez de la hipótesis planteada en la investigación. Los resultados se analizaron mediante tablas y gráficos, que muestran en detalle el resultado promedio de cada parte que se evaluó. Los análisis revelaron que los estudiantes lograron mejorar las notas obtenidas en el pretest, ya que el promedio general del grupo en el pretest fue de 4,32 puntos sobre 5, mientras que el promedio general del grupo en el post-test fue de 4,79 puntos. de 5. Finalmente, se validó la hipótesis del estudio mediante el software estadístico SPSS. En conclusión, la implementación de talleres interactivos con actividades que permiten a los estudiantes practicar y reforzar sus habilidades orales tuvo un impacto significativo en el desarrollo de estas habilidades porque encontraron motivación para el autoaprendizaje y se mantuvieron constantes en la práctica de sus habilidades orales a través de estas intervenciones.

Palabras clave: Talleres Interactivos, Test A1 Movers, habilidades orales.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

This study comprises the use of new techniques to help students in the development of their English language skills, specifically speaking skills. Therefore, it is important to study new strategies and methods to help students during their scholar periods. Nowadays, teachers still use, most of the time, old-fashioned teaching techniques which do not include the use of interactive materials or implementations for the different activities they develop during a class. Some educational and communicative articles' information was checked to get a better notion of the context of this research. This research project was developed to show how the use and implementation of interactive workshops could improve students' speaking skills. For this reason, the data was taken from academic papers from different countries in which the English language is taught and where existing data about the implementation and use of these workshops.

Pavelin et al. (2014) proposed 10 rules for an interactive workshop to assist participants in developing their speaking skills during the research conducted. These rules have been presented for implementing interactive workshops not only in a professional environment but also in an educational setting, with the content and format of the workshops being tailored to each need. The information collected by this author was useful to get a clearer notion of how a teacher can assist the participants during the application of an interactive workshop. The main contribution to the research lies in the general understanding of what an interactive workshop is and how it can be applied by teachers.

Rushmer et al. (2014) conducted a study in which a realistic examination of the knowledge exchange (KE) mechanisms behind any improvements, the overall question was 'what worked where, for whom, and under what conditions?' Data was gathered through 51 interviews, six observations, and an examination of program documentation. The results show that providing evidence summaries, input from academic and practice experts, conversational spaces, and personal action planning is necessary to create enthusiasm on the day, but insufficient to prompt practice change in the medium term in pressured contexts exacerbated by structural reform. The findings question makes assumptions about the instrumental, linear application of knowledge and change, with a focus on individuals as organizational change agents. The opinions of the delegates on "what would work" are conveyed. Mechanisms are presented that would improve interactive formats. This research contributed to this study because it developed interactive workshops to prompt participants' knowledge exchange. The data collected by this study will provide evidence summaries, input from academic and practice experts, conversational spaces, and personal action planning, which were the tools used to get participants' interest each day.

Kille et al. (2008) conducted a workshop on active teaching and learning that was funded by the University of Brasilia's Instituto de Relações Internacionais. The authors created this intensive workshop with professors and advanced students from universities across Brazil in mind. Its goals were to offer teaching and learning methodologies and foster critical discourse. Information was supplied on sessions that included active teaching and learning philosophy, tools for creating and executing activities, a variety of strategies, and the significance of debriefing and assessment. The paper concludes with an assessment of

the workshop, highlighting its potential significance in educating international relations professors on how to incorporate active teaching and learning into their classes both within the United States and across other international contexts. The contribution of this study was the information obtained after the two-cycle workshops were applied to teachers and students to promote critical dialogue. The data revealed that the interactive workshop is a highly effective technique for developing the teaching competency of teachers and students.

Mukurung et al. (2021) aimed to describe the interactive workshops as a PHC (Primary healthcare) nurse's learning and teaching strategy. Primary healthcare (PHC) nurses use didactic, teacher-centered learning and teaching methods. Therefore, the viability of interactive workshops in safe PHC settings to update nurses' knowledge of patient care needs to be investigated. A systematic literature review, followed by a pre- or post-test control group design for an exploratory experimental study. Clinic inclusion occurred in the control (n = 5) and experimental (n = 5) locations as a result of a random clinic sampling (n = 26). For the sake of convenience, the experimental (n = 21) and control (n = 21) groups were each composed of 42 nurses. 21 participants in the experiment attended five interactive workshops (n = 21), where different tactics were used to address important diabetes messages. Pre- and post-workshop, both groups filled out a questionnaire related to diabetes messages. The experimental group was also given a Likert scale survey following the workshop. Data were statistically analyzed and presented as frequencies, percentages, and descriptive statistics. A change in knowledge and participant satisfaction may result from using interactive workshops as a teaching and learning strategy. However, combining interactive workshops with other teaching methods may further improve

instruction and learning. This study gave the current research a deeper grasp of interactive workshops as a workable teaching strategy for refresher training for healthcare professionals.

Carter et al. (2006) evaluated the usefulness of an interactive workshop meant to improve third-year students' attitudes, beliefs, and cross-cultural communication abilities. In this study, 196 medical students took part in small group (20-24 students) workshops at the outset of a six-week mandatory family medicine clerkship. Facts on health inequalities and a paradigm of cultural competency were among the didactics. Students were exposed to live vignettes depicting poor and effective cross-cultural doctor-patient interactions during a skill-building component. By comparing pre-and post-workshop results, the impact on students' attitudes, perceived bias, and knowledge of procedures was determined. The results showed on most items of a cultural awareness measure demonstrate that participants improved their cultural awareness. Fifty-five percent, 71 percent, and 66 percent of the sample, respectively, agreed or strongly agreed that the program was beneficial, appropriate, and effective. Only 17 percent, 6 percent, and 9 percent of the respondents disagreed or strongly disagreed, respectively. The authors concluded that a workshop for third-year students improved cultural awareness and was deemed suitable and worthwhile. More research is needed on effective ways for increasing cultural competence in clinical practice, including longitudinal training and evaluation. The main contribution of this study was the data collected to reflect the influence and utility of an interactive workshop in improving third-year students' attitudes, beliefs, and cross-cultural communication abilities.

Becerra et al. (2021) studied interactive workshops in a pandemic and their benefits. This study targeted to provide participants with an in-person meeting-like experience while also utilizing digital resources for group discussion. The authors went over the key distinctions, benefits, and drawbacks of virtual and physical workshops, as well as which critical components of in-person meetings may (and cannot) be replaced with virtual activities, and how they may affect collaboration in the future. They also look at how virtual workshops affect organizing committees that have to cope with challenges like varied time zones and activity durations. The lessons learned from planning these meetings provided insight into how future workshop experiences could be enhanced for both scientific and educational reasons. This study was useful to the current research by providing information on the actual benefits of interactive workshops during the pandemic. The authors concluded through the application of in-person meetings which were the benefits of those techniques.

Rao (2019) developed research about the importance of speaking skills in English classrooms. This study highlighted the relevance of speaking abilities in English classes. First and foremost, this paper emphasized the importance of English language fundamentals. Later in the paper, this study went over the necessity of speaking abilities in English classes in detail. It explained why speaking abilities must be taught. The types of speaking circumstances and the major benefits of speaking abilities are next discussed. Furthermore, this paper offered numerous methods for ESL/EFL students (students learning English as a second language (ESL) and learning English as a foreign language (EFL)) in English classrooms to improve their speaking skills and some helpful hints for teachers on how to incorporate various activities in English classes that allow ELLs

(English Language Learners) to practice their speaking abilities. The study contributed explanations on why speaking skills must be taught, establishing the types of speaking circumstances and the major benefits of speaking abilities on the participants of the study.

Darmuki and Hidayati (2018) investigated cooperative learning through the use of audio-visual media focused on speaking skills. The purpose of this study was to investigate how lecturers use cooperative learning in the classroom and how effective this application strategy using audiovisual media is in improving university students' speaking skills. This study was conducted in two classes with a qualitative methodology. Classroom observations, interviews with groups of students and lecturers to gain some insights into the application of the cooperative learning technique, and students' oral expressions and behavior during the learning activities in small groups using audiovisual media were used to collect the main data. According to the findings, cooperative learning in a small group using audio-visual media can improve students' speaking skills and ensure that the cooperative learning technique has negative aspects such as noises and conflicts when the lecturers do not manage and plan the learning activities optimally. Based on the findings, it is suggested that either lecturers or students be able to resolve any issues that are preventing the successful implementation of the cooperative learning technique by employing audiovisuals in the classroom. The information gathered about the ways lecturers use cooperative learning in the classroom to hone their speaking abilities was the research's main contribution. The authors concluded that speaking skills can be enhanced through cooperative learning in small groups.

Another research developed by Ehsan et al. (2019) evidenced that cooperative learning in English language classrooms may help students improve their speaking abilities and motivation. The impact of cooperative learning versus traditional whole-class instruction on speaking skills and six aspects of learning motivation was compared using a pre-test–post-test control group design: intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and motivation. The current study's data were collected at various periods before and after the experiment to examine the impact of cooperative learning on the sample's speaking abilities and motivations. The sample's speaking abilities were assessed first by an English oral test, followed by some cooperative learning instructional activities. Basic and inferential statistical methods were used to examine the data, including mean scores, standard deviations, independent and paired sample t-tests, and effect size. The data revealed that after using cooperative learning strategies, the students' speaking skills improved dramatically. Furthermore, the data indicated significant differences in favor of cooperative learning for boosting intrinsic motivation, but no variations in other components of motivation were discovered. As a result of their findings, the researchers suggest that teachers use cooperative learning in English lessons to help students improve their speaking abilities and motivation. The main contribution of this study was the comparison between cooperative learning and conventional whole-class speaking skills education. The results showed that using cooperative learning approaches significantly improved students' speaking abilities.

Saputra (2018) analyzed students' speaking anxiety toward their speaking skills. This article discussed the findings of a study that attempted to examine students' speaking anxiety at one of Lampung's Colleges of Teacher Training and Education. A sample of 28

fellow students was chosen for the topic. The research approach was a two-way ANOVA with a quasi-experimental design. It took roughly four months to complete. According to the outcomes of the speaking test, Communicative Language Teaching (CLT) had a positive meaningful influence on increasing students' speaking skills when viewed from several speaking anxiety perspectives. The author concluded that CLT is an excellent strategy for teaching students speaking skills from many speaking anxiety perspectives. The examination of the attitudes of the various pupils toward a speaking scenario was the research's contribution. The results of this study showed that, when examined from various speaking anxiety viewpoints, Communicative Language Teaching (CLT) had a positive meaningful influence on improving students' speaking skills.

Hakim and Amri (2022) led a study about how the Covid-19 pandemic has impacted people's lives, particularly their educational pursuits. Due to physical separation, lecturers or professors must conduct their teaching and learning activities using the internet as a medium. Utilizing many platforms, like YouTube, Zoom Meeting, Google Meet, and others, e-learning is crucial to support the learning system. The purpose of this study is to evaluate the speaking skills of third-year IAIN Padangsidempuan students during a class presentation. The descriptive design was adopted for this study. Zoom Meeting presentations made by students in the class were videotaped as a data collecting tool. IAIN Padangsidempuan third-year students served as the study's subjects. The categories of the students' speaking abilities in all areas of speaking are the study's conclusion. The researcher used Brown's (2004) rubric, which divides students' speaking during class presentations into pronunciation, vocabulary, grammar, fluency, and comprehension, to classify the students' speaking abilities. The average score of the pupils is then determined

and categorized. This study contributes to the current research in the analysis of the oral skills of the study group through the Covid-19 pandemic that was a brake on most of the development of the different skills of the English language. As oral skills are one of the most affected after the Covid-19 pandemic, the author reflects on its impact on students' oral skills.

Yudar et al. (2020) were targeted to show how a movie can aid students in improving their English pronunciation skills. Speaking is an important aspect of the English language. While speaking, there is one factor to which individuals must pay attention. Pronunciation is a crucial aspect of speaking ability. Pronunciation is important in speaking from the time when it reveals anything while someone is speaking and allows others to comprehend what they are saying based on how they pronounce a word. This research is aimed at students learning English as a foreign language (EFL) to highlight the importance of this field. This study uses a qualitative approach to prevent individuals from misinterpreting what non-native English speakers say. The discussion in this study emphasized the need of teaching speaking with learning activities that are as pronunciation friendly as feasible. This study also advised educational parties to encourage the use of a variety of teaching media, including videos, realia, television, and, most notably, movies. This is because a movie is one of the only forms of media that can significantly improve a student's speaking skills by allowing them to actively participate in and enjoy replicating the audiovisual input they are given. The main contribution of this research was the emphasis on the importance of teaching speaking skills through as many pronunciation-friendly learning activities as possible.

