



OFICINA DE POSGRADO

Topic:

**PEER INTERACTION AND SPONTANEOUS SPEECH TO DEVELOP THE
WILLINGNESS TO COMMUNICATE OF YOUNG LEARNERS**

**Research project prior to obtaining the Master's Degree in English as a Foreign
Language Pedagogy**

Line of research:

INNOVATIVE PEDAGOGIES IN ENGLISH LANGUAGE TEACHING

Author:

Lourdes Narciza Tandalla Guamán

Director:

PhD. Serge E. M. Bibauw

Ambato – Ecuador

December 2023

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY

Yo: **LOURDES NARCIZA TANDALLA GUAMÁN**, con cédula de ciudadanía **0502657273**, autora del trabajo de graduación titulado "PEER INTERACTION AND SPONTANEOUS SPEECH TO DEVELOP THE WILLINGNESS TO COMMUNICATE OF YOUNG LEARNERS" previa la obtención del título profesional de **MAGISTER EN PEDAGOGÍA DE INGLES COMO LENGUA EXTRANJERA (MPI)**, en la oficina de **POSGRADOS**.

1. Declaro bajo juramento que el presente trabajo de titulación es de mi autoría, no ha sido presentado en ningún grado o calificación profesional; y que las referencias bibliográficas son absolutamente originales y personales. En tal virtud, declaro que el contenido, es y será de mi exclusiva responsabilidad legal y académica.
2. Autorizo a la Pontificia Universidad Católica del Ecuador a difundir a través del sitio web de la Biblioteca de la PUCE Ambato, el referido trabajo de graduación, respetando las políticas de propiedad intelectual de la Universidad.

Ambato, diciembre 2023



Lourdes Narciza Tandalla Guamán

CC: 0502657273

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SEDE AMBATO
APPROVAL SHEET

Topic:

**PEER INTERACTION AND SPONTANEOUS SPEECH TO DEVELOP THE
WILLINGNESS TO COMMUNICATE OF YOUNG LEARNERS**

Line of research:

INNOVATIVE PEDAGOGIES IN ENGLISH LANGUAGE TEACHING

Author:

Lourdes Narciza Tandalla Guamán

Serge Bibauw. PhD.

CALIFICADOR

f. 

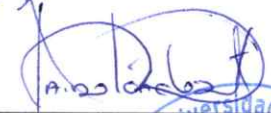
Ana Alexandra Solís Carrasco. Lic. Mg.

CALIFICADOR

f. 

Jairo Vicente Sánchez Freire. Lic. Mg.

CALIFICADOR

f. 

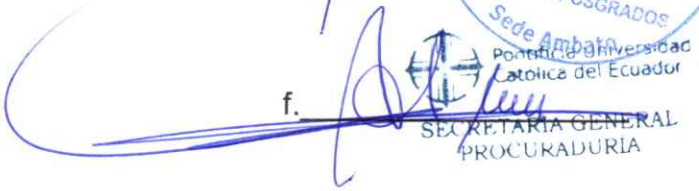
Juan Carlos Acosta Teneda. P. PhD.

OFICINA DE POSGRADOS

f. 

Hugo Rogelio Altamirano Villarroel. Dr.

SECRETARIO GENERAL PUCESA

f. 


SECRETARIA GENERAL
PROCURADURIA

Ambato- Ecuador

December- 2023

DEDICATION

This work is dedicated to:

Arlette and Marco, my little and beloved children, who have been my strength to fight and achieve my goal, overcoming limitations and obstacles.

Rosa and Segundo, my parents, a fundamental pillar to reach the proposed goal.

Lourdes

ACKNOWLEDGEMENT

My fraternal thanks to everyone who made it possible for me to meet one more goal in my personal and professional development:

I thank God, who has given me health, life and the ability not to give up and fight for my desire day by day.

Arlette and Marco, my children who, despite their young ages, have supported, understood and shown me their unconditional love.

My teachers, since with their patience and charisma they have shared their experiences and knowledge, which will be applied in my personal and professional life, despite not having shared in person.

My colleagues with whom due to the pandemic we were unable to have a classroom, but thanks to the technology we were able walk in this road to the success.

Lourdes

RESUMEN

La presente investigación se enfocó al principal problema de la falta en la disposición de comunicarse entre los jóvenes estudiantes. El objetivo general es mejorar la interacción en pares y el habla espontánea para desarrollar la disposición a la comunicación en estos estudiantes. Para lograr este objetivo, se empleó una metodología de investigación cuantitativa. Se realizó una revisión de la literatura para poder establecer una fundamentación teórica, se evaluó la investigación previa sobre la interacción entre pares y el habla espontánea, se diseñaron planes de lecciones centrados en la interacción entre pares y se administraron pruebas previas y posteriores para conocer el impacto que tiene la intervención al momento de la disposición de una buena comunicación. La población estuvo conformada por 75 estudiantes de séptimo grado de la Escuela de Educación Básica "Naciones Unidas", divididos en estudiantes con condición experimental y otra de estudiantes con condición de control. Por lo que, se obtuvieron resultados en base a una prueba posterior que se aplicaron al grupo de estudiantes con condición experimental, que recibió la intervención sobre la interacción entre pares y el habla espontánea, presentó una disposición a comunicarse significativamente mayor en comparación con el grupo de estudiantes con condición de control. Las diferencias medias entre los dos grupos estuvieron entre el 0,87 y un 0,26 respectivamente, lo que respalda la eficacia de la intervención para mejorar la disposición de la comunicación de los estudiantes. En conclusión, la investigación demostró básicamente que la interacción entre compañeros y el habla espontánea son factores claves en el desarrollo de la disposición a la comunicación entre los jóvenes estudiantes.

Palabras clave: interacción entre pares, habla espontanea, adquisición de una segunda lengua, disposición para comunicarse, proceso de enseñanza- aprendizaje.

ABSTRACT

This research focused on the main problem of the lack of willingness to communicate among young students. The overall objective is to improve peer interaction and spontaneous speech to develop a willingness to communicate in these students. To this objective, a quantitative research methodology was used. A literature review was carried out to establish a theoretical basis, prior research on peer interaction and spontaneous speech was evaluated, lesson plans focused on peers' interaction were designed, and pre- and post-tests were administered to understand the impact of intervention on the availability of good communication. The population consisted of 75 seventh-grade students of the "Naciones Unidas" Elementary school, divided into students with experimental status and students with control status. Thus, results were obtained based on a subsequent test that was applied to the group of students with experimental status, who received the peer-to-peer interaction and spontaneous speech intervention. This group showed a significantly higher willingness to communicate compared to the control group. The average differences between the two groups were between 0.87 and 0.26 respectively, which supports the effectiveness of the intervention in improving the communication disposition of the students. In conclusion, the research basically showed that peer interaction and spontaneous speech are key factors in the development of the willingness to communicate among young students.

Keywords: peer interaction, spontaneous speech, second language acquisition, willingness to communicate, teaching and learning process.

INDEX

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY	ii
APPROVAL SHEET	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
RESUMEN	vi
ABSTRACT	vii
INTRODUCTION.....	1
CHAPTER 1: STATE OF THE ART AND ITS PRACTICE	3
1.1. Speaking skills	3
1.2. Peer interaction	12
1.3. Spontaneous speech.....	17
1.4 Willingness to communicate	20
CHAPTER 2 :METHODOLOGY	29
2.1. Type and focus of research.	29
2.2. Pedagogical intervention	31
2.3. Procedure.....	32
2.4. Proposal research	32
CHAPTER 3: ANALYSIS OF THE RESULTS	49
3.1 Descriptive statistics results	49
3.2 Results Independent sample t-test in the experimental and control condition in the posttest.....	58
CONCLUSIONS	59
RECOMMENDATIONS	60
REFERENCES.....	61
ANNEXES	65

INTRODUCTION

Currently, it is considered that the interactions between peers in the formation of educational groups from early childhood education (ECE) in the students, interaction is part of a general education and in a special way, they can be hindered by the needs and unique characteristics of the children involved. There is evidence to support the idea that motivated language learners can, to varying degrees, compensate for these limitations through extracurricular language learning activities. In fact, it appears that students who perform at higher levels of achievement take advantage of opportunities to learn languages outside the classroom. Depending on factors such as location, level of formality, pedagogical strategy, and locus of control, the characteristics of learning outside the classroom can vary widely. While some out-of-classroom learning may be self-directed and prioritize entertainment value or non-linguistic outcomes, other out-of-class learning may be connected to coursework and contain a formal instructional component.

One of the four macro competencies that every English teacher must master when instructing students in the language is speaking. It is necessary for successful interactions with people from diverse cultural backgrounds. As a result, acquiring this language skill enables students to engage in social interactions and communicate with people from other cultures. As a result, in order for their students to communicate effectively, ESL teachers must help them improve their speaking skills.

In the same way, speaking skills are considered a very difficult skill to teach in the English language, especially in countries where your native language is not English. So, Ecuador is not the exception; the interaction is not accurate due to different factors such as speech anxiety, shyness and other factors. Apart from this, students receive very few hours of English in public schools. The situation in the students' teaching and learning process, shows they still have weaknesses in the peer interaction. At the moment of speaking, they feel shy, anxious or insecure, even more at the moment of speaking in front of the class and it is for that reason that it is of paramount importance to help students boost their willingness to communicate.

When it comes to producing adequate vocabulary, choosing appropriate structures, expressing ideas clearly, and having accurate pronunciation, students struggle greatly. According to Ortega (2014) these problems arise because there are few opportunities for students to practice their oral skills outside the classroom. The teachers must create additional materials to help their students' communication skills, as it is difficult for them to keep up with the necessary work.

The above-mentioned factors have allowed for the following research question: Can peer interaction practice improve the willingness to communicate of learners?

General Objective

To measure the effect of peer interaction and spontaneous speech on the developing of the willingness to communicate in young learners.

Specific objectives

1. To determine bibliographically aspects related to willingness to communicate.
2. To evaluate the results of previous researches about peer interaction and spontaneous speech.
3. To design lesson plans involving large amounts of peer interaction
4. To measure the effect produced by the proposal on the disposition of the communication.

CHAPTER 1: STATE OF THE ART AND ITS PRACTICE

1.1. Speaking skills

Speaking is a topic which must first be defined before discussing speaking abilities. There are several definitions for this term, but Thornbury (2005) makes a point of stating that speaking refers to the action taken by the narrator in the course of real-life interactions with others in order to communicate her ideas. These activities are not previously planned, and their continuation depends on the circumstances that arise every day and at the moment in which the action is carried out.

According to the study of Cabezas (2015) to speak is to understand each one of the emotions of the people who are transmitting a communication through an act of enunciations that they use in linguistics. Here the individual communicates their emotions, knowledge, feelings, ideas and desires when they interact with others. Alfi (2015) on the other hand, emphasizes that speaking is a fundamental form of inter-human communication. When a community's members naturally express their ideas and feelings about a shared subject through speaking, this tool is taken into account.

The ability to speak can be defined as an action or an activity where two or more people can interact with each other, through oral language. Therefore, the people who can participate in the activity will be able to communicate with each other and exchange a lot of information. It is important to consider that in the activity, there must be fluency and excellent pronunciation that must be taken into consideration as crucial elements when discussing the students' approach to how they manage their speech. Therefore, the creep is considered a high difficulty barrier for EFL students. Two distinct speaking skills must be mastered by a student in order to effectively interact with others: Micro and macro skills. Some micro-skills are:

- a) Being able to produce small fragments of a language of different dimensions.
- b) Producing orally differentiating each of the English phonemes and each of the variants of allophonic form.

- c) Being able to produce accent patterns in the English language, as well as words in different positions in an accented and non-accented manner, which form a rhythmic structure and contain contours of good intonation.
- d) Being able to produce reduced forms with words and also with sentences.
- e) Being able to adequately use small units in a lexical way (words) that can achieve their purposes in a pragmatic way.
- f) Being able to produce a short speech fluently at different rates of speech delivery.
- g) Learning to monitor their oral production and being able to use various strategic devices such as pauses, filters, auto corrections, and backtracking, in order to improve the clarity of the message produced by the student.
- h) Being able to use the different classes of grammatical words such as nouns and verbs, focused on systems such as tense, agreement, and pluralization, in the order of each word, its patterns, its rules, and elliptical shapes.
- i) Being able to produce a small speech in a constituent way in a natural way: using phrases appropriately, applying pause groups, as well as breathing and prayer groups.
- j) Being able to express a small meaning in a particular way in the grammatical part.
- k) Being able to correctly apply each of the communicative functions according to each of the situations of the participants as well as their objectives. (Kayi, 2006).

Functions of Speaking skills

Speaking skills are very important because it allows people to communicate with one another on a daily basis in society. Through their manner of speaking and expressing themselves, a person can reveal whether or not they are educated. According to Alfi (2015), students will be able to understand the opinions, ideas, and knowledge of their

classmates and other people in the classroom if they speak up during class. Three significant aspects of speaking can be thought about beginning with this definition.

