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Martha Amán

DEDICATION

I dedicate this accomplishment to God who has blessed me throughout my life. To my parents who have been my angels who guide and love me unconditionally. To my husband who has supported and understood me during this process. To my children who are the most important people in my life and who have been my motivation to be a better person. For my brother and sisters who have supported me every day

I love all of you

Martha Amán

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FECHA: *Veinte y tres de septiembre de dos mil veinte y dos.*

RESUMEN EJECUTIVO

El presente trabajo versa sobre la demostración del impacto del uso de las estrategias de aprendizaje activo en el mejoramiento de la habilidad oral en el aprendizaje del idioma inglés como lengua extranjera. Para el efecto se realizó una investigación cuasi-experimental dirigida a la aplicación de estrategias de aprendizaje activo a un grupo de 40 estudiantes de décimo año de Educación General Básica (EGB) de la Unidad Educativa Mariano Benítez de Pelileo, que conformaron el grupo experimental. Complementariamente se seleccionó un grupo de 41 estudiantes que fueron parte de un grupo de control, quienes recibieron clases de manera convencional sin el uso de estrategias de aprendizaje activo. El trabajo se complementó con la aplicación de la prueba Cambridge A2 Flyers para la evaluación del desarrollo de la habilidad oral antes y después de la aplicación de las estrategias de aprendizaje activo. La propuesta aplicada al grupo experimental consistió en la aplicación de cinco lecciones de actividades de aprendizaje activo, tales como: debate, cuento, isla desierta, piensa-pareja-habla y juego de roles. En cada una de las actividades se enuncian las instrucciones correspondientes, una rúbrica de evaluación, los resultados esperados, sugerencias de tareas complementarias para la casa con el uso de recursos digitales (apps y páginas web. Según los resultados del examen, los estudiantes del grupo experimental obtuvieron una calificación media de 5.53 sobre 15 en el pre-test y 10.03

en el post-test. Por su parte, los estudiantes del grupo control obtuvieron una calificación media de 5.76 sobre 15 en el pre-test y 6.90 en el post-test. Por consiguiente, el uso de estrategias de aprendizaje activo mejoró la habilidad de comunicación oral en el décimo año de EGB en la Unidad Educativa Mariano Benítez. Los estudiantes tuvieron un mejor desempeño en el uso de vocabulario y gramática, mientras que las mayores dificultades se presentaron en interacción comunicativa por la dificultad para relacionarse, interactuar y expresar sus ideas en la clase.

Descriptores: *APRENDIZAJE ACTIVO, CAMBRIDGE A2 FLYERS, CUENTO, DEBATE, ESTRATEGIAS, HABILIDAD ORAL, INGLÉS COMO LENGUA EXTRANJERA, ISLA DESIERTA, JUEGO DE ROLES, METODOLOGÍA DE ENSEÑANZA, PIENSA-PAREJA-HABLA.*

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CENTRO DE POSGRADOS

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ACTIVE LEARNING STRATEGIES TO ENHANCE STUDENTS' SPEAKING SKILL.

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ABSTRACT

The present work deals with the demonstration of the impact of the use of active learning strategies in the improvement of oral skills in the learning of English as a foreign language. For this purpose, a quasi-experimental research aimed at the application of active learning strategies was applied to a group of 40 students from tenth grade of General Basic Education (GBE) at Unidad Educativa Mariano Benitez from Pelileo, who were part of the experimental group. Complementarily, a group of 41 students was selected as part of a control group, which conventionally received classes without the use of active learning strategies. The work was complemented with the application of the Cambridge A2 Flyers test to evaluate the development of oral skills before and after the application of the active learning strategies. The proposal applied to experimental group consisted of the application of five lessons of active learning activities, such as debate, story, desert island, think-pair-talk, and role-play. In each of the activities, the corresponding instructions, an evaluation rubric, the expected results, and suggestions for complementary homework with the use of digital resources (apps and web pages) are stated. According to the test results, students in the experimental group obtained a mean grade of 5.53 out of 15 on the pre-test and 10.03 on the post-test. On the other hand, students in the control group obtained a mean score

of 5.76 out of 15 on the pre-test and 6.90 on the post-test. Therefore, the use of active learning strategies enhances the speaking skill in the tenth year of GBE at Unidad Educativa Mariano Benitez. Students performed better in the use of vocabulary and grammar, while the greatest difficulties were in communicative interaction because of the difficulties to relate and interact in the classroom.

Keywords: *ACTIVE LEARNING, CAMBRIDGE A2 FLYERS, DEBATE, DESERT ISLAND, ENGLISH AS A FOREIGN LANGUAGE, ROLE PLAY, SPEAKING SKILLS, STRATEGIES, STORYTELLING, TEACHING METHODOLOGY, THINK-PAIR-SHARE.*

CHAPTER I

THE PROBLEM

1.1. Introduction

The English learning process as a second language involves the development of four skills, one of which is the speaking skill. Al Hosni (2014) cited by Rady-Gaid (2020) states that “the objective of teaching English as a foreign language (EFL) is to develop students’ speaking skills and their ability to communicate effectively and efficiency” (p. 1394). In that sense, speaking skill plays an important role in the communication process development. Nevertheless, the mastery of speaking skill involves the management of various sub-skills such as: grammar and vocabulary, pronunciation, interactive communication, and fluency (Rady-Gaid, 2020, p. 1395).

In the daily practice of English several students have difficulty pronouncing the short vowel sounds of the language (Rodríguez-Ludeña, 2019, p. 29). In the case of children and adolescents, there are some factors that affect the teaching-learning process, such as: motivation, willingness to learn, self-esteem, memorization capacity, and other emotional factors (Cabrera-Solano et al., 2019, pp. 366-368). It is therefore necessary to use strategies that help students to communicate efficiently despite their possible linguistic limitations (Gomez et al., 2021, p. 3). In that sense, it is suggested to take advantage of the fact that young learners may create their learning engaging with their environment and be active in the learning process (Uysal & Yavuz, 2015, p. 20).

Active learning, as a constructivist epistemology, is students’ active impact on learning process, which allows them to focus on creating knowledge with an emphasis on skills such as analytical thinking, problem-solving, and meta-cognitive activities that develop students’ thinking (Hood-Cattaneo, 2017, p. 146). Active learning emphasizes that learners build their understanding. Constructivists say that learning is a "meaning-making" process, which is why all strategies employed during the active learning process focus on how to learn.

Taking into account the above context, this research was focused on the use of active learning strategies to enhance students' speaking skills from the tenth grade of BGE from a public school located in the Tungurahua Province from Pelileo. The objective was to give the students more opportunities to work in groups, to work in peers, so they may exchange ideas, use their knowledge to correct mistakes and enhance their communication.

For this purpose, quasi-experimental research was conducted with a sample of 81 ten-year BGE students subdivided into two groups: experimental (EG) and control (CG). The purpose was to establish the differences in speaking skills development between those groups, who received classes through the use of activities based on active learning, and those who received classes with a traditional methodology, respectively. In this way, a comparison was made of the results obtained by both groups of students.

The work consists of four chapters which include: the contextualization of the problem, theoretical framework, methodology with an application of the proposal, and results obtained concerning the development of students' speaking skills. One of the limitations for the development of the research was the scarce amount of information on the effectiveness of the use of strategies based on active learning in the Ecuadorian context.

1.2. Justification

The English learning process has several difficulties because teachers usually use some inappropriate strategies, which are not focused on developing the production of speaking skills. Students need to develop their communicative and oral competence. In this sense, the study of the research problem is of interest because teachers and students should be part of the solution, teachers developing new ways to apply active learning strategies, and students being active participants.

For this reason, the purpose of this research focuses on the investigation and application of active learning strategies to motivate students in the classroom and

to get the improvement of their English language skills. The research is important because the correct use of this strategy will make that the development of the language skills became more dynamic and pleasant. The research at the first instance will benefit teachers because they could interact with students simply and pleasantly. At the same time, it will benefit students because active learning strategies would allow them to be involved in the learning process, improve their ability to interact and work in groups sharing their knowledge, and therefore improve their personal and academic competence.

The expected results of the research are inherent in the demonstration that the use of active learning-based strategies is more effective for the mastery of communication competence compared to the use of the traditional methodology. It implies that active learning should be implemented in the EFL learning process directed to learners at a basic level. The results obtained will be disseminated to the academic community through publication in the UTA repository.

1.3. Objectives

1.3.1 General

To demonstrate the impact of active learning strategies in students' speaking skill of tenth year of general basic education.

1.3.2 Specific

- To identify the active learning strategies to enhance the students' speaking skills.
- To apply active learning strategies to assess the speaking skill development in the students of the tenth year of basic education.
- To analyze the results from the applied test to the tenth year of basic education students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Investigative Background

After reviewing some previous studies about active learning (Demirci, 2017; Hyun et al., 2017; Sanguña et al., 2017), I found some relevant information that strongly supports the research. Some research supports the use of active learning strategies to show benefits to students, such as improvements in critical thinking, knowledge retention, motivation, and interpersonal and communication skills. Active learning strategies promote peer-peer interaction to get students' development of extended and accurate mental model.

According to the EFL curriculum. Oral communication comprises a set of key skills that can be used to improve learning. This includes not only what is traditionally thought of as the skills of speaking and listening, but also other abilities needed for developing skills of interaction: the objective of the use of active learning strategies is to give students more opportunities to work in groups, to work in peers, so they may exchange ideas, use their knowledge to correct mistakes and enhance their communication. This kind of strategies would give students more confidence and motivation to work on problem-solving; participating in risk-taking by accepting trial and error and the role of mistakes in language learning; and encouraging the linguistic creativity and expression. Tasks involving spoken interaction must be carefully scaffolded and the language graded to meet the production needs of the learners through the use of active learning (Ministerio de Educación de Ecuador, 2015).

This research is focused on the use of active learning strategies to enhance students speaking skills. After observing a group of students from the tenth year of E.G.B from a public school located in Pelileo, province of Tungurahua. Those who do not feel motivated to learn even worse use the basic language to communicate

according to the level they are coursing. This research is focused in apply the active learning strategies to awoke in them the interest in the language.

English is considered a global language for most people around the world, the learning process implies developing the four skills. Morozova (2013) mentions that, most researchers consider that due speaking is one of the four skills necessary for communication in any language but at the same time it is also considered the most challenging skill to develop because of many factors that hinder language acquisition, certainly speaking skills should be developed along with the other skills that are also an important part of the communication so that these integrated skills will enhance the students' ability to communicate. Some previous studies mention that active learning is a good strategy to encourage students to develop some academic tasks and improve their speaking skills in a better way. Some teachers believe that active work is not good because they believe that not all students have the opportunity to demonstrate their knowledge (Leong & Ahmadi, 2017, p. 37).

Active learning is based on constructivism theory. Constructivism emphasizes the fact that learners build their understanding. Constructivists argue that learning is a process of 'making meaning' All the strategies that are used in the active learning process are focused on the way how people learn. After reviewing some previous studies about Active learning, I found some relevant information that strongly supports the research. Some research supports the use of active learning strategies to show benefits to students, such as improvements in critical thinking, knowledge retention, motivation, and interpersonal and communication skills. Active learning strategies promote peer-peer interaction to get students' development of extended and accurate mental model (Aljohani, 2017, pp. 98-99).

According to Ehsan Namaziandost (2019) cooperative learning increases the number of people who perceive English as a universal language, is the language spoken and understood in almost all regions of the world. Previous studies stand out the importance of active learning strategies which are closely related to cooperative work. It means that when students work together, they feel more confident to interact in the classroom.

According to Pattanpiche (2011) the importance of using active learning strategies has long been emphasized and recognized as it is one method that has an important role in the development of communication skills. This method can establish a comfortable and low-threat learning environment in the second language classroom. It is widely believed that the less anxious and more relaxed the learner is, the better his language acquisition proceeds and develops more confidence to interact in the classroom.

The motivational perspective states that it is necessary to establish strategies that motivate and makes students feel confident to develop active learning and motivate the integrands of the group to work efficiently to share ideas, experiences that contribute to developing their speaking skill properly (Muñoz et al., 2020, p. 176). The following is the development of the conceptual framework of the main issues discussed, based on the background information provided in the preceding paragraphs.

2.1.1. Active learning

Active learning is framed within constructivist learning methodologies and consists of using instructional techniques that involve students in the process of their learning through activities such as writing, reading, talking, discussing, researching, manipulating materials, making observations, collecting and analysing data, synthesising or evaluating elements related to the content dealt with in the classroom, among other aspects. In this way, students are directly involved by carrying out activities or dynamics that lead them to think about what they are doing (Kadar et al., 2020, p. 33).

During the course of a classroom lesson, most of the time, the main objective is for students to learn about the specific content of the course. With active learning, teachers are also guided by several latent and additional objectives (a) to bring students closer to what they are learning in a more in-depth, reflective and conceptual way; (b) to clarify students' ideas through writing and discussion; (c) to make them more autonomous learners; (d) to make them learn habits of cooperation

and mutual help. The five pedagogies of active learning include: learner-centered requirements, interdisciplinary lessons, focus on process and content, collaborative lessons, focus on learner reflection; and the importance in intrinsically motivating student work as depicted by a lack of focus on assessment. Using these elements as a guide, the remainder of the section describes the five active learning pedagogies (Hood-Cattaneo, 2017, p. 145).

