



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

“THE INTERACTION PATTERNS AND THE DEVELOPMENT OF THE PRODUCTIVE ENGLISH SKILLS WITH THE STUDENTS OF 7th, 8th, 9th AND 10th YEARS OF BASIC EDUCATION AT EDUCATIVE UNIT “MIGUEL RIOFRÍO” N^o1 OF LOJA CITY. ACADEMIC PERIOD 2013-2014”

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education English Language.

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CERTIFICATION

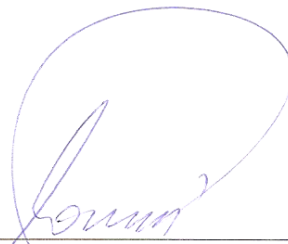
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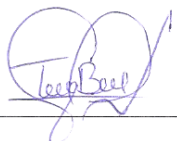
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THE AUTHOR

DEDICATION

I want to dedicate this work, first to **GOD** because He has let me to get one of my best goals. Second, to my **PARENTS**, who have supported me during this task. Finally, to my family who were able to support me morally.

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a. TITLE

“THE INTERACTION PATTERNS AND THE DEVELOPMENT OF THE PRODUCTIVE ENGLISH SKILLS WITH THE STUDENTS OF 7th, 8th, 9th AND 10th YEARS OF BASIC EDUCATION AT EDUCATIVE UNIT “MIGUEL RIOFRÍO” N^o1 OF LOJA CITY. ACADEMIC PERIOD 2013-2014”

b. RESUMEN

El trabajo investigativo "LOS PATRONES DE INTERACCIÓN Y EL DESARROLLO DE LAS HABILIDADES PRODUCTIVAS EN INGLÉS CON LOS ESTUDIANTES DE 7^{mo}, 8^{vo}, 9^{no} y 10^{mo} AÑOS DE EDUCACIÓN BÁSICA EN LA UNIDAD EDUCATIVA "MIGUEL RIOFRÍO" N^o1 DE LA CIUDAD DE LOJA. PERIODO ACADÉMICO 2013-2014 ", fue realizado con el objetivo de determinar la contribución de los patrones de interacción en el desarrollo de las habilidades productivas del inglés. Los métodos implementados para desarrollar la investigación fueron: el descriptivo, explicativo y analítico-sintético. Además, las encuestas fueron aplicadas a maestros y estudiantes, las cuales fueron empleadas como instrumentos para recoger los datos. Luego, se tabuló, organizó y se describió en los cuadros estadísticos, representados gráficamente, interpretados y analizados en un proceso lógico que permitió llegar a conclusiones y formular las recomendaciones. En los resultados de la investigación, se encontró que los patrones de interacción son útiles para desarrollar las habilidades productivas, y los maestros están aplicando dichos patrones que reflejan que los estudiantes mejoran las habilidades productivas.

ABSTRACT

The research work “THE INTERACTION PATTERNS AND THE DEVELOPMENT OF THE PRODUCTIVE ENGLISH SKILLS WITH THE STUDENTS OF 7th, 8th, 9th AND 10th YEARS OF BASIC EDUCATION AT EDUCATIVE UNIT “MIGUEL RIOFRÍO” N^o1 OF LOJA CITY. ACADEMIC PERIOD 2013-2014”, was developed in order to determine the contribution of the interaction patterns in the development of productive English skills. The methods implemented to develop the research were: descriptive, explanatory and analytic-synthetic. In addition, surveys were applied to teachers and students, which were used as instruments to collect data. Then, it was tabulated, organized and described in the statistical tables, graphically represented, interpreted and analyzed in a logical process that allowed determining conclusions and making recommendations. The results of the research, it was concluded that interaction patterns are useful in developing the productive skills, and teachers are applying these patterns that reflect the students improve the productive skills.

c. INTRODUCTION

Learning a second language is very important nowadays because the society demands people have to know and speak more than one language. So that the way that people learn a second language depends on the methodology that teachers use, on the material and so on.

It is believed that, the interaction patterns and the strategies that teachers apply are very essential if someone wants to work on the development of the productive English skills. So it is a complex process because there are different interaction patterns that help to develop and improve the productive English skills. It is important that teachers have a good training in interaction patterns to teach a foreign language.

For that reason, it has been considered to carry out this work, so interaction patterns are one of the most important factors in the development of the teaching learning process because they help to support the aims of different kinds of activities to develop the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “Miguel Riofrio” N^o1 of Loja City. Academic Period 2013-2014”

The reasons to develop this work were: that the interaction patterns applied by teachers in the development of productive skills of English some of them are not applied frequently. On the other hand, learning a foreign language involves a process

that is progressive in which require constant practice and application of appropriate activities to develop the productive English skills.

