

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**Facultades de Ciencias de la Educación y Comunicación, Lingüística y Literatura**

Trabajo de Titulación como requisito previo para la obtención del título de:  
Magister en Pedagogía del Inglés como Lengua Extranjera

**INTERACTIVE SPEAKING ACTIVITIES TO STRENGTHEN ORAL INTERACTION  
AND ACCURATE WH- QUESTION INTONATION IN A1 EFL STUDENTS.**

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Quito, June 2021

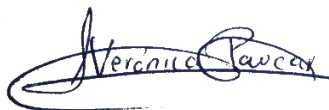
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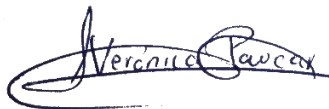
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**Date:**

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**ABSTRACT**

For many years, students try to learn English as a foreign language since they are kids until they become adults in Ecuador, but the speaking abilities are not developed in an effective way because the students are exposed to mechanical drills where they do not acquire the English language in order to be used as a tool to establish oral communication. I decided to apply this research due to the lack of oral interaction and intonation in wh-questions during the English class process. This project was focused on A1 level - eight graders- of a private high school in Quito where there are students with difficulties when they attempt to communicate their thoughts or ideas which need to be solved in order to strengthen the oral interaction. In order to succeed in this project, video recordings, teacher's observation and a survey were used to show that interactive speaking activities such as a video, a game and a song help them speak, participate, have fun and interact during the teaching process. In addition, they felt relaxed, motivated and excited when they had to work in pairs or groups.

**Keywords:** A1-level eight graders, games, oral interaction, songs, wh-question intonation.

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**ACTIVIDADES INTERACTIVAS DEL HABLA PARA FORTALECER LA  
INTERACCIÓN ORAL Y LA CORRECTA ENTONACIÓN DE LAS PREGUNTAS  
INFORMATIVAS (WH) EN LOS ESTUDIANTES CON NIVEL A1 EFL**

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Alejandra Nathaly Vásquez Naranjo

**Fecha:**

Junio, 2021

**RESUMEN EJECUTIVO**

Durante muchos años, los estudiantes tratan de aprender el idioma inglés como lengua extranjera desde que son niños hasta que se hacen adultos en Ecuador, pero las habilidades del habla no son desarrolladas de manera efectiva porque los estudiantes están expuestos a ejercicios gramaticales donde los estudiantes no adquieren el idioma inglés con el fin de ser usada como una herramienta para establecer la comunicación oral. Decidí aplicar esta investigación debido a la falta de interacción oral y entonación en preguntas durante el proceso de la clase de inglés. Este proyecto se enfocó en alumnos de octavo grado de nivel A1 de un colegio privado en Quito donde hay estudiantes con dificultades cuando intentan comunicar sus pensamientos o ideas que deben ser resueltas para fortalecer la interacción oral. Para tener éxito en este proyecto, se utilizaron grabaciones de video, observación del docente y una encuesta donde los estudiantes demostraron que las actividades interactivas del habla como un video, un juego y una canción les ayudan hablar, participar, divertirse e interactuar durante el proceso de enseñanza. Además, se sintieron relajados, motivados y emocionados cuando trabajan en parejas o en grupos.

**Palabras claves:** Alumnos de octavo grado de nivel A1, juegos, interacción oral, canciones, entonación de preguntas interrogativas.

## 1. INTRODUCTION

“Communication carried out by using speech involves mainly the knowledge of linguistic competence (rules or grammatical structures) and communicative competence (ability to use the language) to establish an effective appropriate and acceptable communication in an oral way”. ( Torres , 2000, p. 95). These characteristics needed to be suitable in context to get a productive English learning. The lack of oral communication in English as a foreign language has been a big issue in some private and public high schools in Quito, students study English for many years, but they cannot establish oral communication fluently. For this reason, the purpose of this research is to investigate the attitudes and the progress in the oral interaction of some students towards the use of communicative approaches, so new strategies will be applied in the English teaching and learning process which help students to develop the speaking skills.

In order to understand the way to learn English, it is important to mention the difference between English as a second language (ESL) and English as a foreign language (EFL). “Foreign Language is the learning of a nonnative language in the environment of one’s native language.” (Gass & Selinker, 2008, p. 7) “Second Language is the learning of a nonnative language in the environment in which language is spoken.” (Gilquin & Granger, 2011, pág. 2)

There is a big difference which it is a challenge to increase the oral communication effectively because students learn English as a Foreign Language in their home country where students are surrounded by Spanish language all the time, and they do not have significant exposure to spoken English environment when they are outside the classroom, so students have the only opportunity to acquire the English language in class. This research will lead educators to explore many different teaching strategies, changing from the traditional lecture class to the active learning techniques, and it will also show if the interactive activities will have a major influence on the teaching and learning process in order to strengthen the communicative competences. Therefore, the interactive activities will be effective tools for educational purposes in order to learn a foreign language.

Currently, teachers should get rid of typical and boring mechanical drill activities that are not meaningful to develop oral communication among students because those

activities do not let students interact with each other during the class. The point is that teachers must use significant teaching materials to give students more opportunities to develop the four abilities so as to make students feel comfortable and motivated to interact in the oral communication.

In addition, one part of suprasegmental phonology to be studied is intonation, for students tend not to intonate the wh-question when they speak, so it is an important aspect that teachers need to emphasize in the English class. It is well known that there are different kinds of methodologies or approaches in the educational system, but the role of the teacher is to realize the importance to select a well-designed approach taken the best of the combined (traditional plus modern strategy) teaching method in order to create an attractive and interesting environment which might be a key to achieve the goal and ensure the effectiveness of the language acquisition. Therefore, the purpose of this study will be to apply interactive speaking activities to strengthen the oral interaction and accurate Wh-question intonation in A1 level-eight graders at private high school in Quito.

## CHAPTER I

### 2. BACKGROUND

English as a foreign language has been taught in Ecuador since 1912, but this language has not succeeded in oral communication because students spend hours on learning grammatical structures or filling a course book instead of focusing on communicative skills. For this reason, it is necessary to establish new strategies to develop oral communication from the kindergarten level. The Minister of Education recognizes that the main objective of the present English curriculum design is to help students develop their communicative language skills". (MinEdu, 2014). However, communication in English as a foreign language is difficult to achieve in the teaching process in some Ecuadorians schools in an efficient and useful way. For example, most of the students have studied English since they were in kindergarten until they were in seniors, but they are not able to communicate in English, and it is known English is essential in the 21<sup>st</sup> century because people live in the modern, communicative and technological era, English plays a meaningful role in the development of global education, science, and business. For this reason, it is necessary to develop communicative skills in the students' learning process.

"Make a careful choice of topic and task to stimulate interest. On the whole, the more interesting the topic and the clearer the purpose of the interaction, the more motivated participants will be" (Ur, 2012, p. 119). Comprehensible interactive speaking activities must be applied to the eight graders A1 level at private high school in Quito in order to increase their speaking skills and produce accurate question intonation so as to succeed in their personal lives and their future professions.

#### 2.1 Problem Statement:

English has been taught since 2013 in eight graders at this private high school in Quito, but in the last 5 years this process has been developed with intensity of hours. "Article 3.- Flexibility in each institution may increase or decrease the hourly load in the foreign language area according to the needs of their students oriented to meet the curricular objectives of each grade and level" (MINEDUC, 2016, p. 3). For this reason, the number of hours to teach English has been increased to 15 per week in this institution.

Although eight graders attend classes, the lack of speaking skills is easy to notice because the majority of the students are not able to keep an oral communication during the teaching process. Besides, they seem to be uncomfortable or shy to talk in English. It could happen due to the lack of speaking activities during the class, so the oral interaction is missing in the English learning process because of mechanical drill activities. “Learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends” (Gutiérrez, 2005, p. 84). The aim of this research is to apply interactive speaking activities in order to encourage eight graders to participate and communicate among them showing the accurate question intonation when they interact.

## **2.2 Relevance and Importance of the Research:**

“Students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice” (Harmer, 2010, p. 11). In fact, English is essential in this new era because it is considered as a lingua franca, so people need to acquire speaking skills in order to succeed in different areas such as: getting into a good university, having better job opportunities, travelling or just using it for entertainment.

“Communication is a dynamic process as it involves an interaction between two or more people. The main purpose of oral communication is to transmit thoughts and beliefs to another person” (Kirst, 2017). For this reason, developing interactive activities will help students to promote and improve speaking skills so as to communicate in different and real situations. “Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language” (Bashir, Azeem, Dogar Ashiq, 2011, p. 38). This process must be natural, and students need to learn in the same way (or similar) as they learned their first language using approaches or methodologies according to the student’s necessities. Thus, this research will be very beneficial for A1 level-eight graders at private high school in Quito so as to strengthen the oral interaction, produce accurate question intonation and enjoy acquiring

English as a foreign language. In fact, students will interact and produce the language all the time and wherever they go.

## CHAPTER II

### 3. THEORETICAL FRAMEWORK

Learning English as a foreign language implies developing speaking skills. Misir states that “CEFR actually defends a similar opinion about speaking performance and its relation to individuals’ selfhood factors. The framework highlights interrelated factors with attitudes and motivation as well as suggests various factors shaping learners’ communicative performance”. (2017, p. 31). Teachers need to understand the importance of working on these characteristics which are the keys to perform a productive English learning. Therefore, communicative skills have to be developed inside and outside class. In order to succeed in developing oral interaction, attitude and motivation will allow students to enhance the learning process. Misiri explains that communicative activity of users/learners is meaningful when selfhood factors are connected with their individual personalities in which the attitudes, motivations, values, beliefs, cognitive styles and personality types contribute to their personal identity” (Council of Europe, 2001) He also explains the selfhood factors that are part of the learning process.

**Table 1**

Socio-cultural	Psychological	Experiential
Beliefs and values	Cognitive styles	Education
Attitudes	Personality factors	Communication experience
Ritual behaviors	Memory	World Knowledge
Intercultural awareness	Emotions	Residency
Family	Motivation	Exam experience
Leisure		Technology use

(Adapted from CEFR, pp. 101-130)

(Misir, 2017, p. 31)

“Cambridge tests have reflected a view of speaking ability which involves multiple competencies (e.g. lexico-grammatical knowledge, phonological control, pragmatic awareness), to which has been added a more cognitive component which sees speaking ability as involving knowledge and a processing factor” (University of Cambridge, 2009, p. 4). The University of Cambridge states that “the knowledge factor relates to a wide repertoire of lexis and grammar which allow flexible, appropriate, precise construction of utterances in real time” (2009, p. 4). University of Cambridge

mentions that “spoken language production is seen as situated social practice which involves reciprocal interaction with others”. The new era of students is willing to apply interactive strategies which allow them to communicate in real context because most of them use technological devices to be in contact with people around the world where they share ideas and establish a conversation. It lets the teacher know how important it is to develop multiple competencies (e.g. lexico-grammatical knowledge, phonological control, pragmatic awareness) in order to increase the speaking skills in students.

The globalized companies require people who are able to communicate in English in order to succeed in international business. For this reason, some students are willing to obtain these international levels according to the Common European Framework of Reference (CEFR). In consequence, some schools look for qualified teachers with a good English level who have to get at least B2 level to be part of the teaching process. In addition, they want to obtain the highest level that is B2 in private schools and B1 in public school. Students who are in eight grades start with A1-Level. However, this work seems to be easy because according to the CEFR, all the levels focus on the speaking ability in which the teachers’ labor is to apply interactive activities in order to strengthen the oral interaction.

Many students have difficulties developing their speaking skills for many reasons such as anxiety, lack of confidence, motivation or interest, but teachers have to deal with all these problems to succeed in the teaching and learning process. The University of Cambridge has designed assessment scales that are in the following table in order to identify the different levels that learners are able to obtain.

## CEFR Assessment scales (Global and analytic) Table 2

<b>A2+</b>	
<b>A2</b>	<p><i>Relates basic information on, e.g. work, family, free time etc.</i></p> <p>Can communicate in a simple and direct exchange of information on familiar matters. Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can describe in simple terms family, living conditions, educational background, present or most recent job. Uses some simple structures correctly, but may systematically make basic mistakes.</p>
<b>A1+</b>	
<b>A1</b>	<p><i>Makes simple statements on personal details and very familiar topics.</i></p> <p>Can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help. Can manage very short, isolated, mainly pre-packaged utterances. Much pausing to search for expressions, to articulate less familiar words.</p>
<b>Below A1</b>	Does not reach the standard for A1.
	<ul style="list-style-type: none"> <li>• <i>Use this scale in the first 2-3 minutes of a speaking sample to decide approximately what level you think the speaker is.</i></li> <li>• <i>Then change to Table 5.5 (CEF Table 3) and assess the performance in more detail in relation to the descriptors for that level.</i></li> </ul>

(University of Cambridge 2009, p. 13)

### 3.1. A1 Level by (CFER)

“Acquiring a second language is to understand and communicate basic and simple ideas in order to establish an oral interaction, English level A1 is the first level of English in the Common European Framework of Reference (CEFR)”. In everyday speech” (EF SET, 2020) this level would be called “beginner”. According to the official CEFR guidelines, someone at the A1 level in English:

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce herself and others and can ask and answer questions about personal details such as where she lives, people she knows, and things she has.

- Can interact with other people in a simple way provided the other person talks slowly and clearly and is prepared to help. (EF SET, 2020).

A good knowledge of vocabulary and a wide range of English language skills help learners in getting better opportunities in their future career. “To create a love of learning languages starting at a young age, in order to foster learners’ motivation to continue learning English throughout EGB and BGU, as well as work and beyond, by means of engaging and positive learning experiences”. (EFL, 2016, p. 2). This research focuses on the study of the A1-level which is important to know the characteristics that students are able to acquire during the teaching process. In consequence, teachers will plan their activities, look for specific materials or strategies in order to increase the levels in their students.

### **3.2. Interaction in the language classroom**

Interaction is the way to promote communication during the learning process where students are willing to participate and initiate an oral conversation among them in which students are able to develop a high degree of interpersonal communication skills. It refers to the exchange of information between the teacher and the students or among the students” (Jeyasala, 2014, p. 165) . Other aspects that Jeyasala emphasizes “it may be quiet; it may be noisy; it may be alert and dynamic; it may take place in large groups, small groups or pairs Kramsch. It will make students deeply involved in activities that draw on their creativity.” English teaching requires important aspects to be considered in language acquisition. In addition, new generations of students like to learn through different activities, interaction, motivation and a good environment between teachers and students.

Brown shows the importance of work interaction in the classroom management. It is important when students are able to expose their language in different and real situations, and it depends on the materials as well as the strategies that teachers apply during the class. It is productive because students have the opportunity to express their knowledge but also they can learn from the other students where the students are able to exchange ideas or work together on solving problems during the discussion. For this reason, interaction is a good strategy to develop a good teaching and learning process of

a foreign language in order to enhance the communication in class. “Through interaction, students can increase their language stores as they listen to or read authentic linguistic materials, or even the output of their fellow students in discussion, skits, joint problem-solving tasks, or dialogues journals”. (Brown H. , 2001, p. 165). All of these valuable factors are essential to increase the interaction among students where they are able to exchange all they have acquired during the teaching process.

Following the same traditional lecture or just completing a book could not be the best option to achieve a foreign language because those activities can cause anxiety in the students. In other words, students could not communicate to each other inside or outside the classroom. Urrutia & Vega mentions this in their research. “The main idea was to focus on those general oral items to communicate in a foreign language. Therefore, the idea was to invite our students to talk to each other by using games as the main strategy” ( 2010).

In fact, not only games could be used in the teaching process, but other interactive activities which are interesting and amusing can be part of the second language acquisition, the main aspect is to promote oral communication among the students. According to Jeyasala, real interaction in the classroom requires a teacher (1) to facilitate students and be in the background; (2) to monitor students closely; (3) to provide complete authority to students in developing and carrying out activities; and (4) to accept all kinds of opinions and be tolerant of errors made by students while they are attempting to communicate. (2014, p. 167).