Pavlikova (2019) emphasized the importance of speaking in understanding a foreign language and provides insight into a practical teaching-learning setting. The study's practical component included three activities in the teaching process: monologues, games, and problem-solving tasks. Action research is utilized as a data gathering and assessment method to identify ways to improve the quality of the educational process in terms of speaking growth. The study's findings and conclusions show how the three activities improve speaking skills and what benefits they bring to foreign language training. Each of the preceding investigations in this project made a significant addition to the understanding and analysis of each of the aspects to be explored. Before their study, the independent and dependent variables require analyses, and the various writers cited have succeeded in clarifying a definition, an analysis, and an evaluation from various points of view for each of their investigations. With time, they were able to develop a better understanding of an interactive workshop and their capacity to talk in various groups for their research.

1.2 Theoretical Framework

1.2.1 Teaching Techniques

The educational process must be developed and modernized continuously around the world. It employs all modern procedures to keep up with modern technology and its demands. Students must be kept up to date on current developments to assist them to develop their creativity. As a result, it is also vital to establish instructional methods and procedures that aid in the development of students' abilities and skills (Elhashash, 2019). The concepts of teaching techniques and teaching methods are inextricably linked. As a result of the growth of the concept of teaching methods, the concept of teaching techniques

has evolved. It can be described teaching methods as the methods, instruments, and gadgets that must be able to assess, apply, plan, and impart knowledge to students to achieve educational goals. It also reflects the intellectual processes and the process through which the educational process is developed (Elhashash, 2019). Teaching strategies can assist students to expand their talents, increase their level of comprehension, and save time and effort in addition to increasing the teacher's effectiveness. The concept of teaching methods is a subset of the more extensive concept of teaching techniques. Teaching techniques are an integrated organization that includes a set of resources, technologies, tools, and educational attitudes that the instructor used to clarify an idea or transform a hazy concept to improve the educational process. It also seeks to improve curricula, instructional methods, and the conditions and talents of teachers (Elhashash, 2019).

In the teaching and learning process, teaching techniques are distinctive ways of carrying out a specific activity. As a result, it's each teacher's particular approach to implementing a method. For example, two teachers may elect to use small group discussions to present a lesson, but each may have a different method of conducting the discussion. One teacher may choose to lead the discussion with two students, while the other may choose to do it with four. Furthermore, each teacher will undoubtedly have his or her style of teaching (Elhashash, 2019).

1.2.2 Workshops

The word "work" in the workshop implies that participants must labor rather than simply receive ideas and information while scribbling in their notebooks. A workshop should be

a place where people may participate in activities and share their ideas and experiences with others (Portner, 2006). A workshop is a type of teaching in which you invite participants to interact with you and each other to learn more about a professional issue, curricular topic, or instructional style." This is not to say that workshops are solely about participating in activities; they can also entail presenting information and guiding activities, as well as the exploration of ideas.

According to Ørngreen and Levinsen (2017) workshop means an arrangement whereby a group of people learn, acquire new knowledge, perform creative problem-solving, or innovate concerning a domain-specific issue. How 'workshop' came to label these arrangements appear untraceable, but according to Isaksen, Dorval, and Treffinger (1994), the format goes back to Osborn, who in 1948 first described methods for creative group problem-solving. Creative problem-solving became commonly known as 'brainstorming' in the wake of Osborn's book, *Applied Imagination* (1953). According to the Danish Dictionary (2016), the use of the term 'workshop' exploded in the early 1960s, as Osborn's and related social (constructivist) ideas spread to a wide range of domains at various complexity levels – for example, policymaking, societal challenges, technology, organizational change, innovation, and design. Today, 'workshop' has become a part of our everyday language and requires no further explanation, though the workshop as a concept is weakly defined from an academic perspective, since its formats and uses developed within authentic contexts (workplaces, arts, politics).

1.2.3 Interactive Workshops

Pavelin et al. (2014) defined interactive workshops as an organized set of assisted activities for groups of people who work together over a fixed amount of time in one location to examine a topic and its answers. Users, potential users, team members, consumers, and stakeholders are all possible participants. Workshops are a terrific method for ELT professionals to share their interests and abilities with colleagues at their institutions or conferences. We all have different areas of interest and expertise as English teachers, consequently, it would be a shame if we didn't share our best practices. Furthermore, conducting workshops, along with paper presentations and publications, is an expected aspect of continuous professional development at various educational institutions (Sowell, 2016). Over time, the techniques have changed in a variety of different ways. A teacher can now employ a range of tactics to aid students in learning and reinforce what they have learned for diverse aims. Each teacher may have a unique way of dealing with a class, and before starting a new one, they must consider every detail. They can use techniques to help them interact with the other students in the class.

There may be several models to implement local workshops and awareness activities. These depend on local attitudes, timeframe, logistics, and budget. Here will be summarized three possible formats of interactive workshops followed by specific possible typologies and sizes of groups for facilitation:

- Frontal workshop to introduce the core issue of the workshop, the state of the art, and possible alternatives. An interactive workshop in the afternoon to design

possible proposals, and support networking and systemic innovation relating to the project objectives.

- Blended workshops are a mix of interactive and frontal activities across the day of the conference with a core part for both the interactive and frontal sessions.
- Stretched workshops are the distribution over time of more integrated events of the first and second formats, including press conferences, specific animation events with actors, study circles, etc.

Within each of the above possible formats - frontal, blended, or stretched - to support the interaction among local stakeholders to meet the objectives of the project, two possible levels of interaction that may be blended with specific participatory methodologies, according to local needs:

- Micro group facilitation and participation in short-term processes.
- Macro group facilitation integrated long-term processes.

For the micro group facilitation (from 5-10 to 15-25 people) there may be methods and tools that are more suitable for analysis, knowledge creation, learning, action planning, and micro facilitation skills such as active listening, group process characteristics, and visualization. Such events may generally last from a minimum of one hour to a maximum of eight. The micro facilitation skills represent the building bricks to organize also large group facilitation events.

For the macro group facilitation (from 25 to 100 people but also higher numbers) there is a need to give the event a specific structure, and process and involve facilitators, tools, and technologies to organize the activities, logistics, and all that comes before, after and

during the event. The use of these large-scale intervention tools also requires a combination of several micro facilitation techniques (Inmark, 2010).

Like all group activities, successful interactive workshops are all about building and maintaining engagement. Involved, active participants are more likely to build on each other's strengths and ideas, ultimately leading to better solutions and outcomes from your workshop as a whole (Moore, 2022).

It is possible to kick-start this process by opening with some icebreakers or team-building activities. A few ideas include:

- “Speed Meet” Walks: Pair your participants up for a few minutes at a time, with a list of questions they can use to get to know one another. A fun, professional twist on speed dating!
- Coat of Arms: Invite participants to sketch a coat of arms that they feel represents them. Go around in a circle and ask them to share a few sentences about what that design says about them.
- Whose Story? Ask group members to write a short, anonymous, but true anecdote about themselves. Pop them in a hat and read them out one at a time, then invite the group to guess who wrote the story.

1.2.4 Language Skills

Alakrash et al. (2021) stated that language has a dual character: both as a means of communication and a carrier of culture. Culture and language are designed to coordinate with one another. language is the medium by which culture transmits its beliefs, values, and norms (Sun, 2013). In the same meaning, Kramsch (1998) stated that, in the sense of

communication, all components are closely inter-correlated and mutually bound when speakers construct language-based conversation. They reflect each other since acquiring a language is better achieved in its cultural sense. In contrast, the understanding of culture involves the ability to speak in the background of the culture (Nambiar & Anawar 2017, Nguyen 2017, Kramersch & Zhua Hua 2016).

Moradimokhles and Hwang (2020) found that English language skills are essential for students who would like to work in as teachers or learn English language skills. A lack of such English language skills can result in misunderstandings and miscommunications, and therefore can bring out potential risks to patient safety. Therefore, ensuring students have the necessary communication skills in the English language is of great importance for their academic performance. Basic competency in English language skills is not enough for the students; they need to have linguistic competency which is specific to the educational and social contexts of studying English. Moradimokhles and Hwang (2020) stated that a practical curriculum of English language teaching should support the education of students in developing English language skills accompanied by the specific communication skills of educative professionals. These demands making choices about the English language skills of the students that can involve relinquishing long-held cultural concepts (Moradimokhles & Hwang 2020). These English second language communication skills include cultural competency, i.e., the skills to participate in small talk with their students, as well as the socio-cultural aspects of communication skills such as in-jokes, sarcasm, and euphemisms. Therefore, this issue requires competency in terms of not just what is said (e.g., Content aspect), but also how it is said (e.g., pragmatics). There are a lot of educational programs for teaching second language skills to the students

learning English language skills, but most of them are not evidence-based, and there is not sufficient research on the effectiveness of these programs (Moradimokhles & Hwang 2020).

1.2.5 Productive Skills

Golkova and Hubackova (2014) established that when one starts learning a foreign language, he surely and subconsciously is exposed to both categories of language skills. As mentioned before, productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Productive skills would not exist without the support of receptive ones. Passive knowledge - such as listening and reading - symbolizes a springboard to active implementation of grammar structures, passive vocabulary lists, and heard and repeated sounds of a foreign language. This theoretical background applies to any studied language. This should also prove that both types of skills are inseparable, and one cannot exist without the other. When learning a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the outcome will not be complete. As most active users of any foreign language knowledge, speaking and writing are in a reciprocal relationship. Undoubtedly, grammatical structures, words and their proper use, and a certain extent of accuracy need to be respected. These are implemented in both types of active skills.

As Riggensbach and Lazaraton (1991) point out, rather than implementing activities that concentrate attention strictly on the accuracy, plenty of language instructors focus on promoting communicative competence in language students by applying “communicative

activities” (Riggenbach & Lazaraton, 1991). The classroom environment and atmosphere create a necessary part of successful teaching and learning. These are highly valued by the learners. Creative teachers, who do not want to let their learners get bored, work with a wide scope of speaking and writing activities. For the teaching purpose, not only a lesson plan but also a term syllabus needs to be created beforehand. More experienced language instructors bear in mind that students’ responses to needs analysis forms bring valuable pieces of information for setting up the core of the language course plan. The content of such a plan should include some general activities, but they also should be a set of tailor-made exercises that suit the specific group of learners and where particular objectives are set. This aspect of selected activities will be dealt with later in the paper.

As was stated by Olshtain and Cohen (1991), “if we wish to master another language, we need to become more communicatively competent”. Their observation proves the idea that language accuracy is necessary but not the most vital feature of speaking activities. To organize the lesson effectively a wide range of diverse activities should be involved in the lesson plan. Examples of speaking activities that are listed in the “speaking menu” are organized from least to most difficult ones. As mentioned above, some grammatical structures and vocabulary are incorporated to suit the content to a less homogeneous group of course participants and guide them towards the same or similar outcome. The teaching experience and long-term observation bring us a long register of activities and exercises to practice productive skills effectively. Speaking proves to be one of the main goals when learning English or any other language as a foreign language. There are favorite activities that are suitable even for learners- beginners. To name a few and prove that speaking and writing are in a mutual relationship it is possible to start with writing or enumerating a list

of words linked with a certain topic, and/or writing and simultaneous using of everyday phrases in the short face to face conversation exchanges, role-play telephone conversations and picture games in the classrooms.

1.2.6 Speaking Skills

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown et al. (1983) stated, “Speaking is the skill that the students will be judged upon most in real-life situations”. Regardless of its importance, teaching speaking skills have been undervalued and most teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands the requirement of communication skills for learners and English teachers have to teach the needed skills so that they will improve their abilities in speaking and performing well in real-life situations.

In the present the teaching environment, oral skills are completely neglected whereas employability depends more on communication than technology. As very less priority has been given to the important elements of language such as phonological, morphological, semantic, and syntactic aspects, it has become a major impediment for the English language learners to acquire speaking skills among the learners of English. Thus far, more concentration has been given to reading and writing skills. After realizing the importance of oral communication skills, more emphasis is now laid on developing the speaking skills of the learners to pursue their studies successfully and excel in their fields once they finish

their education. Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life (Brown et al., 1983).

According to Nieto García (2006), speaking skill is one of the most difficult skills language learners must face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real-time situations when it is demanded. There are many reasons to overcome this. First, the ELLs should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world. Among the four basic skills of the English language, speaking seems to be difficult because the speakers must produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary.

Therefore, the English language learners face many problems in speaking grammatical sentences in English. Since speaking skills play a dominant role in communication, people try to learn these skills to communicate well with the entire community all around the world (Nieto García, 2006). Moreover, these speaking skills are also useful for learners when they must settle down well in their professions. In the modern world, it has become quite common to prove the candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview. The job aspirants must participate and prove themselves in debates and group discussions where the performance or oral communication skills of the candidates are primarily measured (Nieto García, 2006).

