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**TOTAL PARTICIPATION TECHNIQUES (TPT) FOR THE ORAL  
COMMUNICATION SKILLS DEVELOPMENT**

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INNOVATIVE PEDAGOGIES, TEACHING METHODS

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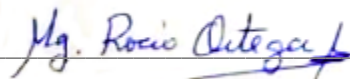
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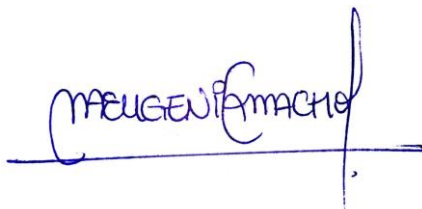
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Finally, my sincere appreciation to the community at Unidad Educativa Santo Tomás Apóstol Riobamba, for the facility given to conduct this research at the institution.

## **DEDICATION**

To my family, for being supportive and understanding along the way to pursuing my goal.

To my parents, for inspiring me to always continue learning.

## RESUMEN

En la era moderna, hablar inglés se considera un medio de comunicación básico entre culturas y una herramienta fundamental para prosperar en el siglo XXI. La falta de habilidades eficientes de comunicación oral en inglés en estudiantes ecuatorianos es una preocupación general, por lo que esta investigación exploró la efectividad de Total Participation Techniques, para el desarrollo de destrezas de comunicación oral en estudiantes adultos jóvenes. Si bien el Enfoque Comunicativo es comúnmente aplicado en las instituciones educativas del país, no se ha investigado profundamente sobre el uso de estrategias que involucren cognitivamente a los alumnos en el proceso de aprendizaje, especialmente en aulas numerosas y de nivel mixto, con el uso de habilidades de pensamiento de orden superior. Para abordar la ineficaz competencia oral en los estudiantes, este estudio diseñó un manual de aplicación de cinco Técnicas de Participación Total, con alumnos de Tercero de Bachillerato del Colegio Santo Tomás Apóstol Riobamba. Se utilizó un diseño cuasi-experimental de series temporales interrumpidas y se recolectaron datos a través de un pretest/postest aplicados a un grupo control y experimental, observación directa durante las actividades en el aula, una rúbrica de evaluación aplicada para una presentación oral final y un cuestionario administrado a los estudiantes, para identificar su percepción en torno al beneficio del uso de la estrategia, en el desarrollo de la competencia oral. Los resultados evidencian una mejora general en la habilidad comunicativa de los alumnos, pero sobre todo en las destrezas de fluidez y variedad de vocabulario, elementos clave para progresar en el aprendizaje del idioma. Durante las actividades en el aula, los alumnos demostraron un incremento progresivo de la confianza en sí mismos con una participación activa y espontánea. El uso de habilidades de pensamiento de orden superior, tomando en cuenta las necesidades e intereses de los alumnos, los mantuvo interesados, reflejando gradualmente un aprendizaje significativo en actividades posteriores.

Palabras clave: comunicación oral, Total Participation Techniques, fluidez, destrezas de pensamiento de orden superior, autoconfianza

## ABSTRACT

In the modern era, English is considered a basic means of communication across cultures, and a fundamental tool to thrive in the 21<sup>st</sup> Century. The lack of efficient English speaking skills in Ecuadorians is a public concern, thus this research explored the effectiveness of Total Participation Techniques for oral communication skills development, in young adult learners. Granting that the Communicative Approach is commonly applied in schools across the country, the use of strategies that cognitively engage learners in the learning process, especially in large mixed-level classrooms, and through the use of higher-order thinking skills has not been profoundly investigated. To tackle the inefficient competence in learners, this study designed a handbook of the implementation of five Total Participation Techniques with students of Third Baccalaureate at Santo Tomás Apóstol Riobamba School. A quasi-experimental interrupted time series design was used, and data were collected through a pretest/posttest applied to a control and experimental group, direct observation during classroom activities, an evaluation rubric applied for a final oral presentation, and a questionnaire administered to identify learner's perception towards the benefit of the use of the strategy, in the speaking skills development. The findings evidence improvement in the students' overall speaking ability, mostly in the fluency and range skills, key elements to advance in language learning. During classroom activities, students demonstrated progressive growth in self-confidence with active and spontaneous participation. The usage of higher-order thinking skills considering learners' needs and interests, kept them engaged, and gradually reflecting meaningful learning in further activities.

**Keywords:** oral communication, Total Participation Techniques, fluency, higher-order thinking skills, self-confidence

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## INTRODUCTION

As reported by Education First's English Proficiency Index (EPI): The world's largest ranking of countries and regions by English skills (2020), Ecuador is ranked 93 out of the 100 countries tested in the language. Moreover, it is defined as the country with the lowest score in Latin America (p. 10). Being our country characterized as one with very low English proficiency, certainly confirms the necessity to examine the issues that are keeping Ecuador's English Education from thriving.

With the interest of helping improve Ecuadorian's abilities in the English language, efforts have been made to update Ecuador's English Curriculum starting with a first initiative in 1992 with the CRADLE project, when English was first considered as part of the Ecuadorian's Educational Curriculum, to the third and current curriculum. However, regardless of the modifications it has undergone, as reported by EF's English Proficiency Index (2020), the English proficiency level of Ecuador remains unchanged.

In the context of Riobamba, a city that even not small is definitely not as developed as other larger cities of the country, the low English proficiency issue is remarkably evident. A reason behind this reality is that most of the schools in the urban and rural areas are public or semipublic, and being those the ones accessed by most children and teenagers, have become overcrowded spaces where learning a foreign language constitutes a serious challenge.

Krashen and Terrell (1988) in *The natural approach: language acquisition in the classroom* state that, whilst language acquisition refers to the natural process of learning in a subconscious level within a motivating environment, where English Language Learners (ELLs) play an active role, the traditional language learning concept is more related to a structured way of teaching a foreign language. On the latter, learners are required to understand the rules to further apply them in controlled designed activities, as it is commonly done in public and semipublic Ecuadorian classrooms.

The underlying reason of the general application of this approach is due not only to the large class environment previously outlined, but is also derived from the lack of preparedness that numerous Ecuadorian English teachers count on, regarding the implementation of suitable classroom methodologies in accordance to a particular context. Additionally, the EPI's low English proficiency level report of Ecuador is general, thus it includes learners and

instructors as well. From these implications, the result is learners unable to perform in real English communicative events.

Finding a solution to reduce the number of students per class or to adapt different classroom physical environments is unrealistic. Therefore, this research proposes to find an alternative that help English Language Learners to develop better oral communication skills within large and mixed-level classrooms, where taking part of organized activities that foster participation are limited for students of the public and semipublic Ecuadorian educational institutions.

According to Byrne (1986), “Oral communication is a two-way process between the speaker and the listener and involves the productive skill of speaking and the receptive skill of understanding” (n.n.). Then, it becomes clear that oral communication skills do not only involve developing speaking abilities but also require improving listening abilities in the same way. In that sense, the methods required for this purpose are the ones related to the Communicative Approach, as those prove to enhance the development of communicative skills.

Among the techniques within the Communicative Language Teaching Method that seek to support learning through natural strategies, are the *Total Participation Techniques* that are meant to be implemented with the greater aim of providing “ways to actively and cognitively engage students in the learning process,” Himmele P. and W. (2011), through the use of higher-order thinking skills (HOTs). As the authors state, classroom participation is important to awaken and maintain student’s motivation through the process of learning. Moreover, it “allows all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied” (p. 7). Although motivation leads to students’ involvement in the learning process, it does not reduce to only keeping learners engaged.

Enthusiasm towards learning and especially learning a foreign language is a challenge that most English teachers face on a daily basis. In accordance to the findings of a study research carried out in 2014 by Waninge, Dörnyei, and De Bot, motivation is capable of being modified, and although it could be perceived as individual to each learner, the study demonstrated that the “instances when all participants reacted in a similar manner were associated with powerful attractor states”.

Correspondingly, “to recognize these attractor states and identify the most frequent sources would be a helpful tool for teachers to enhance and maintain learners’ in-class motivation.” (p. 718). Therefore, to explore the possibilities to maintain the engagement at acceptable levels that learners are not only involved in the learning process but also feel confident enough to become active participants in the development of speaking skills in English, is what this research seeks to achieve.

### **The research Problem**

How often do public Ecuadorian English teachers step into a conference room, seminar, or training workshop, with the eagerness of discovering pragmatic alternative methods that help students to improve their speaking skills inside their numerous student classrooms? The answer is each time. From peer interaction and own experience onward those teacher training opportunities, the shared observations are that most of the methods and strategies advised seem not applicable in the settings of Ecuador’s public or semipublic classrooms.

To some extent, the strategies suggested in various teaching traineeships, demand the use of resources that are restricted to most public and semipublic environments, alike to the students. For instance, the use of electronic devices with individual and permanent internet connection, spacious classrooms that permit students’ quick rearrangement for specific tasks, and finally, immersive supplies, are means that are not available to teachers and students at all times.

Prior research generally confirms that working with large classrooms implies dealing with classes of about 30-40 students at the most, therefore the recommendation is for the use of diverse and combined methodologies that should be applied to help ELLs to develop oral language skills. Contrary to this assertion of having up to 40 students as a large class, the reality of public and semipublic Ecuadorian educational contexts indicates differently.

In Ecuador, a large high school classroom is regularly constituted of 45 to 50 students and more, a factor that added to other elements such as mixed-level learner’s proficiency in the language, insufficiently prepared teachers, and the varying individual motivation previously mentioned, are currently constraining ELLs to communicate effectively in the target language. By this means, the proposals offered up until now have failed to establish appropriate methods that clearly support English learners towards improving their oral

communication skills. Therefore, the statement of the problem is how to help English Language Learners to develop better oral communication skills?

### **Scientific Question**

Do Total Participation Techniques help to develop oral communication skills in young adult language learners?

### **General objective**

To determine the effectiveness of Total Participation Techniques in the development of oral communication skills in English Language Learners (ELLs).

### **Specific objectives**

1. To analyze scientific and theoretical bases, which are the references of the obstacles that English Language Learners face during the development of adequate oral communication skills.
2. To identify the most common problems that hinder learners from developing oral communication skills.
3. To evaluate the appropriate techniques that contribute to the development of oral communication skills.
4. To implement techniques for the improvement of the students' learning of speaking productive skills.

### **Methodology**

The present is a mixed method research design with the use of both quantitative and qualitative methods in a single study, that according to Creswell & Plano Clark (2011) lead to a better understanding of the research problem, as cited in Creswell (2012). It is a socio-educational action research defined as a quasi-experiment, which described by Creswell in "*Educational Research*" (2012), "are experimental situations wherein the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment." (p. 309). For that reason, the subjects of this study are the students of one of the Third Years of Baccalaureate classes at Unidad Educativa Santo

Tomás Apóstol Riobamba, divided into two non-randomly assigned focus groups that will function as the control and the experimental group, for data collection purposes. Both groups will experience the application of pretest-posttest instruments.

During the intervention phase, the two groups will be evaluated using a speaking A2 rubric, according to the Common European Framework of Reference (CEFR) standards. As to measure progress, one technique will be applied each week, for a period of five weeks. The techniques and its implementation are described in detail in the Methodological Proposal of this study included in Chapter II, as well as the qualitative and quantitative aspects considered for the outcomes, that will allow to observe that the general objective of achieving a substantial improvement in the development of oral communication skills is met.

### **Research Justification**

Regardless of the efforts made over time to improve the Ecuadorian English Curriculum, in order to provide learners with a set of language skills that allows them to communicate competently in real events, it has not been possible to observe effective results up to the date.

ELLs under situations where spoken language is required to be produced and understood experience severe communication issues, therefore they often find themselves limited to confidently speak in a communicative situation and similarly are bounded to acquire any possible further knowledge from such interaction.

The insufficient development of oral communication skills in learners, who have long been learning English as a Foreign Language, reflects a reality upon a series of constraining factors that public and semipublic educational system of Ecuador continuously face, such as large classrooms, unprepared teachers, ineffective methodologies and mixed ability classes. Due to these issues, learners count on quite rare opportunities to practice the oral language.

Based on this antecedent, the present work is specifically concerned with applying suitable methods to develop better oral communication skills by implementing Total Participation Techniques.

## **CHAPTER I. STATE OF ART AND PRACTICE**

The dynamic methodically considered for the development of the state of art and practice of this work, has to do with the two variables defined in this study. It describes from a broader perspective, the need of developing oral communication skills, which are an essential life tool for the current generations in the modern era, through the appropriate methodological approaches and methods to be used for this purpose, onto the narrative of Total Participation Techniques, as an alternative strategy to enhance those skills.

### **1.1 Developing 21<sup>st</sup> Century Skills in English Language Learners**

In 2008, the Partnership for 21st Century Skills launched a research and policy guide in which the importance to develop 21<sup>st</sup> century skills in the population as a whole is highlighted, remarking that at this time the demand in all job fields is of “more educated workers with the ability to respond flexibly to complex problems, communicate effectively, manage information, work in teams, and produce new knowledge.” (pag. 6). Competitiveness, creativity and innovation seem to be the words that outline the description of what the modern era expects from all subjects in all areas, hence the increased interest of incorporating this century’s skills into education.

The increased focus on preparing students to face the challenges of a modern changing world is aligned to the learning goals of this era as well, therefore the need to train aside from students, also teachers. For this purpose, a framework of two main components was created in 2007, as to emphasize on students outcomes and support systems. The first components included in the “*Framework for 21st Century Learning*” are life and career skills, learning and innovation skills, information, media and technology skills, and the key subjects, whereas the second component comprises curriculum, assessment, professional development, and the learning environment.

Learning, Literacy and Life skills are the three fundamental abilities each individual needs to thrive in the 21<sup>st</sup> century. Young generations of this era, particularly require essential tools to progress in the present for their future. Then, being lined up with the demands of a more technologically advanced and globalized world is a necessity that cannot be ignored.

Known as universal needs, a set of subcategory skills appears as the cornerstone to cultivate the three aforementioned fundamental abilities. Learning and Life skills demand focusing on the development of soft skills such as Critical Thinking, Creativity, Collaboration, and Communication, as described in Figure 1, among other important ones. The four C's are valued significant as learning skills, for those allow learners to originate mental processes required to adapt and improve upon a modern work environment, while the life skills behold the intangible elements of a learner's everyday life (Stauffer, 2020).

## The Four C's of 21st Century Learning

Most important skills required for 21<sup>st</sup> century education

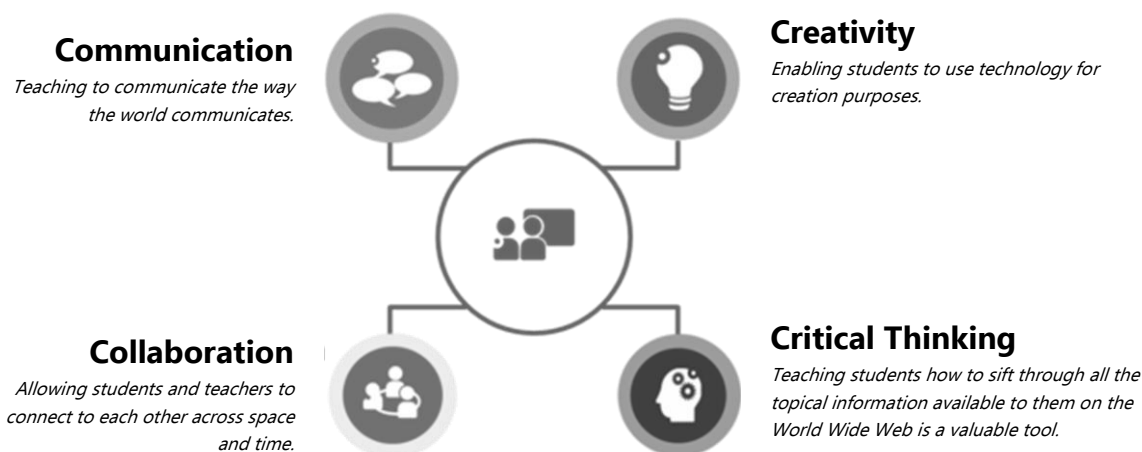


Fig 1. The Four C's of 21<sup>st</sup> Century Learning. Adapted by Alcatel-Lucent Enterprise. Published by ICON Voice Networks on Twitter. (2017).

Addressing life skills with parallel level of significance to learning skills, reflects the necessity to prepare integral human beings, able to interrelate effectively within the society, as well as helping to develop the ability to acquire and produce knowledge. These immaterial assets empower individuals both with personal and professional traits.

To improve learner's communicative skills through nourishing creative-critical minds, that are able to work and interact with peers around them and across borders, is an endeavor that all educators should try to make, thus to prepare learners to face the challenges that today's world places upon them.

Supporting learners to develop communicative abilities is worth putting into effect as stated by Jacobson-Lundeberg (2016), “Communication skills lead into the more sophisticated, complicated soft skills of critical thinking, problem solving, stress management, and risk taking. Communication is powerful: language holds immense power in the development of successful human relations.” (p. 87) Nevertheless, enhancing communicative abilities in the native language of a learner is certainly a different process to improving those abilities in a foreign language, and is even more noticeable when the process involves Spanish and English, as the two languages are structurally and phonetically substantially dissimilar.

### **English as a Global Language**

The World Economic Forum reported in 2016 that approximately a quarter of the global population speaks English, and that from this number, a billion of people speak it as a second language (Global Agenda section). To be able to master English as a second language instantaneously offers advantage in the globalized world we live in, an advantage that is even greater as it currently constitutes a means of communication across borders.

Several studies agree that English is a primary tool in our time, therefore the need to learn it. Literature of science and technology are generally written in this language, alike other fields such as business and economy that are widely dominated by English speakers. An example of this reality is stated in Elsevier (n.d.) “if scientists weren’t multilingual, they would miss out on other’s discoveries.” (par.8), as unfair this circumstance may seem to native speakers of other languages, the reality is that it signifies more benefits than disadvantages.

In the book “*Approaches and Methods in Language Teaching*” by Richards & Rodgers, they describe English as the language that most people want to learn. Therefore, the necessity to develop linguistic skills required to dominate this foreign language is displayed in the affirmative decision that several governments have undertaken, to include English as a Second or Foreign Language in their educational national curriculum.

## **English in the Ecuadorian National Curriculum**

In Ecuador, English became a compulsory subject with the launch of a project named CRADDLE (Curriculum Reform Aimed at the Development of the Learning of English) in 1992. As described in the British Council report “English in Ecuador” (2015), the project aimed that students developed the four core skills in the language by the means of textbooks adapted to the Ecuadorian context, and teachers at the same time obtained technical assistance (p. 20). Sixteen years later in a new attempt to improve the ability in the English language, the Ministry of Education strived to update the national curriculum, which is still operative.

The new initiative introduced in 2016 established a group of principles meant to boost the country’s proficiency English level, which until that moment demonstrated not to have improved despite the efforts made to give significance to English learning in schools, high schools and university. Some of the most outstanding points included in the above-mentioned report are:

“Targets for functional competence aligned with the Common European Framework of Reference for Languages (CEFR).

New evaluation parameters for newly qualified English teachers.

Continuous professional development for existing English teachers.

Travel-study options for English teachers.

Scholarships for students to study at universities abroad that teach in English.”

Regardless the precision in the intention to offer an improved English language education, evidence presented later in this study, proves that improvements toward the development of language abilities among Ecuadorians are minor. One of the main concerns teachers, and ELLs presently have is whether the students are prepared to face up with education in a foreign English speaking country. Being this one of the most important benefits comprised in the latest national curriculum at acquiring the language, numerous ELLs are motivated toward accomplishing this goal. Nevertheless, data

indicates that a large number of students have not been able to take advantage of that offer, as they do not comply with the B2 minimum level required that the CEFR establishes.