Besides, Jeyasala proposes some pedagogical features such as authentic materials, selected topics, ample opportunities, seating arrangement, respect which are useful for teachers in order to apply new strategies, activities and materials which provide students values and meaningful knowledge. Moreover, these features are guidelines for teachers to innovate the lesson plan, thus, the teaching process will be addressed to the oral interaction among students.

### **3.3. Communicative Activities**

It is important to understand that education changes all the time as well as the way of thinking or learning of the students, most of them are interested in doing different activities during the class instead of sitting filling a book or worksheets. These kinds of

activities are useless and boring for them. For this reason, most of the students do not acquire a communicative language. It means that young learners are not able to apply the language in real context such as a dialogue with a native speaker or understand the language when they watch a movie or even when they listen to English songs. In addition, the way of learning in the past is not relevant for the new students' generation.

Young learners are active, critical and reflexive where communicative activities are essential and motivating in the teaching and learning process. Therefore, videos, discussion activities, songs and games could be great strategies to be applied during the experimental process in order to attract attention to students to produce the English language because they interact with each other to develop the knowledge. The role of teachers is to create a good environment which helps students to obtain good results in the language teaching as Domna & Zafiri mention about the effective language teaching.

Effective language teaching, especially when it comes to young learners, requires an environment that is supportive of change. It is commonly known that teaching decisions depend, amongst other things, on the interplay of individual beliefs and values, which are shaped by previous education and training, and the norms and values of the contexts in which they work.. (Domna & Zafiri , 2018, p. 79).

For this reason, it is important to mention some strategies which are meaningful to apply the language in real contexts where students like and are familiar with such as learning English through videos, songs or games.

### **3.3.1 Videos**

“Video can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts.” (Trias , 2015, p. 31)

An interactive activity could be a presentation of a video because video may be a meaningful and educational tool that teachers should consider in order to involve students in the construction of the English language. This strategy is productive and valuable when teachers challenge students to create a discussion, give opinions or other activities related to the video. Moreover, through videos, teachers are able to create an interesting and fun environment where students feel like participating or being part of the

conversation. Videos help students to use the appropriate language in particular communicative situations which involves the speaker's intention.

### **3.3.2. Songs**

Another strategy to obtain good results in the teaching process is to use song based-lesson that will be important to maintain learners' interest throughout the class. Students love music, so it will be a great teaching tool in order to know and connect cultures and languages. "When students sing they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner they can practice speaking by expressing opinions and reflections about the contents of the songs." (Duarte Romero, 2012, p. 13)

In addition, when students do what they like or feel motivated, they strive and work with enthusiasm. For this reason, music is one of the most motivating resources for the students in which teachers should take advantage of this condition because this strategy is useful regardless of the age or background of the learners.

### **3.3.3. Games**

"Playing communication games are designed to provoke communication between students. It frequently depends on an information gap, so that one student has to talk to the partner in order to do the required tasks". (Nirmawati, 2015, p. 18) Another way to involve students in the learning process is through games. Playing is a tool of learning that makes it an easy, interesting and funny way where students want to be part of the oral interaction during the class. In addition, games help students to express their ideas spontaneously without feeling frustrated or afraid.

Students focus on playing games that they use the language because they feel motivated and they participate in an active way among them when they speak. Game is a fantastic strategy to increase the speaking fluency because students pay attention to have fun doing something that they like and understand instead of getting bored or worried about making speaking mistakes, so students try to express their ideas rapidly in order to succeed in the game.

Teaching English implies a lot of steps, and it is also a process in which the four abilities (reading, writing, listening, speaking) are important to be learnt, but young

learners are part of a globalized era where they like to interact with others. Therefore, all abilities need to be connected to empathize with oral communication. “Communicative and situational language teaching methods were proposed. Furthermore, related literature suggests extending students’ EFL learning experiences with mobile and digital game-based technologies which are beneficial in EFL learning process” (Hwang, Z, Shadiev, Shih, & Che, 2015, p. 194).

Board games, word wall games, puzzles and others can create a new environment in order to enhance the students’ willingness to learn English. However, there are more activities which engage students’ attention in this learning process, but it could happen if teachers search and apply new methodologies to strengthen this new educational system that society needs.

“Students are becoming increasingly more articulate and demanding in terms of content. It is important to think about what the reform implies in terms of contents, goals and methods and what different kinds of material are needed” (House, 2011, p. 33). These aspects could change according to what and how teachers are expected to teach English. It means that teachers are not obliged to use or follow all the course book suggestions. Teachers are in charge of leading a modern foreign language process with new techniques and activities which are useful to achieve the language acquisition.

### **3.4. Intonation**

An important part of suprasegmental phonology is intonation as Roach explains that “intonation is the pitch of the voice that plays the most important part. Only in very unusual situations do we speak with fixed, unvarying pitch, and when we speak normally the pitch of our voice is constantly changing” (2009, p. 119). He also describes pitch in terms of high and low, and some people find it difficult to relate what they hear in someone’s voice to a scale ranging from low to high.

In addition, Yangklang mentions that “pronouncing intonation correctly can improve directly to English communication ability”. For these reasons, learning intonation pronunciation is very important for “English communication in that it does not only help to communicate ideas easily but also understand other speakers well” (2013, p. 445). From this point of view, wh- question will be analyzed in this research.

“Intonation in English indicates the pitch of voice in the course of speech while tone is usually lexicon specific, it is usually realized in syntactic forms. It usually presents emotions or attitude in speech” (Iyadobe, 2011, p. 69). Students need to know that the English language has specific characteristics, and one of them is the appropriate use of intonation. Specifically, when students make questions because different intonations convey different meanings.

“Intonation in English changes the pitch, but it does not change the meaning of words. (Korani, 2013, p. 560). Korani also explains in an example how changing the pitch to produce the word "pencil", the word may be new information or in specific tissues is in contrast with other words. According to the example, it is useful to notice how the changes in intonation can express different meanings: What to buy? Pencil (new information). What to buy? Books or pencils (mean contrast). What to buy? Pencil? (Question). (Korani, 2013, p. 560).

He also mentions that intonation is an essential part of the speech to avoid misunderstanding. However, it is important to know how wh-question intonation affects in the oral communication. As in the example presented above, it is clear to recognize that intonation is able to change the meaning with the same question, according to intonation learners interpret the ideas.

### **3.4.1. Utterance**

Roach states “intonation in the shortest piece of speech we can find - the single syllable. We need a name for a continuous piece of speech beginning and ending with a clear pause, and we will call this an utterance” (2009, p. 120). He also emphasizes that “two common one-syllable utterances are ‘yes’ and ‘no’. The first thing to notice is that we have a choice of saying these with the pitch remaining at a constant level, or with the pitch changing from one level to another”.

### **3.4.2. Tone**

Another important definition that Roach explains is that “the word we use for the overall behavior of the pitch in these examples is tone; a one-syllable word can be said with either a level tone or a moving tone” (2009, p. 121). The importance of tone in the English language oral production is essential because it helps learners to understand the use of pitch in language in which they recognize the words or grammatical meaning.

Another characteristic is to use pitch to show emotional and other verbal language information. Tone is considered as a phonological feature that establishes a morpheme or with others in the lexicon of the language.

### **3.4.3. Falling intonation**

Intonation is an important aspect to be considered in a normal conversation because intonation can express emotions like surprise, enthusiasm and disbelief. Intonation involves high and low voice in a conversation in which the voice starts at a neutral level and then it can rise and fall the voice. It can happen in sentences, commands or questions. Cambridge University Press states that “falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions” (2020) Cambridge University Press also presents some examples to explain the falling intonation.

“Where’s the nearest ↘post-office?

What time does the film ↘finish?

We also use falling intonation when we say something definite, or when we want to be very clear about something:

We are completely ↘lost.

OK, here’s the ↘ magazine you wanted.”

### **3.4.4. Rising intonation**

The other aspect to be analyzed is rising intonation in which Cambridge University Press describes “how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions:

I hear the Health Centre is expanding.

So, is that the new ↗doctor?

Are you ↗thirsty?” (2020)

## **4. RESEARCH QUESTIONS**

### **4.1. General Question**

Can interactive speaking activities help A1 level-eight graders to improve oral interaction and intonation in wh-questions?

#### **4.1.1. Specific Questions**

- What kinds of interactive speaking activities can we use to develop students' speaking skills and intonation in wh-questions to communicate in a target language?
- What happens to students' communication and intonation in wh-questions when they use interactive speaking activities in the English teaching process?
- How effective are interactive activities to strengthen the communication and intonation in wh-questions?

## **5. OBJECTIVES**

### **5.1. General Objectives**

The aim of this study is to apply interactive speaking activities at a private school in Quito for A1 level-eight graders in order to increase oral interaction and intonation in wh-question.

#### **5.1.1. Specific Objectives**

- Identify students' intonation when they are asking wh-question.
- Verify students' communication and intonation in wh-questions when they are engaged in comprehensible interactive activities.
- Propose a series of interactive activities that might be helpful to replace the mechanical drills in the teaching English process in order to promote speaking skills.

## CHAPTER III

### 6. RESEARCH METHOD

This study employed the quantitative and qualitative methods, it was also based on primary data collection through an interview in which six participants were pre-tested at the beginning of the first term with a quiz using A1 speaking (resources 1,2,3,4) level test from CEFR and survey at the end of the applied activities with those students in order to know if they felt confident to interact among them. In order to analyze quantitative data, excel application was used to obtain the results. On the other hand, a qualitative content approach was applied to analyze qualitative data.

It is known that there are experimental studies where researchers use two groups to observe if they cause changes in behavior which are control and experimental groups, but there are also some experiments that are conducted with only one group of participants in which the treatment is the verbal praise that was used in this research. Therefore, six students of both genders were selected from eight graders at a private high school in Quito in order to be observe their behavior and attitude when they used the interactive activities during the learning process. It took 4 weeks, 3 lessons per week to see if they were able to establish or keep a dialogue or express their ideas while the participants worked during the online classes. Each lesson took 40 minutes by zoom. Different activities were presented during the 4 weeks, but 3 examples were taken for the data collection, one of game, song and video.

Participants were engaged in the lecture format plus a variety of activities, such as discussion, games, role plays, videos, songs, dialogues, activities from websites, oral presentations. These activities promote analysis and critical thinking where the teacher tried not to use course- book or the same traditional activities in the English teaching. These activities were assessed through a class observation during the experimental process in order to collect the data.

In addition, a series of wh-questions were produced to emphasize the development of intonation in wh-questions, this process was compared to assess improvement under interactive speaking activities being applied during 4 weeks. Two videos about intonation were shown to those students in order to hear and understand the high and low intonation when people produce wh-questions. Besides, the students

recorded five wh-questions in order to analyze intonation using the phonetic alphabet. At the end, the 6 students were evaluated with an A1 speaking level test according to CEFR.

The quiz was based on simple exercises which consisted of basic personal information, some daily routines and students' description of some aspects about their house, friends and so on. Students worked in pairs to share the information with each other after that they were evaluated with the oral assessment criteria by the teacher. A1 level speaking quiz was chosen because it had basic vocabulary in which the students were able to interact and establish an oral interaction among them. After the teaching process, A1-level speaking quiz was used to collect data in the post-test to A1 level eight graders through a rubric.

**Table 5.5: ORAL ASSESSMENT CRITERIA GRID (CEF Table 3)**

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
<b>A2</b>	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connections like "and", "but" and "because".
<b>A1+</b>					
<b>A1</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

( University of Cambridge, 2009, p. 14)

Assessment criteria is a tool that helps teachers to notice the average of the speaking English level. For this reason, University of Cambridge presents the following table which shows all the stages in the speaking evaluation based on Common European Framework of Reference (CEFR).

In order to collect data in the pre-test and post-test to the A1 level-eight graders at private school of Quito, the following table was used.

Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)

(Cambridge, 2020)

### 6.1 Techniques for Collecting Data

This research needed different techniques in order to collect data in which an interview, and an oral activity and a survey were used to provide validity and reliability to the following research. In order to collect data, video recordings were used at the beginning (pre-test), during the process of the activities application and at the end of the project (post-test) as a technique of data collection. In addition, video recordings are helpful as an important tool to be applied in this action project because the researcher is able to observe all the students' attitudes that they have during the class such as motivation, body language, expression, feelings.

For this reason, I chose this tool in order to analyse the features of the students' oral production. On the other hand, a survey was used to inquire into the student's opinions, ideas and experiences through a closed questionnaire at the end of this research which is helpful to this collection data process. The survey was just applied after the data collection to know if they are willing to continue with these kinds of activities. Besides, it is important to make clear that 20 students participated in the survey. On the other hand, the six students who were part of the classroom observation answered the questionnaire to support the results of this research.

Three techniques were used and applied in order to get the whole information which were useful to answer the research questions. In order to analyse the data of the pre-test, an interview was applied to 6 students asking simple questions according to the A1 level-eight grader at private school of Quito according to the CEFR at the beginning of the school year. The interview was conducted through a video record because of the

pandemic, the interview was online. A rubric was used to collect the data, but it is also important to mention that the rubric has five scales to be assessed, 1 range 2 accuracy, 3 fluency, 4 interaction and 5 coherence with 2 points each one. In addition, some personal questions were asked in the interview such as:

- How are you?
- How old are you?
- Where do you live?
- Tell me about the food you like?
- What is your favourite subject?
- Describe your room
- Tell me about your best friend
- What is your partner's name?

## **7. LIMITATIONS**

The main problem that the researcher faced in developing this study includes difficulty with students' cooperation because the teaching process was online, as people know the school year started in the students' houses because of COVID-19. Another issue was the adaptation from traditional teacher-centered that the participants get used to completing the books without producing and developing speaking abilities. In fact, students had to get used to the new teaching strategies. "To innovate means to introduce a new idea or to reintroduce an old idea, perhaps in a new way or in a new context, that introduces, rearticulates, or creatively theories or practices." ( Bridgeford, Kitalong, & Selfe, 2004, p. 5).

Different and innovating speaking activities were helpful to change the traditional education for ideal education that the students need. This research will be more suitable if it would be applied in face to face classes. Teachers and students can interact much better with face to face contact, so the result would be more productive. "Technology has become an integral part of the way that people communicate with one another and has increasingly taken the place of face-to-face communication" (Drago, 2016). Although this kind of education was implemented in Ecuador, teachers face a challenge: changing on-site classes for online classes. Additionally, eight graders were chosen with different backgrounds, but the goal was to motivate them to increase the

speaking skills in this case comparing the traditional, boring to active, interesting learning.

The last thing is that the Minister of Education has changed some aspects in the curriculum because of a health emergency (COVID). Therefore, the hours of teaching have been reduced from 10 hours per week to 5 hours. It is a challenge for teachers to achieve the students' exit profile in A1 level because teaching online has a lot of disadvantages in order to develop good learning. In addition, some distractions during the teaching process are other factors in which it does not let students produce the English language because students do other activities such as watching videos, playing video games, chatting, using cellphones and so on. Most of the students did not care about the learning process because they did not have control by their parents. Furthermore, students are able to pass the school year just presenting a folder, so they do not strive in their education.

## **8. IMPLICATIONS AND CONTRIBUTION TO KNOWLEDGE**

This study is relevant to strengthen the speaking skills through interactive speaking activities which will be applied in eight grades at private high school in Quito. Avoiding simple or mechanical drills will make the students feel motivated in order to be part of the English language learning. It is the first step to change the traditional teaching such as memorization, translation in L1, repetition which are not efficient to acquire English as a second language. In consequence, communicative approaches are useful and meaningful to enhance the speaking skills. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning.

“When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language”. (British, 2021) British Council also states that classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials. For example, practicing question forms by asking learners to find out personal information about their colleagues that involves meaningful communication.