- a) **The ability to speak focused on interaction:** This conception refers to the ease with which people converse, describing the way in which the environment's components interact and serve as the main vehicle for social interaction. When people interact with one another, they say hello to each other, which promotes small talk. It is possible to say that many people express themselves in their speech when they introduce themselves to others, through their oral expression giving a communicative path to a topic of conversation. (Alfi, 2015).
- b) **The skill of speaking focused on a transaction:** it refers to the circumstances in which people emphasize to find the words used by each person. Therefore, an idea is born that is transformed into a paragraph where the participants engage in a conversation where they understand and receive the clear, precise and total message. That is why the result can mention a transaction between two types of voice. Consequently, this type can focus on a language that is transformed into a good or a service, such as being able to register when entering a hotel to stay, then, they observe that the first type can describe their situations where the main objective of the established conversation is framed, giving and receiving information from each of the participants, so they will pay attention to what was said in the conversation. (Alfi, 2015).
- c) **The talk applied as performance:** it has been founded that the talk can be applied in the performance as the third type of a conversation that is usefully differentiated. That is why, being able to speak in public or especially being able to speak in front of a crowded audience, simply giving a speech, an announcement in the classroom or public announcements, it is found that the message as well as the audience come to do the main points of emphasis.

Second Language Acquisition

The definitions of bilingualism and learning are a first language acquisition that are closely related to the idea of acquiring a second language. Therefore, this idea is being developed from the various disciplines considering the different theoretical and methodological approaches, besides, it may be suitable to declare some clarifications from other points of view in a conceptual, disciplinary and paradigmatic way before being able to present a model that it can be proposed (Byers & Lew, 2013).

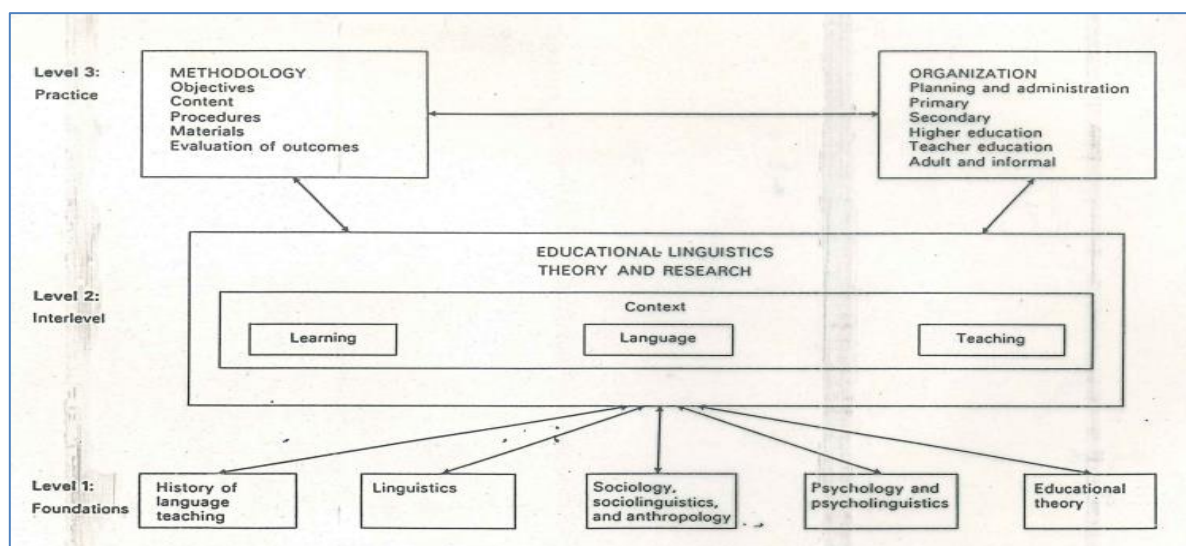
Initial bilingualism refers to the situation where learning a second language simultaneously and considering the same circumstances as learning the first language that make it difficult to distinguish between the two. So, there is a possibility that there may be differences between one and two language acquisition, but obviously there is not a specific characteristic of second language acquisition here. Specific problems related to the acquisition of a second language arise when a first language, the mother tongue, is acquired and then a second language is acquired as a consequence of an educational insertion in children of a bilingual community, which may include their parents, as well as the educational community, but they are attenuated because they occur in a natural bilingual context (Byers & Lew, 2013).

Another situation is when a second language is learned after the first and as a result of a conscious effort, which almost always requires the use of several teaching tools or systems. This is the particular situation of foreign language teaching and learning. On the other hand, in order to distinguish between the concepts of acquisition and learning or to consider them as equivalent, it is necessary to contrast them when defining the concept of second language acquisition. The word "learns", which the author sometimes use a lot in the educational framework, is usually linked to an activity intentionally, therefore, it implies complementary activities of the instructional type, where, most of the time, it tends to be an institutional context. Rather, the term "acquisition" is sometimes used to refer to language proficiency that is achieved spontaneously within a natural context (Hoque, 2017).

Thus, inter and multidisciplinary contributions have also become more complex within the specific field of the teaching and learning process in the acquisition of other languages. In the 1970s, several multidisciplinary articulation schemes have been proposed in recognition of this, incorporating in one way or other fields such as linguistics, psychology, psycholinguistics, sociology, sociolinguistics, anthropology and pedagogy. It can see a better understanding of the Stem model for second language teaching in the figure below (Hoque, 2017).

Figure 1

Stem model for second language teaching



Source. Figure got from Bagó (2008).

The subject of language acquisition (of the mother tongue, L1) occupies a special place in each of these theoretical disciplines, and the subject of teaching and learning is even more specific. These theoretical disciplines now give rise to their corresponding applied disciplines to a second language (L2), which ends up being the result of multidisciplinary theoretical and practical work that moves from the more general to the more specific. Subsequently, in professional practice, when the participation of an expert is necessary to efficiently carry out the teaching and, consequently, the acquisition of a second language, this knowledge that has been created through the

interaction between the aforementioned disciplines must be used (Sewbihon & Popescu, 2020).

The relationship between motivation and second language acquisition has been widely discussed. Although the effects of instrumental motivation have been briefly discussed, both authors agree that more research is required before claiming that motivation may be so significant that it takes precedence over other factors. Understanding the intricate mechanisms that enable young children to master a code as complex as language during their formative years and developing compelling theories to explain the appropriation mechanisms used by second or foreign language learners have been some of the greatest challenges in the language sciences. This section will briefly present the theories of second language acquisition that have had the greatest influence on teaching methods over the past 60 years (Sewbihon & Popescu, 2020).

First of all, mention can be made of behaviorism. Behaviorists are aware that learning always implies the development of behavioral habits as a result of the mechanism, which are the stimulus that gives a response and therefore there is reinforcement. So, the learning of a language is based on the stimulus that is exposed to a student; while the answer is the result that the student obtains; and in the end the reinforcement can be applied in expressive ways such as praise or criticism by the interlocutor in this case an adult, a native speaker or the teacher himself, as well as through successful or unsuccessful communication (Joze, 2015).

According to behaviorists, learning a foreign language involves developing a new set of linguistic habits that may conflict with those already formed in relation to the native language. Until each of the linguistic patterns, which are based on the target language, have been overlearned, so that the learner can produce them automatically, without trying to stop to think about them, then new habits are formed through of repetition and practice.

Errors are the result of mother tongue interference with the target language, according to behaviorism, and should be avoided at all costs because they can result in the development of bad habits. This is achieved by identifying the problematic structures,

mechanically practicing those structures and reinforcing them. The steps are as follows: first, a contrastive analysis between L1 and L2 is performed to identify each one of the structures, noting that they are different in both languages and, as predicted in theory, the same ones that will lead to errors. The programmer's job is to create a battery of practice exercises for each of the target structures that have been isolated and carefully organized in order of presumed difficulty, ensuring that the learner can always answer correctly (Howatt & Smith, 2014).

From World War II through the 1970s, audiolingual techniques had a significant influence on teaching and learning environments, the teachers can say that the behavioral model can provide us with a fundamental theoretical framework for such techniques. Therefore, over time there have been studies that have shown that learning another language or language is a much more complicated phenomenon than behavioral theory had suggested. Consequently, error-focused studies resulted in where not all errors predicted on the basis of contrastive form analysis occurred as a consequence, a large proportion of errors made by students could not be explained by interference from their language maternal. Therefore, it is concluded that students whose native languages were very different made similar mistakes in the other target language. These findings allowed promoting the development of new theories that tried to explain the acquisition of foreign languages from various angles (Howatt & Smith, 2014).

It can also be mentioned that Chomsky developed a new theory based on language learning, focused on the principles of grammar in a generative way, all this occurred at the beginning of the 1960s, the same one that was in direct opposition to the behavioral vision. Chomsky argued in his research that children are born with an innate ability to learn language, for example, they learn to walk, giving a single explanation for the efficiency with which children acquire the mother tongue. That is to say, although the linguistic learning to which children are exposed is far from being a complete and organized catalog focused on the forms of the target language, therefore, children acquire a very special ability to learn grammatical rules (Pléh, 2019).

Finally, mention can be made of Krashen's Monitor Model (Krashen, 1981). Therefore, if the researcher analyzes Chomsky's and Stephen Krashen's theories, it is understood that acquisition is a process of mental evolution, as well as an internally personal one, where learners logically do not need to speak or write to learn. When learners hear or read and understand fragments of the target language, learning occurs automatically, according to this model. The learning, not the learning process, is what leads to the language learners use when they speak or write. The following five hypotheses served as the basis for Krashen's model:

1. According to the acquisition versus learning hypothesis, there are two ways in which students can become proficient in the target language: as well as its acquisition and its learning. The first, which is acquisition, occurs when students use language in order to communicate with others. The second learning, which occurs when language is considered. For this reason, Krashen sees acquisition as a natural way to acquire language skills, since it is described as an unconscious process similar to what children can go through when learning their mother tongue. Thus, learning, we can refer to the fact that we can have explicit knowledge of the formal rules of language, as well as the ability to articulate those rules. For fluent and natural communication, Krashen argues that only learned languages are useful (Krashen, 1981).
2. The natural order of acquisition hypothesis holds that even among speakers of different native languages, language structures are learned in a predictable order. That is, some language structures tend to be learned early, while others, including some that may seem simple, are not learned until the learner is well advanced in the process (Krashen, 1981).
3. Researchers can say that the monitor establishes that learning is conscious, the same one that will play a role in a limited way in the linguistic performance that the apprentice will obtain since it will simply be a monitor or corrector of each one of the productions initiated by the acquired system, this it can simply happen where certain conditions are met: 1. the person who is the speaker must have enough time to reflect; 2. It is important that the speaker must be basically

focused on the form; 3. besides, the speaker must know each of the rules. That is why the conditions occur more easily in written language or in speech, in a prepared way different from a conversation in an informal way, that is, that the learned language may be of some use to be able to write but not to be able to speak (Krashen, 1981).

4. The input understandable. It is based on a hypothesis that stipulates that a language is acquired but not learned, all this, through the understanding of messages that are above the current level of the acquired domain that the acquirer possesses, the so-called "input + one" ($I+1$) (Krashen, 1981).
5. Finally, it is important to analyze the hypothesis of the emotional filter, to observe that it can be established that students are motivated, as well as self-confident and with little anxiety, where they perform in language learning in a better way. Therefore, it would be understood that learners with certain characteristics are more open to the input that they can receive and could enter more deeply, while insecure learners, it is because they are tense or demotivated, the same ones that create a barrier or filter. Emotional that is going to prevent the entry from being entered in a good way. Therefore, motivated students will naturally seek more opportunities for contact with the language to be learned, resulting in greater access to understandable information (Krashen, 1981).

Once the five hypotheses were analyzed, the authors Krashen and Terrell (1983) planned a proposal for work in the classroom called the natural approach. The opinions presented by Krashen are based on his undoubted charisma in order to spread his influence in the classroom. However, the monitor tends to have weaknesses exclusively in the theoretical exam and in the teaching practice. Therefore, other studies have shown the ability of speakers to focus their attention alternately or simultaneously on the content of the messages as well as on the linguistic forms already used, on the contrary, the sharp division between acquisition (the unconscious process and the one centered on the meaning) and learning (the conscious process and the one centered on the forms). In conclusion, none of the researchers denies the essential importance that comprehensible input plays in the language learning process,

as well as classroom experience, which has shown that input alone, without forgetting the accompaniment of language activities a language production, which is why it is clearly insufficient in the formation of competent speakers in the four skills.

1.2. Peer interaction

Peer interaction refers to the social interaction and communication that occurs between individuals who are of similar age, status, or experience. It often involves people who are considered peers, meaning they share common characteristics, interests, or a similar social context. Peer interaction is a fundamental aspect of human development and plays a crucial role in various settings, including childhood, adolescence, and adulthood. Here are some key aspects of peer interaction:

- a) **Childhood and Play:** In early childhood, peer interaction often takes the form of play. Children engage in activities with their peers, such as games, role-playing, and imaginative play, which helps them develop social skills, emotional regulation, and cognitive abilities.
- b) **Peer Learning:** Peer interaction can be a valuable tool for learning. In educational settings, students often learn from their peers through activities like group discussions, peer tutoring, and collaborative projects. These activities can enhance understanding and retention of information.
- c) **Peer Influence:** Adolescence is a period where peer interaction has a significant impact. Adolescents often seek to fit in with their peer groups, and peer influence can affect behaviors, values, and attitudes. This influence can be positive or negative, depending on the nature of the peer group.
- d) **Social Development:** Interacting with peers helps individuals develop essential social skills, such as communication, conflict resolution, empathy, and cooperation. These skills are crucial for building and maintaining relationships throughout life.
- e) **Diversity and Inclusion:** Interacting with peers from diverse backgrounds can promote tolerance and inclusivity. Exposure to different perspectives and cultures through peer interaction can broaden one's understanding of the world.