The interest of Ecuadorian students to study abroad, among other traveling interests has increased lately. Ureña (2014), in the abstract of her study clearly states, that in the case of having the desire to study in a foreign university, that is “either located in English speaking countries or use English as a medium of instruction, high school graduates need a high level of English language proficiency.” Therefore the need to help students develop their English communication skills.

## **1.2 The Necessity of Improved Oral Communication Skills**

Despite the undeniable importance of developing speaking competence in ELLs, as “it is now widely accepted that it should be the basis of the teaching practice”, this skill is often left unattended in second language teaching along with the listening skill, given that it constitutes a real challenge to the teacher. (Sim M., & Pop A., 2016). Perhaps the cause behind this fact as stated by the authors is that curricula centers the attention in the English grammar rules, reading and vocabulary above the communicative competence. Teachers frequently feel stressed to observe the prominent gaps in speaking levels of their learners and may consider that it is barrier to help them improve oral communication skills without analyzing that this ability is affected by other factors later mentioned in this research.

Verbal communication happens when all parts are able to rely on sufficient oral skills, hence the vital need to help learners to develop them. The manner in which oral communication happens, explained by Byrne (1986) in a previous citation shared in this study, demonstrate that English speakers need to count upon both productive and receptive oral abilities, which are used in spaces where they can interact with others. In the case of high school English learners, the classroom becomes the adequate space for such interactions.

According to Rao (2019), ESL/EFL learners should take advantage insofar as possible, of the opportunities to participate in classrooms activities to enhance their

communication skills. He adds, that the more interest and enthusiasm is displayed during the process, the more efficiently skills are developed.

Nunan (1992) describes this classroom interaction, where the learners are able to share and listen to other student's participation and testimony, as another of the critical characteristics of the language learning process. The latter considers that with the implementation of a collaborative educational paradigm that is specifically concerned with context, ELLs find benefit on being able to express themselves (n.n). By providing similar relevance to collaborative work, Bandura (1977) claims that with the proper provision of model, students who tend to accomplish less than the rest within the group, are more willing to work cooperatively and consequently develop higher-order thinking skills (n.n.)

The mentioned statements prove the unavoidable necessity to facilitate the path for ELLs to practice the oral language, especially for those who lack enough opportunity to interact in large classroom settings. Today's students as Nissim et al. (2016) strongly emphasize, are "no longer to be seen as passive receptacles for knowledge, but instead as active participants in the construction of knowledge" (p. 29). With this characterization in mind, learners need to have at disposal the appropriate materials and direction that motivate them to become active participants of the speaking skills practice.

### **Moving Out of Low English Proficiency Levels**

If literature distinctly establishes the routes teachers should follow to develop more competent communication skills in learners of a foreign language, the question is Why Ecuador's general English proficiency level does not advance? Distant from progressing, as EF's EPI demonstrates, the country has dropped from the 81<sup>st</sup> place held in 2019, among the 100 countries tested in the management of English language abilities, to the 93<sup>rd</sup> place this year.

In past years, Ecuador occupied higher places in this ranking, for instance, in 2016 the country ranked 9 out of 14 countries in the Latin American region. Although this figure shows Ecuadorians are behind the rest of the world on this matter, the situation was not as serious as it is at present. A number of causes earlier established in this paper explain this reality, however, one critical reason is that most teachers have not yet been able to

implement innovative strategies and resources that are useful in our particular educational context, and therefore they do not count on the support they need to facilitate the speaking learning process more efficiently.

A number of factors as referred by the educational academics Dhanasobhon (2006), ONEC (2003), and Wiriyachitra (2002), such as teachers with insufficient teaching preparation, lack of enough English skills, combined with unenthusiastic students, large classrooms, teachers with numerous teaching hours per day, and lack of adequate infrastructure, are the most relevant aspects that are currently affecting negatively English language teaching and learning, generally in Ecuadorian public schools.

Other aspects mentioned in a study carried out by Sevy-Biloon, Recino, and Camila Munoz in 2020, called "*Factors Affecting English Language Teaching in Public Schools in Ecuador*", (citing Noom-ura, 2013), relate the difficulty for ELLs to learn English satisfactorily, to the fact that in the mentioned context it is challenging for them to connect with the language, and that they have limited opportunities to practicing the language outside the classroom.

Added to these aspects, according to Acosta and Cajas (2018), in Ecuador the method applied in accordance to the National Curriculum guidelines is the Communicative Language Teaching. At school, this approach is applied through the means of CLT or CLIL. In any case, as affirmed by the authors, the teaching reality within the classrooms seems to prove the utilization of more traditional and old-fashioned methods. Possibly, as the writers claim, focus on covering the contents of a textbook is often perceived as the main teaching objective rather than teaching learners to communicate. Furthermore, the content taught through the textbooks used is frequently contextualized in realities completely different to the Ecuadorian students' own context, adding to the problem more demotivation.

### **Improvement from the Basis with Communicative Language Teaching**

According to the British Council report of 2015, Ecuador's Ministry of Education encourages teachers to connect the classes' general and specific objectives with the methodology used for macro and micro planning. The purpose of it, as detailed in the National English Curriculum Guidelines (2012) is to "promote a communicative approach and the idea of language as a system for the expression and conveyance of meaning; and

primarily as a tool of interaction and communication; and the structure of language reflects its functional and communicative uses.” (p. 5).

English Language Teaching has a long history of approach testing, and methods carried out to find the most appropriate ones for language teaching, which unquestionably responded to each period’s learning demands (Richards & Rodgers, 2014). From past to present, several theories have emerged as a solution to tackle the issues in language learning, especially those related to teaching English to speakers of other languages (TESOL). In the path to developing more specific theories focused on the importance of helping learners to develop useful language, ELT replaced traditional and obsolete teaching styles, with new methods that do not demand memorization or repetition of English language grammar rules or any type of translation, which do not lead to the critical goal of language communication (Alghamdi, Y., et al., 2019, pg. 271).

This aforesaid vision resulted in the creation of more modern methods, aiming to stimulate the learner’s ability to effectively communicate in real-life situations (Richards & Rodgers, 2014; Wright, 2010). Numerous methods within three explicit instructional phases have been outlined along the history of English Language Teaching As explained by Alghamdi, Alghamdi & Alsolami, those methods include the Grammar-Translation Method, the Direct Method (also called the Natural Method), the Audio-Lingual Method, the Community Language Teaching Approach, and the Total Physical Response Approach, each of these methods that took part of a first method design phase, as Celce-Murcia asserts, were created in response to a previous unsuccessful method (2014). This unfruitful journey posed the necessity of advanced and effective methods that appeared on the second method phase.

With the purpose of solving to the learners’ necessity of better language communication skills, not only within the classroom setting, but in any kind of situation where English was required, the Communicative Approach emerged. Even though in the third phase, described also as the post-method era by Alghamdi, Alghamdi & Alsolami, academic discussion aroused towards identifying one better method above the others, the counter and final argument was that from the second instructional approaches and methods creation phase, the application of one approach or another depends mostly on the learners’ requirements, and the context where the learning process takes place. Consequently, this study identified the Communicative Language Teaching (CLT)

approach as the most advantageous to support the learners' urge to develop better oral communication skills.

For speaking development, Littlewood (2013) advises the implementation of the CLT, first to design a teacher's own form to apply her individual language-teaching model, and then to apply it to a particular context. A definition of CLT also stated by Littlewood (1981) remarks: "One of the most characteristic features of Communicative Language Teaching is that it pays systematic attention to functional as well as structural aspects of language." (Chapter 1.) Similar to Howatt's perspective (1984), (cited in Richards and Rodgers, 1986, p.66) that it is a "strong version of communicative teaching," and is the means to acquire language, he adds that it requires stimulation to develop the language structure, rather than simply activating what the learner already knows of the language.

The communicative method or CLT needs to be permanently adapted according to content and the context in where it is applied. Additionally, as Peña (2019) indicates in her analytical study about language teaching and development of linguistic competences with young adults, "language precision is to be judged within a setting where students interact among each other, therefore a deduction is made that this method is centered in the learner and is based on their experience." (p. 30). Consequently, it is important to bear in mind as the researcher recommends, that activities need to be orderly and specified in accordance to what is being taught and to integrate a varied offer that encircles the different students' learning styles, interests, specific needs and goals.

Ultimately, Richards and Rodgers (1986) sustain that by implementing the CLT method, students are able to acquire communicative competence (p. 66), hence the importance of the ongoing presence of communication in the classroom by the means of useful and specific instruction.

### **1.3 Issues that Hinder ELLs from Developing Speaking Skills**

Alghamdi, Yahya Ali, et al. (2019), in their "*English Language Teaching: Historical Overview, Current Issues and Suggestions for Enhancing Speaking Proficiency in EFL Contexts*" article, explain how important it is to give special attention to real language content, instead of focusing only on "abstract linguistic structures" presented in certain textbooks as those used in some Ecuadorian high schools .

The common expectation is for students to learn how to produce language by filling out grammar charts, listening to dialogues out of their own context, and then completing sentences with blank spaces. The authors therefore suggest that the methodology carried out by the teacher should be significant to the learners, in addition, it should be added that it must be connected to their reality, as to provide them with the tools to be able to communicate in real-life events. (p. 270-281).

As per trying to understand the reasons that may constitute barriers for the development of oral communication skills in the English classroom, when examining the relationship between ELLs' anxiety, self-confidence and oral performance, Park and Lee (2005) arrived to the conclusion that insecurity affects significantly on ELLs' oral performance.

From that discovery, they stated that if learners were more confident, they would have better oral performance. (p. 197). Consequently, in the pursuit to explain the necessity of supporting learners to develop better oral communication skills, it is vital to understand this phenomenon, thus when searching for the proper techniques to apply in class to increase student's participation, the teacher should seek for those that promote self-assurance.

The public Ecuadorian educational context is a particular one amongst the rest. On this account, the distinctive considerations that the authors mention should be taken into consideration, to accomplish the ultimate goal of helping learners to develop communicative competence.

#### **1.4 Developing Oral Communication Skills through TPTs**

The preceding analysis demonstrates the urge to provide strategies that suit both teachers and students within their own specific context and needs. Such strategies should rely on an adequate methodology as that of Total Participation Techniques (TPTs) which includes meaningful tasks and materials to promote students active class involvement.

William and Pérsida Himmele pursued years ago to create a suitable method that enhances the learning-teaching process firstly by engaging students in it and secondly by fostering the use of higher-order thinking skills, in order to stimulate students to become active learners, able to become critical thinkers, problems solvers, and innovators. In an

interview carried out by Education Week to the Himmele spouses in 2016, when asked about the reasons of creating the Total Participation Techniques, they cited Paulo Freire's words, explaining that teachers many times treat students as "listening objects", by discharging knowledge on them, and losing sight of their need to build their own learning. (par. 1).

According to Pérsida and William Himmele, the cost of not involving students cognitively in their educational process goes beyond class disengagement, as disinterest persists to translate into dropouts. As though the latest is not a common occurrence in the general Ecuadorian context, student-learning disengagement especially in English classes is high, and more frequent than expected.

A Total Participation Technique as described by the authors is "a teaching technique that allows a teacher to get evidence of active participation and cognitive commitment from all students at the same time," and that is a singular characteristic that makes it a complete method. On a podcast interview carried out by teacher Angela Watson in 2018, Pérsida Himmele stated, "calling on someone should be the last thing you do" in order to collect evidence of the learning.

To draw upon individual participation requests, is a practice that teachers often do, especially in large classroom settings where discipline needs to be controlled. Though it is not an erroneous practice according to Pérsida Himmele during her interview, it should not be the first option, for it allows the rest of the students to feel discharged from being active participants of the class, except for that one student who had been asked to answer. (Min 27'31'').

To find and determine ways for gathering data of students' learning, as the Himmeles' suggests, it is not necessary to apply a different technique in each class. The implementation of the techniques is a continuous process that requires training from both the students and the teacher to become familiar with these. Thereafter, those techniques that work with a specific class group in a particular context, and adapt each technique according to the content in order to apply it as often as necessary, until there is evidence that meaningful learning is happening through that method.

As reported by the authors, “the use of higher-order skills is what takes students beyond engagement. It ensures students are cognitively engaged” for they are aware of the own previous knowledge and the knowledge that is being acquired throughout the lesson. Higher-order thinking skills (HOTs) as explained by Watson (2019, par. 1), “distinguish critical thinking skills from low-order learning outcomes, such as those attained by rote memorization. Yee Mey Hong et al. (2011) affirm that observance of student’s use of critical thinking skills, along creative thinking skills are clear indicators of the manifestation of HOTs in the classroom.

HOTs, as outlined by Benjamin Bloom and his associates in the book *“Taxonomy of Educational Objectives: The Classification of Educational Goals”* (1956) include among a total of six categories, Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation, being the last three the higher cognitive ability elements in Bloom’s original Taxonomy, also classified in the upper pyramid section where higher-order thinking skills reside. This classification intended to provide support with discussion elements for curricular design and evaluation decision making, to all involved in the educational system, and fulfilled the requirements of the time in which it was created.

Further studies contended Bloom’s Taxonomy of 1956, indicating several limitations and weaknesses substantiated by educational and psychological developments carried out by the academic community, which aimed to create and publish a revision of Bloom’s first work, under the title *“A Taxonomy for Teaching, Learning, and Assessment”* in 2001.

The widely known “Revised Taxonomy”, according to Armstrong (2010), denotes mainly a dynamic change from the “educational objectives” conception, to a more exemplified description of cognitive processes through knowledge application in learning. This transformation, primarily done by means of the use of action words to replace the original nouns utilized by Bloom in 1956, are below explained in detail in Figure 2, the Revised Bloom’s Taxonomy.

# Bloom's Taxonomy

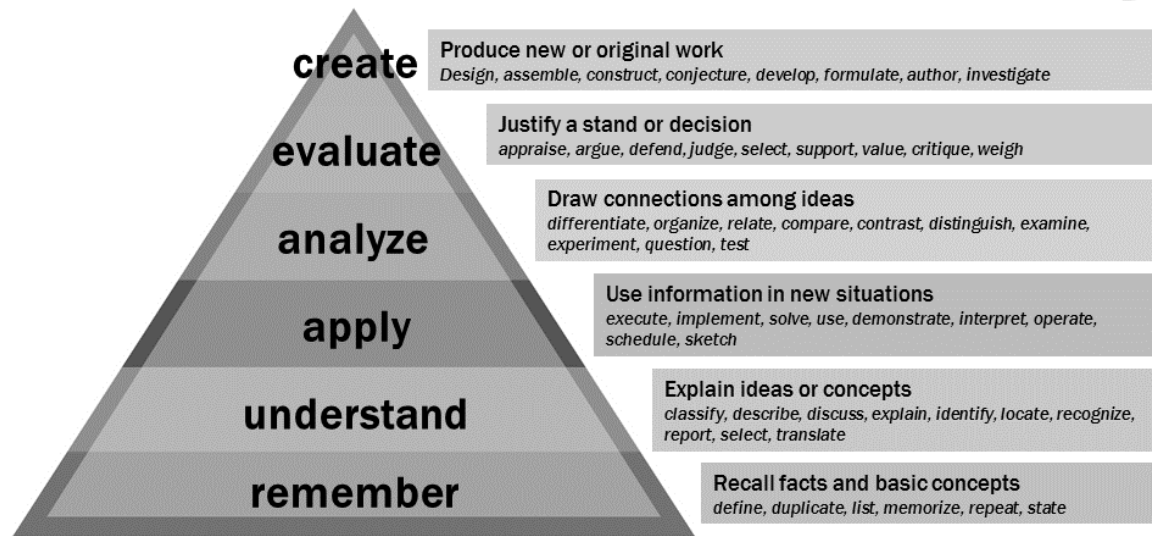


Fig 2. Bloom's adapted Revised Taxonomy. Armstrong, P. Vanderbilt University Center for Teaching. (2010).

Among the important reasons for applying Bloom's Taxonomy in education, the most crucial for this study is that of focusing on the learning objectives, which as described by Armstrong (2010), involves teachers and students' knowledge and understanding of the importance of the learning goals, thus their participation similarly contributes to the achievement of those objectives. Being aware of knowledge about cognition in general is what Pintrich (2002) defines as Metacognitive Knowledge, amplifying the concept of this process as also involving knowledge of one's own cognition, which ultimately reflects on the students' capacity "to perform better and learn more", as stated by this same author.

Prior research cited by Amer in the article "Reflections on Bloom's Revised Taxonomy" published in 2006, suggests that the metacognition notion is equivalent to the self-regulated learning concept. It implies the capacity of utilizing and developing knowledge, where learners with this ability are capable of identifying cognitive, motivational, and environmental solutions to specific tasks, an ability that is complemented with recognizing whether they count on the required resources to accomplish those tasks (Ertmer & Newby, 1996, p. 18).

Metacognition is pedagogically significant for the reason that it appears to be related to the learners' acquired ability to apply the knowledge learned in "one setting or situation in another" (Bransford et al., 1999).

One of the major changes in Bloom's Revised Taxonomy show significant variations in the cognitive process dimensions, varying some of the terms in the original categories, but most importantly, including in the higher-order thinking skills the three categories classified thereafter with action-verb category names: *Apply*, *Analyze*, and *Evaluate*, which indicate the use of more complex processes that represent enriched learning outcomes, the core aim of TPTs.

For the use of HOTS to become a common practice within the classroom, the Himmeles' established a TPT Cognitive Engagement Model, which intends to explain "the relationship between total participation and higher-order thinking in the classroom". The model composed by four quadrants, reflects a combination of the two mentioned processes, which depending on the activities and prompts planned, will determine which mental processes the students require to use "analysis, reflection, synthesis, and/or evaluation" (Himmele & Himmele, 2011, pag. 13.)

Perhaps not all four processes will happen simultaneously in a class, but the model suggests constant shifting to Quadrant 4, because there is where significant learning is evidenced. In a large classroom where time is limited, to request active participation along with the use of HOTS from all students, is probably one of the most important challenges a teacher faces, for the reason that the researches carried out by the TPTs creators were developed in medium size classes up to forty students. Later, this study will propose alternatives to apply the model in numerous student classes.

To explain how meaningful learning occurs in a class by applying the TPT Engagement Model, Figure 3, includes details of the four mentioned quadrants, which as explained by the Himmele's evidences what the researchers recommend as a constant shift back to Quadrant 4 where the use of higher-order thinking skills allows that learners to process the information learnt and can interact through its use.

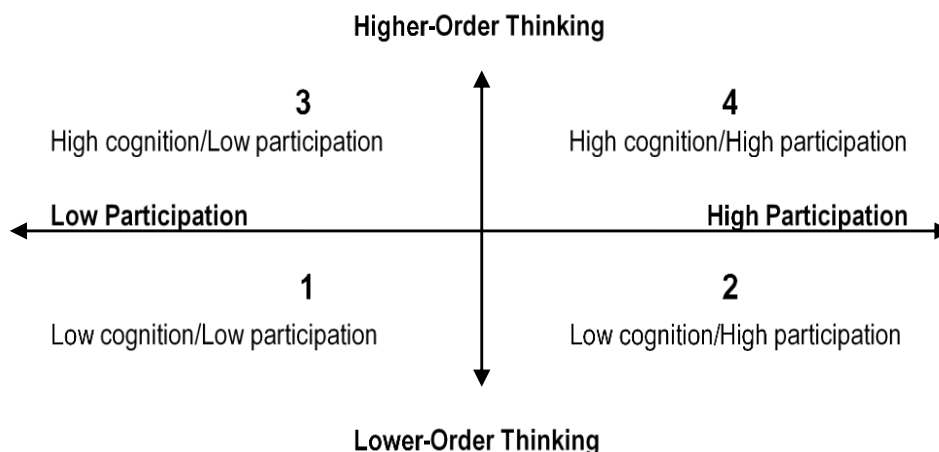


Fig 3. *TPT Cognitive Engagement Model and Quadrant Analysis*. Himmele P., & Himmele W. (2017).