Active methodologies have their origin in the new school, which generated a change of paradigm in education whose fundamental pillars were paidocentrism. It means the school centred on the child as opposed to the magistrocentrism that prevailed in the traditional school. Therefore, there is a change in the attitude of the teacher, who guides and motivates to form integral and autonomous students. These methodologies have different ways of application, but with some common elements such as working based on the context; promoting collaborative and cooperative work; producing interaction between the students participating in it; generating learning by discovery; which based on real-life makes the student build their knowledge and assume an active role (Bravo-Cobeña & Viguera-Moreno, 2021, p. 469).

Among the many advantages of active learning in teaching English as a foreign language (TEFL), the learner assumes the role of the protagonist in active learning in English language teaching, students also create connections between the text and their own experiences, interpret texts, and develop conversations based on their partners' questions rather than the teacher's questions. Active methods are conducive to meaningful learning and give learners freedom in their learning (Orosz et al., 2018, p. 5).

Active learning strategies and techniques in the English language strengthen the role of the learner and the teacher, foster mutual learning, develop students' intrinsic motivation and enhance the classroom climate. From the motivational-evolutionary point of view, active learning, whose higher level of development leads to self-regulated learning, presupposes that the learner has a real willingness to learn actively and strategically, i.e. the willingness to face and maintain concentration

and efforts throughout the tasks in order to achieve his/her learning goals (Hyun et al., 2017, p. 109).

The active learning style characterises people who are not afraid to make mistakes in order to discover the experience on their own, the curiosity they feel for something new. Active learning takes into account group work, as learners get involved with others and centre all activities around them. The main characteristics of the active style are: encouraging, improvising, discovering, risk-taking and spontaneous. According to the above, active learning qualifies students with their own initiative to learn, i.e. innovative with activities they carry out in the classroom (Kulachit & Nuangchalem, 2021, p. 553).

2.1.1.1. Types of Active Methodologies

There are several active methodologies, the most commonly used being the following:

2.1.1.2. The debate

A debate is an orderly and respectful dialogue between people who know a who are knowledgeable about a given topic. Certain rules are usually established in a debate to ensure respect and equal participation among the participants. Most common rules are at the same time, no two people may speak, and no one person may speak for a long time, preventing the other debaters from participating (Dantas & Cunha, 2020).

On the other hand, in terms of organising a debate, it is necessary to define the topic on which two positions will be put forward, one propositional and the other counter-propositional, i.e. one in favour of the proposed topic and the other against it. A moderator is established to lead the debate. A time limit is set for the participants' interventions. Each group or participant can prepare graphic material to illustrate their opinions. Classmates ask questions, respecting the turns of each participant once the debate is over (Jacobson et al., 2016).

2.1.1.3. Think-pair-share

Think-Pair-Share (TPS) is a strategy that incorporates the important concept of “wait time”. This time out allows all children to develop more elaborate answers and justify their reasons and choices more confidently. It also clarifies that a question is a great way to engage pupils in the subject matter. However, when the question is posed to the class as a whole, a limited number of students tend to respond and sometimes no student is able to answer (Sharma & Saarsar, 2018, p. 94).

In this active-learning technique, students work in pairs. The teacher poses a question to the students, then they are given a moment to think about the answer individually. Then, students are paired to share their ideas with their partners. When they have finished sharing their ideas, the teacher asks the students to share the ideas previously discussed in pairs with the whole class. It is considered a cooperative learning strategy that includes three components: time to think, time to share with a partner, and time to share among peers for a larger group (Lightner & Tomaswick, 2017, p. 1).

2.1.1.4. Role play

Role play is a full range of communicative techniques that develops students' language fluency and promotes classroom interaction, increasing motivation, encouraging learning but also sharing responsibility between teacher-student during the learning process. Therefore, role play is perhaps the most flexible technique available to teachers, as it places students in situations in which they are required to use and develop those phatic forms of language that are necessary to maintain social relationships but which are ignored or postponed by the curriculum. The role play is an effective and useful strategy which promotes and stimulates effective learner performance during the teaching of English as a second language regardless of poor classroom facilities; what is essential is the instructional condition of the learner and the learning environment in which the learning takes place (Krebt, 2017, p. 865).

2.1.1.5. Storytelling

Storytelling is a resource that serves to tell stories or tales, provoking the student to transmit his or her ideas and emotions in front of a select group of spectators. As a teaching resource, dramatized storytelling has great potential for early foreign language learning. The storytelling technique goes beyond the transmission of stories. As an educational teaching method, especially in the language of a second foreign language such as English, it is of great value because it is based on cultural content and helps to develop basic skills such as listening, speaking, reading, and writing. Undoubtedly, the telling of short stories is the best-known teaching method since ancient times. The traditions and beliefs of different cultures have been passed down orally for generations (Chávez et al., 2020, pp. 319-320).

2.1.1.6. Desert island activity

Desert island is a speaking activity based on the theme of being stranded on a desert island. It is suitable for basic (A1) pre-intermediate students (A2 according to Common European Framework of Reference for Languages [CEFR]) upwards. To develop this strategy, the teacher should give each student a piece of paper and ask them to draw a picture of any object. The teacher then collects the drawings and distributes them randomly among all students in the class. No student should receive his or her drawing. The teacher then tells the students that they are stranded on a desert island and that only half of the class can survive and still inhabit the island. The only thing each student will have on the island is the object depicted in the drawing they have been given, and their goal is to convince the class that they must survive based on that object (Adkin & Fowler, 2019).

2.1.2. Speaking skills

The development of oral proficiency in the English language finds its full progress in the communicative approach. In this respect, Wade (2009) believes that oral proficiency can be fully realised in this model through interaction and in a variety of contexts. This approach emphasises communicative competence, defined as the

ability to produce language in a situational and socially acceptable way; in other words, it is the ability to know what to say, how to speak or to whom, when, in what way to speak and about what to speak (Rico et al., 2016, p. 4).

The development of oral competence in English requires special strategies for its promotion. Oradee (2012) asserts that speaking skills require a range of communicative learning activities, such as gap-filling, games, puzzles, problem solving, role-playing, and so on. One plausible way of achieving communicative competence in learners is through tasks, as they provoke a need in the learner to communicate and create meaning (Uysal & Yavuz, 2015, p. 20).

It is necessary to develop confidence in the learner so that each learner is encouraged to actively participate in the constant oral interaction required to develop communicative competence. Hadaway, Vardell and Young (2001) point out the need to create a comfortable learning environment in the English classroom. Also, Chen and Goh (2011) argue that greater emphasis should be placed on improving oral production skills through an effective curriculum that involves oral instruction in its design. This fact will facilitate the promotion of students' English communication skills to make use of the language in real-life contexts and situations (Rico et al., 2016, p. 4).

The administration of oral correction is another strategic task that every teacher must be able to manage in an EFL classroom. Recommendations from manuals within the communicative framework can be followed, which advocate a less authoritative treatment of error which gives the option of self-correction or error reporting by the teacher following intelligibility criteria, as well as the administration of correction/positive feedback by praising positive aspects achieved in order to stimulate and foster self-confidence. Recognising that errors are part of any learning process, both teacher and learners will benefit from developing a permissive atmosphere towards errors in which both teacher and learners do not show distress, shame or embarrassment at an error, but are able to create an atmosphere in which there is room for intuition and conjecture towards the problematic aspects that arise (Rodríguez-Ludeña, 2019, p. 32).

One of the difficulties in developing communicative competence in English is the incipient application of active methods in English language teaching. On this aspect, the authors Richards and Rodgers (2008) describe the theoretical basis of Communicative Language Teaching as having a large eclectic wealth; and they express that the aim of English language teaching is communication. The communicative method considers that language is communication; the objective of language teaching is to develop communicative competence through the teaching of the four linguistic skills, which is the relationship between language and communication. The Communicative Approach has an integrative character as it combines the use of the different language skills to achieve real communicative situations (Fuertes et al., 2018, p. 5).

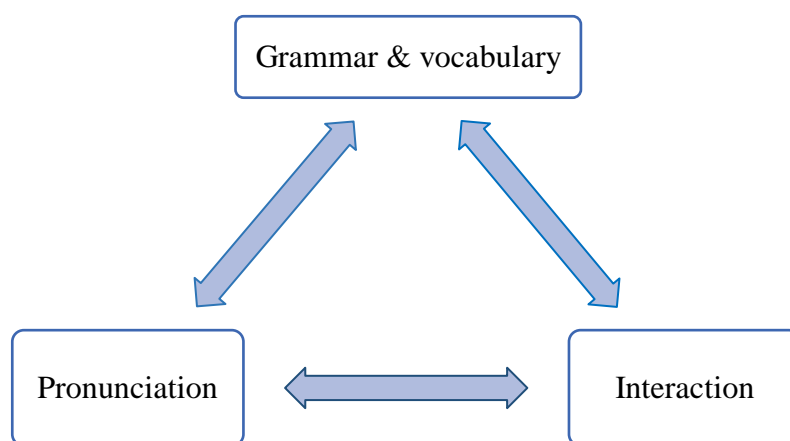


Figure 1. Speaking sub-skills required at A2 level.

Elaborated by: Author based on Cambridge Assessment English (2018, p. 88).

2.1.2.1. Grammar and vocabulary

Grammar can be viewed multidimensionally either as a cognitive aspect or as a skill. When analysing grammar cognitively, the focus is on the rules for formulating sentences, which are learned through traditional methods. However, when analysing grammar as a skill, it becomes a resource for the creation of oral or written discourse in specific contexts, which is acquired through communicative methods. To visualise grammar as a resource, both input and output learning tasks are needed, which provide opportunities for learners to explore how texts are organised and

how to achieve their communicative purpose. Learners nearly acquire grammar as they carry out a communicative activity or task in a group or pair. Grammar has the next four criteria: range, control, extent, and cohesion; while vocabulary has the next three criteria: individual sounds, stress, and intonation (Cambridge Assessment English, 2018, p. 88).

As for the vocabulary sub-skill, Kilickaya and Krajka (2010) emphasise the importance of vocabulary when teaching a foreign language, stating that vocabulary is the basis of communication. Words represent the building blocks of language from the combination of vocabulary people convey the purpose of their message or their communicative intent. In general, there is a close relationship between knowledge of productive vocabulary in the target language and oral proficiency (Fuertes et al., 2018, p. 7).

2.1.2.2. Pronunciation

Pronunciation is composed of the following elements: individual sounds (or phoneme), the junction between these sounds, stress, intonation and rhythm (including pause), in close interrelation with each other. Two main principles are usually considered as the general strategy for teaching pronunciation. Firstly, pronunciation has to be isolated for the specific practice of some elements or for problems of this nature that arise. Secondly, pronunciation must be integrated with the other aspects of language (grammar, vocabulary, style, function, and discourse) as well as with language skills such as listening, speaking, writing, and reading (Teruel & Hernández, 2010, p. 4).

2.1.2.3. Interaction

Oral interaction occurs when "the language user acts alternately as speaker and listener with interlocutors to jointly construct a conversation through the negotiation of meanings following the principle of cooperation". Interaction has the next three main criteria: reception/responding, support required, and fluency/promptness (Cambridge Assessment English, 2018, p. 88). Among the

several types of spoken communicative interaction activities, the following stand out: transactions, casual conversation, informal discussion, formal discussion, debate, interview, negotiation, joint planning, practical cooperation focused on objectives, and so on. In a spoken interaction, the processes of expression and comprehension overlap and discourse are cumulative.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

The research was implemented at Unidad Educativa Mariano Benítez, located at 22 de Julio Avenue in the city of Pelileo. The institution has a long tradition in the city, and provides education from the eighth grade of BGE to the third grade of baccalaureate, and has approximately 1400 students.

3.2 Equipment and materials

The materials used for the development of this research included a laptop, blackboard, markers, spreadsheet, sheets of paper, dictionary, short tale, poster, coloured pencils, pens, audio recorder, test, rubrics, among others.

3.3 Type of research

The research has a quantitative approach since the students' speaking skill at elementary level students is assessed through a test. The research modality was bibliographic and field, given that a review of the research background on the subject is performed and information is also collected directly from the educational institution. The study was prospective and longitudinal because two measurements were made, a pre-test and a post-test through the application of the A2 Flyers exam from Cambridge English Language Assessment, before and after the application of the teaching strategies, respectively.

The present research was descriptive and relational according to the level or scope. An analysis was made of the situation of both variables (active learning strategies and speaking skill) individually. The criteria vocabulary, grammar, pronunciation, and interaction were measured in the case of the last variable. Afterward, an

analysis of the relationship between the two variables is performed through Student t-test statistical hypothesis tests application.

The research design was quasi-experimental, the researcher established two groups of students at the A2 level. The first group was called the experimental, in which the teacher used active learning strategies. The second group was called control, in which the teacher used a traditional methodology. Finally, the results of the speaking skills of both groups were compared.

3.4 Hypothesis testing

Active learning strategies enhance basic education students' speaking skills.

