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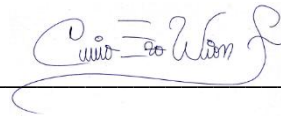
Innovative pedagogies, teaching methods

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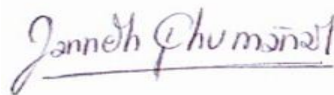
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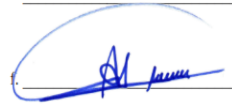
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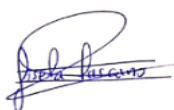
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DEDICATION

I dedicate this work to God, to my children who have been the basis of my improvement, and to my mother for being the support I need.

ACKNOWLEDGEMENTS

A special gratitude to Pontifical Catholic University of Ambato for opening the doors to carry out my profession in a competitive way and to be able to contribute to the local and national development.

To Mg. Wilson Criollo who with his wise direction guided me to the culmination of this research work.

Also, to the Universidad Técnica de Ambato, for allowing me to do the research there.

RESUMEN

El trabajo analiza la influencia del uso de la estrategia de enseñanza Think-pairs-share (TPS) en el desarrollo de la habilidad oral de los estudiantes de nivel A1 de la modalidad regular en el Centro de Idiomas de la Universidad Técnica de Ambato. A partir de la observación directa y aplicación de una encuesta se detectó que los estudiantes presentaban dificultad para construir una comunicación efectiva en el idioma inglés. Se realizó un estudio cuasiexperimental con dos grupos de trabajo, control y experimental, el primero destinado a recibir clases a través de estrategias de aprendizaje tradicionales y el segundo orientado a hacerlo mediante el uso de estrategias basadas en TPS. Inicialmente se evaluó el nivel de habilidad oral de ambos grupos mediante la aplicación de la prueba Key English Test (KET) de Cambridge. Seguidamente se implementaron estrategias de enseñanza en ambos grupos. Para el caso del grupo experimental, las estrategias TPS consistieron en un trabajo colaborativo entre estudiantes, cada participante subió videos de corta duración en la plataforma Flipgrid acerca de sus ideas sobre temas sugeridos por la docente. Los estudiantes revisaron el material preparado por sus parejas de clase, formularon sugerencias para que mejoren su destreza oral y realizaron una exposición oral para todos los compañeros. Se aplicó otra prueba del KET para conocer la evolución de la competencia oral. Los estudiantes mejoraron su desempeño, aunque el grupo experimental alcanzó mejores resultados, dado que la media fue de 12.48 sobre 15, comparada con la media del grupo de control de 9.70. Se concluye que los estudiantes tuvieron buena predisposición para trabajar utilizando las estrategias TPS y que el programa de enseñanza permitió que mejoren la habilidad oral para comunicarse en el idioma inglés.

Palabras clave: Comunicación interactiva, habilidad oral, Think-pairs-share (TPS), gramática y vocabulario, plataforma Flipgrid, pronunciación.

ABSTRACT

This research analyzes the influence of the Think-pairs-share (TPS) teaching strategy in the speaking skill development of A1 students of the regular modality at the Language Center of the Universidad Técnica de Ambato. From direct observation and the application of a survey, it was detected that the students presented difficulties in constructing effective communication in the English language. A quasi-experimental study was considered, in which two groups, control and experimental, were established. The first group received classes through traditional learning strategies and the last one through strategy based on TPS. Initially, the oral proficiency level of both groups was evaluated by applying the Cambridge Key English Test (KET). The teaching strategies were implemented in both groups. In the experimental group case, the TPS strategy consisted of collaborative work among students, each participant uploaded short videos in the Flipgrid platform about their ideas regarding topics suggested by the teacher. The students then reviewed the material prepared by their class partners, made suggestions for improving their speaking skills, and gave an oral presentation to all their classmates. Another KET test was applied to know the speaking skill development. Students improved their performance, although the experimental group showed better results, to the point that the mean was 12.48 out of 15, compared to the mean of the control group, which was 9.70. It is concluded that the students were well disposed to work using the TPS strategy and the teaching program allowed the students to improve their speaking skills to communicate in the English language.

Keywords: Flipgrid platform, grammar and vocabulary, interactive communication, pronunciation, speaking skill, Think-pair-share (TPS).

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INTRODUCTION

Mastery of oral expression has been identified as one of the most powerful factors in the development of structured thinking and cognitive abilities. Such as, from classical philosophy with Socratic maieutics method to modern linguistics and the contributions of Chomsky's generative grammar, different studies have led to point out the key role of spoken language in the learning process. In this context, the process of learning a foreign language is not exempt from this powerful relationship. This is exemplified by the fact that the most representative studies on the dynamics of learning a second language emphasize the high relationship between the development of oral expression skills and good results in learning a new language.

Based on this strong notion, innovations in English language teaching pedagogy have produced important research aimed at determining key strategies for enhancing students' speaking skills in order to improve English language teaching outcomes. At present, most of the research focused on these efforts agrees that Think-pair-share (TPS) as a collaborative learning strategy is the most appropriate for this purpose. This strategy has shown unexpected effects since, in addition to promoting active student learning, they help build positive relationships in the classroom, thus facilitating the learning environment.

Among the CLS that are best positioned to obtain good results in improving speaking skills in English language learners, the TPS strategy is the one that has demonstrated positive results. This is also a result of the few resources it requires and inherent flexibility that allows it to adapt not only to students of all levels but also to different purposes within the development of language skills.

TPS strategy has therefore been successfully implemented in many countries abroad, especially in South East Asia and the Middle East countries, where the remarkable development of their economies has had an impact on the need for students to acquire English language skills at an early age. The great success of the TPS strategy has determined the development of several investigations that take the lead in trying to include this important type of activities within the classroom, not only for the improvement of speech skills but in

multiple fields (Ochoa, Castillo & Gonzáles, 2016; Tayo & Hernandez, 2017; Nievecela, 2019; Benalcázar, 2019).

On the other hand, in Ecuador, traditional methodologies of English teaching determine a poor performance of students in the international context (Cronquist & Fiszbein, 2017). Likewise, students in the A1 level of the English program at the Universidad Técnica de Ambato show a low level of their speaking skills, showing repetitive errors in vocabulary, little fluency, and shyness in expressing their ideas (Tayo & Hernandez, 2017). Furthermore, the rules of social distancing and confinement as a result of the worldwide Covid-19 epidemic have led to changing educational conditions and created the need to establish new virtual education systems. This has posed new challenges for societies with a marked technological lag.

In view of this and based on the above mentioned, the present research aims to study whether the application of the Think-pair-share (TPS) strategy contributes to the development of the speaking skills of A1 students in the English program at the Universidad Técnica de Ambato. Whereas this is expected to have positive and measurable results due to the experience of similar research.

The completion of this research allowed to evaluate the teaching strategy implemented in the English language program at the Universidad Técnica de Ambato, which have serious deficiencies and a great need to be rethought. In the same way, this evaluation was carried out against the results of new trends in English language teaching, which represents an opportunity for the institution to update its practices following the example of the education centers with the best results in English language teaching in the world.

According to the context, the problem statement is worded as follows: How can Think-Pair-Share based teaching strategy be applied to the speaking skill development in A1 level students of the regular modality at the Language Center of the Technical University of Ambato?

The hypothesis of the research is: Think-pair-share strategy influences the speaking skill development of A1 students from the English Language Program at Universidad Técnica de Ambato.

The development of the present work uses a quasi-experimental design and comprises the initial evaluation (pre-test) of the speaking skill in the English language of A1 students from the English Language Program at Universidad Técnica de Ambato. Subsequently, a teaching strategy was applied based on the Think-pair-share collaborative learning through the Flipgrid platform to the experimental group, and a traditional strategy to the control group. In the end, another evaluation (post-test) is applied to assess the speaking skill development.

Objectives

General Objective

To analyze the influence of Think-pair-share strategy in the speaking skill development of A1 students from the English Language Program at Universidad Técnica de Ambato.

Specific Objectives

1. To diagnose the speaking skill level on students.
2. To design effective Think-pair-share activities for speaking skill development.
3. To assess the effectiveness of the Think-pair-share activities in the speaking skill development.

Research Justification

Students in the A1 level of the English program at the Universidad Técnica de Ambato show a low level of their speaking skills, showing repetitive errors in vocabulary, little fluency, and shyness in expressing their ideas. Furthermore, the rules of social distancing and confinement as a result of the worldwide Covid-19 epidemic have led to changing educational conditions and created the need to establish new virtual education systems. This situation calls for studies that assess the contribution that the use of new English language teaching strategies can make. Among the available options, it is pertinent to choose those oriented to the use of digital platforms.

In this sense, the present work constitutes an important contribution to support the application of TPS strategy in the speaking skill development of learners of English as a

second language. The work is feasible given that the resources for the development of the research are available. In addition, the line of research is framed in the field of interest of teaching English, so it is an opportunity to know the effectiveness of the TPS strategy in practical cases.

CHAPTER I. STATE OF ART AND PRACTICE

1.1 Speaking skills developed in a language learning process

Speaking is one of the most important skills that is developed during the learning of a language, whether it is the mother tongue or a second language. This ability is vital, since it determines the ability to share ideas or opinions using the structures and concepts of the language. This process is important and significant for learning because it leads the interlocutor to appropriate these notions and knowledge as he interacts with the listeners through speech (Zaim & Radjab, 2014).

Brown (2000) defines that speech and conversation are collaborative forms of language where participants collaborate in a process of negotiating meanings and ideas. These collaborative forms are very important for the learning of a language since they nurture an unconscious understanding of the interlocutors about the language. This despite the fact that the interlocutors are not receiving a formal education in the language in which they speak. The importance of the development of speech skills in a language determines that this field is one of the primary objectives of language pedagogy. This is because basically speaking is the most common and important way in which individuals exercise their use of the language.

Richards (2008) points out in relation to the study topic that the mastery of the ability of speech is a priority in the teaching of a second language. Consequently, a large part of classroom teaching strategies should focus on developing oral proficiency and accustoming the student to their regular practice. This relevance can be seen in the fact that the success of learning English is generally associated with the ability of students to communicate fully with the native English speaker or with English speakers with some expertise. This criterion is common even though there are actually four skills related to English proficiency.

However, it is important to note that, in reality, for the majority of students of English as a second language the task of speaking becomes extremely difficult. This as a result of little time being spent promoting this skill in the educational settings, especially in less developed countries. This situation determines that although students have dedicated several years to

learning the English language, they present deficiencies and shyness when expressing themselves orally.

Richard and Renandya (2002) contribute to this debate, affirming that simultaneously with the process of globalization and collectivization of information technologies, the presence of the English language has been increasing in every aspect of everyday life. This leads to a strong trend that pushes people to acquire more and more knowledge of the English language through the information they receive from the world. This trend in turn motivates them to develop their skills in relation to the use of English as a tool to appropriate the global culture.

Furthermore, motivation is an element that cannot be neglected as an important factor in the development of speaking skills and language learning. Liu (2010) postulates that when students feel motivated, they try harder to express themselves, which constitutes motivation as an incentive for action. Harmer (2001) explains that motivation is physiologically translated into excitation or impulse that initiates cognitive and motor processes that lead to notable improvements in speech abilities. In this sense, other authors as Liu (2010) complement the statements of Harmer and postulating that motivation determines the cognitive behaviors and processes that allow achieving goals in the development of any of the linguistic abilities, not only in relation to speech ability (Schunk, 2012).

Septiany (2018) establishes that the most commonly used indicators to measure student motivation are: attendance and discipline, participation, completion of work on time and acceptance of mistakes. Coyle (2014) on the other hand points out two factors that are decisive in the successful development of oral abilities when learning a new language. These are the motivation and positive classroom environment, since they encourage students to actively participate in the learning process, which greatly facilitates the task of teaching.

In this agrees Wendi (2008) who states that the difficulties to develop speech skills in students learning English as a second language may be due to internal as well as external factors. As an example of internal factors like lack of confidence and motivation. While external factors include the inappropriate learning environment in the classroom and ineffective strategies used by the teacher for the group that determine that the learning cycle is not completed.

The referred situation is very visible in the academic hours, where it can be easily observed how motivated students and who are comfortable with the learning environment use English more frequently in class. So, it is important that despite the fact that the students comment on errors when speaking, the teacher corrects them without discouraging them, since it is by this means that the student learns.

Within a more scientific understanding of what is involved in developing the ability to speak in teaching the English language, different authors develop the topic identifying the key aspects according to their respective research. Despite this, it must be emphasized that these concepts and theories can be applied not only to learning the English language, but to learning other languages due to the existence of common structures in all languages, as postulated by generative grammar (Chomsky, 2002).

Harmer (1992) for example, conceives that a full command of oral expression in English presupposes not only knowledge of the characteristics and structures of language, but also is determined by the ability of the speaker to process information on the spot. Hornby (1984) is simpler and more specific when referring to the same topic, stating that speaking correctly involves correct pronunciation, coherence in speech, respect for grammatical structures, an adequate vocabulary, and fluency.

On the other hand, Lazaraton (2001) explains that the English language student's command of speech consists of four general aspects. The grammatical aspect that includes the notions of spelling, vocabulary, pronunciation and grammatical structures. The Sociolinguistic aspect that encompasses the ability to understand the interlocutor and generate interactions in a given context. The Discursive aspect that encompasses the ability to create arguments with value and power to convincing. And finally, the strategic aspect that determines the ability to convey ideas according to the mood of the audience.

Utama et al. (2013) affirm within the same theme that the correct use of speech requires two criteria to be taken into account. On the one hand, the linguistic criterion that implies guiding oneself by grammar, making understandable statements, taking care of pronunciation, choosing a correct vocabulary, speaking at an adequate speed, and constructing sentences that are not too long. The non-linguistic criterion implies dimensions related to personality

such as self-esteem and extroversion, necessary for the speaker to exercise the linguistic aspects. In order to achieve success in speech development, students must meet the criteria of linguistic and non-linguistic correctness. The gradual evolution and improvement in each one of the aspects and criteria that the previous studies manifest make up the full development of the abilities of speech in language learning by the students.

In this sense, it can be assumed that the improvement in certain aspects and the overall use of the language is increased due to the natural process of learning the language. However, it is also obvious that this occurs because the student unconsciously relates the notions of handling the English language to their previous knowledge of the mother tongue, which reinforces the learning process. A fundamental aspect of the development of speech in the process of teaching the English language is interaction, that is, the interactions of the student using the language and the notions learned. These are of vital importance in the learning process since they represent the scene where the development of linguistic and non-linguistic aspects occurs that leads the improvement of this oral ability.

To fully understand what is involved in the development of the faculties of speech within the context of learning the English language, cannot fail to name oral competence, which determines the ability to communicate through speech in a coherent language, persuasive and appropriate for the audience and the occasion (Harmer, 2001). Swan (1984) meanwhile, refers to oral competence as the ability to communicate and transmit ideas in an appropriate and timely manner in relation to the circumstances.

As a contribution to the aforementioned can be affirmed based on the experience with students and workgroups that oral competence is also determined by non-linguistic aspects and external to the notions of language itself. This is because an oral expression suitable to the audience, message, and the situation is determined by the interlocutor's degree of maturity. This becomes visible to the teacher when teaching in groups with different age ranges, since the degree of formality in the use of the student's language and their very notion of a relevant and appropriate language vary greatly according to their age. On the other hand, and in a very interesting way, working with groups with different age groups also determines that the teacher must adapt the discursive, sociolinguistic and strategic aspect of his oral expression in order to better reach the group with his teachings of work.

1.2 Think-Pair-Share as a Cooperative learning strategy

The think-pair-share (TPS) strategy is one of the cooperative learning strategies for the joint construction of knowledge, where the controversy and the exchange of opinions between the pairs are established, to finally share their position with convincing arguments. It is necessary understand that cooperative learning refers to a dynamic learning style because it is based on organizing the class in small workgroups, encouraging coordinated work to deepen the proposed topic. But the main objective of this type of learning is to stimulate active and meaningful learning by students (Darnell, 2000). At the same time, cooperative learning strategies are simple resources that do not require training or prior knowledge (Grupo de investigación, 2016).