Besides, professionals must give oral presentations as they must promote or give training to their other colleagues. Furthermore, an effective speaker can inspire the audience a lot and gain the complete attention of the audience and maintain the same tempo until the end of his/her speech. Therefore, the audience involves completely in the speaker's speech, and they sometimes forget the real world and put their complete concentration on the speech. Consequently, speaking skills play a vital role as everything depends on the way how people communicate their messages with others (Nieto García, 2006).

Speaking Sub-skills

Lackman (2010) established that conversations outside the class are bound to be better learning experiences than those inside the class, rather than trying to duplicate real-world conversations in the classroom, we should be teaching students skills they are not likely to learn outside the classroom. By raising awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be, the ultimate goal.

Pronunciation

Pronunciation is the way of producing words or sounds. Good pronunciation is important to produce clear language when people speak (Kline, 2001). Furthermore, clear language will be more understandable which helps listeners to receive a clear message. The parts of pronunciation are stress, rhythm, and intonation.

Grammar

Grammar is the study of rules about the use of words, changes in words, word orders, and how to make sentences. Nelson (2001) has stated that grammar is a set of rules for organizing words into larger units. A speaker of English needs to learn both grammar and collocation and meanings of vocabulary to produce correct sentences, to avoid misunderstandings in delivering a message.

Vocabulary

Vocabulary is the knowledge of the meaning and functions of words. Learning vocabulary means learning the meanings, spellings, pronunciation, and use of words. According to Richards and Schmidt (2002) vocabulary includes single words, compound words, and idioms. This means that learning vocabulary is not only learning about what are the meanings of words but also includes how to use the words or collocation.

Fluency

Fluency refers to the ability to speak communicatively and easily without many pauses, fillers, or hesitations. In teaching speaking, students must be allowed to speak without any interruptions from others to help them to practice speaking fluently. Thus, it is better not to correct students straight away to let them express their ideas without interruption (Pollard, 2008).

1.3 Objectives

1.3.1 General Objective

To identify the effects of interactive workshops on the speaking skills of the first-year students of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

1.3.2 Specific Objectives

- To analyze the activities of interactive workshops for speaking skills of the first-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.
- To evaluate the students' speaking skills of the first-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.
- To determine the improvement in the speaking skills of the first-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

1.3.3 Objective fulfillment process

The initial step in achieving the goals of this study project was to administer a pre-test and a post-test to students enrolled in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major. After using the pre-test to generate a general average, it was possible to determine the student's general level before the researcher's interventions.

The information gathered in the theoretical framework of this research was utilized to know more fully how to achieve the analysis of which interventions within the researcher's

interventions would be valuable for the correct performance of the reinforcements of the students' speaking abilities. the proper conduct of an interactive workshop and its activities, which may include, in the case of achieving the development and reinforcement of oral skills, debates, interviews with previously established questions and answers based on the needs and knowledge of the students, selecting something to memorize and repeat, sharing personal information with the audience, etc.

Finally, a post-test was conducted to demonstrate how the interactive workshops suggested by the researcher improved the students' oral skills. The results of this test allowed researchers to conclude that the interactive workshops conducted during the interventions significantly improved the oral skills of the study group's students.

CHAPTER II

METHODOLOGY

2.1 Resources

It was necessary to use human, technical, and technological resources during this research to gather data. Thirty-two students from the first semester of the "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato made up the human component. The computer was a technical resource that was employed throughout the interventions. It is important to note that a printer and basic school materials like pens and pencils were used at various points during the interventions. Finally, the internet was the technological resource used in this study because it provided the facilities needed for the interventions and the analysis of the information gathered.

2.2 Methods

The project is based on qualitative and quantitative research.

Qualitative research starts with thorough narrative descriptions, then builds in-depth case studies of the topic under investigation, and then moves on to comparisons and the interpretive search for patterns that cut across cases. Fieldwork is the most common source of data for qualitative research (Patton, 2005). During fieldwork, the researcher spends time in the study environment — a program, organization, or community – observing change initiatives, interviewing individuals, and analyzing documentation. The researcher observes activities and interactions directly, occasionally participating in them as a “participant-observer”. Qualitative data can be presented separately or in conjunction with quantitative data. A questionnaire or interview that includes both closed-choice (closed)

and open-ended questions is an example of how quantitative measurement and qualitative inquiry are frequently mixed (Patton, 2005). In this research project, the researcher attempts to evaluate a problem to discover its features and make decisions based on that information.

Quantitative research is a term that refers to a set of techniques for investigating social issues using statistical or numerical data. Quantitative research, as a result, entails measurement and assumes that the phenomena under investigation may be measured. Its goal is to look for trends and relationships in data and to double-check the measurements made. For all methods of measurement, similar criteria are used to verify, calculate, and analyze data. Quantitative research can be thought of as a way of approaching the world. Measurements are taken, analysis is performed, and conclusions are drawn (Watson, 2015). Because the dependent variable is measured, this study is quantitative. Pre- and post-tests were used to assess speaking abilities.

2.3 Research Modality

Bibliographic Research

Schwandt (2007) supported that bibliographic research is the study of books as physical objects. It looks at the materials used in their construction, as well as how they are put together. It tracks their beginnings, including where they were born and how they got around, as well as their future misfortunes. It is not interested in their contents in the literary sense, but it is interested in the signs and symbols they include (apart from their significance) since the way these marks are written or embossed is a significant bibliographical fact. Due to easy access to computers and mobile devices, researchers have

quick access to a wealth of information sources. The accessibility of internet information sources is advantageous; nonetheless, the importance of content quality and dependability should not be disregarded.

Field

Field research is a scientific method for observing behavior in natural settings. Field research is sometimes contrasted with research conducted in laboratories or academic settings, or research that relies solely on secondary data. The gathering of raw data in situ in the social sciences occurs frequently – but not always – in a geographical and cultural setting unfamiliar to the person collecting the data. Field research in the social sciences, unlike other methodological approaches, allows the researcher to participate in comprehensive observation and dialogues that allow the researcher to elicit information about the data being collected (Reyes-García & Sunderlin, 2011).

2.4 Level of Research

Descriptive Research

The fact that descriptive research is limited to factual registration and that there is no attempt to explain why reality appears in this way is typical. In theory, descriptive research does not try to establish hypotheses or develop theories. Objectivity or neutrality is another feature of descriptive research. The goal of descriptive research is to describe reality (Lans & Van der Voordt, 2002).

Exploratory Research

The investigation could be exploratory or formalized. Exploratory research focuses on the formulation of hypotheses rather than their testing, whereas structured research

investigations have a more defined structure and particular hypotheses to test. Formulative research studies are another name for exploratory research investigations. The primary goal of these investigations is to formulate an issue for further inquiry or to develop workable hypotheses from an operational standpoint. The development of new ideas and insights is a primary focus of such studies. As a result, the research design appropriate for such investigations must be flexible enough to allow for consideration of many facets of the subject under investigation. The research problem, which was first described broadly, is transformed into one with a more definite meaning in exploratory studies, inbuilt flexibility in research design is required. This fact may entail changes in the research technique for acquiring relevant data (Kothari, 2004).

2.5 Population

For this study, thirty-two students in the first semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" were involved. The participants in the study were ten men and twenty-two women between the ages of 18 and 25.

Table 1

Population

Population	Experimental group	Total	Percentage
Male	10	10	31,25%
Female	22	22	68,75%
Total	32	32	100%

Note: Total of students who participated during the application of the study.

Developed by: Sánchez, J. (2022)

2.6 Techniques and Instruments

According to Sanders (2019), pre-post tests are academic performance tests employed to track the progress of children over time. Pre-post-testing may occur for adolescents in education settings as they enter and exit the program. The pretest might provide a reference or information about a youth's existing academic ability in several scenarios. When the adolescents leave the institution, a posttest is administered to determine their academic development. This allows institutions to evaluate their existing academic programs and communicate academic data with the youth's next placement.

For this study, the Cambridge English Assessment A1 Movers was selected, which allowed the evaluation of first-level students of “Pedagogía de los Idiomas Nacionales y Extranjeros” according to the level that this exam evaluates, A1 Movers is the second of three exams designed for students or candidates who wish to reach their A1 level in the English language. This full range of exams, with their three versions, introduces students or candidates to everyday spoken and written English and is an excellent way for them to gain confidence and improve their English. The tests are written around familiar topics and focus on the skills that are necessary to communicate effectively in English.

The A1 Movers exam's speaking test is divided into four sections. Students or candidates appear alone in front of the examiner for the test. The participants were given the first and fourth parts of the test out of the four. This decision considered the level of preparation of the students as well as their ability to communicate effectively. The students had to answer questions about their personal information, such as their names, ages, and where they lived, in the first section of the test. Subsequently, participants were shown a pair of photos

and asked to describe the differences between them. The pupils were required to discuss color, size, number, position, how people and objects appear, what people are doing, and so on. Finally, the student had to understand and answer personal information questions in part two of the test, which was part 4 of the original exam (for example, school, weekends, friends, and hobbies).

During the treatment, a variety of speaking activities like interviews, descriptive drawing, storytelling, and true/false storytelling, group work, conducting interviews to obtain personal information, describing objects and situations, and debates, were used to assist students in improving their speaking abilities. All of the interventions aimed to improve the students' speaking ability. It was required to introduce the subjects and how the activities would be implemented at the start of each intervention. The most used instructional approaches to organizing the group and producing the many activities in which the students were required to talk as much as they were in group work and interviews. To do this, students in the interventions were taught specialized terminology to assist them to understand the issues they needed to improve on. The students worked individually to reinforce their knowledge and improve their vocabulary. In some activities, they worked in groups to improve their knowledge and their points of view on the different activities applied. The students described pictures and answer questions related to the vocabulary and related to the different topics on which the vocabulary was based. The interventions were used to be in contact with the students and analyze how their level of speaking. Most of them were able to develop the activities without issues but some of them were reinforcing their knowledge during the interventions. It was helpful for them to learn and use all their knowledge to develop the activities planned.

Lastly, the post-test adapted from was used to gather further information regarding how interactive workshops aided students in improving their pre-test grades. This was based on the many activities that were used throughout the interventions, as well as the data collected, which was compared to the information obtained earlier.

2.7 Hypothesis

- **H0:** Interactive workshops do not influence the students speaking skills.
- **H1:** Interactive workshops influence the students speaking skills.

2.8 Variable Identification

- Interactive workshops (Independent variable)
- English Speaking skill (Dependent Variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter continues the development of the research; this section includes data analysis from the application of a pre-test and a post-test based on the A1 Movers Test. To assess the level of speaking skills of students in the first semester. A group of 32 students between the ages of 18 and 25 from first semester in the "Pedagogía de los Idiomas Nacionales y Extranjeros" major at Universidad Técnica de Ambato were chosen for the information compilation. Both in the pre-test and the post-test, the evaluation scales established by the Cambridge Institute for the A1 Movers Test were considered. The first scale entails determining the level of vocabulary and grammar. The second scale focuses on evaluating the pronunciation of the students. Finally, the third scale assessed the interaction component. The Cambridge Assessment Scales were used to assess the students speaking skills, with a maximum scale of 5 and a minimum scale of 0 points. At the end of the test, students could achieve a total of 15 points, this score was transformed using a rule of 3, resulting in a final grade of 5 for the student. The results were analyzed using tables and graphs, which show in detail the average result of each part that was evaluated, for easy reading and understanding. Finally, the study hypothesis was validated with the help of the Statistical SPSS software. It is the most recommended software for analyzing inferential statistics in this study.