3.5 Population or sample

Two groups of Adolescent students in the tenth grade of GBE at Unidad Educativa Mariano Benítez were involved in the study, who had an elementary level of knowledge in the subject of English (A2 according to the CEFR), corresponding to two courses as follows:

Table 1. Sample of students.

Course	Parallel	Group	Number
Tenth	D	Control	41
Tenth	E	Experimental	40
Total	-	-	81

Source: Amán, M. (2022).

3.6 Data collection

Firstly, the A2 Flyers format 1 exam (Annex A) was applied as pre-test to evaluate the speaking skills of the students, focusing on vocabulary, grammar, pronunciation, and interaction. After that, the active learning strategies were applied to the experimental group through six lessons performed in class, while the control group was taught using the traditional teaching methodology. Then, the A2 Flyers

format 2 exam (Annex B) was applied as post-test, with the aim of finding out the improvement of the students. In this sense, it was expected that the students in the experimental group show development in their speaking skill. The procedure for the speaking examination according to the Cambridge English Language Assessment A2 Flyers formats is the following:

Speaking Part 1: Describing pictures

The examiner greets the student and asks the candidate for their name and age. The examiner then establishes what is required and shows the student two pictures which look similar, but have some differences. The evaluated student has to describe four differences.

Students should practise describing differences (colour, size, number, position, appearance, activity, among others) between two similar pictures. Examples of ideal responses are: Here there are four fish, but here there are five. Here it is sunny, but here it is cloudy. The girl is playing with a ball in this picture, but in this one she is playing with a boat. Although the above responses are ideal, something much simpler responses are acceptable. May be: He is a boy and she is a girl or here red and here yellow.

Speaking Part 2: Describing things and events

The examiner shows the student a sequence of four pictures which show a story. The examiner mentions the name of the story to the student and proceeds to describe the first image. Then the student has to describe the other three pictures. In each case, the title of the story and the name(s) of the main character(s) are shown on the story.

Students must tell a simple story based on four pictures. Students will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Students are only expected to say a few words about each picture in the sequence without developing these comments into a narrative.

The examiner says "Look at the pictures first" before asking students to tell the story. Advise students to look at each picture in turn to get a general idea of the story before they start talking. Nevertheless, it is fine if they are unable to follow the narration of the picture story. It is acceptable for them to mention only a few words about each picture in the sequence. The examiner will prompt by asking a question if a student needs help.

The structures students will need most frequently in this task are There is/are, the present tense of the verbs be and have (got), the modals can/ can't and must/mustn't and the present continuous tense of some action verbs (for example: play, read, look at, write, laugh, go). Students should be able to say things like: The children are eating. The man is talking. They should also be able to describe simple feelings, such as: The boy is/ isn't happy. The examiner will prompt by asking a question if a student needs help.

Speaking Part 3: Describing pictures

The examiner shows the student four sets of four pictures where one picture in each set is the "odd one out". The student in the remaining three sets must identify the odd image and explain why it is different from the others.

Students should practise identifying the different one in a set of four pictures – for example, a picture of a boy swimming among three pictures of people washing things, a picture of a girl buying something among three pictures of people painting, a picture of a book among three pictures of different fruits. Students are only expected to give simple reasons for choosing a picture as the different one. For example: This boy is swimming, but these people are washing. This fish is small, but these are all big. These people are painting, but this girl is buying bread.

There may be many different ways of expressing the same difference. Students may also find an alternative difference to the one intended. It is acceptable provided they give a reason for their choice.

Speaking Part 4: Understanding and responding to personal questions

The examiner asks the student some questions of a personal nature about topics such as school, hobbies, friends, and weekends. Make sure students feel confident answering questions about themselves, their homes, their school, their likes and dislikes, their families and friends, free time activities. Students should be able to answer questions such as: What do you have for lunch? What games do you play at school? Who do you play with at school?, among other similar questions. Only simple answers of between one and four words are expected. Questions will normally be in the present tense, but students should also be prepared to use the past tense and answer questions about, such as, what they did last day/weekend.

3.7 Data processing and statistical analysis

Once the information is compiled, tables of descriptive statistics of the results of the grades obtained by the students are presented, highlighting the average, maximum, minimum values and the standard deviation. Boxplot graphs are also used to represent these results. On the other hand, with regard to inferential statistics, the Student's t-test for related samples is applied to identify if there are significant differences between the grades obtained by the students before and after the application of the teaching strategies based on active learning. This fact means that the alternative hypothesis of the research is accepted.

3.8 Response variables or results achieved

The response variable is the English-speaking skill in vocabulary and grammar, pronunciation, and interaction according to the A2 CEFR criteria.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of the results and data interpretation

4.1.1 Pre-test and Post-test results of the Cambridge A2 Flyers application

Once the Cambridge A2 Flyers test was administered before and after the implementation of the proposal, the results obtained by the control and experimental groups are as shown in Table 2:

Table 2. Descriptive statistics in the A2 Flyers pre-test application.

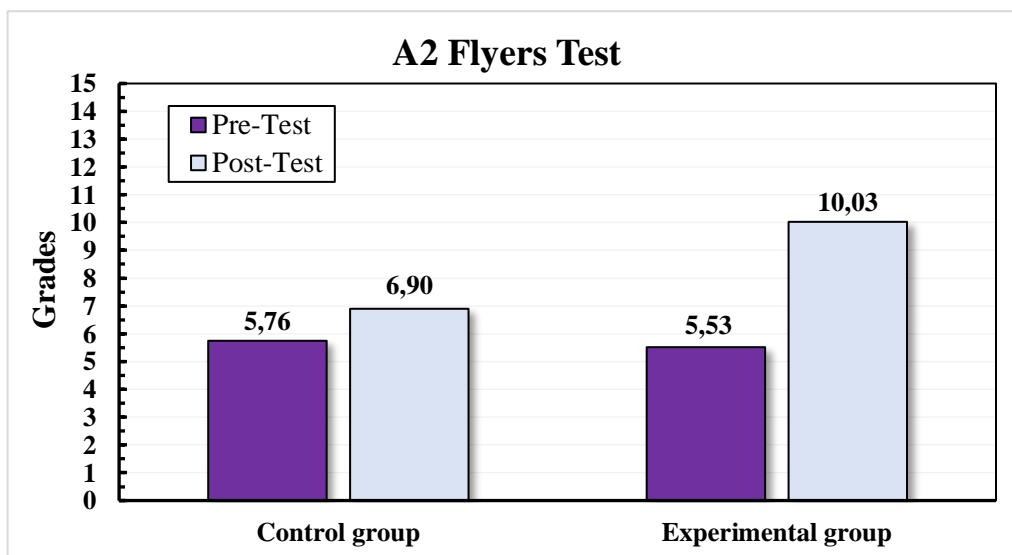
Group	Parallel	N	Section	Pre-Test		Post-Test	
				Mean	Standard deviation	Mean	Standard deviation
Control	D	41	A2 Flyers General	5.76	3.18	6.90	1.97
			Vocabulary and Grammar	2.59	1.05	2.93	0.75
			Pronunciation	1.80	1.17	2.07	0.82
			Interaction	1.37	1.24	1.90	0.70
Experimental	E	40	A2 Flyers General	5.53	2.62	10.03	2.29
			Vocabulary and Grammar	2.45	1.08	3.70	0.91
			Pronunciation	1.75	1.06	3.18	0.78
			Interaction	1.33	0.83	3.15	0.89

Source: Amán, M. (2022).

According to the information in Table 2, in the control group concerning the general evaluation of speaking skill, the pre-test mean was 5.76 out of 15 points and the post-test mean was 6.90. In the grammar and vocabulary section, the pre-test mean was 2.59 out of 5 points and the post-test mean was 2.93. Meanwhile, in the pronunciation section, the pre-test mean was 1.80 and the post-test mean was 2.07. In the interaction section, the pre-test mean was 1.37 and the post-test mean was 1.90.

On the other hand, in the experimental group regarding the general evaluation of oral skills, the pre-test mean was 5.53 out of 15 points and the post-test mean was 10.03. In the grammar and vocabulary section, the pre-test mean was 2.45 out of 5 points and the post-test mean was 3.70. In the pronunciation section, the pre-test mean was 1.75 and the post-test mean was 3.18. Finally, in the interaction section the pre-test mean was 1.33 and the post-test mean was 3.15.

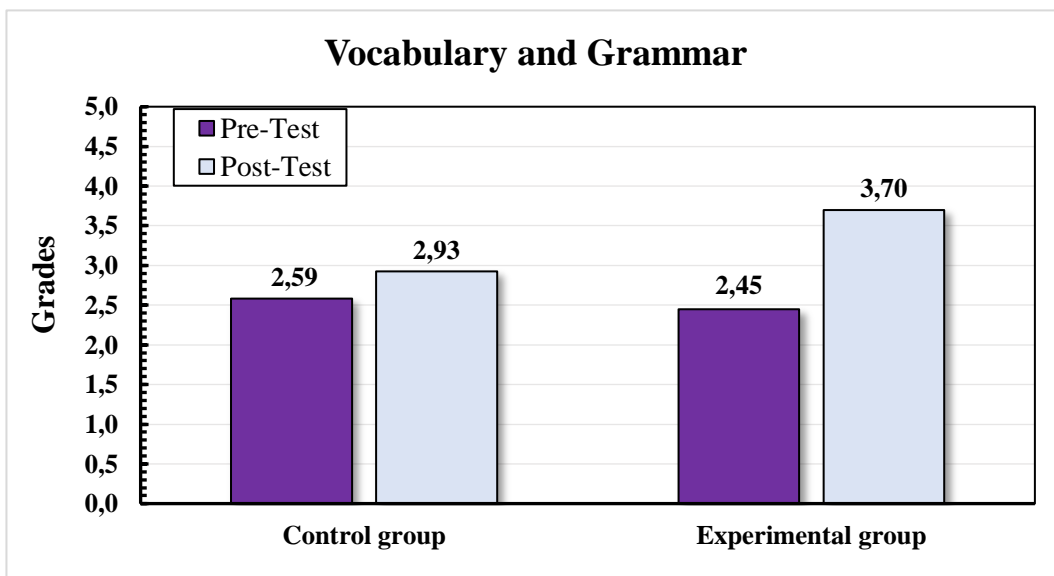
According to the results, in both the control and experimental group, the average grades obtained by the students in the post-test increased from those achieved in the pre-test, at the level of the overall assessment of speaking skills and the level of each of the sections of the Cambridge A2 Flyers exam. Graph 1 shows the averages of the grades obtained in general speaking skill evaluation by both groups (control and experimental) in the pre-test and post-test:



Graph 1. Mean A2 Flyers test in the control and experimental groups.

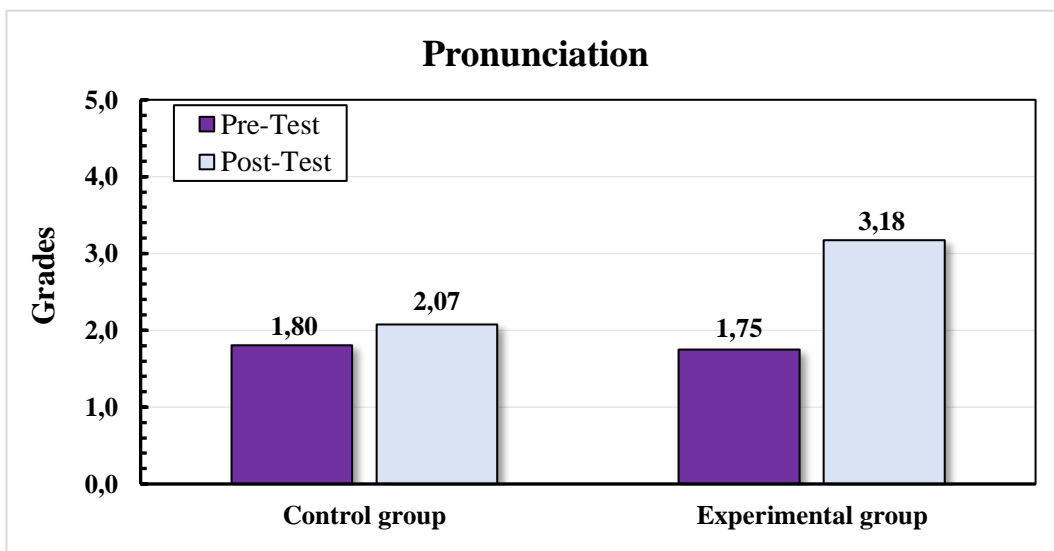
As shown in Graph 1, in the control group, the overall mean of the speaking skill assessment was 5.76 in the pre-test and reached 6.90 in the post-test. On the other hand, in the experimental group, the mean was 5.53 and reached 10.03 on the post-test. It is identified that the students in the experimental group, who received classes through the use of teaching strategies based on active learning had a better progression of their speaking skills compared to the students in the experimental

group, who received classes only with printed didactic materials. Graph 2 shows the averages of the grades obtained in vocabulary and grammar section by both groups (control and experimental) in the pre-test and post-test:



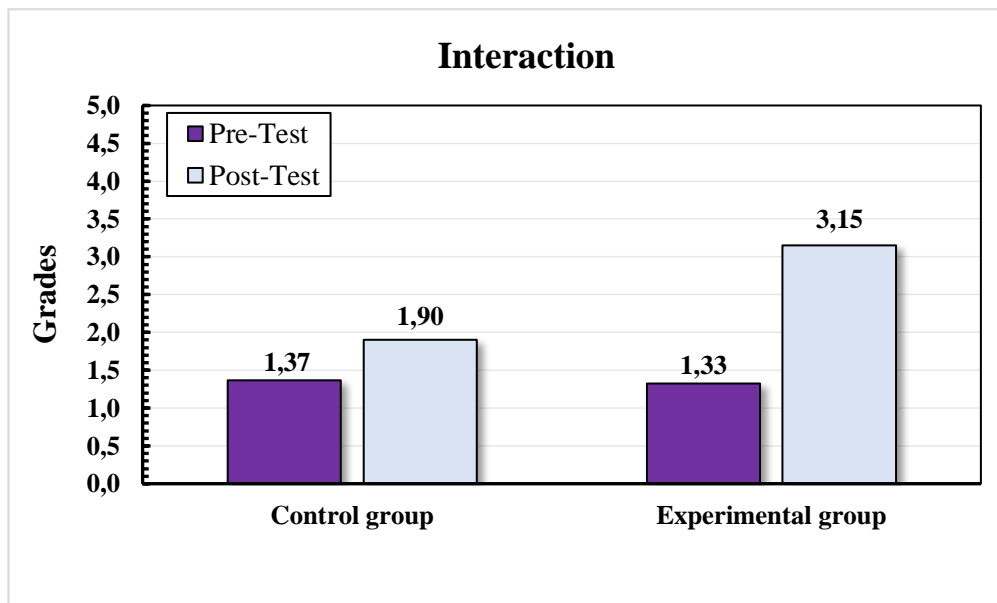
Graph 2. Mean A2 Flyers test in the control and experimental groups, vocabulary and grammar.