Active learning is a didactic strategy where students actively and consciously participate in their learning. They plan their actions, become the protagonists of their learning process. Students move from conceptual learning to practical learning because they have to use their knowledge and skills by adapting them to their context. In general, this type of learning is related to group work because students have the opportunity to reflect and generate better ideas in a group through dialogue (Mosquera, 2021).

The psychologist David Ausubel defines meaningful learning as knowledge constructed and related to the person's previous knowledge, where information is carefully organized and restructured. It is not rote learning but learning constructed through the interpretation of information and experiences. It is called meaningful because it transcends, people internalize knowledge in long-term memory, it is based on reasoning. Meaningful learning is long-lasting because students can easily remember it and express it with their words (Sanfeliciano, 2019).

TPS is a cooperative learning strategy because students work in pairs and share their ideas with the whole class. Therefore, they build knowledge based on the reasoning and organization of their ideas. This strategy represents an excellent opportunity for students to develop critical and creative thinking skills, which generates significant learning because they share ideas, reflect, and show their ingenuity (Awad, 2017). Cruickshank, Jenkins, and Metclaf (2006) points out that the TPS strategy is based on the creation of small groups that

are assigned specific tasks that require the collaboration of the members, which determines a cooperative learning process that can be used to promote the interest of students. The three actors that participate in TPS strategy are showed in the Figure 1:

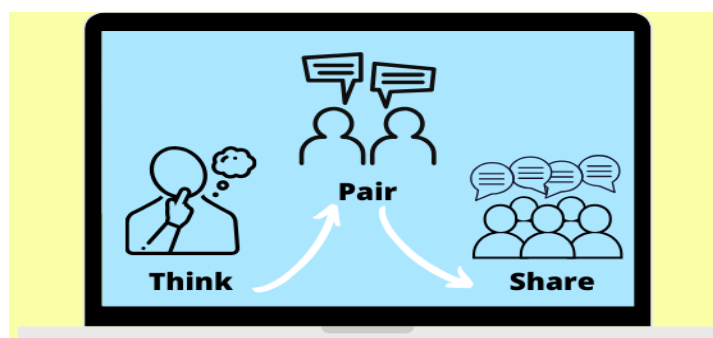


Figure 1. Think- Pair- Share by Nurenberg, D. (2020).

From this perspective, TPS has a positive impact on both teachers and students. For students, it helps them to reason and organizes their thoughts (Awad, 2017). English language learners were more receptive to the TPS strategy (Tayo & Hernandez, 2017). The TPS strategy improves oral communication skills, after several weeks it is possible to notice progress in the speaking expression and fluency of the students who have used this strategy in their English learning. The TPS allows reaching remarkable achievements in communication because the students are more available and cooperative to speak in English (Awad, 2017).

Teachers who have used the TPS strategy are more aware of the need to use it frequently. Most agree that it is an efficient strategy because it is novel, which attracts students' attention. Most of the teachers interviewed state that TPS is an efficient public speaking strategy. TPS is a cooperative learning paradigm that English teachers should implement in their classes, as it has multiple advantages. It has been shown that the learning process improves with the application of the think pair share strategy because students become more active, collaborative, and communicative. In addition, students find learning more fun in the later stages because they enjoy interacting with each other, feel less stressed, and more motivated to work in pairs (Awad, 2017).

The TPS improves students' perception of learning because they receive feedback on the subject matter covered (Tayo & Hernandez, 2017). Within the teaching of English as a second language, one of the most effective cooperative teaching strategies to help students improve their speaking skills, as well as their motivation and their own learning environment

in the classroom is Think Pair Share strategy or TPS (Usman, 2015). In addition, this pedagogical strategy increases students' responsibility, so they become motivated and begin to manage their learning.

According to Kagan (1994) cooperative learning strategies are applied with heterogeneous and small groups of students who work together to achieve a goal, helping each other and using communication as a way to solve a problem. Macpherson (2007) points out that the learning process in these strategies is cooperative and socially based because students work collectively sharing ideas and comments about the learning process in class. This quality determines that cooperative learning strategies are identified as resources that develop critical thinking in students while actively participating in the construction of the learning process (Devi, Musthafa, & Gustine, 2015)

Sanjani (2015) defines some advantages of the use of cooperative learning strategies; Students are encouraged to continue learning beyond the classroom due to the positive experience in the workgroups, encourages teamwork, promote more pleasant work environments, promotes student participation, reduces discipline problems since the active role of the student makes it less disruptive, facilitates the work of the teacher since the active participation of the student improves their retention. The value of this strategy is that they remove the teacher from the center of the learning process and build a cooperative process that is reinforced from the interactions between the teacher and the students (Suwandi & Taufiqullah, 2009).

Cooperative learning in turn improves the learning climate in the classroom since it encourages teamwork in group settings where interactions are necessary to meet the objectives and assume the contents of an academic material. In turn, the interactions between the work groups with the teacher offer the advantage to students of allowing them to continually exercise their thinking and reflection on the material taught, since it encourages them to verbalize their ideas and compare them with those of other students. These continuous interactions in the classroom environment positively reinforce the learning experience, which leads to the creation of positive attitudes in the student towards learning and school (Killen, 1996).

Richards and Rodgers (2001) affirm on the other hand that the most important contribution of TPS within the particular case of teaching a new language is that they improve the motivation and self-confidence of the student, reduce the stress of participating and interact with their peers and create a positive learning environment. This agrees with the criteria of Dörnyei (2001) who suggests that, to be successful in teaching a new language, students should be encouraged to carry out tasks and fulfill specific objectives that generate positive experiences and confidence that excites them for learning.

This is one of the most positive aspects of these strategies, since as Harmer (2001), Liu (2010), and Schunk (2012) mentioned, self-confidence, motivation and a positive learning environment that promotes learning are crucial in learning English as a second language, because they can make time in the classroom a positive experience that motivates the desire to learn and participate.

On the other hand, Isjoni (2009) points out that an adequate way to solve students' problems related to oral ability in the teaching of a new language is the application of cooperative learning strategies that give the student a greater opportunity to oral interactions in the classroom. This is because traditional strategies focused on memorization and a central role of the teacher do not reinforce the active role of the student. Cooperative learning strategies on the other hand achieve this by moving away from the traditional teacher-centered learning process while promoting student participation and oral interactions.

Herrell and Michael (2004) see other benefits in cooperative learning as the opportunity for a more open communication with the teacher, which allow to have a better perspective of the student's needs and their progress in learning. On the other hand, the active participation of the student promotes qualities such as research and analysis at the same time that interactions with their peers develop their interpersonal skills that will allow them a better relationship with their environment.

According to Lie (2002) this learning strategy allows students the opportunity to work independently and collaborate with others. The TPS strategy focuses on developing critical thinking and dialogue channels in the classroom between students and between students and the teacher, in order to reinforce the learning of specific content and language skills such as

speaking and listening. This reinforcement occurs during the interactions that the student generates by sharing their ideas and comments, which in turn gradually increases their self-confidence to speak in English and minimizes their problems to express themselves (Utama et al. 2013).

The TPS strategy as explained Huda (2011) was proposed by Lyman (1981) as a cooperative teaching strategy that promotes active participation and at the same time helps English language learners to form their own ideas and critical thinking. The strategy requires students to discuss and share with others in working groups to perform tasks that require collaboration and joint communication, which promotes participation in the classroom and fosters a high degree of student response (Raba, 2017). According to Utama et al. (2013) the TPS strategy promotes the active participation of students in their activities in the classroom, guides them to a better use of the oral language.

The TPS strategy is flexible in its application which determines multiple variants; however, it generally consists of three steps. First, students think about a question or problem posed by the teacher, in a limited time the students formulate and organize their ideas and responses to what was raised. Second, the students work in pairs in the workgroups given by the teacher and discuss their answers defining common criteria and points of divergence. Finally, the students share their ideas and conclusions with the rest of the students and the teacher (Barkley, 2012).

The TPS strategy is designed to develop the ability to process information, formulate ideas and conclusions while helping students understand the concepts of specific topics, also allows the student to develop critical thinking by taking into consideration different points of view. Its wide use for different purposes is due in large part to the fact that it is easy to prepare and apply, the interactions motivate students, they can be formulated around different topics according to the level of the students and the teacher can better understand the process of learning by listening to couples interacting (Devi et. al 2015).

A large number of studies focused on the development of oral ability in English language learners indicate that cooperative learning strategies and specifically the TPS strategy are highly efficient in improving students' abilities to express themselves orally, increasing their

self-confidence and interest in express themselves while at the same time creating a friendly learning environment (Cahyani, 2018).

The TPS strategy is a cooperative learning strategy proposed by Lyman, who envisioned this activity as a way to motivate students to communicate and mainly to develop speaking skills because expressing oneself adequately and fluently in another language is not easy. It takes effort and can only be achieved with practice. The TPS was designed to keep students engaged in the class. It is necessary to consider that the correct oral expression of a language implies having mastery over several aspects of the language, such as know vocabulary, grammar, pronunciation, and structure (Awad, 2017).

It has been proven that the TPS strategy contributes to the improvement of students' speaking communication skills. This activity could become a great reference because the biggest problem that students have is to establish adequate communication. In this sense, there is still much to be perfected in English language teaching since speaking skills are of utmost importance in learning a language, in the fact that it is an important deficiency.

Students are reluctant to participate in class because they are embarrassed to make mistakes by mispronouncing English. Given this reality, the TPS strategy is an excellent motivator. Putting them to work in pairs is a dynamic methodology that will help them to strengthen their oral expression because they will reinforce it as they develop the activity. Students will be able to verbalize English with greater confidence, so it will be less impactful for them to make mistakes with their partner than speaking in front of the whole class.

Like the advantages, TPS generates active learning because it promotes student participation. It also helps them to organize their ideas in a cooperative environment and reinforces communication among students. This way of working also promotes the students' thinking development, improves memory, and gives rise to active listening. With this strategy, learning becomes more enjoyable and meaningful because it allows for good interaction and communication among students. TPS undoubtedly contributes to motivation since it provides a fun approach to the learning process.

Another advantage is that it encourages greater student responsibility for their learning. All students can learn and verbalize English with greater confidence when working with their

partners. There is even a social advantage because students are not only discussing the subject matter when sharing ideas, but they are being more empathetic with their partners (Awad, 2017). The TPS strategy has a positive impact on both teachers and students, both cooperatively manage their learning. Think- Pair- Share has been proven to improve student achievement in pronunciation and improve communicative fluency. TPS is developed in three steps or phases: the thinking phase (individual work), discussion phase (pair work), and sharing phase (group work) (Barkley, 2012).

Thinking stage or individual work

The first step consists of thinking, students have to reason about a question or problem posed by the teacher, they are assigned a certain amount of time so that they can organize their ideas individually and then argue about that ideas (Awad, 2017).

Discussion stage or work in pairs

The next step is to work in pairs, asking the students to exchange opinions and discuss the topic or question with their respective partners. It is a space for them to reflect, as well as to reaffirm their knowledge. They are given enough time to share ideas and come up with solutions (Utama, 2013).

Sharing or group work phase

The third and last strategy step is for students to share the ideas and conclusions they reached about the proposed question. It is an opportunity for each pair to express themselves. This way of working not only encourages oral communication but also encourages the development of thinking (Awad, 2017).

It is essential to have sufficient vocabulary to support the discussion for successful interaction between students (Zaim & Radjab, 2014).



Figure 2. Steps of Think- Pair- Share strategy by EASEL (2017).

In terms of the main contributions of scientific research, the scientific literature provides a large number of works that investigate the effects of the cooperative TPS strategy on the development of oral skills during the teaching of the English language. These works, in addition to representing evidence on this phenomenon, provide valuable information on the experience in the application of the TPS strategy, the instruments for analyzing the information on the phenomenon and other aspects of interest on the subject.

Wallace, Stariha, and Walberg (2004) for example, point out that TPS is a cooperative language learning strategy that can be used to improve oral ability, since it promotes communicative interaction between student-student and student-teacher, achieving a cooperative language learning experience. In this sense, the authors point out that it may be more beneficial to apply the strategy in groups of three or two people since small groups promote more frequent and in-depth communication. In a group of, for example, two students, they speak and listen half the time, which intensifies the students' practice of their oral skills and reduces their errors when expressing themselves as they correct each other.

Referring to the same topic, Slavin (2005) affirms that TPS can help me improve speech-related skills because it allows changing learning circumstances by making students interact, think, listen, filter information, answer questions and help each other mutually. Cruickshank

et al. (2006) point out that TPS can be used to promote speaking skills because work in small groups in which students are organized requires communication and collaboration of the members, which ensures active participation of each one to execute the task.

Other investigations agree with the positive effects of TPS strategy on students' oral capacity and offer an explanation for this phenomenon Trianto (2007) explains that this is due to the fact that the strategy varies the interaction pattern of the students and the flow of the discussion in the classroom. Svinicki and Janes (2011) define that this is because the students feel freer to participate in the discussion. Kusrini (2012) affirms that the strategy builds a democratic situation where students freely exercise their speaking skills and feel more motivated to share their ideas.

Within the effect that the application of TPS can have on students' self-confidence to speak and on their oral competence Utama et al. (2013) presents an investigation with a post-test evaluation design to the application of the strategy where in a sample divided into two groups, one control and one experimental, data is collected using two instruments, a questionnaire to determine the level of self-confidence and a test to determine speech proficiency. The data obtained by these instruments are analyzed by means of statistical techniques, concluding the investigation that the students of the experimental group to whom the strategy was applied improved their self-confidence when speaking and their oral competence to a greater extent than the students of the control group where the strategy was not applied.

Zaim and Radjab (2004) study to what extent TPS can generate improvements in students' ability to speak. Analyzing qualitatively and quantitatively the effects of the application of the strategy, the study concludes that TPS improves students' ability to speak, as well as influences other factors that determine changes in students' oral skills: motivation, confidence, interest in content, teamwork and creativity in oral expression.

Other aspects of interest about the effects of TPS on students' speech skills are given by researches such as Usman (2015) who affirms that the application of TPS can help improve students' oral expression, as well as the classroom atmosphere also pointing out that the application of the strategy in successive cycles, where the application and results of the same

are evaluated in order to improve the application of the TPS can cause more visible effects of the same.

On the other hand, Sanjani (2015) proposes a quantitative investigation with an experimental design for the evaluation of pretest-posttest groups where data is collected using an oral test. The research concludes that the students present an improvement in their ability to speak and in their ability to process information, in addition to this, the researcher proposes to keep voice records and recordings during the oral test to better study the effects of the strategy in the process of learning. Raba and Harzallah (2015) in the same way, state that TPS can help improve students' oral skills, however, they affirm that the effects of the strategy should not be overrated. In this sense, they propose that the optimum is to combine this strategy with traditional teaching methods.

Manurung (2017) and Yanti (2017) affirm that the implementation of the TPS strategy significantly improves the oral performance of the students, being important to note that the results of the application became much more visible in the implementation of it in multiple cycles, where the process is feedback based on the review of the results and the effectiveness in the application of the strategy in each cycle, coinciding in this section with Usman (2015). Raba (2017) in turn noted that the application of TPS plays a positive role in speaking skills, creating a more cooperative learning environment and improving students' motivation to learn, also pointing out that applied science students they respond better than human sciences students to the application of TPS.

Retnowati (2018) indicates that the application of the TPS strategy can be used to improve oral ability in students with a low level of language proficiency. The study indicates that this method achieved a more pronounced improvement in students' speaking ability than using the traditional TPS application method. At the same time, it is pointed out that with each consecutive cycle in which the strategy was applied, there was an improvement in the performance and mastery of the oral skills of the students.

Cahyani (2018) and Septiany (2018) investigates how the TPS affects students' motivation and their ability to speak, measuring these parameters through an interview and an oral test. The investigations use an experimental design for the evaluation of groups pretest and

posttest, with a control group and an experimental group respectively that are evaluated through the interview and the test before and after the application of the strategy. Both investigations by means of a t-test for independent samples and other statistical verification tools applied to the results of the oral test and the interview conclude that there is a significant effect of the TPS strategy on the motivation of students and their ability to speak.