To resume, peer interaction is a complex and multifaceted phenomenon that has a profound impact on human development and socialization. It can provide individuals with a sense of belonging, learning opportunities, and the development of critical social and emotional skills. However, the nature and effects of peer interaction can vary significantly depending on the specific context and the individuals involved.

Characteristics of peer interaction

Peer interaction has been extensively examined within the framework of conversational exchanges, particularly in situations where communication breakdowns occur and necessitate negotiation of meaning. The findings indicate that learners who interact with their peers tend to engage in a higher frequency of these negotiations compared to interactions with native speakers. Throughout these negotiation processes, learners employ interactional strategies that are believed to facilitate second language L2 of the development, considering the input modifications (Sato & Lyster, 2012).

Interaction between peers usually has some drawbacks, basically in terms of students' grammatical development. First, although the directionality of error handling sequences is typically toward error correction, other types of negotiation with the goal of addressing grammatical errors rather than communication failures almost never occur, unless that the task itself is designed to happen. It is possible to diagnose, since it is due to the fact that they do not communicate interactive movements that indicate errors with each other. Second, although some studies have pointed to negotiation of form during peer interaction, it still shows that students are capable of paying attention to form and communicating it to their peers in the classroom (Sato & Lyster, 2012).

As a result, peer interaction offers beneficial opportunities for the L2 learning process where students frequently engage in contextualized production practice, which involves a lot of language production. However, they hardly ever pay attention to linguistic form, and unless the task explicitly instructs them to, they do not communicate grammatical errors to one another. Therefore, peer interaction in the classroom lacks a number of crucial components that are necessary for the development of L2, which includes the following characteristics (a) autonomous attention to each of the linguistic forms, (b)

the quantity and the quality of feedback, and (c) positive perceptions of the interaction between peers in class. In order to address each of these issues, the current work will look at the pedagogy that instructs individual students to share CF with each other while engaging in activities for communication (Sato & Lyster, 2012).

Components of peer interaction

Peer interaction involves several components and aspects that contribute to the quality of social interactions among peers. These components can vary depending on the context and the age group involved. It is also a multifaceted concept with several main components that contribute to the quality of social interactions among peers (Therrien & Pope, 2016). While the specific components can vary depending on the context and age group involved, here are some of the main components according to the study of Merrill & Gilbert (2008).

Figure 2*Components of peer interaction*

Communication
Effective communication is a cornerstone of peer interaction. This includes verbal and non-verbal communication, such as speaking, listening, body language, and gestures. Clear and respectful communication is essential for mutual understanding.
Active Listening
Active listening involves giving full attention to a peer, understanding what they are saying, and showing empathy by acknowledging their perspective. It is a critical component of effective communication.
Reciprocity
Peer interactions often involve a give-and-take dynamic, where both parties contribute to the conversation or activity. Reciprocity ensures that interactions are balanced and mutually satisfying.
Support and Encouragement
Peers can offer emotional support, praise, validation, and motivation to one another. Support and encouragement help build trust and positive relationships.
Shared Interests and Activities
Many peer interactions revolve around shared interests or activities. Engaging in common hobbies or tasks can foster bonding, collaboration, and learning.
Cultural Sensitivity
In diverse peer interactions, cultural sensitivity is essential. Understanding and respecting the cultural backgrounds and beliefs of peers promotes inclusivity and prevents misunderstandings.
Feedback
Providing constructive and respectful feedback is important in peer interactions. Feedback can help peers improve and grow in various aspects, such as academics, personal development, or professional settings.

Source. Figure adapted from the study of Merrill & Gilbert (2008).

These components collectively shape the quality of peer interactions across various contexts, from childhood play to educational environments, professional settings, and social relationships. Effective peer interaction can lead to positive relationships, personal growth, and a sense of belonging.

Benefits of peer interaction

Peer interaction offers a wide range of benefits across various stages of life, from childhood to adulthood. Following the studies of Sippel (2021) these benefits include:

- a) **Social Skills Development:** Interacting with peers helps individuals develop essential social skills, such as communication, cooperation, empathy, and conflict resolution. Learning to navigate social situations is vital for healthy relationships and functioning in society.
- b) **Communication Skills:** Engaging with peers fosters effective communication. Individuals practice articulating their thoughts, actively listening, and conveying ideas clearly, which is vital in both personal and professional contexts.
- c) **Cognitive Development:** Peer interactions can stimulate cognitive development through discussions, problem-solving, and collaborative activities. Exchanging ideas and information with peers can enhance critical thinking and creativity.
- d) **Enhanced Learning:** In educational settings, peer interaction often leads to better learning outcomes. Group discussions, peer tutoring, and collaborative projects can aid in understanding and retaining information.
- e) **Conflict Resolution Skills:** Experiencing conflicts with peers and learning to resolve them constructively is a valuable life skill. Effective conflict resolution is essential for maintaining healthy relationships.
- f) **Career Development:** In professional settings, peers can serve as valuable resources for networking, collaboration, and career development. Peer relationships can lead to job opportunities and professional growth.

To conclude, peer interaction plays a critical role in human development and socialization, offering a multitude of benefits that impact various aspects of life, including personal growth, relationships, education, and career advancement. The positive effects of peer interaction extend from childhood through adulthood, contributing to well-rounded, socially adept individuals.

1.3. Spontaneous speech

Spontaneous speaking should be understood in the context of foreign language teaching as unscripted speech, where neither teachers nor students are certain of their exact words. The speaker (student or teacher), in fact, only has something to say as a result of hearing and comprehending what has been said to him/her. There are three main reasons why teachers should prioritize spontaneous talk (Bagherzadeh Azzar, 2020):

1. For students, speaking in the target language is the same as learning it; the language is the subject.
2. Students tend to think that their true knowledge is only what they can produce in natural situations.
3. Such chance encounters are prioritized as the main learning environment in theories of language acquisition.

Characteristics of spontaneous speech

Spontaneous speech possesses several distinctive characteristics that differentiate it from scripted or prepared speech. These features reflect its natural, unscripted, and dynamic nature in everyday conversational interactions. Here are the key characteristics of spontaneous speech that the authors Hazan et al. (2016) agree.

1. **Unrehearsed:** Spontaneous speech is unscripted and typically delivered without prior planning or rehearsal. It emerges in real-time as individuals respond to the immediate context and conversation.
2. **Conversational Flow:** Spontaneous speech follows a natural conversational flow. It may include interruptions, digressions, and topic shifts that mimic the ebb and flow of everyday conversation.
3. **Hesitations:** Spontaneous speech frequently features hesitations, including brief pauses, repetitions, or stumbles over words. These hesitations occur as speakers think on the spot and formulate their responses.

4. **Turn-Taking:** In conversations, participants take turns speaking, and this dynamic is a crucial element of spontaneous speech. People listen and respond in real time, which requires an awareness of the conversational context.
5. **Context-Driven:** Spontaneous speech is heavily influenced by the immediate context, which includes the people involved, the location, and the subject matter. Speakers adjust their language and content to fit the situation.

Spontaneous speech is fundamental to everyday social interactions and serves as a primary means of conveying thoughts, emotions, and information in a natural and unfiltered manner. It differs significantly from scripted or prepared speech, which follows predetermined structures and has undergone careful planning and rehearsal.

Components of spontaneous speech

Spontaneous speech refers to unscripted, natural, and unrehearsed language produced by individuals during everyday conversations or interactions. It is the type of speech that people use when engaging in casual conversations, expressing their thoughts, feelings, and ideas without prior planning or memorization. Spontaneous speech is a fundamental aspect of human communication and is characterized by several key features following the studies of Nakamura et al. (2006).

1. **Natural Flow:** Spontaneous speech flows naturally and is not premeditated. It reflects the speaker's immediate thoughts and reactions to the conversation or situation.
2. **Emotion and Expressiveness:** Emotions and expressions are more prominent in spontaneous speech. People tend to convey their feelings and reactions more vividly when speaking naturally.
3. **Repairs:** When a speaker realizes they've made an error or misspoken, they may self-correct or clarify their statements. Repairs are common in spontaneous speech.

4. **Verbal Fillers:** Speakers often use filler words and sounds like "uh," "um," "like," and "you know" as they gather their thoughts or transition between ideas. These fillers are common in spontaneous speech.
5. **Non-Verbal Elements:** Facial expressions, gestures, and body language often complement and enhance spontaneous speech, adding nuances and meaning to the communication.
6. **Pragmatic Competence:** This includes the ability to use language effectively in various social and situational contexts, such as interpreting indirect language, understanding humor, and negotiating meaning.

Spontaneous speech is contrasted with scripted or prepared speech, such as formal presentations, speeches, or written content like essays or articles. While scripted speech involves careful planning and rehearsal, spontaneous speech is more immediate and reflects the dynamic nature of human communication in everyday interactions. It is an important part of human socialization and is essential for building relationships, sharing information, and expressing thoughts and emotions in a natural and unfiltered way.

How to develop spontaneous speech

Developing spontaneous speech skills can be valuable for improving your communication abilities, both in casual conversations and professional settings. Here are some strategies to develop and enhance spontaneous speech according to the study of Tomasello & Stahl (2004).

Practice Active Listening:

- Pay close attention to what others are saying during conversations.
- Actively engage with the speaker by nodding, making eye contact, and asking clarifying questions.
- Listening attentively helps you respond more effectively in real-time.

Expand Vocabulary:

- Work on building your vocabulary by reading books, articles, and other written materials.
- Learn new words, phrases, and idioms, and practice using them in conversations.

Role-Playing and Practice:

- Engage in role-playing scenarios with a friend or mentor to simulate real conversations.
- This can help you become more comfortable with spontaneous speech in different situations.

Observation and Imitation:

- Pay attention to people who excel in spontaneous speech. Observe their conversational techniques, body language, and expressions.
- Try to incorporate effective elements into your own speech.

Seek Feedback:

- Ask for feedback from friends, colleagues, or mentors on your spontaneous speech.
- Constructive feedback can help you identify areas for improvement.

Overall, developing spontaneous speech is an ongoing process. That is why it is important to be patient and keep practicing to improve over time, because effective spontaneous speech is a combination of communication skills, vocabulary, and confidence. Regular practice and a willingness to learn and adapt are key to enhancing your ability to communicate naturally and confidently in various settings.

1.4 Willingness to communicate

When students are given the opportunity to speak a foreign language or another language in class, some participate actively while others do not. Then, there are individual differences (ID), or there are characteristics that distinguish individuals from each other, which can partly explain this. That is why a person's willingness to communicate is one of the small individual differences that influence how they learn

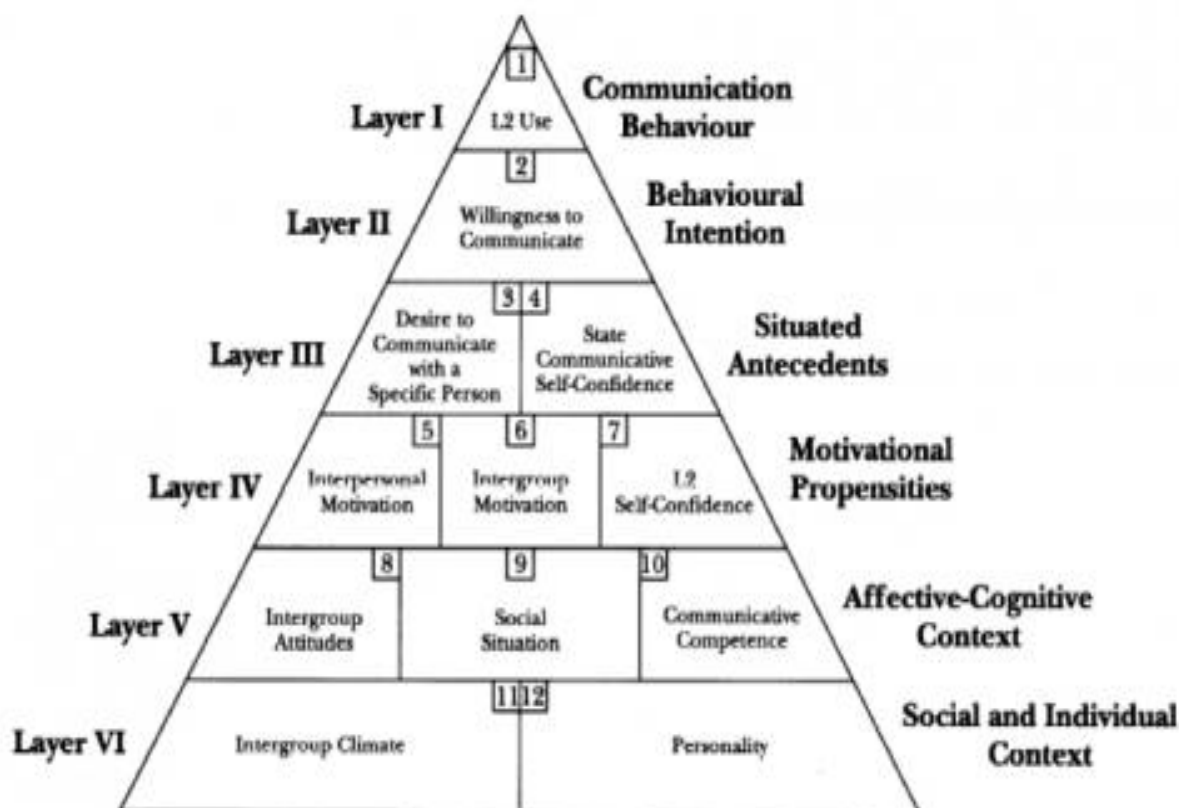
and manage to learn a language (Karnchanachari, 2019). When given the opportunity, the willingness to communicate (WTC) is the desire to engage in conversation.