Graph 3 shows the averages of the grades obtained in pronunciation section by both groups (control and experimental) in the pre-test and post-test:



Graph 3. Mean A2 Flyers test in the control and experimental groups, pronunciation.

Graph 4 shows the averages of the grades obtained in interaction section by both groups (control and experimental) in the pre-test and post-test:



Graph 4. Mean A2 Flyers test in the control and experimental groups, interaction.

4.2 Hypothesis verification

The statistical test of the research hypothesis was then conducted to identify whether the differences between the results of the post-test and the pre-test were significant.

4.2.1 Hypothesis formulation

4.2.1.1 Null hypothesis

The use of active learning strategies does not improve the speaking skill in the tenth grade of GBE at Unidad Educativa Mariano Benítez.

4.2.1.2 Alternative hypothesis

The use of active learning strategies improves the speaking skill in the tenth grade of GBE at Unidad Educativa Mariano Benítez.

4.2.2 Variables

Independent variable: Active learning strategies.

Dependent variable: Speaking skill.

4.2.3 Description of the population

An experimental group of forty students in the tenth grade of GBE at Unidad Educativa Mariano Benítez and a control group of forty-one students in the same grade of GBE were selected.

4.2.4 Mathematical model

The mathematical model of the paired Student's t-test is the next:

$$\mathbf{H_0: } \mu_2 \leq \mu_1$$

$$\mathbf{H_1: } \mu_2 > \mu_1$$

Where:

μ_1 = population mean in the pre-test.

μ_2 = population mean in the post-test.

4.2.5 Specification of the regions of acceptance and rejection

In the Student's t-test distribution, the rejection region of the null hypothesis is located to the right of the t-value of the tables with the respective degrees of freedom and the accepted region is located to the left with the same degrees of freedom.

4.2.6 Decision making

The null hypothesis is rejected and consequently the alternative hypothesis is accepted if the calculated Student's t-value is greater than the Student's t-value of tables because it means the value is located in the right or rejection region. This fact is the same as saying that the null hypothesis is rejected if the p-value is less than the significance level.

4.2.7 Selection of the level of significance

The value of the significance level α was equal to 0.05 which means 5%.

4.2.8 Degrees of freedom

The degrees of freedom were calculated by using the next formula:

$$df = n - 1$$

Where:

n = pre-test and post-test data number.

df = degrees of freedom.

Control group:

$$df = 41 - 1 = 40$$

Experimental group:

$$df = 40 - 1 = 39$$

4.2.9 Data collection and calculation of statistics

The Student t-value is 1.6839 in the control group and 1.6849 in the experimental group, according to the significance level of 0.05 and the respective degrees of freedom. The indicated values of the t-tables were obtained from the table in Annex

E. Whereas a single-tailed statistical Student's t-test was applied because the researcher aimed to show whether the active learning strategies enabled students to obtain better in the Cambridge A2 Flyers English Speaking section. It means that the post-test mean was higher than the pre-test means. The calculated t-values are calculated using the formula:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student's t-test from the data.

\bar{x}_d = differences average in the sample.

n = pre-test and post-test data number.

S_d = standard deviation of the differences.

4.2.10 Student T-test results

The calculated t-values are summarized below, also with the degrees of freedom and p-values:

Table 3. Student t-test in the A2 Flyers post-test application.

Group	Section	Tabulated t-value	Calculated t-value	df	Significance (unilateral)
Control	A2 Flyers General	1.6839	3.0147	40	0.0022**
	Vocabulary and Grammar	1.6839	2.4749	40	0.0088**
	Pronunciation	1.6839	1.6371	40	0.0547
	Interaction	1.6839	3.2687	40	0.0011**
Experimental	A2 Flyers General	1.6849	12.3238	39	2.52×10^{-15} ***
	Vocabulary and Grammar	1.6849	8.2863	39	1.97×10^{-10} ***
	Pronunciation	1.6849	9.6846	39	3.15×10^{-12} ***
	Interaction	1.6849	10.8946	39	1.07×10^{-13} ***

Source: Amán, M. (2022).

According to the information in Table 3, the unilateral significance level for the experimental group $p\text{-value} = 2.52 \times 10^{-15}$ was lower than $\alpha = 0.05$ with 39 degrees of freedom. Hence, the calculated t -value of 12.32 was located in the null rejection region. Therefore, the null hypothesis was rejected and the alternative one was accepted: “The use of active learning strategies improved the speaking skill in the tenth year of General Basic Education at Unidad Educativa Mariano Benítez”.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Active learning is a constructivist methodology that uses instructional techniques in which students develop knowledge through active and dynamic participation. For this purpose, students develop writing, reading, oral expression, discussion, research, manipulation, observation, data collection, and analysis activities. According to the literature review, active learning techniques contribute favorably to the speaking skill development.
- There is a variety of didactic activities of active learning, such as debate, storytelling, desert island, think-pair-share, and role-play. These activities fit the needs of tenth-year students at Unidad Educativa Mariano Benítez. These activities are adapted to the conditions of the availability of didactic resources available in the educational institution.
- Once the A2 Flyers pre-test speaking section was applied, students in the control and the experimental groups had difficulties in establishing oral communication. The averages achieved were 5.76 out of 15 in the control group and 5.53 out of 15 in the experimental group. Similarly, in the evaluated sections of grammar and vocabulary, pronunciation and interaction, the scores were low, and in no case did they exceed an average of 2.59 out of 5. The worst results were observed in the pronunciation and interaction sections, where the initial mean were lower than 1.8 in both groups. There was also similarity in the oral performance of both groups.

5.2 Recommendations

- To implement new active learning strategies with the use of ICTs focused on other levels of learning English as a foreign language.

- To evaluate the improvement achieved by students after the application of active learning strategies, not only in speaking skills but also in writing, listening, and speaking skills. Likewise, in aspects such as motivation, creativity, and discourse management, among others.
- To apply surveys to know the satisfaction shown by the students once the active learning strategies have been applied in the teaching-learning process of the English language.

CHAPTER VI

THE PROPOSAL

6.1 Informative Data

Name of the Institution: Unidad Educativa Mariano Benítez

Beneficiaries: Adolescent students at the A2 level of English in the tenth year of General Basic Education

Beginning: May, 23rd, 2022

End: June, 10th, 2022

Person in Charge: Martha Amán.

Cost: 80\$

6.2 Background of the Proposal

Through active learning, teachers are guided by several latent and additional goals: (a) to bring students closer to what they are learning in a deeper, more reflective, and conceptual way; (b) to clarify students' ideas through writing and discussion; (c) to make them more autonomous learners; (d) to make them learn habits of cooperation and mutual aid (Hood-Cattaneo, 2017, p. 145).

The methodology of active learning has different forms of application, but with some common elements such as working based on the context; promoting collaborative and cooperative work; producing interaction among the students who participate in it; generating learning by discovery; which based on real life makes the student build his knowledge and assume an active role (Bravo-Cobeña & Viguera-Moreno, 2021, p. 469).

Among the many advantages of active learning in teaching English as a foreign language (TEFL), the learner assumes the role of protagonist in active learning, students also create connections between the text and their own experiences and interpret the texts and develop conversations based on their peers' questions rather than the teacher's questions (Orosz et al., 2018, p. 5).

6.3 Justification

Active learning strategies and techniques in the English language strengthen the role of the student and the teacher, foster mutual learning, develop students' intrinsic motivation, and improve the classroom climate. Motivation in learning English is fundamental because learning a language is a process that requires time and perseverance. Active learning strategies and techniques enhance this motivation in the learner by generating a thirst to explore in order to communicate and improve the classroom climate (Orosz et al., 2018).

The results of the pre-test application of the A2 Flyers test showed that the students presented difficulties in speaking skills, especially in interaction and pronunciation. For this reason, the present proposal focuses on the development of lesson plans based on active learning strategies to improve students' speaking skills.

6.4 Theoretical Framework

6.4.1 Objectives

6.4.2 General Objectives

Develop lesson plans based on active learning strategies to improve students' speaking skill.

6.4.3 Specific Objectives

- To design the active learning strategies to enhance the students' speaking skills.
- To implement the didactic material based on active learning strategies.
- To evaluate the students' speaking skill before and after the proposal application.

6.5 Feasibility Analysis

It is feasible because the research proposal has the collaboration of the authorities, English teachers, and students at Unidad Educativa Mariano Benítez.

6.6 Theoretical-scientific foundations

Active learning is a process whose center is the learner. Students are encouraged to “think hard”, rather than passively receive information from the teacher. Active learning is based on a theory called constructivism. Active learning is usually defined as activities that learners engage into construct understanding and knowledge (Kadar et al., 2020, p. 33).

Active methodologies conceive that education should focus on activity over the passivity of students. For this purpose, students are inserted in the center of the teaching-learning process. Students become the administrators and creators of knowledge through research, debate and exchange. Active learning also adopts the digital as a source of resources for research and production, both for the teacher and the student.

According to Filatro and Cavalcanti (2018), as well as Barbosa and Moura (2017), the pillars of active methodologies are four: learner autonomy, social interaction and mediation, technology and hybridism, and personalization and classroom design. The student's commitment to new learning, through understanding, choice, and interest, is an essential condition to expand his possibilities of exercising

freedom and autonomy in decision-making in the different moments of the process he undergoes, preparing him for future professional practice.

The human being lives in collectivity and has the need to express, create, and interact. When interacting, a process of intra- and interpersonal exchange takes place in which all those involved shares and, consequently, change. The cognitive functions of human beings develop further when they are subjected to a social context of interaction between them and the object of study. The possibilities provided by technology make it possible to create multiple environments of information, stories, profiles, and knowledge that elevate the classroom to an interdisciplinary level. Hybridity allows the use of technology to make classes face-to-face or online (Bravo-Cobeña & Viguera-Moreno, 2021, p. 470).

The personalization of teaching requires a critical and reflective stance of the teacher on the practice. Critical teaching practice implies correct thinking, dynamic, and dialectical movement between doing and thinking about doing. It requires taking into account the potentialities of the students, their rhythms, tastes, and keeping the dialogue open for adaptations. In this way, it is possible to have more active and participative didactics on the part of students and teachers (Demirci, 2017, p. 131).

The lesson plan consists of five lessons based on active learning strategies presented in Table 4. Each lesson has the name and the unit number of the book, active learning strategy, activities, resources and materials and the facilitator. The active learning strategies that were worked on are: the debate, storytelling, desert island activity, think-pair-share, and role-play.

Table 4. Lessons plan based on active learning strategies.

N° UNIT	LESSONS	ACTIVE LEARNING STRATEGY	ACTIVITIES	RESOURCES AND MATERIALS	FACILITATOR
1	Taking about inventors	The debate	Students are required to discuss famous inventors. The topic will be based on the discussion questions presented.	English Pedagogical Module 4 Students' Workbook sheets of paper, markers.	Teacher
2	Becoming an engineer	Storytelling	Students make a storytelling about an engineer or inventor's life.	English Pedagogical Module 4 Students' Workbook Cards, pens, coloured pencils, markers, rubber.	Teacher
3	The coldest night at sea	Desert island activity	Students should imagine that they are traveling on a sinking ship and they should choose ten objects that will allow them to survive and explain what to make of them.	English Pedagogical Module 4 Students' Workbook laptop	Teacher
4	Destructive and beneficial inventions	Think-pair-share	Students talk about the destructive and beneficial inventions in a think-pair-share activity.	English Pedagogical Module 4 Students' Workbook sheets of paper, pens, pencils.	Teacher
5	Mayor candidates' proposals	Role-play	Students make a representation of a public interview about mayor candidates' proposals from a city.	English Pedagogical Module 4 Students' Workbook Markers, posters, sheets of paper, rubber	Teacher



HANDBOOK

ACTIVE LEARNING FOR SPEAKING SKILLS

A2 Flyers level Learners

MARTHA AMAN

INTRODUCTION

Active learning is a teaching strategy that places the student as the protagonist of his own learning experience, motivating him to actively and consciously participate in his/her process. To achieve this goal, the teacher must build collaborative spaces so that students have the opportunity to contribute, discuss, and generate their knowledge as a group. This type of learning favours "learning by doing", promoting in students the skills of searching, analysing, and synthesizing information, as well as problem-solving.