The main problem of this work was, how do the interaction patterns contribute in the development of the productive English skills with the students, because most of students' achievement in learning a foreign language depends on the teachers' methodology.

The sub problems that guided this work were: what types of interaction patterns are teachers applying and how the interaction patterns improve the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit "Miguel Riofrío" N^o1 of Loja City. Academic Period 2013-2014"

The specific objectives of the research work were to identify what kind of interaction patterns the teachers use to develop the productive English skills, and to establish how the application of interaction patterns improve the development of the productive English skills. The general hypothesis stated that, the use of interaction patterns influence to the development of the productive English skills.

The main methods used in this work were: the scientific one, which oriented with systematic steps to explain logical relations of the researched object and to set the respective conclusions and recommendations; the descriptive methods that helped to describe the obtained results in the research, and the analytic method that served to analyze the empiric information.

The theoretical frame of the present research work has been made by means of careful research of the existent bibliographical sources and the studies that guarantees the true of the scientific and prepared conceptions of the topic and problematic categories.

The present work is organized in the following way: first, the abstract that describes briefly and clearly the pertinence of the research and it summarize the main results and conclusion got through this thesis work. Then, it has the introduction that presents the thesis work and it also describes the main problem that was the motivation to develop this research.

The materials and methods used during the research process where it is described the methods, techniques and instruments that have been used in the research process, and it also gives a reference about the research population. The results, describe the data in the research instruments. They are presented in tables and graphs to make easy their interpretation and analysis of the information.

After that, it contains the discussion of the results, considering the ones that are the most representative and it also presents the verification of the stated hypotheses through the descriptive analysis. It also, refers to the conclusions which have been possible to draw after having contrasting the information of the different instruments applied, establishing the logical relation among them with the specific objectives stated in the project Finally, it includes the recommendations or possible solutions to the problematic found and which worth the process of the research.

d. LITERATURE REVIEW

- **INTERACTION PATTERNS**

In ELT (English Language Teaching) interaction patterns are the different ways that learners and the teacher can interact in the class. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of aims. In the classroom, different interaction patterns can support the aims of different kinds of activities. (LEE, F. 2002)

Interaction patterns are important for language experience and classroom observation in teachers. Interaction can be developed through different types of activities. Different activities have different impact and effect on classroom interaction and language learning. (Brown. H.D, 1994)

- **ASPECTS OF INTERACTION PATTERNS**

Interaction patterns involve two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, and then we cannot speak of a successful learning through interaction.

Negotiation of Meaning

Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the

communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction.

Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target-like (Pica 1992-1994 cited in Ellis 2003).

The Role of Feedback

Researchers have suggested that oral feedback is one of the key beneficial aspects of interaction which can promote learning in general. According to Mackey (2007: 30) “through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification.” In order for interaction to develop the speaking skill, learners must notice the errors and recognize them for correction.

Teachers’ Roles and Responsibilities

Most students will not engage in an interaction by themselves unless the teachers start first. Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. The basis of the communicative approach is this

capacity of the teacher to adapt himself, to change roles. Hedge Tricia (2000: 26) identifies important roles the teachers can play.

Controller: within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

Assessor: the most expected act from the teacher is to show the learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them.

Corrector: the teacher has to decide when and where to correct students' production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction.

Organizer: it is the most important role –according to Harmer (2001) that the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over.

Prompter: Sometimes the learners do not find the words when they talk to each other or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher.

Resource: the job of the teacher here is to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information

Another role the teacher needs to adopt in a classroom interaction is the **observer**. Harmer (2001) points out that, the teacher here should distract the students' attention so that they can interact naturally and spontaneously.

• TYPES OF INTERACTION PATTERNS

Group work

It is an activity in which two or more students cooperate in order to complete the task set them by the teacher. Here students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all. (British Council. 2010)

Group work can create powerful learning experience for students. From understanding course content to develop solving, teamwork and communication skills, group work is an effective teaching strategy whose lesson may endure well beyond the end of a course.

Reasons for using the group work

Collaboration.-It has to do with the social aspect of working together.

Peer-teaching.-This provides us with a natural context for peer teaching and it has many advantages such as: between them can help themselves and understand each other's and also, they learn to receive help because asking for help is a good way to learn.