Table 2

Pre-Test Results

Pre-Test Results

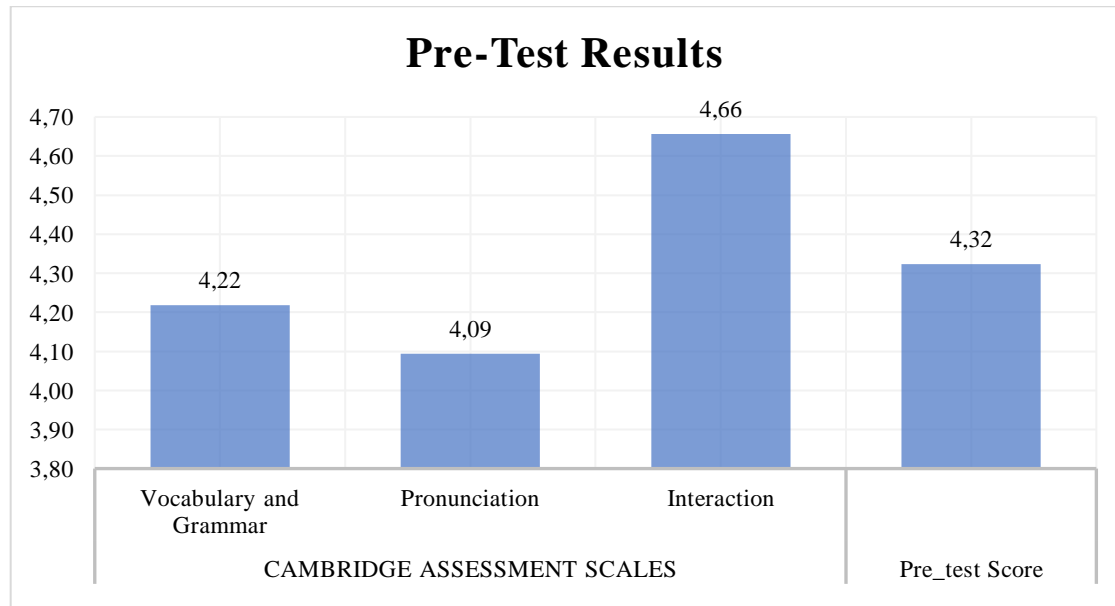
<i>Cambridge Assessment Scales</i>				
	Vocabulary and Grammar	Pronunciation	Interaction	Pre-Test Score
<i>Average</i>	4,22	4,09	4,66	4,32

Note: General Average of the pre-test.

Developed by: Sánchez, J. (2022)

Figure 1

Pre-Test Results



Note: Before the interventions, general averages of the students on the pre-test.

Source: Students' pre-post test results.

Developed by: Sánchez, J. (2022)

Analysis and Interpretation

The table shows an average range of 4.22 out of 5 points in the vocabulary and grammar section. The initial average for the pronunciation section was 4.09 out of 5 points. In the final section of the interaction, the average range was 4.66 out of 5 points. After applying the rule of three, the average result of the pre-test was 4.32 out of 5 points. As a result, first-semester students have abilities above half of the maximum grade, indicating that they have good speaking abilities. However, they did not manage to reach the maximum score on the applied test.

Table 3

Post-Test Results

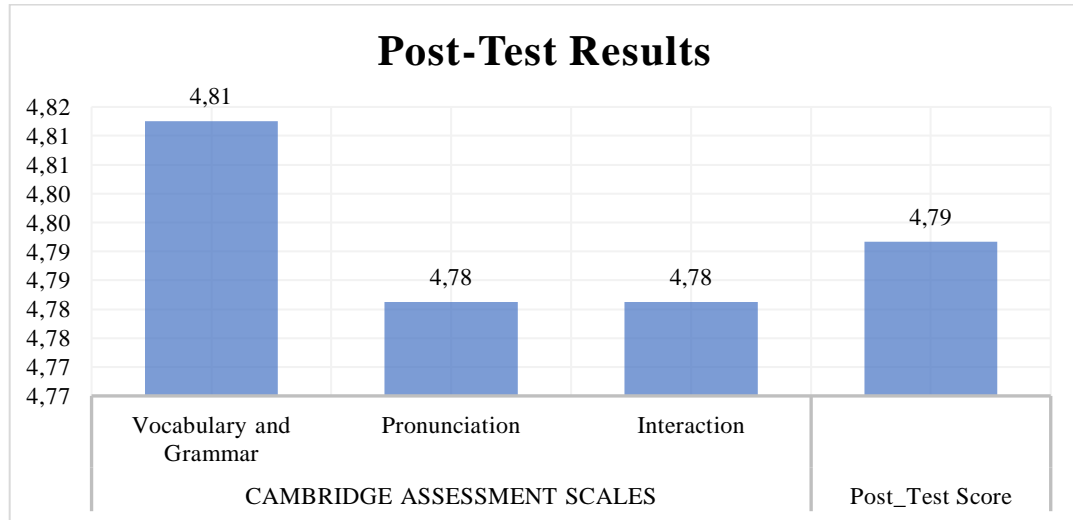
Post-Test Results				
<i>Cambridge Assessment Scales</i>				
	Vocabulary and Grammar	Pronunciation	Interaction	Post-Test Score
<i>Average</i>	4,81	4,78	4,78	4,79

Note: General Average of the Post-test.

Developed by: Sánchez, J. (2022)

Figure 2

Post-Test Results



Note: After the interventions, general averages of the students on the post-test.

Source: Students' pre-post test results.

Developed by: Sánchez, J. (2022)

Analysis and Interpretation

The table expressed the new post-treatment results collected in the post-test. The average range increased to 4.81 out of 5 points in the first section referring to vocabulary and grammar. The average in the pronunciation section increased to 4.78 out of 5 points. In the final segment of the interaction, the average range increased to 4.78 out of 5 points. As a result, the average post-test score increased to 4.79 out of 5 points after applying the rule of three. As a result, the use of interactive workshops had a positive impact, allowing first-semester students to develop and improve their speaking skills above half of the maximum grade.

Table 4

Comparative Results Pre-Test and Post-Test

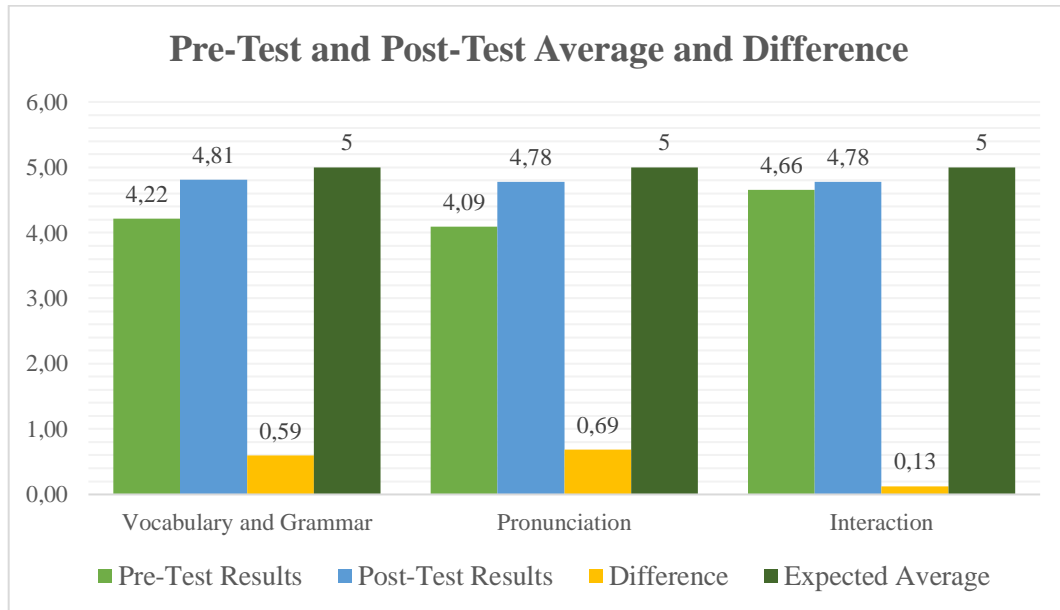
<i>Criteria</i>	Pre-Test Results	Post-Test Results	Difference	Expected Average
Vocabulary and Grammar	4,22	4,81	0,59	5
Pronunciation	4,09	4,78	0,69	5
Interaction	4,66	4,78	0,13	5
Test Scores	4,32	4,79	0,47	5

Note: General Average Pre-test and post-test, Difference and Expected Average.

Developed by: Sánchez, J. (2022)

Figure 3

Pre-Test and Post-Test Average and Difference



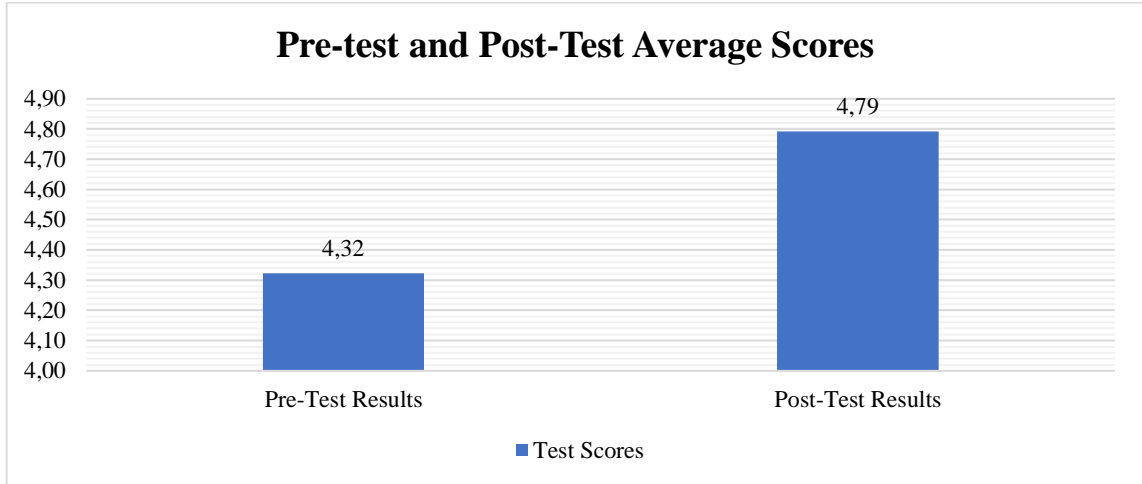
Note: Pre-Test and Post-Test Average and Difference

Source: Students' pre-post test results.

Developed by: Sánchez, J. (2022)

Figure 4

Pre-Test and Post-Test Average Scores



Note: Pre-test and post-test, Average Scores

Source: Students' pre-post test results.

Developed by: Sánchez, J. (2022)

Analysis and Interpretation

The graphs represent the results before and after the comparison of the values of the pre-test and the post-test. The purpose of the graphs is to show the increased average in student scores and the comparative result in the test evaluation scales. The vocabulary and grammar scale of the pre-test had a mean range of 4.22, which increased to 4.81 in the post-test, representing a 0.59-point increase. The initial average in the pronunciation section was 4.09, while the post-test average increased to 4.78, a difference of 0.69 points. Finally, in the third section, referring to the interaction, the average range in the pre-test was 4.66, which increased to 4.78, a 0.13-point increase.

In the initial test, the general average was 4.32 when the rule of three was applied. The post-test resulted in a score of 4.79 out of 5 points, with a 0.47-point increase between

tests. As a result, the use of interactive workshops had a positive impact on learning. The difference in pre-test and post-test scores demonstrates a positive impact on vocabulary development and an increase in students speaking skills.

3.2 Hypothesis verification

The statistical program IBM SPSS was used to demonstrate the pre-test and post-test values to determine and accept or reject the research hypothesis. A normality test and the Kolmogórov-Smirnov statistic were used because the study sample size is greater than 30. The level of significance must be greater than 0.05 to accept the null hypothesis which is “Interactive workshops do not influence the students speaking skills”. The value shown in the table is 0.000, which is less. As a result, the results are dispersed. A non-parametric Wilcoxon test must also be used.

Table 5

Test of Normality

	Kolmogórov-Smirnov			Shapiro-Wilk		
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
Pre_Test	,277	32	,000	,752	32	,000
Post_Test	,436	32	,000	,245	32	,000

a. Lilliefors Significance Correction.

Note: Shapiro Wilk Normality test values.

Developed by: Sánchez, J. (2022)

Table 6.

Wilcoxon Signed Ranks Test

Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	1 ^a	27,00	27,00
	Positive Ranks	26 ^b	13,50	351,00
	Ties	5 ^c		
	Total	32		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Note: Wilcoxon signed ranks test values.

Developed by: Sánchez, J. (2022)

The non-parametric Wilcoxon rank test was developed, and it produces three results: one positive, one negative, and one tie. A negative range is shown in table (a). In the positive range (b), there are 26 values, indicating that this is the number of students who improved their Post-Test scores. Finally, there are five draws (c). The average range is calculated in the following column, where there are two values, the first of which is 27.00 and the second of which is 13.50. The sum of these ranges produced two values, one of 27.00 and one of 351.00.

Table 7

Test Statistics

Test Statistics	
	Post_Test - Pre_Test
Z	-3,950 ^b
Sig. asintót. (2- Tailed)	,000

a. Wilcoxon signed Ranks Test

b. Based on Negative Rank.

Note: Test Statistic values with asymptotic significance.