This handbook is a guide for teachers to apply active learning strategies in teaching the English language at the A2 Flyers level, in order to reinforce the speaking skills of English learners. In that sense, each of the five lessons includes the following components:

- A description of each lesson and the active learning strategy.
- The learning objectives.
- The time required, the date of implementation, and the type of work.
- The materials to be used.
- The instructions for each lesson.
- The rubrics for each lesson.
- Expected results.
- Complementary activities for the home.

The author suggests that beginning English teachers apply the active learning strategies in this manual and evaluate the effectiveness of their use with students.

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Active Learning Strategy

The debate

A debate is an orderly and respectful dialogue between knowledgeable people on a given topic. In a debate, certain rules are usually established to ensure respect and equal participation among the participants. The most common rules are that no two people can speak at the same time and that no one person can speak for a long time (Dantas & Cunha, 2020).

Storytelling

Storytelling is a resource used to tell stories or narratives, with the purpose that the student transmits his ideas and thoughts to a group of spectators. Storytelling helps develop basic skills such as listening, speaking, reading, and writing (Chávez et al., 2020, pp. 319-320).

Desert island activity

Desert Island is a speaking activity based on the theme of being marooned on a desert island. It is suitable for basic (A1) and pre-intermediate (A2 according to the Common European Framework of Reference for Languages [CEFR]) learners (Adkin & Fowler, 2019).

Think pair share

Think-Pair-Share (TPS) is a strategy that incorporates the important concept of "wait time". This time out allows all learners to develop more elaborate responses and to justify their reasons and choices more confidently (Sharma & Saarsar, 2018, p. 94). In this active learning technique, students work in pairs. The teacher poses a question to the students and then they are given a moment to think about the answer individually. Students then match to share their ideas with their peers (Lightner & Tomaswick, 2017, p. 1).

Role-play

Role-playing is a complete communicative technique that develops students' language fluency and promotes classroom interaction, increasing motivation, encouraging learning but also sharing responsibility between teacher-student during the learning process. Role-play is a good strategy that encourages and stimulates effective performance in English language teaching (Krebt, 2017, p. 865).

1. THE DEBATE

Title:

Talking about inventors

Objective:

To debate talking about famous inventors as an active learning strategy to improve the speaking skills of A2 learners of English.



Questions for discussion:

1) Why are most quantity of the inventors men and not women?

Men vs women.

2) Why are there unknown inventors?

Known vs unknown inventors.

3) What are the reasons that there are not Ecuadorian inventors?

Ecuadorian vs foreign inventors.

4) How do the inventions change the world?

Inventions that change the world vs inventions that do not change the world.

5) What are the main advantages and disadvantages of inventions?

Advantages vs disadvantages of inventions.

Timing:

80 minutes (two hours of class).

Type of work:

Group work.

Date of application:

Instructions:

The teacher should form 10 groups of 4 students each. Discussions will take place between two groups. The topic will be based on the discussion questions presented above. All groups will participate once, as there are five discussion topics and two groups will participate in each topic. At the beginning of the class, the teacher will draw lots to determine the topics that will correspond to each group, and there will be two groups for each topic, one of which will take a position in favor of one aspect and the others against it. The teacher will allow 25 minutes for the students to prepare their arguments. Afterwards, the debates will start in the order established for the topics and each debate will last 10 minutes. At the end, the teacher will grade the performance of each group according to the established rubric.

Materials:

English Pedagogical Module 4 Students' Workbook.

White board.

Sheets of paper.

Markers.

Pens.

Rubrics:

Grade points	Vocabulary	Grammar	Pronunciation	Interaction
2.5	Students use the vocabulary required to express clearly their ideas.	Students use simple grammatical structures correctly but make some mistakes, although the meaning is clear. Students are able to join ideas with some simple linkers (but, and, when, however, then, among others).	The individual sounds of the students are mostly intelligible during the discussion. Students have an acceptable control of word stress and intonation.	Students respond appropriately to instructions, questions and visual prompts, and only need a little support. Students can ask for support if they need it. Students almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2.0	Some features of 1.5 and some features of 2.5 in similar measure.			
1.5	Students use the vocabulary required to express clearly their ideas in regular measure.	Students use simple grammatical structures correctly but make some basic ch may obscure meaning. Students are able to join ideas with a few simple linkers (e. g. and).	The individual sounds of the students are intelligible during the discussion, although some sounds may be unclear. Students have limited control of word stress and intonation.	Students respond well to instructions, questions and visual prompts, although some support is required. Students can ask for support if they need it, although they have difficulties to do it. Students often responds promptly, although there may be hesitation and some pausing mid-utterance.
1.0	Some features of 0.5 and some features of 1.5 in similar measure.			
0.5	Students have difficulties to use the vocabulary required to express their ideas.	Students attempt to use simple grammatical structures but make some basic mistakes which obscure meaning. Students are able to join ideas with a few simple linkers (e. g. and).	The individual sounds of the students are intelligible during the discussion, although some sounds are unclear. It is difficult to understand the discourse.	Students respond to some instructions, questions and visual prompts, although frequent support may be required. Students try to ask for support if they need it but show difficulties in doing so. Students show hesitation and pausing mid-utterance; responses are delayed or halting.
0	Performance does not satisfy at least the Band 0.5 descriptor.			

Expected results:

Students must obtain at least 7 points out of 10.

Students have to show acceptable levels of grammar, vocabulary, pronunciation, and interaction during the debate.

Suggestions:

Watch the next video before participate in the debate:

Title: Debating skills – Introduction

<https://youtu.be/1TSkkxu8on0>

Source: HUB Scuola (2021).

Photographs of the lesson application:



Homework:

Kahoot! app

Materials:

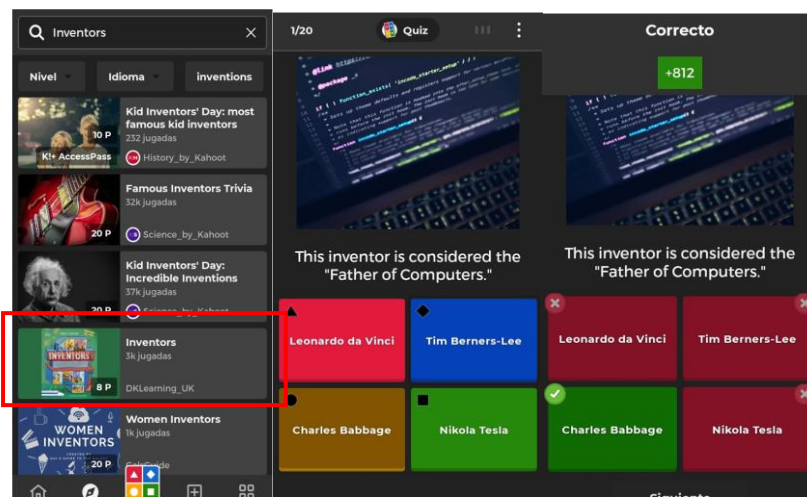
App Kahoot!

Cellphone

Internet

Instructions:

Students must create an account on Kahoot! and access the discover option. Students must type the word "**inventors**", choose the second option, and click on "**start**". Next, students should choose the game mode, in this case, "**single player**". Students then should enter a player name and click "**ready, go**". Students will have between 20 to 30 seconds to answer each of the 20 questions. In each of the questions, the game assigns four alternative of answers from which the player must choose the correct answer. At the end of the game, the program counts the number of correct answers.



2. STORYTELLING

Title:

Becoming an engineer

Objective:

Make a storytelling about an engineer or inventor's life as an active learning strategy to improve the speaking skills of A2 learners of English.



Timing:

80 minutes (two hours of class).

Type of work:

Group work.

Date of application:

June 16th, 2022.

Instructions:

The work will be done in groups of four students. Students will be asked to research famous scientists, professionals, and inventors. Students should write and tell the story in front of their classmates. The teacher will get the grade to students depending on the rubric criteria.

Materials:

English Pedagogical Module 4 Students' Workbook.

White board.

Sheets of paper.

Markers.

Pens.

Dictionary.

Rubrics:

Grade points	Content Focus	Content Effectiveness	Delivery Intentionality	Delivery Effectiveness
2.5	The content clearly portrayed an element of the storyteller's identity. The content explored the complexity of an identity issue or dilemma.	The content was well-organized and clear. The flow of the content was widely compelling.	The delivery choices were clear and apparent. There emotions and vocal colors/tone were distinct. Emotions and vocal colors/tones were very different.	The casting choices were convincing and believable. The overall performance was engaging. The message was compelling. The narrator was engaging in his performance.
2.0	Some features of 1.5 and some features of 2.5 in similar measure.			
1.5	The content in a certain measure portrayed an element of the narrator's identity. The content in a certain way explored the complexity of an identity problem or dilemma.	The content was organized and a little clear. The flow of the content was moderately convincing.	The delivery choices were a little clear. Emotions and vocal colors/tones were somewhat different. There was a little variation in volume, pica and speed.	The casting choices were somewhat convincing and believable. The overall performance was somewhat engaging. The message was somewhat compelling. The narrator engaged with his performance to an acceptable extent.
1.0	Some features of 0.5 and some features of 1.5 in similar measure.			
0.5	The content hardly portrayed an element of the narrator's identity. The content hardly explored the complexity of an identity issue or dilemma.	The content was disorganized and unclear. The flow of the content was unconvincing.	The delivery choices were unclear. Emotions and vocal colors/tones were very different. There weren't any variations in volume, pica, and velocity	The casting choices were unconvincing and neither believable. The overall acting was unappealing. The message was unconvincing. The narrator did not engage with his performance.
0	Performance does not satisfy at least the Band 0.5 descriptor.			

Expected results:

Students should obtain at least 7 points out of 10.

Students have to show acceptable levels of grammar, vocabulary, pronunciation, and interaction during the storytelling.

Suggestions:

Watch the next video before participate in storytelling.:

Title: Monkey Puzzle - Simplified Storytelling for EFL / ESL

https://www.youtube.com/results?search_query=storingtelling+in+EFL

Kids Club English (2021).

Photographs of the lesson application:



Homework:

Wordwall website

Materials:

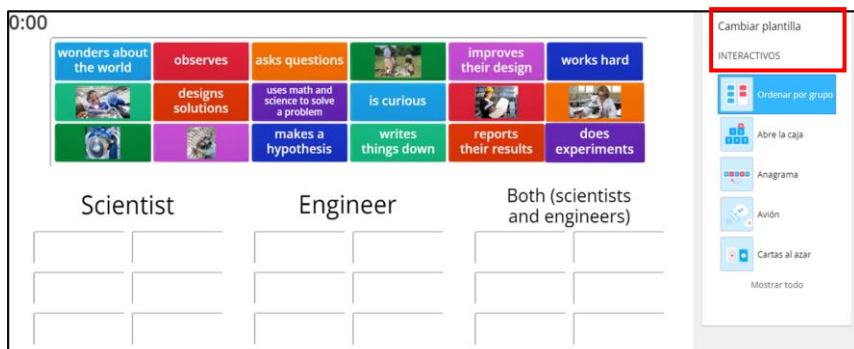
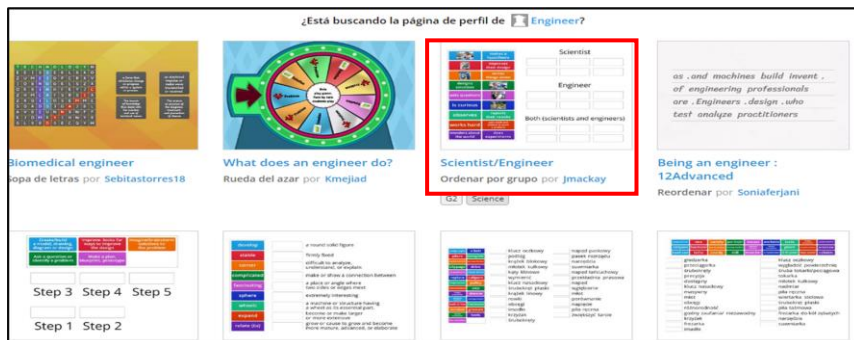
Wordwall website

Cellphone

Internet

Instructions:

Students should go to the Wordwall home page (<https://wordwall.net/es/resource/7390192/science/scientist-engineer>), then in the public activities, search icon type **engineer**. Students should choose the third option of game. Once on the game students should choose the sort by **group option** and click on the **start** button. Students should place the images and words according to the appropriate group (scientist, engineer, or both). At the end of the game, students must click on **submit answers** and the score is displayed.



