



Pontificia Universidad  
Católica del Ecuador | Sede  
Ambato

**OFICINA DE POSGRADOS**

**Topic:**

**INTERACTIVE PHONETIC ACTIVITIES FOR THE DEVELOPMENT OF THE  
SPOKEN PRODUCTION**

**Research project prior to obtaining the title of the Master's degree on English  
Pedagogy as a Foreign Language**

**Line of research:**

Innovative Pedagogies, Teaching Methods

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**Ambato – Ecuador**

**July 2023**

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO**

**APPROVAL SHEET**

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**Ambato – Ecuador**

**July 2023**

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## DEDICATION

### TO:

God for strengthening me to continue each day when I have been on the edge of falling and for guiding me on the right path to reach each one of my goals. To my parents Rosa Chacón and Luis Avila who have allowed me to accomplish one of the most important goals of my life, for having instilled in me the example of effort, dedication, and courage, and of not being afraid of adversity.

To my siblings Jennyfer and Luis for their love and unconditional support throughout this process and for being with me at all times. For being the joy in moments of sadness and being a fundamental pillar in my life.

To Alexis, Karen, Anita and all the friends who supported me along this process and have shown me that it is not necessary to have many people in my life to be happy, but it is important to have the correct ones.

*Estefy*

## AKNOWLEDGEMENTS

TO:

My parents and siblings who are the fundamental pillars for my professional and personal formation. Thank you for your unconditional support, trust, advice, opportunities, and resources to fulfill this important goal.

To the University for allowing me to train, to MSc. Juan José Ramos who was the first person to believe in me when I started this challenge, and to all the teachers who participated in my education, who with their guidance contributed to developing my knowledge and wisdom that will be reflected in the culmination of this important goal.

Finally, I would like to express my gratitude to MSc. Alejandra Vásquez for supporting me during my learning process and collaborating throughout this process, who with her knowledge and teaching allowed me to develop and accomplish the aims of this research.

*Estefy*

## RESUMEN

La presente investigación pretende abarcar un estudio realizado con el siguiente tema: "Actividades Fonéticas Interactivas para el Desarrollo de la Producción Oral" que estudia la mejora del alumno en su Producción Oral. Esta investigación se desarrolló aplicando un enfoque cuantitativo mediante la realización de un pre y post-test extraído de la sección KET Speaking que evalúa los elementos de las producciones orales: gramática y vocabulario, pronunciación y comunicación interactiva. Para evaluar los elementos de la expresión oral, fue necesario aplicar actividades fonéticas interactivas en la clase, tales como: encontrar a alguien que, bola de nieve, mentiras y verdades, el asiento caliente, etc. Por lo tanto, el objetivo principal de esta investigación es determinar la influencia de las actividades fonéticas interactivas para el desarrollo de la producción oral. Además, los participantes de este estudio fueron 30 estudiantes de nivel A1 y A2 del "South American Language Center" Latacunga. Los resultados finales obtenidos después de aplicar las actividades fonéticas interactivas fueron: en gramática y vocabulario de 2,02 a 4,30, en pronunciación de 2,07 a 4,22, y en comunicación interactiva de 1,97 a 4,23. Discerniendo sobre los resultados, se puede concluir que las actividades fonéticas interactivas mejoran la producción oral como se demostró en el análisis de los resultados.

**Palabras clave:** actividades fonéticas interactivas, producción oral

## **ABSTRACT**

The current research is expected to cover an examination accomplished with the following topic: "Interactive Phonetic Activities for the Development of the Spoken Production" which studies the student's improvement in their Spoken Production. This research is developed by applying a quantitative approach by performing a pre and post-test taken from KET Speaking section which assess the elements of the spoken production: grammar and vocabulary, pronunciation, and interactive communication. To assess the speaking elements, it was necessary to apply interactive phonetic activities in the class, such as: find someone who, snowball, lies and truths, the hot seat, etc. Therefore, the main objective of this research is to determine the influence of interactive phonetic activities for the development of the spoken production. Additionally, the participants of this study were 30 learners of A1 and A2 level from "South American Language Center" Latacunga. The final results obtained after applying interactive phonetic activities were: in grammar and vocabulary from 2,02 to 4,30, in pronunciation from 2,07 to 4,22, and in interactive communication from 1,97 to 4,23. Discerning about the results, it can be concluded that interactive phonetic activities improve the spoken production as it was demonstrated in the analysis of the results.

**Key words:** interactive phonetic activities, spoken production

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## INTRODUCTION

English learning is one of the most relevant processes that benefits society since it is the most spoken language worldwide to communicate with people with different mother tongues. Moreover, English is considered a universal language whose significance has improved based on the factors and situations related to the teaching-learning process. For this reason, English language learning improvement is the objective of many researches who have been focused on developing the language educational field. Therefore, interactive spoken activities have been considered to develop student's knowledge through motivating and practical uses of the language.

Interactive phonetic activities are often ignored or unknown by teachers in an English language class where students need to practice and improve this essential skill. Nevertheless, correct pronunciation determines which aspects need to be developed for more accurate spoken production, which is a fundamental feature of successful communication in the English language. Consequently, this study establishes the impact of focusing on the use of interactive phonetic activities on the spoken production, which will cause a positive social result in the teaching-learning process of students from the "South American Language Center" in Latacunga.

Likewise, to correct students' pronunciation mistakes through interactive phonetic activities to assist students in enhancing and reinforcing the spoken production is the general objective of this research. Therefore, it is relevant to consider activities that motivate students to learn and to improve the English language, which is the aim of this research project. The procedure of this research will consist on the following aspects: First, the research design is quantitative in nature since numerical data will be collected by using a standardized test among students. Second, it follows a quasi-experimental type of research because a pre and post-test will be used as instruments with two groups randomly selected from the institute.

## **The research problem**

English language has taken huge importance worldwide because of the relevance that the language gives in different aspects such as cultures, food, religions, education, and politics. Children from elementary to university levels are able to learn and to develop the different skills that has relevance in the Ecuadorian curriculum. Consequently, there is a necessity to help Ecuadorian students develop the English language spoken production through different strategies which give them the opportunity to enhance the established requirements.

Education has changed a lot at a global scale over the past years where the English language has had a significant relevance in the teaching-learning process. It should be noticed that due to the COVID 19 pandemic, education has decreased, and the English language teaching learning process has been affected in terms of students' oral production. In Ecuador, unexpected changes took place overnight and that has motivated institutions to implement academic virtual environments, which have represented a challenge for both teachers and students.

Within the province of Cotopaxi, there are problems such as the lack of access to virtual education which should be handled as a 100% face-to-face activity for it to be effective. There are challenges to be considered in order to propose strategies to improve the English language teaching process. In the South American Language Center, several weak points such as deficient speaking skills, lack of use of phonetic activities and a shortage of knowledge about the importance of student's spoken production were observed. As a result, the researcher has promoted useful and feasible strategies to overcome thus difficulty.

Students at the "South American Language Center" in Latacunga, have shown problems such as pronunciation when speaking. There are some characteristics, such as, lack of spelling correctness, low fluency, and a mixture of the language interference from their mother tongue. They have manifested several factors which affect the

improvement of the language learning process. The students from the institute are passive and they do not practice this essential skill despite of the opportunity to practice with English native speakers at the institute.

Finally, this research aims to determine whether the use of interactive phonetic activities improves the speaking and communicative skills in young learners or not. The author has developed techniques to carry out the learning process in a better way into the class. Lastly, it is essential to highlight the role teachers have when explaining the activities and correcting students to have a better understanding of the English language. In the class, materials were designed and implemented to help students interact using digital resources, surveys, learning activities, pre- and post-tests, and lesson plans.

### **Statement of the problem**

What would be the influence of interactive phonetic activities in the development of the spoken production in young learners?

### **Research questions**

To what extent do interactive phonetic activities improve the spoken production in young learners?

How do interactive phonetic activities improve the spoken production in young learners?

What is the relationship between interactive phonetic activities and the spoken production in students of A1 and A2 English language levels at “South American Language Center” in Latacunga?

## **Hypothesis**

Interactive Phonetic Activities enhance the development of the Spoken Production in young learners from “South American Language Center” Latacunga.

## **General objective**

To determine the influence of interactive phonetic activities on the development of the spoken production among young learners.

## **Specific objectives**

1. To review the bibliographic information related to the level of students´ spoken production for more fluent and accurate communication.
2. To identify the factors that influence the students´ spoken production after the data analysis.
3. To propose a set of interactive phonetic activities to be applied on the development of the spoken production among young learners.

## **Methodology**

This research aims to apply interactive phonetic activities through the use of lesson plans taken from Harmer (Harmer, 2007) to improve the spoken production in young learners from the “South American Language Center” in Latacunga. The research approach is quantitative in order to assess the level of the spoken production in students and to understand what needs to be improved during the treatment.

The author applied a pre-test and a post-test to the experimental group before and after the proposal. The results have been measured by using the statistics method called

student's t-test. The population is composed by 30 students; 13 males and 17 females from an A2 English language level. The results are related to the application of interactive phonetic activities as an effective tool, in class, where the teacher has noticed a high level of improvement in student's speaking development.

The instrument that is used is the speaking part from Cambridge A2 Key English Test KET (Cambridge University, 2019), with a speaking rubric developed by Cambridge University. The author awards grades based on the student's level with three different components such as: grammar and vocabulary, pronunciation, and interactive communication.

### **Research justification**

The current research project is of interest since teachers at the "South American Language Center" in Latacunga can motivate students to use interactive phonetic activities in order to improve their spoken production. In some cases, learners do not have the appropriate information and time to look for the correct technological tools to improve their spoken production, which results in a deficient level of pronunciation to perform a proper role in the society. For that reason, the use of the proposed activities is a helpful tool to overcome obstacles during the process of learners' preparation to become English speaker.

In addition, this research has a considerable importance because it determines which aspects influence in the development of the spoken production. This is achieved through a carefully study on the impact of using Interactive Phonetic Activities on the Spoken Production, which cause a positive social impact in the teaching-learning process of students at the "South American Language Center" in Latacunga. Also, it gets solutions to the problem generated from the incorrect pronunciation of students, which prevents growth in development in the spoken production of the English language.

Likewise, it is important to say that the current research has a significant impact in the learning process of English language, because students can learn to speak the language in a practical and meaningful way. Its importance is based on the different interactive phonetic activities included on the Internet (Cedar and Termjai, 2021). Therefore, learners are able to acquire the correct and authentic pronunciation of the language through acquisition. It is also feasible to carry out the research because the institution has the necessary technological equipment to achieve the objectives proposed.

Finally, the current research work is justified by its feasibility. This research work contributes to the mission of the Language School on training competent professional leader, as well as their vision which is a center of English education with national and international projection. In addition, teachers have enough time to work on it, including the access to information resources and the possibility of applying different instruments for research through adequate human resources, and technological materials.