All four quadrants are important because independently they reflect an essential characteristic of the teaching, as affirmed by the Himmele's (2011). Hence, staying long enough in three of the quadrants but constantly returning to the High cognition/High participation, Quadrant 4, ensures that learning will be long lasting, and that learners will be able to rely on the new knowledge, to further apply it in other real life situations outside the classroom.

During the learning process, in the conditions of the Ecuadorian public classrooms, teachers frequently perceive that some students are being left behind, due to the large mixed-level classes in which the teaching takes place, and other aspects mentioned before in this study. Therefore, fostering the continual use of HOTS and active participation constitutes a central alternative, because of its particular feature called by the TPTs owners as "The Ripple Effect" in which the students, who normally try to stay unnoticed, start to feel motivated to become active participants of the learning process by listening to other students' ideas.

For better understanding of how the Ripple Effect is produced during a TPT imparted lesson, Figure 4 shows a guide to creating and implementing TPTs, additionally it explains how Total Participation Techniques should and should not be understood.

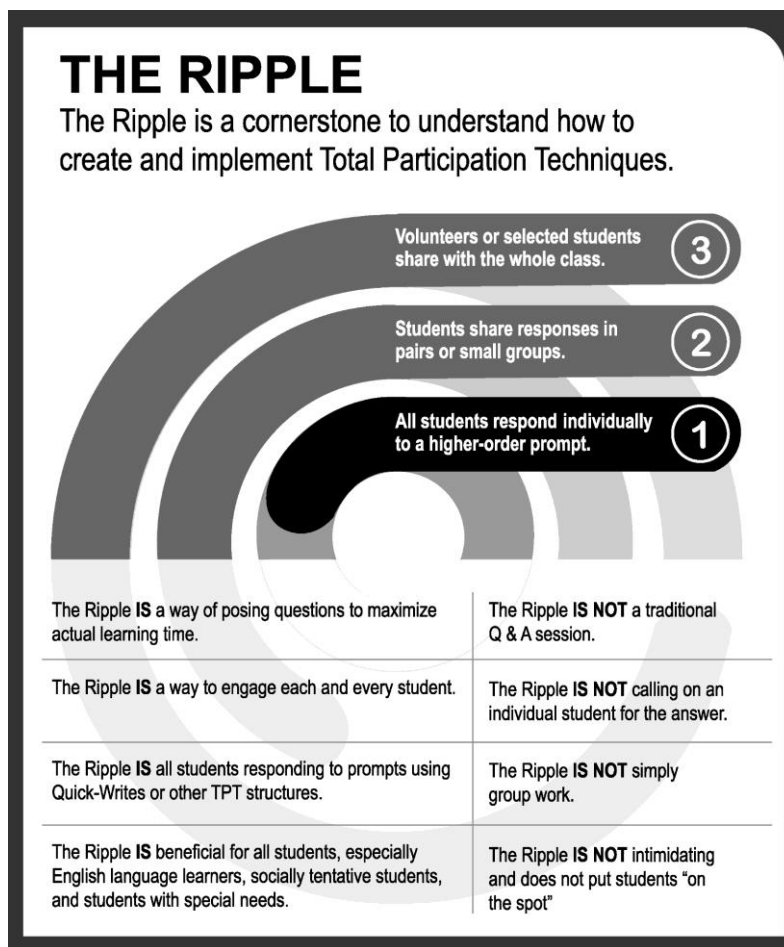


Fig 4. The Ripple. Himmele P., & Himmele W. (2017).

The Ripple effect was formerly viewed as a behavioral correction deed, for it was considered to create a positive influence in the behavior of other students by calling the attention of one particular student, for not responding with the adequate conduct. Although this concept is not new, it can be applied with different teaching purposes, since when it is positively achieved, the outcomes may be tremendously satisfactory.

In the implementation of TPTs, the Ripple effect tends to appear when learners find the tasks challenging but not too difficult to address. Students at this point have the opportunity to reflect individually on prompts made with the use of HOTS, from there the learner will take part of a pair activity or in a small group, which is where the ripple starts.

Thus, to create the type of ambiance where students feel comfortable to take part of, lessons must be carefully analyzed and planned, meaning that the activities included help

learners get involved individually at first, and then in peer interaction to as a whole class. At that moment, ELLs are to understand the significance and purpose of expressing themselves orally, as VanPatten and Lee affirm (2003, pag. 10.), such that it represents a cognitively learning experience to them.

Total Participation Techniques, a resource “aimed to create ways for all students to process and demonstrate understanding at the same time”, is described in Himmele & Himmele (2011) “*The Language Rich Classroom*” publication, as a group of techniques divided in three main categories, namely: TPTs On the spot, TPTs Hold-Ups and TPTs Involving Movement. Each category comprises a set of 10 to 12 techniques that allow adaptations according to content, but more importantly to context as it has been recurrently pointed out in this research. Focusing in context remains as the most relevant aspect to bear in mind, as it is currently an essential concern of public Educators who seem not to be able to find what is needed to enhance the ELLs’ oral language abilities.

From the selection of the extended list of TPTs, some are to be continually included in the lesson planning, carefully enough not to leave them aside in the search of the development of the other parts of the planning. Earlier mentioned in this study, lessons should be prepared in advance, thus the technique is adapted to the content and not in the opposite way, hence the technique is meant to serve as a channel to teach content in a deeper level (Himmele & Himmele, 2011). Moreover, as some of the techniques require the use of specific materials those need to be arranged beforehand. Although, initially that may represent extra work for the teacher, in the long term the benefit is greater since the material is ready to use at any moment given.

The permanent implementation of TPTs and higher-order thinking skills, in addition to providing evidence of class content comprehension as a whole, it also leaves the teacher with the opportunity to benefit from it as an ongoing formative assessment tool. According to Nichols, Meyers, and Burling (2009) as cited in Himmele & Himmele (2011), “an assessment qualifies as being called formative, if the instruction results in increased positive outcomes relative to the expected outcome if no changes had been made” (pp. 22, 23). In such type of assessment, the role of the teacher becomes crucial to evaluating the progress made through the application of a certain TPT to prolong its

use, otherwise to make adjustments or changes for the application of a different technique based on the ELLs needs, in order to ensure advancements.

Being able to visualize students' needs gives an educator the ability to scaffold the activities identified to helping convey further content knowledge. As stated by Himmele & Himmele (2011), "Scaffolding is entirely a matter of providing manageable steps to get a desired end product." TPTs therefore constitute the instrument to incorporate those steps to meet the learning goal. For this purpose, a bidirectional process should take place to assure the development of language skills, by keeping perspective of what the students will be able to do once taught the new content, and what they already can do, whilst creating a connection between the two (pag. 162.)

In regards of the State of the Art, it was found that authors Pérsida and William Himmele emphasize that in order to make it work, one has to believe in the effectiveness of the method. "TPTs are important for all students, but they are absolutely essential for English Language Learners." Such affirmation is based upon data collected throughout the several studies carried out in different schools of English Language Teaching in the United States. For instance, "a 2015 study conducted in 4 North Texas schools (2 TPT-practicing schools and 2 non-TPT-practicing schools) with over 200 fifth grade ELLs showed that the students in the two TPT-practicing schools outperformed their non-TPT peers on standardized reading assessments by the end of the year." (Ferlazzo, 2016. Par.16-17).

After a number of researches executed in various schools, educators expressed how comfortable and motivated they felt when using the techniques and how easy it became to apply them with frequent practice. A testimonial given by reading specialist Keely Potter clearly explains the scope of TPTs and what they signify to learners "Kids need to interact, they need to process. They need to just pause, think about it, write about it, talk about it, and celebrate it. It's all about celebrating the learning that is happening right now in my head." (Himmele & Himmele, 2011, pag. 8.) On the other hand, English teacher Matt Baker explained how the scenario changed from when he started his teaching practice to how TPT infused classes are for him now:

“Student interaction was rare. The idea of kids sharing something with one another, and the idea of kids sitting next to one another, was a foreign concept. The mentality was, you can’t ever let them work in groups because then one person does all the work and everybody gets a good grade, and it’s not fair. Everybody was in rows; if they were sharing something, it meant they were cheating. But that type of teaching doesn’t work. Kids need to talk to one another. They cannot sit in a classroom for a whole period and not process what they are learning with one another.”

Meanwhile, students manifested the confidence they gained by feeling capable to be active participants of a class where everybody has the chance to interact in simple but fun activities, that turned out to be meaningful learning experiences to them. Here are some of the thoughts expressed by English Language Learners of a TPT infused classroom:

“Because it’s fun, and it really helps me think deeper.”

“That is something I don’t do, but I did!”

“I feel comfortable with this group. Also, I want to keep learning about how to dig deeper so I enjoy books more.”

An important part of the research experiences mentioned in Himmele and Himmele “*Total Participation Techniques: Making Every Student an Active Learner*”, describe the use of this group of techniques applied to elementary and middle school students, to demonstrate positive results after a period of its implementation. In search of a similar aim, a study called “*Pilot for Teacher Professional Development in the use of Total Participation Techniques*” was recently carried out with a group of twenty students of elementary school.

According to Mintz, (2020), it sought to evidence “the impact of TPTs on the overall classroom participation, and depth of thinking in a Science classroom of fifth graders”. Additionally, the researcher intended to confirm whether “the data tools and processes used in the research could be used effectively as a school-wide professional development tool to help teachers raise student engagement in their classes.” (p.25). The last mentioned study concluded that there was an increase in students participation in the

classroom, and higher cognitive engagement with the use of TPTs, nonetheless, whether the learners enjoyed to learn with TPTs was not determined.

For the present study, as previously mentioned, the advice of the authors is to use TPTs with students of any proficiency level regardless their age. The focus and results predominantly rely on the learning objectives and needs of the learners. This study therefore focused its experimental work on young adult learners, a group of teenagers of the last year of high school. Within the reasons for this decision was that numerous TPTs as the ones applied in this research, fundamentally imply the interaction amongst students, especially in those techniques where collaborative work is required, an aspect that results highly challenging in large classroom settings.

According to Achmad & Yusuf (2014) as cited in Gudu, many researchers have proven that “students are much more ready to interact with each other with more complex responses than with their teacher” (2015). The researchers also emphasize, “students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers, and corrective feedback from peers is found to be less daunting than the correction by teachers”. This statement supports the notion that motivation is keystone to the development of the speaking skill, especially due to the age of the learners that took part of this study.

Discussions regarding the necessity to improve English skills in learners, have increasingly emerged in Ecuador’s research in recent years, however, a significant number of studies suggest methodologies that while valid, remain conventional for the strategies and techniques that the majority propose. Implementing conversational clubs, visiting tourist sites, creating role-plays, practicing phonetics and the use of technology, appear to be the methodologies for improving oral communication skills most commonly recommended in several studies. Additionally, there is little or nonexistent distinction in how to apply such methodologies whether the students have different proficiency levels and or ages.

Notwithstanding the utility of the techniques included in previous research toward helping ELLs to practice speaking skills, the suggestions offered result in a limited variety of options to perform with the use of the L2. To mention one, teenagers or adults

are not particularly eager to often act in role-plays, a strategy widely suggested for the development of oral skills, thus the practice of speaking by means of this technique is to be used in a reduced amount of times, leaving few choices for the oral language practice.

To enrich the research achieved up to the present time, in regards to developing oral communication skills in L2 learners, this study attempts to advance an innovative strategy with the use of a resourceful selection of techniques. The proposed strategy whilst providing a motivating dynamic to the English classroom, leads the learners through a process of learning with the use of higher-order thinking skills, which allows them at the same time, to develop empowering life abilities.

## **CHAPTER II. METHODOLOGY**

### **2.1 Research and Research Approach**

The present research required the application of a quasi-experimental design, in order to establish a cause-and-effect relationship between the dependent variable: Oral Skills Development in English Language Learners through the independent variable: Total Participation Techniques.

Due to the quasi-experimental nature of the research, the subjects that were part of the study were assigned into two groups based on non-random criteria and corresponded to two nonequivalent groups. Despite the not required use of a control group in this type of research design, it was indeed used, for the purpose of having sufficient evidence to support the hypothesis.

The evidence collected corresponded to a combination of mixed method (quantitative and qualitative research), according to the topic and objectives set for the research. Therefore, quantitative data was collected through the application of a pretest to the experimental group at the beginning of the study, and a posttest after the implementation of the five Total Participation Techniques identified as the suitable ones, presented later in the research proposal. Contrastingly, qualitative data was gathered through observation of specific speaking activities, copies of documents, and video recordings of the experimental group during the five-week techniques execution phase, and once it ended. Participants' progress was measured in a free from control manner, and data was collected in their natural environment.

#### **Population and sample**

The research was carried out at Unidad Educativa Santo Tomás Apóstol (Salesianos School), a semipublic day school of Riobamba that currently has 2323 students in elementary and high school altogether. It is a renowned school among others in the city due to its high quality education based on values and Salesian charisma. The school offers Pre Basic Education, Basic Education, and Baccalaureate, and has distributed its student population into four classes per level; therefore, each class is comprised of around 45 to 50 students.

Following the Ministry of Education guidelines regarding the teaching of English as a mandatory subject, the school dedicates five hours per week to teaching English as a Foreign Language to students from the First Level of Pre Basic Education to the Third Year of Baccalaureate. As described in the above-mentioned guidelines, students are expected to end elementary school with an A2 level and acquire a B1 level according to the CEFR by the time the graduate from high school.

For the control and tested groups, the research worked with two of the four classes of Third Baccalaureate of Salesianos School with the use of a non-probabilistic convenience sampling due to the availability of the participants and the representativeness of the group. The control group had 47 students whilst the tested group had 48 students of the Third Baccalaureate level, ages between 16-18 years old.

Under normal conditions before the Covid-19 pandemic forced education to continue in a virtual form, students had 5 hours of English class per week, divided into 2 classes of 80 minutes each and one of 40 minutes. However, since school was transferred to a virtual modality, students have been having classes two times a week for 40 minutes each period.

**Table 1**

*Population A2-B1 level tested students*

Population	Class	Total
Third Baccalaureate	Tested group	48
	Control group	47
	Total	95

Source: Camacho, M. (2020)

## **2.2 Data collection**

### **Techniques and instruments**

The technique used on the present study as the primary source of quantitative data collection, was a speaking pretest-posttest (See Annex 1), applied to measure the speaking proficiency level of the students in three main parameters, i.e. Range, Accuracy, and Fluency, before and after the intervention phase. The test was applied with the use of a KET (Key English Test for Schools) test sample model provided by Cambridge University Press for the first two parts of the exam, and one part of a PET (Preliminary English Test for Schools). The

test evaluated students under a CEFR adapted speaking rubric (See Annex 2), following the guidelines and recommendations of the CEFR standardized tests.

### **Assessing Speaking**

As defined by Black & Wiliam (1998) assessment in education is related to “all activities teachers use to help students learn and to gauge student progress”, hence it infers a different notion from simply testing someone’s knowledge of a matter, it has as contextualized by Hamp-Lyons (2016), a “more learner-oriented and learning-centered purpose”

Assessing language has commonly differentiated two key objectives, according to Hamp-Lyons: achievement and proficiency, with the distinction that the first measures the learner’s knowledge of the content learned through a class or program, and the latter refers to the actual command of the target language, without implying any relation to content. The second form of testing is defined as “present-focused” due to its relation in time; nonetheless, it can also be used with a “forward-looking” intention, for it also diagnoses the learner’s future learning possibilities, parting from his/her current language abilities. Therefore, a standardized CEFR assessment can fulfill “the need to identify and record a learner’s (or a group’s) strengths and weaknesses within the context of a set of specific needs.” (Hamp-Lyons, 2016. Pg. 13), which was the critical goal of the present research.

### **Assessing Speaking Through the CEFR: Learning, Teaching, Assessment**

The CEFR, created by the Council of Europe and launched in 2001 is a framework that “describes language learners’ ability in terms of speaking, reading, listening and writing at six reference levels.” As described in the figure below (Using the CEFR: Principles of Good Practice, 2011).

**Figure 5**

## Common European Framework of Reference Levels: Global Scale

Proficient User	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text  On complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine asks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

*Fig 5. Common European Framework of Reference Levels: Global Scale.*

*Note:* This table was taken from the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2001, *Chapter 3*. <https://bit.ly/3mnLoKM>

Among the CEFR's different practical purposes, those identified as useful for this study were: "creating tests/exams" and "evaluating language learning needs" (Guide to CEFR, 2013). Therefore, the test and adapted rubric used that appears below (see Annex 1) , sought

to evaluate the learners as most realistically and accurately as possible, in order to identify real progress once the experimental phase was finished. Additionally, the purpose was to analyze and determine the utmost techniques to track and determine progress during the study.

As detailed in the *Common European Framework of Reference for Languages: learning, teaching, assessment*, the language skills (reading, writing, listening, spoken interaction and spoken production) are addressed in Tables 2 and 3. However, Table 3, in addition to providing quantitative results after the test application, focuses on the qualitative aspects of spoken language, which are of significant interest to this study, and are observed in the figure below.

**Figure 6**

Common Reference Levels: qualitative aspects of spoken language use.

	<b>RANGE</b>	<b>ACCURACY</b>	<b>FLUENCY</b>	<b>INTERACTION</b>	<b>COHERENCE</b>
<b>C2</b>	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn-taking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.
<b>C1</b>	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.

<b>B2+</b>					
<b>B2</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors, which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
<b>B1+</b>					
<b>B1</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<b>A2+</b>					
<b>A2</b>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and," "but" and "because".
<b>A1</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

Fig 6. Common Reference Levels: qualitative aspects of spoken language use.

*Note:* This table was taken from the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2001, Chapter 3. <https://bit.ly/3mnLoKM>

Range, accuracy and fluency were chosen as the main aspects to test learners in this study, interaction and coherence were included as implicit features of the first three, due the structure KEY sample model examination used in the learners testing phase. Moreover, owing that the three aspects above mentioned were identified as imperative to be developed in the large classroom-setting context –continually mentioned throughout this paper–, as those represent important limitations for ELLs spoken performance in such situations.

For a more precise speaking evaluation of the subjects of this research, the scale elements of Table 3 proved fundamental to the research, as those allow placing the learners in intermediate stages, providing the researcher a deeper understanding of their needs in terms of oral communication skills development. CEFR explains the ‘+’ stage to “indicate the top half of a level”, which means for instance that B1+ is to be interpreted as the top half of B1, which implies that a learner is near reaching the next level. The additional scale convention “helps teachers get a better idea of how to break down the learning for each CEFR level into different classes within their school or college.” (Cambridge University Press, 2013, pg. 4).

### **Qualitative Speaking Assessment Instruments**

Observation as defined by Marshall & Rossman (1989) is "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79), aspects that are herein considered core to analyze the effectiveness of the implementation of Total Participation Techniques.

According to Kawulich (2005), citing Erlandson, Harris, Skipper, & Allen (1993) “observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study”, therefore, the instruments used for qualitative data collection in this research were: 1. Observational cards, used for collecting data during students’ oral participations in class (See in Results chapter). 2. Audiovisual material obtained during class as result of students’ oral tasks (See in Research Proposal), and finally 3. An oral rubric for a project’s final oral presentation at the end of the TPT’s implementation. (See Annex 3).