1.3 Flipgrid

Flipgrid is a web-based educational tool that allows interaction between teachers and students outside the classroom. The platform was designed to improve language skills (Reil, 2018). The Flipgrid is a platform where students can broadcast their answers and record their comments in a video. (ESPAI, 2018). The teacher uses a video to induce students to speak in English. It is a useful methodology because the more time students spend speaking in English, the more they will improve their oral skills (Reil, 2018). Through a video forum, an asynchronous conversation among students is made possible (Reil, 2018).

A research conducted in Japan corroborated that second language acquisition can be supported by automatic speech recognition. Another study has shown that asynchronous tools help reduce the stress and anxiety caused in learners by verbalizing a foreign language (Reil, 2018). A fun and creative way to develop a student's voice is a Web 2.0 technology that combines aspects of a social networking platform and video capture so they can participate in a forum. (Reil, 2018). The platform allows students to pose questions to a selected audience to answer and present papers spoken in English. (ESPAI, 2018).

The Flipgrid is a very dynamic and engaging tool that leads to active learning in which students can direct their learning and participate in the construction of their knowledge. Students who have used this tool consider it easy to use and practical because they claim that it has improved their perception of English (Reil, 2018). Another advantage is that this platform is an inclusive and motivating tool because it allows all students, both social and introverted, to interact without having to face the public directly (ESPAI, 2018).

This tool allows teachers to plan discussion activities among students, it is a space for them to express themselves verbally. Unlike the traditional form of social networks, where students can express their opinions through their voice. Teachers can use this resource to

focus their comments, as it allows them to know the progress of their students. They can have a more accurate estimate of what they have learned to consolidate their knowledge (ESPAI, 2018).

Today, Flipgrid and other web-based tools are considered the most suitable pedagogical resources for building learning. Even teachers can improve their students' learning by combining oral and written feedback (Reil, 2018).

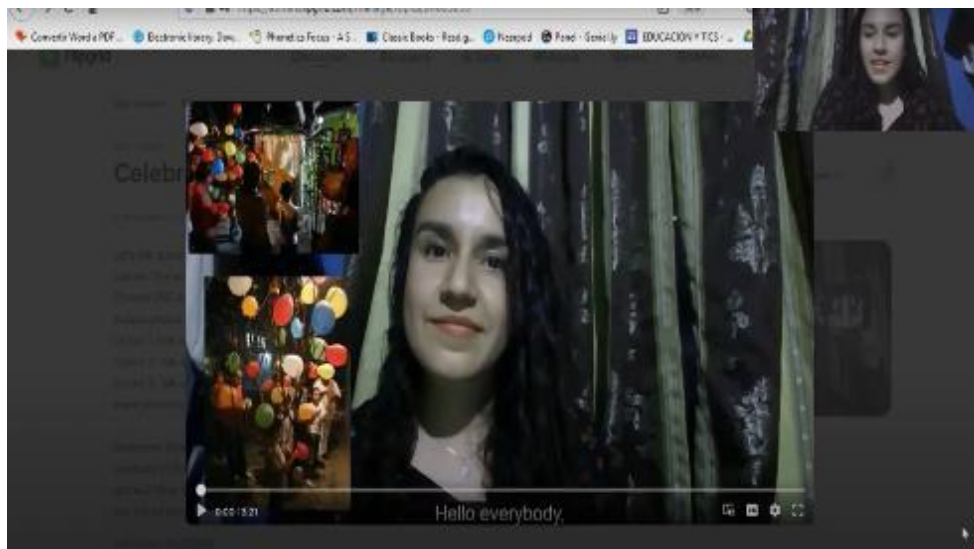


Figure 3. Flipgrid platform by EduacAndo Tec (2021).

The teacher must register on the platform with an e-mail address. He/she must then create the question and record it on the video. The system automatically creates a link that allows people to have access to answer the questions. People will only be able to record when they receive the question, for which they must register beforehand. Each student will be able to record a 90-second video (ESPAI, 2018). The teacher will receive the notification from the system, the rest of the students will be able to see the videos of their classmates.

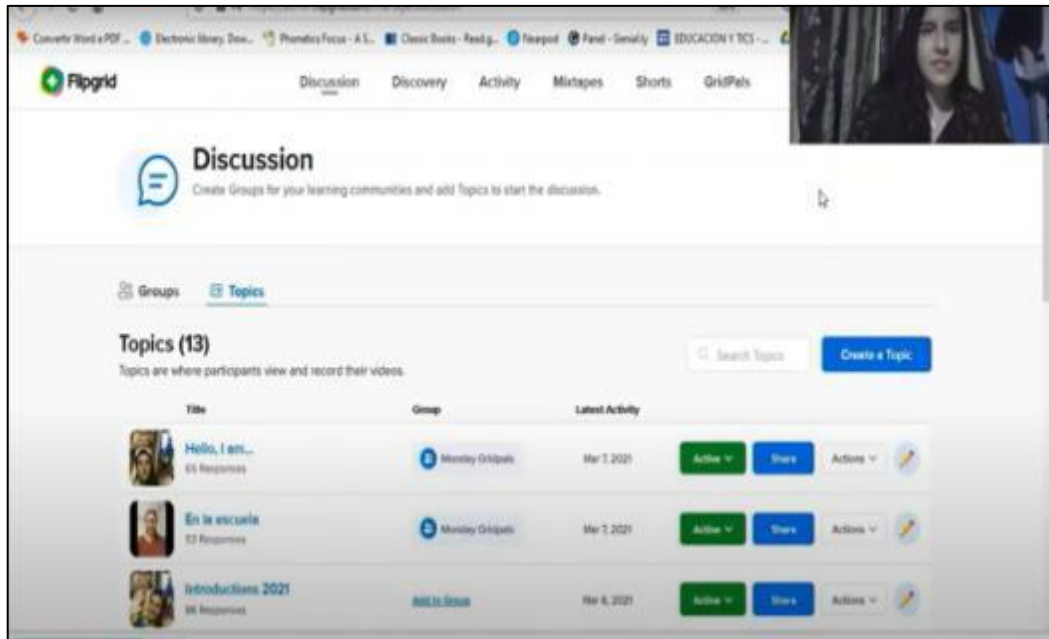


Figure 4. Flipgrid Operation by Educando Tec (2021).

CHAPTER II. DESIGN METHODOLOGY

2.1 Type of research and research approach

The focus of this research is clearly quantitative. According to Arikunto (2002) this type of research is characterized by the use of figures as well as the collection of data for processing and interpretation in order to obtain measurable results. This approach is materialized in the information analysis instrument of the research that uses statistical methods to determine technically and scientifically the effect of applying Think-Pair-Share in the speaking skill development.

The research uses a quasi-experimental design for the evaluation of groups pre-test and post-test that are also framed in a quantitative context. The information analysis instrument and experimental design are common in recent indexed research on the subject, which allows approaching the subject with rigorous research and current analysis tools.

The information analysis instrument chosen that uses the student's t-test for independent samples were chosen in order to give the study scientific rigor. This is because the aforementioned tests will tell us if there is a statistically significant improvement in speaking skills, the learning environment and motivation of the experimental group compared to the control group.

The population in this research was the A1 level students of the regular modality in the Languages Center at Universidad Técnica de Ambato (UTA) in the academic period April-August of 2020. The sample was made up by employing the random cluster sampling, applied to the A1 level parallels and not to the students. With a lottery, it was possible to choose the students that formed the control and the experimental group for the research. The quasi-experimental design of the research was applied only to the experimental group and the control group worked with the traditional teaching methodology.

Two classes were taken as a sample based on the draw carried out. The groups consisted of class A1 from 9 to 11 am as the experimental group and class A1 from 3 pm to 5 pm as the control group. The samples consisted of 62 students in which 32 students were part of the

experimental group and 30 students in the control group. The research used an experimental design for the evaluation of the results in the pre-test and post-test.

The Think-pair-share strategy was applied in the experimental group for a given period, while the control group followed the traditional class planning. After this, the post-test was applied in both groups with the same collect data tools and covering the same fields. Finally, a qualitative analysis of the results of the learning environment and a statistical quantitative analysis of the data obtained from the speaking test was carried out. The statistical analysis was performed using the student t-test for paired samples. The objective was to determine if there has been a change in the performance of the speaking skills of the experimental group versus the control group.

2.2 Type of data collection

The information collection instruments used in this research were: a survey with a battery of questions and an oral evaluation based on a rubric that identifies the main aspects of speaking ability. These tools were applied in both the experimental and control groups. In the same way, they were applied at the end of the study to verify if there was a change in the students' speaking skill and in their perception of the learning environment.

The use of these tools was based on the experimental pre-test and post-test model used by this research and which is commonly applied in research on innovation in teaching methodologies, in order to identify the effects of certain strategies on the performance of students and other aspects of interest.

Survey

In order to measure the effect of the application of the TPS strategy in the learning environment both in the classroom and in the motivation of students, a survey with a battery of questions was applied. The survey was conducted electronically using the Google Forms platform in order to efficiently and timely collect the results of the same for subsequent analysis.

The battery of questions was prepared in order to measure quantitatively various aspects related to both the learning environment and the motivation of the students to develop their speaking skills in the English language, all in the context of virtual classes to consequences of the expansion of the Covid-19 pandemic. That said, the questionnaire is as follows. Taking into account that the students in the control and experimental groups belong to the A1 level and that their knowledge of the English language is basic, before surveying through the Google forms platform, an induction was carried out to explain each one of the survey questions. This is so that students fully understand the questions asked and can answer them accurately.

Questions were answered using one of the following options (Likert scale), equivalent to a number: Insufficient or Nothing = 1, Regular or Almost Nothing = 2, Good or Little = 3, Very Good or quite = 4, Excellent or A lot = 5. The questionnaire is shown in Annex 2. Each question had a single answer. In the same way, at the end of the questionnaire students gave their opinion on the subject of the survey.

Oral evaluation

The assessment is used to measure the oral skills of the experimental and control groups before and after the application of the Think-pair-share strategy. This allowed to have the data for the statistical analyzes to answer the research questions. The evaluations were made to each of the members of the experimental and control groups through the Zoom platform, using the same format for both pre-test and post-test diagnosis. The evaluation was based on the Cambridge Key English Test (KET) format, in accordance with its content, application parameters and evaluation rubric (Annex 1).

In this assessment, students participated in a conversation answering and asking simple questions. The oral ability assessment took place face to face with two candidates and two examiners (Annex 4 shows the average results). The teacher assessed the student's speaking skills and assigned a total grade corresponding to performance in specific basic aspects, as determined by the Cambridge KET exam evaluation rubric. These aspects are: grammar and vocabulary, pronunciation, and interactive communication which represent highly significant aspects of speech that allows a comprehensive evaluation of the fundamental

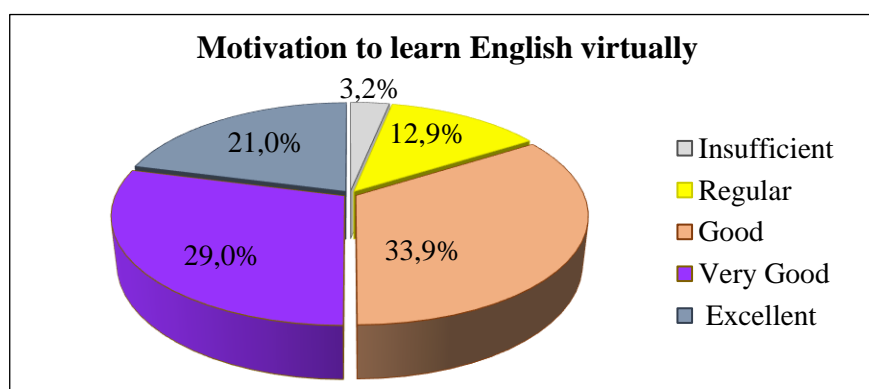
fields to measure the development of the oral ability of each student. In addition, to obtain a more precise evaluation of the oral ability of the students in both groups, in the pre-test and the post-test, a requalification of the same was carried out by another collaborating teacher of the English language.

The use of the Cambridge KET format for the evaluation the speaking skill allowed a technical evaluation, which determined better results in the measurement of skill in the pre-test and post-test. On the other hand, this ensured more reliable results in the statistical processing of information.

Processing and analysis of information

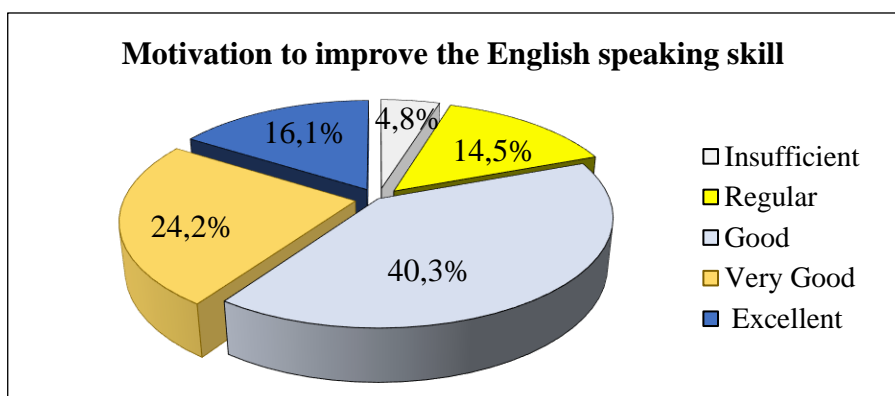
The collected information was processing to accomplish the research objectives. An unstructured observation allowed to assess the students' speaking skill level. Then, it was made a diagnosis of the students' willingness to received virtual classes through the application of the survey. The questionnaire of the survey was administered to students through the Google Forms platform. The results were represented in pie charts. The questions have five alternatives in which each one has its relative frequency (percentage). The analysis and interpretation took into account the results and the context of the research.

The first question of the questionnaire was directed at identifying the students' motivation to learn English online. According the information on the Graph 1, most of the students (33.9%) stated they had good motivation, 29% indicated they had very good motivation, 21% remarked they had excellent motivation, 12.9% said they had regular, and just a few of them (3.2%) mentioned they had insufficient motivation to learn English.



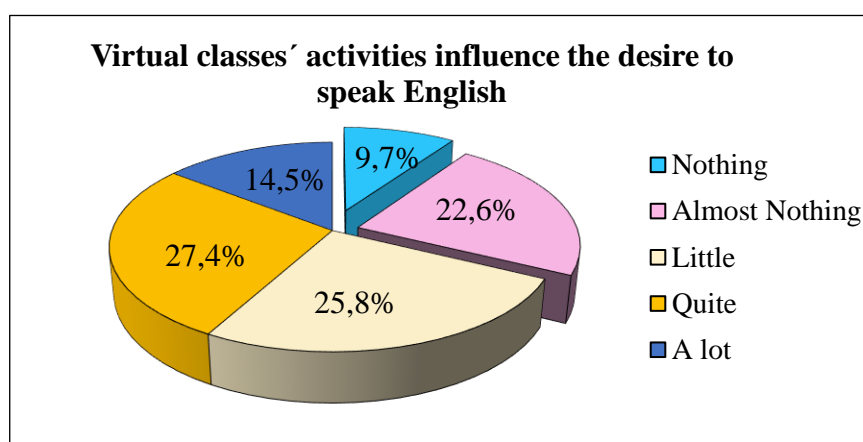
Graph 1. Motivation to learn English virtually by Lascano, M. (2021).

The second question of the questionnaire was directed to know the motivation that students have to improve the English speaking skill. According the information on the Graph 2, 40.3% said they had good motivation, 24.2% indicated they had very good motivation, 16.1% stated they had excellent motivation, 14.5% remarked they had regular, and 4.8% mentioned they had insufficient motivation to improve the English speaking skill.



Graph 2. Motivation to improve the English speaking skill by Lascano, M. (2021).