3. Desert island activity

Title:

The Coldest Night at Sea

Objective:

Talk about the objects you would take to survive in a desert island as an active learning strategy to improve A2 English language learners' speaking skills.



Timing:

80 minutes (two hours of class).

Type of work:

Group work.

Date of application:

June 16th, 2022.

Instructions:

The teacher should explain students to imagine that they are on a ship and it is going to sink. So, the students in groups of five should choose ten objects to take on a lifeboat to reach a deserted island in order to survive. Students should explain why they are going to take those ten objects and what they would do with each of them.

Materials:

English Pedagogical Module 4 Students' Workbook.

White board.

Sheets of paper.

Markers.

Pens.

Dictionary.

Rubrics:

Grade points	Vocabulary	Grammar	Pronunciation	Interaction
2.5	Students use the vocabulary required to express clearly their ideas.	Students use simple grammatical structures correctly but make some mistakes, although the meaning is clear. Students are able to join ideas with some simple linkers (after, and, when, however, then, if, and so on).	The individual sounds of the students are mostly intelligible during the speech. Students have an acceptable control of word stress and intonation.	Students respond appropriately to instructions and they only need a little support. Students can ask for support if they need it. Students almost always develop speech promptly, although there may be hesitations and some pauses in mid-conversation.
2.0	Some features of 1.5 and some features of 2.5 in similar measure.			
1.5	Students use the vocabulary required to express clearly their ideas in regular measure.	Students use simple grammatical structures correctly but make some basic mistakes which may obscure meaning. Students are able to join ideas with a few simple linkers (e. g. and).	The individual sounds of the students are intelligible during the speech. Students have limited control of word stress and intonation.	Students respond acceptably to instructions but they need a support. Students can ask for support but they have difficult to do it. Students often develop speech promptly, although there are hesitations and some pauses in mid-conversation.
1.0	Some features of 0.5 and some features of 1.5 in similar measure.			
0.5	Students have difficulties to use the vocabulary required to express their ideas.	Students attempt to use simple grammatical structures but make some basic mistakes which obscure meaning. Students are able to join ideas with a few simple linkers (e. g. and).	The individual sounds of the students are almost unintelligible during the speech. It is difficult to understand the discourse.	Students respond with difficulty to instructions, but they need a lot support. Students are not able to ask for support. Students develop the speech slowly, there are many hesitations and pauses in the middle of the conversation.
0	Performance does not satisfy at least the Band 0.5 descriptor.			

Expected results:

Students should obtain at least 7 points out of 10.

Students have to show acceptable levels of grammar, vocabulary, pronunciation, and interaction during the advantages The coldest night at sea.

Suggestions:

Watch the next video before participate in the desert island activity:

Title: English Vocabulary | Desert Island | Will you Survive?

<https://www.youtube.com/watch?v=SBnIGwDphgM>

Mad English TV (2018).

Photographs of the lesson application:



Homework:

Liveworksheets website

Materials:

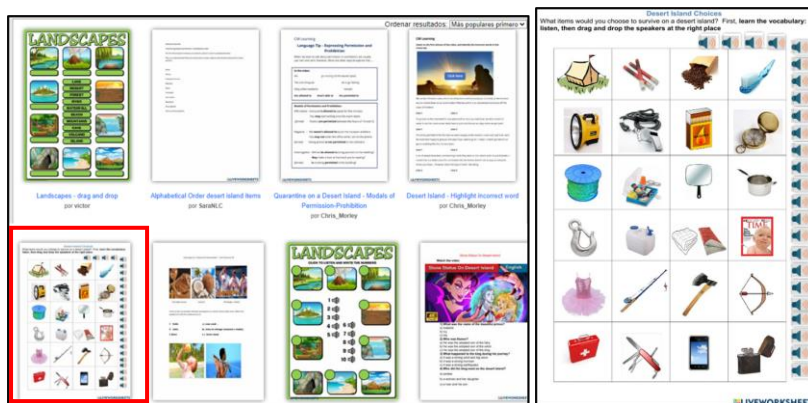
Liveworksheets website

Cellphone

Internet

Instructions:

Students should go to the Liveworksheets web page on the home page (<https://es.liveworksheets.com/cf2671530bm>), in the interactive tabs search icon type **desert island**. Students should choose the fifth option. Students should click on the speaker to listen to audio and drag the speaker corresponding to the image that belongs to the audio. Students should click **finished** once they complete all items and check my answers.



4. Think-pair-share

Title:

Destructive and beneficial inventions

Objective:

Talk about some destructive and beneficial inventions in a think-pair-share activity as an active learning strategy to improve the speaking skills of A2 learners of English.



Timing:

80 minutes (two hours of class).

Type of work:

Think: Individual.

Pair: Pair.

Share: Group work.

Date of application:

June 16th, 2022.

Instructions:

Think

Students should think of one invention that they believe is destructive and another invention that is beneficial to society. They then should inquire the reasons why it is beneficial or destructive.

Pair

The students in the pair should tell their partner about the inventions they chose. Together they should discuss to choose the two inventions on which they will work together. Students should write on a sheet of paper the reasons why these inventions are beneficial or detrimental, respectively.

Share

In the third and final step of the strategy students should share their ideas and conclusions in the class. Classmates may ask questions or raise objections to the presentation.

Materials:

English Pedagogical Module 4 Students' Workbook.

White board.

Sheets of paper.

Markers.

Pens.

Dictionary.

Rubrics:

Grade points	Vocabulary	Grammar	Pronunciation	Interaction
2.5	Students use the vocabulary required to express clearly their ideas.	Students use simple grammatical structures correctly but make some mistakes, although the meaning is clear. Students are able to join ideas with some simple linkers (but, and, when, however, then, among others).	The individual sounds of the students are mostly intelligible during the discussion. Students have an acceptable control of word stress and intonation.	Students respond appropriately to instructions, questions and only need a little support. Students can ask for support if they need it. Students almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2.0	Some features of 1.5 and some features of 2.5 in similar measure.			
1.5	Students use the vocabulary required to express clearly their ideas in regular measure.	Students use simple grammatical structures correctly but make some basic mistakes which may obscure meaning. Students are able to join ideas with a few simple linkers (e. g. and).	The individual sounds of the students are intelligible during the discussion, although some sounds may be unclear. Students have limited control of word stress and intonation.	Students respond well to instructions, questions, although some support is required. Students can ask for support if they need it, although they have difficulties to do it. Students often responds promptly, although there may be hesitation and some pausing mid-utterance.
1.0	Some features of 0.5 and some features of 1.5 in similar measure.			
0.5	Students have difficulties to use the vocabulary required to express their ideas.	Students attempt to use simple grammatical structures but make some basic mistakes which obscure meaning. Students are able to join ideas with a few simple linkers (e. g. and).	The individual sounds of the students are intelligible during the discussion, although some sounds are unclear. It is difficult to understand the discourse.	Students respond to some instructions, questions, although frequent support may be required. Students try to ask for support if they need it but show difficulties in doing so. Students show hesitation and pausing mid-utterance; responses are delayed or halting.
0	Performance does not satisfy at least the Band 0.5 descriptor.			

Expected results:

Students should obtain at least 7 points out of 10.

Students have to show acceptable levels of grammar, vocabulary, pronunciation, and interaction during the advantages destructive and beneficial inventions.

Suggestions:

Watch the next video before participate in the think-pair-share:

Title: American Inventors for Kids | Inventors Who Changed the World | Kids Academy

<https://www.youtube.com/watch?v=dYDJ31DrfyY>

Kids Academy (2019).

Photographs of the lesson application:

Phase 1: Think



Phase 2: Pair



Phase 3: Share



Homework:

Wordwall website

Materials:

Wordwall website

Cellphone

Internet

Instructions:

Students should go to the Wordwall home page (<https://wordwall.net/es/resource/34642810/inventions>), in the public activities search icon type in **inventions benefits**. Students should choose the fifth option. Students should choose the **quiz option**. Students should read and choose the correct answer, the game will assign a tick if answer is correct or an x if the answer is incorrect. The quiz has ten questions.

The image shows a screenshot of the Wordwall website search results for the keyword 'inventions'. The top section displays 1416 results. A grid of activity thumbnails is visible, including a 'Who invented the car?' quiz, a 'Who invented the crossword puzzle' activity, and a 'Who designed the first car' quiz. The 'Who designed the first car' quiz is highlighted with a red border. Below the search results, a larger screenshot shows the quiz question: 'Who designed the first car'. The question is accompanied by an image of an early automobile and three answer options: A Henry Ford, B Otton Hahn, and C John Baird.

1416 resultados para 'beneficial inventions'

Who invented the car?

Who invented the crossword puzzle

Who designed the first car

Who designed the first car

0:01 ✓ 0

Who designed the first car

A Henry Ford

B Otton Hahn

C John Baird

5. Role-play

Title:

Mayor candidates' proposals

Objective:

Make a role-play about some mayor candidates' proposal as an active learning strategy to improve the speaking skills of A2 learners of English.



Timing:

80 minutes (two hours of class).

Type of work:

Group work.

Date of application:

June 16th, 2022.

Instructions:

The role-play consists of a representation of a public interview of a mayor candidate from a city. The development of the activity requires groups of five students. The roles will be as follows: one student will be the candidate; two students will be the journalists and the remaining two students will be members of the same political party. The students will simulate a press conference in which the journalists will ask questions to the candidate about his/her political proposal. The mayor together with the party members will answer each of the questions. The students should make the necessary gestures to make the representation look as real as possible.

Materials:

English Pedagogical Module 4 Students' Workbook.

White board.

Sheets of paper.

Markers.

Pens.

Rubrics:

Grade points	Accuracy and believability of role	Clarity of speech	Expression and body language	Overall impression
4.0	Point of view arguments and solutions proposed were always realistic and consistently in character.	Speech is always clear and easy to understand.	Always expresses emotion through voice, facial, expression and gestures.	Your presentation was entertaining and informative.
3.5	Some features of 3.0 and some features of 3.5 in similar measure.			
3.0	Point of view arguments and solutions proposed were usually realistic and in character.	Speech is usually and easy to understand.	Usually expresses emotion through voice, facial, expression and gestures.	Your presentation, while it was fun to watch, could have been more informative.
2.5	Some features of 2.0 and some features of 2.5 in similar measure.			
2.0	Point of view arguments and solutions proposed were often realistic and in character.	Speech is often always and clear and easy to understand.	Often expresses emotion through voice, facial, expression and gestures.	Don't forget that, though the process is entertaining, you're also supposed to learn something from it.
1.5	Some features of 1 and some features of 1.5 in similar measure.			
1	Point of view arguments and solutions proposed were rarely realistic and in character	Speech is rarely clear and easy to understand.	Rarely expresses emotion through voice, facial, expression and gestures.	I expect much better work from you next time.
0	Performance does not satisfy at least the Band 0.5 descriptor.			

Expected results:

Students should obtain at least 7 points out of 10.

Students have to show acceptable levels of grammar, vocabulary, pronunciation, and interaction during the role-play.

Suggestions:

Watch the next video before participate in the role-play:

Title: ESL Roleplay Ideas for the Classroom

<https://www.youtube.com/watch?v=iwiDUAYMpWI>

Etacude English Teachers (2019).

Photographs of the lesson application:



Homework:

Kahoot! app

Materials:

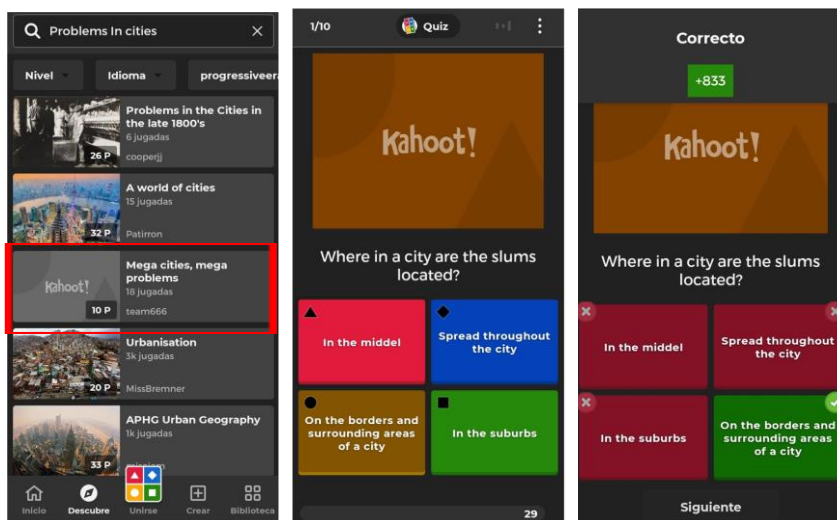
App Kahoot!

Cellphone

Internet

Instructions:

Students must create an account on Kahoot! and access the discover option. Students must type the word "**problems in cities**", choose the third option and click on "**start**". Next, students must choose the game mode, in this case, "**single player**". Next, students must enter a player name and click "**ready, go**". Students will have 20 to 30 seconds to answer each of the 20 questions. For each of the questions, the game assigns four alternative answers from which the player must choose the answer. At the end of the game, the program counts the number of correct answers.