According to Nagraj, “The Development of Language Learning from based to meaning based approach. Communicative approach was three principles 1. Which involves real communication 2. Which involves various activities. 3. Which emphasizes that language is meaningful to the learners”. (Salman, 2014, p. 9). These kinds of methods need to be applied in class, so the students will have the interest to pay attention in class and participate in the activities that the teacher would use in the teaching process. As Salam says “the teacher becomes a true facilitator of learning for the language learners, purely by means of dialogic communication.”

Teachers have all the responsibility to create a good teaching environment with innovative activities to enhance the students in the language acquisition, another aspect that the teacher needs to develop is the intrinsic motivation in the students. “Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.” (Brown D. , 2006, p. 172). In fact, this research will help to change the teaching process to increase the oral interaction in the A1 eight graders who have problems communicating in English class. For this reason, teaching English has been a challenge during these years at private high schools in Quito, but this problem will not be solved if teachers keep teaching in the same traditional way. Some teachers do not want to apply different communicative approaches because applying new strategies takes a lot of time, effort to be prepared, so this kind of work is being avoided in the learning process.

The findings of this study might be helpful to improve the speaking skills fluently creating an exciting and dynamic environment so as to the students can interact among themselves or with other people who speak English. According to this research, teachers will apply communicative approach or strategies, which help to look for new speaking activities and try to enhance the wh-question intonation in the students’ daily speech. This information could create a basis for new research such as statement intonation that is important to produce the English language correctly.

## CHAPTER IV

### 9. DATA ANALYSIS

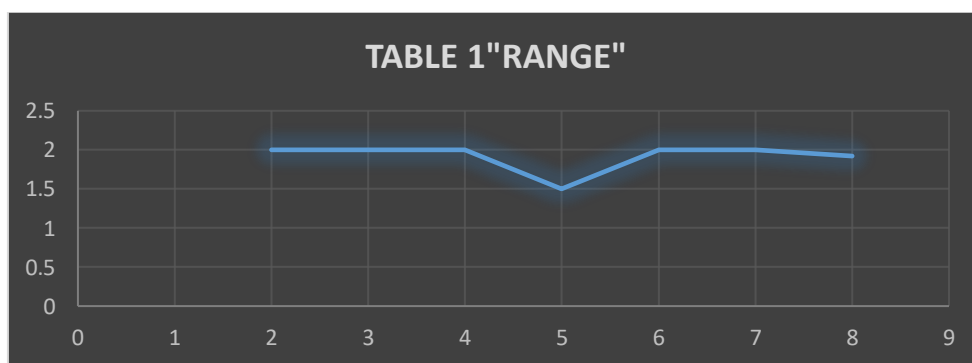
#### 9.1. Pre-Test Analysis and Results

##### Analysis and interpretation

As the results show, the majority of the students had a high repertoire of words and simple phrases related to personal details and particular concrete situations according to the A1 level rubric. In connection with this, I found that students were able to respond to the questions because they had the enough vocabulary to express their ideas and also the students were familiar with these personal questions. This table indicates that one of the students had difficulties to find the appropriate words to be expressed or the questions were difficult to understand.

**Table 1 Pre-test "Range"**

Student 1	2
Student 2	2
Student 3	2
Student 4	1,5
Student 5	2
Student 6	2
<b>Total</b>	<b>1,92</b>



**Figure 1 Pre-test "Range"**

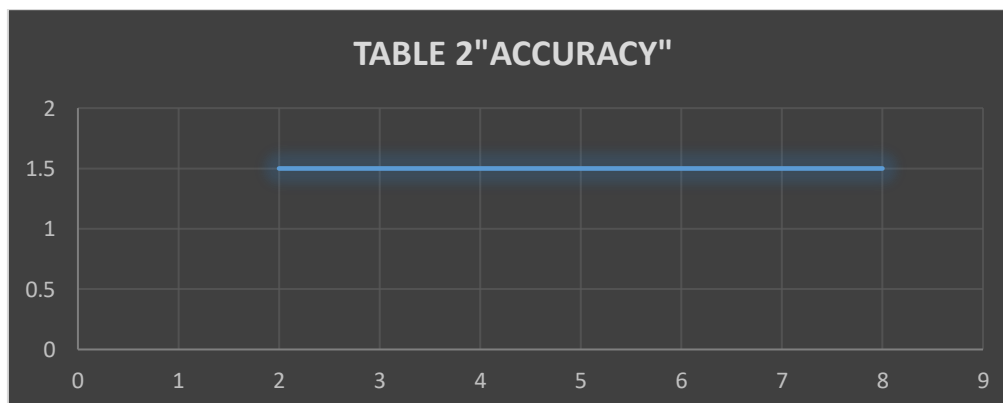
Done by: Verónica Paucar.

##### Analysis and interpretation

The following results show that all of the students expressed limited control of simple grammatical structures and sentences patterns in a memorized repertoire according to the rubric. For example, the students had problems applying the rules in the 3th person of simple present, and the students had trouble pluralizing the nouns. Specifically, when the students mention their ideas such as my “school have a swimming pool”. These kinds of problems affect how the students use the language system correctly. In addition, these grammatical structures could be a fossilized error which might never be corrected unless the students realize a reason to correct the fossilized error.

**Table 2 Pre-test "Accuracy"**

Student 1	1,5
Student 2	1,5
Student 3	1,5
Student 4	1,5
Student 5	1,5
Student 6	1,5
<b>Total</b>	<b>1,50</b>



**Figure 2 Pre-test "Accuracy"**

Done by: Verónica Paucar.

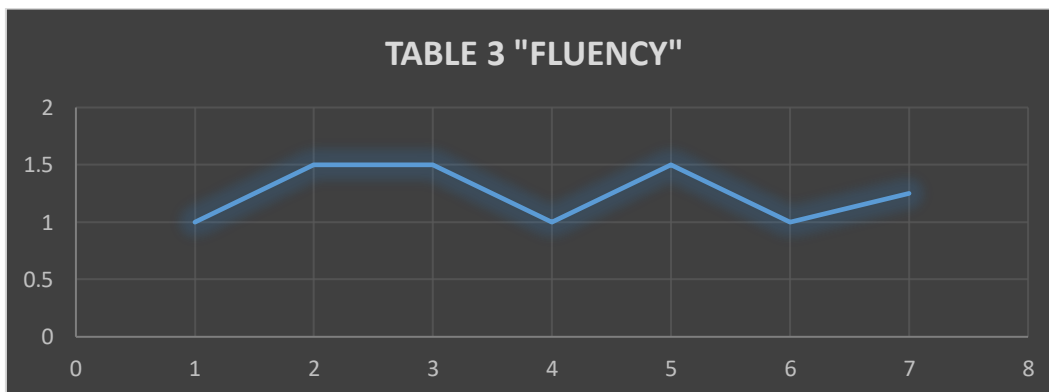
### **Analysis and interpretation**

According to the results the majority of the students show that they had problems to manage short, isolated, mainly pre-packaged utterance, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. The

students repeated the same ideas according to the rubric, and it took seconds to come up with ideas to keep the dialogue and they tended to limit their answer because of pauses that they produced during the speaking. The table also shows that fluency is the lowest average in the pretest data collection.

**Table 3 Pre-test "Fluency"**

Student 1	1
Student 2	1,5
Student 3	1,5
Student 4	1
Student 5	1,5
Student 6	1
<b>Total</b>	<b>1,25</b>



**Figure 3 Pre-test "Fluency"**

Done by: Verónica Paucar.

On the other hand, intonation was difficult for the students to produce because the A1 level eight graders do not know what intonation is and how important it is in the second language acquisition. For this reason, the students were not able to produce the falling intonation at the end of the questions as Cambridge University Press mentions that falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words, and it is also very common in wh-questions. According to the pre-test, the students showed the following results.

### **Students 1**

Who is calling Maria?

[ʌhu: ɪz 'kɔ:lɪŋ ʌməri:a]

What color do you like?

[ʌwɒt 'kʌlə du: ju: ʌlaɪk]

Why do you like to swim?

[ʌwaɪ du: ju: laɪk tu: ʌswɪm]

### **Student 2**

What is your favorite food?

[ʌwɒt ɪz jɔ: feɪvərɪt ʌfu:d]

Who is your best friend?

[ʌhu: ɪz jɔ: best ʌ frɛnd]

What are you doing right now?

[ʌwʌt ɑr ju: 'du:ɪŋ raɪt ʌnaʊ]

### **Student 3**

Where do you live?

[ʌwɛr du: ju: ʌlɪv]

What are you doing?

[ʌwʌt ɑr ju: ʌdu:ɪŋ]

Where is the park?

[ʌwɛr ɪz ðə ʌpɑ:k]

### **Student 4**

How are you?

[haʊ ɑr ʌju:]

Where do you live?

[wɛr du: ju: ʌ liv]

What is your favorite subject?

[wʌt ɪz ju:ə feɪvərɪt \sʌbdʒɪkt]

### **Student 5**

Where do you live?

[ʌwɛr du: ju: ʌ liv]

Who is your science teacher?

[ʌhu: ɪz ju:ə saɪəns \tɪtʃər]

How many apples do you have?

[ʌhaʊ mɛni ɛpəlz du: ju: \hæv]

### **Student 6**

Where did you buy this bag?

[wɛr dɪd ju baɪ ðɪs \bæg]

What is your favorite color?

[wʌt ɪz ju:ə 'feɪvərɪt \kʌlə]

When did you sign these documents?

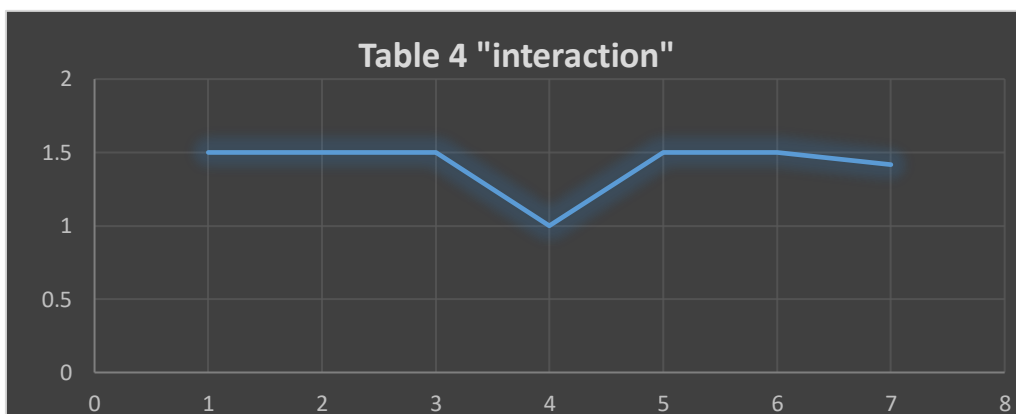
[wɛn dɪd ju saɪn ðɪz \dɒkjumənts]

### **Analysis and interpretation**

These results refer to the students showing some limitation when they asked and answered questions about personal details. They could interact in a simple way but communication is totally dependent on repetition, rephrasing and repair according to the rubric. The students interacted with difficulties when they had to ask questions. It happened when the students worked in pairs because they did not understand the questions that their classmates asked.

**Table 4 Pre-test "Interaction"**

Student 1	1,5
Student 2	1,5
Student 3	1,5
Student 4	1
Student 5	1,5
Student 6	1,5
<b>Total</b>	<b>1,42</b>



**Figure 4 Pre-test "Interaction"**

Done by Verónica Paucar

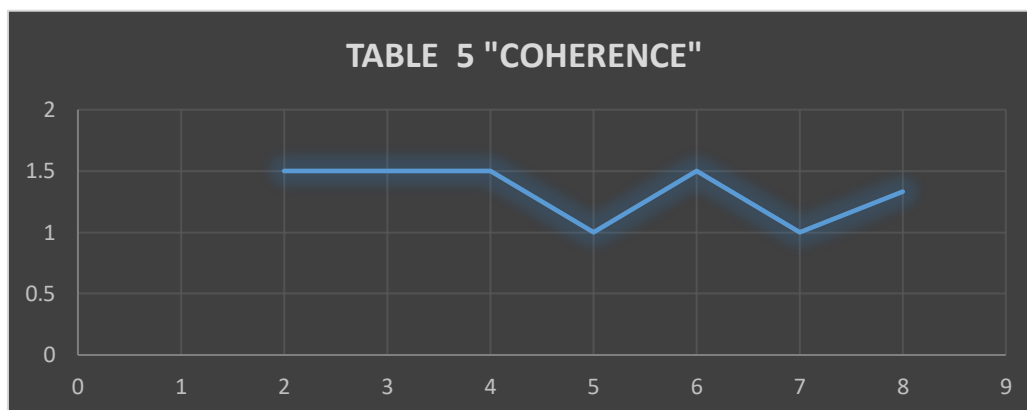
**Analysis and interpretation**

Finally, the results show that the students were able to link minimum words or group of words with very basic linear connectors like "and" or "then", according to the rubric, but most of the time the students avoided using connector, and the students expressed isolated ideas in the most cases during the speaking activity.

**Table 5 Pre-test "Coherence"**

Student 1	1,5
Student 2	1,5
Student 3	1,5
Student 4	1

Student 5	1,5
Student 6	1
<b>Total</b>	<b>1,33</b>



**Figure 5 Pre-test “Coherence”**

Done by: Verónica Paucar.

After doing the pre-test data analysis, I applied some interactive activities to engage the students to interact in class to develop the speaking ability. In addition, three strategies were used in the English classes to observe how students respond during class when they use uncommon activities to practice speaking. Those activities were meaningful and productive to help the students in the oral interaction. I could find some important aspects that I detail below.

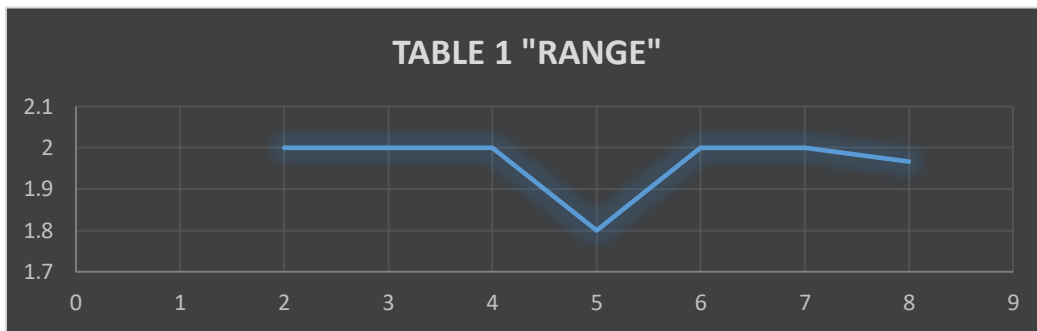
## **9.2. Post-Test Analysis and Results**

### **Analysis and interpretation**

After applying the activities in the experimental process, the 6 students took a post-test which was the same A1-level test according to the CEFR that was used in the pre-test. It helps this research to be valid in which the students show that the range is similar from the pretest. The majority of the students had a high repertoire of words according to the A1 level rubric. They had the enough vocabulary to express their ideas. One of the students had a significant increase in this scale in the post-test.

**Table 1 Post-test "Range"**

Student 1	2
Student 2	2
Student 3	2
Student 4	1,8
Student 5	2
Student 6	2
<b>Total</b>	<b>1,97</b>



**Figure 1 Post-test "Range"**

Done by: Verónica Paucar.