If students use L2, there will be a greater probability that competition will increase. Therefore, it is believed that the WTC is a good predictor of the frequency of communication. Some previous investigations have found that there is a positive relationship between the WTC and the success in the process of learning a second language in students. Given that the languages that are more involved in the use of L2 have a greater opportunity to use L2 to communicate with other students, therefore, they have a greater potential for the development of language proficiency. For this reason, researchers can believe that the WTC has an impact on each of the levels of competition in the production of L2. WTC is believed to promote better communication skills and ultimately the acquisition of fluency in L2 (Mahmoodi & Moazam, 2019).

Studies have been conducted to determine how much the WTC influences. Authors such as MacIntyre, Clement, Dörnyei and Noels (1998) proposed a pyramidal structure for the factors they considered relevant to the WTC. Situational and individual variables, including psychological, social, affective, and cognitive insights, explain L2 learners' WTC, as depicted in Figure 3.

Figure 3

Heuristic Model of variables influencing willingness to communicate



Source: Heuristic Model of variables influencing willingness to communicate.

Source. Got from MacIntyre et al. (1998).

It shows that the first layer, or L2, focuses on the communication behavior of L2. When students speak in class, or read texts, or are listening to spoken speech in their second language, they exhibit communicative behavior. In Layer II, it is explained that students speak because they are motivated and self-confident in their communication skills. When selecting the topic, they want to talk about is influenced by their personality. As well as the factors of preparation for communication, the desire to communicate with a particular person and self-confidence in communication that are shown in Layer III. This is where the person who is most comfortable using L2 will be most engaged and eager to converse with others (MacIntyre et al., 1998).

Motivational tendencies of interpersonal motivation, as well as motivation into the groups and self-confidence are factors that are discussed in Layer IV. People who differ

from each other each of the terms of interpersonal motivation and who also consider situational factors, climate and atmosphere of the group have a significant impact on the intergroup motivation of all. Self-confidence in this context refers to a person's belief in their ability to use L2 and willingness to do so. Intergroup attitudes, the social environment, and communicative ability make up Layer V. Intergroup attitudes have a significant impact on how L2 students can better approach the learning process. It must be considered the social situation that describes confidence in L2 within a specific environment. The ability to select from a range of a variety of communicative behaviors, may be known as communicative competence. Layer VI, which is the final layer, is the one that allows analyzing the context itself of the social and personal approach. People who feel comfortable and willing to communicate in a group (MacIntyre et al., 1998).

Foreign language anxiety (FLA) and communication apprehension

Given the situation that can be paralyzing and that can have a very negative impact on the L2 learning process and the performance of students in the foreign language or another language, it is the anxiety to learn foreign languages, which has attracted much attention in EFL research, therefore, one of the most important factors in the absence of WTC is considered to be foreign language learning anxiety, which is defined as worry and a negative emotional reaction triggered by learning or use a second language. L2 anxiety, in the words of the authors Kráľová & Petrová (2017), analyze that it frequently results from fear of exposure or the risk of being judged by peers who might notice failures.

Using the term "communication apprehension," the idea of L2 anxiety has also been discussed. It has been noted that communication anxiety, introversion, reticence, and shyness negatively affect students' WTC in an EFL classroom setting. The author McCroskey defines communication apprehension as a person's fear or anxiety that is related to actual or anticipated communication with another person or persons. It comes to make an evaluative psychological reaction (Peng, 2007).

Security or anxiety as well as excitement and a sense of obligation are other factors that influence the WTC, according to Peng (2007) the topic, interlocutor, and

conversational context are additional variables that have an impact on these three variables. In the context that is framed in the classroom, it refers to the other students and their teachers, who is also considered that students feel sometimes less secure and less willing to communicate when they are not familiar with the speakers or when they believe that others speak more fluently than themselves.

Cultural influences

In the cultural context, the WTC is important. Peng (2006) analyzed that Chinese culture has an impact on the WTC of each of the students learning English as a foreign language in L2. Thus, she found that the WTC of Chinese EFL students was severely constrained by two factors: "self-directed by others" and "submissive way of learning". The authors Wen and Clément distinguish between the WTC of the students and the desire to communicate. The encouragement of culturally oriented factors, such as social context, personality, motivation, and affective perception, can make students communicate in class whether they want to or not (Cao, 2011).

In Wen and Clément's study, eight WTC factors in L2 have been found, and they are primarily found in the individual and social contexts. The researcher can say that the student's perception of the value of mastering a language inside or outside the classroom is one of the four factors that can shape the context individually, therefore, the other two factors are communicative competence and anxiety about learning the language. So, the cohesion of the group, as well as the support of the teacher, the atmosphere in the classroom, and the organizational structure of the classroom are all aspects of the social context. In addition, a study on East Asian nations with Confucian heritage cultures, including the countries of China, Japan, and Korea, reveal that students lack self-sufficiency, become reluctant to stand out from their peers in the classroom for become successful or may fear losing reputation for making mistakes due to the concept of collectivism or social harmony (Cao, 2011).

The will to be able to communicate and instruction in a second language

The advent of WTC, second language acquisition specialists have all regarded this idea as an essential element of modern language classrooms. According to Aubrey (2011)

language teachers' primary responsibility in the classroom is to raise their students' WTC due to the shift in students' learning objectives from linguistic insight to communicative competence. Scholars claim that L2 learners who have higher levels of WTC also have more opportunities to practice and use L2 in authentic communication, facilitating their language learning, which helps to explain the significance of WTC in language instruction (Bukhari et al., 2015).

However, a learner's success in acquiring a language can be hampered by their inability or unwillingness to maintain communication with a more experienced speaker. There haven't been many studies looking at the effects of WTC in language teaching, despite the fact that the concept has become inextricably linked to instructional methods. In order to put the theories into practice, it is crucial to look at the pedagogical techniques that improve WTC in language learners.

Topics.

Therefore, the more knowledgeable the learners are about the subjects, the more likely it is that they will speak with linguistic confidence. The difficulty that learners experience when speaking a new language and that they are afraid of not mastering all of it, adds to the fact that talking about each of the topics on which they have very little knowledge or experience is the minimum causes them fear in participating, on the other hand, the learners have a deep feeling of insecurity when learning a new language. This insecurity is proven to result from learners' lack of ideas and their fear of comprehension issues (Karnchanachari, 2019).

Group size.

Group work has been no stranger to second language classroom practices. One contextual element that affects language learners' WTC levels is group size. In fact, the authors McCroskey and Richmond (1990) analyzed and were able to demonstrate that a person's disposition to speak always decreases as the number of interlocutors increases. Most subjects in their study tended to communicate more when the number of group members is reduced, which lends support to this finding. Smaller groups tend

to have stronger group cohesion, which protects learners from feeling extreme insecurity (Kráľová & Petrová, 2017).

Error correction.

Error correction, however, is occasionally viewed by learners as a helpful ally. Delayed error correction (DED) is one type of error correction mentioned in this study. After students have finished speaking, DED is the correction provided. This kind of error modification appears to cause the learners' WTC levels to rise. DED does improve language learners' verbal accuracy and fluency (Peng, 2007).

Application of strategies by the teacher to enhance the willingness to communicate (WTC)

The teacher has leadership responsibilities in the classroom, the role of a teacher is to encourage their students to communicate, which is very crucial, therefore, the teacher's approach also has an impact on the openness of their students to the communication. In addition, the way in which the teacher interacts with the class has an effect on the willingness to talk of each of his students. Consequently, when students and teachers talk or communicate, the teacher must do so in a respectful manner before them. There are three different types of interaction strategies can be the teacher-oriented strategy, the facilitator-oriented strategy and the student-oriented strategy, described by the authors Aoyama & Takahashi (2020):

1. The first strategy, which is to be in front of the teacher, is one of the strategies that focuses on the moment when the teacher speaks most of the time and is the one who initiates the exchange of communication between him and the students.
2. The second strategy is the one that is oriented to the facilitator, which is a strategy in which teachers do not try or forget to give obvious feedback, instead, they focus more on being able to develop a discussion among all members of the group into the class.

3. The third strategy is oriented to the student, which is a strategy that offers many opportunities, where students speak or communicate in the classroom without the direct intervention of the teacher.

On the other hand, it is important to mention ten strategies that can be used by teachers to improve students' willingness to communicate (Cao, 2011):

1. **The size of the group:** consists of the discussion group, which usually consists of three to four students, the same ones that can be divided by the teacher. However, sometimes they mix the levels and can determine if the selected students prefer to work with other students in their own way.
2. **The cultural background:** they consider the teacher who can try to organize their students in their activities and work in a group as well as a family way and considering the ignorance of having a cultural discussion.
3. **The ability to speak in a self-perceived way:** Teachers always strive to issue constructive criticism, celebrating the achievements of students, particularly making many comments on the voice recordings of each of the students.
4. **The atmosphere in the class:** it is considered that the teacher has to create an atmosphere of a friendly and humorous class through his correct choice in each of the activities through the encouragement he provides to his students. In addition, teachers usually ask many questions in order to create a productive atmosphere in the classroom and to increase the WTC of students.
5. **The correct selection of the type of task:** When assigning specific tasks to raise students' WTC, teachers perform better. Tasks for conversations or discussions are both possible.
6. **Reducing Shyness:** The teacher can help students overcome their shyness by making the classroom environment friendly, pairing them up to get to know one another, putting them in small groups, and encouraging free-flowing conversation.

7. **Familiarity with the Interlocutor:** teachers can work hard to promote a positive environment within the learning process in the classroom, focusing especially on being able to use some activities that encourage students to interact with each other.
8. **The reduction of anxiety:** in most of the comments they focused on letting their students speak when they were not ready and being able to refrain from correcting each of the errors that are found. Sharing funny stories was also thought to be a useful strategy to reduce anxiety.
9. **Familiarity with the topic:** the teacher can also increase the familiarity of the students with the topics used in class as a way to increase the WTC.

CHAPTER 2 :METHODOLOGY

2. Research design

2.1. Type and focus of research.

In the present investigation the experimental design was applied, since the process is based on an objective and controlled investigation, therefore, it is essential to reach the specific conclusion of the investigation regarding the approach of the hypothesis of the problem posed. The pretest and the posttest were applied to the students, who were the object of the study. The first one, in order to depth in the origin and cause of the problem to monitor the process in the population sample; and the second one to evaluate the findings when finish the researcher's involvement, then to apply the proposal in order to increase their WTC. The pre-experimental research also was applied to the experimental and control condition students (DeCarlo, 2018).

This work had the quantitative research approach because it focused on numerical data for statistical analysis and unchanging data. Also, it was called quantitative due to the it studies numerical variables. It was quantitative in response to the instrument used, which was a questionnaire with survey. In the case of quantitative research methods, they helped to analyze empirical evidence collected. Through this method, the researcher found out if the hypothesis was supported or not. Cook and Reichardt associate the quantitative method with the positivism, with what is measurable, with repeatable and generalizable data.

Population and sample

The participants in the current research work were seventy-five students from seventh grade parallel A, B and C, at the Escuela de Educación Básica "Naciones Unidas". It is located in Saquisilí, Cotopaxi Province, it is a public school, it offers education of quality to the childhood and youth of that canton. The institution provides Initial and Basic Education levels of education, with three sublevels each one, from initial I to tenth grade, there are 3 parallels for each grade. Some of students are from rural and indigenous areas, despite it is a school in the center of the city.

The sample was divided into three classes of twenty-five students each one. The students were also divided into two conditions, respectively, fifty and twenty-five students (experimental condition and control condition).

The age range of the population sample was from 11 to 13, the mean was 11,31 years old. From this sample in the experimental condition there were 22 boys, represent the 44%; and 28 girls, that represent the 56%; and in the control condition there were 15 boys, they correspond to 60%; and 10 girls, correspond 40%. It is considered all of them were in a low level of Proficiency in English, because of the little usage of English inside and outside the classroom.