Developed by: Sánchez, J. (2022)

Final Decision

The Wilcoxon test results revealed that the obtained results had a positive change. The p-value indicated that Sig. asintót. (2- Tailed) is equal to 0.000. With 95 percent certainty. At this point, the level of significance is deduced to be less than 0.005. Therefore, the null hypothesis of the research is rejected, and the alternative hypothesis, "Interactive workshops influence students' oral skills", is immediately given way. The results obtained after subjecting the hypothesis to various comparative processes allow the researcher to assume that the interventions carried out with the first-semester students of the "Pedagogía de los Idiomas Nacionales y Extranjeros" career were beneficial because the students managed to improve their final averages in the applied test after participating in the interventions of the researcher.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

All the results obtained before and after the application of the interactive workshops to improve the development of speaking skills in the students of the first semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” major, as well as the pre-test and post-test administered to the group, have led to the following project conclusions:

- The interactive workshops had a positive impact on the improvement and development of the oral skills of first-semester students in the “Pedagogía de los Idiomas Nacionales y Extranjeros” major. This is reflected in the improved averages of students after the administration of the post-test.
- The activities used during the application to the study group, such as interviews, descriptive drawing, storytelling, and true/false storytelling, group work, conducting interviews to obtain personal information, describing objects and situations, debates, etc., helped the students improve their oral skills by achieving adequate interaction with the activities proposed by the researcher and that were specifically selected with the purpose of that the participants developed properly their speaking performance according to the level that was evidenced during the study.
- The results of the evaluations applied during the project study to the students of the first semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” major have evidenced that their oral skills are above half of the total criterion to

be obtained, which was 5 points, indicating that the students' level is high and that it was improved during the study of the interactive workshops.

- The interactive workshops conducted during the researcher's interventions had a positive impact on the students, as evidenced by a significant improvement in the final post-test averages. As a result, the activities used during the applications of these interactive workshops were beneficial in reinforcing the necessary areas in terms of vocabulary and grammar, pronunciation, and finally the interaction that the students required to develop and improve their oral skills.

4.2 Recommendations

The researcher makes the following recommendations to take advantage of the data expressed in this research project and thus improve several aspects that can be developed more effectively in an interactive workshop:

- It should be recommended the implementation of interactive workshops because the findings of this study provide the necessary data to understand the dynamism required in interactive workshops, consequently that students can continue learning the correct use of the English language. It is beneficial for the student to improve their oral skills when expressing their opinions in English. These workshops will assist students in reinforcing their vocabulary, grammar, and pronunciation by constantly using them within the activities that the teacher can select for the development of these workshops.
- It should be recommended that dynamic activities such as debates, interviews, role-plays, etc., must be implemented regularly within interactive workshops with the intention of students can develop their oral skills through practice and

interaction with the activities used within interactive workshops. It should be noted that the activities must be appropriate for the level of mastery that the students require, and the implementation of these activities can assist them in properly managing the English language and its integral skills for proper performance.

- It should be recommended that student evaluations be based on knowledge tests and that students become familiar with the tests that will help them improve and achieve adequate performance for their level following the Common European Framework of Reference. This encourages students to always be prepared for an evaluation, which familiarizes them with their level and allows them to give their best performance in each evaluation, thereby improving their oral skills.
- Students should continue practicing their knowledge through interactive workshops, allowing them to continue to improve their vocabulary and grammar when expressing their ideas, their pronunciation for a better understanding with the audience, and their interaction when directing their ideas using the English Language.

References

- Alakrash, H., Edam, B., Bustan, E., Armnazi, M., Enayat, A., & Bustan, T. (2021). Developing English Language Skills and Confidence Using Local Culture-Based Materials in EFL Curriculum. *Linguistica Antverpiensia*, 548-564. <https://n9.cl/9sleu>
- Becerra, Z. M., Fereydooni, N., Kun, A. L., McKerral, A., Riener, A., Schartmüller, C., ... & Wintersberger, P. (2021). Interactive workshops in a pandemic: the real benefits of virtual spaces. *IEEE Pervasive Computing*, 20(1), 35-39. DOI: <https://doi.org/10.1109/MPRV.2020.3044072>
- Brown, G., Gillian, B., Brown, G. D., & Yule, G. (1983). Teaching the spoken language (Vol. 2). Cambridge university press. <https://n9.cl/u1qep2>
- Carter, M. M., Lewis, E. L., Sbrocco, T., Tanenbaum, R., Oswald, J. C., Sykora, W., ... & Hill, L. D. (2006). Cultural competency training for third-year clerkship students: effects of an interactive workshop on student attitudes. *Journal of the National Medical Association*, 98(11), 1772. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2569798/pdf/jnma00198-0062.pdf>
- Darmuki, A., & Hidayati, N. A. (2018). An Investigation of The Cooperative Learning Using Audio Visual Media in Speaking Skill Subject. <http://dx.doi.org/10.4108/eai.19-10-2018.2282555>

- Ehsan, N., Vida, S., & Mehdi, N. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education*, 5(3 (19)). <https://n9.cl/uosqfa>
- Elhashash, M. (2019). The concept of the teaching methods and teaching techniques and their most important forms in the current ages. PraxiLabs. <https://blog.praxilabs.com/2019/03/14/the-concept-of-the-teaching-methods-and-teaching-techniques-and-their-most-important-forms-in-the-current-ages/>
- Golkova, D., & Hubackova, S. (2014). Productive skills in second language learning. *Procedia-Social and Behavioral Sciences*, 143, 477-481. <https://n9.cl/w8z56s>
- Hakim, I., & Amri, Z. (2022). An analysis of students' speaking ability in class presentation during covid-19 pandemic at Iain Padangsidempuan. *Advances in Social Science, Education and Humanities Research*. 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021), 624. <https://doi.org/10.2991/assehr.k.220201.023>
- Inmark, E. M. F. (2010). Concept and methodology of Interactive Workshops. PRO-IDEAL PLUS project. <https://cordis.europa.eu/docs/projects/cnect/4/246644/080/deliverables/001-D32Conceptandmethodologyofinteractiveworkshops.pdf>
- Kille, K. J., Krain, M., & Lantis, J. S. (2008). Active learning across borders: Lessons from an interactive workshop in Brazil. *International Studies Perspectives*, 9(4), 411-429. <https://doi.org/10.1111/j.1528-3585.2008.00345.x>

- Kline, J. A. (2001). *Speaking Effectively: A Guide for Air Force Speakers*. Alabama, USA: Air University Press. <https://apps.dtic.mil/sti/pdfs/ADA421952.pdf>
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International. <https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf>
- Kramersch, C., & Zhu, H. (2016). Language and culture in ELT. *The Routledge handbook of English language teaching*, 38-50. <https://n9.cl/go8kg>
- Lackman, K. (2010). *Teaching speaking sub-skills*. Associates Educational Consultants. http://www.kenlackman.com/files/speakingsubskillshandout13poland_2_.pdf
- Lans, W., & Van der Voordt, D. J. M. (2002). Descriptive research. In *Ways to study and research urban, architectural and technical design* (pp. 53-60). DUP Science. https://research.tudelft.nl/files/39919118/2002_Jong_Voordt_WaysToStudy_Delft_6._Descriptive_research.pdf
- Lynch, M. J., Long, M. A., & Stretesky, P. B. (2015). Anthropogenic development drives species to be endangered: Capitalism and the decline of species. In *Green harms and crimes* (pp. 117-146). Palgrave Macmillan, London.
- Moore, C. (2022). *Running An Interactive Workshop: 9 Activities and Online Tools*. Quenza. <https://quenza.com/blog/interactive-workshop/#ftoc-heading-2>
- Moradimokhles, H., & Hwang, G. J. (2020). The effect of online vs. blended learning in developing English language skills by nursing student: An experimental study.

Interactive Learning Environments, 1-10. <https://scihub.se/https://doi.org/10.1080/10494820.2020.1739079>

Mukurunge, E., Reid, M., Fichardt, A., & Nel, M. (2021). Interactive workshops as a learning and teaching method for primary healthcare nurses. *Health SA = SA Gesondheid*, 26, 1643. <https://doi.org/10.4102/hsag.v26i0.1643>

Munawarah, J., Kasim, U., & Daud, B. (2018). Improving speaking sub-skills by using the attention, relevance, confidence, and satisfaction (ARCS) model. *English Education Journal*, 9(3), 356-376. <http://www.e-repository.unsyiah.ac.id/EEJ/article/view/12217/9486>

Nambiar, R. M., Ibrahim, N., Hashim, R. S., Yasin, R. M., Azman, H., Yusof, N. M., ... & Mustaffa, R. (2020). Impact of local culture-based reading materials on students' skill development and confidence in English. *Universal Journal of Educational Research*, 8(2), 445-453.

Nelson, G. (2001). *English as Essential Grammar*. London: Routledge. https://www.academia.edu/4558373/English_Essential_Grammar?source=swp_share

Nguyen, T. T. T. (2017). Integrating culture into language teaching and learning: Learner outcomes. *The Reading Matrix: An International Online Journal*, 17(1), 145-155.

Nieto García, J. M. (2006). Recensión: "TEFL in secondary education: handbook and workbook. Neil McLaren, Daniel Madrid, Antonio Bueno (eds.) Editorial Universidad de Granada, Granada, 2005".

https://digibug.ugr.es/bitstream/handle/10481/30666/Recension_Nieto.pdf?sequence=1

Ørngreen, R., & Levinsen, K. (2017). Workshops as a Research Methodology. *Electronic Journal of E-learning*, 15(1), 70-81. <http://files.eric.ed.gov/fulltext/EJ1140102.pdf>

Olshtain, E., & Cohen, A. D. (1991). Teaching speech act behavior to nonnative speakers. *Teaching English as a second or foreign language*, 2, 154.

Patton, M. Q. (2005). Qualitative research. *Encyclopedia of statistics in behavioral science*. <https://doi.org/10.1002/0470013192.bsa514>

Pavelin K, Pundir S, Cham JA (2014) Ten Simple Rules for Running Interactive Workshops. *PLOS Computational Biology* 10(2): e1003485. <https://doi.org/10.1371/journal.pcbi.1003485>

Pavlikova, K. (2019). Use of monologues, games, and problem-solving activities for the development of speaking skills. *Educational Role of Language Journal*, 1(1), 83-92. <https://doi.org/10.36534/erlj.2019.01>

Pollard, L. (2008). *Teaching English: A Book to Help You Through Your First Two Years in Teaching*. <http://site.iugaza.edu.ps/akeshta/files/2010/02/Pollard-Lucy.pdf>

Portner, H. (2005). *Workshops that really work: The ABC's of designing and delivering sensational presentations*. Corwin Press.

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.

- Reyes-García, V., Sunderlin, W.D. (2011). Why do field research? In: Angelsen, A., H. O. Larsen, J. F. Lund, C. Smith-Hall and S. Wunder (eds.). *Measuring livelihoods and environmental dependence: Methods for research and fieldwork.* :17-32. London, UK, Earthscan. ISBN: 9781849711333.
- Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics: Third Edition.* London: Pearson Education Limited.
http://www.saint-david.net/uploads/1/0/4/3/10434103/linguistic_term_dictionary.pdf
- Riggenbach, H., & Lazaraton, A. (1991). Promoting oral communication skills. *Teaching English as a second or foreign language*, 2, 125-136.
<https://doi.org/10.1016/j.sbspro.2014.07.520>
- Rushmer, R. K., Hunter, D. J., & Steven, A. (2014). Using interactive workshops to prompt knowledge exchange: a realist evaluation of knowledge to action initiative. *Public Health*, 128(6), 552–560. DOI: <https://doi.org/10.1016/j.puhe.2014.03.012>
- Sanders, S. (2019). *A brief guide to selecting and using pre-post assessments.* Washington, DC: American Institutes for Research, The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth.
<http://files.eric.ed.gov/fulltext/ED604574.pdf>
- Saputra, J. B. (2018). An analysis of students' speaking anxiety toward their speaking skills. *Premise: Journal of English Education*, 7(1), 111-123. DOI: <https://doi.org/10.24127/pj.v7i1>

- Schwandt, T. (2015). Biographical Research. *The SAGE Dictionary of Qualitative Inquiry*. <https://doi.org/10.4135/97814129862681.n25>
- Sowell, J. (2016). How to Conduct an ELT Workshop. In *English Teaching Forum* (Vol. 54, No. 3, pp. 2-9). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037. <http://files.eric.ed.gov/fulltext/EJ1114171.pdf>
- Sun, L. (2013). Culture Teaching in Foreign Language Teaching. *Theory & Practice in Language Studies*, 3(2). <https://www.academypublication.com/issues/past/tpls/vol03/02/21.pdf>
- Treffinger, D. J., Isaksen, S. G., & Dorval, K. B. (1994). Creative problem solving: An overview. *Problem finding, problem-solving, and creativity*, 223-236.
- Watson, R. (2015). Quantitative research. *Nursing Standard* (2014+), 29(31), 44. <https://doi.org/10.7748/ns.29.31.44.e8681>
- Yudar, R. S., Aditomo, D. T., & Silalahi, N. S. (2020). Movies as a Helper for Students' Pronunciation in Speaking Skill Class. *Elsya: Journal of English Language Studies*, 2(1), 15-19. DOI: <https://doi.org/10.31849/elsya.v2i1.3684>

Annexes

Annex 1 - Carta de Compromiso

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 26/Abril/2022

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

Yo Mg. Sarah Iza Pazmiño, 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 Titulación bajo el Tema: **"Interactive Workshops and The Speaking Skill"** propuesto por el estudiante Juan Daniel Sánchez López, portador de la Cédula de Ciudadanía 1804448809, 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. Sarah Iza Pazmiño Mg.
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2 - Pre-Test and Post-Test

	UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CICLO ACADEMICO: Abril – Septiembre 2022		
	Assessing Speaking Performance – Level A1	LEVEL: 1st Semester “A” FECHA:	

MOVERS A1 SPEAKING TEST

General Information

- **Examiner:** Sánchez López Juan Daniel
- **Population:** First year students from Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.
- **Time:** 5-7 minutes per student.