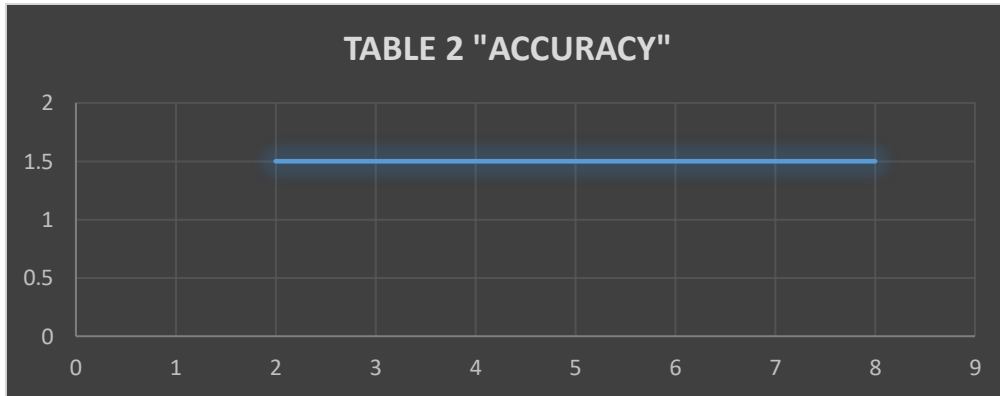
**Analysis and interpretation**

According to the results, I found that all the students expressed limited control of simple grammatical structures and sentences patterns in a memorized repertoire according to the rubric. Specifically, the students used the word "have" instead of the word "has" when they described the 3th person of simple present, and they had issues to conjugate the verbs in simple past. The post-test results are the same as the pre-test results. The students had trouble with some grammatical structures, but they can establish an oral communication.

**Table 2 Post-test "Accuracy"**

Student 1	1,5
Student 2	1,5
Student 3	1,5
Student 4	1,5

Student 5	1,5
Student 6	1,5
<b>Total</b>	<b>1,50</b>



**Figure 2 Post-test “Accuracy”**

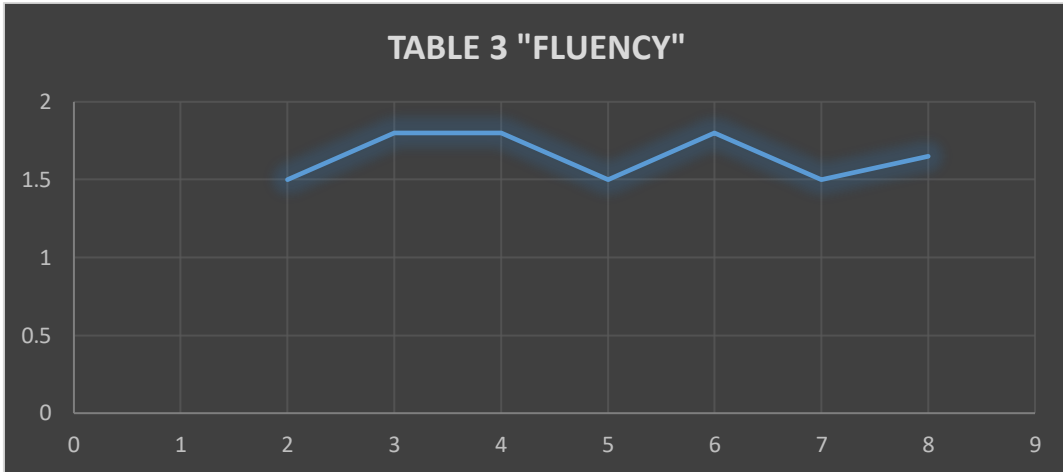
Done by: Verónica Paucar.

**Analysis and interpretation**

There was a significant increase in fluency in some students, they still had problems to manage short, isolated, mainly pre-packaged utterances, but they avoided pausing to search for expressions, and the communication was more fluent. In addition, the post-test results show that this scale increased compared to the pre-test results.

**Table 3 Post-test "Fluency"**

Student 1	1,5
Student 2	1,8
Student 3	1,8
Student 4	1,5
Student 5	1,8
Student 6	1,5
<b>Total</b>	<b>1,65</b>



**Figure 3 Post-test “Fluency”**

Done by: Verónica Paucar.

In contrast, the students watched two videos where they could hear the falling intonation that describes how the voice falls on the final stressed syllable of a phrase or a group of words, the students tried to produce the falling intonation at the end of the questions during the experimental process but this ability needs more activities and practice. In addition, the students were able to develop some wh-questions intonation properly. According to the post-test results showed better intonation in a correct way than the pre-test results.

**Students 1**

How old are you?

[haʊ oʊld ar ʌju:]

Where do you come from?

[wɛr du: ju: kʌm frʌm]

What is your favorite subject?

[wʌt ɪz juə feɪvərɪt ʌsʌbdʒɪkt]

**Student 2**

How old are you?

[haʊ oʊld ar ʌju:]

Where do you come from?

[wɛr du: ju: kʌm \vfrʌm]

What is your favorite subject?

[wʌt ɪz juə feɪvərɪt \sʌbdʒɪkt]

### **Student 3**

Where do you come from?

[wɛr du: ju: kʌm ʌfrʌm]

What is your favorite subject?

[wʌt ɪz juə feɪvərɪt \sʌbdʒɪkt]

What did you do last weekend?

[wʌt dɪd ju: du: læst \wi:kɛnd]

### **Student 4**

How old are you?

[haʊ oʊld ɑr ʌju:]

Where do you come from?

[wɛr du: ju: kʌm \vfrʌm]

What is your favorite subject?

[wʌt ɪz juə feɪvərɪt \sʌbdʒɪkt]

### **Student 5**

What is your favorite subject?

[wʌt ɪz juə feɪvərɪt ʌsʌbdʒɪkt]

What nationality are you?

[wʌt næʃənæləti: ɑr \ju:]

What did you do last weekend?

[wʌt dɪd ju: du: læst \wi:kɛnd]

### Student 6

How old are you?

[haʊ oʊld ɑr \jʊ:]

What nationality are you?

[wʌt \næʃənæləti: ɑr \jʊ:]

What did you do last weekend?

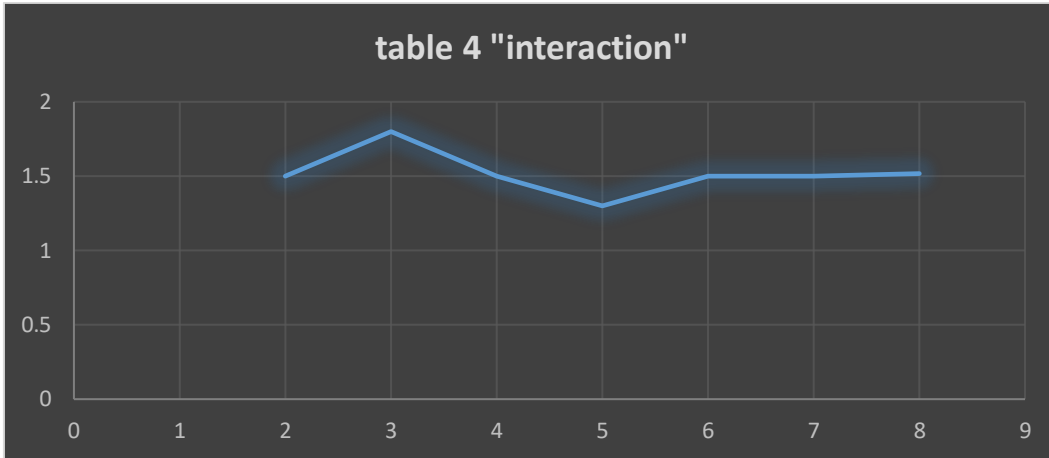
[wʌt dɪd ju: du: læst \wi:kend]

### Analysis and interpretation

According to the results, I found that the students showed some limitations when they asked and answered questions about personal details. They could interact in a simple way avoiding repetition and rephrasing in their conversation based on the rubric details. The students interacted with more confidence when they asked questions. Moreover, the students were able to establish an easy conversation answering the questions. Besides, there was an increase in this scale in the post-test compared to the pre-test results.

**Table 4 Post-test “Interaction”**

Student 1	1,5
Student 2	1,8
Student 3	1,5
Student 4	1,3
Student 5	1,5
Student 6	1,5
<b>Total</b>	<b>1,52</b>



**Figures 4 Post-test “Interaction”**

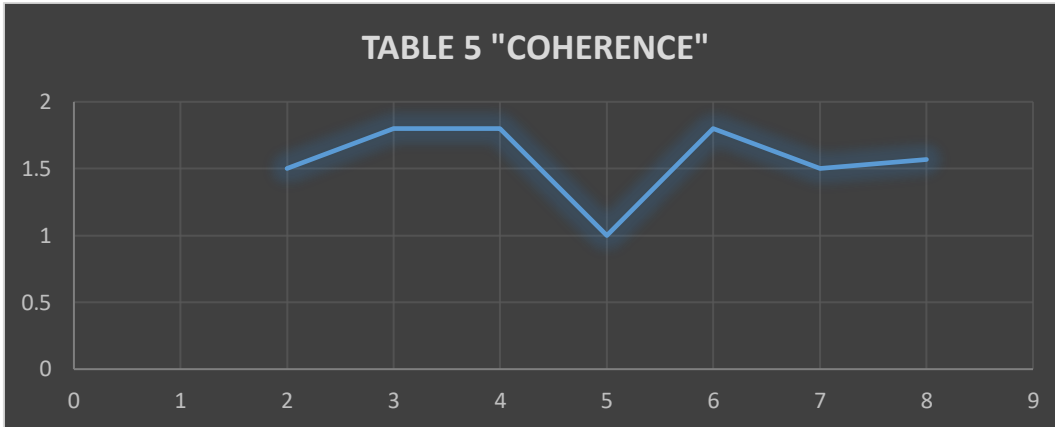
Done by: Verónica Paucar.

**Analysis and interpretation**

Finally, the results show that the students were able to link with words or groups of words with very basic linear connectors like “and” or “then”, according to the rubric, but most of the time the students tried to use other connectors like “because” or “but”. The students expressed their ideas with more details in their answers. In addition, this scale was increased in most of the students significantly compared to the pre-test results.

**Table 5 Post-test "Coherence"**

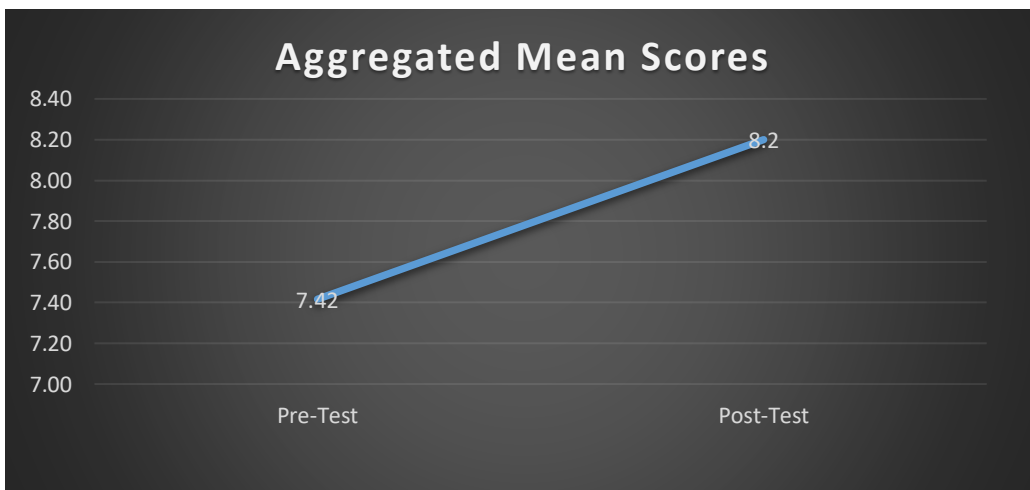
Student 1	1,5
Student 2	1,8
Student 3	1,8
Student 4	1
Student 5	1,8
Student 6	1,5
<b>Total</b>	<b>1,57</b>



**Figure 5 Post-test “Coherence”**

Done by: Verónica Paucar.

### 9.3. Per Samples T-Test Results



**Figure 1 Per Samples T-Test Results**

Done by: Verónica Paucar.

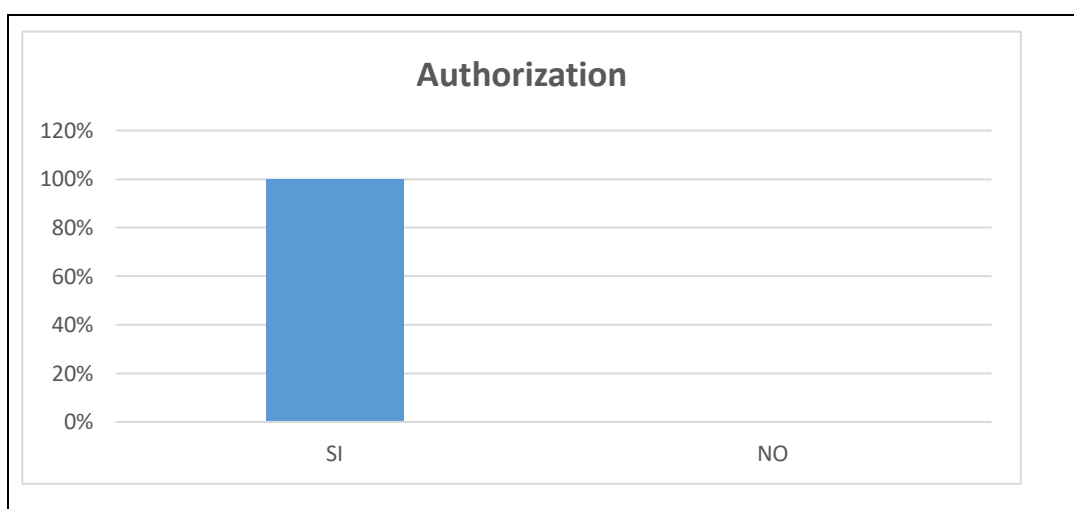
According to the students’ scores indicated an increase in the oral interaction and intonation in wh-questions development. The students improved during the three classes using interactive speaking activities from pre-test (M= 7,42. SD= 0,73) to post-test (M= 8,20. SD= 0,59) in which the result can be observed in the Figure.

This improvement shows that interactive speaking activities had a meaningful and positive impact on the A1-level eight graders to strengthen the oral interaction and intonation in wh-questions. In addition, after checking statistical assumptions, there was a significant increase in the 6 students = 0,78 according to the pair samples t-test. These

statistical results reflect that working with different resources, materials and strategies changes the students' perspectives in order to acquire a foreign language in an exciting and productive way. Specifically, when the students feel motivated and anxious to learn new things which let them to express their thoughts and feelings in a natural and amazing manner. In addition, teachers have to focus on the students' needs in their real context, thus, it is essential to promote the speaking skills in the teaching process in order to succeed in English oral communication.

#### 9.4. Survey Analysis and Results

The following survey was applied to 20 students of A1-level graders at a private school in Quito. In addition, parents' authorizations were required before the students answered the survey. All parents agreed as in the graphic shows.



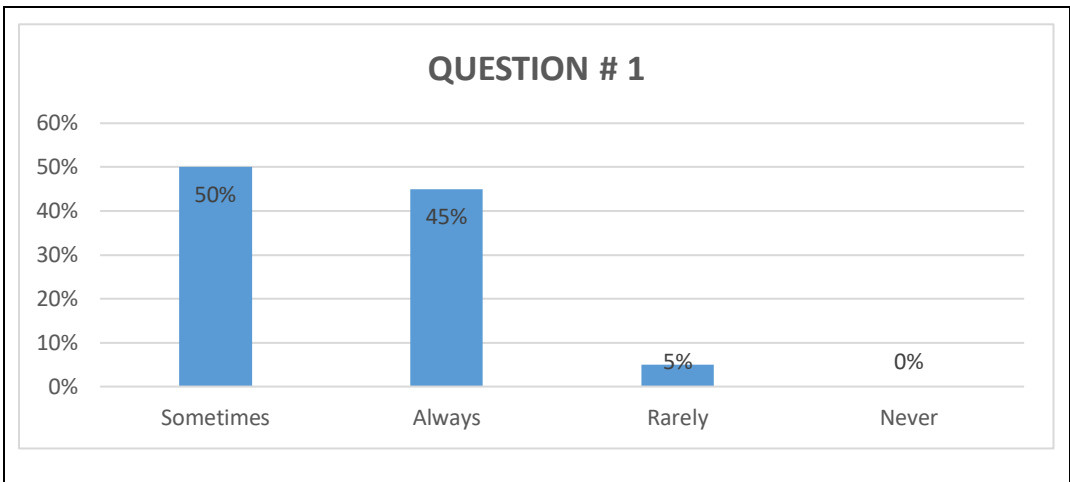
**Figure 1 Survey "Authorization"**

Done by: Verónica Paucar.