Data collection

In the present work, the data was collected through the Questionnaire technique, a research instrument that consists of a series of questions with the purpose of collecting information from the respondents. The twelve questions in the question quiz are related to the interest of the student. It was adapted from the internet. This assessment instrument will focus directly on the effect of peer interaction and spontaneous speech on students' readiness to communicate.

To collect the necessary data for the study, the instruments developed by McIntyre et al (2001) were taken into consideration, which allow measuring the student's willingness to communicate inside the classroom. The questionnaires are made up of only one dimension, which was the willingness to communicate, which had different questions. Each of the questions was evaluated according to the following Likert scale:

1 = Almost never willing

2 = Sometimes willing

3 = Willing half of the time

4 = Usually willing

5 = Almost always willing

After collecting the necessary data, the due tabulation of the results generated by the students is carried out, which will be evaluated and approximated considering the

aforementioned scale. The questionnaire was applied as pretest and posttest, in order to find significant differences after the application of the methodological proposal. The data collection instruments can be better seen in Annexes A and B.

2.2. Pedagogical intervention

Experimental condition

The pretest was applied to the experimental condition students, then, it was possible to identify some weaknesses on WTC in English, for that reason, during six weeks the researcher maximize the amount of peer interaction and spontaneous speech inside the classroom, through the following activities: speaking, role- play, questions and answers, comprehension activities, all of the activities were done in class and in English Language. Students had to work in some cases in pairs and in groups of three or four students, in order to participate among them. Finally, posttest was applied to measure if the students' willingness to communicate have improved.

As it is common knowledge, in all Ecuadorian public schools and according to the curriculum, students receive only three pedagogical hours of English each week, so all the activities were applied at least one above named activity per week, that represent 50% of the total of hours of English classes, it means students put in practice peer interaction and spontaneous speech all the classes, in order to increase their willingness to communicate. So, there is an example of a plan with the activities mentioned above in Annex C.

Control condition

On the other hand, the pretest also was applied to the control condition students, but, during the same six weeks the teacher continued working as a normal class, without emphasize on the activities to improve and increase their WTC, following each step of the activities found in the book or notebook. In this case they did not do speaking, role-play, questions and answers, comprehension activities in class and in English Language, but they did that, once a month and because of a part of the book activity. They did not have the opportunity to practice peer interaction and spontaneous speech as the experimental condition students. At the end, the posttest also was applied to the

students, but it was found that they did not improve nor increase their willingness to communicate.

2.3. Procedure

The procedure applied to measure the effect of peer interaction and spontaneous speech on the willingness to communicate was:

First, the pretest was applied to 75 students, that represent 50 students were in the experimental condition and 25 were in the control condition, in the questionnaire, the students were asked to provide basic and personal information for example their genre and their age. Then, they had to read the instruction and continue reading, analyzing and answering each question, according to their option that best represent their attitude to communicate in English. After this, the pedagogical proposal was applied for 6 weeks to experimental condition students, carrying out activities focused on the improvement of the selected variable; not so to the control condition students, to measure the differences. Finally, in the seventh week, the posttest was applied to the same 75 students, where it could be observed the effectiveness of the proposal that was applied to those students.

2.4. Proposal research

Lesson plans with large amounts of peer interaction to increase WTC in students of seventh grade at “Escuela de Educación Básica Naciones Unidas”.

Speaking and communicate in a second language is a challenge nowadays, because it is a difficult skill to develop, but teachers need to investigate and change this incorrect idea, also students should be more independent and critical, for that reason, every day, teachers must teach applying different methods and techniques, avoiding anxiety, frustrations, shyness, on the contrary students need to be self-confident, able to learn and practice a second language, during the teaching learning process, because what they learn at school for example can be applied in their future during their life. With the objective of getting improvement on their WTC, it was applied some activities to the experimental condition students through peer interaction and spontaneous speech, some of them were the following:

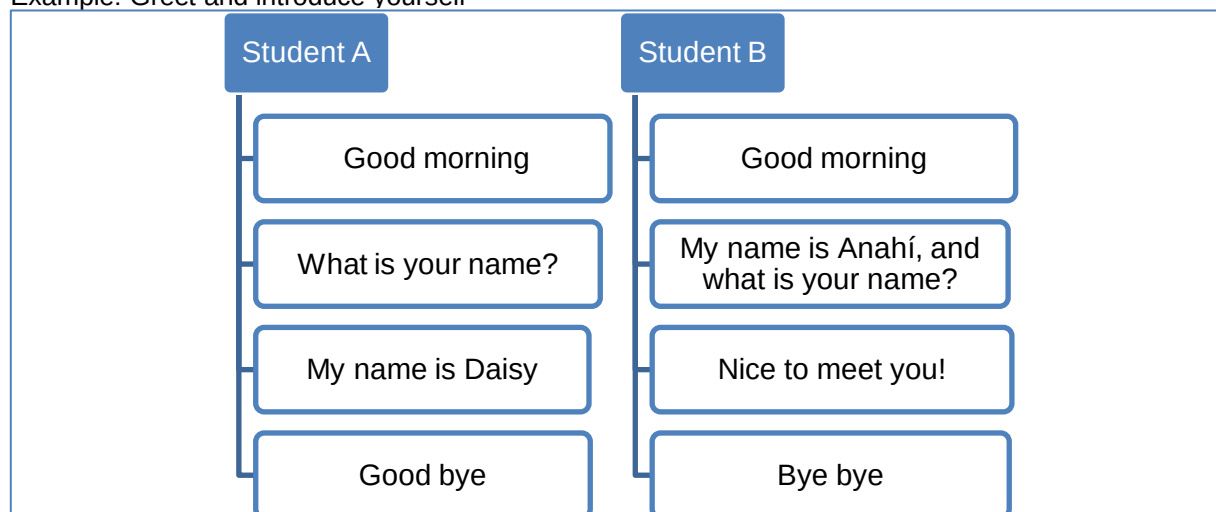
Week # 1: Talk in English

Activity 1: Greet and introduce yourself

The objective to do this activity was to develop willingness to communicate and to empathize on students' peer interaction. Every class, the teacher had to say a tongue twister, students had to repeat it. Then, the teacher showed pictures about greetings, questions and answers, students had to look, mimic and memorize. After that, they did any activity to reinforce as for example match pictures about greetings according to each part of the day or look at an example. Later, they joined in pairs to greet and introduce themselves. At the end, the teacher was walking around the class, checking all of them were practicing the exercise, as always also motivating students to speak in English. The activity was developed usually in 30 minutes. Some materials used in this session were: pictures, whiteboard, flash cards, computer.

Figure 4

Example: Greet and introduce yourself



Source. Got from: <http://gettheballrollingonenglish.blogspot.com/2014/10/situational-dialogues-giving-personal.html>.

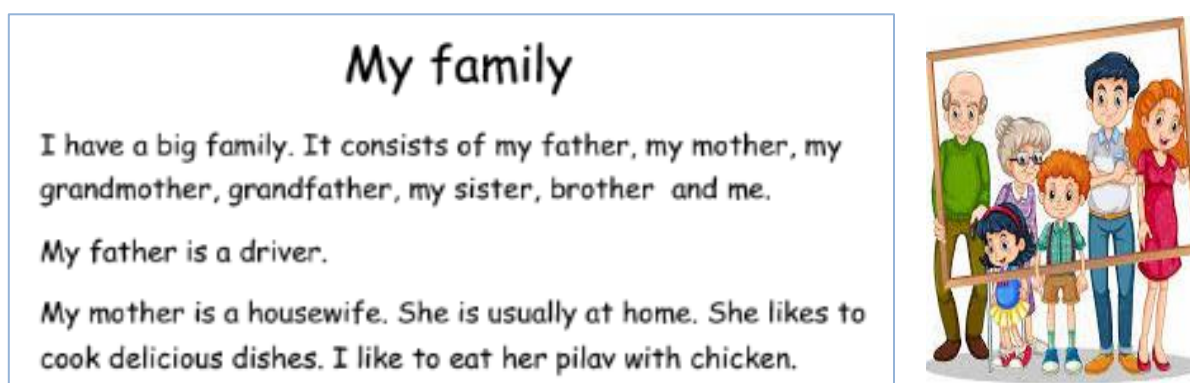
Activity 2. Talk about their family members.

To carry out this activity, the goal was to increase the WTC, and focus on spontaneous speech. The teacher started with a riddle about family members, students had to guess

for the answer. Then, the teacher presented a video about family members, students had to pay attention trying to remember the words. After that, students had to complete a family tree, and looked at an example. At that time, they joined in groups of four students to start talking about their closing family members and their names. The teacher was always monitoring the class, to verify all students were participating. This activity took 30 minutes and the resources were a computer, internet, video, poster.

Figure 5

Example: My family



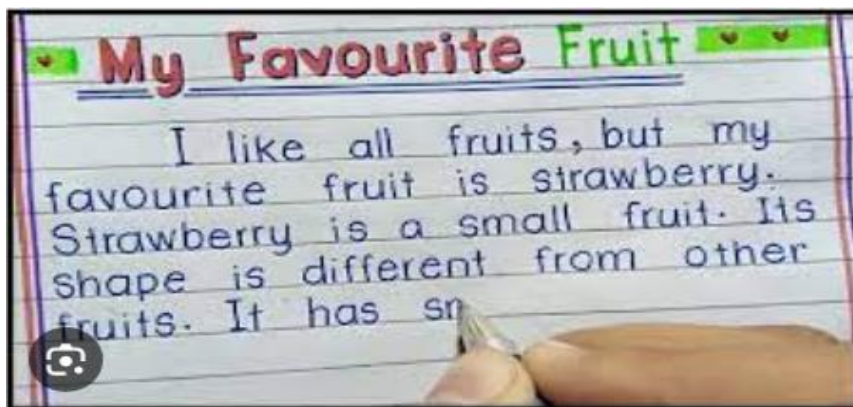
Source. Got from: https://www.youtube.com/watch?v=SAI_SH3l8Mw

Activity 3. *Talk about student's favorite fruit*

To develop this activity, the teacher asked some alphabet letters in order to play hangman, students guessed and answered the fruits' name. At the beginning, the teacher displayed some didactic fruits, students had to look at paying attention. Next, students had to unscramble some letters to form fruits' names, at that time, they saw some examples. After that, they joined in group of three people, to talk about their favorite fruit, the color and the region where it comes. The teacher always was encouraging students to participate actively because of the main goal on each activity was to expand the WTC, through spontaneous speech, 30 minutes were the time to apply the activity. Didactic fruits, whiteboard, markers and alphabet letters were the materials used.

Figure 6

Example: My Favorite Fruit

Source. Got from: <https://www.allthingstopics.com/weather.html>**Week # 2****Activity 4.** *Talk about students' favorite sport*

Peer interaction and spontaneous speech can be developed practicing different speaking activities for that reason, the teacher started showing flashcards about Ecuadorian sports, students on the contrary saw and tried to memorize them. Previously, students played bingo about sports, then, they saw some examples. After that, they joined in pairs, to talk ask and answer about their favorite sport. Students could enjoy learning and practicing English with fluency and avoiding anxiety. It took 25 minutes, flashcards, poster, bingo cards were the materials used.

Figure 7

Example: Talk about students' favorite sport



Hi. My name is Vicky.

My favorite sport can be played with two or four players.
 We use a small ball which is usually and bright yellow.
 There's a net in the middle.
 We have to run and hit the ball over the net with a racquet.
 We score when the ball touches the floor outside the court.

Source. Produced by Google

Activity 5. *Talk about students' favorite city in Ecuador*

Thirty minutes were the estimated time to get the objective of talking about their favorite city in Ecuador. First, the teacher said a tongue twister, and students repeated. Also, the teacher asked about the regions and cities in Ecuador, students answered different names and in what region are they. Second, students set the cities' names on the map. Third, students got in pairs, to talk about their favorite city, and the name of the region, which it belongs to. While students practiced the exercise, the teacher was walking around the class in order to help solving students' questions and encouraging to spread the WTC. The materials used were a map and cards.

Figure 8

Example: Talk about students' favorite city in Ecuador

My favorite city

My favorite city is Barranquilla because it is a city with a warm climate, people are friendly and the food is delicious, it has a beautiful beach and large parks. It has many shopping centers and places where we can spend a rich family day, there are many restaurants and places to dance. There is a natural reserve called "The Swan Lake" which is ideal to enjoy an afternoon outdoors and disconnect for a moment from the real world, not to mention the carnivals, which is one of the most important festivals in Colombia.



Source.

Got

from:

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Personal_information/Personal_information_dialogue_la16454xy

Week # 2: Role-play

Activity 6. Role-play about buying a bread

The principal objective to role-play is to reinforce WTC, for that reason, the teacher first said a little poem, students tried to memorize and repeat. Again, the teacher showed an example as if she wanted to buy something after students had to perform as if they wanted to buy another product in a store, students asked for any product and the price. The teacher usually monitored the class, solved some students'

questions. The activity was carried out in a space of time of 30 minutes and they used some food they had in the classroom.