Summary of procedures

1. **Introduction.** - The examiner greets the student and asks for his/her name, surname, and age.
2. **Part 1.-** The examiner demonstrates what is required and shows the candidate two pictures that look similar but have some differences. The examiner then asks the candidate to describe four differences between the two “Find the Differences” pictures e.g. ‘Here there is one fish, but here there are two.’
3. **Part 2.-** The examiner asks the student some personal questions on topics such as school, holidays, birthdays, family, and hobbies, e.g. ‘Now let’s talk about films. When do you watch films?’

Introduction

“The examiner greets the candidate and asks for his/her name, surname, and age.”

1. What’s your name?
2. What is your surname?
3. Can you spell your surname?
4. How old are you?
5. Where do you live?

Part 1

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



Part 2

The examiner asks the student some personal questions on topics such as their town, their house, their family, and friends, whether they go shopping or not, their favorite food and drinks, and their favorite music.

“Now I'm going to ask you some questions about.....”

YOUR TOWN:

- Where do you live?
- How is your city?
- Are there train stations in your city?
- Which places do you like going to in your town?
- Tell me about your favorite place in your city. (When do you go there?)

YOUR HOUSE:

- Where do you eat in your house?
- How many bathrooms are there in your house?
- Where do you do your homework?
- How many bedrooms are there?
- What do you do in the living room?

FAMILY AND FRIENDS:

- How many people are there in your family?
- Who gets up first in the morning?
- What do you do with your family at the weekend?
- When do you play with your friends?
- Tell me about your best friend.

SHOPPING:

- When do you go shopping?
- Where do you go shopping?
- Which shops don't you like? (Why?)
- Who do you go shopping with? (Do you go shopping with your father?)
- Tell me about your favorite shop. (What does it sell? Is it big?)

FOOD AND DRINK:

- What do you eat for breakfast?
- What's your favorite drink?
- What is your favorite food??
- What time do you usually eat candies?
- Tell me about the food you eat at the weekend.

MUSIC:

- What is your favorite kind of music?
- Tell me something about your favorite kind of music.
- Which do you like most pop music or electronic music?
- Does anyone in your family listen to folk music?
- Had you ever gone to a metal music concert?

Speaking Rubric

- Throughout the test, participants are evaluated on their own merits, not in comparison to one another. The examiner, give them grades. For the following criteria, the examiner assigns marks using performance descriptors from the analytical assessment scales:

	A1 Movers Vocabulary and grammar <ul style="list-style-type: none"> • Range • Control • Extent • Cohesion 	Pronunciation <ul style="list-style-type: none"> • Individual sounds • Stress • Intonation 	Interaction <ul style="list-style-type: none"> • Reception/Responding • Support required • Fluency/Promptness
5	Uses the vocabulary required to deal with all test tasks. Uses some simple structures correctly but makes some mistakes, although the meaning is generally clear. Responds at word, phrase, or longer utterance level. Can join ideas with some simple linkers (e.g., <i>and, but then, when</i>).	Is mostly intelligible. Has limited control of word stress and intonation.	Responds appropriately to instructions, questions, and visual prompts, and very little support is required. Can ask for support if required. Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	Uses the vocabulary required to deal with most test tasks. Produces some simple structures but makes some basic mistakes which may obscure meaning. Generally, responds at word or phrase level but may also produce some longer utterances. Can join ideas with a few simple linkers (e.g., <i>and</i>).	Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress.	Responds appropriately to instructions, questions, and visual prompts, although some support is required. Can ask for support if required. Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	Uses the vocabulary required to attempt some test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally, responds at word level but may also produce phrases. Can join words with simple linkers (e.g., <i>and</i>).	Sometimes may be difficult to understand.	Responds appropriately to some instructions, questions, and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
Pronunciation: <i>If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g., just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.</i>			

Source: Cambridge English Qualifications – Pre-A1 Starters, A1 Movers, and A2 Flyers: Handbook for teachers for exams (2018).

Annex 3 - Lesson plans

LESSON PLANNING 01	
Teacher: Sánchez López Juan Daniel	Type of lesson: PPP Class length: 60 minutes
Class: First Semester “A”	Date: June 13 th , 2022
Topic: Interactive Speaking Workshop – Asking and giving personal information.	
General objective:	Specific Objectives:
<ul style="list-style-type: none"> To discuss personal information giving details and using A1 MOVERS vocabulary. 	<ul style="list-style-type: none"> To inquire about personal information using A1 MOVERS vocabulary. To give personal information details according to A1 MOVERS vocabulary.
Anticipated problems: Students will be shy to keep eye contact while they are providing answers.	
Solution: Encourage them to avoid shyness while they speak.	
Aim: To help students to feel connected with the audience while they speak.	
Materials: Laptop, Internet service, worksheets.	
STAGES	TIME
PRESENTATION <ul style="list-style-type: none"> Greeting <p>The teacher will introduce himself to his students and explain the activities to be worked on during his period of application of the topic of his research project.</p> <ul style="list-style-type: none"> Warm-Up <p>Then the teacher will present to the students some flashcards with useful vocabulary about the topics that students will be practicing in the next stages.</p>	5 minutes 5 minutes
PRACTICE <ul style="list-style-type: none"> The teacher will give examples of how students might respond to some personal information questions based on the terminology they have already studied. To practice answering questions about personal information, the teacher will select students at random. The teacher will explain the workshop activity to be developed in class. Activity: <ol style="list-style-type: none"> The teacher will divide the class into groups of 5 people. Each group will receive a piece of paper/slide on which there will be 5 questions on topics reviewed during the vocabulary study. Each member of the group should answer the questions while maintaining eye contact with the person asking the questions. The person asking the questions should maintain eye contact with the person answering and will raise their hand if the speaker did not maintain eye contact. If the person who is answering the questions breaks eye contact with the questioner, the latter should raise their hand and the person answering should start answering the question again. There will be a total of 5 questions per group, from different topics each, consequently, each student will participate an average of 1 minute per question bank. The order of who participates first will be established by the same members of the group. 	10 minutes 10 minutes

<p>6. The person who asks the questions will be able to choose the order of these.</p>	
<p>PRODUCTION</p> <ul style="list-style-type: none"> • The teacher organizes the class into groups of five. • The teacher provides slides with the personal information questions that students must ask and answer. Then the students are going to ask and answer the questions received from their teacher. Each student of the group (5 people group) is going to practice asking and answering personal information questions. • The teacher visits each group or room to check on the students and answer any questions they might have. 	<p>30 minutes</p>
<p>CAMBRIDGE ASSESSMENT SCALES FOR MOVERS TEST <i>(Scales based on the Cambridge Speaking Rubric)</i></p> <p>Vocabulary and grammar: /5 Pronunciation: /5 Interaction: /5</p> <p>Total: /5</p>	
<p>Homework/Further work: The teacher provides students with the PowerPoint presentation in which the students are going to find the questions and the vocabulary they need to know to practice and reinforce the lesson they have studied.</p>	
<p>Observations: <i>The activities presented in this planning are supplemented with adapted activities based on the information presented in the Cambridge Institution's A1 MOVERS test for the development of students' speaking skills.</i></p>	

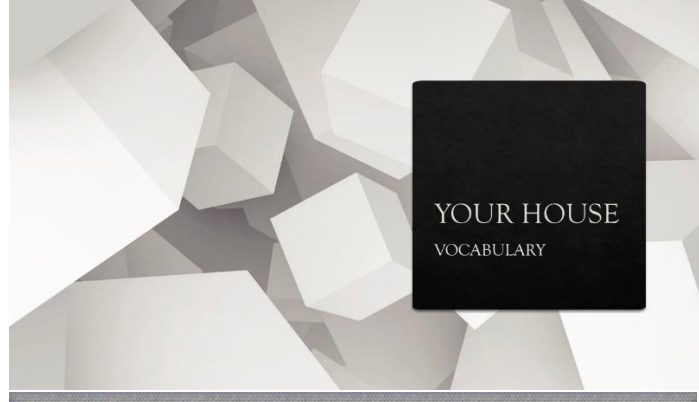
ANNEXES:

CAMBRIDGE SPEAKING RUBRIC

	A1 Movers Vocabulary and grammar <ul style="list-style-type: none"> • Range • Control • Extent • Cohesion 	Pronunciation <ul style="list-style-type: none"> • Individual sounds • Stress • Intonation 	Interaction <ul style="list-style-type: none"> • Reception/Responding • Support required • Fluency/Promptness
5	Uses the vocabulary required to deal with all test tasks. Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. Responds at word, phrase, or longer utterance level. Can join ideas with some simple linkers (e.g., <i>and</i> , <i>but then</i> , <i>when</i>).	Is mostly intelligible. Has limited control of word stress and intonation.	Responds appropriately to instructions, questions and visual prompts, and very little support is required. Can ask for support if required. Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	Uses the vocabulary required to deal with most test tasks. Produces some simple structures but makes some basic mistakes which may obscure meaning. Generally, responds at word or phrase level but may also produce some longer utterances. Can join ideas with a few simple linkers (e.g., <i>and</i>).	Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress.	Responds appropriately to instructions, questions, and visual prompts, although some support is required. Can ask for support if required. Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	Uses the vocabulary required to attempt some test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally, responds at word level but may also produce phrases. Can join words with simple linkers (e.g., <i>and</i>).	Sometimes may be difficult to understand.	Responds appropriately to some instructions, questions, and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
Pronunciation: <i>If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g., just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.</i>			

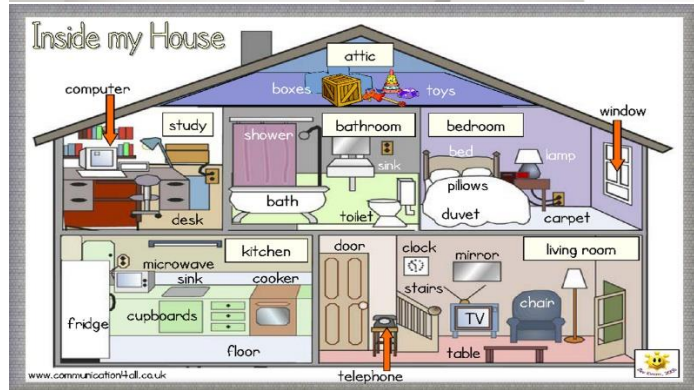

VOCABULARY POWERPOINT PRESENTATION

<https://docs.google.com/presentation/d/1OIImzdhHx4IkMHzi3DIP1XTDNf9n9YxaD/edit?usp=sharing&oid=103904354349490119234&rtopf=true&sd=true>




DESCRIBE YOUR CITY OR VILLAGE

SIZE	LOCATION	INFRASTRUCTURE	AMENITIES	ADJECTIVES
Tiny?	East?	Bridges?	Library?	Attractive?
Small?	West?	Highway?	Post Office?	Crowded?
Average?	North?	Harbour?	Markets?	Old?
Big?	South?	Train stations?	Schools?	Modern?
Huge?	Near the sea?	Bus stations?	Hospitals?	Safe?
Enormous?	In the mountains?	Cycle tracks?	Piped water?	Calm?

Practice

- Where do you live?
- How is your city?
- Are there train stations in your city?
- Which places do you go to in your town?
- Tell me about your favourite place in your city. (What do you do there?)