**Question # 1** How often do you use oral English during the class?

#### **Analysis and interpretation**

According to the first question ten students (50%) answered that they sometimes use oral English during the class. In contrast, nine students (45%) said that they always use oral English in. Finally, one student (5%) answered that he/she rarely uses oral English during the class.



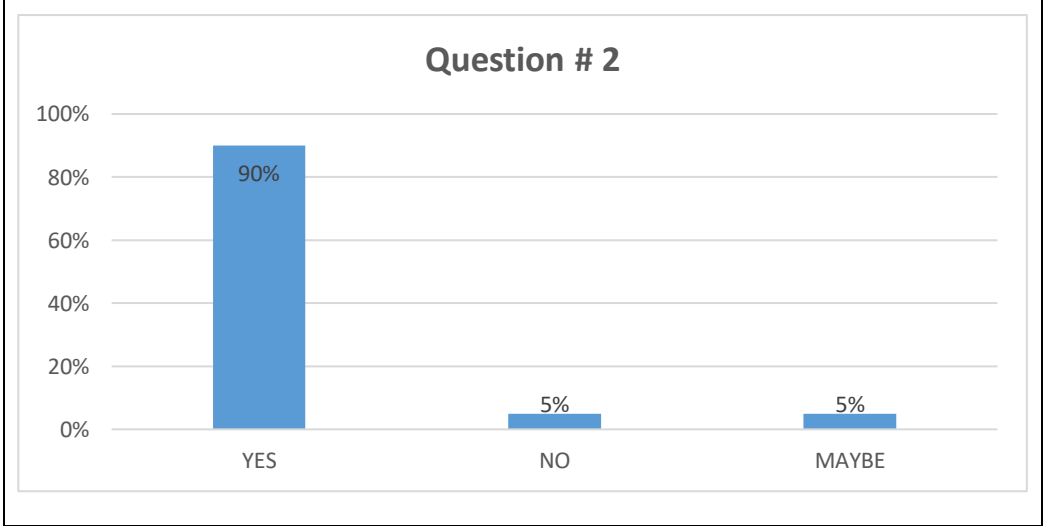
**Figure 2 Survey “Question #1”**

Done by: Verónica Paucar.

**Question # 2** Do you think that interactive speaking activities will help you to improve the speaking skill?

**Analysis and interpretation**

The second question of the survey gave us information about interactive speaking activities will help the students to improve the speaking skills, (18) the majority of the students (90%) chose the option YES. On the other hand, 2 students (5%) each one chose NO and MAYBE respectively.



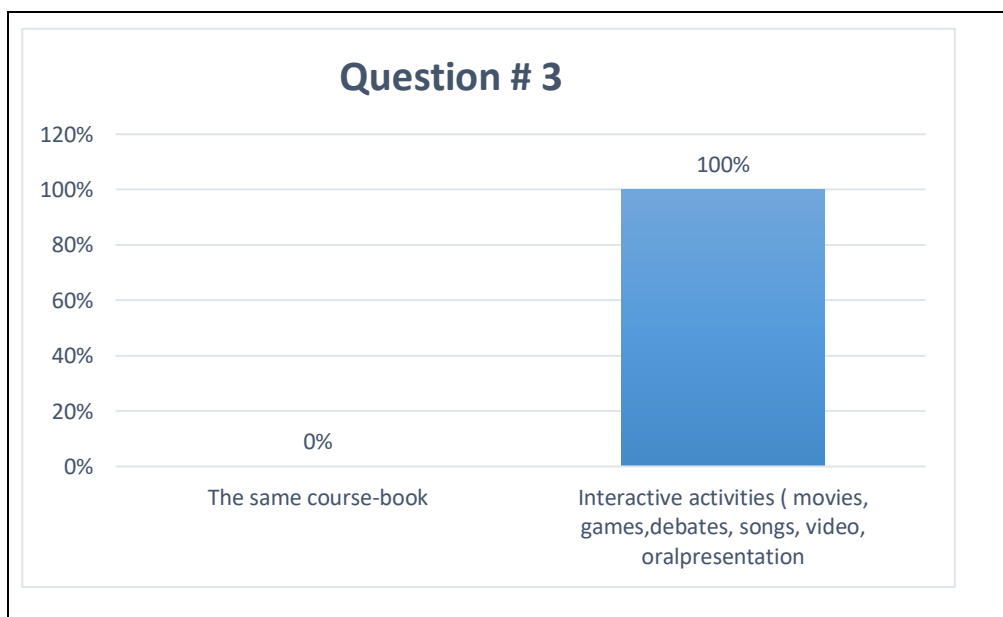
**Figure 3 Survey “Question# 2**

Done by: Verónica Paucar.

**Question # 3** Which strategy do you consider that helps you to develop the oral interaction in the English class?

**Analysis and interpretation**

With respect to question 3, I wanted to know which strategy the students consider that helps them to develop the oral interaction in the English class. The results show that (20) all the students (100%) selected that interactive activities (movies, games, debates, songs, video, oral presentation) are helpful to establish oral interaction.



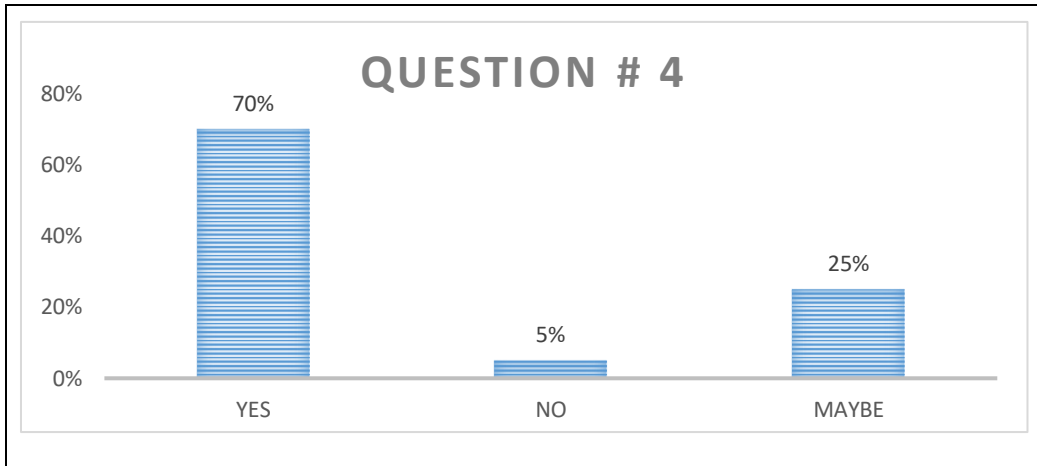
**Figure 4** Survey “Question# 3”

Done by: Verónica Paucar.

**Question # 4** Do you feel that the interactive activities which have been applied during the teaching process, have given you confidence to interact in the English class?

**Analysis and interpretation**

Next question 4 shows that (14) most of the students (70%) feel that the interactive activities which have been applied during the teaching process, have given them confidence to interact in the English class and chose the option YES. While (5) some students (25%) doubt that these activities have given them confidence to interact in class and chose MAYBE. And just one of the students (5%) chose NO.



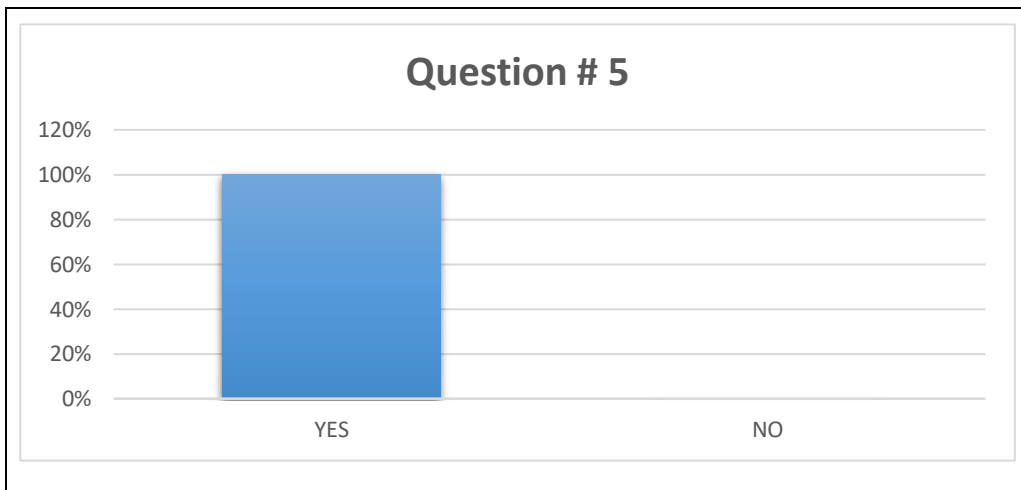
**Figure 5 Survey “Question # 4**

Done by: Verónica Paucar.

**Question # 5** Would you prefer that your teacher continue with interactive activities or improve more to develop the oral interaction in English class?

**Analysis and interpretation**

According to the next question, (20) all the students (100%) prefer that their teacher continue with interactive activities or improve more to develop the oral interaction in English class. For this reason, all the students answered YES.



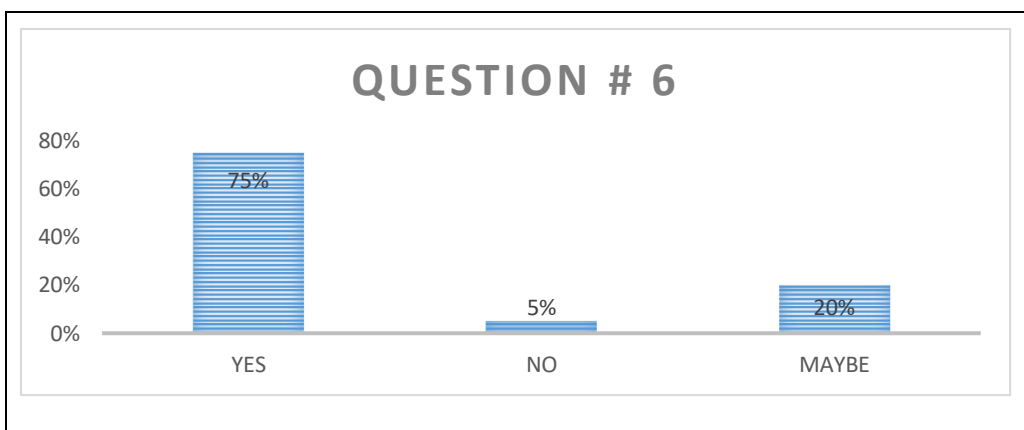
**Figure 6 Survey “Question # 5**

Done by: Verónica Paucar.

**Question # 6** Do you feel motivated to participate in the English class when your teacher uses interactive speaking activities such as videos, board games, debates...?

### Analysis and interpretation

Finally, question 6 shows that most of the students (75%) feel motivated to participate in the English class when their teacher uses interactive speaking activities such as videos, board games, debates said YES. Compared to some students (20%) said MAYBE, and just one of the students (5%) said NO.



**Figure 7** Survey “Question # 6”

Done by Verónica Paucar

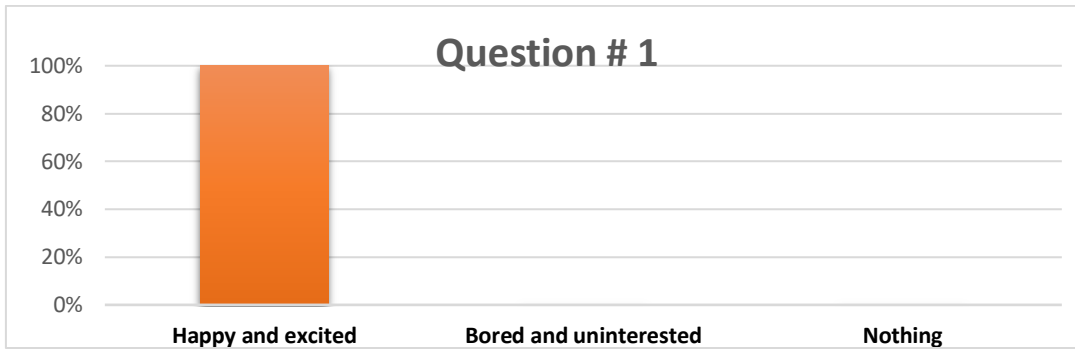
### 9.5. Questionnaire Analysis and Results

After the class observation, a questionnaire was applied to six students in order to validate the analysis when interactive activities such as games, songs, videos, the same book activities and mechanical drills were used during the online classes.

**Question # 1** How do you feel when you engage with activities such as games, songs and videos that promote the oral interaction?

### Analysis and interpretation

According to the first question six students (100%) answered that they feel happy and excited when they engage with activities such as games, songs and videos that promote the oral interaction during the English classes.



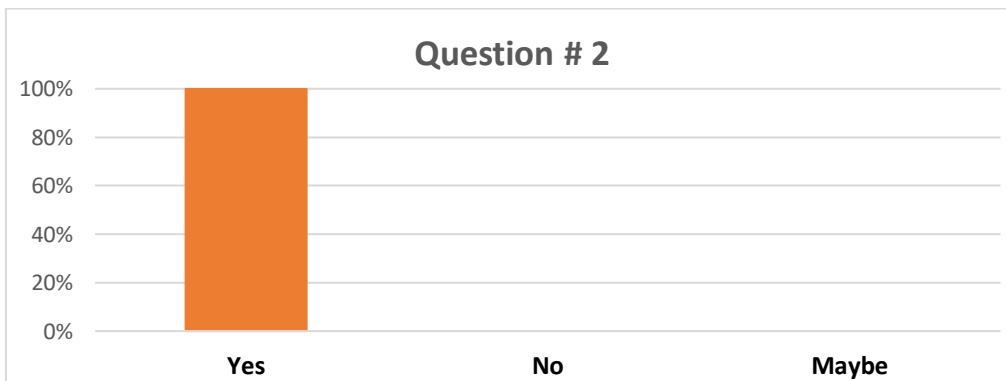
**Figure 1 Questionnaire “Question # 1”**

Done by: Verónica Paucar.

**Question # 2** Did you like the game, song or a video developed today?

**Analysis and interpretation**

According to the second question, (6) all the students (100%) liked the game, song or a video developed that day during the English class. For this reason, all the students answered YES.



**Figure 2 Questionnaire “Question # 2”**

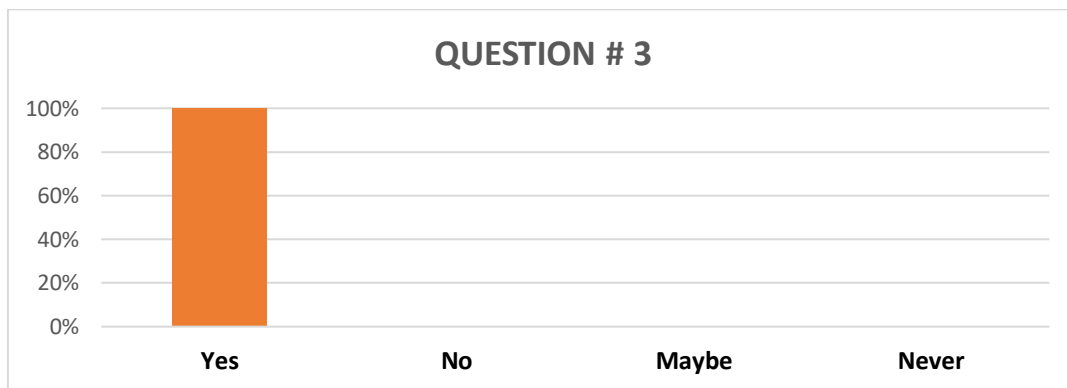
Done by: Verónica Paucar.