Figure 9

Example: Role-play about buying a bread



Source. Got from: <https://www.liveworksheets.com/kp1183493tn>

Week # 3: Continue with role play

Activity 7. Role-play in a clothing store

To increase WTC, students had to accomplish some requirements, as for example they had to follow the following steps: First, the teacher read a tongue twister and students repeated it. Second, the teacher showed some school supplies with their names, so students were able to role play they were in a stationery, and they wanted to buy some clothes in that place, also they talked about the price or something specific. The clothes they had available that moment were the materials used to role play. 30 minutes were taken to do the activity.

Figure 10

Example: Role-play in a clothing store

At the clothing store

Employee: Hello,

Shopper: Yes, I am looking for a pair of .

Employee: Ok, do you need? What color do you want?

Shopper: I need a size . I want pants.

Employee: Here the pants. We do not have blue, but we do have black. Is that ok?

Shopper: Yes, black ok. Thank you.

Source. Got from: <https://www.aplustopper.com/conversation-between-two-friends/>

Activity 8. Role-play in the supermarket

The main objective to support the WTC, was emphasize on spontaneous speech through speaking activities, so the teacher said a riddle about vegetables, students had to guess the possible answers. After that, the teacher showed a video about vegetables and quantities. Students paid attention to learn quantifiers, students drew their own pictures about vegetables. Finally, they acted in pairs as if they were in a supermarket trying to buy some vegetables. 40 minutes were the duration to do this activity, the materials used were sheets of paper, colors, markers and crayons. The teacher walked around the class helping some students.

Figure 11

Example: Role-play in the supermarket

Customer: Do you have fresh vegetables?

Seller: Mam, all the vegetables here are fresh, from the fields.

Customer: What is the rate of tomato?

Seller: Mam, 15 rupees/kilogram.

Customer: What is the price of the ladyfingers?

Seller: 40 rupees per Kg.

Customer: Give me two Kgs of tomato and One Kg of ladyfingers.

Seller: Do you want anything else, Mam.

Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

Activity 9. *Role-play about winning the lottery*

The teacher considered students are so creative, so in order to improve their WTC, the teacher organized the following activity. The class started with a tongue twister, students at random had to read a tongue twister, previously investigated. Soon, the teacher asked ¿what would you like to buy if you won a million dollars? Students gave different answers, so, this was the opportunity to role play buying a car, a house, a farm or something like that. The teacher motivated students to participate doing their best. They only used their creativity and 35 minutes of the time.

Figure 12

Example: Role-play about winning the lottery

Sales assistant:	Good morning.	 A woman with long brown hair, wearing a grey blazer over a white top, and a man in a dark suit and blue tie are standing next to a dark-colored car. The woman is leaning against the car door, and the man is holding the door handle. They are both smiling. The background shows other cars in a dealership setting. A vertical copyright notice on the right side of the image reads "© Thinkstock/iStock".
Customer:	Good morning.	
Sales assistant:	May I help you?	
Customer:	Yes, I'm looking for a used car.	
Sales assistant:	What kind of car are you looking for?	
Customer:	I'd like one with five doors, a large boot and lots of ground clearance.	
Sales assistant:	I see. Have you considered a station wagon? That might be a good option for you.	

Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

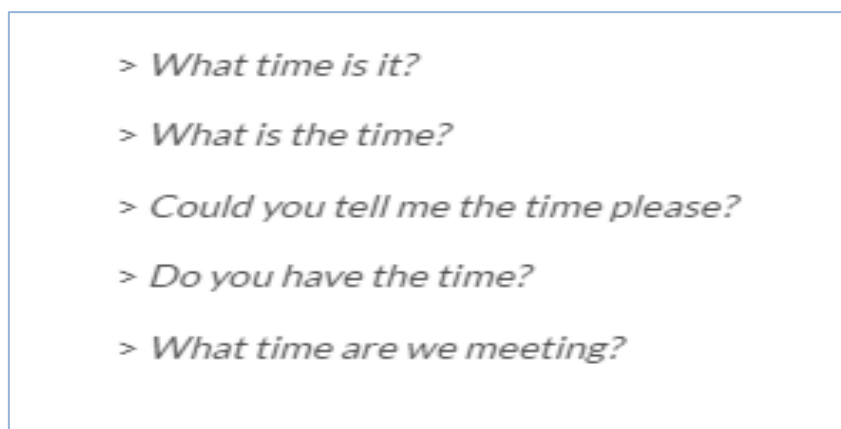
Week # 4

Activity 10. Role-play being the teacher

With the objective that students interact with the teacher inside or outside the classroom and increase their WTC, the teacher create a role play where they had to act as a teacher and as a student. First, the teacher started acting as a student so students could feel confident and relaxed to do the activity. Then, students practiced asking some questions as for example, her name, her age, her favorite sport or even the time, some students imagined they were teachers for once into the classroom, the teacher join in group of three people to be developed this activity. The teacher gave security and self- confidence to each student; in this way they were able to practice the activity wasting 30 minutes, and without materials more than their creativity and imagination.

Figure 13

Example: Role-play being the teacher



Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

Activity 11. *Role-play about asking for the meaning of words in English*

The teacher gave a card to a random student, he/she had to do mimic and the rest of students had to guess the word on the card, this activity was done in order to identify some vocabulary about verbs. At the beginning, the teacher gave some cards with different words, and showed an example about how to ask to the teacher for the meaning of some words from Spanish to English. They were joined in groups of four people, one of them was the teacher, the rest were the students, they started asking for the meaning of the words on the cards given. The activity took 30 minutes and the cards were the material used for this purpose. The teacher as always monitored and controlled the class.

Figure 14

Example: Role-play about asking for the meaning of words in English



Source. Got from: <http://gettheballrollingonenglish.blogspot.com/2014/10/situational-dialogues-giving-personal.html>

Activity 12. *Role-play about asking for the meaning of words in Spanish*

This activity was similar to the last one with the difference that this time the words were in English, so students had to role play asking and answering about the meaning of the words from English to Spanish.

Figure 15

Example: Role-play about asking for the meaning of words in Spanish



Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

Week # 5

Activity 13. *Role-play about asking for help to a classmate*

In order to enhance the WTC on students, at the same interact among them, to start the class the teacher said a little tongue twister, again students had to repeat it. Next, the teacher gave some words each student, they had to read the words, but sometimes they did not remember the pronunciation, so they asked for help to a classmate who dominate this ability, in this way they could improve their correct pronunciation, they joined in groups of three people, to help each other and at the same time, shared their knowledge. The activity was developed in 25 minutes and the materials were cards and a dictionary.

Figure 16

Example: Role-play about a casual conversation

Kavya: Hey Ankita, how are your studies going on?
Ankita: Hello Kavya, it's going pretty well. But I am facing little difficulties in solving some Maths problems.
Kavya: Oh really. May I know which problems they are? Maybe I could help you with this.
Ankita: Sure Kavya. It is related to the trigonometry topic.

Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

Activity 14. *Role-play about talking with an authority*

The activity started when students at random read a riddle, the teacher and the rest of students guessed the answers. Firstly, the teacher simulated being an authority of the institution, students at random were nominated as an authority of the school. Secondly, students were formed in groups of three people in order to act as students and authorities, they avoided to feel anxiety, shyness, embarrassed to communicate with an authority. Asking and answering basic personal information. In 30 minutes, the objective was reached, without the use of any material. As a result, students practiced peer interaction and spontaneous speech, in this way they extend their WTC.

Figure 17

Example: Role-play about asking for the meaning of words in Spanish

What is your favourite food?

My favourite food is _____.

Is there any food that you do not like?

Yes, I don't like _____. or I like all food.



Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

Activity 15. *Role-play about talking with a foreign person*

The class started playing a game with some flags around the world, students remembered countries' names. Next, the teacher joined students in pairs, one of them was a foreign person, who was a new student in the school, and the other was the student who helped to integrate into the new classroom. They introduce among them asking personal information. The only material was the imagination and act as it was real. They needed 25 minutes to do the activity.

Figure 18

Example: Role-play about talking with a foreign person

A-Hello, good afternoon!

B-  Hi, how are you  Good afternoon

A-  Your name, please!  What's your name?

B-My name is Amelia.

A-  Can you spell it?  How do you spell that?

B-Sure, It's a-m-e-l-i-a

A-Thanks

Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

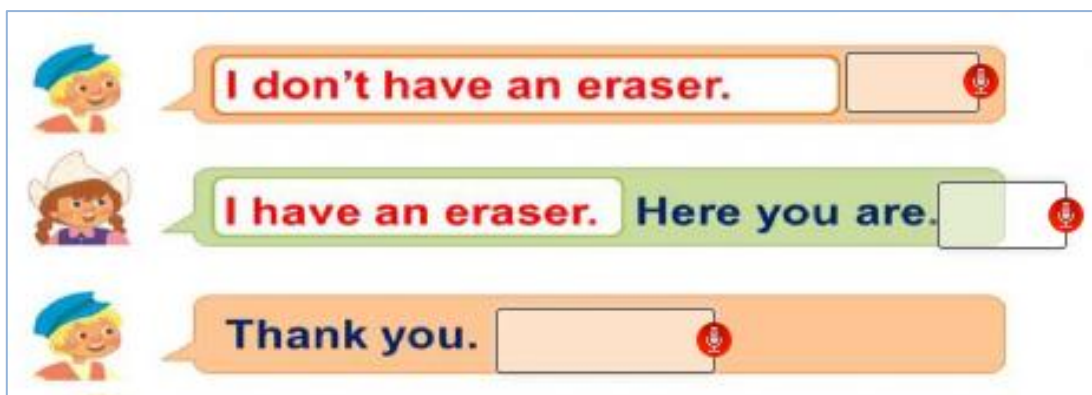
Week # 6

Activity 16. *Saying “thank you” or “thanks a lot” always*

Being thankful and educated are values people need to practice every day, no matter if it was in other language as English. It can be the beginning to increase WTC on the students. Previously the teacher asked for some objects to the students and always the teacher said “Thank you”. Then, students were joined in pairs to practice lending different objects and thanking each time they got something. The teacher also participated with some groups, in this way, students felt secure, self-confident and the objective developing WTC was accomplished in 25 minutes. Available objects were used.

Figure 19

Example: Saying “thank you” or “thanks a lot” always



Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

Activity 17. *Discuss about today's weather*

The main goal to get an amount of peer interaction is talking about topics well known for each person. To start the class the teacher showed pictures about the weather. Then, they had to memorize and remember. The teacher joined students in groups of four people. They remembered the vocabulary and discussed about the weather that day. The teacher walked around the class, to verify students were able to discuss about the topic given. They conversed in about 30 minutes; pictures were used to apply this activity.

Figure 20

Discuss about today's weather

Kelly: What's it like out? Dave: It's cloudy and _____ Kelly: Yeah, I can hear _____ Dave: I'm glad we both have _____	 It is cloudy	 It is sunny	 It is snowy
	 It is foggy	 It is rainy	 It is windy

Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

Activity 18. *Reading aloud a dialogue into the class*

Reading is an essential part to develop the speaking skill, for that reason when students read with coherence, fluency and have a good pronunciation, they felt confident to participate in English classes, specially they were motivated to do different activities. At the beginning, students listened some dialogues as example. After that, they were joined in pairs, they took turns to read aloud a short dialogue into the classroom. The teacher explained it is no matter if they did not pronounce well a word or a sentence, all students needed to respect each other, and avoid criticism among them. The activity was applied in 30 minutes and it was used short dialogues from internet.

Figure 21

Reading aloud a dialogue into the class

Age How old are you? I am _____ years old. When is your birthday? My birthday is on the _____ of _____. Where were you born? I was born in _____.

Source. Got from: <https://www.kaplaninternational.com/blog/learning-languages/eng/talking-about-time-english-student-tips>

CHAPTER 3: ANALYSIS OF THE RESULTS

3.1 Descriptive statistics results

Below it is presented the results in a quantitative way, with a statistical summary in a descriptive way, on the effect obtained before and after having applied the interaction between peers and speaking spontaneously to increase the willingness to communicate in English. The results obtained from the average responses are derived from the pre- and post-intervention and are presented in Table 1.