On that account, it should be noted that when considering technology as an indispensable tool to help in the teaching progress, it becomes a useful and popular resource in the classroom to enrich the intellectual and cognitive development of the students (Beltrán-Planques & Querol-Julián, 2018). Consequently, the direct beneficiaries are the students because of the correct English language pronunciation learning and the teachers who have an easier way to use supplementary material to provide new ways to teach the speaking skill.

## CHAPTER I. STATE OF THE ART

### 1.1. Spoken Production

Spoken production generally requires the development of two types of phonological processes that include different patterns to improve this speaking skill. First, the lexical phonological processes that helps to develop long-term memory to specify aspects that provide learners with essential key to communicate using phonological representations. Second, the differential patterns of accuracy across the development of the spoken production to provide a clearer support between phonological representations and lexical factors.

On the other hand, the spoken production that learners produce in the class is an essential part of the teaching-learning process since students vocalize sounds to form words with coherence. Moreover, it allows students to produce and effectively communicate when producing sounds correctly. Additionally, when learners produce the words in a correct way, it will not cause any confusion or misunderstanding in a dialogue or speaking activity. When students implement appropriate spoken strategies, such as, intonation, and word stress, it all facilitates understanding.

Saaristo (2015) defined grammar as a branch of items related to grammatical structures where language works and transform meaning related to the context. Otherwise, it is considered as a linguistic etiquette that analyze and mark the language out in formal and informal forms. Another important definition to describe the meaning of grammar is stated by Mart (2013). Here grammar is a system of rules that is used to produce well-formed sentences to improve and generate effective communication when talking and producing the language.

## **Pronunciation**

According to Darcy (2018), teachers should talk about pronunciation related to producing sounds that make sense and add meaning in a communicative way. Nevertheless, English pronunciation has been considered difficult to learn because of the changes that can be presented in words as well as the need that learners have to analyze the sounds and the intonation that the words may have (Webb 2020). On the other hand, Harmer (2007) argues that there are pronunciation components such as minimal pairs, intonation, sentence and word stress, rhythm, and spelling that can help improve the speaking skill in the class.

When talking and pronouncing the words, learners must not exactly sound like a native speaker because pronunciation is more about being coherent in the conversation. Furthermore, pronunciation is considered an important part of learning and expressing English due to the production of sounds that can affect meaning. For that reason, there are tools on the Internet that are useful to improve this essential part of language communication. For example, phonemic charts are defined as a set of phonemic symbols that can help teachers teach and students recognize how different words are pronounced in a correct way.

Phonemic charts are divided into three parts to be comprehensible. Those charts include vowels, diphthongs, and consonants. In addition, diphthongs have been considered by teachers and learners one of the most difficult words to pronounce since the movement that one vowel has in relation to another within a single syllable. According to Suryatiningsih (2016), diphthongs can be correctly pronounced by practicing the correct pronunciation and identifying the accent on the first or the second part of the word at the moment of speaking.

Figure 1. Vowels

		monophthongs				diphthongs				
VOWELS	i:	ɪ	ʊ	u:	ɪə	eɪ				
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ			
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ			
		sheep	ship	good	shoot	here	wait			
		bed	teacher	bird	door	cure	boy	show		
		cat	up	far	on	hair	my	cow		
CONSONANTS	p	f	t	θ	tʃ	s	ʃ	k		
	b	v	d	ð	dʒ	z	ʒ	g		
	h	m	n	ŋ	r	l	w	j		
			pea	fly	tea	think	cheese	see	shall	car
			boat	video	dog	this	June	zoo	television	go
			hat	man	now	singer	red	love	wet	yes

Source: English Club – Vowels (Essberger, 1997)

Anthony Esseberger (1997) mentions that diphthongs must be improved by knowing that the last part does not have to be pronounced too strong. Consequently, it is important to recognize the eight diphthongs in the English language which are divided into two groups.

The first group includes centering diphthongs. These sounds are focused on words ending in /ə/. For example, “deer” with /ɪə/, “pair” with /eə/, and “sure” with /ʊə/.

The second group encompasses the closing diphthongs: Words ending in /ɪ/ and in /ʊ/, for example, “light” with /aɪ/, “play” with /eɪ/, “toy” with /ɔɪ/, “town” with /aʊ/, and “slow” with /oʊ/. (Avila, 2021)

Figure 2. Vowel Sounds

iː see	ɪ his	ʊ put	uː too	ɪə ear	eɪ say		
e ten	ə ago	ɜː her	ɔː saw	ʊə pure	ɔɪ boy	əʊ so	
æ hat	ʌ but	ɑː car	ɒ hot	eə air	aɪ buy	aʊ now	
p pen	b book	t tea	d day	tʃ chair	dʒ jam	k key	g go
f four	v very	θ thin	ð that	s sun	z zoo	ʃ she	ʒ vision
m man	n no	ŋ sing	h hat	l look	r red	w want	j yes

VOWELS  
long sounds  
short sounds  
DIPHTHONGS  
CONSONANTS  
voiced consonants  
unvoiced consonants

Source: English Club – Vowel Sounds

There are two different kinds of grammar that consist of developing the English-speaking language. First, prescriptive grammar which involves an explanation about grammatical rules that must be considered and applied when talking and producing the English language. Then, descriptive grammar, which reports the grammar that native speakers use in their daily language, that cannot use grammatical rules and can be a contradiction of the grammar learned at schools. Therefore, learners are not able to understand or to accept the language without practicing in a native environment.

Another important definition to consider when talking about grammar is the form of organizing and how parts are managed to change the meaning in the word (Salman, 2018). This refers to the way in which words can be presented through parts of speech which are divided into nine parts such as: Nouns (the subject of the sentence); Verbs (the action that the subject makes in the sentence); Adjectives (describes the subject); Adverbs (qualify an adjective); Conjunctions (join the sentences); Exclamations (remark an action).

On the other hand, it must be considered that word forms are constantly changing according to the context and sense of the sentences. Therefore, it is necessary to know the function of each word in both sentence and paragraph. Some examples about this are (1) Cheap - Cheaper [The book is cheap today] [The book is cheaper than my pen.] (1) Young – Younger [My sister is young.] [My sister is younger than my mom.]

## **Vocabulary**

Vocabulary is the essence that language has where meaning is conveyed in order to improve the effectiveness in communication. Additionally, it has been considered by teachers one of the most essential aspects when speaking. It has a large range of words that imply the understanding and generate successful communication in the class and in a native environment. Likewise, Suvin (2020) states that vocabulary is a set of words which includes a system in an alphabetical order that has specific purpose depending on the context or use that the speaker can take.

Vocabulary comprehends different aspects in the English language. For example, a single item and phrases can bring and add a particular meaning in conversation. Likewise, Afzal (2019) argues that to improve and develop the level of vocabulary words that learners have, it is necessary to recognize situation like grammar or mistakes that they may have. This implies that the use of different word forms can be used to convey an efficient communication through the use of interactive activities where the phonetics is a key tool to achieve the educational purposes.

Additionally, it is essential to recognize vocabulary as a set of words which are considered one of the main parts of English language which improves different parts of learning, such as grammatical dimensions, conveyed meaning, and effective communication. Touchie (n.d.) stated that when learners produce words there are two different aspects. The first is a well production of them with sense of satisfaction and that can provide security when producing the language and interacting with other

people. The second one is referred to the learners' mistakes that can interrupt the student's learning.

Furthermore, referring to spoken production it is important to highlight that it helps to avoid incorrect communication and contributes to the teaching-learning process in the class. English language transforms communication where native people and learners can develop this essential skill through different tools. It is possible by practicing and interacting with people who develop communicative skills in the globalized world. On the other hand, teachers must know that learning the speaking skill is not an easy task, but there are methods that they can use to obtain the best results like the activities developed in the present research. All this can help to improve interaction and knowledge in the class.

On the other hand, spoken production masters language learning depending on the context where communication is a main part in the learning process. As result, a foreign language is developed into a meaningful and productive way to put into practice and assimilate the language learned (Myslihaka, 2016). Moreover, learning the language in a real context is an important part in the class since it allows to develop a real communication context. Additionally, it allows students to expose and interact with other people through the use of basic rules like grammar and vocabulary to have an effective communication.

One of the activities to improve vocabulary in the class is to allow students to express their ideas since they have time to speak and maintain an active conversation in real life situations and practicing all the content learned in the class. Tsoupikova, Tsyguleva, and Fedorova (2019) argued that spoken production has a flexible communication to maintain a cognitive perception in students' knowledge. Likewise, teachers must know active and interactive ideas to implement in the classroom in order to help students to enhance their speaking skill.

Furthermore, the authors above stated that there are important elements to encourage learners to practice and learn well-spoken production. This is essential to improve their skills and to be motivated in the class using all the grammar and vocabulary learned in a natural environment. Additionally, to carry out an effective English language learning is important to make a significant part to create an interpersonal relationship in the class. Consequently, establishing an effective communication among teachers and students the English language learning optimizes the speaking competences in an interactive way.

### **Speaking skill**

To develop and increase student's oral expression is important to establish interaction in the teaching-learning process which is an act of sharing ideas with external methods like interactive activities to improve effective communication (Baese-Berk, 2019). One of the most important achievements in the class is to interchange ideas and opinions through communicative skills among learners that can improve the environment with a set of techniques to promote effective communication.

In this part, learners must know how to produce phonological features effectively in order to have a successful communication with the people receptors. Some features that help learners to improve this skill include sounds related to consonants, vowels, and diphthongs which are the main part of this study. On the other hand, intonation patterns in speech interfere with stress and weak sounds that words have in communication. For example, the compound noun "greenhouse" where the stress is "green".

Regarding speech, it is established that it gives a general meaning where the syllables have a similar amount and quantity of time between each other. Besides, there are features which connect speech as an aspect that needs to be produced when speakers connect sounds like contractions as shown below.

Table 1. Contractions

<b>IPA</b>	<b>Examples</b>
Without contraction	I do not know.
With contraction (')	I don't know.

Elaborated by: Avila, E. (2022)<sup>1</sup>

As stated above, it is important to highlight that the sentences have the same meaning, but they are written in a different way.

According to (Leong et al. 2017), speaking is considered one of the most challenging skills when learning a language since learners must recognize relevant aspects regarding language production such as the why, how, and when it is correct to use certain language structures and expressions in different situations and context. The English language speaking skill produces ideas, thoughts, and opinions where the spoken production plays an important role in achieving the expected results at the end of the course.

The English speaking skill is a process where interactive activities can be introduced in order to get the established outcome by using parts of the body to produce sounds that transmit reliable messages to the audience (Estrada & Ortega, n.d.). To be active in class through natural conversations, it is important to process information where verbs, grammar, and vocabulary are used. Speaking skill have been converted into an essential element when learning a language. This skill allows to express and receive ideas in an appropriate environment to develop knowledge in a real context.