Prior research substantiates the belief that participant observation allows the researcher to learn about the day-to-day routine of the subjects in study in the natural setting, by not only observing those but also by being involved, as it allows the observer a better understanding

of what is occurring, and whether something is changing (Kawulich, B. 2005). Hence, the researcher took part as a participant observer during the study, though the methods were carefully chosen for data collection to be unobtrusive.

Once the intervention phase ended, students answered a satisfaction questionnaire to provide the researcher with more extensive and detailed information on how the technique's implementation worked, but most importantly, to have a closer picture of how participants felt towards developing oral communication skills through TPT's.

Amongst the various advantages of applying participation observation as an observation method, DeWalt & DeWalt (2002) affirm that the goal is "to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method" (p.92). Consequently, the study is provided with and increased validity, in addition to the use of other instruments such as interviewing, document analysis, or surveys, questionnaires, or other more quantitative methods, such as the pretest and posttest used and described earlier in this paper.

Concerning the reliability of observational techniques, Bernard, R. as cited in Kawulich, B., (2005), advises that "one must become explicitly aware, being attentive in his/her observations, reporting what is seen, not inferred." Whereas, Medley & Mitzel (1963) denote that "a measure is reliable to the extent that the average difference between two measurements independently obtained in the same classroom is smaller than the average differences between two measurements obtained in different classrooms" (p. 250), therefore, the necessity to compare results obtained through the different instruments applied throughout the study. Although observation enhances validity, for some authors as Ratner (2002), objectivity and subjectivity cannot coexist, whilst others affirm that being subjective is essential to understand another person's world (Kawulich, B., 2005).

Those two concepts when not handled appropriately may certainly represent a limitation that could result in a biased research, however, the option to reduce the possibility of a partial research, was to use more than one data collection instrument, and to apply a mixed-method research.

## Processing and analysis of information

The present investigation was organized in nine main phases with the purpose of complying with all the necessary steps that lead to identify the efficiency of the implementation of Total Participation Techniques, as the mean to help learners to develop better oral communication skills. The plan was outlined as shown below:

Weeks	Activities	Experimental group	Control group
1	Pretest application	✓	✓
2	Implementation of technique # 1	✓	×
3	Implementation of technique # 2	✓	×
4	Implementation of technique # 3	✓	×
5	Implementation of technique # 4	✓	×
6	Implementation of technique # 5	✓	×
7	Oral presentations evaluated with rubric	✓	×
8	Posttest application	✓	✓
9	Satisfaction Survey application	✓	×

Fig 7. Intervention plan for the implementation of TPTs. Source: Camacho, M. (2020)

Before the intervention phase, students took the pretest, which was carried out partly individually and partly with a partner of the same class, with the intention of establishing the English proficiency level in which each learner was located at. The pretest was conducted to both the experimental and control groups under the same conditions and on the same week. On the second week and further on, the implementation of each of the five Total Participation Techniques took place each week. Considering the fact that when this research was developed students had been studying in virtual modality, which in the case of the school where the study took place, signified two weekly sessions of 40 minutes each, through Zoom platform. It is therefore that the chosen techniques planned for implementation should have best worked under the mentioned teaching-learning environment.

Each week during the intervention phase, the first part of Session 1 was dedicated to give general explanations and indications of the work to be developed by students, and the rest of Session 1 and all Sessions 2 were used for student's work development under the technique being implemented during that week. The outcome of some of the executed techniques, depending on which was applied on a certain week, implied that students would

record themselves on audio or on video, which also represented observational instruments as previously mentioned on this report.

Explicit explanation regarding the use of specific techniques for class participation was not given to students at any moment, with the sole purpose of preventing a change in subjects' normal behavior in their natural context. However, complete and extended indications about how to perform the expected work from students was provided at all times, questions were answered and any doubts were clarified, in particular when the technique implied that students worked in pairs or small groups, in breakout rooms prior presenting their work.

Following each part of the sessions were students worked in pairs or groups, they returned to the main session and socialized the work they developed. As recommended by Himmele & Himmele in "Total participation techniques: Making every student an active learner", for the most part, students participated spontaneously without greatly being prompted by the teacher.

In the interest of describing how a Total Participation Technique infused class works, a detailed class plan appears later in this study in the research proposal. The evaluation rubric for the tasks done by the experimental group with each technique, along with the rubric used to measure individual progress in the course of projects oral presentations at the end of the intervention period, is included in the observational cards presented in the Results chapter.

On the week before the final week, immediately after the application of TPTs, students of the experimental and control groups were again tested, this time with the posttest. On week 9, the participants were surveyed on their perception towards the teaching and learning methodology applied on the previous weeks (See Annex 4).

## 2.3 RESEARCH PROPOSAL

### **Guidebook to implement Total Participation Techniques (TPT) for the Oral Communication Skills Development in Young Adult Learners**

#### **Informative Data**

**Institution:** Unidad Educativa Santo Tomás Apóstol Riobamba

**Province:** Chimborazo

**City:** Riobamba

**Address:** Gonzalo Dávalos s/n y Nogales

**Phone Number:** 593-32960056

**Area:** English as a Foreign Language – Third Baccalaureate

#### **Introduction**

The following Guidebook to implement Total Participation Techniques (TPT) for the Oral Communication Skills Development, explores how the application of an appropriate strategy can contribute to the development of speaking abilities in young adult English learners. It can be used as a non-traditional resource to help students become active participants of the English classroom through the use of higher-order thinking skills. This handbook outlines a practical procedure to prepare Total Participation Techniques infused lessons, considering the references given by the authors, and the researcher's experience when applying them. The fundamental principles to consider when implementing TPTs include: 1. Analyzing the content and objectives of the lesson, for not all techniques may result adequate to teach a certain topic, this aspect includes in addition, the preparation of comprehensible and compelling input, as it is crucial for the learners' correct understating for activity development. Therefore, the class needs to be prepared in advance along with the resources required. The next important element is the teaching-learning setting, it is determinant to choose the proper technique in accordance to the scenario, a class planned to take place in a face-to-face environment allows the opportunity to execute probably any technique, whereas

in a virtual class it would result difficult or infructuous to perform certain techniques. Context is another of the significant factors to bear in mind, since large and mixed-level classes evidence the need to use a particular, with the aim of not living anyone behind due the complexity of the topic being taught. Finally and most importantly, the use of higher-order skills during TPTs infused lessons is the core of the teaching-learning process through the implementation of this strategy, for it is the foundation to help learners to become active participants of the class, and henceforth practice their speaking skills, which TPTs aim to develop.

### **General Objective**

- To design a Didactic Guide to implement Total Participation Techniques (TPTs) for oral communications skills development in young adult learners.

### **Specific Objectives**

- To create a guideline for the implementation of Total Participation Techniques in large, mixed-level classrooms of young adult learners.
- To stimulate cognitive learning in young adult English Language Learners through active participation.
- To improve oral communication skills with the use of higher-order thinking skills.
- To evaluate the qualitative aspects of oral production and interaction.

### **Total Participation Techniques for the Oral Communication Skills Development**

Oral communication, commonly known as speaking involves the interaction of two or more individuals with the use of verbal skills, around any topic given. Speaking is one of the four skills included in Teaching English as a Foreign Language (TEFL) in all Ecuadorian schools and high schools, as it is a mandatory subject included in the National Curricula. However, prior studies and reports substantiate the lack of sufficient speaking skills in Ecuadorian students that lead to the inability to perform adequately in real oral communication situations.

Total Participation Techniques (TPTs) are a strategy that fosters student's active and cognitive engagement in the learning process, all at once. This teaching system builds on Vygotsky's theory that language is a social concept that is developed through social

interactions, and how thought is shaped from that learnt language. That same statement directly influences the teaching-learning process as it establishes an opportunity for a student to learn from more advanced peers, provided the gain of confidence with the new acquired knowledge for further participation, an outcome highlighted by the Himmele spouses as the Ripple Effect. Meanwhile, the role of the teacher along the execution of certain TPTs may combine Vygotsky's model to engage learners in socially organized activities, along with providing an environment that encourages such interactions, as Piaget's constructivist theory proposes. Nevertheless, either role might be applied separately depending on the TPT being implemented.

Oral Communication skills development through the use of TPTs, not only demands social interaction as a means to language development, but it also requires the use of higher-order thinking skills (HOTS) contemplated in Bloom's Taxonomy. HOTS are meant to cognitively engage students in the learning process, by encouraging the creation of new knowledge through critical thinking and problem-solving, skills that empower learners to use in current real situations.

### **Comprehensible/compelling input and the process of implementing TPTs**

Learning English because is a mandatory subject in high school is certainly not the best motivation a teenager can find to attend a class, added to the fact that in a numerous and mixed-level student classroom, the teaching style applied may often follow old traditional models in which learners are not open to participate but rather seat as passive listeners.

To count on the proper material and techniques –led through the correct input–, to generate an environment where both learners and teacher feel motivated is fundamental. A few suggestions are here included to apply prior, and during the implementation of Total Participation Techniques.

#### **Prior to executing TPTs**

- Define the content that will be taught in the class, considering the learners' needs, interests and previous knowledge about the topic.
- According to the content, define a Total Participation Technique that best suits the lesson topic, keeping in mind at all times the setting and the context. A complete list with

explanation on how to apply each technique, along with useful tips can be found in Himmele, P., & Himmele, W. (2011). *Total participation techniques: Making Every Student an Active Learner*. Alexandria, VA: ASCD.

- Prepare the lesson in advance to assure including all extra material that will be needed, based on the TPT appointed for the lesson.
- Make sure that regardless the technique executed, the task and or activities stimulate the student's use of higher-order thinking skills.

### **During the execution of TPTs**

- As comprehensible input comprises clear explanation for learners to understand from the beginning what is expected from them throughout the achievement of an activity, being this individual, in pairs or in groups, set aside an adequate time period that allows explanation and clarification to take place.
- Set a clear task outline, established and explained with the use of proper language. Despite students may not understand all the words and structures, but they will be able to grasp the general idea, and can ask clarifying questions for better understanding.
- Build a vocabulary list and useful idiomatic phrases with the students before starting the TPT led lesson; be sure to include numerous words and phrases that the class considers useful for the task to be developed.
- Provide an enriched variety of visual cues that model a scheme of the possible task outcome, once learners have finished their activity. This gives students a visual idea of what they have to do, meanwhile reinforces the verbal input previously given.
- Be open to creativity, encourage learners to work creatively.
- Be ready to answer as many clarifying questions as needed, especially when beginning with the use of TPTs, once learners get accustomed of using them the activities take less time and become easier for learners to develop.
- Plan enough time for students to work individually or in groups depending on the TPT implemented, as well as sufficient time to share their work and give feedback when necessary.

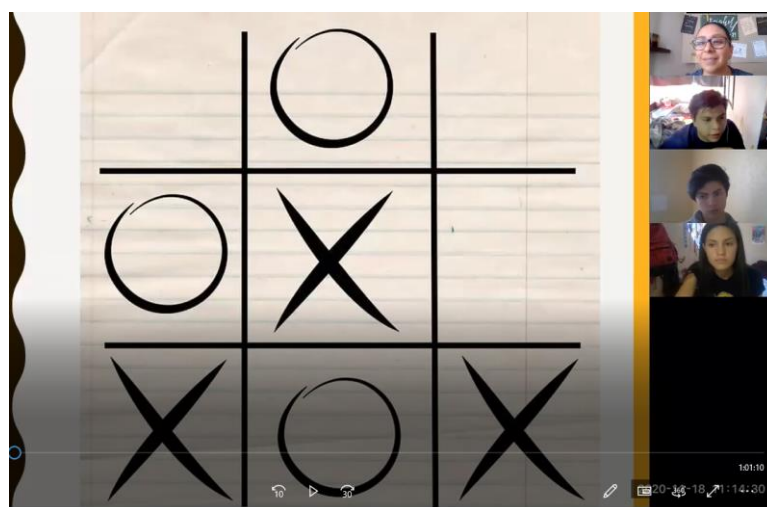
## How Total Participation Techniques infused lessons work

In the course of the five weeks that the intervention phase lasted, one technique was implemented each week, following the guiding principles supplied by the creators of TPTs Pérsida and William Himmele. However, the TPT choices were made with a view to bring them into line with the teaching content, the learner’s needs and interests, and the learning objectives.

The process of execution of each technique is presented in detail below:

<b>TPT # 1:</b> Three 3’s in a row.
<b>Technique description:</b> “Is an activity like Bingo, in which students interact with peers and get the peers’ feedback on what they should write in the boxes of their template.” (Himmele & Himmele, 2009)
<b>Unit’s Name:</b> Have a ball!
<b>Topic:</b> Celebrations around the world (celebration phrases)
<b>Technique’s modality applied:</b> Individual and in groups

**Stage 1.** Talk about games and ask students if they like to play games, mention the game called “Three threes in a row” and find out if students are familiar with it. Then present a visual image of a “Three 3s in a row” drawing for everyone to remember what it is.



**Stage 2.** Recall vocabulary and phrases previously learned on the unit and that will be useful for the task planned for the lesson, and write ideas on the board separating words from

idiomatic phrases. Take this opportunity to correct any pronunciation errors by just repeating the word correctly pronounced if the learner made a mistake.

**Stage 3.** Present the “Three threes in a row” chart that students will work in groups of three students with the prompts to answer. Explain that as in a regular game of this type, they have to trace a line across the chart with a successive vertical, horizontal or diagonal line, for that they will choose three questions that are next to the other to ask three of their friends, and therefore complete the task. They have to write down the answers on the chart and include only the initials of the name of the person they asked.

1. Which of our culture's celebration do you like best? Why? Initials: K.O Answer: New Year's Eve because she like to set off fireworks and she likes	2. Do you like to dress up for parties/celebrations? If not why? If yes, what is your favorite costume to wear? Explain why. Initials: Answer:	3. Do you agree that people set off fireworks in celebrations? Why? Initials: Answer:
4. What is a special tradition that you and your family have for birthdays? Explain it. Initials: Answer:	5. What do you think about people who drink a lot in celebrations? Explain. Initials: Answer:	6. What Ecuadorian celebration would you eliminate? Explain your answer. Initials: Answer:
7. Why do think celebrations are important for culture? Initials: Answer:	8. What kind of parties do you like to go to? Why? Initials: Answer:	9. Imagine you could create a new festivity... What would be the celebration about? Initials: Answer:

**Stage 4.** Assign around 5 minutes for work in the first group and then ask students to change to another group so they interact with other peers.

**Stage 5.** Monitor student's work by visiting breakout rooms if the class is virtual, otherwise walk around the class to provide assistance and feedback if required.



**Stage 6.** Students return to the general meeting if the class is being developed in virtual modality, in face-to-face classes they will return to their seats to share their answers. Annotate on the board or in the document shared on the screen, some of the answers provided by the students and take the opportunity to reflect on some of them. The use of higher-order thinking skills is noticeable at this stage.

THREE 3s IN A ROW		
Student's Name (Your name): <u>María Eugenia Camacho</u>		
Upload your file here: <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=0drrsktWZahLh3w6Zut73kroY5S9C9ic3cNfTKKXUMDJVM9NHzNa8JiHWThBQ6QUUVEVWzW56u">https://forms.office.com/Pages/ResponsePage.aspx?id=0drrsktWZahLh3w6Zut73kroY5S9C9ic3cNfTKKXUMDJVM9NHzNa8JiHWThBQ6QUUVEVWzW56u</a>		
<p>1. Which of our culture's celebration do you like best? Why?</p> <p>Initials: Answer:</p>	<p>2. Do you like to dress up for parties/celebrations? If not why? If yes, what is your favorite costume to wear? Explain why.</p> <p>Initials: A.S Answer: She likes to dress up in Christmas very formal and for Halloween she likes to dress up like a witch</p>	<p>3. Do you agree that people set off fireworks in celebrations? Why?</p> <p>Initials: Answer:</p>
<p>4. What is a special tradition that you and your family have for birthdays? Explain it.</p> <p>Initials: Answer:</p>	<p>5. What do you think about people who drink a lot in celebrations? Explain.</p> <p>Initials: C.V Answer: She thinks that people can drink at the celebrations but not in an excessive way because it can cause violence</p>	<p>6. What Ecuadorian celebration would you eliminate? Explain your answer.</p> <p>Initials: Answer:</p>
<p>7. Why do think celebrations are important for culture?</p> <p>Initials: Answer:</p>	<p>8. What kind of parties do you like to go to? Why?</p> <p>Initials: J.M Answer: He likes to go very crowded parties because he can enjoy and get fun and he can forget about the next day.</p>	<p>9. Imagine you could create a new festivity... What would be the celebration about?</p> <p>Initials: Answer:</p>

**Stage 7.** In some cases, depending on the technique and topic worked, perhaps students may feel shy to share their activity, in that case use a raffle app or a bag with the students' names to assign the first turns, after a few participations, learners feel more confident to talk.

**TPT # 2:** Quick writes

**Technique description:** "This is another opportunity for students to pause and process their thinking, this time in writing and within a certain interval of time." (Himmele & Himmele, 2009)

**Unit's Name:** Have a ball!

**Topic:** Party planning (giving opinion, party vocabulary)

**Technique's modality applied:** Individual

**Stage 1.** This technique as described allows learner's prior knowledge processing and reflection on how it applies to their immediate context, to achieve this goal, the prompts included in the activity are determinant. After having spoken in the first part of the first lesson of the week about party planning, prepare an image that represents some of the

activities done at parties, use an image that relates to teenager modern parties, so that students find the images familiar.



**Stage 2.** Propose a question that will make students reflect on the situation presented, and allows the use of the language being learnt on the unit or topic. Present the question along the image and explain that they will write their thoughts for a few minutes. Allow five to seven minutes for this part of the activity.



**Stage 3.** Before students start writing their ideas, build along with the students a list of vocabulary and phrases that students think may be useful to complete their task, write them on the board.

What do you think about teenager parties?

To say your opinion:		To give your reasons:	
<ul style="list-style-type: none"> <li>I think that...</li> <li>My opinion is that...</li> </ul>	<ul style="list-style-type: none"> <li>Because...</li> <li>Since...</li> </ul>	<ul style="list-style-type: none"> <li>many</li> <li>too much</li> <li>nobody</li> <li>everybody</li> </ul>	<ul style="list-style-type: none"> <li>a lot of</li> <li>most</li> <li>lots of</li> </ul>
<b>People:</b> <ul style="list-style-type: none"> <li>teenagers</li> <li>young people</li> <li>kids</li> <li>friends</li> <li>parents</li> <li>adults</li> <li>boys</li> <li>girls</li> <li>...</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>dance</li> <li>play games</li> <li>drink</li> <li>have a good time</li> <li>kiss</li> <li>hang out</li> <li>die</li> <li>get sick</li> <li>...</li> </ul>	<b>Adjectives:</b> <ul style="list-style-type: none"> <li>fun</li> <li>boring</li> <li>the best</li> <li>dangerous</li> <li>amazing</li> <li>important</li> <li>incredible</li> <li>great</li> <li>excellent</li> <li>good</li> <li>the worst</li> <li>Ok...</li> </ul>	
<ul style="list-style-type: none"> <li>games</li> <li>food</li> <li>drinks</li> <li>alcohol</li> </ul>	<ul style="list-style-type: none"> <li>snacks</li> <li>music</li> <li>soda</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>sometimes</li> <li>all the time</li> <li>never</li> </ul>	<ul style="list-style-type: none"> <li>often</li> </ul>

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**Stage 4.** Once the time to write is over, ask students to share their answers orally, motivate students to give their opinion respectfully if they do not agree on another student's opinion, so they can interact.