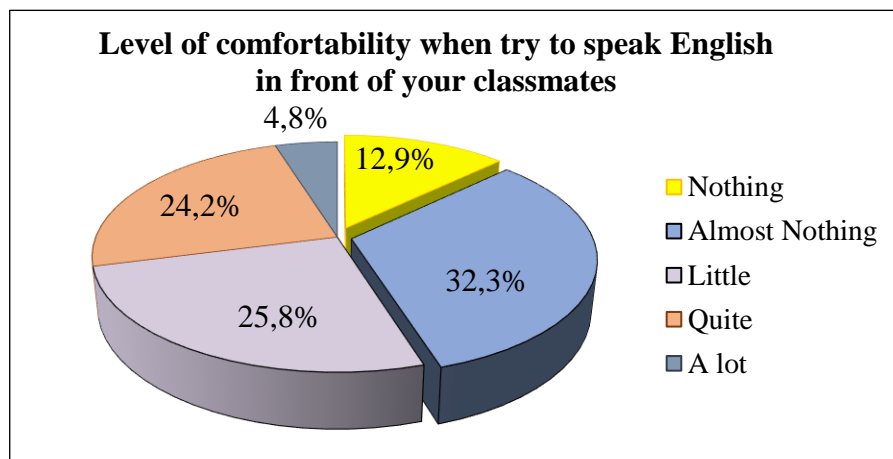
The third question of the questionnaire was directed to identify the influence that virtual activities have on the desire to speak English. Most of the students (27.4%) said that virtual activities affect quite in your desire to speak in English and develop this ability, 25.8% indicated that affected little, 22.6% remarked that activities influenced almost nothing, 14.5% stated that affected a lot, and 9.7% said that activities influenced nothing.



Graph 3. Virtual classes' activities influence the desire to speak English by Lascano (2021).

The last question was directed to know if students felt comfortable trying to speak English in front of their classmates. Most of the students (32.3%) stated that they felt comfortable

almost nothing, 25.8% indicated a little comfortable, 24.2% remarked quite comfortable, 12.9% said nothing comfortable, and 4.8% said a lot comfortable.



Graph 4. Level of comfortability when try to speak English in front of your classmates by Lascano, M. (2021).

The results showed that students had problems when they tried to speak English. But, at the same time, they were interested in using virtual platforms to improve speaking skills. This situation led to understand that the use of TPS strategy could be well-received among them.

2.3 Research proposal

The proposal for this research was designed as action research in the classroom. According to Zainil (2008), action research is a type where a professional investigates his practice and involves taking actions to change something or solve a problem.

This design was chosen because the researcher is an English teacher in the Languages Center at Universidad Técnica de Ambato, where the traditional methodologies of teaching English determine a poor performance of the students in terms of their speak skills, showing frequently errors in vocabulary, little fluency, and shyness to express their ideas. This situation has been even more complicated in 2020, where social distancing restrictions as a result of the global epidemic of Covid-19 have led to the need for classes to be taught virtually due to the impossibility of carrying out the classes in person.

Thus, the application of the TPS strategy is proposed by the research teacher to the students of level A1 of the regular modality in the Languages Center in UTA, during class hours on

the virtual Flipgrid platform and Zoom. In parallel to this application, a research will be carried out to determine the effect of the application of the cooperative teaching TPS strategy on the development of students' speaking skills.

Taking into account the fact that the classes for the students of the Languages Center in UTA are developed virtually through the Zoom platform due to Covid-19, the TPS strategy was adapted, so that it can be carried out in the sessions of virtual classes, reinforcing the learning of the contents and at the same time being suitable for the A1 level of the students.

The Flipgrid platform has the advantage that teacher, as well as students, could upload short videos and review them anytime they want. In this way, there is permanent feedback on learning. In that sense, the teacher prepared the lessons and worked on materials of the TPS strategy using the contents already reviewed according to the syllable. The implementation of the strategy was planned for fifteen daily sessions over the course of a month.

The proposal implementation required using the Flipgrid and Zoom platforms, which are interactive resources that allows students to record short video responses and present the developed topic to the class. Subsequently, the application of the strategy was developed as follows: Students worked in pairs. In each session of the application of the strategy, the materials for the development of the strategy were shared with the working groups through Flipgrid platform, consisting of a worksheet which contains the question or problem with images that originates a debate.

Next, the teacher made sure that the working pairs understood the assigned material and the task to be carried out. The students carried out the strategy in the way indicated by the teacher, generating two products; first a video where each student exposed about the topic, and after a video with suggestions to the partner about the topic. Both videos were uploaded in the Flipgrid platform. The students made an oral exposition in pairs about the topic in class through the Zoom platform. And finally, the teacher and students commented about the grammar, vocabulary, and pronunciation errors founded in their partners' expositions.

Proposal Topic

Lessons Plan based on the Think-Pair-Share Strategy method to the speaking skill development of students from an A1 English Language Program.

Beneficiaries: Students from the A1 English Language Program at Universidad Técnica de Ambato.

Name of the institution to which the beneficiaries belong: Universidad Técnica de Ambato.

Level to which the beneficiaries belong: A1.

Time: 4 weeks (15 lessons).

Responsible: Mónica Lascano.

Objectives**General:**

To design Think-Pair-Share Strategy lessons to develop the speaking skill development of students from an A1 English Language Program.

Specific:

- To build the didactic material and videos to be upload to the Flipgrid platform.
- To implement the Think-Pair-Share Strategy lessons to establish interactive communication between pairs of students.
- To assess the speaking skill development of students from the A1 English Language Program at Universidad Técnica de Ambato.

Justification

According to the information obtained from the initial survey applied to the students in the sample, they admit that they have difficulties establishing oral communication in English and well predisposed to carry out activities in virtual environments. On the other hand, according to the literature review, TPS strategy contribute to improving the English learners' speaking proficiency. The main characteristic is that it contributes to cooperative work among students and with the teacher. The main advantage is that TPS contributes to the cooperative work among students and with the teacher. Under these circumstances, it is considered that the application of lessons constructed from the use of TPS could be an effective means to contribute to the development of speaking competence of the students participating in the study.

Lesson Script

The activities developed for the implementation of the TPS strategy are the following:

Stage 1: Think

- The teacher develops the content of the lessons, indicating the topic and the main ideas that the students have to work on, the discussion questions regarding the topic, the vocabulary to be used, and the complementary reinforcement activities. In addition, she accompanies the lesson with suggestive images of the topic. For this purpose, a text document is created and uploaded to the Flipgrid platform.
- Students have to work in pairs.
- Each student must review the content of the lesson, identify the topic, and recognize the images presented to them.
- Student A records a short video talking about his/her thoughts on the lesson topic and uploads it to the Flipgrid platform.

- Student B also records a short video talking about his/her thoughts on the lesson topic and uploads it to the Flipgrid platform.

Stage 2: Pair

- Student A watches his/her partner's video and writes a comment in the Flipgrid platform about the partner's speech, taking into account the content, grammar, vocabulary, and pronunciation.
- Student A records a short video in which makes suggestions to his/her partner about the topic and upload it in the Flipgrid platform.
- Student B also watches his/her partner's video and writes a comment in the Flipgrid platform about the partner's speech, taking into account the content, grammar, vocabulary, and pronunciation.
- Student B also records a short video in which makes suggestions to his/her partner about the topic and upload it in the Flipgrid platform.
- Teacher should check that all students have uploaded their videos.

Stage 3: Share

- Teachers present a lesson topic in class through the Zoom platform.
- Each pair of students make a short speech in class about the topic directed to their classmates.
- After all students end the intervention, everyone should debate observations about their classmates' speeches in which they give opinions about the grammar, vocabulary, pronunciation, and interactive communication development of their classmates.

Lessons

Fifteen lessons have been carried out, the development of which is shown in page 40. While the topics are the next:

Planning with Think-Pair-Share

The application of the TPS methodology is carried out through 15 lessons for the development of the educational proposal, which is directed at the experimental group, the planning of which is shown below:

Table 1.

Think- Pair- Share Planning as a strategy for speaking skills development.

N° LESSON	TOPIC	SKILLS TO DEVELOP	MATERIALS	FACILITATOR	ACTIVITIES	TIMING
1	Home	<ul style="list-style-type: none"> -Understand information in English. -Listen to the pronunciation. -Remembering the vocabulary of home. -Correctly use household vocabulary in speech. -Correctly structure English sentences. -Improve oral expression in English. 	Short video Flipgrid platform	Teacher- Guide	<p>Think:</p> <ul style="list-style-type: none"> - Teacher asks: Which place do you like to stay in your home? - Students have to work in pairs. - Each student records a short video (less than one and a half minutes) talking about his/her thoughts about home and uploads it to the Flipgrid platform. <p>Pair:</p> <ul style="list-style-type: none"> -Each student watches his/her partner’s video and writes a comment in the Flipgrid platform about the partner’s speech and records a short video in which makes suggestions to his/her partner about home. <p>Share:</p> <ul style="list-style-type: none"> -After all students end the intervention, everyone should debate observations about their classmates’ speeches. 	One day
2	Different Places	<ul style="list-style-type: none"> -Understand information in English. -Listen to the pronunciation. -Remembering the vocabulary of places. -Correctly use vocabulary of places and activities in speech. -Correctly structure English sentences. -Improve oral expression of English. 	Short video Flipgrid platform	Teacher- Guide	<p>Think:</p> <ul style="list-style-type: none"> - Teacher asks: Where people are and what they are doing? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about differences places and uploads it to the Flipgrid platform. <p>Pair:</p> <ul style="list-style-type: none"> -Each student watches his/her partner’s video and writes a comment in the Flipgrid platform about the partner’s speech and records a short video in which makes suggestions to his/her partner about differences places. <p>Share:</p> <ul style="list-style-type: none"> -After all students end the intervention, everyone should debate observations about their classmates’ speeches. 	One day

N° LESSON	TOPIC	SKILLS TO DEVELOP	MATERIALS	FACILITATOR	ACTIVITIES	TIMING
3	Asking for travel information	<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Remembering the vocabulary of tourist places. -Correctly use the vocabulary of tourist places in speech. -Correctly structure English sentences. -Improve oral expression in English. 	Short video Flipgrid platform	Teacher- Guide	<p>Think:</p> <ul style="list-style-type: none"> - Teacher asks: Are there many tourist places where you live? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about asking for travel information and uploads it to the Flipgrid platform. <p>Pair:</p> <ul style="list-style-type: none"> -Each student watches his/her partner’s video and writes a comment in the Flipgrid platform about the partner’s speech and records a short video in which makes suggestions to his/her partner about asking for travel information. <p>Share:</p> <ul style="list-style-type: none"> -After all students end the intervention, everyone should debate observations about their classmates’ speeches. 	One day
4	The seasons; the weather	<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Remembering the vocabulary of the seasons of time. -Correctly use seasonal and time vocabulary in speech. -Correctly structure English sentences. -Improve oral expression in English. 	Short video Flipgrid platform	Teacher- Guide	<p>Think:</p> <ul style="list-style-type: none"> - Teacher asks: Where are there touristic places to visit near here? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about the seasons; the weather and uploads it to the Flipgrid platform. <p>Pair:</p> <ul style="list-style-type: none"> -Each student watches his/her partner’s video and writes a comment in the Flipgrid platform about the partner’s speech and records a short video in which makes suggestions to his/her partner about the seasons; the weather. <p>Share:</p> <ul style="list-style-type: none"> -After all students end the intervention, everyone should debate observations about their classmates’ speeches. 	One day
5	Life events	<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Recall the vocabulary of people's life events. -Correctly use the vocabulary of people's life events in speech. 	Short video Flipgrid platform	Teacher- Guide	<p>Think:</p> <ul style="list-style-type: none"> - Teacher asks: What are the life events of a person? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about life events and uploads it to the Flipgrid platform. <p>Pair:</p> <ul style="list-style-type: none"> -Each student watches his/her partner’s video and writes a comment in the Flipgrid platform about the partner’s speech and records a short video in which makes suggestions to his/her partner about life events. 	One day

N° LESSON	TOPIC	SKILLS TO DEVELOP	MATERIALS	FACILITATOR	ACTIVITIES	TIMING
		-Correctly structure sentences in English. -Improve English oral expression.			Share: -After all students end the intervention, everyone should debate observations about their classmates' speeches.	
6	Famous people from the past and the present	-Understand information in English. -Listening to pronunciation. -Remember the vocabulary of famous people's activities and professions. -Correctly use vocabulary in speech. -Correctly structure sentences in English. -Improve oral expression in English.	Short video Flipgrid platform	Teacher- Guide	Think: - Teacher asks: Why are or were these people famous? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about Famous people from the past and the present and uploads it to the Flipgrid platform. Pair: -Each student watches his/her partner's video and writes a comment in the Flipgrid platform about the partner's speech and records a short video in which makes suggestions to his/her partner about Famous people from the past and the present . Share: -After all students end the intervention, everyone should debate observations about their classmates' speeches.	One day
7	Real life X-MEN	-Understand information in English. -Listen to the pronunciation. -Recall vocabulary terms related to X-MEN activities. -Correctly use vocabulary in speech. -Correctly structure sentences in English. -Improve oral expression in English.	Short video Flipgrid platform	Teacher- Guide	Think: - Teacher asks: Are these activities real or fake? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about real life X-Men and uploads it to the Flipgrid platform. Pair: -Each student watches his/her partner's video and writes a comment in the Flipgrid platform about the partner's speech and records a short video in which makes suggestions to his/her partner about real life X-Men . Share: -After all students end the intervention, everyone should debate observations about their classmates' speeches.	One day
8	Talking about opinions	-Understand information in English. -Listening to pronunciation.	Short video Flipgrid platform	Teacher- Guide	Think: - Teacher asks: What do you think of this picture in the living room? - Students have to work in pairs.	One day

N° LESSON	TOPIC	SKILLS TO DEVELOP	MATERIALS	FACILITATOR	ACTIVITIES	TIMING
		<ul style="list-style-type: none"> -Remember the vocabulary of location of objects. -Correctly use location vocabulary in speech. -Correctly structure sentences in English. -Improve oral expression in English. 			<ul style="list-style-type: none"> - Each student records a short video talking about his/her thoughts about talking about opinions and uploads it to the Flipgrid platform. Pair: -Each student watches his/her partner’s video and writes a comment in the Flipgrid platform about the partner’s speech and records a short video in which makes suggestions to his/her partner about talking about opinions. Share: -After all students end the intervention, everyone should debate observations about their classmates’ speeches. 	
9	Future plans	<ul style="list-style-type: none"> -Understand information in English. -Listen to pronunciation. -Recall vocabulary terms related to planning a vacation. -Correctly use the vocabulary learned in the speech. -Correctly structure sentences in English. -Improve oral expression in English. 	Short video Flipgrid platform	Teacher- Guide	<ul style="list-style-type: none"> Think: - Teacher asks: What do people plan to do on vacation? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about future plans and uploads it to the Flipgrid platform. Pair: -Each student watches his/her partner’s video and writes a comment in the Flipgrid platform about the partner’s speech and records a short video in which makes suggestions to his/her partner about future plans. Share: -After all students end the intervention, everyone should debate observations about their classmates’ speeches. 	One day
10	Plans for weekend	<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Remembering the vocabulary of activities to do at the weekend. -Correctly use the vocabulary learned in the speech. -Correctly structure sentences in English. 	Short video Flipgrid platform	Teacher- Guide	<ul style="list-style-type: none"> Think: - Teacher asks: What are you going to do this weekend? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about plans for weekend and uploads it to the Flipgrid platform. Pair: -Each student watches his/her partner’s video and writes a comment in the Flipgrid platform about the partner’s speech and records a short video in which makes suggestions to his/her partner about plans for weekend. Share: 	One day

N° LESSON	TOPIC	SKILLS TO DEVELOP	MATERIALS	FACILITATOR	ACTIVITIES	TIMING
		-Improve oral expression in English.			-After all students end the intervention, everyone should debate observations about their classmates' speeches.	
11	Free time activities in the past	-Understand information in English. -Listen to the pronunciation. -Remembering the vocabulary of adverbs of tenses. -Correctly use the vocabulary learned in the speech. -Correctly structure sentences in English. -Improve oral expression in English.	Short video Flipgrid platform	Teacher- Guide	Think: - Teacher asks: Who killed the lady? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about free time activities in the past and uploads it to the Flipgrid platform. Pair: -Each student watches his/her partner's video and writes a comment in the Flipgrid platform about the partner's speech and records a short video in which makes suggestions to his/her partner about free time activities in the past . Share: -After all students end the intervention, everyone should debate observations about their classmates' speeches.	One day
12	Jobs	-Understand information in English. -Listening to pronunciation. -Recall vocabulary of occupations and jobs. -Correctly use learned vocabulary in speech. -Correctly structure sentences in English. -Improve oral expression in English.	Short video Flipgrid platform	Teacher- Guide	Think: - Teacher asks: What do they do daily? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about jobs and uploads it to the Flipgrid platform. Pair: -Each student watches his/her partner's video and writes a comment in the Flipgrid platform about the partner's speech and records a short video in which makes suggestions to his/her partner about jobs . Share: -After all students end the intervention, everyone should debate observations about their classmates' speeches.	One day
13	Pay for things in a shop	-Understand information in English. -Listen to the pronunciation. -To remember the vocabulary of quantity adjectives.	Short video Flipgrid platform	Teacher- Guide	Think: - Teacher asks: Do you like to go shopping? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about pay for things in a shop and uploads it to the Flipgrid platform. Pair: -Each student watches his/her partner's video and writes a comment in the Flipgrid platform about the partner's speech and records a short	One day