Table 1

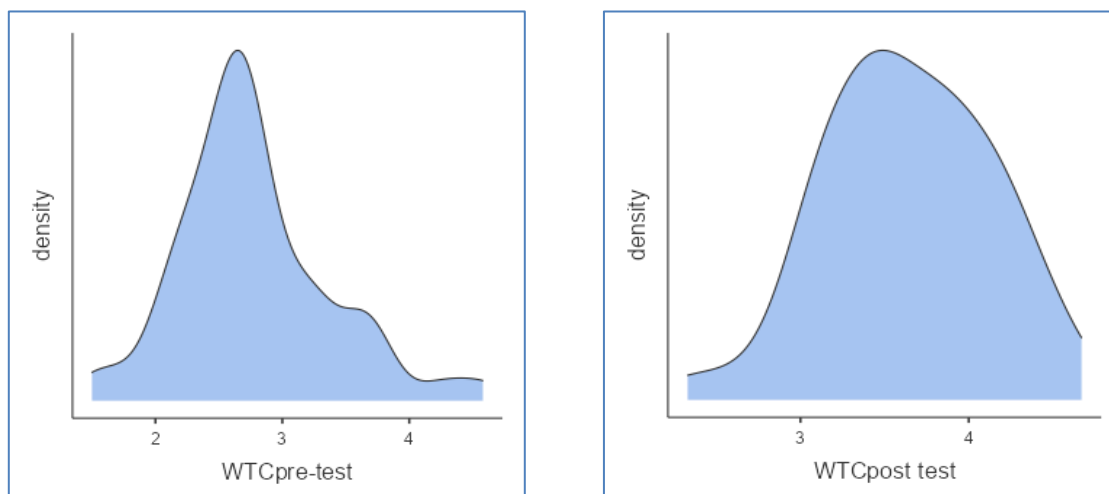
Results of the experimental condition and Control condition of the pre and post tests

	Pretest	Posttest	Change
	M – SD	M - SD	M
Experimental	2.77 (0,60)	3.64 (0,50)	0.36
Control	2.56 (0,55)	2.83 (0,48)	0.25

Source. Created by the author

Figure 22

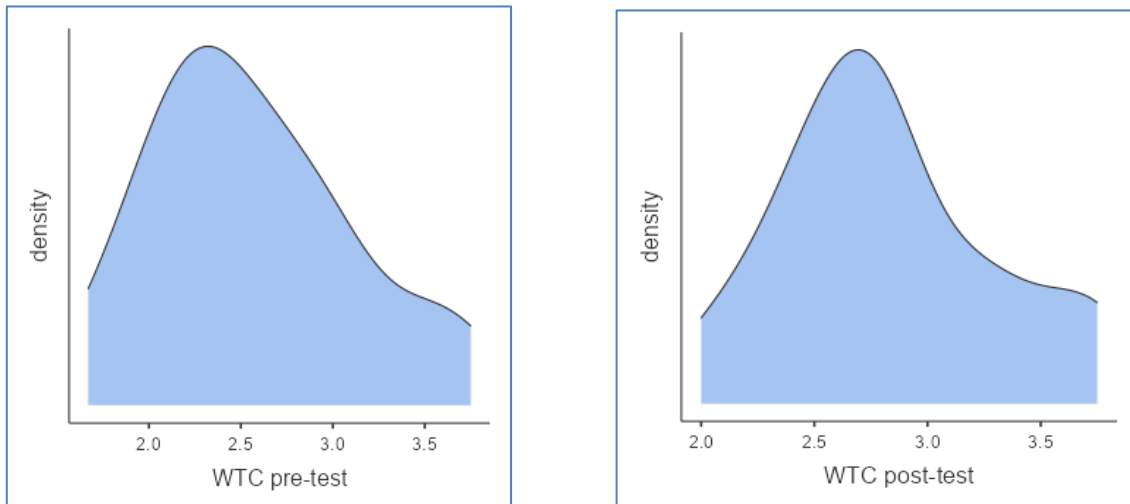
Pre-test and post-test in experimental condition



Source. Created by the author

Figure 23

Pre-test and post-test in control condition



Source. Created by the author

When examining the mean scores in the pretest, it is possible to see that the students who practiced all described activities or experimental condition has a mean of 2.77, while the students who did not practice any activity or control condition students have a slightly lower mean of 2.56. This suggests that, on average, participants in the experimental condition students have a slightly greater willingness to communicate compared to students in the control condition.

Regarding the standard deviation and variance, it can be observed that the standard deviation for the experimental condition students is 0.60, while for the control group, it is 0.55. These values indicate that the dispersion of scores in the experimental condition is slightly higher than in the control group. The variance, which is the square of the standard deviation, also follows the same trend.

By examining the individual scores of each of the participants in the application of the pretest, the patterns and trends in the data can be observed. For the experimental condition students, the scores range from 1.50 to 4.58, with an approximate mean of 2.77. Meanwhile, in the control condition students, the scores range from 1.67 to 3.75, with a mean close to 2.56. These differences suggest that, on average, the

experimental condition students have a slightly higher willingness to be able to communicate in the comparison with the students of the control condition.

On the other hand, by being able to examine each of the mean scores in the post-test, it shows that the students in the experimental condition have a mean of 3.64, while the students in the control condition have a mean of 2.83. This suggests that, on average, the participating students in the experimental condition are significantly more willing to communicate than students in the control condition after the intervention.

The mean, representing the central value in the ordered data, shows that the mean of the experimental condition students is 3.58, while that of the control condition students is 2.75. This indicates that half of the participants in the experimental condition students have a willingness equal to or higher than 3.58, while in the control condition students, half of the participants have a willingness equal to or higher than 2.75 after the intervention.

Regarding the standard deviation and variance, it is observed that the standard deviation of the experimental condition students is 0.50, while for the control condition students it is 0.48. These values indicate that the dispersion of scores in the students of the experimental condition it is slightly higher than in the students of the control condition after the intervention. The variance, which is the square of the standard deviation, follows the same trend without change.

Upon examining the individual scores, it is noticeable that, overall, both the experimental and control condition students have experienced an increase in willingness to communicate in the post-test compared to the previous test. The researcher can conclude that the students in the experimental condition exhibit a greater willingness to communicate in comparison to the students in the control condition in the post test. However, there is also variability in individual responses within each group, indicating that the impact of the intervention may not be uniform for all participants. It is important to consider these individual results when evaluating the effect of interaction between peers on the willingness to communicate should be planned for future interventions.

These results clearly demonstrate that the implemented proposal had a positive effect on students' willingness to communicate. The difference in means between pre-test and post-test for the experiment condition students, approximately 0.87, indicates a significant increase in willingness to communicate after the intervention. On the other hand, the difference in means for the control condition students, approximately 0.26, also indicates a slight increase in willingness to communicate, albeit lower than in the experimental group.

These findings support the effectiveness of the designed proposal in improving students' willingness to communicate. Furthermore, they highlight the importance of peer interaction and spontaneous speech within the development of communication skills and willingness to communicate.

Table 2

Summary statistics for each item of the WTC questionnaire.

CONDITION	EXPERIMENTAL CONDITION				CONTROL CONDITION			
	(n=50)				(n=25)			
	PRETEST		POSTTEST		PRETEST		POSTTEST	
QUESTIONS	M	SD	M	SD	M	SD	M	SD
1.- Participate in a group discussion in English	2.26	1.23	3.18	1.17	1.92	0.86	2.20	0.87
2- Respond in English when the teacher asks questions.	2.66	1.12	3.56	1.13	2.76	1.20	2.92	1.19
3.- Ask questions in English to the teacher in class.	2.22	1.40	3.28	1.36	2.72	1.14	2.80	1.04
4.- Participate in paired activities in English during class	3.42	1.11	4.02	1.04	2.88	1.17	3.00	1.12
5.- Speak to an authority figure in English when visiting their class.	2.90	1.45	3.70	1.22	2.24	1.13	2.56	1.08

6.- Speak English to a stranger who enters your class	1.60	1.05	2.68	1.08	1.92	0.86	2.24	0.83
7.- Help your classmates answer questions in English.	3.56	1.30	4.22	0.95	2.64	1.19	3.04	1.17
8.- Read aloud the English conversations or dialogues in the text.	2.70	1.54	3.44	1.43	1.96	0.98	2.40	1.15
9.- Speak in English with the teacher before or after class.	2.56	1.34	3.44	1.05	2.76	1.13	2.92	1.00
10.- Ask a classmate how to pronounce a word in English.	3.44	1.26	4.36	0.83	2.84	1.03	3.20	0.96
11.- Say "thank you" in English when someone lends you a pencil.	3.84	1.39	4.50	0.81	3.28	1.46	3.56	1.19
12.- Introduce yourself to your class in English.	2.12	1.27	3.32	0.96	2.84	1.18	3.08	1.15

Source. Produced by the author

Based on the presented results, it can be observed in question 1, that the mean is 2.26, indicating that students are sometimes willing to communicate in the pre-test. This indicates that a significant proportion of students displayed a lack of enthusiasm or motivation to actively participate in this type of activity. On the other hand, in the posttest the mean is 3.18 expressing that students being half willing of the time to communicate in English, in the post-test. Overall, these results indicate the positive effect on the willingness to communicate into the classroom, in the experimental condition.

On the contrary, in the same question, the mean is 1.92 in the pretest and 2.20 in the posttest, what indicates that students are sometimes willing to participate in a group discussion in English. In other words, there is just a little variation in the willing to communicate in the control condition.

A significant proportion of students that represent the mean of 2.66 are sometimes willing to ask questions in English, in the pre-test. In contrast, the mean of 3.56 shows that students stated being willing half of the time, reflecting a more favorable attitude towards asking questions in English in the post- test. Overall, these results indicate that students' willingness to ask questions in English to the teacher in class has increased in a positive way.

A media of 4.02 indicate that students must be willing to participate in planned partner activities in English in relation to 3.42, that is the result in the pretest. This suggests that the majority of students are open and usually willing to work in pairs to practice and improve their language skills using pair activities in English, although their willingness may vary depending on the context or other factors.

Comparing the pretest and the posttest the average is 2.90 and 3.70 respectively, it means students have raised their willingness to communicate from sometimes willing to willing half time to speak with any authority figure. At the same time, it is possible to identify similar change when they have to communicate with a strange person, who enter to the class. This indicates that the willingness to speak in English with an

authority figure varies among students and may depend on factors such as confidence in their language skills or the relationship with the authority figure.

Therefore, it reflects a more favorable disposition towards communication in English with an authority figure before the willingness to speak in English with a stranger, it is more limited. These results highlight a widespread lack of confidence or comfort in communicating in English with strangers within the classroom context. There may be various reasons behind this attitude, such as a lack of practice or insecurity in language skills.

Students always help among them, for this reason the willingness to help their classmates answer questions in English is predominantly favorable. This is evident as a significant percentage of students, that represent 4.22 indicated they almost always willing to assist their classmates in answering questions in English. This demonstrates a positive and supportive attitude towards mutual support in language learning. Additionally, when students assist their peers, they demonstrate a favorable attitude towards collaboration, although not consistently, this collaborative attitude can have benefits for both those providing assistance and those receiving it, as it promotes practice and active language learning in a social environment.

Comparing the pre and posttest, the willingness of students to read aloud the conversations or dialogues in English from the text shows that only 3.44 of the participants are willing half the time to communicate. This indicates that the willingness to read the conversations in English aloud varies among students and may depend on individual factors such as comfort and fluency in the language.

The average of the students is sometimes willing to be able to speak English with the teacher before or after classes is 3.44. This suggests that a considerable number of students feel safe to be able to communicate in English with their teacher inside and outside class hours. Furthermore, this indicates that there is a positive change into their communication among the teacher and the students, but there are some factors to reach the high score, such as comfort with the language or the relationship with the teacher, for that it is important to create a supportive and trusting environment.

Likewise, it can be observed that the mean of 4.36 of the participants indicated that they are usually willing to ask with confidence to seek help from their classmates in the pronunciation of words in English, this indicates that the willingness to ask a classmate about the pronunciation of an English word can vary depending on the situation or other factors. These results show that a significant number of students are open and willing to seek help from their peers to improve their English pronunciation

Most of the participants indicate they are usually willing to say "thank you" in English in any situation. This suggests that, a lot of students feel comfortable using the language to express gratitude, when someone lends them something as a pencil, the results reflect a predominantly positive disposition among students use English as a medium expressing gratitude in everyday situations because they feel comfortable and are willing to use the language to show appreciation in this specific context. The result may indicate that students are aware of the importance of using expressions in English and value the opportunity to practice and demonstrate their language skills in practical situations.

Students' willingness to introduce themselves in English to their class shows a predominantly positive trend, because of they may face challenges in oral expression and self-confidence when introducing themselves in English. They may experience anxiety or insecurity when speaking in public in a second language, lack of personal confidence to use the language in a formal presentation situation in front of their classmates.

In contrast, in the control condition it is possible to see, there is little difference between the means of the pretest and the posttest, because of they did not have the opportunity to practice all the above-described activities as in experimental condition students, so it is evident the decreasing in the WTC, students continue maintaining lack of confidence, anxiety, low level of communication in different situations.

3.2 Results Independent sample t-test in the experimental and control condition in the posttest

The measurement of WTC after the intervention (post-test) presents a highly significant difference between control and experimental conditions, $t(df = 73) = -6.77, p < .001$. In other words, when examining the results, it is possible to see that the experimental condition students with relation to the control condition students in the t-test the value is lower of 0.005, and it showed a significant difference between both conditions. In summary, the effect of peer interaction and spontaneous speech has been increased although, it may depend on individual factors, the context, the level of confidence or even the other factors.

Furthermore, the result demonstrates that there are students who are highly motivated to engage in the peer interaction and spontaneous speech. Overall, the stronger relationship between the peer interaction and spontaneous speech with the willingness to communicate have reached distinct benefits. The WTC on the post-test have increased their results from benchmarks.