**Stage 5.** To wrap-up the lesson, ask students to think of final reflections on two deeper questions, if the case is that the lesson is virtual, they can write their ideas on an online application such as Padlet or share their ideas orally in a face-to-face class.

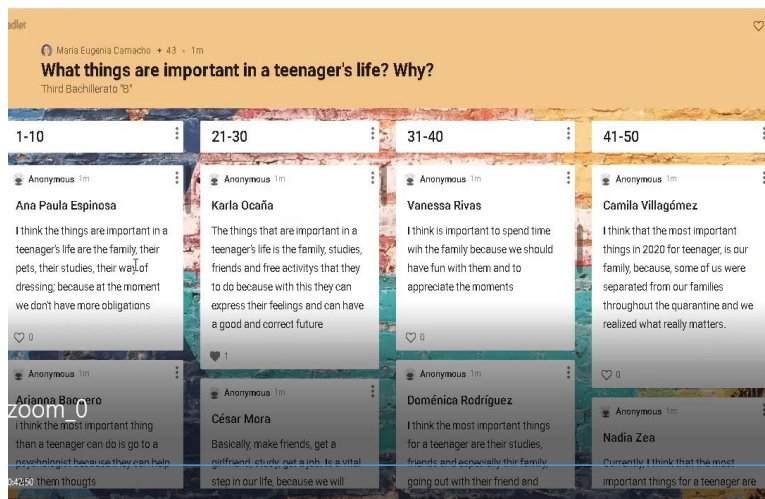
padlet.com/Mauecamacho/fxu3p4z9nashw0oq

padlet

Mania Eugenia Camacho + 45 - 2h

How can bad decisions affect your life?  
Third Bachillerato 'B'

1-10	11-20	21-30	31-40
<p><b>Naeli Cuzco</b></p> <p>Decisions are elemental by the moment you are choosing answers to our life.</p> <p>Bad decisions can cause disasters, we can lose people we love, have no job to supply basic needs, spent long time disturbing because of having no money.</p> <p>They have big influence on us. That is why we must take care at that.</p> <p>zoom_0</p> <p>Milagros Avilés</p> <p>04:50 bad decisions have a hin</p>	<p><b>Andrea Layedra</b></p> <p>The bad decisions can cause many problems in the short or long term and the most people regret it and at sometime it can affect their life</p> <p><input checked="" type="checkbox"/> GRADE</p> <p><b>Daniela León</b></p> <p>It affects me a lot since it can harm my studies</p> <p><input checked="" type="checkbox"/> GRADE</p> <p>Renata Miño</p>	<p><b>Karla Ocaña</b></p> <p>The bad decisions can cause many problems in your life like in studies, family, friends, etc you will later regret for this you need to be careful and think before to do something</p> <p><input checked="" type="checkbox"/> GRADE</p> <p><b>Gabriel Pérez</b></p> <p>Well I think that bad decisions affect your life since, as the name says, they are bad either to drink alcohol at an early age, to take the drugs and those kinds of things that affect up in life.</p>	<p><b>Alison Samaniego</b></p> <p>The bad decisions affect our life in negative and positive aspects. This can change the opportunities or some situations. But it's important to learn from them.</p> <p><input checked="" type="checkbox"/> GRADE</p> <p><b>Doménica Rodríguez</b></p> <p>I think that bad decisions affect our lives in many situations, we all have mistakes but can have problems in our work or in our studies or many problems in our family.</p> <p><input checked="" type="checkbox"/> GRADE</p>



### TPT # 3: Think-pair-share

**Technique description:** “A simple but powerful tool that should be used repeatedly and consistently throughout the day”. Its effectiveness depends on “the use of prompts that require students to analyze the various points of view or the components that are inherent in the target standard.” (Himmele & Himmele, 2009)

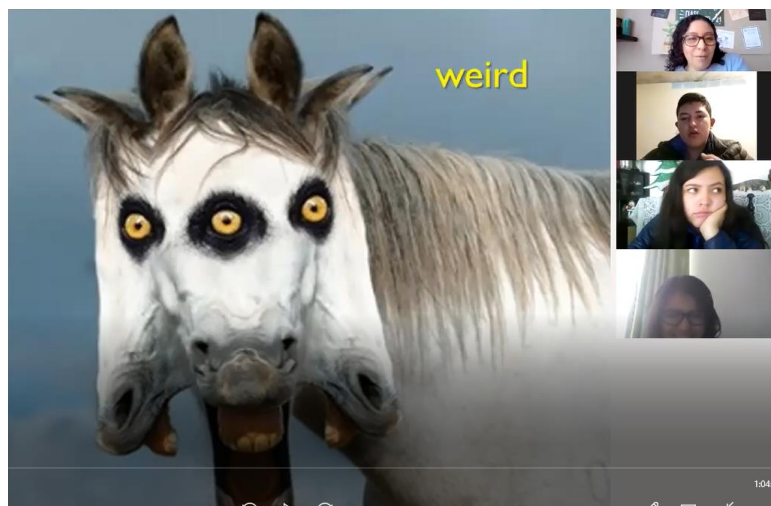
**Unit’s Name:** Have a ball!

**Topic:** Descriptive adjectives

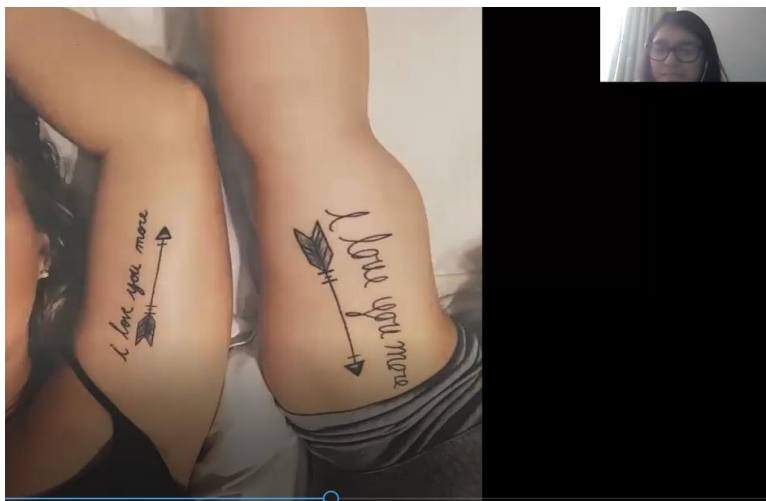
**Technique’s modality applied:** In pairs

**Stage 1.** On the first part of the lesson, present the new vocabulary by showing several images that represent descriptive adjectives. Elicit student’s words to describe the images and write them on the board, add any descriptive adjective there is to be learnt in the lesson and that students have not mentioned, collocate those next to the words mentioned by learners as synonyms. Take the opportunity to correct any pronunciation errors by just echoing the word correctly.

**Stage 2.** Cover the words on the board and present the images again so that student recall the descriptive adjectives just studied.

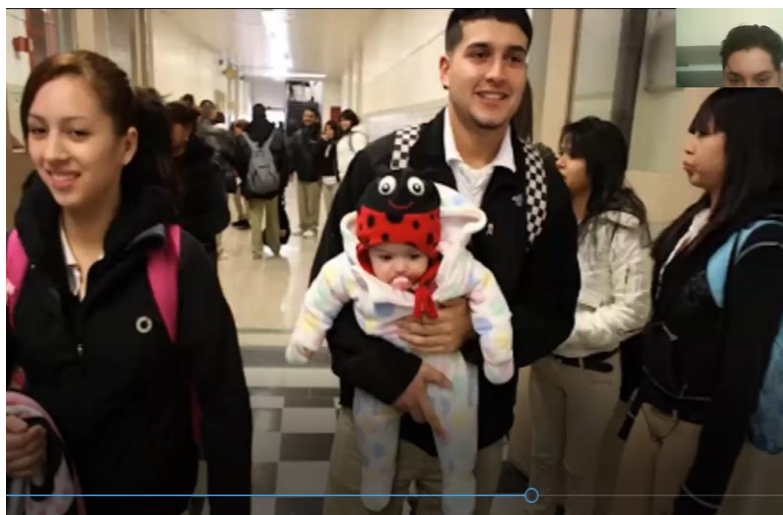


**Stage 3.** Present new images that represent situations and activities that learners can feel related to or have interest in doing. Explain that they will work in pairs to share their thoughts on whether they would want to do one activity or the other, and why. Ask them also to think and talk about the things they would not like do as well, and explain their reasons. During the minutes when students talk in pairs, they should use the descriptive adjectives just studied.



**Stage 4.** Allow five to seven minutes of pair conversation, afterwards students share what they have spoken with their friends, ideally they will talk about what their friends said instead of talking about themselves so that more language is in use. If there are any new vocabulary words as descriptive adjectives not mentioned before, annotate those on the board to increase vocabulary.

**Stage 5.** To assure even more the use of higher-order thinking skills, include an extra image after the plenary, to give learners the opportunity to reflect deeper on real situations that some teenagers face now. Ask students to share their thoughts on how would they feel in they had to experience those situations.



**TPT # 4:** Cut-and-Paste (Who said that?)

**Technique description:** “It is a hands-on activity of manipulating concepts, analyzing them, and moving them around”, it can be used “whenever students are being asked to understand characteristics of a specific number of concepts with distinct principles that apply to each.” (Himmele & Himmele, 2009)

**Unit’s Name:** Have a ball!

**Topic:** Grammar: *-ing* form (gerund) as subject

**Technique’s modality applied:** In groups

**Stage 1.** On the first part of the first lesson, take the time to explain the use and structure of the grammar studied, offer examples and elicit some from learners. Work on a few practical exercises to analyze when an idea uses the gerund as subject.

5.  Lori remembered to prepare special foods with her grandmother when she was young.

6.  We decided watching the parade on Clinton Street.

**-ing form (gerund) as subject; by/for + -ing form, p. 69**

You can use the -ing form as the subject of a sentence. When it's the subject, the verb is singular.

Traveling to Italy is always great.

Watching the monkeys is very entertaining.

Not going to the festival would be a mistake.

The -ing form can also be used after by to show how to do something or to show the purpose or use of something.

Let's start by returning to Harbin.

The weather is perfect for making ice statues.

Learning English is interesting.

Learning English is a way to improve ourselves he future.

Going to parties without permission would make me to be punished.

Learning

**2. Complete the sentences with the -ing form of the verbs. Add by or for when needed.**

- I think \_\_\_\_\_ (go) to festivals is fun only if they aren't crowded.
- I like to celebrate my birthday \_\_\_\_\_ (have) a small party with friends.
- \_\_\_\_\_ (watch) movies at a film festival is exciting.

**Stage 4.** At this point start the execution of TPT. To introduce the activity for this part of the class with the use of the grammar recently learnt, use ideas or quotes that learners can reflect on, and that are connected with the activity. Highlight the grammar used, to help learners understand how and the form.

# Rights

## Article 19 - Freedom of Opinion and Information

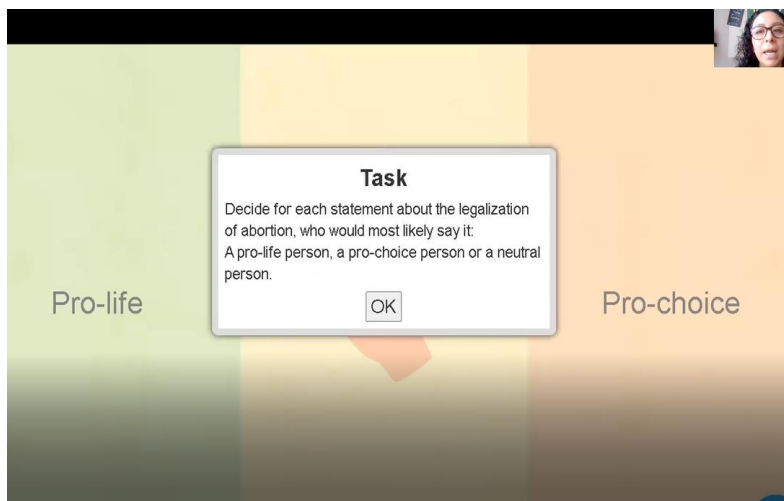
Having an opinion matters.

Expressing yourself is important.

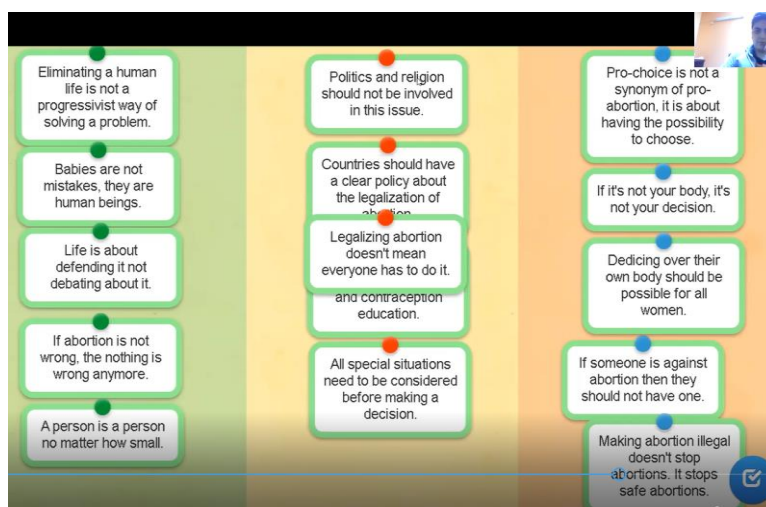
Respecting other's opinions is fundamental.

Saying what you think is honest.

**Stage 5.** Explain that students will be divided in groups of four and that during their work time; they will have the opportunity to discuss about the topic with the activity requested. To assure the use of higher-order thinking skills the group activity includes prompts that demand the analysis and evaluation of current and important issues such as the one proposed in this technique "Cut-and-Paste (Who said that?)" The chart is divided in three representatives of the mentioned concepts: A pro-life person, a neutral person and a pro-choice person and a statement that could have said by one of this people appears, each group has to discuss where the statement should go "Who said that" and paste the concept into the correct column.



**Stage 5.** Once group work is finished, students will spontaneously share their answers by explaining the reason why their group decided to paste the statement into the column they chose. When this part of the activity is finished, remind learners of the use of the gerund, and ask them to highlight the expressions where it can be found in that form.



**TPT # 5: Numbered Heads Together (Long story short)**

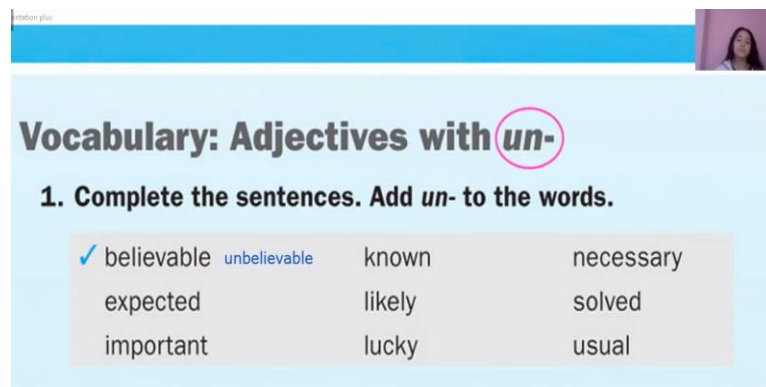
**Technique description:** “It allows all students to be held accountable for being able to relay information that was learned during a group activity.” (Kagan, 1989/90)

**Unit’s Name:** Mysteries and Secrets

**Topic:** Adjectives with -un

**Technique’s modality:** In groups

**Stage 1.** Review the vocabulary needed for the activity of the day, for this, present a list of adjectives that can be transformed into their opposites by adding the prefix *un-*, write on the board the new words and elicit other adjectives not included in the list that students know. Give some examples to remind the use of adjectives in context and elicit other ideas, annotate on the board.

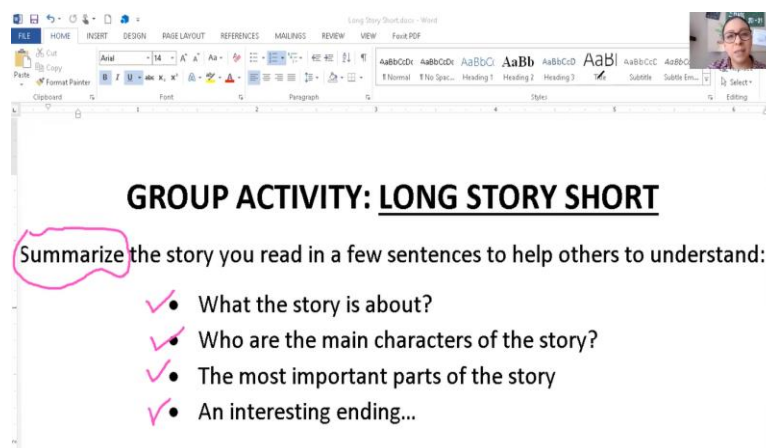


**Vocabulary: Adjectives with *un-***

**1. Complete the sentences. Add *un-* to the words.**

✓ believable	unbelievable	known	necessary
expected		likely	solved
important		lucky	usual

**Stage 2.** Prepare in advance as many printouts as needed with a short mystery story, to distribute one per group of four students. Explain that this activity called “Long story short” consists in first reading the story and then retelling the same story in a short and concise form without leaving any important elements aside. To be sure that learners understand what is expected as a product of the activity, share written indications to reinforce understanding. As the story they will read about is a mysterious story, ask them to make sure to use some of the words practiced at the beginning of the lesson.



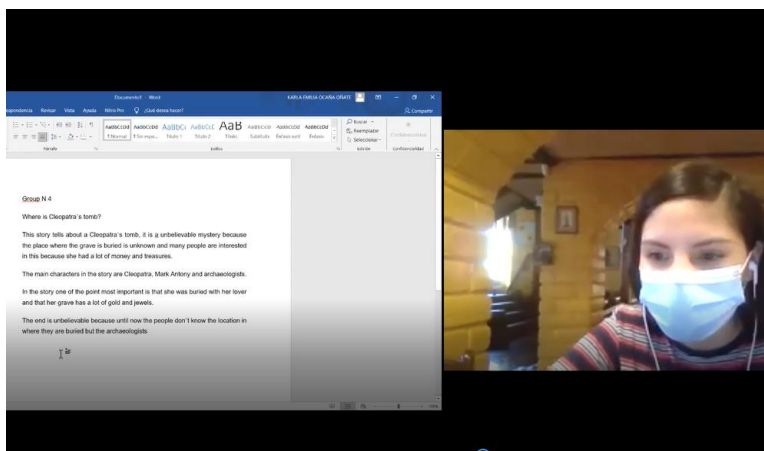
**GROUP ACTIVITY: LONG STORY SHORT**

Summarize the story you read in a few sentences to help others to understand:

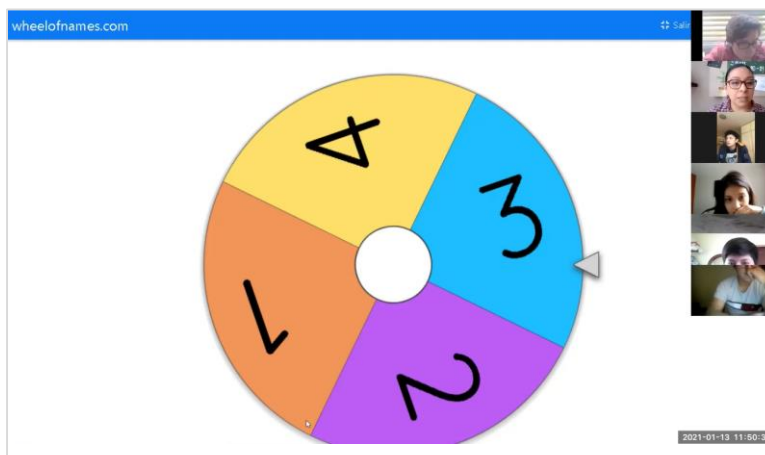
- ✓ • What the story is about?
- ✓ • Who are the main characters of the story?
- ✓ • The most important parts of the story
- ✓ • An interesting ending...