N° LESSON	TOPIC	SKILLS TO DEVELOP	MATERIALS	FACILITATOR	ACTIVITIES	TIMING
		<ul style="list-style-type: none"> -Correctly use the vocabulary learned in the speech. -Correctly structure sentences in English. -Improve oral expression in English. 			<p>video in which makes suggestions to his/her partner about pay for things in a shop.</p> <p>Share:</p> <ul style="list-style-type: none"> -After all students end the intervention, everyone should debate observations about their classmates' speeches. 	
14	First day at university	<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Remembering vocabulary of activities and hobbies. -Correctly use learned vocabulary in speech. -Correctly structure sentences in English. -Improve oral expression in English. 	Short video Flipgrid platform	Teacher- Guide	<p>Think:</p> <ul style="list-style-type: none"> - Teacher asks: What do you talk to your friends about on the first day of classes? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about first day at university and uploads it to the Flipgrid platform. <p>Pair:</p> <ul style="list-style-type: none"> -Each student watches his/her partner's video and writes a comment in the Flipgrid platform about the partner's speech and records a short video in which makes suggestions to his/her partner about first day at university. <p>Share:</p> <ul style="list-style-type: none"> -After all students end the intervention, everyone should debate observations about their classmates' speeches. 	One day
15	Clothes for different occasion	<ul style="list-style-type: none"> -Understanding information in English. -Listening to pronunciation. -Remembering clothing vocabulary. -Correctly use the vocabulary learned in speech. -Correctly structure sentences in English. -Improve oral expression in English. 	Short video Flipgrid platform	Teacher- Guide	<p>Think:</p> <ul style="list-style-type: none"> - Teacher asks: Which clothes do you usually wear? - Students have to work in pairs. - Each student records a short video talking about his/her thoughts about clothes for different occasion and uploads it to the Flipgrid platform. <p>Pair:</p> <ul style="list-style-type: none"> -Each student watches his/her partner's video and writes a comment in the Flipgrid platform about the partner's speech and records a short video in which makes suggestions to his/her partner about clothes for different occasion. <p>Share:</p> <ul style="list-style-type: none"> -After all students end the intervention, everyone should debate observations about their classmates' speeches. 	One day

Source: TPS Planning by Lascano, M. (2021).

THINK - PAIR - SHARE

LESSON ONE: HOME



LESSON PLAN	Addressing the theme of home and explaining the different places in this context.
LEVEL	A1
OBJECTIVE	To provide students with information and vocabulary about the parts of a house (home).
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listen to the pronunciation. -Remembering the vocabulary of home. -Correctly use household vocabulary in speech. -Correctly structure English sentences. -Improve oral expression in English. 	
SUGGESTED VOCABULARY	Bedroom, living room, dining room, kitchen, back yard, garden. Relaxing, comfortable, interesting.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video - Flipgrid platform 	
TIMING	
One day	
Date of application: August 12 th -2020	

ACTIVITY ONE
Students are provided with vocabulary about the places in a house (home). Work pairs are formed so that students can complete the task.
ACTIVITY TWO
To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.
DISCUSSION QUESTION
Which place do you like to stay in your home?
VIDEO
Students have to record a short video referring to the place in their home where they like to stay. Then they have to listen to the video of their partner and make a spoken commentary.
SUGGESTED PROMPTS
I like to stay in the ...because it is In my free time, I like to stay in..... because.... I prefer to do my homework in the because Being in the garden is comfortable because..... When you are in the same place. You feel Because..... When I have lunch, I prefer to be in the ... because... After classes, it is a good idea to rest in thebecause I agree with you because.. I disagree with you because..
IN CONCLUSION
We both agree that.. I agree with..... but my friend disagree with.....
COMPLEMENTARY ACTIVITIES
https://es.liveworksheets.com/c?a=s&g=A1%20STARTER%20UTA&s=ENGLISH&mn=dz&d=ufnsdfzszz&sr=n&l=fo&i=xfzsuz&r=sv&db=0&f=dzduzfzo&cd=pnglejmeqpxgpy2ngnxgejxelpnegpgg

LESSON TWO: DIFFERENT PLACES



LESSON PLAN	To deepen in the subject the different places.
LEVEL	A1
OBJECTIVE	Provide students with information and vocabulary about the various locations.
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listen to the pronunciation. -Remembering the vocabulary of places. -Correctly use vocabulary of places and activities in speech. -Correctly structure English sentences. -Improve oral expression of English. 	
SUGGESTED VOCABULARY	In the restaurant, in the stadium, on the mountain, at school, at the shopping center, at the cinema, in a car, in a café.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video - Flipgrid platform 	
TIMING	
One day	
Date of application: August 13 th -2020	
ACTIVITY ONE	

<p>Students are provided with vocabulary about the different places. Work pairs are formed so that students can complete the task.</p>
<p>ACTIVITY TWO</p>
<p>To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.</p>
<p>DISCUSSION QUESTION</p>
<p>Where people are and what they are doing?</p>
<p>VIDEO</p>
<p>Students have to record a short video in which they talk about where people are and what they do. They then have to listen to their partner's video and make a spoken commentary.</p>
<p>SUGGESTED PROMPTS</p>
<p>I am in a restaurant with some... The food is delicious at theA lot of people go there. On weekends, people prefer to eat in restaurants because..... Some restaurants are expensive. Going out is relaxing I want to watch movie, there are great films today. The tickets are expensive to see a movie, but I want to go there You can order popcorn, soda, snacks to eat while you are watching movies I like to go out with.....because it is relaxing. .My family and I are buying at the.....I need someto my home My friends and I are planning to go up to the mountains. People take many pictures on the mountains. I agree with you because.. I disagree with you because..</p>
<p>IN CONCLUSION</p>
<p>We both agree that.. I agree with..... but my friend disagree with.....</p>
<p>COMPLEMENTARY ACTIVITIES</p>
<p>https://learningapps.org/watch?v=p3gqhmuvn21</p>

LESSON THREE: ASKING FOR TRAVEL INFORMATION



LESSON PLAN	Address in the topic requesting information about the trip.
LEVEL	A1
OBJECTIVE	To provide students with information and vocabulary of the implements and resources for a trip.
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Remembering the vocabulary of tourist places. -Correctly use the vocabulary of tourist places in speech. -Correctly structure English sentences. -Improve oral expression in English. 	
SUGGESTED VOCABULARY	Museum, art gallery, park, stadium, monuments, white house
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video - Flipgrid platform 	
TIMING	
<p>One day Date of application: August 17th -2020</p>	

ACTIVITY ONE

Students are provided with vocabulary related to the resources for a trip.
Work pairs are formed so that students can complete the task.

ACTIVITY TWO

To improve oral expression, students are asked to interact through a video.
Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.

DISCUSSION QUESTION

Are there many tourist places where you live?

VIDEO

Students have to record a short video in which they talk about what tourist attractions are nearby. Then they have to listen to their partner's video and make a spoken commentary.

SUGGESTED PROMPTS

Excuse me, I am lost

A map is necessary to find places to visit

This art gallery is fantastic.

I don't know where the ticket office is?

I need a lot of money to buy the tickets

I need to buy a good cell phone to take pictures because

I want to take pictures of the main attractions in the city.

The next train arrives at.....

The tickets are expensive

It doesn't matter to spend much money. It is worth because..

I agree with you because..

I disagree with you because..

IN CONCLUSION

We both agree that..

I agree with..... but my friend disagree with.....

COMPLEMENTARY ACTIVITIES

<https://learningapps.org/watch?v=pvjy00rta21>

LESSON FOUR: THE SEASONS; THE WEATHER



LESSON PLAN	The theme the seasons of the year and the weather.
LEVEL	A1
OBJECTIVE	To provide students with information and vocabulary of the seasons of the year.
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Remembering the vocabulary of the seasons of time. -Correctly use seasonal and time vocabulary in speech. -Correctly structure English sentences. -Improve oral expression in English. 	
SUGGESTED VOCABULARY	Museum, art gallery, park, stadium, monuments, white house
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video - Flipgrid platform 	

TIMING
One day Date of application: August 17 th -2020
ACTIVITY ONE
Students are provided with vocabulary related to the seasons. Work pairs are formed so that students can complete the task.
ACTIVITY TWO
To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.
DISCUSSION QUESTION
Where are there touristic places to visit near here?
VIDEO
Students have to record a short video in which they talk about what tourist attractions are nearby. Then they have to listen to their partner's video and make a spoken commentary.
SUGGESTED PROMPTS
Excuse me, I am lost A map is necessary to find places to visit This art gallery is fantastic. I don't know where the ticket office is? I need a lot of money to buy the tickets I need to buy a good cell phone to take pictures because I want to take pictures of the main attractions in the city. The next train arrives at..... The tickets are expensive It doesn't matter to spend much money. It is worth because.. I agree with you because.. I disagree with you because..
IN CONCLUSION
We both agree that.. I agree with..... but my friend disagree with.....
COMPLEMENTARY ACTIVITIES
https://es.liveworksheets.com/c?a=s&mn=df&sr=n&l=sy&i=ufnuxzo&r=yp&db=0&f=dzduzfzo&cd=pnelpixelxmgjih2ngnxgegj

LESSON FIVE: LIFE EVENTS



LESSON PLAN

Addressing the theme of events in people's lives.

LEVEL

A1

OBJECTIVE

To provide students with information and vocabulary related to events in people's lives.

LANGUAGE SKILLS

- Understand information in English.
- Listening to pronunciation.
- Remembering the vocabulary of the seasons of time.
- Correctly use seasonal and time vocabulary in speech.
- Correctly structure English sentences.
- Improve oral expression in English.

SUGGESTED VOCABULARY

Be born, grow up, go to school, enjoy with friends, finish university, get married, have a family, work, do free time activities, die.

MATERIALS

- Teacher's and student's book
- Internet Connection
- Short video
- Flipgrid platform

TIMING

One day
Date of application: August 19th -2020

ACTIVITY ONE

Students are provided with vocabulary related to events in people's lives.
Work pairs are formed so that students can complete the task.

ACTIVITY TWO

To improve oral expression, students are asked to interact through a video.
Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.

DISCUSSION QUESTION

What are the life events of a person?

VIDEO

Students have to record a short video in which they talk about events in people's lives.
Then they have to listen to their partner's video and make a spoken commentary.

SUGGESTED PROMPTS

I was born in.....
I grew up with my.....
My family was very.....
I went to primary school. My classmates were.....
I atime playing with my friends. I played.....
Next, I wen tohigh school. Therer, I studied
My teachers were I learned a lot .
Also, I learned many things from my.....
After that, I study at the Universidad Técnica de Ambato . My major is.....
I love my career because.....
After, I plan to get marry.....
I want to have a big family..... because
Finally, my life will end up

IN CONCLUSION

We both agree that..
I agree with..... but my friend disagree with.....

COMPLEMENTARY ACTIVITIES

<https://es.liveworksheets.com/c?a=s&mn=uf&sr=n&l=rd&i=usncxcc&r=sr&db=0&f=dzduzfzo&cd=pxelsnxplkmmkps2ngnxgegj>

LESSON SIX: FAMOUS PEOPLE FROM THE PAST AND THE PRESENT



LESSON PLAN

Address the subject of various famous people and the reasons for their fame.

LEVEL

A1

OBJECTIVE

To provide students with information and vocabulary related to the activities and professions of famous people.

LANGUAGE SKILLS

- Understand information in English.
- Listening to pronunciation.
- Remember the vocabulary of famous people's activities and professions.
- Correctly use vocabulary in speech.
- Correctly structure sentences in English.
- Improve oral expression in English.

SUGGESTED VOCABULARY

Pop singer, football player, athlete, bicycle rider.

MATERIALS

- Teacher's and student's book
- Internet Connection
- Short video
- Flipgrid platform

TIMING

One day
Date of application: August 20th -2020

ACTIVITY ONE

Students are provided with vocabulary of famous people's activities and professions.
Work pairs are formed so that students can complete the task.

ACTIVITY TWO

To improve oral expression, students are asked to interact through a video.
Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.

DISCUSSION QUESTION

Why are or were these people famous?

VIDEO

Students have to record a short video in which they talk about famous people and their lives. They then have to listen to their partner's video and make a spoken commentary.

SUGGESTED PROMPTS

Well known in the world
Trained many years
Everyday did a lot of effort because
He won the competition in
Practiced cycle day after day because.....
Represented to the Ecuadorians in a bike race in.....
His music inspired people to sing
People sing his music all over the world
He won many awards
An important team
Play football many hours a day
Started to practice since a child
He is famous
Plays in important teams
He is an achiever

IN CONCLUSION

We both agree that..
I agree with..... but my friend disagree with.....

COMPLEMENTARY ACTIVITIES

<https://learningapps.org/watch?v=psggzmgrj21>

LESSON SEVEN: REAL LIFE X-MEN



LESSON PLAN	Address the X MEN and its activities.
LEVEL	A1
OBJECTIVE	Provide students with information and vocabulary related to X MEN activities.
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listen to the pronunciation. -Recall vocabulary terms related to X-MEN activities. -Correctly use vocabulary in speech. -Correctly structure sentences in English. -Improve oral expression in English. 	
SUGGESTED VOCABULARY	Amazing things, unreal, dance quite well, train daily, persist, pull a truck, teeth, swim very fast, see under water, long time, achieve, well known.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video - Flipgrid platform 	
TIMING	
One day	

Date of application: August 22 th -2020
ACTIVITY ONE
Students are provided with vocabulary about X MEN activities. Work pairs are formed so that students can complete the task.
ACTIVITY TWO
To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.
DISCUSSION QUESTION
Are these activities real or fake?
VIDEO
Students have to record a short video giving their opinion of the X MEN activities. They then have to listen to their partner's video and make a spoken commentary.
SUGGESTED PROMPTS
Well known in the world Real and unreal people can..... Superhumans are famous on movies because..... In real world, people can do the same things..... People can swim underwater These kinds of people can see underwater They can be inside water for long time People from a young age, swim in deep water Young women pull heavy things like..... Women are strong People enjoy watching on TV unusual things because... People can dance quite well Young and old people train dancing Dance a favorite sport for many people Girls and boys can dance very well Music and dancing give fame to people Incredible people with amazing and surprised activities.
IN CONCLUSION
We both agree that.. I agree with..... but my friend disagree with.....
COMPLEMENTARY ACTIVITIES
https://learningapps.org/watch?v=pp5np46fa21

LESSON EIGHT: TALKING ABOUT OPINIONS



LESSON PLAN	Address the issue by talking about opinions.
LEVEL	A1
OBJECTIVE	To provide students with information and vocabulary of adverbs of place.
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Remember the vocabulary of location of objects. -Correctly use location vocabulary in speech. -Correctly structure sentences in English. -Improve oral expression in English. 	
SUGGESTED VOCABULARY	Near, on the wall, in the middle, in front of, vase painting, sofa, another place, color fits the furniture.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video 	

- Flipgrid platform
TIMING
One day Date of application: August 25 th -2020
ACTIVITY ONE
Students are provided with a vocabulary of adverbs of place. Work pairs are formed so that students can complete the task.
ACTIVITY TWO
To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.
DISCUSSION QUESTION
What do you think of this picture in the living room?
VIDEO
Students have to record a short video about their opinions or perceptions of a painting in the room. They then have to listen to their partner's video and make a spoken commentary.
SUGGESTED PROMPTS
Do you like this vase picture? I think, it is good for thebecause.... I don't think so. Because ... I don't think the living room is a..... What do you think this picture near the sofa? I think you are right. Because..... Yes, I agree.... I am not sure with..... What do you think the picture in the middle of the I don't think that place is..... I think in front of the is a good idea Really? I don't think so. I think another place is..... Yes, maybe you're right.
IN CONCLUSION
We both agree that.. I agree with..... but my friend disagree with.....
COMPLEMENTARY ACTIVITIES
https://learningapps.org/watch?v=pzbuj2uw521

LESSON NINE: FUTURE PLANS



LESSON PLAN

Address future plans and vacations.