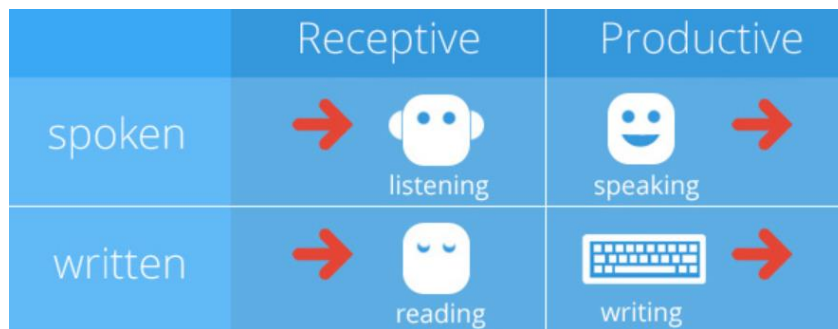
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<sup>1</sup> Source: English examples

## English language skills

According to Sadiku (2015) learning a language includes four different aspects called skills which are the key elements to talk and comprehend the language. These skills are the following: listening and reading (receptive skills) and speaking and writing (productive skills).

Figure 3. Speaking skill



Source: netlanguages – language skills (Rabiah, 2018)

According to Rabiah (2018), productive skills are speaking and writing, while the receptive skills are reading and listening. Productive skills are part of learning outcomes and forms of expression that learners produce in the class by using different tools such as the content learned. Oral expression refers to understanding the details of receptors and the sounds made by the speaker in a communicative situation. It can see the importance of open academic skills, where written expression is the orderly revealing of thoughts or ideas through symbols.

These skills are essential in the English language because they are vital to produce and receive information from one another. The development of the four English skills help to improve the learner's knowledge and to have an effective communication as an essential tool when communicating and practicing the language. Additionally, English language teaching encourages the relationship between the four English language skills and the use that they have to interact with all the participants in the class.

Furthermore, Al-Jawi (n.d.) points out that receptive skills are the stimulus of information, which reflects the ability to absorb information without producing language. Galeano (n.d.) stated that it is better to start developing receptive skills when learning a language, as they use the language. Moreover, receptive skills are considered complex because they are difficult to understand at the beginning of the teaching-learning process, especially when the teaching is not appropriate.

English language skills contribute to the learner's knowledge because it allows to understand and comprehend the English communicative skills (Brooks, Clenton, & Fraser, 2021). In educational contexts, communicative teaching skills are important because of the actions and procedures that teachers and students use when communicating. It requires the use of oral skills as an essential element of communication to emphasize a broad and clear dialogue between both teacher and students.

English as a global language has implemented many changes to the ways that a language is learned and used in different situations with expressions and words that can be produced according to the context. Similarly, Mohamadaid and Rasheed (n.d.) revealed that even though English is not the most widely spoken language, it is still considered the most powerful and influential language on the world. For this reason, it is a very useful and common way of communication with huge impact on education, business, diplomacy, and media.

Learning a new language has always been associated with a self-improvement because it plays an important role for those who want to achieve important goals in their life. Rabiah (2018) argued that English offers many opportunities for those learning English for specific purposes, such as finding a job. Moreover, English is very important in schools because it allows students to know more about a new culture. Molchanova (2014) stated that English is the language of the Internet and media because these are the most basic needs in today's world.

The English language offers students the opportunity to learn in different ways through activities that make learning easy. Madhavan and McDonald (2018) pointed out that English is becoming the foundational language of education and is the most studied language in the world. English is an important component of any educational context and is considered key to further learning and understanding. For this reason, to have a modern environment in the context of technology, most teachers must implement activities that engage students in actively learning English.

Most interactive activities for teaching and learning are modern and fun, and they can help learners improve English in and outside the classroom setting. Additionally, these tools allow students to share ideas with each other and develop different skills in a meaningful way. According to Burns (2019) to learn English, a variety of skills must be involved to understand the main concepts and improve fluency and communication in both writing and speaking since English language skills are considered to be a key component of the English language-learning process.

## **1.2. Interactive Phonetic Activities**

A significant dimension to English language teaching is applying new strategies and providing students with the opportunity to interact freely in the class and to learn from each other's mistakes. According to Cedar and Termjai (2021), in interactive pronunciation lessons, teachers are aware of the different ways of teaching while focusing on students' needs to understand and improve their communicative competence. On the other hand, students prefer to work with interactive activities because it allows them to use language in a real context through methods that increase students' participation in the classroom.

Interactive Phonetic Activities help students work together around the classroom and have pronunciation practices to improve student's speaking issues related to English language production. These activities make learning interesting and easy to remember

by allowing students to interact actively with their classmates. According to Mohammed (2021) face to face interaction is the key to interactive activities where students may develop speaking skills through talking to their classmates.

Interactive Phonetic Activities can be implemented in the classroom as a game or activity to help students interact with one another as they develop the pronunciation. It is necessary to repeat the activities with all the students to complete and allow them to participate actively in the class. Pronunciation activities can be implanted through easier activities as a whole class or in small groups (Nurhayati 2015). Lastly, these pronunciation activities could include games, brainstorming, role plays, critical thinking, and questionnaires.

### **Types of interactive phonetic activities**

Interactive phonetic activities are games where pronunciation is developed through face-to-face interaction as is the main goal. According to Pereira et al. (2012) there are a variety of examples with effective pronunciation activities used in the class to develop students' speaking skill through activities such as: guess who, snowball, find someone who, two truths and a lie, "positive, negative, crazy", the hot seat, and one beep.

Additionally, it is important to highlight that these activities help develop the phonetic skills in the student's spoken production due to the achievement they have in the future for effective communication and to understand the different parts of the English language. However, it is essential to understand that these activities are adapted to improve the speaking skill through recognizing the correct pronunciation learners must when producing the language. These activities are described in the following paragraphs.

**Guessing activity:** This activity helps students to recognize the vowel sounds in the words they learn. First, the teacher asks students to write one word they can remember from the vocabulary on a sheet of paper. Then, students must share the papers among

them while interacting and talking. Finally, they have to guess and identify the vowel sounds of each word. For example:

Table 2. Vowel sounds

Word	Vowel Sound
Pig	/pɪg/

Elaborated by: Avila, E. (2022)<sup>2</sup>

After students have guessed the vowel sound, they look for different words and continue guessing the other sounds. This is an easy and funny activity where students develop their pronunciation by recognizing the vowel sounds in the word that they know. It is a useful way to improve the students' language acquisition process as they become protagonists in the class and they develop all the knowledge they have learned through the interaction with their classmates.

**Finding someone who:** This activity helps students finding someone in the class who can correctly identify the vowel sounds of the vocabulary studied in the class. This activity allows teachers and students to review vocabulary and vowel sounds through practicing pronunciation at the end of a unit which can be adapted to the students' needs (Farhat Jahara & Hussein Abdelrady, 2021). For example, the teacher may prepare a worksheet with questions about the correct pronunciation of vowels or identifying the vowel sounds in specific words as shown below:

Table 3. Find someone who

<b>Find someone who: .....</b>
1. can appropriately pronounce
2. can identify the vowel sound in

Elaborated by: Avila, E. (2022)<sup>3</sup>

In this context, students practice and develop their abilities to recognize specific vowel sounds with a correct pronunciation that contributes to the students' interaction and their environment.

<sup>2</sup> Source: Vowel sounds

<sup>3</sup> Source: Find someone who

The hot seat: This activity involves asking a volunteer to become the hot seat while having their eyes closed. Then the students choose a word from the learned vocabulary for the volunteer to recognize the vowel sounds. After that, the volunteer chooses another student to play and determine whether the vowel sounds are correct or not. For example:

Table 4. Vowels

Students	Volunteers
Eat	/i:t/ - i:
Study	/'stʌd.i/ - ʌ

Elaborated by: Avila, E. (2022)<sup>4</sup>

This activity allows students to recognize and pronounce vowel sounds correctly by interacting with all the class.

Two truths and a lie: This is an activity where students must think of three statements about a topic explained by the teacher. In this activity two statements must be true and one a lie. For example, if the topic is “Superlatives and Comparatives,” students have to make sentences related to the topic. For example:

Table 5. Trues and lies.

Students	Trues	Lies
1.	My mother is taller than my sister. My father is funnier than my mother.	My sister is the tallest at home.
2.	My dog is funnier than my cat. My computer is more expensive than my cellphone.	My mother is smaller than me.

Elaborated by: Avila, E. (2022)<sup>5</sup>

After that, students must identify the lie while explaining why they think it is the incorrect one. Also, they must correct the pronunciation, particularly the vowel sounds. Finally, the students must say if their classmates are correct or incorrect.

<sup>4</sup> Source: Vowels

<sup>5</sup> Source: Trues and lies

Snowball: This activity involves students writing the vocabulary learned during the class on a sheet of paper. Next, students must turn the paper into a ball. Then when the teacher gives the sign, students must share the papers among them by throwing them around the class. After that, students say what is written on the ball out loud and identify the vowel sound of the word. This activity can be used at the beginning of the class to remember the previous vocabulary and to practice the correct pronunciation of each word.

Interactive Phonetic Activities are a great way to develop the student's pronunciation through activities focused on improving the English language. Furthermore, these activities boost the student's participation in the class because it builds an atmosphere where they feel more comfortable learning the content. Most Interactive Phonetic Activities are adaptable because of the new modality where teachers can use them in both physical and online classes. However, student's interaction with the class is the key to achieve the main goal to improve their pronunciation.

Likewise, interactive activities include a wide range of strategies that involve students in doing and thinking activities related to the content (Anwar, 2019). It is beneficial to enhance the learning environment and to develop knowledge effectively. When a teacher applies interactive activities, he/she will be spending a great portion of time helping students to understand how to develop their language skills, and more importantly, their spoken production. Also, the teacher provides opportunities to demonstrate what students have learned to facilitate feedback from their activities and to achieve the aims that have been proposed.

According to Anon (2020), interactive activities can be used to engage students in thinking creatively through developing the speaking skill. It can be developed in pairs or groups, giving and receiving feedback and finally, showing the goals achieved. There are many interactive activities that can be used to teach the language and help students increase their knowledge. Most of these activities can be accessed through online tools

found on the Internet which match universal factors such as learning styles, student's personalities, and the kind of knowledge that teachers could apply in the class.

Teachers can usually encourage learners to participate actively in the class through activities that provide students with the opportunity to be exposed to the new language through new vocabulary, grammatical structures, and the development of the four skills. Renandya and Jacobs (2016) stated that students' oral participation is an important part of interactive activities because language learning is more effective when the language is used interactively, enhancing the English-speaking skill. In addition, when students work in groups, they are motivated and take more initiative to learn the language on their own.

On the other hand, there is a relationship among students' oral participation and types of classroom activities that help to increase appropriate vocabulary through a friendly classroom atmosphere, enhanced students' behavior, learning acquisition processes as well as the students' pronunciation, which is the most important part when developing the speaking skill through the use of interactive activities as tools for class interaction. (Gutierrez-Heras & Camino, 2022). This interaction facilitates conversations among teachers and learners as learners participate actively in the learning process.