Practice

- Where do you eat in your house?
- How many bathrooms are there in your house?
- Where do you do your homework?
- How many bedrooms are there?
- What do you do in the living room?

FAMILY AND FRIENDS VOCABULARY



Practice

Family

- ◊ How many people are in your family?
- ◊ Who gets up first in the morning?
- ◊ What do you do together as a family at the weekend?

Friends

- ◊ When do you play with your friends?
- ◊ Tell me about your best friend.

SHOPPING VOCABULARY

SHOPPING VOCABULARY
www.learn-english-today.com

- ◊ **Go shopping**
- ◊ **Bargain hunting**
- ◊ **Do the shopping**
- ◊ **Grocery shopping**
- ◊ **Fitting room**
- ◊ **Shop around**
- ◊ **Shopaholic**
- ◊ **Window shopping**
- ◊ **Price tag**
- ◊ **Receipt**
- ◊ **Retail therapy**
- ◊ **Spend money**
- ◊ **Splash out**
- ◊ **Take something back**
- ◊ **Waste money on something**

Useful expressions and phrases:

- ◊ **That's a bit pricey.** ➤ It's a bit expensive.
- ◊ **That's a rip-off!** ➤ It's much more expensive than it should be.
- ◊ **It costs a fortune!** ➤ It's very expensive.
- ◊ **It costs an arm and a leg!** ➤ It's very expensive.
- ◊ **It's good value for money!** ➤ It's worth the money spent on it.
- ◊ **That's a bargain!** ➤ It costs much less than the normal price.
- ◊ **That's dirt cheap!** ➤ It costs very little.
- ◊ **I can't afford it.** ➤ I don't have enough money to buy it.

Other shopping terms:


- Go to the shops to buy things.
- Looking for items to buy at the lowest price.
- Go shopping to buy food and necessities.
- Shopping for food.
- A place to try on clothes to see if they fit or suit.
- Compare prices in shops before buying.
- Love shopping so much that it's an addiction.
- Looking in shop windows without buying.
- A label or tag showing the price of an article.
- Paper proving payment for your purchase.
- Shopping in order to feel better.
- Use money to purchase something.
- Spend a lot of money on something.
- Return something for exchange or refund
- Spend money unnecessarily on something



Practice

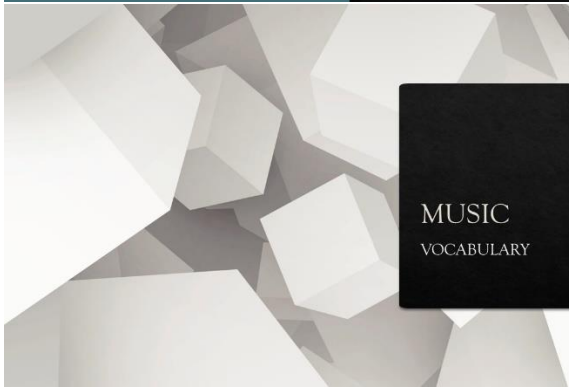
- ◊ When do you go shopping?
- ◊ Where do you go shopping?
- ◊ Which shops don't you like? (Why?)
- ◊ Who do you go shopping with? (Do you go shopping with your father?)
- ◊ Tell me about your favorite shop? (What does it sell? Is it big?)

FOOD AND DRINKS VOCABULARY



Practice


- ◊ What do you eat for breakfast?
- ◊ What's your favorite drink?
- ◊ What is your favorite food?
- ◊ Do you like to eat home-cooked food?
- ◊ Tell me about the food you eat at the weekend.



MUSIC
VOCABULARY



Icons for: ROCK, METAL, ALTERNATIVE, POP, HIP HOP, R&B, ELECTRONIC, REGGAE, COUNTRY, FOLK, VOCAL, BLUE, JAZZ, CLASSICAL, SOUNDTRACK.



Practice

- ◊ What is your favorite kind of music?
- ◊ Tell me something about your favorite kind of music.
- ◊ Which do you like most pop music or electronic music?
- ◊ Does anyone in your family listen to folk music?
- ◊ Had you ever gone to a metal music concert?

LESSON PLANNING	
Teacher: Sánchez López Juan Daniel	Type of lesson: PPP Class length: 60 minutes
Class: First Semester “A”	Date: June 22 nd , 2022
Topic: Interactive Speaking Workshop – Describe the differences between pictures.	
General objective:	Specific Objectives:
Students will be able to: <ul style="list-style-type: none"> To describe differences and give details between pictures using A1 MOVERS vocabulary. 	<ul style="list-style-type: none"> To report details to describe pictures using A1 MOVERS vocabulary. To describe differences between pictures.
Anticipated problems: Students could not be able to describe properly the pictures that are going to be shown during the activities.	
Solution: The teacher will present useful vocabulary to help students with the description of the differences between pictures.	
Aim: To implement vocabulary to identify places, people, and objects from a written description.	
Materials: Computers/Laptops; internet service; vocabulary flashcards; worksheets. (In the case of virtual modality students will need Zoom software, and Microsoft Office software).	
STAGES	TIME
PRESENTATION <ul style="list-style-type: none"> The teacher greets students and asks them how they are. Then, the teacher presents the activities that they are going to work on together to reinforce their speaking abilities in describing pictures. Finally, the teacher explains the activity to the students. 	5 minutes 5 minutes
PRACTICE <ul style="list-style-type: none"> The teacher explains a clue technique to describe pictures. In this explanation, the students will learn how to divide the whole picture into little squares to give precise details and describe in a better way the pictures they are going to receive later. The teacher covers pictures 1-8 with a sheet of paper, then carefully moves the covering sheet of paper to disclose a little section of a flashcard image while holding them up (so all students can view them). Students should be asked to guess what the picture is. On the board, the teacher displays Pictures 9 and 10 side by side. The teacher then reads the descriptions below to the students. Finally, the teacher instructs students to identify the picture to which the description pertains. <p style="margin-left: 40px;">Descriptions:</p> <ol style="list-style-type: none"> There are fish in front of a rock. (Both) There are 5 fish in front of a rock. (Picture 9) There are 4 fish in front of a rock. (Picture 10) A girl is in the sea. (Both) The girl has a yellow watch. (Picture 9) There are 2 bottles. (Both) A girl is playing with a boat. (Picture 10) The bottles are behind a rock. (Picture 10) 	15 minutes

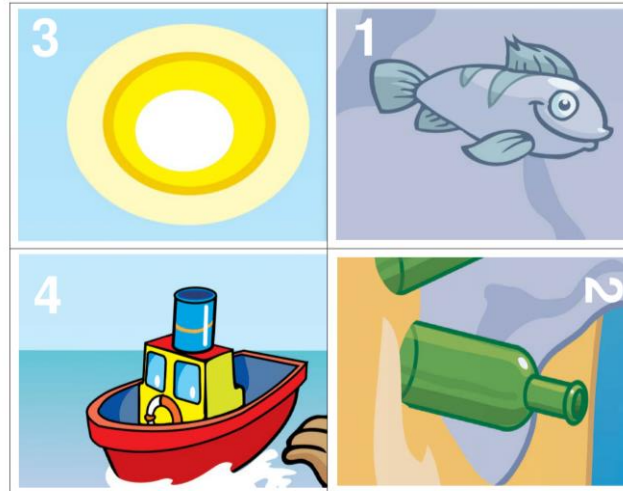
<p>9. There is a whale. (Both) 10. There are two clouds. (Picture 10)</p> <ul style="list-style-type: none"> The teacher chooses a student to point to the described objects. Emphasize the terminology used to describe the location of items (in front of / behind / next to). 	
<p>PRODUCTION Group work</p> <ul style="list-style-type: none"> The teacher divides the course into groups of five members each. Students are going to be sent to their groups/rooms. Then, the teacher provides pictures to each group for being described by the students. Each member must describe the differences they would find in the pictures by giving precise details on what they could find in the pictures. At the end of the activity, students will return to the main session (because of the virtual modality) and report the differences and details they have found in the pictures. 	<p>5 minutes 30 minutes</p>
<p>CAMBRIDGE ASSESSMENT SCALES FOR MOVERS TEST <i>(Scales based on the Cambridge Speaking Rubric)</i></p> <p>Vocabulary and grammar: /5 Pronunciation: /5 Interaction: /5</p> <p>Total: /5</p>	
<p>Homework/Further work: The teacher provides the students with the PowerPoint presentation where they will find the pictures used in the practice activity to continue practicing how to describe and give details on pictures.</p>	
<p>Observations: <i>The activities presented in this planning are supplemented with adapted activities based on the information presented in the Cambridge Institution's A1 MOVERS test for the development of students' speaking skills.</i></p>	

ANNEXES:

CAMBRIDGE SPEAKING RUBRIC

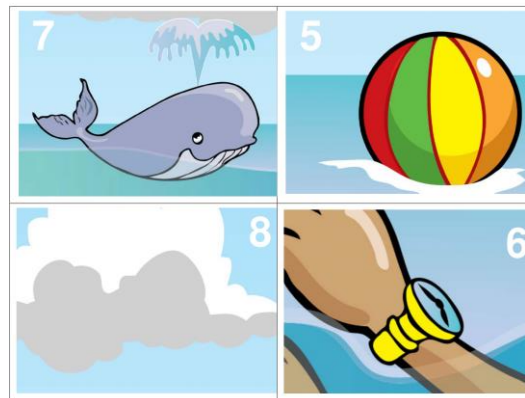
	A1 Movers Vocabulary and grammar <ul style="list-style-type: none"> • Range • Control • Extent • Cohesion 	Pronunciation <ul style="list-style-type: none"> • Individual sounds • Stress • Intonation 	Interaction <ul style="list-style-type: none"> • Reception/Responding • Support required • Fluency/Promptness
5	Uses the vocabulary required to deal with all test tasks. Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. Responds at word, phrase, or longer utterance level. Can join ideas with some simple linkers (e.g., <i>and, but then, when</i>).	Is mostly intelligible. Has limited control of word stress and intonation.	Responds appropriately to instructions, questions and visual prompts, and very little support is required. Can ask for support if required. Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	Uses the vocabulary required to deal with most test tasks. Produces some simple structures but makes some basic mistakes which may obscure meaning. Generally, responds at word or phrase level but may also produce some longer utterances. Can join ideas with a few simple linkers (e.g., <i>and</i>).	Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress.	Responds appropriately to instructions, questions, and visual prompts, although some support is required. Can ask for support if required. Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	Uses the vocabulary required to attempt some test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally, responds at word level but may also produce phrases. Can join words with simple linkers (e.g., <i>and</i>).	Sometimes may be difficult to understand.	Responds appropriately to some instructions, questions, and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
Pronunciation: <i>If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g., just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.</i>			

PRACTICE ACTIVITY



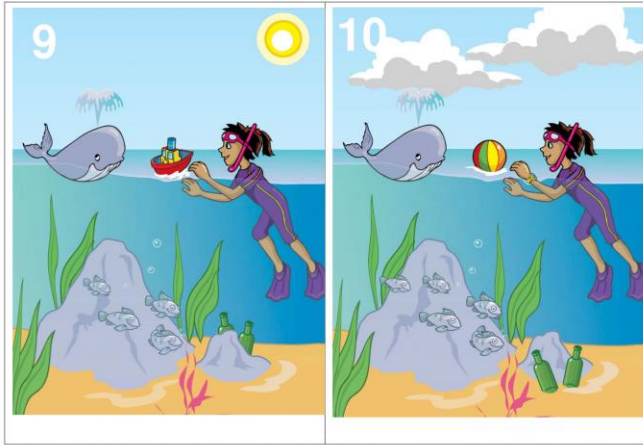
Cambridge
English Qualifications
Pictures

4



Cambridge
English Qualifications

5



Cambridge
English Qualifications

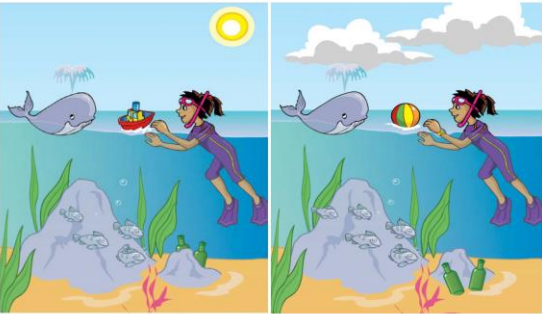
6

HANDOUT 1

Cambridge

English Qualifications

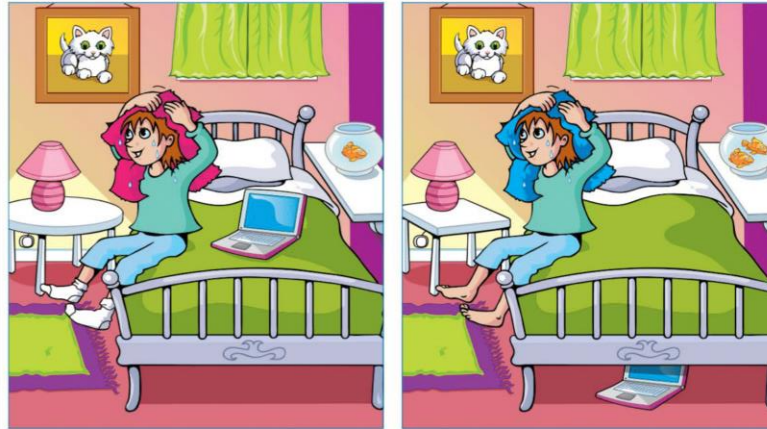
Handout 1 | Which picture?