LEVEL

A1

OBJECTIVE

Provide students with information and vocabulary of the implements to be used on vacation.

LANGUAGE SKILLS

- Understand information in English.
- Listen to pronunciation.
- Recall vocabulary terms related to planning a vacation.
- Correctly use the vocabulary learned in the speech.
- Correctly structure sentences in English.
- Improve oral expression in English.

SUGGESTED VOCABULARY

Buy a map, notebook, pen, pack things, camera, can food, snacks, water, sweet, umbrella, backpack, tent, matches, flashlight, walking shoes, walking clothes, mosquito repellent, friends, medicine.

MATERIALS

- Teacher's and student's book
- Internet Connection
- Short video
- Flipgrid platform

TIMING

One day

Date of application: August 26th -2020

ACTIVITY ONE

The students are provided with vocabulary referring to the implements and objects for going on vacation.

Work pairs are formed so that students can complete the task.

ACTIVITY TWO

To improve oral expression, students are asked to interact through a video.

Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.

DISCUSSION QUESTION

What do people plan to do on vacation?

VIDEO

Students have to record a short video giving their opinion on what people plan to do on their vacations. Then they have to listen to their partner's video and make a spoken commentary.

SUGGESTED PROMPTS

This weekend I am free so I

My friends and I are planning tobecause....

First, I need to organize my things

We want to stay five days up on the mountains

So we need to bring everything; for example.....

It is not possible to get anything there

It is necessary to carry a compass and a map because.....

I am going to carry can food and

I think is a good idea to eat a lot of chocolates because

I am going to carry some water

You are not going to eat a lot because....

It is important to bring some medicine.....

We are exciting to go hiking

We are going tomountain in.....

You have to be in good health condition because.....

It is not going to be easy to get there.

It is going to be a unique experience...

Finally, I am going to record all the adventure

IN CONCLUSION

In my point of view.....

We both agree that..

I agree with..... but my friend disagree with.....

COMPLEMENTARY ACTIVITIES

https://www.liveworksheets.com/c?a=s&mn=dz&sr=n&l=oo&i=sosxnt&r=if&db=0&f=dzduzfzn&cd=pngljj_pjpmlzoe2ngnxgegl

LESSON TEN: PLANS FOR WEEKEND



LESSON PLAN	Address the theme plans for the weekend.
LEVEL	A1
OBJECTIVE	To provide students with information and vocabulary of the activities to be carried out on a weekend.
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Remembering the vocabulary of activities to do at the weekend. -Correctly use the vocabulary learned in the speech. -Correctly structure sentences in English. -Improve oral expression in English. 	
SUGGESTED VOCABULARY	Get up, plan, clean, read, make, play, study, do sport, run, sit, relax, piano, book, flat, list, sofa, TV, early
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video - Flipgrid platform 	

TIMING
One day Date of application: August 27 th -2020
ACTIVITY ONE
Students are provided with vocabulary related to the activities to be carried out on a weekend. Work pairs are formed so that students can complete the task.
ACTIVITY TWO
To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.
DISCUSSION QUESTION
What are you going to do this weekend?
VIDEO
Students are to record a short video in which they discuss what they are going to do this weekend. They then have to listen to their partner's video and make a spoken commentary.
SUGGESTED PROMPTS
First, I am going to..... In the morning, I am going to Plan to read a book Don't just sit down You can do sports because.... Turn off your phone Turn off the computer It is important to use the time well at the weekend because.. Check mails on Monday Don't do activities you don't like; for example:..... It is time to do things you like..... Weekend time to relax with..... It is a good idea to forget.....
IN CONCLUSION
In my point of view..... We both agree that.. I agree with..... but my friend disagree with.....
COMPLEMENTARY ACTIVITIES
https://www.liveworksheets.com/c?a=s&mn=df&sr=n&l=kr&i=tuzozt&r=yp&db=0&f=dzduzfn&cd=pnelcszxgjjzih2ngnxgegl

LESSON ELEVEN: FREE TIME ACTIVITIES IN THE PAST.



LESSON PLAN	Address the theme of free activities in the past.
LEVEL	A1
OBJECTIVE	To provide students with information and vocabulary of past tense verbs.
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listen to the pronunciation. -Remembering the vocabulary of adverbs of tenses. -Correctly use the vocabulary learned in the speech. -Correctly structure sentences in English. -Improve oral expression in English. 	
SUGGESTED VOCABULARY	Expensive diamonds, bought, jewelry store, met friends, woke up early, had breakfast, friends' house, had lunch, killed, stole, police officer, talked, suspects, first, next, then, after that, finally.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video - Flipgrid platform 	

TIMING
One day Date of application: August 31 th -2020
ACTIVITY ONE
Students are provided with vocabulary related to the free activities and past tense verbs. work pairs are formed so that students can complete the task.
ACTIVITY TWO
To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.
DISCUSSION QUESTION
Who killed the lady?
VIDEO
Students should record a short video talking about an activity they have done in the past. They then have to listen to their partner's video and make a spoken commentary.
SUGGESTED PROMPTS
Ex-classmates organized a meeting because Excited to go there. So I..... very early Had delicious breakfast like..... next I went out to meet friends and..... The meeting was in a luxury restaurant where we The food was delicious. Everybodythere We talked a lot about..... However, one of the was very rich and talked about her-..... Also, she said that was going to buy in the store Two of my friends offer to go And I went back home very..... because the meeting was..... I remember that she had much cash in her I don't know who was with her until the end I left the restaurant soon because I..... Later, somebody called me to ask..... It was the police officer to Finally, I don't know who killed the lady, but I think.....
IN CONCLUSION
In my point of view..... We both agree that.. I agree with..... but my friend disagree with.....
COMPLEMENTARY ACTIVITIES
https://www.liveworksheets.com/c?a=s&mn=dz&sr=n&l=sn&i=uxxuoct&r=be&db=0&f=dzduzfn&cd=pnglplxmmxjkzfr2ngnxgegl

LESSON TWELVE: JOBS



LESSON PLAN	Address the topic jobs and occupations.
LEVEL	A1
OBJECTIVE	To provide students with information and vocabulary of jobs and occupations.
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Recall vocabulary of occupations and jobs. -Correctly use learned vocabulary in speech. -Correctly structure sentences in English. -Improve oral expression in English. 	
SUGGESTED VOCABULARY	Patients, football player, taxi driver, receptionist, doctor, nurse, car, football, desk, keys, customer, cash, credit card, medicine, cure, play, practice.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video - Flipgrid platform 	
TIMING	
<p>One day Date of application: September 1st- 2020</p>	
ACTIVITY ONE	
<p>Students are provided with vocabulary related to jobs or occupations. work pairs are formed so that students can complete the task.</p>	

ACTIVITY TWO

To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.

DISCUSSION QUESTION

What do they do daily?

VIDEO

Students should record a short video talking about their job or occupation. they then have to listen to their partner's video and make a spoken commentary.

SUGGESTED PROMPTS

I work in a big hospital because I am a

I have to cure.....

My job is very

I work many hours a day.....

On these days, there are a lot of people in hospitals because...

I have to drive around the city

This jib is dangerous because I

People enjoy visiting the city. So I work

A receptionist has to be kind because

My job is interesting because I meet many people every day.

Football players are famous because.....

They have to practice a lot

Many people watch the games on TV, or sometimes in the.....

I love football, I want to be a

IN CONCLUSION

In my point of view.....

We both agree that..

I agree with..... but my friend disagree with.....

COMPLEMENTARY ACTIVITIES

<https://learningapps.org/watch?v=pxdsc0gnj21>

LESSON THIRTEEN: PAY FOR THINGS IN A SHOP



LESSON PLAN

Addressing the issue of buying and paying for things in a store.

LEVEL

A1

OBJECTIVE

To provide students with information and vocabulary related to shopping in a store.

LANGUAGE SKILLS

- Understand information in English.
- Listen to the pronunciation.
- To remember the vocabulary of quantity adjectives.
- Correctly use the vocabulary learned in the speech.
- Correctly structure sentences in English.
- Improve oral expression in English.

SUGGESTED VOCABULARY

Don't like, like very much, IT things, food, clothes, price, how much, these, this, need, want, cash, credit card, certainly. Of course.

MATERIALS

- Teacher's and student's book
- Internet Connection
- Short video
- Flipgrid platform

TIMING

One day

Date of application: September 2 nd - 2020
ACTIVITY ONE
Students are provided with vocabulary related to shopping in a store. Work pairs are formed so that students can complete the task.
ACTIVITY TWO
To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.
DISCUSSION QUESTION
Do you like to go shopping?
VIDEO
Students should record a short video in which they say whether they like shopping. They then have to listen to their partner's video and make a spoken comment.
SUGGESTED PROMPTS
Good.....Can I help you? Can I look around? Yes, How much are/ is this-these.....? They are..... each That is a good
No, I think they are very expensive Are these / Is this the same price? I think these are the ones you are looking for. Yes, they are perfect. Can I have.....? No, sorry. There are only....., but I have in other colors Ok. Can I see them? You can go around the store and..... Thank you. These are perfect. Sure Can I pay by credit card? Enter your pin, Please.
IN CONCLUSION
In my point of view..... We both agree that.. I agree with..... but my friend disagree with.....
COMPLEMENTARY ACTIVITIES
https://es.liveworksheets.com/c?a=s&mn=tz&sr=n&l=ar&i=nncd&r=yu&db=0&f=dzduzfzn&cd=pzglslknix2ngnxgegl

LESSON FOURTEEN: FIRST DAY AT UNIVERSITY.



LESSON PLAN

Addressing the first day at university

LEVEL

A1

OBJECTIVE

To provide students with information and vocabulary related to issues that can be discussed on the first day of college.

LANGUAGE SKILLS

- Understand information in English.
- Listening to pronunciation.
- Remembering vocabulary of activities and hobbies.
- Correctly use learned vocabulary in speech.
- Correctly structure sentences in English.
- Improve oral expression in English.

SUGGESTED VOCABULARY

Family, friends, music, favorite food, singers, band, shopping stores, clothes, IT things, subjects, teachers, careers.

MATERIALS

- Teacher's and student's book
- Internet Connection
- Short video
- Flipgrid platform

TIMING

One day
Date of application: September 3rd- 2020

ACTIVITY ONE

Students are provided with vocabulary related to topics that can be discussed on the first day of college classes.

Work pairs are formed so that students can complete the task.

ACTIVITY TWO

To improve oral expression, students are asked to interact through a video.

Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.

DISCUSSION QUESTION

What do you talk to your friends about on the first day of classes?

VIDEO

Students must record a short video in which they tell what they talk about with their classmates on the first day of college classes. They then have to listen to their classmate's video and make an oral commentary.

SUGGESTED PROMPTS

On the first day at university was.....

I made many.....because I.....

Students wereat university.

It was not easy to adapt to a different life because.....

I met more friends at the library.

It experience was.....

We talked about.....

I studied my favorite subjects with

The teachers were very.....

I enjoyed a lot because.....

I made good friends

I knew some places

IN CONCLUSION

In my point of view.....

We both agree that..

I agree with..... but my friend disagree with.....

COMPLEMENTARY ACTIVITIES

<https://www.liveworksheets.com/c?a=s&mn=df&sr=n&l=nf&i=ufzut&r=zu&db=0&f=dzduzfzn&cd=pnelleexgzgx2ngnxgegl>

LESSON FIFTEEN: CLOTHES FOR DIFFERENT OCCASION.



LESSON PLAN	Addressing clothing for different occasions.
LEVEL	A1
OBJECTIVE	To provide students with information and vocabulary about clothing for different occasions.
LANGUAGE SKILLS	
<ul style="list-style-type: none"> -Understand information in English. -Listening to pronunciation. -Remembering clothing vocabulary. -Correctly use the vocabulary learned in the speech. -Correctly structure sentences in English. -Improve oral expression in English. 	
SUGGESTED VOCABULARY	Formal clothes, informal clothes, tie, suit, shirt, t-shirt, trousers, pants, jeans, blouse, skirt, dress, belt, sandals, tennis shoes, heel shoes, jacket, bag. White, black, grey, blue.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Short video - Flipgrid platform 	
TIMING	

<p>One day Date of application: September 4th- 2020</p>
ACTIVITY ONE
<p>Students are provided with the vocabulary of clothing for different occasions. Work pairs are formed so that students can complete the task.</p>
ACTIVITY TWO
<p>To improve oral expression, students are asked to interact through a video. Students are asked to enter the Flipgrid platform and answer the question in the video uploaded by the teacher.</p>
DISCUSSION QUESTION
<p>Which clothes do you usually wear?</p>
VIDEO
<p>Students should record a short video in which they talk about the type of clothes they usually wear. They then have to listen to their partner's video and make an oral commentary.</p>
SUGGESTED PROMPTS
<p>There are very different and interesting clothes Everyone wears different clothes. People like to wear clothes according to the..... Women and men usually wearjeans. tennis shoes,shoes, ... jacket Men often wear black.....with white shirt.....tie when have a meeting. Women like to wear beautiful..... when they have meetings or..... For example,shoes,dresss,jacket During weekdays, men and women like to wear informal.....because they are People sometimes wear the same clothes and colours when they go On weekends, men and women wear something different because..... I prefer to wear.....during weekdays, but on weekends I like to wear..... On special occasions, I love to wear</p>
IN CONCLUSION
<p>In my point of view..... We both agree that.. I agree with..... but my friend disagree with.....</p>
COMPLEMENTARY ACTIVITIES
<p>https://www.liveworksheets.com/c?a=s&t=rqus112c5o&mn=tz&sr=n&l=ar&i=nncd&r=yu&db=0&f=dzduzfuz&cd=pstxp775k8jzglslknix2ngnxgexg</p>

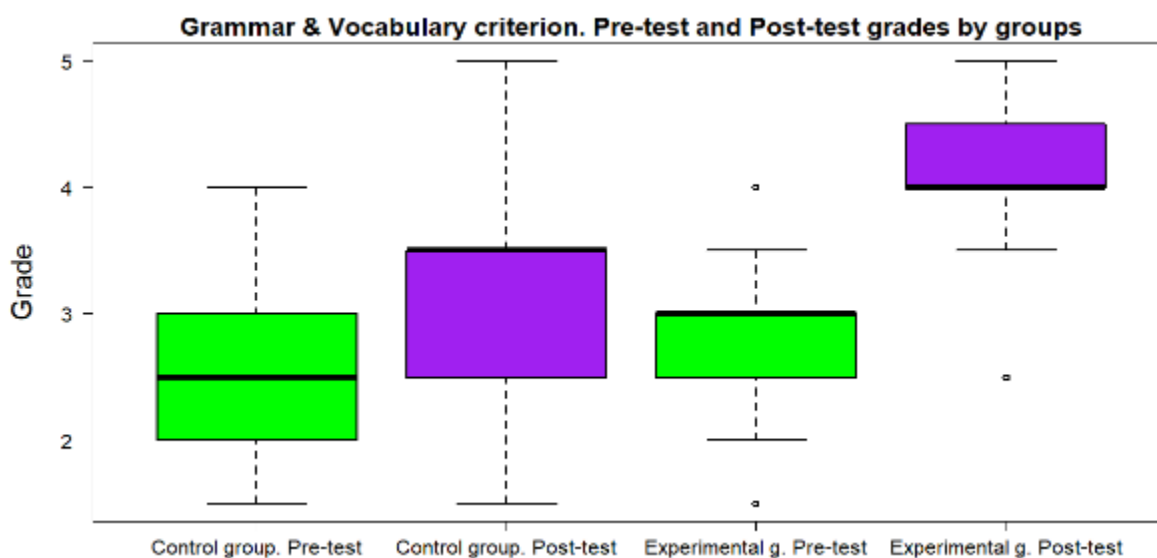
CHAPTER III. ANALYSIS OF THE RESULTS

3.1 Analysis of results

The goal of this research was to measure the effects of the think-pair-share strategy in the speaking skill development in A1 students from the English Language Program at Universidad Técnica de Ambato. According to the Key English Test, the speaking skill has three criteria: grammar and vocabulary, pronunciation, and interactive communication. In this sense, the results were presented and analysed for each case.