CONCLUSIONS

- Regarding the first specific objective, the literature review provided a deep understanding of the theoretical aspects related to willingness to communicate. This analysis of existing literature provided a solid theoretical framework that supported the rationale of the research.
- About the second specific objective, the evaluation of previous research shed light on the results obtained in previous studies related to peer interaction and spontaneous speech in the development of willingness to communicate. These previous studies showed positive indications that peer interaction can significantly influence willingness to communicate.
- Concerning the third specific objective, lesson plans were designed to promote extensive interaction among students. These lesson plans were based on pedagogical approaches that encouraged active student participation and peer collaboration. It was considered that peer interaction and spontaneous speech would be key factors in enhancing willingness to communicate.
- Finally, the main objective of the research focused on measuring the effect of the designed intervention on the willingness to communicate of young students. For this reason, an empirical study was carried out in which the pre- and post-tests were administered, both to the experimental condition and to the control condition.

RECOMMENDATIONS

- It is suggested that the implementation of peer interaction and spontaneous speech strategies should be encouraged through debates, small group work, oral presentations, role- play and other activities that facilitate active communication among students.
- Teachers should be trained in pedagogical approaches that promote communication. This involves providing them with tools and strategies that enable them to create an environment conducive to interaction and spontaneous speech in the classroom.
- It is recommended that the teachers provide constant and personalized feedback to students about their willingness to communicate, in order to reinforce and provide the necessary support to overcome possible barriers or difficulties in communication.
- Curriculum and educational programs should integrate peer interaction as a fundamental component in the development of communication skills.
- Create spaces and opportunities within the classroom where students can express their opinions, exchange ideas, and engage in constructive debates and conversations.
- Further research in the field of peer interaction and spontaneous speech is suggested, exploring different educational contexts and analyzing the impact of these variables on different groups of students. This will allow for further expansion of knowledge on the subject and obtain more robust results that support the importance of these strategies in the development of the will to communicate.

REFERENCES

- Alfi, I. (2015). *Improving the students speaking skills through communicative games for the grade VIII students of MTS N Ngemplak*. Indonesia: Yogyakarta State University.
- Aoyama, T., & Takahashi, T. (2020). International Students' Willingness to Communicate in English as a Second Language: The Effects of L2 Self-Confidence, Acculturation, and Motivational Types. *Journal of International Students*, 10(3), 703-723. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1265782.pdf>
- Bagherzadeh, N. (2020). *The development of oral interaction in the classroom*. Universidad de la Laguna. Retrieved from <https://riull.ull.es/xmlui/bitstream/handle/915/23441/EI%20desarrollo%20de%20la%20interaccion%20oral%20en%20el%20aula%20de%20ingles.pdf?sequence=1&isAllowed=y>
- Bukhari, S., Cheng, X., & Khan, S. (2015). Willingness to Communicate in English as a Second Language: A Case Study of Pakistani Undergraduates. *Journal of Education and Practice*, 6(29), 39-44. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1081256.pdf>
- Byers, K., & Lew, C. (2013). Bilingualism in the Early Years: What the Science Says. *Learn Landsc*, 7(1), 95-112.
- Cabezas, E. (2015). *The relationship between listening proficiency and speaking improvement in higher education: Considerations in assessing speaking and listening*. Higher Learning Research Communications.

- Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System*, 39(4), 468-479. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0346251X11001266>
- Hazan, V., Tuomainen, O., & Pettinato, M. (2016). Suprasegmental characteristics of spontaneous speech produced in good and challenging communicative conditions by talkers aged 9–14 years. *Journal of Speech, Language, and Hearing Research*, 59(6), S1596-S1607.
- Hernandez, R., Fernández, C., & Baptista, M. (2014). *Metodología de la investigación*. México: McGraw-Hill.
- Hoque, E. (2017). *An Introduction to the Second Language Acquisition*. EDRC. Retrieved from https://www.researchgate.net/publication/335690866_An_Introduction_to_the_Second_Language_Acquisition
- Howatt, A., & Smith, R. (2014). The History of Teaching English as a Foreign Language, from a British and European Perspective. *Language & History*, 57(1), 75-95. doi:<https://doi.org/10.1179/1759753614Z.000000000028>
- Joze, M. (2015). An Overview of Contrastive Analysis Hypothesis. *Fen Bilimleri Dergisi (CFD)*, 36(3). Retrieved from <https://dergipark.org.tr/tr/download/article-file/713830>
- Karnchanachari, S. (2019). An Investigation into Learners' Willingness to Communicate in English in the Classroom: to Communicate in English in the Classroom: and International Programs. *rEFLECTIONS*, 26(2), 83-106. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1267675.pdf>

- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 12(11). Retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- Kráľová, Z., & Petrová, G. (2017). Causes and consequences of foreign language anxiety. *XLinguae*, 10(3), 110-122. Retrieved from https://www.researchgate.net/publication/318033248_Causes_and_consequences_of_foreign_language_anxiety
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc. Retrieved from https://www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf
- MacIntyre, P., Baker, S., Clément, R., & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Willingness to communicate, social support, and language-learning orientations of immersion students*, 23(3), 369–388.
- MacIntyre, P., Dörnyei, Z., Clément, R., & Noels, K. (1998). Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, 82(4), 545-562. Retrieved from <https://www.jstor.org/stable/330224>
- Mahmoodi, M., & Moazam, I. (2019). Willingness to Communicate (WTC) and L2 Achievement: The Case of Arabic Language Learners. *Procedia - Social and Behavioral Sciences*(98), 34. Retrieved from https://www.researchgate.net/publication/275542871_Willingness_to_Communicate_WTC_and_L2_Achievement_The_Case_of_Arabic_Language_Learners
- Merrill, M., & Gilbert, C. (2008). Effective peer interaction in a problem-centered instructional strategy. *Distance education*, 29(2), 199-207.

- Nakamura, M., Furui, S., & Iwano, K. (2006). Acoustic and linguistic characterization of spontaneous speech. In Speech Recognition and Intrinsic Variation Workshop.
- Peng, J. (2007). Willingness to Communicate in an L2 and Integrative Motivation among College Students in an Intensive English Language Program in China. (2). Retrieved from https://www.researchgate.net/publication/237651445_Willingness_to_Communicate_in_an_L2_and_Integrative_Motivation_among_College_Students_in_an_Intensive_English_Language_Program_in_China
- Pléh, C. (2019). The inspirational role of Chomsky in the cognitive turn of psychology. *Acta Linguistica Academica*, 66(3), 397-428. doi:10.1556/2062.2019.66.3.5
- Sato, M., & Lyster, R. (2012). Peer interaction and corrective feedback for accuracy and fluency development. *Studies in Second Language Acquisition*, 34(4), 591-626. Retrieved from <https://www.jstor.org/stable/26328973>
- Sewbihon, A., & Popescu, M. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1). doi:<https://doi.org/10.1080/2331186X.2020.1738184>.
- Sippel, L. (2021). Maximizing the benefits of peer interaction: Form-focused instruction and peer feedback training. *Language Teaching Research*, 13621688211004638
- Therrien, M., Light, J., & Pope, L. (2016). Systematic review of the effects of interventions to promote peer interactions for children who use aided AAC. *Augmentative and Alternative Communication*, 32(2), 81-93.
- Tomasello, M., & Stahl, D. (2004). Sampling children's spontaneous speech: How much is enough?. *Journal of child language*, 31(1), 101-121.

ANNEXES

Annex A. Encuesta: Actitud para comunicarse en inglés



MAESTRÍA EN PEDAGOGÍA DEL IDIOMA INGLÉS, COMO LENGUA
EXTRANJERA.

ENCUESTA

La presente encuesta está destinada a las/los estudiantes del Séptimo Grado de Educación Básica de la Escuela Naciones Unidas del Cantón Saquisilí, Provincia de Cotopaxi.

**TEMA: INTERACCIÓN CON LOS PARES Y DISCURSO ESPONTÁNEO PARA
DESARROLLAR LA DISPOSICIÓN A LA COMUNICACIÓN EN EL IDIOMA
INGLÉS.**

Complete la siguiente información.

Género: () Masculino () Femenino

Edad : _____ años

Instrucciones:

Escriba una X en la columna que mejor describa su actitud para comunicarse en inglés.

Esto no es un examen, no hay respuestas correctas o incorrectas.

En general que tanto está usted dispuesto a comunicarse en las siguientes situaciones:

	Casi nunca dispuesto	A veces dispuesto	Dispuesto la mitad del	Generalmente dispuesto	Casi siempre dispuesto
1. Participar en una discusión grupal en inglés.					
2. Responder en inglés cuando el profesor haga preguntas.					
3. Hacer preguntas en inglés al profesor en clase.					
4. Participar en inglés en actividades en pareja durante la clase.					
5. Hablar con una autoridad en inglés cuando visite su clase.					
6. Hablar en inglés con un extraño que ingresa a tu clase.					
7. Ayudar a tus compañeros a responder preguntas en inglés.					
8. Leer en voz alta las conversaciones o diálogos en inglés del texto.					
9. Hablar en inglés con el profesor antes o después de la clase.					
10. Preguntarle a un compañero cómo se pronuncia una palabra en inglés.					

11. Decir “gracias” en inglés cuando
alguien te preste un esfero.

12. Presentarte a tu clase en inglés.

¡MUCHAS GRACIAS POR SU COLABORACIÓN!

Annex B. Survey: Attitude to communicate in English



MASTERS IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE.

SURVEY

This survey is aimed at the students of the Seventh Grade of Basic Education of the Naciones Unidas School from Saquisilí Canton, Cotopaxi Province.

TOPIC: INTERACTION WITH PEERS AND SPONTANEOUS SPEECH TO DEVELOP THE DISPOSITION TO COMMUNICATE IN THE ENGLISH LANGUAGE.

Please complete the following information.

Gender: () Masculine () Female

Age: _____ years

Instructions:

Put an X in the column that best describes your attitude to communicate in English.

This is not a test, there are no right or wrong answers.

In general, how much are you willing to communicate in the following situations:

	Never willing	Sometimes willing	Willing half time	Usually willing	Almost always willing
1. Participate in a group discussion in English.					
2. Respond in English when the teacher asks questions.					
3. Ask questions in English to the teacher in class.					
4. Participate in paired activities in English during class.					
5. Speak to an authority in English when visiting their class.					
6. Speak in English to a stranger who enters your class					
7. Help your classmates answer questions in English.					
8. Read aloud the English conversations or dialogues in the text.					
9. Speak in English with the teacher before or after class.					

10. Ask a classmate how to pronounce a word in English.

11. Say "thank you" in English when someone lends you a pencil.

12. Introduce yourself to your class in English.

THANK YOU VERY MUCH

Annex C. Example of Lesson plan



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR-SEDE AMBATO
 MAESTRIA EN PEDAGOGIA DEL INGLES COMO LENGUA EXTRANJERA (MPI)

PEER INTERACTION AND SPONTANEOUS SPEECH TO DEVELOP WILLINGNESS TO COMMUNICATE OF YOUNG LEARNERS WORKSHOP # 1

TOPIC: Greet and Introduce yourself using (CLT) Communicative Language Teaching method Pair work technique.
OBJECTIVES - To develop students' willingness to communicate in English. - To emphasize on student's peer interaction.
PARTICIPANTS 7 th graders
ACTIVITIES: Warm up: (5 minutes) - The teacher will tell a tongue twister to the class and they will try to repeat it: - Black back bat (x3) Main activities: Pre speaking: (10 minutes) - The teacher shows to students some pictures with greetings, questions and answers. - The teacher read and mimic the phrases. - The students repeat and mimic the phrases at least two times. - Match the picture with the correct greeting according to each part of the day. - The teacher joins students in pairs. - The teacher takes away the pictures. While speaking: (15 minutes)

- The teacher motivates students to interact among them, through a role play, where they have to greet and introduce themselves.
- Walk around the class

RESOURCES / DIDACTIC MATERIAL

- Whiteboard/board
- A computer
- Video projector
- Pictures
- Phrases
- Teacher's mimic
- Students' mimic

EVALUATION (10 minutes)

- The teacher will walk around the class in order to verify students do the exercise into each pair.

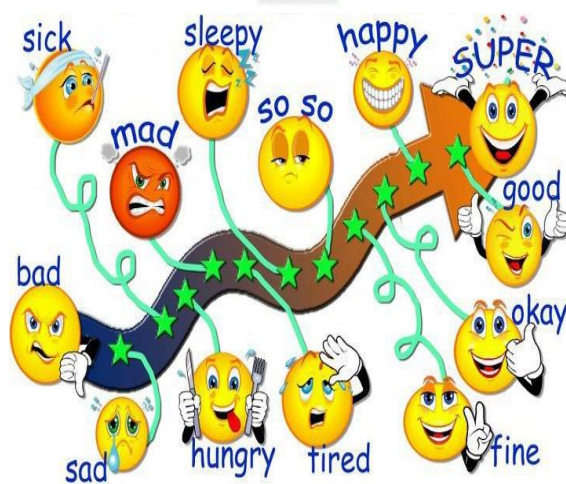
SIGNATURE

Material for Workshop #1

Tongue Twister Challenge	 Black back bat Black back bat Black back bat
Topic	
 	 



How are you?



Activity 1.

Look at the picture and match with the correct part of the day.



Assessment 1

Role play using the phrases learnt.