both

7

HANDOUT 2



MOVERS SPEAKING. Find the Differences

TEST ONE

∞

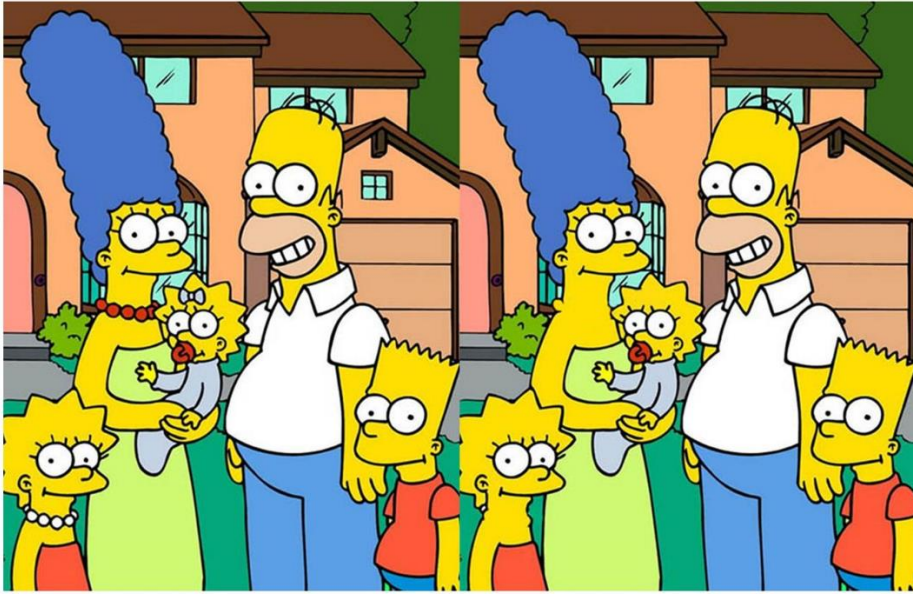
EXTRA PICTURES – GROUP WORK



GROUP 1



GROUP 2



GROUP 3



GROUP 4



GROUP 5

LESSON PLANNING		
Teacher: Juan Daniel Sánchez López	Type of lesson: PPP Class Length: 60 minutes	
Class: English Class – First semester “A”	Date: Wed. June 29 th , 2022	
Topic: Speaking Interactive Workshop		
General objective:	Specific Objectives:	
<ul style="list-style-type: none"> To discuss personal information giving details and using A1 MOVERS vocabulary. To describe differences and giving details between pictures using A1 MOVERS vocabulary. 	<ul style="list-style-type: none"> To reinforce A1 MOVERS vocabulary by the use of it in asking and answering questions and describing pictures. To ask and answer personal information questions by giving personal details. To report details to describe pictures using A1 MOVERS vocabulary. 	
Anticipated problems: Certain elements learned during the vocabulary presented in previous classes will be forgotten by students.		
Solution: The vocabulary elements taught in previous classes will be reinforced by the teacher.		
Aim: Lead the reinforcement and learning of A1-level vocabulary for the MOVERS test.		
Materials: Laptops/Desktop Computers; Internet connection; books; flashcards; worksheets; pens.		
STAGES		TIME
Presentation <ul style="list-style-type: none"> The teacher greets the students and asks them how they are. The teacher asks some questions about the most recent review of the activities that the students were working on. The teacher begins a brief review of the vocabulary with which the students were working. The teacher introduces the activity on which the students will be working in class. 		5 minutes
Practice <ul style="list-style-type: none"> The teacher gives examples of how students might respond to some personal information questions based on the terminology they have already studied. To practice answering questions about personal information, the teacher will select students at random. The teacher asks the students some personal information questions. Students must respond using the vocabulary that they learned. The teacher shares the screen and displays a picture to the students. The teacher chooses a student to describe such pictures. Emphasizing the use of the vocabulary they were working with in previous activities. 		15 minutes 15 minutes
Production <ul style="list-style-type: none"> The teacher explains to the students how to complete the task using the Nearpod Platform. The teacher gives details and practices the activity once with the students to let them know how they need to solve the activity. The teacher provides a link to the students. Then, the students can follow the link to Nearpod Platform to complete the activity. 		5 minutes
NEARPOD PLATFORM LINK: https://app.nearpod.com/?pin=24F674155F53DBF98EB04811E539F993-1 <ul style="list-style-type: none"> In Part 1 of the activity, students must answer personal information questions. They must use the vocabulary studied in class. There will be a 		20 minutes

<p>record button for each question that students must click on to start recording their answers.</p> <ul style="list-style-type: none"> ○ In Part 2 of the activity, students must describe pictures giving the differences between them. They must use the A1 MOVERS vocabulary and the strategies like dividing the picture into little squares practiced in class. There will be a record button that students must click on to start recording their answers. 	
<p>CAMBRIDGE ASSESSMENT SCALES FOR MOVERS TEST <i>(Scales based on the Cambridge Speaking Rubric)</i></p> <p>Vocabulary and grammar: /5 Pronunciation: /5 Interaction: /5</p> <p>Total: /5</p>	
<p>Homework/Further work: The teacher provides an external link for the students to continue practicing the use of A1 MOVERS vocabulary in asking and answering personal information questions and describing pictures based on what they are observing in them.</p>	
<p>Observations: <i>The activities presented in this planning are supplemented with adapted activities based on the information presented in the Cambridge Institution's A1 MOVERS test for the development of students' speaking skills.</i></p>	

Annexes:

CAMBRIDGE SPEAKING RUBRIC

	A1 Movers Vocabulary and grammar <ul style="list-style-type: none"> • Range • Control • Extent • Cohesion 	Pronunciation <ul style="list-style-type: none"> • Individual sounds • Stress • Intonation 	Interaction <ul style="list-style-type: none"> • Reception/Responding • Support required • Fluency/Promptness
5	Uses the vocabulary required to deal with all test tasks. Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. Responds at word, phrase, or longer utterance level. Can join ideas with some simple linkers (e.g., <i>and, but then, when</i>).	Is mostly intelligible. Has limited control of word stress and intonation.	Responds appropriately to instructions, questions and visual prompts, and very little support is required. Can ask for support if required. Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	Uses the vocabulary required to deal with most test tasks. Produces some simple structures but makes some basic mistakes which may obscure meaning. Generally, responds at word or phrase level but may also produce some longer utterances. Can join ideas with a few simple linkers (e.g., <i>and</i>).	Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress.	Responds appropriately to instructions, questions, and visual prompts, although some support is required. Can ask for support if required. Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	Uses the vocabulary required to attempt some test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally, responds at word level but may also produce phrases. Can join words with simple linkers (e.g., <i>and</i>).	Sometimes may be difficult to understand.	Responds appropriately to some instructions, questions, and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
Pronunciation: <i>If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g., just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.</i>			

NEARPOD PLATFORM ACTIVITY

<https://app.nearpod.com/?pin=24F674155F53DBF98EB04811E539F993-1>



Objectives

Students will be able to:

- Discuss A1 MOVERS vocabulary.
- Ask and answer personal information questions.
- Describe details from pictures.

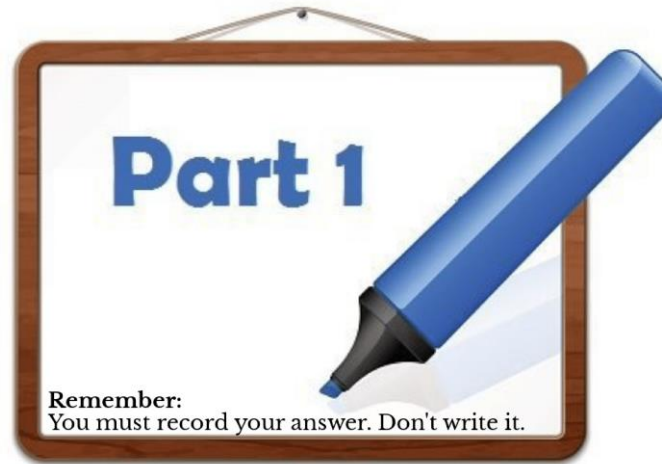


Instructions

- This practice activity has two parts.
- In Part 1, students must answer personal information questions. They must use the vocabulary studied in class. There will be a record button for each question that students must click on to start recording their answers.
- In Part 2, students must describe pictures giving the differences between them. They must use the vocabulary and the strategies practiced in class. There will be a record button that students must click on to start recording their answers.



Lesson: SPEAKING PRACTICE ACTIVITY 3/24 



Lesson: SPEAKING PRACTICE ACTIVITY 6/24 



Lesson: SPEAKING PRACTICE ACTIVITY 4/24 



Lesson: SPEAKING PRACTICE ACTIVITY 7/24 

Write your full name.

Por favor ingresa tu respuesta aquí .

Lesson: SPEAKING PRACTICE ACTIVITY 5/24

Where do you live?

Por favor ingresa tu respuesta aquí .

Lesson: SPEAKING PRACTICE ACTIVITY 8/24

Where do you do your homework?

Por favor ingresa tu respuesta aquí .

Lesson: SPEAKING PRACTICE ACTIVITY 10/24 

Pregunta abierta

Lesson: SPEAKING PRACTICE ACTIVITY 9/24 

Pregunta abierta

Lesson: SPEAKING PRACTICE ACTIVITY 11/24 


How many people are there in your family?

**Do you have a best friend?
Tell me about your best friend. (You can include his/her name, his/her age,
place where he/she lives)**

Por favor ingresa tu respuesta aquí .

Lesson: SPEAKING PRACTICE ACTIVITY 12/24

Por favor ingresa tu respuesta aquí .

Lesson: SPEAKING PRACTICE ACTIVITY 14/24 

Pregunta abierta

Lesson: SPEAKING PRACTICE ACTIVITY 13/24

Pregunta abierta

Lesson: SPEAKING PRACTICE ACTIVITY 15/24 

Do you like to go shopping?
Where do you like to go shopping?

Por favor ingresa tu respuesta aquí .

Lesson: SPEAKING PRACTICE ACTIVITY

16/24



Pregunta abierta

Lesson: SPEAKING PRACTICE ACTIVITY

19/24



Pregunta abierta

Lesson: SPEAKING PRACTICE ACTIVITY

17/24



What is your favorite kind of music?

Por favor ingresa tu respuesta aquí .

Lesson: SPEAKING PRACTICE ACTIVITY

20/24

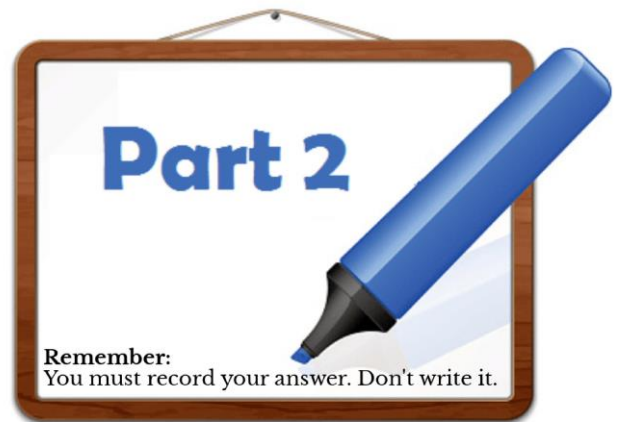


What is your favorite food?

Por favor ingresa tu respuesta aquí .

Lesson: SPEAKING PRACTICE ACTIVITY

18/24



Lesson: SPEAKING PRACTICE ACTIVITY

21/24



Pregunta abierta

Describe the differences

Can you spot the differences between these two pictures? You must **explain** the differences using the right language.
Example: In picture B, there is a second hand on the clock, but in Picture A there isn't.



Before you start, you can take notes in your notebook or record the answer describing five differences between the pictures.

Describe 5 differences between the pictures.

Por favor ingresa tu respuesta aquí .