**Stage 3.** As the group activity is distributed in four parts, the group will read the story first and summarize it, so that each student will share one part of the story giving continuity to

what the previous group member said. Remind students that the objective is to keep the long story short and to include the vocabulary learnt.



**Stage 4.** This technique is called “Numbered heads” because each group assigns a number to each member, and those numbers represent the order in which each member participates during the story telling part of the class. When the whole class come together again, each group participates by retelling the story they read about. There are times when learners are not so open to participate, for those occasions one can raffle the groups’ numbers to assign turns, it is also a way to change the dynamic of the class.



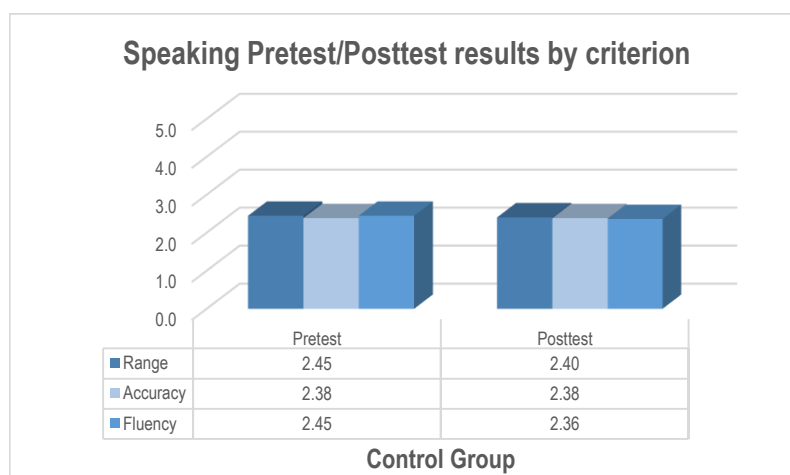
## CHAPTER III. ANALYSIS OF THE RESULTS

The common perception is that the CEFR is an exhaustive tool to measure language ability, and that it does not consider “in between” level bands such as an A2+ or a B1+. Nonetheless, CEFR’s Table 3 strives to assess ELLs’s considering the possibility of not setting learners in one global level or other. Therefore, this study adapted the mentioned table as recommended in “*Using the CEFR: Principles of Good Practice*” (2011). “The CEFR is not language or context specific.”, “Users need to adapt its use to fit the language they are working with and their specific context.” (pag. 4.) “These scales can be used as a tool for comparing levels of ability amongst learners of foreign languages and also offer ‘a means to map the progress of learners.’” (2001a:xii).

CEFR Table 3, with the designed scales and adapted aspects were applied in a Pretest and Posttest to both the experimental and control groups. In addition, the study conducted a collective questionnaire to examine the participants’ perceptions toward the techniques applied to help them develop better oral communication skills.

### 3.1. Pretest and posttest results analysis

#### Descriptive statistics analysis



*Fig 8.* Comparison of global scores obtained in the pretest vs. the posttest by the control group. Source: Camacho, M. (2020)

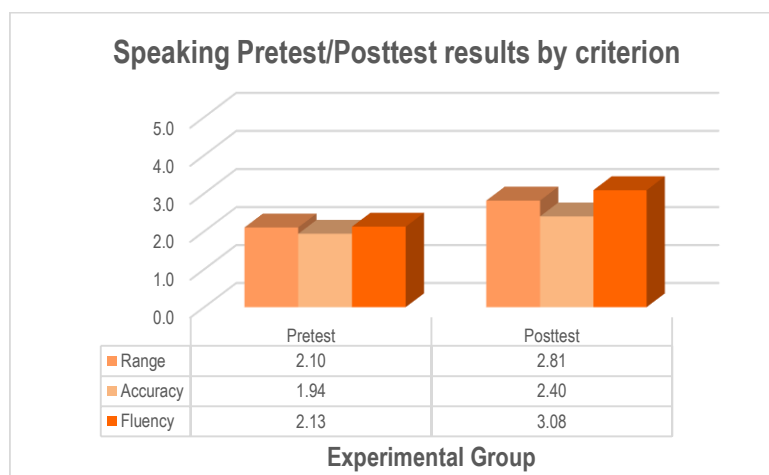
#### Analysis

In Figure 5, the results obtained from the pretest and posttest applied to the control group, measured in the same three speaking aspects and under same rubric –each aspect over 5

points—, were as follows: Range 2.45 vs. 2.40, Accuracy 2.38 vs. 2.38 and, Fluency 2.45 vs. 2.36.

### Interpretation

Whilst the experimental group presented a significant improvement in all three aspects of the speaking abilities, the control group showed a decrease in the score got in range and fluency but got the same score in Accuracy as in the pretest. Despite the fact that both, the experimental and control groups learned the same content during the study, the control group was taught with the use of the regular methods and strategies without the implementation of TPTs, which under a setting of a mixed-level and numerous class proves not to give such positive results regarding oral communication skills development.



*Fig 9.* Comparison of individual speaking criteria scores, obtained in the pretest vs. the posttest by the experimental group. Source: Camacho, M. (2020)

### Analysis

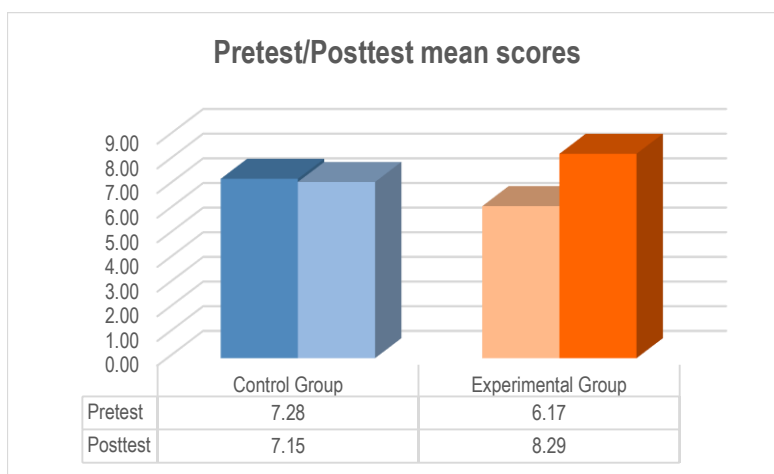
The results presented in Figure 6, show the scores marked by the experimental group in each of the three speaking criteria evaluated over 5 points in the pre and posttest. Based on the mentioned results, the mean score gained in Range was 2.10 in the pretest and 2.81 on the posttest. In Accuracy, the results show a mean score of 1.94 in the pretest vs. 2.40 in the posttest, whereas in the Fluency criterion, the results show a mean score of 2.13 in the pretest and 3.08 in the posttest.

The resulting difference from the mean scores obtained in each of the three speaking aspects tested in the pre and posttest are herein detailed: Range 0.71, Accuracy 0.46, and Fluency 0.96.

## Interpretation

As seen on the previous results, the three speaking aspects tested in the Experimental Group, demonstrate an increased difference from before and after the intervention, being Fluency the skill with more significant difference, followed by Range and Accuracy at last. These findings evidence that the implementation of Total Participation Techniques has had a greater incidence over the participant's confidence to speak English, therefore most appeared more open to participate voluntarily during lessons, and not only the students with higher levels.

These data does not underrate the significance that was also made in the two other aspects, in which participants showed improvement in vocabulary range, by means of the compelling output they were exposed to, during the TPTs execution. However, despite the acceptable accuracy shown in the use of basic grammar structures, with attempts to use more complex structures, some errors are still detected when using complex language structures.



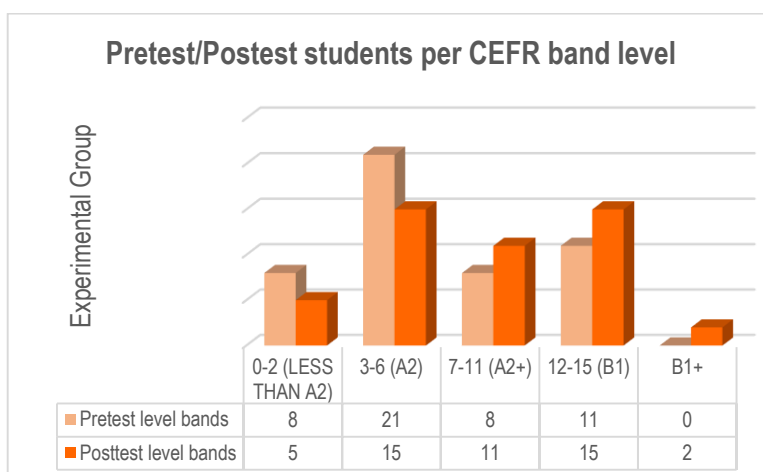
*Fig 10.* Comparison of global scores obtained in the pretest and the posttest by the control vs. the experimental group. Source: Camacho, M. (2020)

## Analysis

Figure 7, shows the global scores obtained by the experimental and control groups in the pretest and the posttest. The control group got a mean score of 7.28 in the pretest and 7.15 in the posttest evidencing a decreased difference of -0.13, while the experimental group scored 6.17 in the pretest and obtained a mean score of 8.29 in the posttest with a positive difference of 2.12 points.

## Interpretation

The mean scores presented in the previous figure, indicate that before the intervention phase, the study's participants had a lower English speaking proficiency level than the non-participant group. By this means, the participants of the experimental group did not only benefit from improving their oral communication skills, but the group also demonstrated to outperform the control group at the end of the intervention.



*Fig 11.* CEFR band levels obtained by the experimental group in the pretest and posttest. Source: Camacho, M. (2020)

## Analysis

From the results got by the experimental group in the pre and posttest, participants were located in a CEFR band level according to the adapted CEFR Table 3 based speaking rubric used for the research. The pretest scores show that 29 participants, 60.4% of the total sample, had a speaking level between (less than) A2 and A2, and 19 participants, 39.6% had levels between the A2+ and B1. After the intervention, the result of the pretest determined that 20 participants, 41.7% of the sample has an up to A2 level, and the other 28 participants, 58.3% of the sample are in level A2+ and beyond. In addition, the two score band limits show that from 8 students with below A2 level in the pretest, it changed to 5 in the posttest, and in the B1+ level which had 0 participants in the pretest, in the posttest 2 students added to that level.

## Interpretation

The change in band levels suggests that the intervention supported the group as a whole to improve their oral communication skills, and most importantly, it helped participants with low levels to move at least to the next level up. Nonetheless, aside from low score participants upgrading their level, participants with the higher speaking skills also upgraded their level.

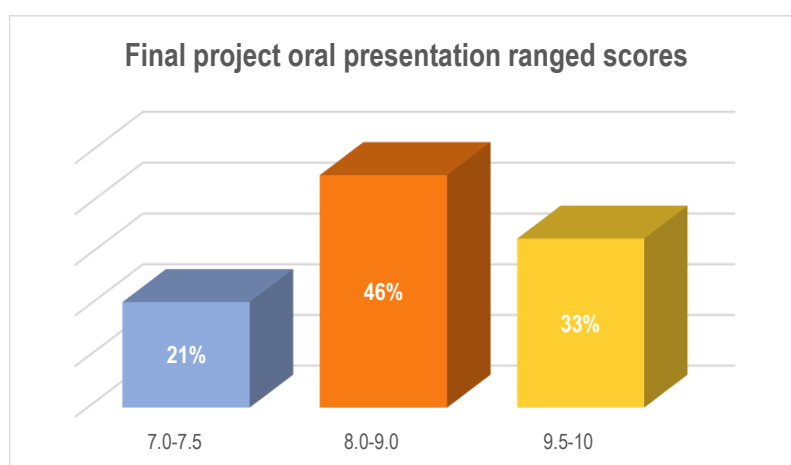


Fig 12. Experimental group ranged scores from oral presentations, after TPTs. Source: Camacho, M. (2020)

## Table 2

### *Participant's scores in the final oral presentation by descriptor*

Descriptor's scores <sup>1</sup>	Speaks clearly	%	Vocabulary	%	Uses complete sentences	%	Pitch	%
1.0	0	0.0	0	0.0	0	0.0	0	0.0
1.5	26	54.2	1	2.1	10	20.8	3	6.3
2.0	6	12.5	10	20.8	7	14.6	17	35.4
2.5	16	33.3	37	77.1	31	64.6	28	58.3
Total	48	100	48	100	48	100	48	100

*Note:* The scores presented in the table above show the results obtained by the participants in each descriptor used in the evaluation rubric of final project oral presentations. Source: Camacho, M. (2020)

<sup>1</sup> The four descriptors detailed in this table are included in the rubric used to evaluate students during the final project oral presentations.

## Analysis

Once the TPTs implementation phase ended, students from the experimental group presented a final project oral presentation, which was evaluated following a rubric (See

Annex 3) that consisted in four speaking aspects: 1) Speaks clearly; 2) Vocabulary; 3) Pitch; 4) Uses complete sentences. The largest percentage of students of the class, (46%) obtained a score between 8.0 and 9.0 over 10, followed by the 33% of students who obtained a score between 9.0 and 10. Finally, the lowest percentage (21%) of the group achieved a score between 7.0 and 7.5. For better understanding, Table 1 shows the scores per descriptor used in the evaluation rubric for the final oral presentations (See Annex 3), each descriptor was graded over a maximum of 2.5 points as to complete a score of 10 points, and the minimum score possible was 1.0.

### **Interpretation**

The minimum score a student should reach according to the Education Ministry's guidelines is seven out of ten points in all academic activities in order to consider they are acquiring the required learning, thus the results reveal that all students have either achieved the required learning as the guideline states, or moreover, they master the required learning. On another note, the individual scores obtained in each descriptor of the evaluation rubric during oral presentations, demonstrate how an important part of the sample studied have improved their speaking abilities.

The vocabulary descriptor, which results correspondingly with the rubric descriptor state that the students "Uses expected vocabulary for the task, according to content studied in class and extends vocabulary by defining words that might be new to most of the class". Similarly, in the descriptor that describes the use of complete sentences, the major portion of participants have demonstrated that "Always (99-100% of time) speaks in complete sentences" in accordance to the rubric. For the pitch descriptor, most of the students proved their "Pitch was often used and it conveyed emotions appropriately". Lastly, the descriptor that evaluated clarity in speaking shows that most of the group's participants "Speak clearly and distinctly most (94-85%) of the time. Mispronounce no more than one word", which that in this aspect students may still need some improvement.

### 3.2 Inferential statistics analysis

With the purpose of establishing if the implementation of TPTs has had an impact on L2 learners' speaking abilities, a statistical analysis was carried out to evaluate both the control and experimental groups in two instances: in the first part, the results examined corresponds to the first evaluation (pretest) used for determining a referential starting point of the two groups. The second part of the analysis explores the results of a second evaluation (posttest) applied once more to both groups, but once the strategy was applied to the experimental group, while the control groups continued with the regular learning method.

Data were analyzed with the use of two inferential statistical tests: 1) t-student test for related (paired) samples, which identifies possible significant differences between the results obtained in the pretest and the results obtained in the posttest; 2) Student's t-test for unrelated samples, which identifies possible significant differences between the control group and the experimental group.

The t-test for paired samples and the t-test for unrelated samples are parametric tests that require that the statistical assumptions of normality and absence of outliers be met. The normality assumption was corroborated by the Shapiro-Wilk test, while the possible existence of individuals with outliers was analyzed by the interquartile range rule.

The study of the statistical assumptions revealed that the nature of the sample under analysis does not follow an approximately normal distribution, which translates into a violation of this first assumption. With respect to the analysis of individuals with possible outliers, it was found that all values fall within the interval established in the interquartile range rule; therefore, this assumption did not present inconsistencies and was satisfactorily corroborated.

Since the assumption of normality was not met, the Wilcoxon signed-rank test was used in the case of related samples and the Mann-Whitney U test in the case of unrelated samples. Both tests are analogous to the t-test because they also analyze the possible existence of significant differences between the groups under study, but since they are nonparametric tests, they are not affected by deviations from normality.

The statistical hypotheses associated with these techniques are detailed below:

**Table 3***Wilcoxon Sign Ranges*

Group	Test statistic (W)	p-value
Control	31.5	0.0410
Experimental	0	8.95E-09

Source: Camacho, M. (2020)

**Ranks with Wilcoxon sign**

H0: There are no significant differences between the pretest results and the posttest results.

H1: There are significant differences between the pretest results and the posttest results.

**Table 4***Mann-Whitney U*

Stage	Test statistic (U)	p-value
Pretest	1280.5	0.2552
Posttest	944	0.1699

Source: Camacho, M. (2020)

**Mann-Whitney U**

H0: There are no significant differences between the pretest results and the posttest results.

H1: There are significant differences between the pretest results and the posttest results.

As shown in Table 1, the p-value associated with the control group has a value of 0.0410, which is less than a statistical significance level of 0.05, therefore, the null hypothesis is rejected and it is possible to conclude that there are significant differences between the pretest results and the posttest results, measured in the control group. In addition, the p-value associated with the experimental group has a value of 8.95E-09 (approximately zero), so the null hypothesis is also rejected, and it is possible to conclude that there are significant differences between the pretest results and the posttest results, measured in the experimental group.

In Table 2, it is observed that the two p-values (0.2552 and 0.1699) are superior to the statistical significance level of 0.05, so in both cases there is not enough evidence to reject the null hypothesis and it is concluded that there are no significant differences in the results of the posttest between the control group and the experimental group.

### 3.3 Findings on Student's Perception toward the Implementation of TPTs

Following the intervention phase of the study, participants answered a survey about their perceptions on the use of TPTs for speaking development. The results are as follows:



Fig 13. Participants opinion on whether they like to learn English or not. Source: Camacho, M. (2020)

#### Table 5

##### *Participant's reasons to like or not to like to learn English*

Statements	Students	%
To communicate with people across the world	10	20.8
English opens doors/gives opportunities	11	22.9
It's interesting/important/fun	7	14.6
I don't like it/it's too difficult	3	6.3
It's useful for learning other skills in the future/for university	17	35.4
Total	48	100

*Note:* This table shows the most common comments given by the participants to the question whether they like to learn English or not. Source: Camacho, M. (2020)

#### Analysis

From the group of 48 participants, 94% expressed their interest in learning English. 6% of the students said they dislike to learn the language. In an additional open-ended question about the reason why they like or not like to learn English, the most common answers are

shown in Table 1. The three highest percentages indicate that for a number of students, to speak English provides different types of opportunities as to communicate with people from other countries, for studies abroad or for work. Some also mentioned how useful this language is to learn more about other skills, and for university.

### Interpretation

According to the numeric and extended answer results, students are aware of the importance to know English as a foreign language. Moreover, they show significant motivation to increasing their knowledge for the reasons given.