Grammar and vocabulary

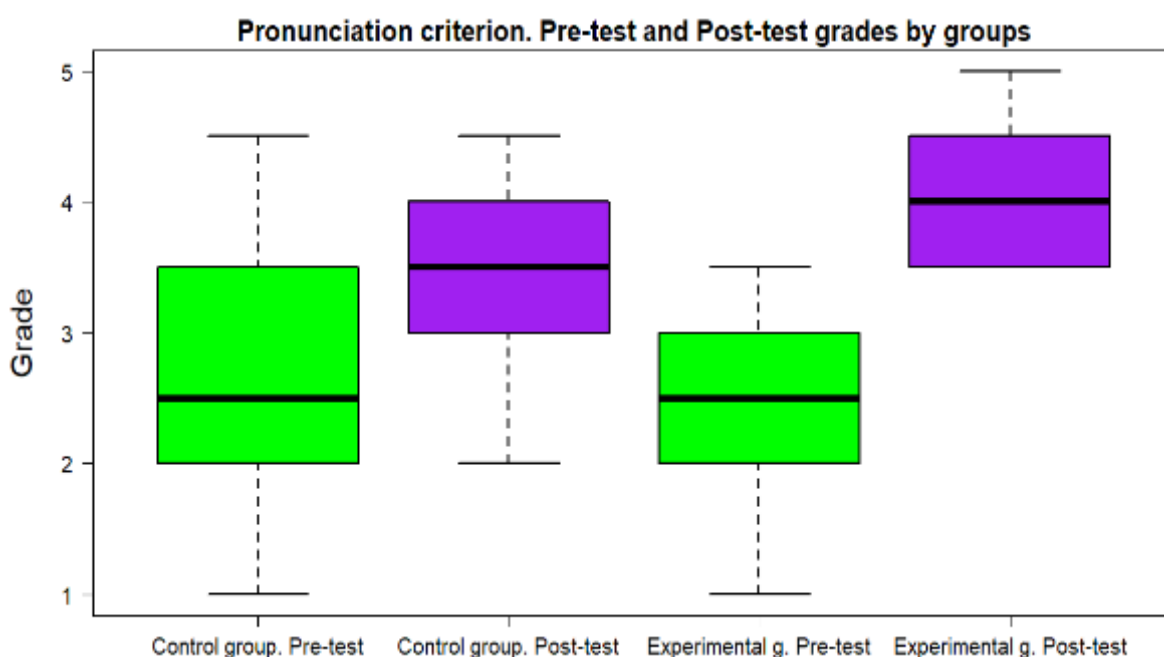
Grammar and vocabulary section of the test was evaluated out of 5. Students in the control group obtained a mean grade of 2.45 on the pre-test and 3.25 on the post-test. Likewise, students in the experimental group obtained a mean grade of 32.83 on the pre-test and 4.20 on the post-test. The grades were better in the experimental group than in the control group. According to the boxplot, the experimental group improved their speaking skill after receiving the lessons based on the think-pair-share strategy, and the range of the grades was shorter than the other cases. It means the performance of the A1 students was more uniform in the experimental group.



Graph 5. Boxplot of the results in Grammar and vocabulary criterion by Lascano, M. (2021).

Pronunciation

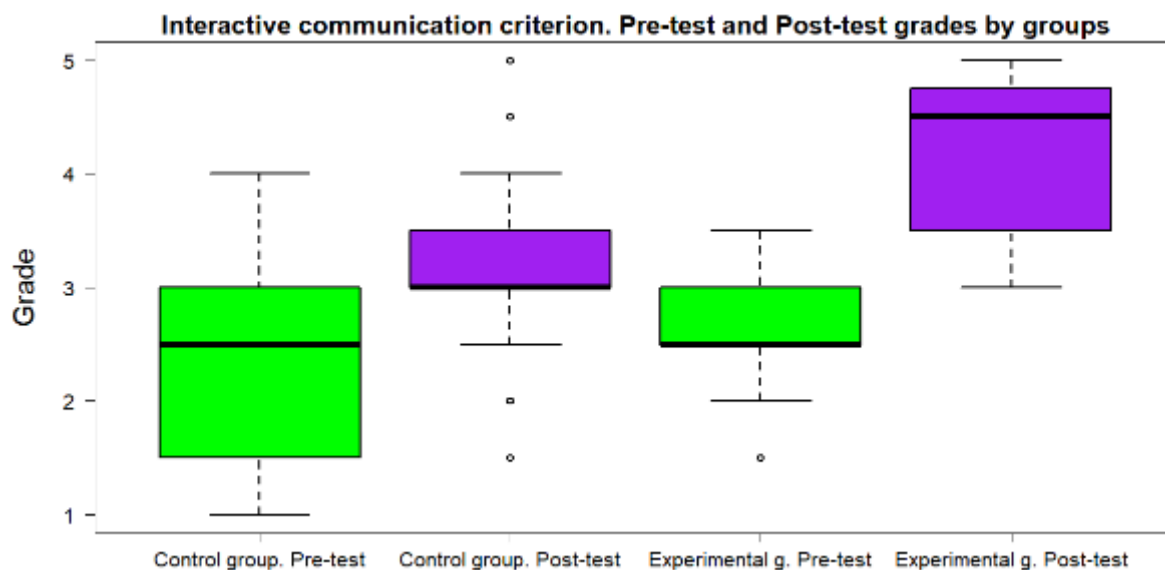
Pronunciation section of the test was also evaluated out of 5. Students in the control group obtained a mean grade of 2.68 on the pre-test and 3.32 on the post-test. In the same way, students in the experimental group obtained a mean grade of 2.59 on the pre-test and 4.06 on the post-test. It is evident the best result belongs to experimental group after they receiving the lessons based on the think-pair-share strategy.



Graph 6. Boxplot of the results in Pronunciation criterion by Lascano, M. (2021).

Interactive communication

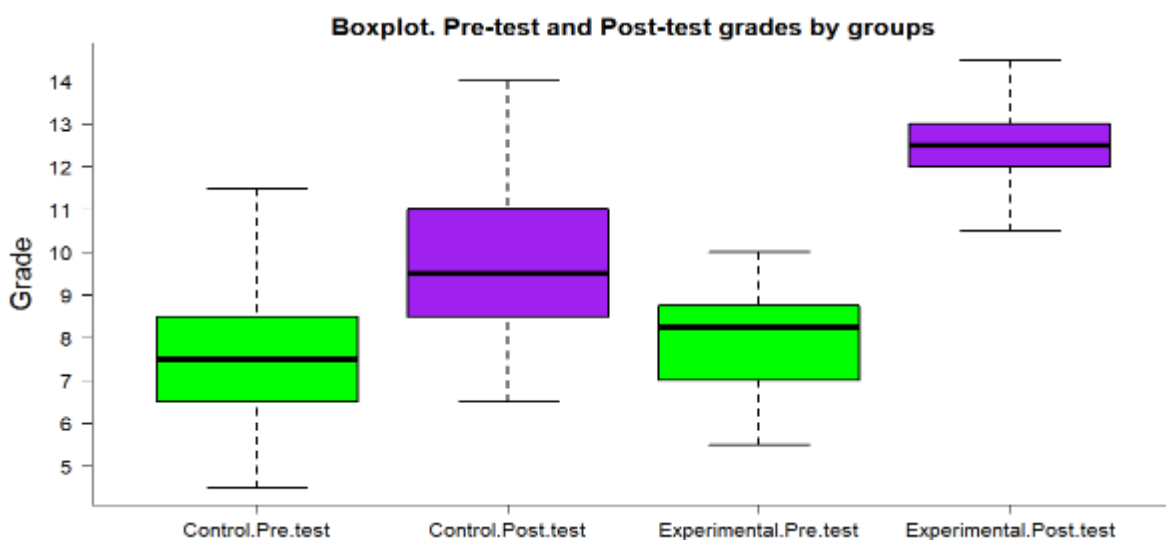
Interactive communication section of the test was also assessed out of 5. Students in the control group obtained a mean grade of 2.55 on the pre-test and 3.13 on the post-test. In the same way, students in the experimental group obtained a mean grade of 2.64 on the pre-test and 4.22 on the post-test. It is evident the best result belongs to experimental group after they receiving the lessons based on the think-pair-share strategy. In the case of the control group, grades were unequal because there were students with outliers, which means that the traditional teaching method does not benefit everyone.



Graph 7. Boxplot of the results in Interactive communication criterion by Lascano, M. (2021).

Global speaking results

Finally, the global results were assessed out of 15. Students in the control group obtained a mean grade of 7.68 on the pre-test and 9.70 on the post-test. In the same way, students in the experimental group obtained a mean grade of 8.06 on the pre-test and 12.48 on the post-test. The use of the think-pair-share strategy allows students to improve their speaking skills as well as the performance was uniform, so the mean and the median are almost equal. The minimum grade in the post-test was 11 out of 15, so everybody developed speaking skills.



Graph 8. Boxplot of the results in the speaking skill section of the KET by Lascano, M. (2021).

Below is a summary of the means obtained in the pre-test and post-test by groups:

Table 2.

Summary of the means obtained in the pre-test and post-test by groups.

Speaking skill	Group			
	Control		Experimental	
Criterion	Pre-test mean	Post-test mean	Pre-test mean	Post-test mean
Grammar and vocabulary	2.45	3.25	2.83	4.20
Pronunciation	2.68	3.32	2.59	4.06
Interactive communication	2.55	3.13	2.64	4.22
General	7.68	9.70	8.06	12.48

Source: Test applied to students at Universidad Nacional de Chimborazo – Language Center by Lascano, M. (2021).

3.2 Hypothesis verification

It was necessary to apply a statical test to measure the influence of the think-pair-share strategy in the speaking skill development in A1 students from the English Language Program at Universidad Técnica de Ambato. In this sense, an alternative hypothesis was established as well as a null one comes up by default. The purpose was to determine whether the null hypothesis could be rejected and the alternative one accepted according to the data obtained from the pre-test and post-test.

Null Hypothesis H_0 :

Think-pair-share strategy does not influence the speaking skill development of A1 students from the English Language Program at Universidad Técnica de Ambato.

Alternative Hypothesis H_1 :

Think-pair-share strategy influences the speaking skill development of A1 students from the English Language Program at Universidad Técnica de Ambato.

Statistical test

A paired sample Student t-test corresponds to apply according to the problem conditions in which there are a pre-test and post-test. The mathematical model is shown as follows:

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

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

Where:

μ_1 = sample mean in the pre-test.

μ_2 = sample mean in the post-test.

By virtue of the fact that the grades in the post-test should be higher than ones in the pre-test, the significance level belongs to a single-tailed Student t-test. The following formula is applied to determinate the calculated t-value:

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

Where:

t = Student t-test from the data.

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

S_d = standard deviation of the differences.

n = pre-test and post-test data number (30 and 32 data for control and experimental group, respectively).

On the other hand, the critical t-value is obtained using two parameters: level of significance α and degrees of freedom. The first is equal to 0.05, which means 5%, and the second is equal to the amount of data minus one ($n - 1$).

If the t-calculated value is greater than the t-critical value, the first is located in the null rejected region. Under this situation, the null hypothesis (H_0) must be rejected and the alternative hypothesis (H_1) accepted.

Calculation of statistics

The results of the pre-test and post-test from both the control and experimental group are shown in Annex 4. Table 3 presents the paired sample statistics: mean, number of data N, standard deviation, and standard deviation of the mean which are used to obtain the calculated t -value:

Table 3.

Paired sample statistics by groups.

Paired sample statistics		Mean \bar{x}_d	N	Standard deviation S_d	Standard error of the mean $\frac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	7.68	30	1.76	0.3213
	Post-test Total	9.70	30	1.68	0.3067
	Differences (Post-Pre)	2.02	30	1.14	0.2081
Experimental group	Pre-test Total	8.06	32	1.18	0.2086
	Post-test Total	12.48	32	0.90	0.1591
	Differences (Post-Pre)	4.42	32	1.14	0.2015

Source: Test applied to students at Universidad Nacional de Chimborazo – Language Center by Lascano, M. (2021).

From the data in the table, for the control and experimental groups, the calculated t-values are as follows:

Table 4.

Summary of paired sample statistics.

Group	Test	Tabulated t-value	Calculated t-value	Degrees of freedom	Significance (unilateral)
Control	Post-test Total - Pre-test Total	1.6991	9.6824	29	7×10^{-11} ***
Experimental	Post-test Total - Pre-test Total	1.6955	21.8696	31	1.0538×10^{-20} ***

Significance codes: p-value 0 ‘****’ 0.001 ‘***’ 0.01 ‘**’ 0.05 ‘.’ 0.1 ‘.’ 1.

Source: Test applied to students at Universidad Nacional de Chimborazo – Language Center by Lascano, M. (2021).

As the above table shows, the calculated t-value in both cases (control and experimental groups) is greater than the critical t-value. The unilateral significance level for the experimental group $p\text{-value} = 1.0538 \times 10^{-20}$ is lower than $\alpha = 0.05$ (5 %) with 31 degrees of freedom. Likewise, the t-calculated value is equal to 21.8696 and is upper than critical t-value of 1.6955. Therefore, it is located in the null rejection region. It means the null hypothesis is rejected and the alternative one is accepted: “Think-pair-share strategy influences the speaking skill development of A1 students from the English Language Program at Universidad Técnica de Ambato”.

The results in the post-test are significantly better than the pre-test for both cases (control and experimental groups). However, the post-test mean grade of the control is 9.70 out of 15, while in the experimental one is 12.48 out of 15. Consequently, the Think-pair-share strategy is efficient to ensure speaking skills development in A1 students.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- A1 students from the English Language Program at Universidad Técnica de Ambato showed difficulties in establishing interactive communication in the English language. They also presented grammatical, vocabulary, and pronunciation deficiencies. Students obtained a mean grade of 7.68 and 8.06 out of 15 according to the Key English Test rubric, in the control and experimental groups, respectively, in the pre-test.
- It was designed a learning plan of Think-Pair-Share Strategy Lessons applied in the Flipgrid platform, in which students made a collaborative work. In this way, the students carried out collaborative work based on the recording of videos. They talked about various topics related to the images uploaded by the teacher to the platform. Subsequently, they reviewed the videos of their peers and made suggestions to improve the oral communication of each of the students.
- Students obtain better grades in the post-test evaluation about pronunciation, interactive communication, grammar, and vocabulary criterion at the end of the proposal application. Students obtained a mean grade of 9.70 and 12.48 out of 15, respectively, in the control and experimental groups. The use of the TPS strategy allows students to improve their speaking skills as well as the performance was uniform, so the mean and the median are almost equal. It means the Think-pair-share strategy is efficient to ensure speaking skills development in A1 students.

Recommendations

- To apply new strategies when students are children so that they do not develop a fear of speaking and find the motivation to express their ideas freely. It will facilitate the process of developing their speaking skill.

- Explore all the options offered by the Flipgrid platform so that teachers can use it in other types of teaching strategies. The study should be complemented with an evaluation of the effect of academic reinforcement activities on the development of speaking skills.
- To implement a teaching program similar to the present work, but that focused on students at more advanced levels. In this way, it will be able to know the effectiveness of the strategies in other contexts.

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ANNEXES

ANNEX 1:

KEY ENGLISH TEST

Pre-test

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

B, do you work or are you a student? Do you work? Do you study? Are you a student?

For UK, ask Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town etc.)?

Thank you.

A, do you work or are you a student? Do you work? Do you study? Are you a student?

For UK, ask Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town etc.)?

Thank you.

Phase 2

Interlocutor

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

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

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

Interlocutor

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

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Test 1

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.

Interlocutor /

Candidates

Use as appropriate.

Ask each candidate at least one question.

Do you think...

...eating on the beach is fun?

... eating in restaurants is expensive?