Table 6. Class interaction

<b>Class Interaction</b>		
Emotional Support	Classroom Instructions	Instructional Support
Motivation	Behavior	Learning skills
Teacher and students' sensitivity	Management Productivity	Content understanding
Students Perspectives	Good behavior	Inquiring Feedback

Elaborated by: Avila, E. (2022)<sup>6</sup>

<sup>6</sup> Source: Pinta et al. (20212b)

In the same way, interaction plays an important role in teaching a language with processes that include learner's exposure and production of language (Sundari 2017). The interest in interaction, its effects, and the variables implied have impacted its effectiveness in general or specific components, which make interaction one of the most beneficial tools for L2 (Second Language) acquisition. It is important to consider the key components of interaction such as input, negotiation, output, and attention that help teachers to understand how to apply and manage interaction in a class.

In this regard, input is a component of language acquisition where learners develop comprehension and L2 development while practicing and getting feedback one another. Moreover, negotiation for meaning is the heart of interaction being conceived as the driving force in proving learner a better comprehension through interacting with other students. (Trimino, n.d.). Finally, attention is cognitive in nature and is essential for L2 learning because it is part of the interaction in the L2 learning process.

To understand how interaction works at the school level, it is important to comprehend the effects interactions have on students because they are considered the key to develop knowledge (Hurst, Wallace, & Nixon, n.d.). In this study, the primary focus is on students' interactions where it has been found that they have a major impact in different aspects such as the environment and the process of the class. The primary area of focus is on the way in which teachers apply interaction in the class. It is through activities that allow students to share a good experience with their classmates.

The impact interactive activities have on the development of the class, where students show them on different areas, include enhanced students' behavior, students' experiences development, student's achievement, and school's teaching-learning effectiveness. According to Hanum (n.d.), students' interaction in the classroom is the key to develop good communication and to achieve the proposed goals through activities that contribute to the development of the English language. For this reason, to emphasize the importance of interaction in the teaching environment is an essential part of the current research because activities do not work without interaction.

## **English language teaching and learning**

According to Mappiasse and Sihes (2014), English has become one of the most important universal languages, and one billion people are using it in their daily life. To teach a language, it is necessary to develop grammar and different skills such as reading, listening, writing, and speaking. Grammar plays a fundamental role in language learning and linguistics, which refers to the study of rules including morphology, syntax, and phonology. Nowadays, there are teaching methodologies that are considered easy to apply in the class because they can be found on Internet websites.

To teach a language, it is necessary to achieve interest and desire through interactive teaching methods using all possible modern (Al-Ghasab, 2022). Moreover, teachers decide to prepare and use all those kinds of aids according to the student's needs such as interests and different learning styles. Interactive methodologies are the most important in this process because of the activities that facilitate language teaching. These methodologies include mingle activities which are used to increase interaction in the class.

Akdogan (n.d.) stated that introducing teaching tools such as authenticity is very useful to teach a language through building dialogues with real games or quizzes. These kinds of materials create an English real context through a natural conversation. On the other hand, interactive teaching methods are necessary for every lesson because they can motivate students to learn the language, while improving learners' abilities and capacities. Furthermore, the activities can be useful in all the school subjects because those can be adapted to achieve the teacher's goals.

Teaching a language may be difficult for learners due to the grammatical structures, but if a teacher uses a combination of content, sources and methods , which are connected with the four core skills the class will be more interesting for them (Chand, 2021). English Language Teaching requires knowledge of different methodologies and

learning styles with a combination of methods where methodologies do not work if there is no interaction. The best ways for students to remember the presented class is using visual and interactive aids, which can help to develop the four-core student's language skills.

The information above is relevant for both teachers and students because it provides activities to improve spoken production and to develop interaction in the class at the "South American Language Center" in Latacunga. Consequently, the use of interactive activities is designed to have a better understanding of the English Language and to promote useful strategies to overcome spoken production with a significant relevance in the teaching-learning process.

## CHAPTER II. METHODOLOGY

### 2.1. Type of research and research approach

The current research work follows a quantitative approach. According to Dawadi, Shrestha, and Giri (2021) quantitative approach gathers and analyzes significant data in order to obtain the expected results. Therefore, as expressed by Rahman (2016) a quantitative approach helps researchers to obtain information from the strength of both approaches (interactive phonetic activities and spoken production) and guide the research to a better comprehension. For that reason, it is quantitative because it highlights the statistical and numerical analysis of the students using the activities. Additionally, it gathers information on how Interactive Phonetic Activities influence students on the spoken production from where the information is analyzed.

On the other hand, this research was carried out inside the classroom since this project was developed in the same place where the study problem occurred. Therefore, it allowed to the author to enhance a better comprehension of the problem and provide and appropriate solution (Fleming, 2018). Moreover, an educational fieldwork modality was necessary to make a direct contact with students from levels A1 and A2 at the “South American Language Center” in Latacunga. The author carried out a diagnostic process and a treatment phase to have an intervention in order to determine a degree of the spoken production and the effectiveness of the use of Interactive Phonetic Activities.

The current research work was a bibliographic research since the problem of study was supported by all kind of resources such as, academic articles, essays, books, and online resources. (Park and Shea, 2020). Interactive phonetic activities for students in levels A1 and A2 at the “South American Language Center” in Latacunga were developed to improve the spoken production. The gathered data was analyzed based on the correlation of the variables: "Interactive Phonetic Activities" and "Spoken

Production." This process allowed to set up the cause and effect that the problem has on the class, but with a reference to the real environment.

Additionally, the research study was experimental because the researcher had to plan, apply, and look for interactive phonetic activities in the English language learning to help students to develop and produce a better-spoken output in the class with the treatment group. In the current research, an experiment was developed and the author had to consider different interactive phonetic activities to improve and evaluate the level of the spoken production of each student, based on the criteria from Cambridge. To know and analyze the impact that the interactive phonetic activities had, it was necessary to have one experimental group which was evaluated with a pre and post-test to know if the treatment proposed had the expected results.

Furthermore, Kivunja and Kuyini (2017) stated that exploratory research allows to investigate and identify ideas considering the established problem, as well as, antecedents that are examined in depth in the research proposed where "Interactive Phonetic Activities would enhance the Spoken Production". Moreover, the main goal of exploratory research is to measure experiences and to evaluate study issues that have not been developed yet.

It is important to highlight that the population and sample for this research include young learners from the "South American Language Center" in Latacunga, with an A1 and A2 English level correspondingly. The students have an average age between 16 and 25 years old. Besides, it is important to highlight that the participants have Spanish as their mother tongue and English as a foreign language. Additionally, it was necessary to take a sample for an experimental design. In that regard, it was considered a sample of 30 students with 13 males and 17 females who belong to the levels mentioned above as an experimental group.

Table 7. Population

<b>Population</b>	<b>Experimental group</b>	<b>Total</b>	<b>Percentage</b>
Male	13	13	44%
Female	17	17	56%
Total	30	30	100%

Elaborated by: Avila, E. (2022)<sup>7</sup>

## 2.2. Type of data collection

To develop this research, the technique applied was a test and the instrument used was a validated questionnaire. The speaking section from KET (Key English Test) was simulated as a pre-test and post-test for this research (Cambridge, 2020). This test lasts between 8 to 10 minutes in the speaking section. Likewise, it is designed for students with an elementary level of English which measures the oral expression to communicate in simple and everyday situations by answering and asking simple questions. The pre-test was given to the students to measure their speaking skill before getting the treatment. While the post-test was given to the students after the treatment, to measure the student's speaking skill (spoken production) development.

In the current research, the data was collected by using the KET speaking questionnaire to assess students on the speaking skill. In the pre-test and post-test, the author gave the test in pairs (two people). It was considered only one part of the test where students had to respond to personal questions. In this part, the author asked five questions to each candidate with the purpose of measuring the student's speaking skill before and after the treatment. Likewise, another important instrument used in the current research was the scoring rubric adapted from (Cambridge University ,2019). In this rubric, the assessment scale is divided into 3 criteria but for this research only two criteria were considered: 1. (grammar and vocabulary), and 2. (pronunciation.) The rubric (Annex 3) is categorized into 5 bands, with 0 being the lowest and 5 the highest as shown below.

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<sup>7</sup> Source: Student's roster

When the author applied the treatment, it was necessary to use a lesson plan as an instrument to give students the opportunity to practice in a real context and to share opinions and suggestions. In order to apply most Interactive Phonetic Activities, a booklet was designed with lesson plans created according to the KET speaking examination for A1-A2 level. Also, the Fast English Program (textbook), units 2, 3, 4, 5 and 6 from students at “South American Language Center” were used based on Harmer (1998) lesson plan structure as stated in the experimental design in the following section.

Another instrument used for the experiment was a validated lesson plan taken from Harmer (1998). This lesson plan is structured with all the necessary components for a lesson plan such as the topic, level, age, time, objectives, and materials. On the other hand, the lesson plan was adapted to implement the Interactive Phonetic Activities and the spoken production elements, allowing to create the teacher and students’ activities in order to achieve the main aim. All the lesson plan was focused on pronunciation, especially on diphthongs where students presented more problems. The main activities were “Guess who”, “Snowball”, and “Find someone who” in which the students had to interact among themselves in order to develop their pronunciation by using diphthongs. Additionally, the plannings were focused on grammar and vocabulary that the students already knew. The main activities in this section included “Two truths and a lie”, “The hot seat”, and “Find someone who,” in which students had to communicate based on real situations to get their answers.

Finally, all numerical data was collected for statistical analysis for the pre-test and post-test of the experimental group before and after the treatment with Interactive Phonetic Activities. There was only one type of data analysis. Quantitative analysis was used to describe the effect of Interactive Phonetic Activities on the spoken production through an analysis of the test results using the T-test and recognizing the final results of the implementation of Interactive Phonetic Activities to improve the spoken production. All the data was entered into the computer and, then analyzed through the SPSS program to get descriptive statistics, such as frequency means and standard deviation.

### 2.3. Experimental design



**UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO  
OFICINA DE POSGRADOS**

**Maestría en Pedagogía del Idioma Inglés**

*“Interactive Phonetic Activities for the development of the Spoken Production”*

in students from A1 and A2 level at “South American Language Center” in Latacunga

**Author:** Lcda. Estefany Yessenia Avila Chacón

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## **Introduction**

This current research was developed in order to provide students with interactive phonetic activities and assist them on enhancing their pronunciation educational practices and their spoken production at the “South American Language Center” in Latacunga. For that reason, the feasibility of the experiment is to determine the influence of interactive phonetic activities in the student’s spoken production through the use of technological tools such as Kahoot and YouTube videos to encourage correct vowels sounds pronunciation.

Moreover, it was necessary to develop 5 lesson plans, which are adapted from Harmer (1998) for students in A1 and A2 levels from the “South American Language Center” in Latacunga. Consequently, to identify the different interactive phonetic activities that can be applied in the English lessons, it was necessary to carry out bibliographic research from several authors. Additionally, to establish the spoken production that can be developed in the class, it was necessary to apply a pre- and post-test using the Cambridge speaking assessment rubrics. At the end of the results, test results were compared with the Cambridge English scale according to the Common European Framework.