6.7 Methodology

Active Learning is a teaching approach in which students participate in the learning process by developing knowledge and understanding. Students often do so in response to learning opportunities designed by their teachers in schools. Active Learning is based on a learning theory called Constructivism, which emphasizes the fact that students construct their own knowledge.

The methodology was developed from the subject of the English Pedagogical Module 4 student workbook. Each active learning strategy consists of a lesson, an active learning strategy, an objective, time, type of work, date of application, instructions, materials, rubric, expected results, suggestions, a respective home activity.

6.8 Administration of the proposal

Table 5. Administration of the proposal

Administration of the proposal	Activity	Resources	Person in charge	Time
Identify	Recognition of adolescents' deficiencies in basic level speaking skills.	Pedagogical Module 4 of English. Cambridge A2 flyers speaking section pre-test	Martha Amán	1 week
Compile five lessons	Determine active learning strategies.	Pedagogical Module 4 of English. Internet	Martha Amán	1 week
Organize and design the Handbook.	Elaboration of the lesson according to the topics of the student's workbook of the Pedagogical Module 4 of English.	Pedagogical Module 4 of English. Internet Web pages Apps	Martha Amán	2 weeks
Plan	Establish the lesson schedule by the class schedule and the units in the	Pedagogical Module 4 of English.	Martha Amán	1 week

Administration of the proposal	Activity	Resources	Person in charge	Time
	Pedagogical Module 4.			
Implementation	Put into practice the five lessons of the handbook.	Proposal Handbook.	Martha Amán	2 weeks
Evaluation	Proposal lessons rubrics. Cambridge A2 flyers speaking section post-test.	Proposal Handbook Cambridge A2 flyers Post-test	Martha Amán	3 weeks

Elaborated by: Amán Martha (2022).

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ANNEXES

Annex A. Pre-Test format 1.

Paper 3:		About 7–9 mins	
A2 Flyers Speaking tasks			
Part	Interaction	Task types	What do candidates have to do?
1	Interlocutor–candidate	Two similar pictures (one is the examiner's) Oral statements about examiner's picture	Identify six differences in candidate's picture from statements about examiner's picture.
2	Interlocutor–candidate	One set of facts and one set of question cues	Answer and ask questions about two people, objects or situations.
3	Interlocutor–candidate	Picture sequence	Describe each picture in turn.
4	Interlocutor–candidate	Open-ended questions about candidate	Answer personal questions.

A2 Flyers Speaking

Summary of procedures

The usher introduces the child to the examiner. The examiner asks the child what his/her name and surname is and how old he/she is.

1. The examiner shows the child the candidate's copy of the Find the Differences picture. The child is initially shown the examiner's copy as well, but then encouraged to look at the candidate's copy only. The examiner then makes a series of statements about the examiner's picture and the child has to respond by making statements showing how the candidate's picture is different, e.g. (examiner) 'In my picture, the man is pointing at a cloud on the map.' (child) 'In my picture, he's pointing at the sun.'
2. The examiner shows the child the candidate's copy of the Information Exchange. The child is initially shown the examiner's copy as well, but then is encouraged to look at the candidate's copy only. The examiner first asks the child questions related to the information the child has, e.g. 'What's the name of Robert's favourite restaurant?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Sarah's favourite restaurant?' and the examiner answers.
3. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures tell a story. It's called "The Brave Teacher". Just look at the pictures first. (Pause) Nick and Anna are looking out of the classroom window. The teacher isn't happy because they're not doing their work.' The examiner then asks the child to continue telling the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.
4. The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's the best month at school?'

Speaking Part 1

Speaking Part 1



FLUENCY SPEAKING: Find the Differences



FLUENCY SPEAKING: Find the Differences

THE TASK

- ▶ The examiner greets the candidate and asks for name, surname and age.
- ▶ The examiner demonstrates what is required and shows the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different.

HOW TO APPROACH THE TASK

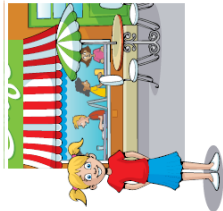
- ▶ For Part 1, candidates should practise listening to the teacher make a statement about a picture (for example: *in my picture, there is a cake*), relating that to a picture in front of them, and commenting on the difference: *in your picture there are magazines*.
- ▶ In the test, differences between the examiner's statements and the candidate's picture will relate to things like number, colour, position, appearance, activity, shape, and relative size, etc. For example: *In my picture the clock is square but in your picture the clock is round*.

ASSESSMENT

- ▶ This part tests understanding statements and responding with differences.

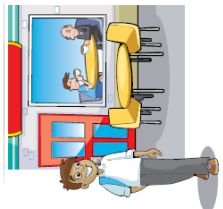
Speaking Part 2

Speaking Part 2



Sarah's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?



Robert's favourite restaurant

Name	The Black Cat
Like eating	pizzas
Where	North Street
Time / open	12 o'clock
Cheap / expensive	expensive

FLUENCY SPEAKING: Information Exchange

THE TASK

- ▶ The examiner asks the candidate questions about a person, place or object, based on a set of question cues. The candidate responds, using a set of information cues. The candidate then asks the examiner questions based on a set of different question cues.

HOW TO APPROACH THE TASK

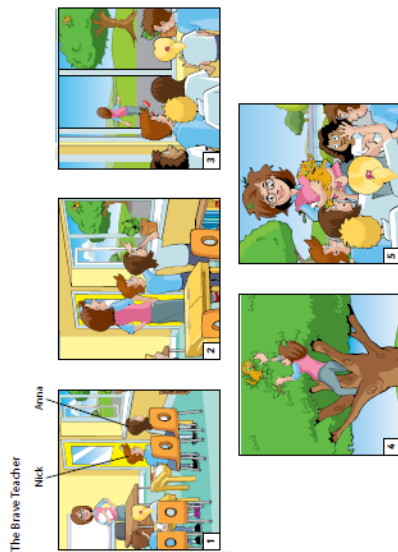
- ▶ Children should practise asking and answering questions. For example, in Part 2, they should be able to form simple questions to ask for information about people, things and situations. This will include information about time, place, age, appearance, etc.
- ▶ Candidates should be able to ask 'question-word questions' using *Who*, *What*, *When*, *Where*, *How old*, *How many*, etc. For example: *What is the name of Robert's favourite restaurant?*
- ▶ They should also be able to ask 'Yes/No questions', for example: *Has Harry's teacher got a car?*
- ▶ Additionally, they need to be comfortable asking questions with two options. For example: *Is the restaurant cheap or expensive?*

ASSESSMENT

- ▶ This part tests responding to and forming questions.

Speaking Part 3

Speaking Part 3



THE TASK

- ▶ The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. They then ask the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

HOW TO APPROACH THE TASK

- ▶ The Part 3 task involves candidates telling a simple story based on five pictures, and candidates will benefit from practice in telling similar simple picture stories. However, examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence, without necessarily developing these comments into a narrative.
- ▶ Before asking candidates to tell the story, the examiner says, 'Just look at the pictures first!'. Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if a candidate needs help.
- ▶ The structures candidates will need most frequently are *there is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example: *come, go, buy, put on, carry, open, laugh*). They may also need to use the present perfect tense or *going to*. They should be able to say things like: *Nick and Anna are in the classroom. They are looking out the window.*
- ▶ Candidates should also be able to describe simple feelings, for example: *The teacher is happy.*

ASSESSMENT

- ▶ This part tests describing things and events.

Speaking Part 4

Speaking Part 4

THE TASK

- ▶ The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family and hobbies.

HOW TO APPROACH THE TASK

- ▶ Make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes and other topics related to their everyday lives. They should be able to answer questions such as: *What time do you get up on Saturday? What do you do on Saturday afternoon?*
- ▶ Simple answers of a phrase or one or two short sentences are all that is required.
- ▶ Questions will normally be in the present tense but candidates should also be prepared to use the past and present perfect tenses and *going to*, and to answer questions about, for example, what they did yesterday or are going to do at the weekend.

ASSESSMENT

- ▶ This part tests understanding and responding to personal questions.

A2 Flyers Speaking

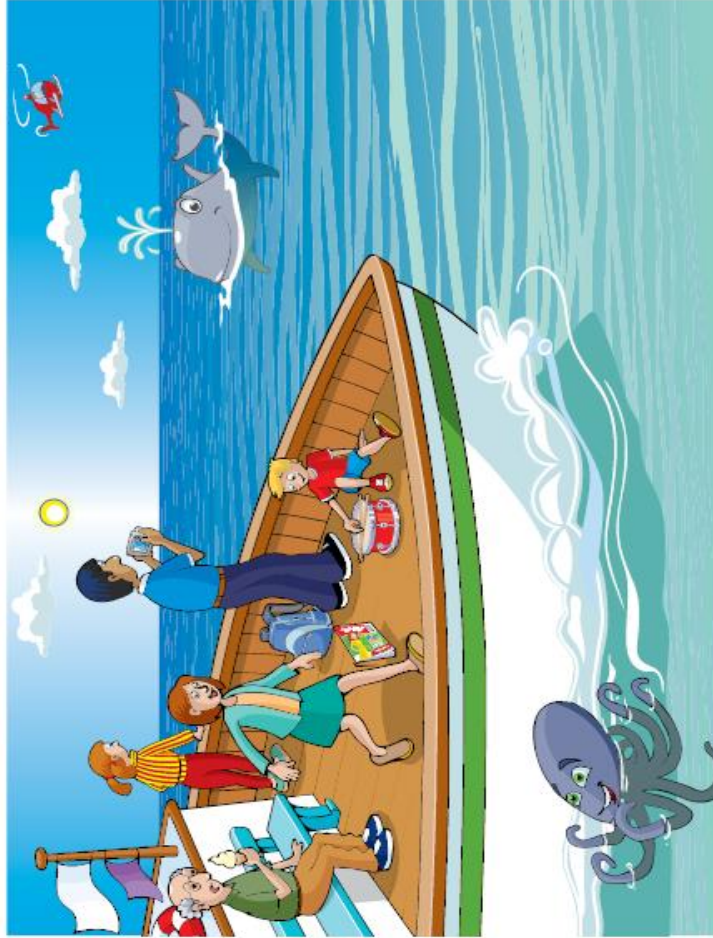
Summary of procedures

The usher introduces the child to the examiner.

1. The examiner greets the candidate and asks for name, surname and age.
2. The examiner demonstrates what is required and shows the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different, e.g. (examiner) 'In my picture, the helicopter's on the left.' (candidate) 'In my picture, it's on the right.'
3. The examiner shows the child the candidate's copy of the Information Exchange. The examiner first asks the child questions about a person, place or object, related to the information the child has, e.g. 'What's the name of George's castle?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Grace's castle?' and the examiner answers.
4. The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story, e.g. 'These pictures tell a story. It's called "Grandma's busy day". Just look at the pictures first. (Pause) Paul's parents are going out for the day. Paul is going to spend the day with Grandma. Paul's mum is saying, "Be good and don't make Grandma tired!"' The examiner then asks the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.
5. The examiner asks the candidate 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?'

Speaking Part 1

A2 Flyers Speaking



TEST ONE

A2 FLYERS SPEAKING. Find the Differences – Candidate's copy

Speaking Part 2

A2 Flyers Speaking



Grace's castle

Where / castle	?
Name	?
Who lives	?
How old	?
Interesting	?



George's castle

Where / castle	mountain
Name	Black Castle
Who lives	queen
How old	500 years
Interesting	yes

TEST ONE

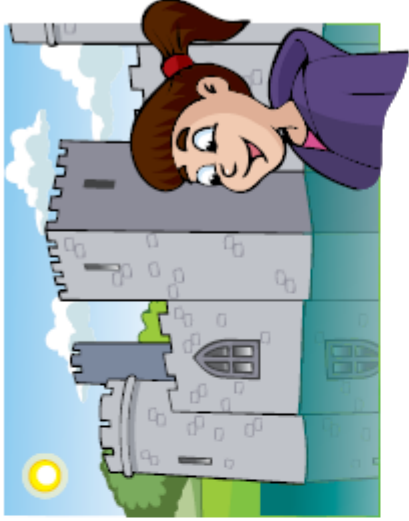
A2 FLYERS SPEAKING. Information Exchange – Candidate's copy

Speaking Part 3



George's castle

Where / castle	?
Name	?
Who lives	?
How old	?
Interesting	?



Grace's castle

Where / castle	forest
Name	Silver Castle
Who lives	artist
How old	1000 years
Interesting	no

A2 FLYERS SPEAKING. Information Exchange – Examiner's copy

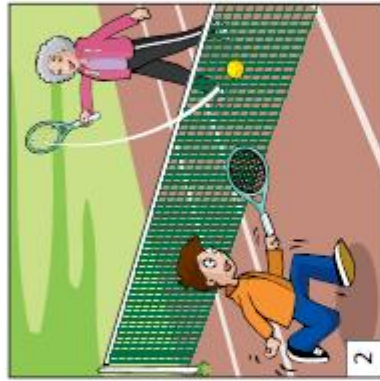
TEST ONE

Speaking Part 4

Grandma's busy day



Paul
Grandma



A2 FLYERS SPEAKING. Picture Story

TEST ONE TEST ONE

Annex C. A2 Flyers Test Rubrics.