**Question # 3** Do you have the opportunity to express the ideas or thoughts freely and reliably when interactive activities such as videos, games or songs are part of the teaching process?

**Analysis and interpretation**

With respect to question 3, I wanted to know if the students have the opportunity to express the ideas or thoughts freely and reliably when interactive activities such as

videos, games or songs are part of the teaching process. The results show that (6) all the students (100%) selected the option YES



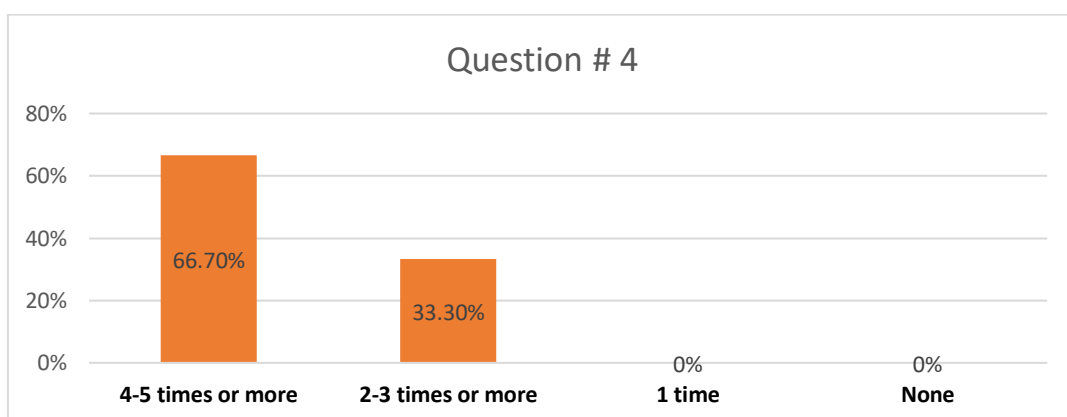
**Figure 3 Questionnaire “Question # 3”**

Done by: Verónica Paucar.

**Question # 4** How many times do you participate or have the chance to speak during the class when interactive activities such as songs, videos or songs are used in the learning process?

**Analysis and interpretation**

Next question 4 shows that (4) most of the students (66,7%) participate or have the chance to speak with 4-5 times or more during the class when interactive activities such as songs, videos or songs are used in the learning process. While (2) students (33.3%) participate around 2-3 times or more.



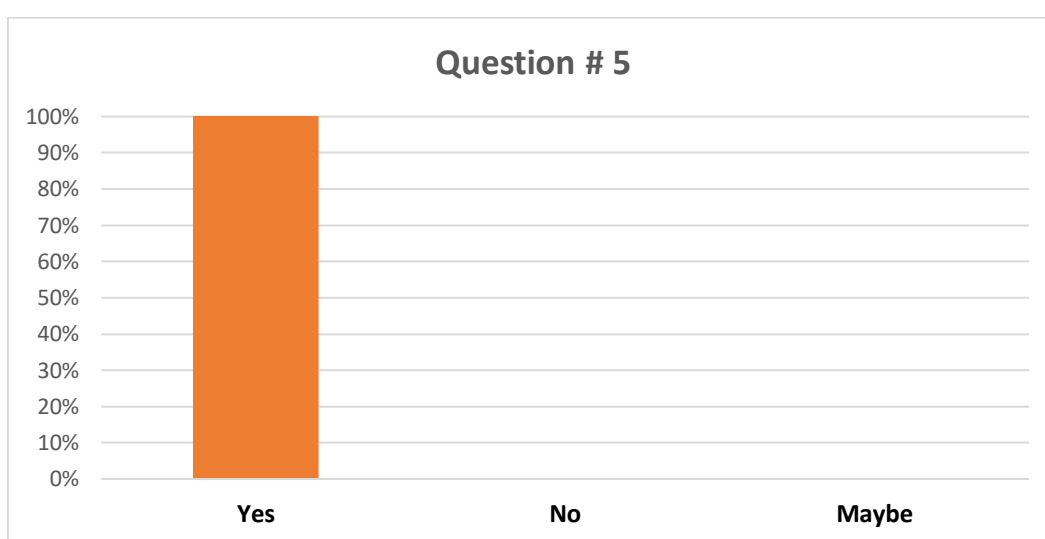
**Figure 4 Questionnaire “Question # 4”**

Done by: Verónica Paucar.

**Question # 5** Do you think that interactive activities such as songs, videos, games are useful to develop motivation in order to create an interactive environment during the learning process?

**Analysis and interpretation**

According to the next question, (6) all the students (100%) think that interactive activities such as songs, videos, games are useful to develop motivation in order to create an interactive environment during the learning process. For this reason, all the students answered YES.



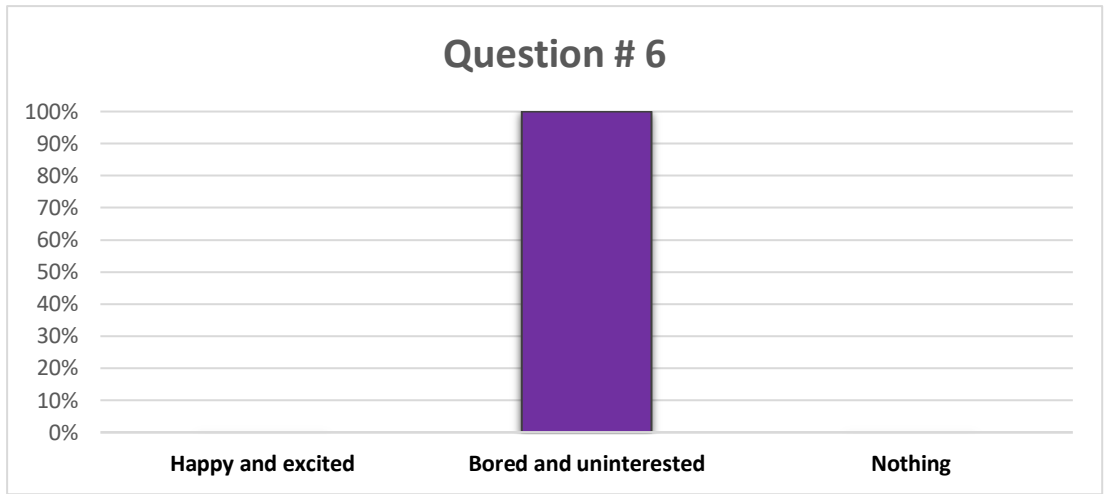
**Figure 5** Questionnaire “Question # 5”

Done by: Verónica Paucar.

**Question # 6** How do you feel when you engage with mechanical drills or the same book activities?

**Analysis and interpretation**

According to the next question six students (100%) answered that they feel bored and uninterested when you engage with mechanical drills or the same book during the English classes



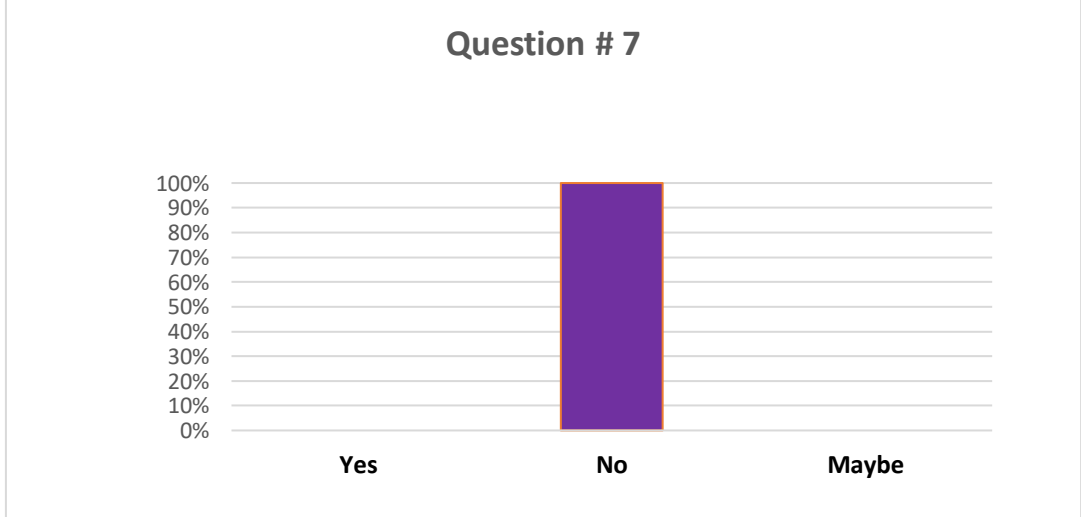
**Figure 6 Questionnaire “Question # 6”**

Done by: Verónica Paucar.

**Question # 7** Did you like the same book activities or mechanical drills developed today?

**Analysis and interpretation**

With respect to question 7, (6) all the students (100%) did not like the same book activities or mechanical drills developed that day during the English class. For this reason, all the students answered NO.



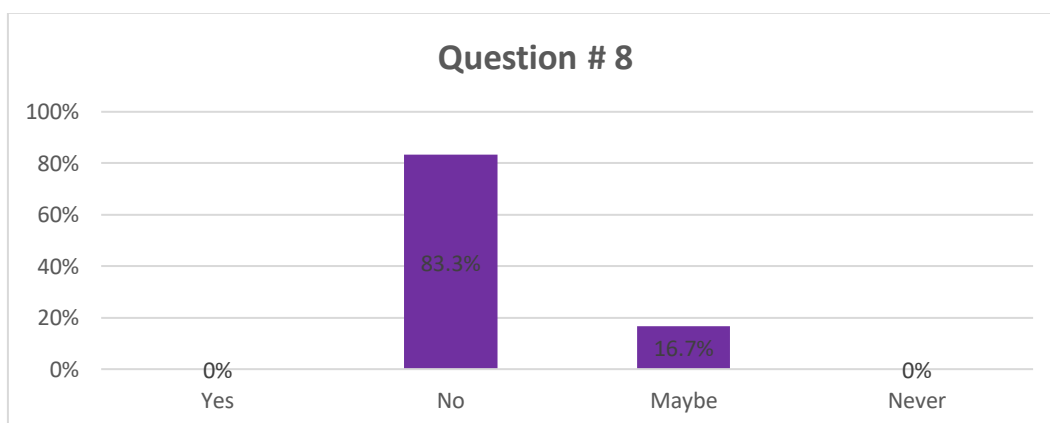
**Figure 7 Questionnaire “Question # 7”**

Done by: Verónica Paucar.

**Question # 8** Do you have the opportunity to express the ideas or thoughts freely and reliably when you work in the same book activities or mechanical drills, which are part of the teaching process?

### **Analysis and interpretation**

Following question 3, I wanted to know if the students have the opportunity to express their ideas or thoughts freely and reliably when they work in the same book activities or mechanical drills, which are part of the teaching process. The results show that (5) the majority of the students (83,3%) selected the option NO. On the other hand, one student (16,7%) selected the option MAYBE.



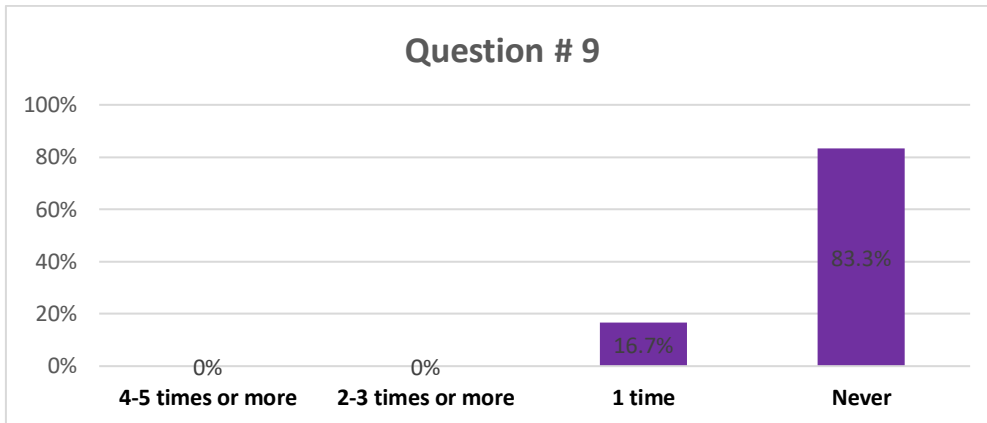
**Figure 8** Questionnaire “Question # 8”

Done by: Verónica Paucar.

**Question # 9** How many times do you participate or have the chance to speak during the class when mechanical drills or the same book activities are used in the learning process?

### **Analysis and interpretation**

Next question 9 shows that (5) the majority of the students (83,3%) never participate or have the chance to speak during the class when mechanical drills or the same book activities are used in the learning process. While (1) student (16,7%) participates around 1 time in the learning process.



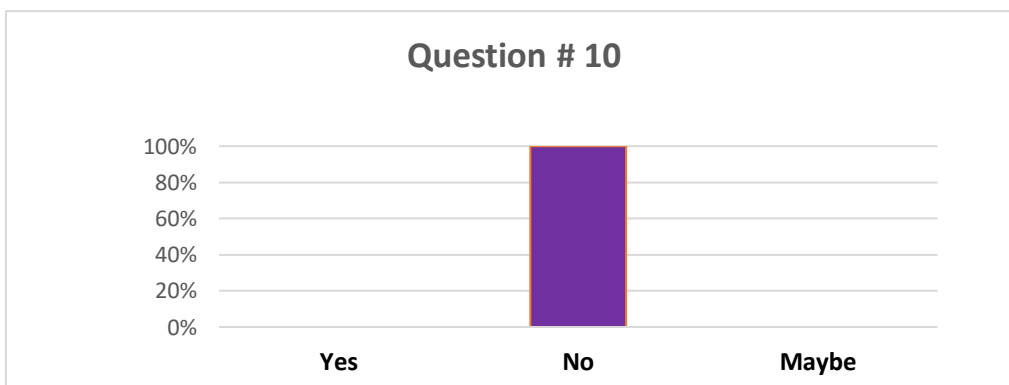
**Figure 9** Questionnaire “Question # 9”

Done by: Verónica Paucar.

**Question # 10** Do you think that mechanical drills or the same book activities are useful to develop motivation in order to create an interactive environment during the learning process?

**Analysis and interpretation**

According to the last question, (6) all the students (100%) do not believe that mechanical drills or the same book activities are useful to develop motivation in order to create an interactive environment during the learning process. For this reason, all the students answered NO.



**Figure 10** Questionnaire “Question # 10”

Done by: Verónica Paucar.

## 9.6. Discussion

The importance of this experimental study is to describe the obtained results and findings in order to lead to the conclusion. After comparing the results of the experimental group showed that the students had some difficulties in some factors according to the A1-level rubric of the CEFR in the pre-test. Misiri explains that communicative activity of users/learners is meaningful when selfhood factors are connected with their individual personalities in which the attitudes, motivations, values, beliefs, cognitive styles and personality types contribute to their personal identity” (2017, p. 31). It is important to know that there are factors to do a lesson planning in which teachers are able to look for meaningful materials or strategies to engage the students in the learning process.

Learning a foreign language implies to promote communicative competences in which the students are able to establish an oral communication in real context. For this reason, one of the tools is to implement oral interaction in the teaching process as Rivers states. “Interaction is an elicitation of willing student participation and initiative which requires a high degree of interpersonal communication skills (Rivers, 1987, p. 10). Establishing oral interaction depends on the activities to enhance student participation between the teacher or among them, thus, the students will be able to gain confidence to start an oral communication inside or outside the English classes. As teachers, we need to motivate the oral interaction in our students and implement different communicative activities to strengthen the speaking skills in the teaching process.