**Table 6**

*Levels of difficulty per English skill for participants*

Skills Difficulty level	Reading		Writing		Listening		Speaking	
	Students	%	Students	%	Students	%	Students	%
Very easy	16	33.3	7	14.6	10	20.8	8	16.7
Easy	9	18.8	11	22.9	8	16.7	9	18.8
Neutral	10	20.8	19	39.6	11	22.9	8	16.7
Difficult	10	20.8	8	16.7	15	31.3	15	31.5
Very difficult	3	6.3	3	6.3	4	8.3	8	16.7
Total	48	100	48	100	48	100	48	100

*Note:* This table shows participants' opinion on how difficult it they consider each of the four English skills. Source: Camacho, M. (2020)

### Analysis

When asked about how difficult participants find each of the four English skills, the answers were varied as presented in Table 2. However, the largest percentages of difficulty concentrate in the Listening receptive skill with a 31.3%, considered as difficult by 15 of the 48 students surveyed. The second important percentage that shows difficulty in one of the skills is in the productive skill or Speaking with a 31.5%, where 15 out of the 48 participants expressed having difficulty. Writing is another skill with a significant percentage as 39.6% in which students show a certain level of uncertainty on whether it is a difficult skill or not.

### Interpretation

The results of this four-skill level of difficulty Likert scale confirms that most learners indeed find the speaking skill along with the listening the utmost challenging ones. As

previously mentioned in the study, both skills are critically required in a real setting where oral abilities are to be used.

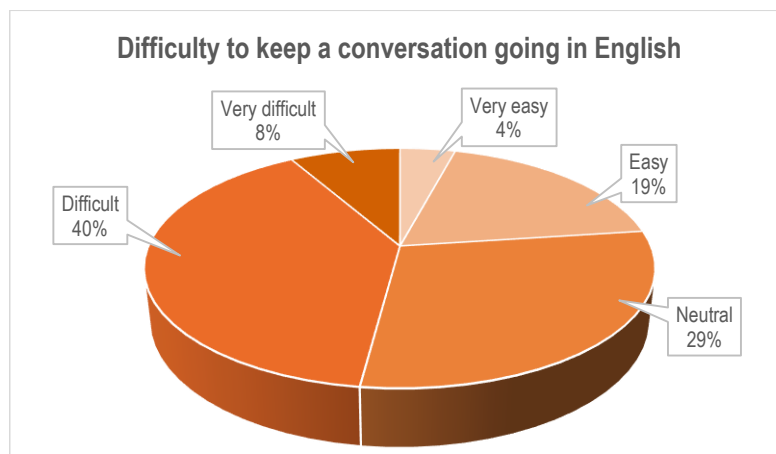


Fig 14. Participants' self-perceptions on the difficulty to speak English with others. Source: Camacho, M. (2020)

**Table 7**

*Participant's insights about keeping a conversation in English by level of difficulty*

Level of difficulty	Statements	Students	%
Very easy	I study /practice English on my own	2	4
Easy	It's easier to express yourself orally	9	19
	I can understand, but it's more difficult to speak	3	
Neutral	It's not difficult if you know the grammar, and you have enough vocabulary	11	29
	Lack of confidence/nervousness	10	
Difficult	Lack of grammar/vocabulary/knowledge	5	40
	I don't have enough opportunities to practice	4	
Very difficult	I can't understand people well/other's accents	4	8
	Total	48	100

*Note:* In this table is observed the students' reasons by the level of difficulty they have to maintain a conversation in English. Source: Camacho, M. (2020)

## Analysis

In the question that sought to learn about the difficulty learners perceive to have on maintaining a conversation in English, a significant number, 40% of participants responded it is difficult for them, whilst for the 29% it is not hard nor easy to speak the language with others. Nevertheless, the open-ended question about the reasons of their answers shows amid the most common answers, related to the number students who find it neutral or difficult to converse using the L2: "It's not difficult if you know the grammar, and you have enough

vocabulary”. “Lack of confidence/nervousness”. “Lack of grammar/vocabulary/knowledge”, and “I don't have enough opportunities to practice”.

### Interpretation

The results examined above demonstrate that learners are conscious of their needs to improve the spoken language. A significant number of students attribute their struggle to speak English to the necessity of better grammar and vocabulary knowledge, while a similar amount of learners say they do not feel confident enough to produce the language orally. At some extent, learners find it difficult to master the oral language due the reduced opportunities they have to practice it, beyond other reasons, because of the large classes in which they have studied. For students who feel it is easy for them to speak in L2 the most common reason is “It's easier to express yourself orally”, possibly for the opposite reason above given, these group of students may have the chance to study English particularly, and therefore have more opportunities to practice it orally.

### Table 8

*Participants of the experimental group satisfaction opinions toward TPTs*

Satisfaction level	Total Participation Techniques									
	TPT1 Three 3's in a row		TPT2 Quick writes		TPT3 Think- pair-share		TPT4 Who said that?		TPT5 Long story short	
	Students	%	Students	%	Students	%	Students	%	Students	%
Unsatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Slightly satisfied	3	6.3	1	2.1	2	4.2	0	0.0	7	14.6
Satisfied	32	66.7	22	45.8	28	58.3	28	58.3	23	47.9
Very satisfied	13	27.1	25	52.1	18	37.5	20	41.7	18	37.5
Total	48	100	48	100	48	100	48	100	48	100

*Note:* This table reveals the how satisfied the participants feel after the implementation of each Total Participation Technique. Source: Camacho, M. (2020)

### Analysis

The results about participants' views on how satisfied they feel about their own speaking skill progress with the use of TPTs, show the following prevalent percentages. 66.7% of the group expressed they felt satisfied by doing activities with the use of TPT1- Three 3's in a

row, 52.1% said to be very satisfied by working with TPT2 - Quick writes. Similarly, the 58.3% are satisfied of developing oral skills with TPT3 - Think-pair-share, and for TPT4- Who said that?, the 58.3% mention they feel satisfied with this technique, followed by the 41.7% who said to be very satisfied. Finally, a 47.9% answered to be satisfied with TPT5 - Long story short, followed by a 37.5% who felt very satisfied with this technique. For all the five techniques implemented, 0% of the participants indicate to feel unsatisfied by any.

### Interpretation

Students have expressed their opinion on how positively TPTs have influenced in their speaking abilities. The levels of satisfaction demonstrated in this part of the survey additionally give an insight of the type of material, activities, and the input learners find most compelling to learn a particular content. Most importantly, although there is a higher level of satisfaction toward particular techniques, none of the participants expresses to feel unsatisfied by any of the techniques. A minor percentage of the group states to be slightly satisfied by four the techniques, considering that for the fourth technique all participants are satisfied or very satisfied by it. Interestingly, the topic used to study the content planned with the Who said that? technique, was related to public opinion about abortion, an issue that is perhaps a concern for teenagers.

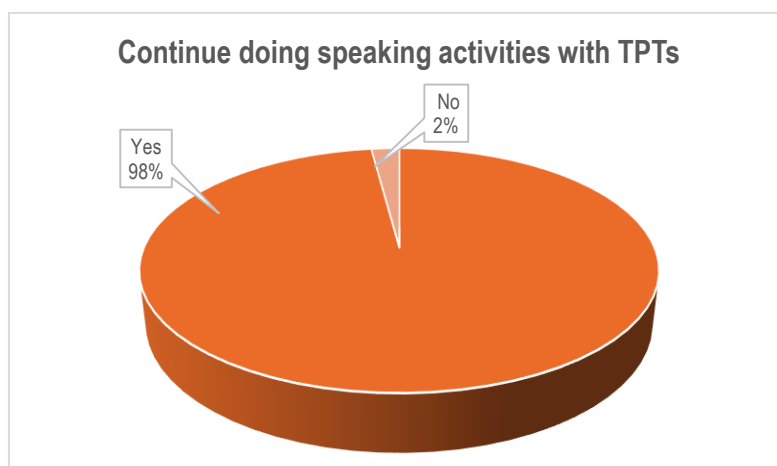


Fig 15. Students' disposition to continue using TPTs for speaking development. Source: Camacho, M. (2020)

**Table 9***Students' motives to continue using TPTs*

Most common statements	Students	%
It's fun/interesting to learn this way	11	22.9
Helps to improve speaking/fluency	17	35.4
It's easier to learn English this way/enriching	10	20.8
It's a creative/didactic way to learn	3	6.3
It helps to feel more confident	5	10.4
I like to speak in English with my classmates	2	4.2
Total	48	100

*Note:* On this table, participants' opinions about continuing learning with the use of TPTs are reflected. Source: Camacho, M. (2020)

**Analysis**

When enquired whether they would like to continue developing their speaking skills with the use of TPTs, 47 out of the 48 participants (98%) expressed enthusiasm towards TPTs. In an extended answer question about the reason why they would like to continue using TPTs, 35.4% of the students affirm it helps to improve fluency when speaking. The 22.9% of the learners feel that it is fun and interesting to learn English by means of TPTs, and the 20.8% mention that for them it seems easier to learn the language in this way, and that they learn more. An important 10.4% responds that carrying out activities using TPTs helps to increase self-confidence when speaking English. A 6.3% of learners mention they find this form of learning as creative and didactic, whereas the 4.2% like to speak in English with their classmates.

**Interpretation**

After taking part in the implementation of TPTs, when learners reflect on their oral communication skills self-improvement they remark that this form of work stimulates them and that it is different from the traditional teaching styles, while it helps them to be more fluent, and lose fear when speaking in English. Despite not a large percentage of the group, but some learners like to be able to speak with their peers as part of the class activities with TPTs, which also as they say, are a creative and didactic way to learn another language.

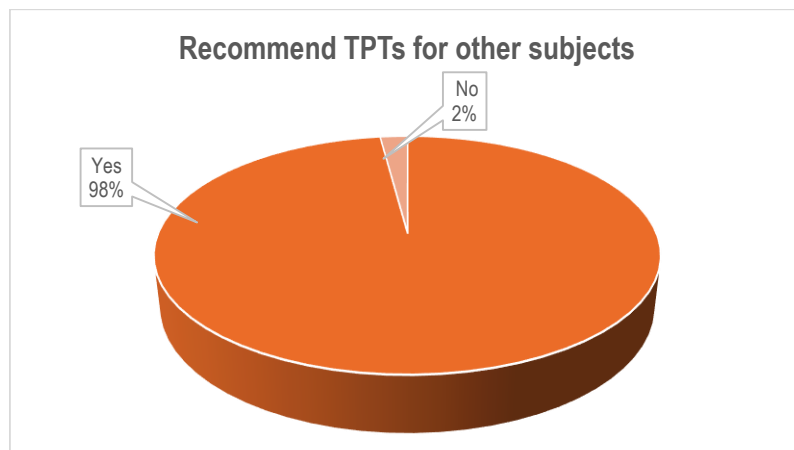


Fig 16. Students' recommendations to use TPTs for other subjects. Source: Camacho, M. (2020)

**Table 10**

*Students' reasons to apply TPTs in other subject areas*

Reasons to recommend TPTs	Students	%
With interaction you learn/understand more	10	20.8
It's a dynamic/didactic way to learn different topics/subjects	12	25.0
The techniques keep student's engaged in the class	3	6.3
The theory-practice relation is necessary to learn	4	8.3
It helps to perform better, with more confidence	4	8.3
Makes the teaching-learning process better	11	22.9
Learning is achievable in a big class	3	6.3
It's good for learning a language but not for other subjects that need a more technical guide from the teacher	1	2.1
Total	48	100

*Note:* This table shows participants' reasons why TPTs should be applied in other subjects different from English. Source: Camacho, M. (2020)

**Analysis**

As regards to recommending the execution of TPTs for other subjects different from English, 98% answered yes and the 2% said no. In the individual extensive answers to this question, the 25% of the learners sustain that to learn subjects and topics by means of TPTs is dynamic and/or didactic. The 20.8% believes that interaction allows learning and understanding more. 8.3% of the students affirm that the theory-practice relation is necessary to learn, the same percentage of learners find the techniques helpful to perform better and have more confidence, whilst the 6.3% say that that TPTs keep students engaged with the class, and that with TPTs learning is possible within a large class. 2.1% of the participants (1) thinks

that TPTs can help to learn a second language but that other subjects require the technical guidance of a teacher.

### **Interpretation**

Substantially all participants recommend the utilization of TPTs in subjects other than English as they think the lessons become more dynamic and didactic, hence the learning process is facilitated through peer interaction, and leading to a better understanding of the topics and content being studied. Students identify that the implementation of the strategy that uses TPTs as the mean to carry out learning activities, not only benefits the learners but the teacher as well, by building an improved complete process.

The awareness among students of how important it is to stay engaged in the class evidences it is central to achieving the learning goals, and that it is not significant only to the teachers, but also to the learners. The issue of learning within a large setting concern the learners, as seen in their comment that TPT infused lessons allows space to learn more in such context. Lastly, only one student express that in other subjects considered more technical, perhaps the guidance of an instructor is more required, therefore the use of TPTs could not be beneficial.

### 3.4 Qualitative observation notes collected throughout the implementation of TPTs

Observation for Intervention in Speaking during the Implementation of Total Participation Techniques							
<b>Topic:</b>	Celebrations around the world (celebration phrases)						
<b>Observer</b>	María Eugenia Camacho	<b>Class</b>	Experimental Group	<b>Date</b>	18-Nov-20	<b>Start time of observation</b>	11h10
		<b>N° of students</b>	48	<b>Language of instruction</b>	English	<b>Finish time of observation</b>	11h50
<b>Total Participation Technique Implemented</b>			Three 3's in a row				
<b>Content area: Speaking</b>			<b>Grouping observed:</b> A2 - B1 English level students				
<b>Objective:</b> To use celebration phrases in the contexts of celebrations held in other countries.				<b>Criteria (Check all that apply)</b>			
<b>To determine the effectiveness of TPTs in speaking in an A2 to B1 level, so that after the intervention students will be able to speak in a more natural way.</b>	<b>Parameters</b>		<b>Five-Point Scale</b>				
			<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very poor</b>
	<b>Range</b>						
	Use of grammatically correct language						X
	Use of appropriate vocabulary for topic					X	
	<b>Accuracy</b>						
	States purpose for presentation						X
	Adheres to content					X	
	<b>Fluency</b>						
Adheres to time-limit					X		
Speaks continuously without much hesitation					X		
<b>Comments</b>							
<p>Students were shy to speak voluntarily; they did not raise their hands spontaneously.</p> <p>When working in small groups, some students did not participate, and some did not even turn their cameras on.</p> <p>When it is time to share their work with the rest of the class, students spoke for a very short time by reading the information they collected, and they could not answer further questions related to the work they did.</p> <p>The students who participated were mostly those with a higher English level than the rest.</p> <p>Providing modeling to help students understand better, what they have to do was useful, they used it as a guide for their own work.</p> <p>Students seemed enthusiastic to do a different type of activity, like a game.</p>							
<b>Recommendations</b>							
<p>Prepare in advance an app or a technique to assign turns to speak when students do not participate spontaneously.</p> <p>Encourage students to share their answers by remembering what they spoke in groups, instead of reading answers.</p> <p>For the first times using the techniques, implement those that do not require too much writing, so that students do not spend too long doing that part of the activity, and they do not rely so much on reading.</p> <p>From the first time using TPTs, build community among students by giving them the chance to interact continuously.</p>							

Observation for Intervention in Speaking during the Implementation of Total Participation Techniques							
<b>Topic:</b>	Party planning (giving opinion, party vocabulary)						
<b>Observer</b>	María Eugenia Camacho	<b>Class</b>	Experimental Group	<b>Date</b>	25-Nov-20	<b>Start time of observation</b>	11h10
		<b>N° of students</b>	48	<b>Language of instruction</b>	English	<b>Finish time of observation</b>	11h50
<b>Total Participation Technique Implemented</b>			Quick writes				
<b>Content area:</b> Speaking			<b>Grouping observed:</b> A2 - B1 English level students				
<b>Objective:</b> To plan a party by establishing the necessary steps, according to the type of party preferred.				<b>Criteria (Check all that apply)</b>			
<b>To determine the effectiveness of TPTs in speaking in an A2 to B1 level, so that after the intervention students will be able to speak in a more natural way.</b>	<b>Parameters</b>		<b>Five-Point Scale</b>				
			<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very poor</b>
	<b>Range</b>						
	Use of grammatically correct language			X			
	Use of appropriate vocabulary for topic			X			
	<b>Accuracy</b>						
	States purpose for presentation					X	
	Adheres to content			X			
	<b>Fluency</b>						
	Adheres to time-limit				X		
Speaks continuously without much hesitation				X			
<b>Comments</b>							
<p>Students showed more confidence in speaking when doing activities in smaller groups.</p> <p>Students received peer support from students with higher levels during this type of activity, which helps them to perform better when they have to do it individually.</p> <p>When working in smaller groups, for the teacher was easier to identify who needs extra support during speaking activities.</p> <p>The use of plenty and understandable input (photos and vocabulary) helped students to expand their vocabulary.</p>							
<b>Recommendations</b>							
<p>Relating the topic to the student's interests is crucial for motivation toward the activities proposed.</p> <p>Encourage students to reduce the use of L1 by building with them a useful vocabulary list for the activity.</p> <p>Provide model on how to present a certain activity product, thus the purpose of the work is clear to learners.</p> <p>Be willing and open to creativity, if some students or groups want to add more to what was asked it helps them to do their work more enthusiastically.</p> <p>Forty minutes to explain and activity, for students to develop the work and then to share it with the class is limited, thus to plan the lesson ahead and carefully is fundamental.</p>							