## **General guide**

In this experiment research project, vowel sound pronunciation was primarily taken into account. For this reason, a general guide was used in order to have an overview about the contents. Therefore, the scope of the experiment is presented to understand how much needs to be accomplished in each lesson plan is presented first. Then the lesson plans are presented along with their materials and resources, which were adapted to apply interactive phonetic activities to develop the students’ spoken production through this process.

## Scope of the experiment

Table 8. Interactive phonetic activities for the development of the spoken production

<b>Number lesson</b>	<b>Topic</b>	<b>Unit</b>	<b>Number of hours</b>	<b>Interactive phonetic activities</b>	<b>Spoken production elements</b>
1	Animals	Level 1 (unit 1)	1	Guessing activity	Pronunciation – vowel sounds
2	Technology	Level 1 (unit 5)	1	Find someone who	Grammar -pronunciation – vowel sounds
3	Basic verbs (regular and irregular)	Level 1 (unit 7)	1	The hot seat	Vocabulary - pronunciation – vowel sounds
4	Comparatives and superlatives	Level 2 (unit 16)	1	Truths and lies	Pronunciation – vowel sounds
5	Modal auxiliaries	Level 2 (unit 22)	1	Snowball activity	Grammar - pronunciation – vowel sounds

Elaborated by: Avila, E. (2022)<sup>8</sup>

<sup>8</sup> Source: Lesson plans

## Lesson plan 1

### Audience

This lesson plan is designed for 30 students from the first and second level in the “South American Language Center” program. This plan was designed to meet the needs Ecuadorian students have regarding pronunciation. Moreover, this lesson plan is suitable to be used in ESL academic contexts as well, assuming that students show similar challenges in producing and hearing sounds related to words about animals.

### Lesson plan: pronunciation – animals

<b>Topic:</b> Animals			
<b>Level:</b> A2	<b>Age:</b> 16 – 22 years Old	<b>Time:</b> 60 minutes	<b>No. of students</b> 30
<b>Recent topic work:</b> No limits		<b>Recent language work:</b> Adjectives and articles.	
<b>Interactive pronunciation activity:</b> guessing activity		<b>Spoken production element:</b> pronunciation – vowels (short, long)	
<b>Aims:</b> Students will be able to produce I, i:, u, u: , ʌ and ə vowel sounds and apply them in a discussion task through the use of technology.			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Students will be able to recognize the correct pronunciation of vowels through tongue position, lip shape, complexity, tension and length of the vowels.</li> <li>• Students will be able to produce the vowel sounds in a real context.</li> <li>• Students will be able to work collaboratively and identify the vowels through an intelligible pronunciation.</li> </ul>			
<b>Materials:</b>			
Computer, Internet connection, websites, PPT slides			
<b>Assessment:</b> Speaking about animals and characteristics.			
<b>Anticipated problems:</b> SS might have a hard time preparing the speaking. SS might make mistakes during the pronunciation.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
15 min	<b>Warm Up</b> <b>Kahoot:</b> Students will choose the word according to animal's vocabulary.	Students must use Internet to play using worksheet #1	Identify vowels and animals.

	<p>Link Kahoot:  <a href="https://embed.kahoot.it/b8a91ecb-b22d-4e7a-b118-efbab1a4ea68">https://embed.kahoot.it/b8a91ecb-b22d-4e7a-b118-efbab1a4ea68</a></p> <p><b>Video about vowels:</b>  Students will watch a video "Vowels". While students watch and listen the video, they will circle the vowel sounds. /ɪ/, /i:/, /ʊ/, /u:/, /ʌ/ and /ə/. Worksheet #1</p> <p>Link video:  <a href="https://www.youtube.com/watch?v=N2ESyTn6kt0">https://www.youtube.com/watch?v=N2ESyTn6kt0</a></p>	Students will choose the vowels and animals they know.	
20 min	<p>Teacher explains to the students the vowels´ Area, tongue position, lip share, complexity, tension, and length.</p> <p>Resource #1</p> <p><b>Guessing Activity:</b> After that, the teacher asks students to write their favorite animals in a sheet of paper. Then, they must share the papers among them. Finally, they must guess and identify the vowel sound of each animal.</p>	<p>It will be used Resource #1</p> <p>Students think about animals and vowel sounds to develop the correct pronunciation through interaction among them.</p>	Students participate in the activity.
25 mins	<p>Students will be given a worksheet related to animals</p> <p>Worksheet #2</p> <p>The teacher explains that students must identify and choose an animal. Then, they must practice</p>	<p>Students use worksheet #2</p> <p>Students must work together to get the best answers and using a correct pronunciation.</p>	Make questions and answer them orally.

	<p>individually for a minute a description of the animal chosen with a correct pronunciation.</p> <p>The teacher divides the class into 6 groups where they must correct their classmate's pronunciation.</p>		
<p><b>Assessment:</b> To speak about their favorite animals and make a description of each one using the correct pronunciation. Students must share with the class their speaking.</p>			

Elaborated by: Avila, E. (2022)

**Worksheet #1**

Student: \_\_\_\_\_

Date \_\_\_\_\_

Instruction: Listen and watch the video and write the words that contain the following vowel sounds:

Vowel sound	/a/	/e/	/i/	/o/	/u/

Elaborated by: Avila, E. (2022)

**Resource #1**

Vowel Sound	Area	Tongue Position	Lip Shape	Simple or Complex	Tension	Length
/ɪ/	Front	High	Neutral	Simple	Lax	shortened
/i:/	Front	High	Spread	Complex	Tense	lengthened
/ʊ/	Back	High	Rounded	Simple	Lax	shortened
/u:/	Back	High	Rounded	Complex	Tense	lengthened
/ʌ/	Back	Middle	Neutral	Simple	Lax	shortened
/ə/	Central	Middle	Neutral	Simple	Lax	shortened

Source: Gallardo, Y. (2020)

**Worksheet #2**

Student: \_\_\_\_\_

Date \_\_\_\_\_

**Instruction:** Students must choose and prepare a description of an animal using a correct pronunciation. Then, in groups they share their descriptions to find some mistakes.



Source: BusyTeacher.org

## Lesson plan 2

### Audience

This lesson plan is designed for 30 students from the first and second level at the “South American Language Center” program. This plan was designed to meet the needs Ecuadorian students have in terms of pronunciation. Moreover, it is suitable to be applied in ESL contexts as well, assuming the students show similar challenges in producing and discriminating different sounds in words related to the use of technology.

### Lesson plan: pronunciation – technology

<b>Topic:</b> technology			
<b>Level:</b> A2	<b>Age:</b> 16 – 22 years Old	<b>Time:</b> 60 minutes	<b>No. of students</b> 30
<b>Recent topic work:</b> No limits		<b>Recent language work:</b> verbs and vocabulary	
<b>Interactive pronunciation activity:</b> find someone who...		<b>Spoken production element:</b> pronunciation – vowels sounds (short, long)	
<b>Aims:</b> Students will be able to produce I, i:, u, u:, ʌ and ə vowel sounds and apply them in a recording file while repeating verbs related to technology.			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Students will be able to ask and answer questions by using the vowel sounds.</li> <li>• Students will be able to recognize and identify the vowel sounds.</li> <li>• Students will be able to produce the vowel sounds by recording themselves.</li> </ul>			
<b>Materials:</b>			
Computer, Internet connection, websites, PPT slides			
<b>Assessment:</b> Recording verbs related to technology by using vowel sounds.			
<b>Anticipated problems:</b> SS might have a hard time preparing the recording. SS might make mistakes during the pronunciation.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
15 min	<b>Warm Up</b> Students will watch a video about technology with verbs related to the topic. Link: <a href="https://www.youtube.com/watch?v=O0Dc58-JBY">https://www.youtube.com/watch?v=O0Dc58-JBY</a>	Students write the words they heard on the board.  Then, they will identify the vowel sounds in	Identify vowels and verbs about technology.

		the words.	
20 min	<p>Teacher reinforces Ss´ with information about vowels such as the area of pronunciation, tongue position, lip placement, complexity, tension, and length of the vowels.</p> <p>Resource #1</p> <p><b>Find Someone Who:</b> After that, teacher asks students to develop a worksheet finding who can identify the vowel sounds of the verbs studied in the class.</p>	<p>Worksheet #1 will be used.</p> <p>Students choose their classmates to identify the correct pronunciation of the words.</p>	Students participate in the activity.
25 mins	<p>Teacher explains that students must identify the different verbs by pronouncing the words loudly in the class. Then, they must practice individually a description of different technological devices with a correct pronunciation for a minute.</p>	<p>Students must pronounce words correctly and identify the vowel sounds.</p>	Correctly pronounce verbs about technology.
<p><b>Assessment:</b> Students must record themselves by using an online tool and send the link to the teacher by e-mail. (<a href="mailto:estefanyavila1999@gmail.com">estefanyavila1999@gmail.com</a>)</p> <p>Link: <a href="https://www.speakpipe.com/voice-recorder">https://www.speakpipe.com/voice-recorder</a></p>			

Elaborated by: Avila, E. (2022)

## Worksheet #1

Student: \_\_\_\_\_

Date \_\_\_\_\_

Instruction: Find someone who can pronounce and identify the vowel sounds correctly of the following words:

Find someone who....	Name	More information
1. can pronounce correctly the word click.		
2. can identify the vowel sound of the word charge.		
3. can pronounce correctly the word paste.		
4. can identify the vowel sound of submit.		
5. can correctly pronounce the word type.		

Elaborated by: Avila, E. (2022)

## Resource #1

Vowel Sound	Area	Tongue Position	Lip Shape	Simple or Complex	Tension	Length
/ɪ/	Front	High	Neutral	Simple	Lax	shortened
/i:/	Front	High	Spread	Complex	Tense	lengthened
/ʊ/	Back	High	Rounded	Simple	Lax	shortened
/u:/	Back	High	Rounded	Complex	Tense	lengthened
/ɪ/	Back	Middle	Neutral	Simple	Lax	shortened
/ə/	Central	Middle	Neutral	Simple	Lax	shortened

Source: Gallardo, Y. (2020)

### Lesson plan 3

#### Audience

This lesson plan is designed for 30 students from the first and second level in the “South American Language Center” program. This plan was designed to meet the needs Ecuadorian students have regarding pronunciation. Moreover, this lesson plan is suitable to be used in ESL academic contexts as well, assuming that students show similar challenges in producing and hearing sounds related to words about animals.