The findings of present study were in agreement “Students are becoming increasingly more articulate and demanding in terms of content. It is important to think about what the reform implies in terms of contents, goals and methods and what different kinds of material are needed” (House, 2011, p. 33) that demonstrated the use of terms of contents, goals and methods and kinds of materials lead the students to interact with each other.

All these factors make the class motivating and successful for the students to acquire the English language. For this reason, 3 activities were applied in the experimental process such as a game, a video and a song which were interactive and interesting for the A1-level students in order to promote the speaking skills. Concerning the pre and post-test results in this research, showed that the experimental group had a significant increase

in the process of oral interaction and wh-question intonation production although the students had issues in the accuracy scale because the students had problems with some grammatical structures especially when they talked about the daily routines with difficulties with the 3th person rules in simple present. In addition, the students showed significant increase in the other scales such as range, fluency, interaction and coherence according to the rubric of CEFR.

On the other hand, intonation is part of this present study. Cambridge University Press states that “falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions” (2020). Therefore, two videos of how to produce wh-questions were displayed during the experimental process which helped to verify students’ communication and wh-question intonation when they are engaged in comprehensible interactive activities. Yangklang mentions that “pronouncing intonation correctly can improve directly to English communication ability”.

For these reasons, learning intonation pronunciation is very important according to Yangklang who mentions “English communication in that it does not only help to communicate ideas easily but also understand other speakers well” (2013, p. 445). Pre-test was useful to Identify students’ intonation when they were asking wh-question, but there was no significant difference between the pre-test and the post-test scores. Some students produced the falling intonation in the wh-questions, and others produced the rising intonation. However, the students were aware of knowing the difference, but it was difficult to succeed in producing the correct wh- intonation because the students are influenced for their L1, and they need more practice in developing this ability.

Furthermore, In the present study, there were some aspects to develop oral communication in the teaching process as Urrutia & Vega mention “The main idea was to focus on those general oral items to communicate in a foreign language. Therefore, the idea was to invite our students to talk to each other by using games as the main strategy” ( 2010), the result of post-test scores in experimental group increased significantly because a series of interactive activities were proposed that could have been helpful to replace the mechanical drills in the teaching English process in order to promote speaking skills.

Finally, succeeding in the teaching process depends on some characteristics as Domna & Zafiri defines “effective language teaching, especially when it comes to young learners, requires an environment that is supportive of change. It is commonly known that teaching decisions depend, amongst other things, on the interplay of individual beliefs and values, which are shaped by previous education and training, and the norms and values of the contexts in which they work.. (Domna & Zafiri , 2018, p. 79). According to the students’ general average showed an increase in the oral interaction and intonation in wh-questions development. The students improved during the three classes using interactive speaking activities from pre-test (M= 7,42. SD= 0,73) to post-test (M= 8,20. SD= 0,59) which results reflect on the per samples t-test results. In order to change the way of traditional teaching is important to create a good environment and training focus on the students’ necessities and their contexts.

## CHAPTER V

### 10. PROPOSAL PRESENTATION

#### 10.1 Pedagogical Design

Probably many students may feel frustrated because they are not able to establish a conversation among them due to different difficulties. For example, the students do not want to speak because they have not developed the speaking skills and the students are afraid of making mistakes. Another reason is when the students do not like to participate in class because they are shy or feel nervous to talk in public. This information is based on my teaching experience.

This project was based on encouraging A1 level - eight graders - to improve the oral interaction through reading, writing, discussion, games, role plays, debates, videos, songs, dialogues, activities from websites, oral presentations, and so on that promote speaking skills development. However, lesson planning plays an essential role in the teaching process because it allows the teachers to organize the materials, the strategies and choose the appropriate activities in order to achieve good results in the language acquisition.

#### 10.2 Pedagogical Activities

In order to obtain results on this project, I designed some lesson plans for the development of a game, a video and a song which focus on topic, objectives, materials and explanation of the activities. First, I started the class with a warm up to motivate the students in order to increase the concentration in the topic. Besides, it helped the students come up with ideas, and the students felt confident to participate in the activities. After that, the instructions were explained to follow and conduct the activities in order and sequences, so the students knew what to do in each activity. On the other hand, the participants watched 2 videos to recognize wh-questions intonation after that they recorded 5 questions to be analyzed using a phonetic alphabet which are demonstrated in the pre-test and post-test.

For example, in order to develop the speaking skills, a world word wall game was used in the teaching process where the students interacted with each other in order to establish a conversation. In addition, a video was presented to motivate the students to

create a role play where the students were able to come up with ideas to express their thoughts. Finally, the students were asked to answer some questions about the video and explain what they understood about it.

## 10.2.1 Sample lessons

### 10.2.1.1 Lesson Plan 1

Time: 40 minutes

Course: A1 level eight graders

Topic: Daily routines

Strategy: asking and answering questions

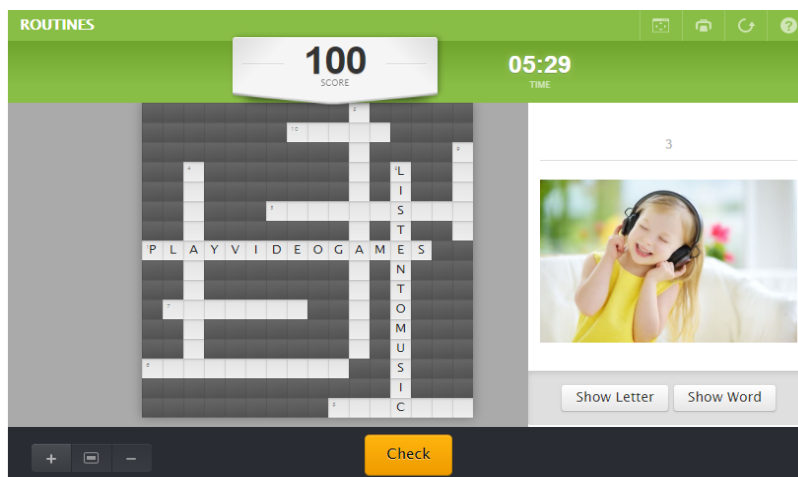
Objective: To develop the speaking skills by world word wall game where the students will interact with each other in order to establish a conversation.

Resources: Online Game

#### Warming up: (5-8minutes)

The students do a crossword puzzle to recognize some verbs and come up with ideas to create their conversation in order to establish an oral interaction.

<https://www.educaplay.com/learning-resources/4666613-routines.html>



#### Activities: (20-25 minutes)

- I divide the group into pairs.
- I explain the instructions and give the students some examples.
- I send the students to the breakout rooms after doing the crossword puzzle.

– Students, in pairs, ask and answer information according to the game to share orally their daily routines.

<https://wordwall.net/es/resource/1519680/daily-routines>

### Evaluation Rubric

- Interaction 2,5p.
- Fluency 2,5p.
- Accuracy 2,5 p
- Coherence 2,5p.



It is important to explain that the wrap up was not applied in this class due to the online class because it takes more attention and time to check if the students are working in the activity or not. Sample of a teacher's observation during the class is available in the **(Appendix 2)**.

### 10.2.1.2 Lesson Plan 2

Time: 40 minutes

Course: A1 level eight graders

Topic: Describing activities

Strategy: Role play

Objective: To motivate the students to create a role play where they will interact with

each other in order to establish a conversation after watching a video.

Resources: Video

**Warming up: (5 minutes)**

The students will watch a short video in which it helps them to come up with ideas to create their role play in order to establish an oral interaction.

**Activities: (30 minutes)**

– I divide the group into pairs.

\_I explain the instructions and give the students some examples.

– I send the students to the breakout rooms after watching the video.

– Students, in pairs, show their role play in order to establish a conversation in real context.

<https://www.youtube.com/watch?v=SzL6Ww7xUWc>

**Evaluation Rubric**

- Interaction 2,5p.
- Fluency 2,5p.
- Accuracy 2,5 p
- Coherence 2,5p.

It is important to explain that the wrap up was not applied in this class due to the online class because it takes more attention and time to check if the students are working in the activity or not. Sample of a teacher's observation during the class is available in the **(Appendix 3)**.

**10.2.1.3 Lesson Plan 3**

Time: 40 minutes

Course: A1 level eight graders

Topic: Speaking

Strategy: Discuss about the main idea of a song.



Objective: To engage the students to talk about the main idea of the song or explain the message that they understood about the song.

Resources: Lyric and video of the song. Try everything by Shakira.

### Warming up: (10 minutes)

The students will listen to the Shakira's song called "Try everything", after that they will try to complete the lyric and sing loudly.

**WATCH THE VIDEO AND THEN COMPLETE THE SONG WITH THE MISSING WORDS:**



**Drag the words and drop them in the blanks.**

I messed up _____	<input type="button" value="start"/>	Look how far you've come
I lost another fight	<input type="button" value="need"/>	You filled your heart with _____
I still mess up but I'll just _____ again	<input type="button" value="love"/>	Baby you've done enough that cut your breath
I keep falling down	<input type="button" value="always"/>	Don't beat yourself up
I keep on hitting the ground		Don't _____ to run so fast
I _____ get up now to see what's next		Sometimes we come last but we did our best

### Activities: (15 minutes)

- First, the instructions and some examples will be explained.
- The students will share their opinions about the song or the message that they understood about the song after completing the lyric.
- The students will discuss about the song for some minutes among them.

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Listening comprehension/Try everything lyrics ux565078ii](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Listening%20comprehension/Try%20everything%20lyrics%20ux565078ii)

<https://www.youtube.com/watch?v=c6rP-YP4c5I>

### Wrap up (5-8)

- \_The students explain how they feel when they do this kind of activity.
- \_The students give the opinion about the activity.

When the activity is done with the whole class, it allows the teacher to apply the wrap up. Sample of a teacher's observation during the class is available in the **(Appendix 4)**. Moreover, at the time I applied the game, the video and the song I was able to observe that the students felt comfortable with the outstanding atmosphere where the students spoke and performed in a free and amazing way although the students had some difficulties, but motivation made it easy for them to be part of the interactive activities and increase the oral interaction.

## 11. CONCLUSION AND RECOMMENDATION

### 11.1 CONCLUSION

Interactive speaking activities such as videos, games or songs are and will be essential tools to create a good atmosphere during the learning of a foreign language through motivation that makes it easy and amazing for the students to interact among the teacher and with each other. In addition, the students develop the speaking skills when they have new, motivating, and exciting things to discover, their knowledge is more significant. The most important aspect is that interactive activities lead the students to believe in themselves in order to flow in the oral communication. In addition, the strategies and the interactive activities which were used during this experimental process allowed me to have a better relation with my students where we had time to have fun and relax while the students were working on their oral interaction development.

During the experimental process of this research, I applied to the 6 A1-level students some interactive speaking activities such as songs, videos and songs which encouraged the 6 students to interact among them and be active participants in the learning process with confidence and enthusiasm in their speaking. The majority of the students were able to express and establish an oral interaction and production intonation in wh-questions forgetting time and the pressure of a score. However, the students showed that they had difficulties in the accuracy in which the students had to deal with the language system because the same results were in the pre-test and post-test, the same mistakes were in the 3th person in simple present.

According to my research question if interactive speaking activities can help A1 level-eight graders to improve oral interaction and intonation in wh-questions. In fact, the students were part of this process in a free, exciting and motivating way. Therefore, the students gained confidence in order to express what they felt. I also described what happens to students' communication and intonation in wh-questions when they use interactive speaking activities in the English teaching process, the students were able to increase the oral communication among them and with the teacher.

Regarding how effective were interactive activities to strengthen the communication and intonation in wh-question. As a consequence, the students showed an increase in the range, fluency, interaction and coherence based on the CEFR rubric. The

students were able to manage to express and get messages in a better way using the interactive speaking activities such as the video, game and. Although the students had influence of the L1, they were able to understand and communicate their thoughts and feelings.

Finally, Group or pair work through interactive speaking activities allowed the students to strengthen the oral interaction and intonation in wh-questions by means of motivation and enthusiasm, and amusement. Besides, these kinds of speaking activities were effective and powerful to engage the students in the learning process helping them to perform well in order to develop their oral interaction and intonation in wh-questions.

## **11.2. RECOMMENDATIONS**

Through this research it was feasible to show a good increase in the oral interaction and better wh-intonation applying interactive activities that promoted the process of knowledge formation and those activities motivated the students to interact among them. In addition, the study also provides evidence in support of speaking ability, but there are some aspects that need to be considered. First of all, it is recommended for further researchers to apply this study in face to face classes and have enough time to develop more of the games, songs and videos at least five times, in order to obtain better results.

Also, there is a wide range of options to be used in the teaching process which lead the students to draw their attention and get better accomplishments in the language acquisition. For this reason, I suggest the use of different visual materials or other kinds of interactive activities (pictures, flash cards, telling stories, debates etc.) in order to develop even more the ability to interact in a free, comfortable and motivating way during the learning process. Besides, I recommend the use more strategies or activities in order to boost a better wh-question intonation. In addition, it requires more time to succeed in the production of intonation.

After encouraging oral interaction among the students and motivating them to be part of speaking development. It would be important for another project to keep in mind not only encouraging students to interact in a confident and free way through games, songs or videos, but also to lead them with the knowledge of some English features such as fluency, pronunciation, and accuracy. Although the students are able to interact and

understand among them, they make grammatical mistakes. Therefore, I strongly recommend for further researchers to focus on accuracy because there are some difficulties in producing some grammar structures such as (“She have” instead of saying “She has”). Those results were found in some speaking activities which were recorded by zoom platform. Therefore, this field is essential to be studied in order to avoid fossilization and obtain a correct language acquisition.

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## 13. ANNEXES

### 13.1. Appendix 1: A1-Level Sample Test Applied in the Pre-test and Post-Test



## Cambridge English

### Cambridge English: Key for Schools

#### Lesson Plan: Speaking

This lesson plan accompanies *Cambridge English: Key for Schools 2* Speaking Test 4, Parts 1 and 2.

This lesson is suitable for students in the middle of their *Cambridge English: Key for Schools* course.

This lesson is also suitable for enhancing general Speaking skills for students of any A2 course.