Observation for Intervention in Speaking after the Implementation of Total Participation Techniques							
<b>Topic:</b>	Descriptive adjectives						
<b>Observer</b>	María Eugenia Camacho	<b>Class</b>	Experimental Group	<b>Date</b>	02-Dec-20	<b>Start time of observation</b>	11h10
		<b>N° of students</b>	48	<b>Language of instruction</b>	English	<b>Finish time of observation</b>	11h50
<b>Total Participation Technique Implemented</b>			Think-pair-share				
<b>Content area:</b> Speaking			<b>Grouping observed:</b> A2 - B1 English level students				
<b>Objective:</b> To use descriptive adjectives to express opinion about real-life situations				<b>Criteria (Check all that apply)</b>			
<b>To determine the effectiveness of TPTs in speaking in an A2 to B1 level, so that after the intervention students will be able to speak in a more natural way.</b>	<b>Parameters</b>		<b>Five-Point Scale</b>				
			<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very poor</b>
	<b>Range</b>						
	Use of grammatically correct language		X				
	Use of appropriate vocabulary for topic		X				
	<b>Accuracy</b>						
	States purpose for presentation				X		
	Adheres to content			X			
	<b>Fluency</b>						
	Adheres to time-limit			X			
Speaks continuously without much hesitation		X					
<b>Comments</b>							
<p>Input was very important; the teacher provided part of the vocabulary related to the topic to help students build their ideas, and in some parts, they contributed with the vocabulary.</p> <p>Students participated more than in the first two techniques implemented; they showed more interest and motivation to share their opinions.</p> <p>The lesson was developed quicker than when there is more teacher talking time.</p> <p>The use of Padlet® as a virtual application for jotting down ideas was a helpful tool, it served for everyone to express their ideas first written down, and then orally.</p> <p>Leaving feedback to correct errors at the end of the lesson helped students to speak more fluently during the activity.</p>							
<b>Recommendations</b>							
<p>To ensure the use of higher-order thinking skills, input is very important, so give learners topics they might be interested in. Ask more complex questions related to the topic to help ELLs be analytical and critical in their opinions.</p> <p>Use topics related to their context as well as pictures and modeling examples.</p> <p>Give them the chance to express freely, so students have the chance to practice their fluency.</p> <p>As the think-pair-share requires movement in a face to face learning setting, for numerous classes students can talk with the person behind the first time and then to the</p>							

person next to them, so that the time to continue with the activity is not limited by space or the number of students. In online classes, students can be easily moved from one breakout room to another.							
<b>Observation for Intervention in Speaking after the Implementation of Total Participation Techniques</b>							
<b>Topic:</b>	Grammar: -ing form (gerund) as subject						
<b>Observer</b>	María Eugenia Camacho	<b>Class</b>	Experimental Group	<b>Date</b>	16-Dec-20	<b>Start time of observation</b>	11h10
		<b>N° of students</b>	48	<b>Language of instruction</b>	English	<b>Finish time of observation</b>	11h50
<b>Total Participation Technique Implemented</b>			Cut-and-Paste (Who said that?)				
<b>Content area:</b> Speaking			<b>Grouping observed:</b> A2 - B1 English level students				
<b>Objective:</b> To identify who could have made a certain statement according to personal opinion.				<b>Criteria (Check all that apply)</b>			
<b>To determine the effectiveness of TPTs in speaking in an A2 to B1 level, so that after the intervention students will be able to speak in a more natural way.</b>	<b>Parameters</b>		<b>Five-Point Scale</b>				
			<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very poor</b>
	<b>Range</b>						
	Use of grammatically correct language				X		
	Use of appropriate vocabulary for topic			X			
	<b>Accuracy</b>						
	States purpose for presentation			X			
	Adheres to content		X				
	<b>Fluency</b>						
	Adheres to time-limit			X			
Speaks continuously without much hesitation			X				
<b>Comments</b>							
<p>When handling more complex grammar structures it was difficult for a good part of the class due to mixed-levels and class size.</p> <p>The use of a topic that although can be controversial (pro-life-pro-choice opinions), was interesting for students to discuss about, the use of higher-order-thinking skills was notorious, especially those related to analysis and evaluation.</p> <p>Some students felt shy to talk about the topic at the beginning, but once other students shared their opinion they showed more confidence to talk about their perspective, and the issues related to the topic.</p> <p>After three techniques were already applied, students demonstrated to be more familiar with the strategy, thus lessons were developed faster and with better results.</p> <p>Students enjoyed using different apps and doing diverse kind of activities, they did not seem bored at any moment.</p>							
<b>Recommendations</b>							
<p>Find a technique that is simple to understand in how to develop the activities, especially when the content is complex.</p> <p>Plan sufficient time and material to provide enough input that helps students to do the activities without much problem.</p> <p>Scaffold complex content to help especially the weaker learners to accomplish the learning objectives.</p> <p>Ask and answer as many questions as needed, to ensure the content is clear to apply in the activity planned for the lesson, with the use of a TPT.</p>							

Observation for Intervention in Speaking after the Implementation of Total Participation Techniques							
<b>Topic:</b>	Adjectives with -un						
<b>Observer</b>	María Eugenia Camacho	<b>Class</b>	Experimental Group	<b>Date</b>	13-Jan-21	<b>Start time of observation</b>	11h10
		<b>N° of students</b>	48	<b>Language of instruction</b>	English	<b>Finish time of observation</b>	11h50
<b>Total Participation Technique Implemented</b>			Numbered Heads Together (Long story short)				
<b>Content area:</b> Speaking			<b>Grouping observed:</b> A2 - B1 English level students				
<b>Objective:</b> To apply new and old vocabulary by retelling a story of mystery.				<b>Criteria (Check all that apply)</b>			
<b>To determine the effectiveness of TPTs in speaking in an A2 to B1 level, so that after the intervention students will be able to speak in a more natural way.</b>	<b>Parameters</b>		<b>Five-Point Scale</b>				
			<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very poor</b>
	<b>Range</b>						
	Use of grammatically correct language			X			
	Use of appropriate vocabulary for topic		X				
	<b>Accuracy</b>						
	States purpose for presentation		X				
	Adheres to content		X				
	<b>Fluency</b>						
Adheres to time-limit		X					
Speaks continuously without much hesitation		X					
<b>Comments</b>							
<p>When simpler content, students demonstrated to develop activities quicker, and advanced further on what could be expected. (Zone of Proximal Development theory)</p> <p>Despite the difficulty that reading represents to some students, –due the facility to look up words online–, the part of the activity were they had to read a story to summarize it, took less time than planned, thus it left time enough for students to prepare a better product.</p> <p>For the weaker learners it was an advantage to work with higher-level learners, they were more open to ask them about some aspects such as vocabulary and simple structures than doing it openly in front of the whole class.</p> <p>Since all members of each team presented a part of the story, students made sure they were well prepared by practicing their parts many times, which helped them in all three aspects being observed: range, accuracy, and fluency.</p>							
<b>Recommendations</b>							
<p>Find interesting stories with language that is not too difficult for all learners to understand, so that they are not demotivated because the work is too hard for them.</p> <p>Encourage hard individual work for the benefit of group work, promote healthy competition between groups thus, they make an effort to present improved work.</p> <p>Monitor group work at all times to support learners who need extra help and to answer any questions they may have.</p> <p>Do not forbid student to use L1 if they need it to understand certain words, but encourage them not to rely on translation by explaining that language does not work in that way.</p> <p>To avoid translation, frequently provide useful phrases to give opinion, to describe ideas, to give information, etc. (language chunks)</p>							

## **Reflections on the qualitative observation notes collected throughout the implementation of TPTs**

The criteria used in the observational cards applied in each lesson during the implementation of the five Total Participation Techniques individually, shows that the participants as a group experienced an increased improvement in the three criteria measured, range, accuracy, and fluency, as the execution of TPTs advanced. For the first technique carried out, students were shy and insecure to participate in class, due that, it was difficult to evidence noticeably the use language related to the topic studied, and appropriate grammar. As the application of each technique progressed, students performed with more confidence and were open to participate spontaneously in class, especially during the plenaries, after activities that required them to work as pairs or in groups.

From the three speaking aspects observed, fluency is the one where improvement was mostly displayed. As it can be seen in the observational cards, specifically with the topics used for a particular technique, students were more fluent, meaning not only that they spoke for longer periods without much hesitation, but that they were able to state their opinions on the matters they found themselves interested on. Accuracy, as the aspect that at the beginning was highly challenging to most students, according to observation, it was also developed throughout the intervention. Once the students were more familiarized with working by means of TPTs, they were more aware of how to present the product of their work, and to stay in content in accordance to the time available to present it.

Range, although is evidenced as the aspect less improved by learners, particularly in the use of grammatically correct language, showed growth when the content studied did not require the use of more complex grammar structures. However, when the grammar related to content treated during the lesson was simpler, learners proved not to have considerable problems to comply with what was required. Nevertheless, the use of appropriate vocabulary for the topic, apart from the first TPT infused lesson, was not a difficulty to most learners, perhaps because the input used for the implementation of the five techniques was intended to be plenty and compelling at all times.

## CONCLUSIONS

- This study analyzed the principal barriers that hinder English Language Learners from developing efficient oral skills. In this regard, Total Participation Techniques were implemented to define their effectiveness towards oral communication skills development, particularly in large-mixed-level classrooms. Instruction guided by traditional teaching methods is to be changed and replaced by innovative pedagogies such as those described in the Communicative Language Teaching approach, which previous studies have demonstrated to help improve learners speaking abilities. The focus is on utilizing strategies that stimulate students to be actively involved in classroom activities, as TPTs attempt to do.
- The research reaffirmed the conviction that active participation is a fundamental aspect to cognitively engage students in their own learning, and that it is brought to a further level by using higher-order thinking skills. Observation during the intervention phase established that motivation through critical thinking keeps learners interested in the lesson content planned, and facilitates meaningful learning.
- A significant number of learners confirmed the research's theory in their extended answers in the collective questionnaire, that an environment that generates enough opportunities for peer interaction, and supports further individual class participation, helps learners to lose the fear of being wrong, thus the feeling of self-confidence increases, adding to it an advantage for more advanced oral skill development. In addition, the common thought that accurate grammar structures are a prerequisite for the achievement of other skills such as range and fluency was proven incorrect. Oral communication is to be focused primarily on fluency hence learners use spoken English to convey meaning with low hesitation, and that is adequate to the context. A fluent speaker has a higher possibility of developing the rest of the oral skills, for the reason that has more chance of being able to take part in real oral communication situations.
- The belief that teaching large and mixed-level classes leaves limited or no space for student participation, therefore speaking abilities are unlikely to be developed in settings like this, needs to be transformed. The teacher is the promoter to help change happen in the classroom, an encouraging attitude towards learning English certainly inspires

students by awaking intrinsic motivation. Therefore, the use of compelling input, collaborative work, peer correction, scaffolding, clear instruction, and modeling, as part of the implementation of Total Participation Techniques, demonstrated to be effective tools that support learners to improve their oral communication abilities.

- This study argues that teachers ought to be certain of the effectiveness of active class participation regardless of the circumstances, to allow learners to practice the language within the classroom. Young adults need constant encouragement and support to believe in themselves, therefore stimulating words, teacher's authentic interest in issues that matter to teenagers, confidence in their critical thinking capability, lead to achieving the main purpose of language teaching. These efforts were ultimately successful to improve the student's overall oral communication skills.

## RECOMMENDATIONS

- TPTs demonstrated to help learners to improve their speaking skills, especially fluency and use of vocabulary (range), as a result, a significant number of students located in the top bridge of a speaking proficiency band level moved up to the next. Nevertheless, in a context as that where the research's experiment was developed, to expect a change from one CEFR band to the next is an achievement that will take more than a few weeks and exposure to a certain strategy, it entails hours of instruction and practice.
- The established results that there were no significant differences between the pretest and the posttest results among the control and the experimental group, do not evidence the disadvantage that the experimental group initially presented, as this group had a lower speaking proficiency level compared to the control group. However, once the research ended, it was confirmed that the experimental group outperformed the control group by demonstrating substantial progress in contrast to their initial results. The suggestions is to work with larger and more homogenous samples, thus to be able to state more remarkable comparative results between the control and experimental groups.
- Quantitative statistical techniques to determine the validity of the idea defended were advantageous to this research. Nonetheless, in social studies as those in the education field, strong qualitative data is to be used to have a broader view of the phenomenon in study.
- In accordance with the Ecuadorian National Educational Curriculum, students are required to have reached a B1 CEFR band level by the time they leave high school, this statement implies that when finishing Second Year of Baccalaureate, students must have at least an A2+ level, which is considered as the bridge to arriving to a B1 level. Conversely, due to the large number of students that public schools have, the considerable existing gaps in their English levels, amongst other reasons stated in this research, makes it complex to set all students in a similar level and expect the whole group to acquire the same level after the exposure to a particular approach, technique or strategy. Consequently, the proposal is to train teachers in the use of TPTs with students from the basic to the more advanced levels, hence the practice of the spoken language becomes a permanent habit in the classroom.

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## ANNEXES

**Annex 1.** Pretest/Posttest applied to control and experimental groups**MASTER'S IN ENGLISH PEDAGOGY AS A FOREIGN LANGUAGE****Total Participation Techniques (TPT) for the Oral Communication Skills  
Development****Researcher:** María Eugenia Camacho Oleas**PRETEST / POSTTEST (A2-B1 LEVEL – CEFR)****Test: Eating****Test 1****Part 1 (3-4 minutes)****Phase 1*****Interlocutor****To both candidates*                      Good morning / afternoon / evening.*To Candidate A*                              What's your name?*To Candidate B*                              And what's your name?**Back-up prompts****B**, Where are you from?                      Are you from (Riobamba, Quito, Ambato, etc)?

Where do you live?                              Do you live in ... (name of neighborhood / city part, etc.)?

Thank you

**A**, Where are you from?                      Are you from (Riobamba, Quito, etc)?

Where do you live?                              Do you live in ... (name of neighborhood / city part, etc.)?

Thank you

<b>Test 1</b>
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**Phase 2****Interlocutor**

Now, let's talk about **friends**.

**A**, how often do you see your friends?

**Back-up prompts**

Do you see your friends every day?

What do you like doing with your friends?

Do you like going to the cinema?

**B**, where do your friends live?

Do your friends live near you?

When do you see your friends?

Do you see your friends at weekends?

**Extended Response**

Now **A**, please tell me something about one of your friends.

**Back-up questions**

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

**Interlocutor**

Now, let's talk about **home**.

**B**, who do you live with?

**Back-up prompts**

Do you live with your family?

How many bedrooms are there in your flat?

Are there three bedrooms in your house /

house / department?

**A**, where do you watch TV at home?

Do you watch TV in the kitchen?

What's your favourite room in the house?

Is your bedroom your favourite room?

**Extended Response**

Now **B**, please tell me something about

**Back-up questions**

Do you like cooking at the weekends?

**Part 2 (5-6 minutes)**

**Phase 1**

**Interlocutor**

🕒 3-4 minutes

Now, in this part of the test you are going to talk together.

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

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not. All right?

Now,

talk together.

Candidates.....

🕒 Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Do you like these different places to eat?



**Phase 1****Interlocutor /****Candidates**

Do you think...

*Use as appropriate.*

...eating on the beach is fun?

*Ask each candidate*

... eating in restaurants is expensive?

*at least one*

...eating at home is boring?

*question.*

... eating at college/work is cheap?

... eating in the park is nice?

Optional prompt

Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these places to eat do you like best?And you, **B**, which of these places do you like best?

Thank you.

**Phase 2****Interlocutor**Now, do you prefer eating with friends or family, **B**? (Why?)*⌚ Allow up to 2  
family?)  
minutes*And what about you, **A**? (Do you prefer eating with friends or  
(Why?)Do you prefer eating at home or in a restaurant, **A**? (Why?)And you, **B** (Do you prefer eating at home or in a restaurant?)

(Why?)

Thank you. That is the end of this part of the test.

## PRE-TEST (B1 LEVEL – CEFR)

## Speaking Test 1

## 1A Learning a language

**Interlocutor**

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

**A**, here is your photograph. It shows people learning a language.

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

**B**, you just listen.

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

**Candidate A**

.....

.

🕒 *approx. 1 minute*

**Back-up prompts**

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the

## 1A Learning a language

**Interlocutor**

**B**, here is your photograph. It shows people at a party.

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

**A**, you just listen.

**B**, please tell me what you can see in the photograph.

**Candidate A**

.....

🕒 *approx. 1 minute*

**Back-up prompts**

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the

Interlocutor Thank you.

1A



1B



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## Annex 2. CEFR Evaluation Rubric for Pretest and Posttest

## CEFR Assessment scale (Adapted)

Student's name: _____	Date: _____	Age: _____
-----------------------	-------------	------------

	0	1 (A2)	2	3 (A2+)	4	5 (B1)	TOTAL
<b>RANGE</b>		Can communicate in a simple and direct exchange of limited information in everyday situations; otherwise has to compromise the message.		Can talk about familiar everyday situations and topics, with searching for the words; sometimes has to simplify.		Can talk about family, hobbies and interests, work, travel, news and current events. Can make the other person understand the most important points.	
<b>ACCURACY</b>		Can use correctly simple phrases learnt for specific situations, but often makes basic mistakes - for example mixing up tenses and forgetting to use the right endings.		Can use some simple structures correctly in common everyday situations.		Can express self reasonably accurately in familiar, predictable situations.	
<b>FLUENCY</b>		Can make self understood with short, simple phrases, but often needs to stop, try with different words - or repeat more clearly what was said.		Can participate in a longer conversation about familiar topics, but often needs to stop and think or start again in a different way.		Can keep a conversation going, but sometimes has to pause to plan and correct.	
						<b>TOTAL</b>	

Scores range	Band level
12-15	<b>B1</b>
7-11	<b>A2+</b>
3-6	<b>A2</b>
0-2	<b>LESS THAN A2</b>

Note: Adapted CEFR rubric evaluation table taken from the Bunkyo English Speaking Tests (BESTs) used at the Bunkyo English Communication Centre (BECC) as part of a wider CEFR aligned assessment system for the English Communication.

### Annex 3. Evaluation Rubric Used for Individual Final Projects Oral Presentations

Project Oral Presentation Rubric Speaking evaluation after Total Participation Techniques Implementation					
Student Name:					
Category	Parameters evaluated				Total
	2.5	2	1.5	1	
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles, cannot be understood, or mispronounces more than one word.	
Vocabulary	Uses expected vocabulary for the task, according to content studied in class and extends vocabulary by defining words that might be new to most of the class.	Uses vocabulary expected vocabulary for the task, according to content studied in class.	Uses part of the expected vocabulary for the task. Misses some important words that should be included.	Does not use the expected vocabulary for the task and use words or phrases that are not understood.	
Pitch	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.	
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.	
				Overall Score	

#### Annex 4. Likert Scale and Open Question Collective Questionnaire

**Objective:** To acknowledge the research participants' perception toward their current English speaking abilities and the implementation of Total Participation Techniques (TPT) for the Oral Communication Skills Development.

**Instructions:** Please answer to the following questions according to your opinion, and level of satisfaction or dissatisfaction.

<b>Section 1. General Information</b>				
Class: _____ Age: _____				
1. Do you like to learn English? <input type="radio"/> Yes <input type="radio"/> No Why? _____				
2. Do you like to learn English? <input type="radio"/> Yes <input type="radio"/> No Why? _____				
<b>Section 2. English Skills</b>				
3. Assign a score to each one of the four English skills, according to the level of difficulty those represent to you. (1 star is very easy, and 5 stars is very difficult)				
Reading ☆☆☆☆☆	Writing ☆☆☆☆☆	Listening ☆☆☆☆☆	Speaking ☆☆☆☆☆	
4. How difficult is it for you to keep a conversation in English?				
Very easy <input type="radio"/>	Easy <input type="radio"/>	Neutral <input type="radio"/>	Difficult <input type="radio"/>	Very difficult <input type="radio"/>
Explain your answer: _____				
<b>Section 3. TPT's for speaking development</b>				
5. Of the speaking activities carried out in class to develop the Speaking skill, mention how satisfied you felt after doing them.				
Three 3's in a row				
For this activity, you had to choose 3 questions about preferences during celebrations and holidays, and then you had to ask the questions to 3 partners until completing 3 in a row.	Unsatisfied <input type="radio"/>	Slightly satisfied <input type="radio"/>	Satisfied <input type="radio"/>	Very satisfied <input type="radio"/>
Quick writes				

For this activity you looked at images of teenage parties and analyzed how bad decisions can affect our lives, and what things are important in the life of a teenager.	Unsatisfied <input type="radio"/>	Slightly satisfied <input type="radio"/>	Satisfied <input type="radio"/>	Very satisfied <input type="radio"/>
Think-pair-share				
In this pair work, you observed images with some options such as getting a tattoo of the boyfriend/girlfriend's name, going to a concert, being in a paradise beach, etc. Then you talked in pairs about which of these activities you would like to do and which you would not, and explained why.	Unsatisfied <input type="radio"/>	Slightly satisfied <input type="radio"/>	Satisfied <input type="radio"/>	Very satisfied <input type="radio"/>
Who said that?				
Here you worked in groups, analyzing who might have said each of the statements regarding the legalization of abortion, according to whether the person is pro-life, neutral or pro-choice.	Unsatisfied <input type="radio"/>	Slightly satisfied <input type="radio"/>	Satisfied <input type="radio"/>	Very satisfied <input type="radio"/>
Long story short				
In this activity, in groups of 4 classmates you read a story about an unsolved mystery, summarized the story in its main elements, and retold it in a way that everyone could understand.	Unsatisfied <input type="radio"/>	Slightly satisfied <input type="radio"/>	Satisfied <input type="radio"/>	Very satisfied <input type="radio"/>
6. Would you like to continue doing speaking activities with this type of techniques? Explain your answer: _____				
7. Would you recommend Total Participation Techniques for other subjects different from English? Explain your answer: _____				