#### Lesson plan: pronunciation – basic verbs

<b>Topic:</b> Animals			
<b>Level:</b> A2	<b>Age:</b> 16 – 22 years Old	<b>Time:</b> 60 minutes	<b>No. of students</b> 30
<b>Recent topic work:</b> No limits		<b>Recent language work:</b> basic verbs	
<b>Interactive pronunciation activity:</b> the hot seat		<b>Spoken production element:</b> pronunciation – vowels (short, long)	
<b>Aims:</b> Students will be able to produce /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ vowel sounds and apply them in a debate in the class.			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Students will be able to ask and answer questions by using the vowel sounds learned.</li> <li>• Students will be able to produce the vowels sounds in a real context.</li> <li>• Students will be able to work individually by remembering the content learned.</li> </ul>			
<b>Materials:</b>			
Computer, Internet connection, websites, PPT slides			
<b>Assessment:</b> Questions about simple verbs by using vowel sounds.			
<b>Anticipated problems:</b> SS might have a hard time remembering the vowel sounds. SS might make mistakes during the pronunciation.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
15 min	<b>Warm Up</b> <b>Kahoot:</b> Students will choose the word according to basic verbs. Link Kahoot: <a href="https://kahoot.it/challenge/1e85e26a-590b-42a5-b8b4-">https://kahoot.it/challenge/1e85e26a-590b-42a5-b8b4-</a>	Students must use Internet and worksheet #1 to play.  Students will choose the vowels and verbs they know.	Identify vowels and basic verbs.

	<p><a href="https://www.youtube.com/watch?v=wwxgny8bvRE">67fdfab1f407_1603855469985</a></p> <p><b>Video about basic verbs:</b> Students will watch a video about basic verbs. While students watch and listen the video, they will identify the vowel sounds /ɪ/, /i:/, /ʊ/, /u:/, /ʌ/ and /ə/ by using a worksheet. Worksheet #1 Link video: <a href="https://www.youtube.com/watch?v=wwxgny8bvRE">https://www.youtube.com/watch?v=wwxgny8bvRE</a></p>		
20 min	<p>Teacher explains information vowels such as the Area of pronunciation, tongue position, lip placement, complexity, tension, and length of the vowels.</p> <p><b>The hot seat:</b> After that, teacher asks volunteers to seat in front of the class and identify the vowel sound in the verbs chosen by the class. Then, the student gives the answer and chooses another student to play. Finally, students must say whether pronunciation is correct or not.</p>	<p>Resource #1 will be used.</p> <p>Students think about basic verbs and vowel sounds to develop the correct pronunciation through interaction among them.</p>	Students participate in the activity.
25 mins	<p>Students will develop an online worksheet related to basic verbs. Link:<a href="https://www.liveworksheets.com/ej175938mk">https://www.liveworksheets.com/ej175938mk</a> Teacher explains that</p>	<p>Students use the link</p> <p>Students must work to get the best answers, using a correct pronunciation.</p>	Remember the sounds of the verbs.

	students must identify the sounds and develop the worksheet.		
<b>Assessment:</b> Speak about the most difficult verbs, make a description of each one, and use correct pronunciation. Students must share their speaking with the class.			

Elaborated by: Avila, E. (2022)

### Worksheet #1

Student: \_\_\_\_\_

Date \_\_\_\_\_

Instruction: Listen, watch the video and write the words that contain the following vowel sounds:

Vowel sound	/e/	/ɜ:/	/ɒ/	/ɔ:/	/ɑ:/	/æ/

Elaborated by: Avila, E. (2022)

## Lesson plan 4

### Audience

This lesson plan is designed for 30 students from the first and second level at the “South American Language Center” program. This plan was designed to meet the needs Ecuadorian students have in terms of pronunciation. Moreover, it is suitable to me applied in ESL contexts as well, assuming the students show similar challenges in producing and discriminating different sounds in words related to the use of comparatives and superlatives.

### Lesson plan: pronunciation – comparatives and superlatives

<b>Topic:</b> Animals			
<b>Level:</b> A2	<b>Age:</b> 16 – 22 years Old	<b>Time:</b> 40 minutes	<b>No. of students</b> 30
<b>Recent topic work:</b> No limits		<b>Recent language work:</b> superlatives and comparatives	
<b>Interactive pronunciation activity:</b> truths and lies		<b>Spoken production element:</b> pronunciation – vowels (short, long)	
<b>Aims:</b> Students will be able to produce e /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ vowel sounds and apply them in a debate in the class.			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Students will be able to answer questions by using the correct pronunciation of comparatives and superlatives.</li> <li>• Students will be able to produce the vowels sounds in a real context.</li> <li>• Students will be able to work individually and record the pronunciation of the vowel sounds.</li> </ul>			
<b>Materials:</b>			
Computer, Internet connection, websites, PPT slides			
<b>Assessment:</b> Recording correct pronunciation of comparatives and superlatives by using vowel sounds.			
<b>Anticipated problems:</b> SS might have a hard time preparing the recording. SS might make mistakes during the pronunciation.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
	<b>Warm Up</b> Students will watch a video about comparatives and	Students write the adjectives in comparative and	Identify vowels in the grammatical form.

15 min	superlatives. Link: <a href="https://www.youtube.com/watch?v=wwLaiF_bVpl">https://www.youtube.com/watch?v=wwLaiF_bVpl</a>	superlative forms on the board.  Then, they will identify the vowel sounds in the words.	
20 min	Teacher reinforces Ss´ with information about vowel sound as explained in the previous class. <b>Trues and lies:</b> After that, teacher asks students to make groups of 5 or 6 people. Then they must make sentences saying two trues and one lie. Next, the classmates will have to identify the lie and correct the pronunciation by using the vowels leaned.	Students choose their classmates to identify the correct pronunciation of the words.	Students participate in the activity.
25 mins	The teacher explains that students must work in the same group to identify the vowel sounds and the adjectives that are more difficult to pronounce. Then they must practice individually for a description of different comparatives and superlatives with a correct pronunciation for a minute. Worksheet #1	Students must pronounce correctly and identify the vowel sounds.	Correctly pronounce adjectives in comparatives and superlative forms.
<b>Assessment:</b> Students must record themselves by using an online tool and send the link to the teacher by e-mail. ( <a href="mailto:estefanyavila1999@gmail.com">estefanyavila1999@gmail.com</a> ) Link: <a href="https://www.speakpipe.com/voice-recorder">https://www.speakpipe.com/voice-recorder</a>			

Elaborated by: Avila, E. (2022)

**Worksheet #1**

Student: \_\_\_\_\_

Date \_\_\_\_\_

Instruction: Write the adjectives and the vowel sound you can identify

Vowel sound	/e/	/ɜ:/	/ɒ/	/ɔ:/	/ɑ:/	/æ/

Elaborated by: Avila, E. (2022)

## Lesson plan 5

### Audience

This lesson plan is designed for 30 students from the first and second level at the “South American Language Center” program. This plan was designed to meet the needs Ecuadorian students have in terms of pronunciation. Moreover, it is suitable to be applied in ESL contexts as well, assuming the students show similar challenges in producing and discriminating different sounds in words related to the use of modal auxiliaries.

### Lesson plan: pronunciation – modal auxiliaries

<b>Topic:</b> animals			
<b>Level:</b> A2	<b>Age:</b> 16 – 22 years Old	<b>Time:</b> 40 minutes	<b>No. of students</b> 30
<b>Recent topic work:</b> No limits		<b>Recent language work:</b> modal auxiliaries	
<b>Interactive pronunciation activity:</b> snowball activity		<b>Spoken production element:</b> pronunciation – vowels (short, long)	
<b>Aims:</b> Students will be able to produce /l, i:, u, u:, ʌ, ə/ e /e/, /ɜ:/, /ɔ:/, /ɒ/, /ɑ:/ and /æ/ vowel sounds and apply them in a discussion task through the use of modal verbs.			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Students will be able to recognize the correct pronunciation of vowels through tongue position, lip shape, complexity, tension, and length of the vowels.</li> <li>• Students will be able to produce the vowel sounds in a real context.</li> <li>• Students will be able to work collaboratively and identify the vowels by an intelligible pronunciation.</li> </ul>			
<b>Materials:</b>			
Computer, Internet connection, websites, PPT slides			
<b>Assessment:</b> Speaking about modal auxiliaries.			
<b>Anticipated problems:</b> SS might have a hard time preparing the speaking. SS might make mistakes during the pronunciation.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
	<b>Warm Up</b> The teacher explains about modal auxiliaries.	Students must listen to the teachers and develop the exercise.	Identify vowels

15 min	<p>Resource #1</p> <p><b>Video about vowels:</b></p> <p>Students will watch a video “Vowels” again. While students watch and listen to the video, they will circle the vowel sounds. /ɪ/, /i:/, /ʊ/, /u:/, /ʌ/ and /ə/. Worksheet #1</p> <p>Link video:<a href="https://www.youtube.com/watch?v=N2ESyTn6kt0">https://www.youtube.com/watch?v=N2ESyTn6kt0</a></p>	Students will choose the vowels they know.	
20 min	<p>The teacher reminds students information about vowel placements as done on previous classes.</p> <p>Resource #1</p> <p><b>Snowball Activity:</b> After that, the teacher asks students to write the pronunciation of the modal auxiliaries in a sheet of paper. Then they must share the papers among them by balling them and throwing them around the class. Finally, they must guess and identify the vowel sound of modal verb.</p>	<p>It will be used Resource #1</p> <p>Students think about modal auxiliaries and vowel sounds to develop the correct pronunciation through interaction among them.</p>	Students participate in the activity.
25 mins	The teacher explains that students must identify the modal auxiliaries. Then they must practice individually for a minute a description of them with a correct pronunciation.	Students must work together to get the best answers using the correct pronunciation.	Make questions and answer them orally.

	The teacher divides the class into 6 groups where they have to correct their classmate's pronunciation.		
<p><b>Assessment:</b> To speak about when and how to use the modal auxiliaries and make a description of each one using the correct pronunciation. Students must share with the class their speaking.</p>			

Elaborated by: Avila, E. (2022)

### Worksheet #1

Student: \_\_\_\_\_

Date \_\_\_\_\_

Instruction: Listen and watch the video and write the words that contain the following vowel sounds:

Vowel sound	/ɪ/	/i:/	/u/	/ʌ/	/ə/

Elaborated by: Avila, E. (2022)

### Resource #1

COULD	WOULD
1. To indicate ability in the past. (Yesterday, last week, last year, etc.) <i>For example:</i> - I could play chess when I was six years old.	1. To express the result or effect of a possible situation. <i>For example:</i> - If I had money, I would buy a house.
2. We use Can you...? Or Could you....? When we ask people to do thing. When we ask favors. <i>For example:</i> - Could you close the door, please?	2. To express polite request. For example: - Would you pass the salad, please?
3. To express possibility in the future. <i>For example:</i> - I could become a doctor if I study medicine.	3. We also use would + like to express wishes or ambitions. <i>For example:</i> - I would like to travel to Mexico.

Elaborated by: Avila, E. (2022)

## CHAPTER III. ANALYSIS OF THE RESULTS OF THE RESEARCH

### 3.1. Analysis of results

This chapter is based on the analysis of the results gathered from in students in levels A1 and A2 at from “South American Language Center” in Latacunga. A pre-test was applied to the experimental group before the researcher implemented the teaching strategies established in the methodological part. Then students received lesson plans based on interactive activities to develop the spoken production. After that, the author applied the post-test to the experimental group to make an analysis of the speaking skill based on the test applied. For that reason, this chapter shows the total average that the population (N=30) got applying phonetic activities for each element using the KET speaking criteria, which includes grammar and vocabulary, pronunciation, and interactive communication.