#### Lesson Goals

1. To familiarise students with question types and possible topics of the Cambridge English: Key for Schools Speaking Test Part 1
2. To review letter pronunciation, to practise spelling surnames and to practise giving information about birthdays
3. To improve students' ability to develop and extend their answers in Part 1 of the Speaking Test and help them feel more confident when answering questions about themselves
4. To practice question formation

Activity (see brackets for resources required)	Time needed	Interaction
<b>Warmer (copies of Resource 1)</b>	5-10 mins	
<ul style="list-style-type: none"> <li>• Write 'The Alphabet' on the board and ask students to recite the 26 letters of the alphabet.</li> </ul>	2 mins	<b>T then S-T</b>
<ul style="list-style-type: none"> <li>• Elicit the 5 vowels and check pronunciation.</li> </ul>	2 mins	<b>S-T</b>
<ul style="list-style-type: none"> <li>• Give out Resource 1. Ask students to classify the letters according to their sounds. Slowly say each letter twice. Students listen and write the letter in the column that corresponds to the sound of the letter. Give an example (i.e. 'B', 'C' and 'D' have the same final sound).</li> </ul>	4 mins	<b>T then S</b>
<ul style="list-style-type: none"> <li>• Ask students to check with a partner and then correct as a class.</li> </ul>	2 mins	<b>S-S then S-T</b>
<b>Main activities (copies of Resource 2 and 3, Speaking Test frames)</b>	30-35 mins	
<ul style="list-style-type: none"> <li>• Briefly discuss what students have to do in Part 1.</li> </ul>	1 min	<b>S-T</b>
<ul style="list-style-type: none"> <li>• Explain to students that the examiner will ask for their name and surname separately, but that they will only be asked to spell their surname.</li> </ul>	1 min	<b>T-S</b>
<ul style="list-style-type: none"> <li>• Give out Resource 2 and ask students to practise spelling their surnames to each other in pairs. Monitor and check pronunciation. Students write down the answer in Part A of Resource 2 and then check with their partner.</li> </ul>	2 mins	<b>S-S</b>
<ul style="list-style-type: none"> <li>• Write 'Birthday' on the board. Elicit the names of the 12 months</li> </ul>	2 mins	<b>S-T</b>

<p>of the year and then check the pronunciation of the ordinal numbers from 1<sup>st</sup> – 31<sup>st</sup>.</p> <ul style="list-style-type: none"> <li>• Explain to students that when we write the date of our birthday we do not use prepositions, but in spoken English we say: <i>My birthday is <b>on</b> the 22<sup>nd</sup> <b>of</b> May.</i> Write this sentence on the board, underlining the prepositions 'on' and 'of'.</li> <li>• In pairs, ask students to practise giving the date of their birthday, while their partner writes the date on Resource 2. Monitor and check pronunciation. Ask them to check their answers together.</li> <li>• Explain to students that this is an example of one of the personal questions the examiner could ask in Part 1 of the Speaking exam</li> <li>• Ask students to think of other possible questions in Part 1. Write their questions up on the board, correcting as necessary.</li> <li>• In pairs, ask students to look at Part B of Resource 2 and match the questions to the answers.</li> <li>• Ask students if they think these are good answers. Elicit that it is better to answer using a full sentence rather than one word answers. Write up an example of the board, highlighting the verb: <i>How old <b>are</b> you? I <b>am</b> twelve years old.</i></li> <li>• To encourage students to develop their answers by using more than one word answers, ask them to complete the answers to the three questions in Part C of Resource 2 individually. Check by asking them the questions and writing answers up on the board.</li> <li>• Ask students to write their own answers to the six questions in Part B. Monitor and check.</li> <li>• Pair students and tell them to interview their partner using the six questions. Monitor and check pronunciation.</li> </ul>	<p>1 min</p> <p>2 mins</p> <p>1 min</p> <p>2 mins</p> <p>3 mins</p> <p>1 mins</p> <p>3 mins</p> <p>3 mins</p> <p>3 mins</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>S-T</p> <p>S-S</p> <p>S-T</p> <p>T-S then S-T</p> <p>S then S-T</p> <p>S-S</p>
<ul style="list-style-type: none"> <li>• Part 2: Ask students some questions about the <b>cinema</b>. For example: <i>Do you like going to the cinema? Where do you usually go to the cinema? What was the name of the last film you saw?</i></li> <li>• Give out Resource 3 and ask students to match the words to form five questions about films for students.</li> <li>• Ask students to find the answers to the questions using the information in Part 4A of the Speaking frame for Test 4 and tell the teacher their answers using full sentences. For example: 1. <i>The name of the film is "Do animals dream?"</i></li> <li>• Briefly discuss watching films on DVD. Ask students questions about the films they like, where they buy them, how many DVDs they have at home, etc.</li> <li>• <b>If time</b>, ask students to make questions using the prompts from 4D of the Speaking frame for Test 4. Give the students 4C and have them practice the dialogue in pairs. Monitor and check students question formation and use of full sentences when giving answers.</li> </ul>	<p>2 mins</p> <p>2 mins</p> <p>2 mins</p> <p>1 min</p> <p>3 mins</p>	<p>T then S</p> <p>S-S</p> <p>S then S-T</p> <p>T-S</p> <p>S-S</p>

Extension activity (copies of Resource 4)	15 mins	
<ul style="list-style-type: none"> <li>Tell students that the examiner will also ask them a <i>Tell me...</i> question, which requires them to give a more extended answer of 2 – 3 sentences. Give an example and write the sentences on the board. For example: <i>Tell me about your bedroom. My bedroom is big. The walls are blue and white. There is a bed, a small table and television. I love listening to music in my bedroom.</i></li> </ul>	2 mins	<b>T-S</b>
<ul style="list-style-type: none"> <li>Give out Resource 4 and ask students to think of and write similar extended answers to the 3 questions in Part A of Resource 3. Read examples and elicit a possible answer to the first question. Check answers orally together as a class.</li> </ul>	3 mins	<b>S then S-T</b>
<ul style="list-style-type: none"> <li>Ask students to write their own personal answers to the <i>Tell me...</i> questions in Part B of Resource 4. Monitor and check.</li> </ul>	5 mins	<b>S then S-T</b>
<ul style="list-style-type: none"> <li>In pairs, students practice asking and answering the six questions.</li> </ul>	5 mins	<b>S-S</b>

## Resource 1

### Pronunciation: The letters of the alphabet

1. The 5 vowels in English are: \_\_, \_\_, \_\_, \_\_ and \_\_

2. Listen and write the letter in the correct column according to its sound:

A	B	F	I	Q	Others
	C				
	D				

## Resource 1 Answer Key

### Pronunciation: The letters of the alphabet

1. The 5 vowels in English are: a, e, i, o and u
2. Listen and write the letter in the correct column according to its sound:

A	B	F	I	Q	Others
H	C	H	Y	U	O
J	D	L		W	R
K	E	M			
	G	N			
	P	S			
	T	Z			
	V	X			

## Resource 2

### PART A: Surnames and Birthdays

1. What's your partner's **surname**? \_\_\_\_\_
2. When's your partner's **birthday**? \_\_\_\_\_

### PART B: Draw lines to match the questions to the answers

1. How old are you?
2. Where do you come from?
3. Do you study English at school?
4. What's your favourite subject?
5. What nationality are you?
6. What did you do last weekend?

a. Spain
b. Yes
c. I went to the cinema
d. Science
e. 11
f. Spanish

**Part C: Complete the sentences**

1. Have you got any brothers or sisters?  
- No, I \_\_\_\_\_. I'm an only \_\_\_\_\_.
2. How do you get to school?  
- I \_\_\_\_\_ the bus \_\_\_\_\_ school.
3. Which subject do you like best?  
- The subject I like \_\_\_\_\_ is Music because I \_\_\_\_\_ playing the \_\_\_\_\_.

**Resource 2 Continued**

**Part D: Now write full answers about you to the questions in Part B**

1. How old are you? \_\_\_\_\_
2. Where do you come from? \_\_\_\_\_
3. Do you study English at school? \_\_\_\_\_
4. What's your favourite subject? \_\_\_\_\_
5. What nationality are you? \_\_\_\_\_
6. What did you do last weekend? \_\_\_\_\_

### Resource 3

Match these words to make 5 questions. Write them below.

1. What is the	a. for all classes?
2. Is the film	b. is the cinema?
3. Is it	c. on Friday?
4. What	d. time does it start?
5. Where	e. name of the film?

Write your questions here:

1. What \_\_\_\_\_ ?
2. Is \_\_\_\_\_ ?
3. Is it \_\_\_\_\_ ?
4. What \_\_\_\_\_ ?
5. Where \_\_\_\_\_ ?

### Resource 4

#### "Tell me ..." questions

Example: "Tell me about your best friend"

- My best friend is Sophie
- She is 12 years old
- She loves going horse riding and playing the piano

Now look at these "Tell me..." questions and think of 2 or 3 more possible things to say.

#### 1. Tell me about your **hobbies**

- I like taking photographs.
- I usually \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Tell me about the **food** you like

- *I love Italian food.*
- *I eat lots of* \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Tell me about your **school**

- *My school is very big.*
- *It has got* \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Resource 4 Continued

### Your turn!

Now write answers to these questions so that they are true for you:

1. Tell me about your **bedroom**:

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2. Tell me about your **best friend**:

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3. Tell me about your **hobbies**:

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4. Tell me about the **food** you like:

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5. Tell me about your **school**:

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(Cambridge University Press, 2017)

## **13.2. Appendix 2: Sample of a Teacher's Observation During the Experimental Process.**

Class No. 1

Date: September 8th

Game: Word wall

Topic: daily routines

Objective: To observe the students' oral participation and interaction through a game that is focused on practicing simple present (daily routines).

### **Class # 1**

There are many activities that would be suitable to develop oral interaction in the English classes. However, I chose three of them which let me observe the students' learning processes. A video, a game and a song were strategies that I used to do my lesson plans in order to organize and look for the appropriate materials according to the students' necessity and the topic. At the moment to apply the game I was able to observe that the students worked better when they had the opportunity to practice oral interaction through a game. The word wall game created a good environment where the students felt happy and excited to do a different activity instead of filling a book or worksheet.

For this reason, the students were able to express their ideas freely and reliably because this game was motivating in order to engage the student's attention. Although some of the students hesitated to make wh-question because they were a little bit nervous. I could notice that it happened because the students were afraid of making mistakes, so they doubted to speak. Another observation which was meaningful to be mentioned is that this game let the students be aware of the question that they asked.

For example, one of the students asked; Why do you not eat breakfast at night? The student answered because I eat dinner at night. It was funny and all of us laughed. They realized the mistake and understood the reason for the joke, it helped the students to relax, and the students continued playing. Unfortunately, 40 minutes were not enough to cover the whole procedure, but the most important is that the students interact and develop the speaking skill.

### **13.3. Appendix 3: Sample of a Teacher's Observation During the Experimental Process.**

Class No. 2

Date: October 2<sup>nd</sup>

Video: Describing activities.

Topic: Simple present

Objective: To observe the students' oral interaction using a video that lets the students come up with ideas to create a role play.

#### **Class # 2**

Next strategy that was used in the experimental process was a role play in which the students had to create after watching a video where the students were able to recognize the simple present in order to come up with ideas to have an oral interaction among the students. I started the activity explaining the activity and giving the students the instructions. All the students paid attention to the instruction because they knew what to do.

When I presented the video to the students. I could notice that The students were concentrated in order to see and understand the video. After watching the video, I divided the class in pairs to send to the breakout room where the students were pleased to work in pairs and they felt happy to do the activity. The students asked some minutes to organize their ideas in order to come up with ideas. They were able to develop their role plays in a productive way although they made mistakes, they were able to flow with the oral communication. In addition, the common mistakes were to pluralize the nouns.

The students showed a good attitude because they felt confident and excited to speak because they tried to give more details during the role play and they did their best. Finally, the students gave some opinions about the activity. The students mentioned the importance of doing these kinds of activities. They agreed that the video is meaningful to check the pronunciation and words which are confusing, they also said that it is also based on establishing a conversation in a real context. They also said that the video helps them to get a better understanding to organize their ideas.

#### **13.4. Appendix 4: Sample of a Teacher's Observation During the Experimental Process.**

Class No. 3

Date: December 11th

Song: Try everything “ Shakira”

Topic: Speaking

Objective: To observe the students’ oral participation and interaction through a lyric and a song to engage the students to speak in real context.

#### **CLASS # 3**

Finally, a song as a strategy was used in the experimental process This song is known which is called “try everything”. This song was chosen because it reflects a positive and meaningful message for people who have different problems. After the explanation of some grammatical structures, I presented the video and asked them if they know who Shakira is. The students answered that they knew the song because some of them saw or heard the song in a movie then I explained the instruction before showing the video.

The students felt confident and excited to do the activity because they understood what to do. After that the students listened to the song and completed the lyric and they looked like they were pleased to fill the lyric because they wanted me to know that they had finished. Another thing that is important to be mentioned is that the students felt like singing. Although they were concentrated to complete the lyric, they mumbled because their microphones were mute.

However, I could see that they liked the song because they moved their heads and hands according to the rhythm of the song. After filling the lyric, the students had to express their opinions about the song. The students felt happy and anxious to give their opinions because some of the students raised their hands to participate at the same time. The students shared their ideas. They agreed that people do not have to give up when they have problems if people make mistakes, they have to fix them. Try everything to achieve their goals. The people learn from mistakes because nobody is perfect.

At the end, the students mentioned some opinions about the activity. They liked the activity because they expressed their ideas instead of doing exercise in the book. The students can learn and improve the speaking skills through the songs. The students do not

get bored because learning by songs is different and motivates them to learn new words. Finally, the student mentioned that they can express what they feel through this activity.

### 13.5. Appendix 5: Pre-Test Results Through a Rubric.

Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 1	A1	2	1,5	1	1,5	1,5
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 2	A1	2	1,5	1,5	1,5	1.5
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 3	A1	2	1,5	1,5	1,5	1,5
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 4	A1	1,5	1,5	1	1	1
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 5	A1	2	1,5	1,5	1,5	1,5
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 6	A1	2	1,5	1	1,5	1

### 13.6. Appendix 6: Post-Test Results Through a Rubric.

Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 1	A1	2	1,5	1,5	1,5	1,5
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 2	A1	2	1,5	1,8	1,8	1,8
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 3	A1	2	1,5	1,8	1,5	1,8
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 4	A1	1,8	1,5	1,5	1,3	1
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 5	A1	2	1,5	1,8	1,5	1,8
Learner's name	Initial impression (CEFR Table 2)	Detailed analysis (CEFR Table 3)				
	CEFR level	Range CEFR Level (2p)	Accuracy CEFR Level (2p)	Fluency CEFR Level (2p)	Interaction CEFR level (2p)	Coherence CEFR level (2p)
Student 6	A1	2	1,5	1,5	1,5	1,5

### **13.7. Appendix 7: Survey Applied to Find Out Students Opinions at the End of the Post-Test.**

#### **Pontificia Universidad Católica**

Yo \_\_\_\_\_ representante del estudiante del 8 EGB, estoy de acuerdo con la aplicación de la encuesta para la recolección de datos del trabajo de titulación "Interactive Speaking Activities to Strengthen Oral Interaction and Accurate Wh-question Intonation in A1 EFL Students". \*

SI

No

1. How often do you use oral English during the class?

Always

Sometimes

Rarely

Never

2. Do you think that interactive speaking activities will help you to improve the speaking skill?

Yes

No

Maybe

3. Which strategy do you consider that helps you to develop the oral interaction in the English class?

The same course-book

Interactive activities (movies, games, debates, songs, video, oral presentation...)

4. Do you feel that the interactive activities which have been applied during the teaching process, have given you confidence to interact in the English class?

Yes

No

Maybe

5. Would you prefer that your teacher continue with interactive activities or improve more to develop the oral interaction in English class?

Yes

No

6. Do you feel motivated to participate in the English class when your teacher uses interactive speaking activities such as videos, board games, debates...?

Yes

No

Maybe

### **13.8. Appendix 8 Questionnaire to Diagnose Students' Attitudes and Impressions about Oral Interaction.**

#### **Pontificia Universidad Católica**

1.- How do you feel when you engage with activities such as games, songs and videos that promote the oral interaction?

Happy and excited

Bored and uninterested

Nothing

2.- Did you like the game, song or a video developed today?

Yes

No

Maybe

3.- Do you have the opportunity to express the ideas or thoughts freely and reliably when interactive activities such as videos, games or songs are part of the teaching process?

Yes

No

Maybe

Never

4.- How many times do you participate or have the chance to speak during the class when interactive activities such as songs, videos or songs are used in the learning process?

4-5 times or more

2-3 times or more

1 time

None

5.- Do you think that interactive activities such as songs, videos, games are useful to develop motivation in order to create an interactive environment during the learning process?

Yes

No

Maybe

6.- How do you feel when you engage with mechanical drills or the same book activities?

Happy and excited

Bored and uninterested

Nothing

7.- Did you like the same book activities or mechanical drills developed today?

Yes

No

Maybe

8.- Do you have the opportunity to express the ideas or thoughts freely and reliably when you work in the same book activities or mechanical drills, which are part of the teaching process?

Yes

No

Maybe

Never

9.- How many times do you participate or have the chance to speak during the class when mechanical drills or the same book activities are used in the learning process?

4-5 times or more

2-3 times or more

1 time

Never

10.- Do you think that mechanical drills or the same book activities are useful to develop motivation in order to create an interactive environment during the learning process?

Yes

No

Maybe