A2 Flyers			
	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/ Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> • Uses a range of vocabulary to deal with all test tasks. • Uses a range of simple structures and, although there are some mistakes, meaning is clear. • Responds at word, phrase or longer utterance level. • Can join ideas with a range of simple linkers (e.g. <i>and, but, when, then, because</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible. • Has some control of stress and intonation at both word and longer utterance levels. 	<ul style="list-style-type: none"> • Responds appropriately to all instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Responds promptly with only natural hesitation and pausing.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most 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, when, then</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible. • Has limited control of word stress and intonation. 	<ul style="list-style-type: none"> • Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with some test tasks. • Attempts some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce longer utterances. • Can join ideas with a few simple linkers (e.g. <i>and</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Responds appropriately to some instructions, questions and visual prompts with some support. • May attempt to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
0	Performance does not satisfy the Band 1 descriptor.		
Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.			

Annex D. Application of oral exam Cambridge A2 Flyers speaking section.

Application of oral exam A2 flyers



Annex E. Data obtained from pre-test and post-test application

ID	GROUP	PARALLEL	Vocabulary & Grammar			Pronunciation			Interaction			A1 Movers General		
			Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences
1	Experimental	E	3	4	1	2	3	1	1	3	2	6	10	4
2	Experimental	E	3	5	2	2	4	2	0	4	4	5	13	8
3	Experimental	E	2	4	2	2	3	1	1	3	2	5	10	5
4	Experimental	E	2	3	1	2	2	0	1	2	1	5	7	2
5	Experimental	E	1	2	1	1	3	2	0	3	3	2	8	6
6	Experimental	E	1	4	3	1	3	2	0	2	2	2	9	7
7	Experimental	E	1	3	2	0	2	2	1	2	1	2	7	5
8	Experimental	E	4	4	0	2	4	2	3	3	0	9	11	2
9	Experimental	E	4	4	0	2	3	1	3	2	-1	9	9	0
10	Experimental	E	3	3	0	2	3	1	1	3	2	6	9	3
11	Experimental	E	2	3	1	1	3	2	1	2	1	4	8	4
12	Experimental	E	3	4	1	2	4	2	2	3	1	7	11	4
13	Experimental	E	3	4	1	3	3	0	2	4	2	8	11	3
14	Experimental	E	4	5	1	3	5	2	2	4	2	9	14	5
15	Experimental	E	4	5	1	5	4	-1	3	5	2	12	14	2
16	Experimental	E	0	2	2	0	3	3	0	2	2	0	7	7
17	Experimental	E	2	4	2	2	3	1	1	4	3	5	11	6
18	Experimental	E	3	3	0	2	3	1	2	4	2	7	10	3
19	Experimental	E	3	5	2	3	5	2	2	5	3	8	15	7
20	Experimental	E	4	4	0	2	3	1	1	3	2	7	10	3
21	Experimental	E	3	3	0	2	3	1	1	2	1	6	8	2
22	Experimental	E	0	4	4	0	3	3	0	4	4	0	11	11

ID	GROUP	PARALLEL	Vocabulary & Grammar			Pronunciation			Interaction			A1 Movers General		
			Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences
23	Experimental	E	2	3	1	1	3	2	1	3	2	4	9	5
24	Experimental	E	2	5	3	2	4	2	2	4	2	6	13	7
25	Experimental	E	2	3	1	2	2	0	1	3	2	5	8	3
26	Experimental	E	3	4	1	2	3	1	1	3	2	6	10	4
27	Experimental	E	3	3	0	3	3	0	2	2	0	8	8	0
28	Experimental	E	3	5	2	2	4	2	1	4	3	6	13	7
29	Experimental	E	2	4	2	2	3	1	1	3	2	5	10	5
30	Experimental	E	3	4	1	2	4	2	2	3	1	7	11	4
31	Experimental	E	1	4	3	1	3	2	0	3	3	2	10	8
32	Experimental	E	2	3	1	1	2	1	1	3	2	4	8	4
33	Experimental	E	3	4	1	1	3	2	2	3	1	6	10	4
34	Experimental	E	3	4	1	1	3	2	2	3	1	6	10	4
35	Experimental	E	1	1	0	0	1	1	1	1	0	2	3	1
36	Experimental	E	2	3	1	1	4	3	2	3	1	5	10	5
37	Experimental	E	3	4	1	2	3	1	2	4	2	7	11	4
38	Experimental	E	1	3	2	0	3	3	1	4	3	2	10	8
39	Experimental	E	4	5	1	4	4	0	1	4	3	9	13	4
40	Experimental	E	3	4	1	2	3	1	2	4	2	7	11	4
1	Control	D	1	3	2	2	2	0	1	2	1	4	7	3
2	Control	D	3	2	-1	2	1	-1	1	1	0	6	4	-2
3	Control	D	2	3	1	1	2	1	2	1	-1	5	6	1
4	Control	D	5	5	0	4	4	0	4	3	-1	13	12	-1
5	Control	D	2	3	1	1	1	0	1	2	1	4	6	2

ID	GROUP	PARALLEL	Vocabulary & Grammar			Pronunciation			Interaction			A1 Movers General		
			Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences
6	Control	D	4	4	0	4	3	-1	3	3	0	11	10	-1
7	Control	D	2	2	0	1	1	0	0	1	1	3	4	1
8	Control	D	3	3	0	2	3	1	1	2	1	6	8	2
9	Control	D	4	3	-1	3	3	0	3	2	-1	10	8	-2
10	Control	D	4	4	0	3	3	0	3	3	0	10	10	0
11	Control	D	1	2	1	1	1	0	0	1	1	2	4	2
12	Control	D	3	3	0	3	3	0	2	2	0	8	8	0
13	Control	D	2	4	2	1	3	2	1	2	1	4	9	5
14	Control	D	2	3	1	1	2	1	2	3	1	5	8	3
15	Control	D	3	3	0	2	3	1	1	2	1	6	8	2
16	Control	D	2	3	1	1	2	1	1	2	1	4	7	3
17	Control	D	3	2	-1	1	1	0	2	2	0	6	5	-1
18	Control	D	2	3	1	1	3	2	1	2	1	4	8	4
19	Control	D	3	3	0	1	2	1	0	2	2	4	7	3
20	Control	D	4	3	-1	3	3	0	4	2	-2	11	8	-3
21	Control	D	2	3	1	1	1	0	0	1	1	3	5	2
22	Control	D	2	3	1	1	2	1	0	2	2	3	7	4
23	Control	D	2	3	1	1	2	1	0	1	1	3	6	3
24	Control	D	2	3	1	1	2	1	0	1	1	3	6	3
25	Control	D	3	4	1	2	3	1	1	3	2	6	10	4
26	Control	D	3	3	0	2	2	0	1	3	2	6	8	2
27	Control	D	2	2	0	1	2	1	0	2	2	3	6	3
28	Control	D	3	2	-1	2	1	-1	1	2	1	6	5	-1

ID	GROUP	PARALLEL	Vocabulary & Grammar			Pronunciation			Interaction			A1 Movers General		
			Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences
29	Control	D	2	3	1	1	2	1	1	2	1	4	7	3
30	Control	D	1	2	1	0	1	1	0	1	1	1	4	3
31	Control	D	3	3	0	3	3	0	0	2	2	6	8	2
32	Control	D	3	2	-1	1	2	1	1	2	1	5	6	1
33	Control	D	4	3	-1	5	2	-3	4	3	-1	13	8	-5
34	Control	D	2	3	1	1	3	2	1	2	1	4	8	4
35	Control	D	5	4	-1	4	2	-2	4	2	-2	13	8	-5
36	Control	D	4	4	0	4	2	-2	3	3	0	11	9	-2
37	Control	D	2	3	1	1	2	1	1	1	0	4	6	2
38	Control	D	1	3	2	2	2	0	1	2	1	4	7	3
39	Control	D	2	3	1	1	1	0	1	1	0	4	5	1
40	Control	D	2	2	0	1	1	0	1	1	0	4	4	0
41	Control	D	1	1	0	1	1	0	2	1	-1	4	3	-1

Annex F. The t distribution table.

Table A.5 The t distribution table.

The entries in this table give the critical values of t for the specified number of degrees of freedom and areas in the right tail.



df	Area in the right tail under the t distribution curve					
	0.10	0.05	0.025	0.01	0.005	0.001
1	3.078	6.314	12.706	31.821	63.657	318.309
2	1.886	2.920	4.303	6.965	9.925	22.327
3	1.638	2.353	3.182	4.541	5.841	10.215
4	1.533	2.132	2.776	3.747	4.604	7.173
5	1.476	2.015	2.571	3.365	4.032	5.893
6	1.440	1.943	2.447	3.143	3.707	5.208
7	1.415	1.895	2.365	2.998	3.499	4.785
8	1.397	1.860	2.306	2.896	3.355	4.501
9	1.383	1.833	2.262	2.821	3.250	4.297
10	1.372	1.812	2.228	2.764	3.169	4.144
11	1.363	1.796	2.201	2.718	3.106	4.025
12	1.356	1.782	2.179	2.681	3.055	3.930
13	1.350	1.771	2.160	2.650	3.012	3.852
14	1.345	1.761	2.145	2.624	2.977	3.787
15	1.341	1.753	2.131	2.602	2.947	3.733
16	1.337	1.746	2.120	2.583	2.921	3.686
17	1.333	1.740	2.110	2.567	2.898	3.646
18	1.330	1.734	2.101	2.552	2.878	3.610
19	1.328	1.729	2.093	2.539	2.861	3.579
20	1.325	1.725	2.086	2.528	2.845	3.552
21	1.323	1.721	2.080	2.518	2.831	3.527
22	1.321	1.717	2.074	2.508	2.819	3.505
23	1.319	1.714	2.069	2.500	2.807	3.485
24	1.318	1.711	2.064	2.492	2.797	3.467
25	1.316	1.708	2.060	2.485	2.787	3.450
26	1.315	1.706	2.056	2.479	2.779	3.435
27	1.314	1.703	2.052	2.473	2.771	3.421
28	1.313	1.701	2.048	2.467	2.763	3.408
29	1.311	1.699	2.045	2.462	2.756	3.396
30	1.310	1.697	2.042	2.457	2.750	3.385
31	1.309	1.696	2.040	2.453	2.744	3.375
32	1.309	1.694	2.037	2.449	2.738	3.365
33	1.308	1.692	2.035	2.445	2.733	3.356
34	1.307	1.691	2.032	2.441	2.728	3.348
35	1.306	1.690	2.030	2.438	2.724	3.340

36	1.306	1.688	2.028	2.434	2.719	3.333
37	1.305	1.687	2.026	2.431	2.715	3.326
38	1.304	1.686	2.024	2.429	2.712	3.319
39	1.304	1.685	2.023	2.426	2.708	3.313
40	1.303	1.684	2.021	2.423	2.704	3.307
41	1.303	1.683	2.020	2.421	2.701	3.301
42	1.302	1.682	2.018	2.418	2.698	3.296
43	1.302	1.681	2.017	2.416	2.695	3.291
44	1.301	1.680	2.015	2.414	2.692	3.286
45	1.301	1.679	2.014	2.412	2.690	3.281
46	1.300	1.679	2.013	2.410	2.687	3.277
47	1.300	1.678	2.012	2.408	2.685	3.273
48	1.299	1.677	2.011	2.407	2.682	3.269
49	1.299	1.677	2.010	2.405	2.680	3.265
50	1.299	1.676	2.009	2.403	2.678	3.261
51	1.298	1.675	2.008	2.402	2.676	3.258
52	1.298	1.675	2.007	2.400	2.674	3.255
53	1.298	1.674	2.006	2.399	2.672	3.251
54	1.297	1.674	2.005	2.397	2.670	3.248
55	1.297	1.673	2.004	2.396	2.668	3.245
56	1.297	1.673	2.003	2.395	2.667	3.242
57	1.297	1.672	2.002	2.394	2.665	3.239
58	1.296	1.672	2.002	2.392	2.663	3.237
59	1.296	1.671	2.001	2.391	2.662	3.234
60	1.296	1.671	2.000	2.390	2.660	3.232
61	1.296	1.670	2.000	2.389	2.659	3.229
62	1.295	1.670	1.999	2.388	2.657	3.227
63	1.295	1.669	1.998	2.387	2.656	3.225
64	1.295	1.669	1.998	2.386	2.655	3.223
65	1.295	1.669	1.997	2.385	2.654	3.220
66	1.295	1.668	1.997	2.384	2.652	3.218
67	1.294	1.668	1.996	2.383	2.651	3.216
68	1.294	1.668	1.995	2.382	2.650	3.214
69	1.294	1.667	1.995	2.382	2.649	3.213
70	1.294	1.667	1.994	2.381	2.648	3.211
71	1.294	1.667	1.994	2.380	2.647	3.209
72	1.293	1.666	1.993	2.379	2.646	3.207
73	1.293	1.666	1.993	2.379	2.645	3.206
74	1.293	1.666	1.993	2.378	2.644	3.204
75	1.293	1.665	1.992	2.377	2.643	3.202
∞	1.282	1.645	1.960	2.326	2.576	3.090

Source: Gupta et al., (2020, pp. 966-967).