#### Pre-test results

Table 9. Pre-test results

Criteria	Scale – Students				Total	Average
	0,1-1,99	2-2,99	3-3.99	4-5		
Grammar and Vocabulary	43%	45%	10%	2%	100%	2,02
Pronunciation	49%	45%	6%	0%	100%	2,07
Interactive Communication	49%	36%	15%	0%	100%	1,97
						2,00

Elaborated by: Avila, E (2022)<sup>9</sup>

The table above shows the results from the pre-test after assessing the experimental group using the KET Speaking test from Cambridge University (2019). This exam evaluates grammar and vocabulary, pronunciation, as well as interactive communication on a scale from 0 to 5 points. The student’s scores were divided in 4 different scales from 0,1 to 5. The results above show that the average results in the pre-test applied to the experimental group, on the scale of 2 over 5 points, that denoted weaknesses in the interactive communication parameters.

<sup>9</sup> Source: Student’s grades

The first section of the KET Speaking test covers issues related to grammar and vocabulary. This scale goes from 0 to 1,99, and it was achieved by 43% of students. Furthermore, nearly 45% of students reached the second scale, which goes from 2 to 2,99. Moreover, the third scale, which goes from 3 to 3,99, was achieved by only 10% of the population. Finally, 2% of students achieved the last scale, which goes from 4 to 5. As a result, the average of the 30 students was 2,02 over 5 points.

The second section of the test refers mainly to issues related to pronunciation. The results showed that first scale, which goes from 0,1 to 1,99, was achieved by 49% of students. Further, nearly 45% reached the second scale, which goes from 2 to 2,99. Moreover, 6% of students achieved the third scale, which goes from 3 to 3,99. Finally, no student reached the last scale, which goes from 4 to 5. Consequently, the average of this section was 2,07 over 5 points, where the main goal was to recognize the correct use of vowel sounds.

Last, yet importantly, the third indicator refers to interactive communication. In this part, students had to be able to interact with a correct use of the language. The results showed that the first scale which goes from 0,1 to 1,99 was achieved by 49% of students. Furthermore, 36% of students reached the second scale which goes from 2 to 2,99. Moreover, the third scale which goes from 3 to 3,99 was achieved by 15%. Finally, no student reached the last scale, which goes from 4 to 5. Therefore, the 30 students had an average of 1,97 points over 5.

## Post-test results

Table 10. Post-test results

Criteria	Scale – Students				Total	Average
	0,1-1,99	2-2,99	3-3,99	4-5		
Grammar and Vocabulary	0%	0%	20%	80%	100%	4,30
Pronunciation	0%	0%	20%	80%	100%	4,22
Interactive Communication	0%	0%	20%	80%	100%	4,23
						4,30

Elaborated by: Avila, E (2022)<sup>10</sup>

The table above shows the results gathered from the post-test applied to the population using the KET Speaking test from Cambridge University (2019). This test evaluates grammar and vocabulary, pronunciation, as well as interactive communication with a scale of 0 to 5 points as indicated before. The student's scores were divided in 4 different scales from 0,1 to 5. The results above show that the average in the pre-test of the 30 students evaluated was 4,30 over 5 points, which corroborates the effectiveness of the experiment.

The KET Speaking test was divided into three different aspects to evaluate student's improvement. The three sections were grammar and vocabulary, pronunciation, and interactive communication which obtained the same results in this part of the experiment based on the student's answers. Students had to be able to correctly use the vowel sounds learned in each lesson and show speaking skill's improvement after the experimental conducted class. The results showed that any of them reached the first and second scale which were from 0,1 to 2,99. Further, 20% of the population achieved the third scale, which goes from 3 to 4,99. And finally, the last scale, which goes from 4,1 to 5, was reached by 80% of the students. Consequently, the average of the 30 students was 4,30 over 5 points.

The results obtained from the pre and post-test showed a significant increase in the students' spoken production, which was focused on interactive phonetic activities while

<sup>10</sup> Source: Student's grades

they developed the three different aspects evaluated (grammar and vocabulary, pronunciation, and interactive communication). Moreover, the students involved in the experiment could improve their language by participating in interactive activities in the class. According to Omar et al. (2020), using interactive activities in the syllabus is required because this environment enhances students' ability to express their opinions and feel comfortable while learning the language.

### Pre-test and post-test results

Table 11. Pre-test and post-test results

Criteria	Average Initial	Percentage	Average Final	Percentage
Grammar and Vocabulary	2,02	33%	4,30	35%
Pronunciation	2,07	36%	4,22	32%
Interactive Communication	1,97	31%	4,23	33%
General	2,00	100%	4,30	100%

Elaborated by: Avila, E (2022)<sup>11</sup>

Based on the results showed on the table above, interactive phonetic activities positively influence the development of the spoken production in students in levels A1 and A2 at "South American Language Center" in Latacunga. The table was presented as a comparative analysis of the results in both pre- and post-tests where the progress of the students could be noticed.

According to the results obtained in the three sections of the rubric, these are the comparative analysis of results in each criteria grammar and vocabulary, pronunciation, and interactive communication. In the first section related to grammar and vocabulary, the experimental group started with an initial average of 2,02, but at the end of the current research it increased to 4,30 over 5 points. Furthermore, the second section related to pronunciation, the experimental group attempted started with 2,07, which showed an improvement at the end with a score of 4,22 over 5 points. Finally, the third section (interactive communication) started with an initial average of 1,97 over 5 points, and it ended with a final average 4,23.

<sup>11</sup> Source: Students' grades

In summary, after applying interactive phonetic activities it could be noticed that students obtained an average of 4,30 over 5 points. It was an increase of 2,30 points in the scale used in the experiment. It can be inferred that interactive phonetic activities developed the student's spoken production.

### 3.2. Hypothesis verification

Ho: The distribution of students' grades is normal.

H1: The distribution of students' grades is skewed.

### Calculations

The following results were obtained using the SPSS program and the Shapiro Wilk test to check the distribution of data.

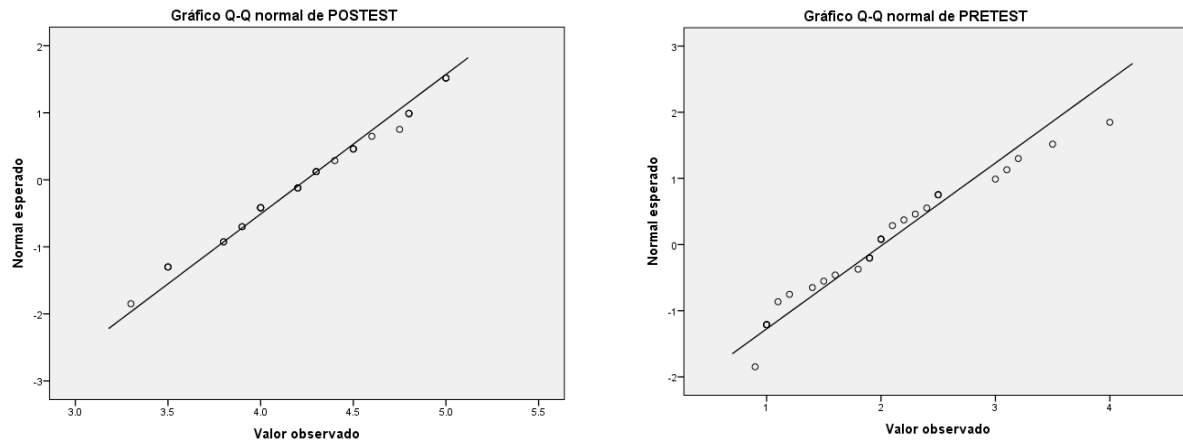
Table 12. Normality Tests

	Normality tests					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
<b>POSTEST</b>	.095	30	.200 <sup>*</sup>	.963	30	.359
<b>PRETEST</b>	.108	30	.200 <sup>*</sup>	.946	30	.131

Elaborated by: Avila, E (2022)<sup>12</sup>

<sup>12</sup> Source: Test applied to student at the "South American Language Center" in Latacunga

**Figure 4.** Post-test and post-test



Source: Test applied to student at the “South American Language Center” in Latacunga  
Elaborated by: Avila, E (2022)

## Specific Conclusions

Based on the data analyzed, the following conclusions are presented.

### Pre-test

$$0.131 > 0.05$$

Based on the pre-test results, the null hypothesis is accepted and it is certain that the data of the pre-tests scores are normal. This means the results belong to normal distribution, asserting that the data is real, without the existence of abnormal or unreal data.

### Post-test

$$0.359 > 0.05$$

Based on these results, the null hypothesis is accepted, and it is certain that the data of the post-test scores are normal. This result belongs to normal distribution, and it can be asserted that the data are real without the existence of abnormal or unreal data.

## General Conclusion

It is concluded that both before and after the applied study, the data belong to a normal distribution. This allows us to have a certainty that the data do not have irregularities, maximum data and minimum data can be classified as real or true under normal and equal study conditions. With this result we can guarantee the validity of the calculations of the subsequent statistical tests.

## T – Student test

### Hypothesis

**Ho:** Student grades have not improved after the applied teaching methodology.

**H1:** Students' grades have improved after the applied teaching methodology.

In the statistical case, the hypotheses are as follows:

If  $p > 0.05$ , Ho is accepted.

If  $p < 0.05$ , Ho is rejected.

## Calculations

The following results were obtained using the SPSS program and the student's t-test for related samples:

Table 13. Related Sample Statistics

		Related sample statistics			
		Media	N	Desviación típ.	Error típ. de la media
Par 1	PRETEST	2.0167	30	.79745	.14559
	POSTEST	4.2450	30	.48001	.08764

Elaborated by: Avila, E (2022)<sup>13</sup>

<sup>13</sup> Source: Test applied to student at te "South American Language Center" in Latacunga

Table 14. Correlations of related samples

<b>Correlations of related samples</b>				
		N	Correlation	Sig.
Par 1	PRETEST Y POSTEST	30	.119	.531

Elaborated by: Avila, E (2022)<sup>14</sup>

Table 15. Related simples test

<b>Related differences</b>					
		Media	Desviación típ.	Error típ. de la media	95% Confidence interval for the difference
Par 1	PRETEST - POSTEST	- 2.2283 3	.88041	.16074	Inferior -2.55708

Elaborated by: Avila, E (2022)<sup>15</sup>

Table 16. Related Sample Tests

<b>Related samples test</b>					
		Related differences	t	gl	Sig. (bilateral)
		95% Confidence interval for the difference			
		Superior			
Par 1	PRETEST - POSTEST	-1.89958	-13.863	29	.000

Elaborated by: Avila, E (2022)<sup>16</sup>

## Conclusions

Based on the data analyzed, the following result was obtained:

$P(0.000) < 0,05$

Therefore, with a significance level of 95% and an error of 5%, the Null Hypothesis is rejected and the Alternative Hypothesis is accepted. This means that there is statistical evidence to assert that after applying the teaching methodology to the students, there

<sup>14</sup> Source: Test applied to student at the "South American Language Center" in Ltacunga

<sup>15</sup> Source: Test applied to student at the "South American Language Center" in Ltacunga

<sup>16</sup> Source: Test applied to student at the "South American Language Center" in Ltacunga

is a positive difference in the comparison of their grades. It was proved that the grades increased after applying the methodology.