...eating at home is boring?

... 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. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

Phase 2

Interlocutor

⌚ Allow up to 2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (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 the test.

Do you like these different places to eat?



CEFR level	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C1	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
Grammar and Vocabulary					
B2	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. 		<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 		<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
A2	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 			<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
A1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 			<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.

Overall Speaking scales

KEY ENGLISH TEST

Post-test

Test 2

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

For UK, ask **B**, do you work or are you a student? Do you work? Do you study? Are you a student?

For UK, ask Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town etc.)?

Thank you.

For UK, ask **A**, do you work or are you a student? Do you work? Do you study? Are you a student?

For UK, ask Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town etc.)?

Thank you.

Phase 2

Interlocutor

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

A, how often do you listen to music?

What music do you like best?

B, what is your favourite instrument?

Where do you like listening to music?

Extended Response

Now **A**, please tell me something about your favourite singer or group?

Interlocutor

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

B, where do you like to go shopping?

What do you like to buy with your money?

A, who do you like to go shopping with?

What can you buy near your house?

Extended Response

Now, **B**, please tell me something about presents you buy for your friends.

Back-up prompts

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

Back-up questions

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

Back-up prompts

Do you like to go to shopping centres?

Do you like to buy clothes with your money?

Do you like to go shopping with your friends?

Can you buy food near your house?

Back-up questions

Where do you buy presents?

Do you like giving presents?

Have you bought a present recently?

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 2b, in front of candidates.

Here are some pictures that show different holidays.

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

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

All right? Now, talk together.

Candidates

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

**Interlocutor /
Candidates**
*Use as appropriate.
Ask each candidate
at least one
question.*

Do you think....
...beach holidays are fun?
...city holidays are interesting?
...camping holidays are exciting?
...walking holidays are expensive?
...holidays in the mountain are boring?

Optional prompt
Why?/Why not?

What do you think?

Interlocutor

So, A, which of these holidays do you like best?
And you, B, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

Phase 2

Interlocutor
Ⓢ *Allow up to 2
minutes*

Now, do you prefer to go on holidays with your friends or with your family, B?
(Why?)

And what about you, A? (Do you prefer to go on holidays with your friends or
with your family?) (Why?)

Which country would you like to visit in the future, A? (Why?)

And you, B? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Do you like these different holidays?



CEFR level	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C1	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
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A1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 			<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.

ANNEX 2:

SURVEY QUESTIONNAIRE

Battery of questions for the survey

The questionnaire you will read below corresponds to a study carried out for educational purposes.

Questions must be answered using one of the following answers, equivalent to a number.

Insufficient or Nothing = 1

Regular or Almost Nothing = 2

Good or Little = 3

Very Good or quite = 4,

Excellent or A lot = 5

Each question will have a single answer. In the same way, at the end of the questionnaire students will be given a space to freely give their opinion on the subject of the survey.

Development

1. - The spread of the Covid-19 has determined that the academic sessions must be carried out virtually. This is not the usual way in which we are used to learning. Whereas you receive your English classes virtually. How would you rate your motivation to learn the new language?

Insufficient	Regular	Good	Very Good	Excellent

2. - From the fact that practicing speaking English is one of the best ways to master the language. How would you rate your motivation to improve in this skill?

Insufficient	Regular	Good	Very Good	Excellent

3. - Concerning to the activities that are usually carried out during the hours of virtual classes. How much do you consider that they affect your desire to speak in English and develop this ability?

Nothing	Almost Nothing	Little	Quite	A lot

4. - Do you feel comfortable trying to speak English in front of your classmates?

Nothing	Almost Nothing	Little	Quite	A lot

Respondent's opinion on the study topic

What activities could be used in the virtual class hours for you to better practice and develop the ability to speak English?

.....

.....

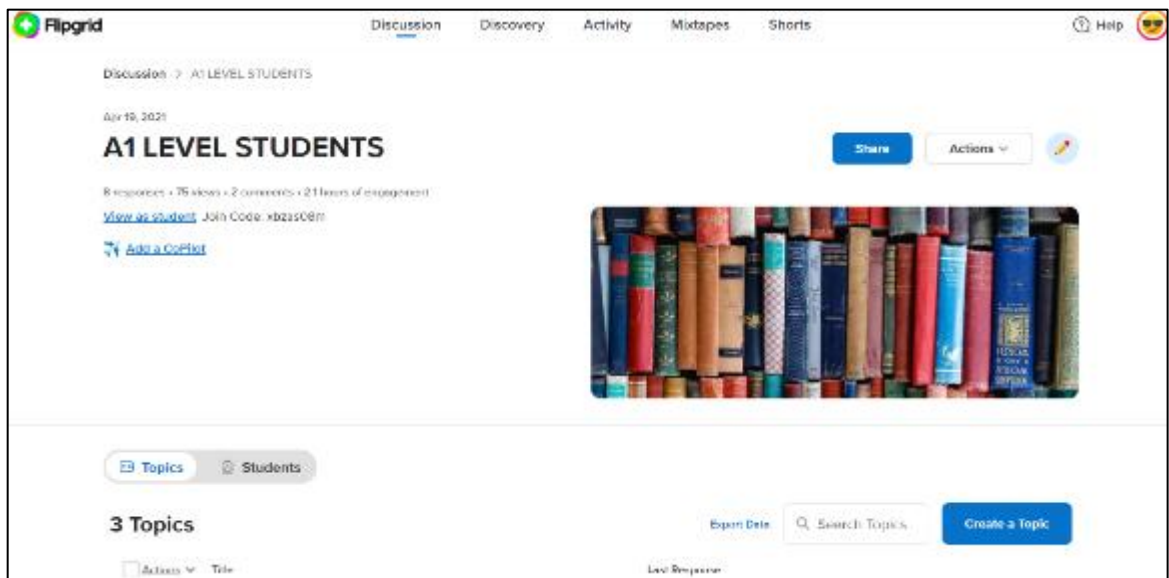
.....

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ANNEX 3:

PROPOSAL IMAGES

FLIPGRID PLATFORM



LESSON PLAN INSTRUCTIONS





PAIR

Discussion > A1 LEVEL STUDENTS > HOME

Apr 19, 2021

HOME

1 response • 14 views • 0 comments • 0.8 hours of engagement

LOOK AT THE PICTURES AND DESCRIBE WHAT YOU THINK ABOUT THEM.

[View as student](#) Join Code: 19210441

Share Edit

Export Data Print QR Codes Search Responses

<input type="checkbox"/>	Name	Date	Comments	Feedback	
<input type="checkbox"/>	MARÍA JOSÉ Z 14 views	Apr 20, 2021			Active

Discussion > A1 LEVEL STUDENTS > HOME

Apr 19, 2021

HOME

1 response • 14 views • 0 comments • 0.8 hours of engagement

LOOK AT THE PICTURES AND DESCRIBE WHAT YOU THINK ABOUT THEM.

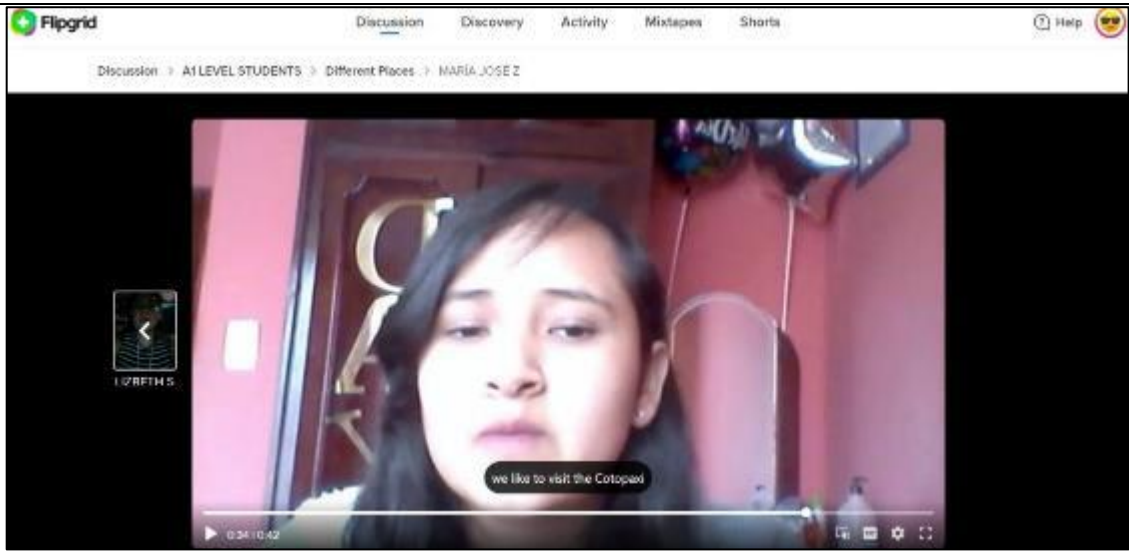
[View as student](#) Join Code: 19210441

Share Edit

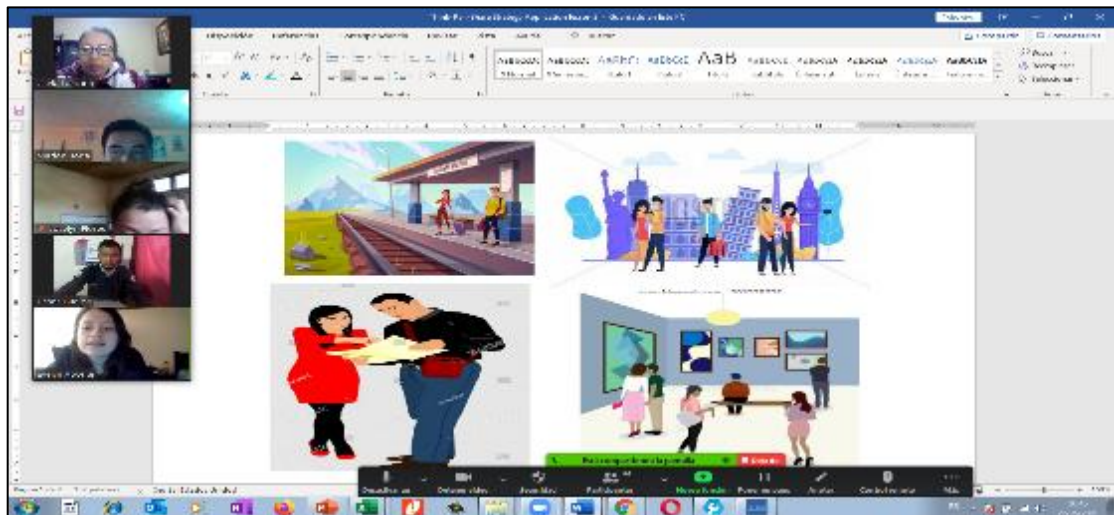
- Duplicate Topic
- Move Topic
- Delete Topic
- Export Data
- Record a Response**
- Submit to Discovery

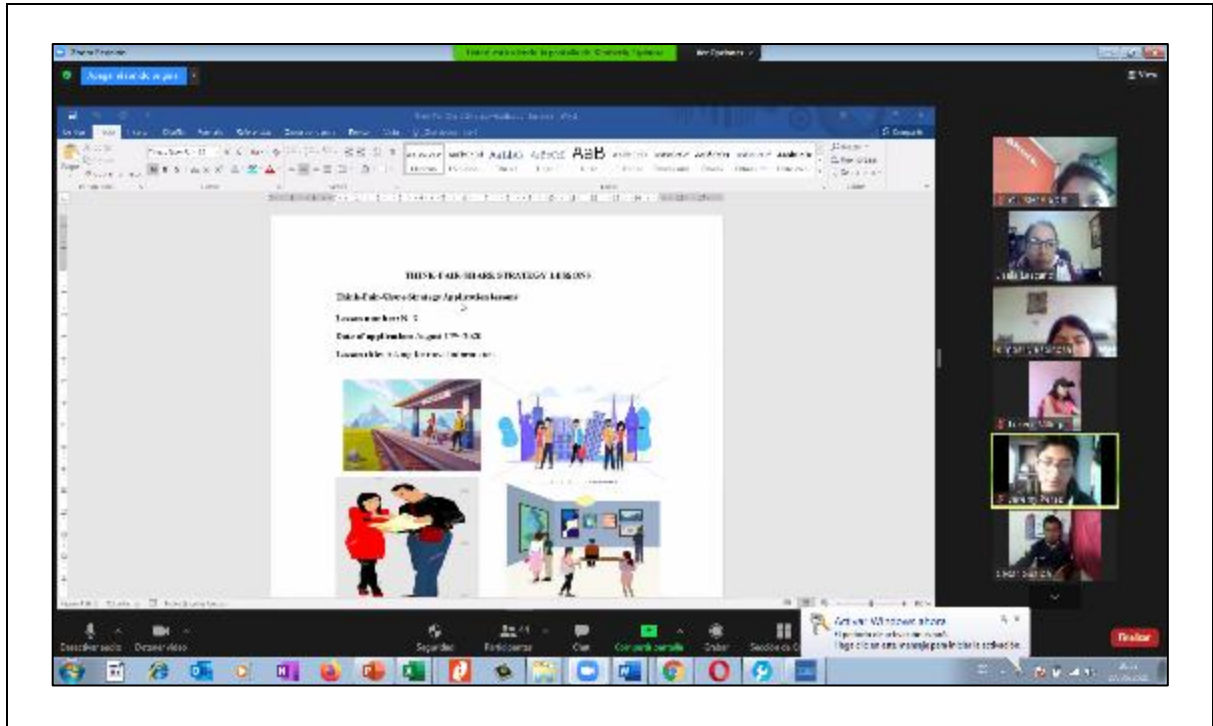
Export Data Print QR Codes Search Responses

<input type="checkbox"/>	Name	Date	Comments	Feedback	
<input type="checkbox"/>	MARÍA JOSÉ Z 14 views	Apr 20, 2021			Active



SHARE





ANNEX 4:

Grades in the KET test.

Control group				Experimental group			
ID	Pre-Test	Post-Test	Differences	ID	Pre-Test	Post-Test	Differences
1	7.5	10.5	3.0	1	8.0	11.0	3.0
2	8.5	11.5	3.0	2	8.5	13.0	4.5
3	8.5	9.0	0.5	3	9.0	12.5	3.5
4	7.0	9.0	2.0	4	9.0	13.5	4.5
5	5.5	6.5	1.0	5	6.0	11.0	5.0
6	5.0	7.0	2.0	6	7.0	11.5	4.5
7	7.0	9.5	2.5	7	8.5	12.5	4.0
8	8.0	9.5	1.5	8	10.0	14.0	4.0
9	6.0	8.5	2.5	9	8.5	11.5	3.0
10	10.5	11.5	1.0	10	8.0	13.0	5.0
11	9.5	10.0	0.5	11	8.5	11.5	3.0
12	5.5	9.5	4.0	12	8.5	12.5	4.0
13	6.5	8.5	2.0	13	7.0	12.0	5.0
14	4.5	7.0	2.5	14	6.0	12.0	6.0
15	9.5	10.5	1.0	15	10.0	13.0	3.0
16	8.5	10.5	2.0	16	9.0	12.0	3.0
17	7.0	10.5	3.5	17	7.0	12.0	5.0
18	7.5	8.5	1.0	18	8.5	12.5	4.0
19	7.5	9.0	1.5	19	7.0	10.5	3.5
20	8.0	10.5	2.5	20	8.0	12.5	4.5
21	8.0	9.5	1.5	21	10.0	14.5	4.5
22	11.5	11.5	0.0	22	9.5	12.5	3.0
23	5.5	8.0	2.5	23	8.0	13.0	5.0
24	6.0	8.5	2.5	24	6.5	13.0	6.5
25	10.5	11.0	0.5	25	9.0	14.0	5.0
26	9.5	11.0	1.5	26	8.5	13.0	4.5
27	6.5	7.5	1.0	27	8.5	12.0	3.5
28	8.0	11.0	3.0	28	8.0	12.5	4.5
29	10.0	14.0	4.0	29	8.0	12.5	4.5
30	7.5	12.0	4.5	30	8.0	12.0	4.0
-	-	-	-	31	6.5	13.5	7.0
-	-	-	-	32	5.5	13.0	7.5