### **3.3. Interpretation**

#### **Statistical Test**

For the present research study, a statistical T - Student test for related samples was used. This statistical instrument allows us to analyze the differences between the means of two samples analyzed with respect to the same case. This means that the T Student test for related samples is useful when we seek to identify whether there was a positive or negative variation before applying a study, test or analysis after having applied any of the criteria. With this, the T - Student test analyzes whether applying the same analysis procedure on the same sample produces a positive or negative result.

#### **Normality Test**

For a T Student test to be validated as true in its results, it is necessary to verify that the data analyzed by means of this statistic come from a normal distribution and comply with homogeneity parameters. This means that the data to be analyzed correspond to a linear growth or decrease. With this, we can be assured that the analyzed data have been obtained in a real way since the answers or results are not similar to irregularities in the sampling.

For this study case, we will use a normality test called Shapiro Wilk, which is a normality test that allows us to analyze the dispersion of the data in small study samples.

#### **Calculations**

##### **Shapiro Wilk Normality Test**

By statistical nomenclature, a significance value called "p" is specified as the comparative value to decide and specify whether the analyzed results have had a

normal distribution or not. This allows us to know that the analyzed data corresponds to a statistical veracity and there are no minimum or maximum data in a sample, thus being considered a real result referring to average values.

In the statistical case, the hypotheses are the following:

If  $p > 0.05$ ,  $H_0$  is accepted.

If  $p < 0.05$ ,  $H_0$  is rejected.

This means that once the value of the Shapiro Wilk test is calculated, if it is greater than 0.05, we would accept the Null Hypothesis, and consider that the data come from a normal distribution in a close reality. On the contrary, if the value of the test is less than 0.05, we would reject the Null Hypothesis, and we would understand that the data belong to an asymmetric distribution. Thus, means that the data does not behave in a normal way. Thus, it is supposed that there is maximum, minimum or unreal data.

### **Student's t-test**

Through statistical nomenclature, a significance value called "p" is specified. This is the comparative value to decide and specify whether the analyzed results have had any difference before and after the study was applied.

In the statistical case, the hypotheses are as follows:

If  $p > 0.05$ ,  $H_0$  is accepted.

If  $p < 0.05$ ,  $H_0$  is rejected.

This means that once the value of the T - Student test has been calculated, if it is greater than 0.05, we would accept the Null Hypothesis, and we would consider that there is no difference before and after the study was applied. On the contrary, if the value of the test is less than 0.05, we would reject the Null Hypothesis, and we would understand that the data assert that there was a significant difference, making the research true.

## CONCLUSIONS

After performing the current research through analyzing and interpreting the results provided from students in levels A1 and A2 at the “South American Language Center” in Latacunga in the development of the spoken production, there are essential and important conclusions to consider for upcoming inquiries.

- Interactive Phonetic Activities should be part of the development of English language teaching practices since it influences the spoken production. For this reason, it is important to highlight that an English class requires interaction among students to improve the students’ environment. This is why interactive phonetic activities are useful in the improvement of students’ spoken production.
- This research has shown that the use of interactive phonetic activities contributes to the development of the spoken production in A1 and A2 students from the “South American Language Center” in Latacunga. This has been achieved through the use of the components of the speaking skill such as grammar and vocabulary, pronunciation, and interactive communication through the KET exam.
- With the application of interactive phonetic activities, students from levels A1 and A2 level at the “South American Language Center” in Latacunga showed an increase from 2,0 to 4,3 in their English language spoken production level according to the speaking section in the KET exam. That reveals that the spoken production improved satisfactorily.
- The assessment process prior to the use of the interactive phonetic activities revealed some of the problems in the students' spoken production. This is evidenced in the average score they got in the pre-test, which was 2.0 out of 5. The Interactive Phonetic activities applied in the current research were: "Find someone

Who", "Snowball", "The hot seat", "Two Trues and One False", "Guess activity", and "Hot Seat". These activities helped students to develop the spoken production. Consequently, the average score in the post-test was 4,3. This means that the effective application of interactive phonetic activities develops students' speaking skills

## RECOMMENDATIONS

After carrying out interactive phonetic activities in the development of the spoken production, the following recommendation are proposed to contribute to the development of the spoken production.

- English teacher must identify the problems they have in the class. The most frequent problem found in the classroom setting is the pronunciation and communication. Teachers should consider the implementation of interactive phonetic activities to improve the student's spoken production. It is the most advisable way to interact in the class while using study content. This would help develop their speaking skill.
- Students and teachers should consider the components of the spoken production that improve this important skill, such as: grammar and vocabulary, pronunciation, and interactive communication. It is helpful for teachers to identify the phonetic activities that are essential to achieve the student's goals through the use of interaction in the class.
- It is important for teachers to frequently evaluate students' spoken production to consider the best way to improve and develop an effective communication pattern in class. Therefore, teachers should adapt interactive phonetic activities according to the students' needs and the teaching methodology they have in the English class.
- It is proposed that teachers who have speaking problems in the class, implement interactive phonetic activities studied in this research: This activity could include "find someone who", "snowball", "Trues and lies", "Guess activity", and "Hot seat", which have been proven to be useful to develop the students' spoken production.

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## Appendixes

### Appendix 1. Pre-test

#### ket speaking test

<i>Phase 2</i>		
<b>Interlocutor</b>		
Now, let's talk about <b>friends</b> .		
<b>A</b> , how often do you see your friends?		<b>Back-up prompts</b> Do you see your friends every day?
What do you like doing with your friends?		Do you like going to the cinema?
<b>B</b> , where do your friends live?		Do your friends live near you?
When do you see your friends?		Do you see your friends at weekends?
<b>Extended Response</b> Now <b>A</b> , please tell me something about one of your friends.		<b>Back-up questions</b> Do you like your friend? Where did you meet your friend? Did you see your friends last weekend?
<b>Interlocutor</b>		
Now, let's talk about <b>home</b> .		
<b>B</b> , who do you live with?		<b>Back-up prompts</b> Do you live with your family?
How many bedrooms are there in your house / flat?		Are there three bedrooms in your house / flat?
<b>A</b> , where do you watch TV at home?		Do you watch TV in the kitchen?
What's your favourite room in the house?		Is your bedroom your favourite room?
<b>Extended Response</b> Now, <b>B</b> , please tell me something about the things you like doing at home, at the weekends.		<b>Back-up questions</b> Do you like cooking at the weekends? Do you play computer games at the weekends? What did you do at home, last weekend?
<i>For UK, ask</i>	<i>where do you come from?</i>	<i>Are you from (Spain, etc.)?</i>
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

**Test 1**

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

*Phase 1*

**Interlocutor**

⌚ 3-4 minutes

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

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

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

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

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

All right? Now, talk together.

**Candidates**

.....

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

**Interlocutor /  
Candidates**

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

Do you think...  
...eating on the beach is fun?  
... eating in restaurants is expensive?  
...eating at home is boring?  
... eating at college/work is cheap?  
... eating in the park is nice?

*Optional prompt  
Why?/Why not?*

**What do you think?**

**Interlocutor**

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

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

*Phase 2*

**Interlocutor**

⌚ *Allow up to 2  
minutes*

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

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

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



Source: Cambridge University (2019)

Elaborated by: Avila, E. (2022)

## Appendix 2. Post-test

## Ket speaking test ket speaking test

<b>Test 2</b>
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<b>Part 1 (3-4 minutes)</b>
-----------------------------

## Phase 1

**Interlocutor**

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

*Hand over the mark sheets to the Assessor.*

I'm ....., and this is .....

*To Candidate A*            What's your name?

*To Candidate B*            And what's your name?

**Back-up prompts**

	<b>B</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	<b>A</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

*Phase 2***Interlocutor**

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

**A**, how often do you listen to music?

What music do you like best?

**B**, what is your favourite instrument?

Where do you like listening to music?

**Extended Response**

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

**Back-up prompts**

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

**Back-up questions**

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

**Interlocutor**

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

**B**, where do you like to go shopping?

What do you like to buy with your money?

**A**, who do you like to go shopping with?

What can you buy near your house?

**Extended Response**

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

**Back-up prompts**

Do you like to go to shopping centres?

Do you like to buy clothes with your money?

Do you like to go shopping with your friends?

Can you buy food near your house?

**Back-up questions**

Where do you buy presents?

Do you like giving presents?

Have you bought a present recently?

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

*Phase 1*

**Interlocutor**

⌚ 3-4 minutes

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

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

Here are some pictures that show **different holidays**.

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

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

All right? Now, talk together.

**Candidates**

.....

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

**Interlocutor /**

**Candidates**

*Use as appropriate.*

*Ask each candidate*

*at least one*

*question.*

Do you think....

...beach holidays are fun?

...city holidays are interesting?

...camping holidays are exciting?

...walking holidays are expensive?

...holidays in the mountain are boring?

*Optional prompt*  
Why?/Why not?

What do **you** think?

**Interlocutor**

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

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

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

*Phase 2*

**Interlocutor**

⌚ *Allow up to 2 minutes*

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

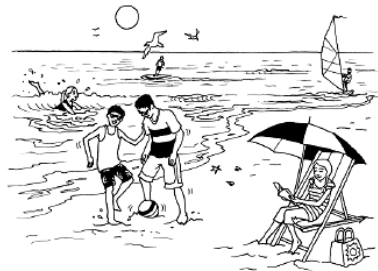
And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

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

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

Thank you. That is the end of the test.

Do you like these different holidays?



Source: Cambridge Univeristy (2019)

Elaborated by: Avila, E. (2022)

## Appendix 3. Rubric score

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very little prompting and support.</li> </ul>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>
0	<i>Performance below Band 1.</i>		

Source: Cambridge Univeristy (2019)

Elaborated by: Avila, E. (2022)

## Appendix 4. Jeremy Harmer lesson plan

<b>Group:</b>		<b>Date:</b>		<b>Time:</b>		<b>No. of students:</b>	
<b>Recent topic work:</b>				<b>Recent language work:</b>			
<b>Aims:</b> (stated in input terms, i.e. what the teacher intends to do)							
<b>Objectives:</b> (stated in output terms, i.e. what the students are expected to do)							
<b>Assessment:</b>							
<b>Materials:</b>							
<b>Anticipated problems:</b>							
<b>Timing</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>	<b>Aims of the stage</b>			
<b>Additional possibilities:</b>							
<b>Homework/Further work:</b>							

Source: Harmer, J. (1998)

Elaborated by: Avila, E. (2022)