Prevents discipline problems.-The teacher can control the class while his/her students are working in groups.

Authentic communication in L2 (comprehensible input and output) both comprehensible output and input are extremely important in the learning process, since the group work gives learners a chance to use them in authentic manner.

Group work Activities

Discussion

A discussion is a dialogue which consists of exchanges and expression of ideas, opinions and knowledge. They can be variable ranging from a structured learning experience to an unplanned opportunity to consider ideas. (Winchester-Seeto, T. (April, 2002).

Think-Pair-Share

Think Pair Share can be used to help students:

recall events

make a summary

stimulate thinking

share responses, feelings and ideas

For example: the instructor poses a question. Students are given time (30 seconds or one minute) to think of a response. Each student then pairs with another and both discuss their responses to the question. The instructor invites pairs to share their responses with the class as a whole.

Jigsaw

In this activity, participants within a cooperative group each become ‘expert’ on different aspects of one topic of study. It is also useful as an approach to tackling large selections of material which students need to read and understand.

Roundtable

Students in small groups sit in a circle and respond in turn to a question or problem by stating their ideas aloud as they write them on paper. The conversation can go around the circle, each student in turn, more than once if desired. After the roundtable, students discuss and summarize the ideas generated and report back to the class. (P Scales Teaching 2008)

Three-Step Interview

This can be used as an icebreaker or as a tool to generate ideas and discussion. Ask each student to find one partner they don't know well. Make sure everyone has a partner. You can use triads if there is an uneven number of students in the class. Students interview their partner for a limited amount of time using interview questions given by the instructor.

Often questions are opinion- or experience-generated: How do you use writing in your daily life? Should premed students study holistic medicine? After a set time, students switch roles so that both get a chance to be interviewed. (P Scales Teaching 2008).

- **Individual work**

In the individual work the teachers provides for each student a task, then they will process and settle the task problem by self each student alone. The conditions for individual work are the students' motivation, self-control ability and differentiation. (British Council. 2010)

- **Reasons for using the individual work**

Choral responses.-The teacher gives a model, which is repeated by all the class in chorus; or gives a cue, which is responded to in chorus.

Student initiates, teacher answers- For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.

Individual work activities

Role Play: Students are assigned the role of a character to play in a given situation. Without practice, they act out the events in the situation. Role Play may be used for situation analysis or to provide feedback to the students about their own behavior.

Questioning: Questions which will be asked of the students are planned by the instructor prior to the class. Each question is written out and is related to a learning objective. In case of no response or incorrect responses, the instructor will also be prepared to ask easier or lower learning level questions which will lead the student to answer the original question.

Personal Vignette: Given a topic or learning objective, the students are asked to relate it to their real experiences (personal or professional) by telling a brief story about it.

Progress Quizzes: Short self-tests which are not graded. Answers are provided to the students.

- **Pair work**

In this form of interaction, the teacher plays a role as a monitor and the students are the main participants of those interactional activities.

According to Johnson (1986), “peers have a great deal of influence on students' educational aspirations and actual achievement. The students will feel less stressful when they group with their classmates for discussing.” (Tuan and Nhu. 2010).

The point of pair work is to get students speaking and listening, the content of a pair work session should be mainly oral. For some types of pair work, it is best if students have no books, papers, or pencils.

The idea of pair work is to improve listening and speaking skills by requiring students to exchange information with each other.

- **Pair work activities**

Where in the world

This complies with the learning focus where children will be using language appropriate to the context and communicating by using effective and appropriate English. It also involves children using prepositions to describe where to position the famous places on the map.

One student has a map of any country with 6 famous places on it. The other student has a map and has to cut out the famous places from his/her activity sheet and glue them to the map on the correct country according to their partners' instructions.

Mixed up paragraphs

From this students will demonstrate understanding of sequencing and comparing details in texts. They will also demonstrate awareness of how information is organized in English texts as described in the VELS companion for this level. Children will use grammar including definite and indefinite articles.

What is on the card?

Children will adhere to the learning focus by communicating in language appropriate to the subject. Grammar included present form of verbs for example "does it have..?"

One student chooses a card from a pile of cards picturing famous places. The other student has to ask questions about the card until he works out what the famous place is. Children take turns in guessing.

Wish List

This activity involves communication and sharing ideas, using appropriate English, responding to structures of English appropriately and reasoning. Children will also use grammar including definite and indefinite articles and appropriate adjectives.

Information Gap

This activity involves students with a shared goal of filling in their information. Students need to ask appropriate questions to gain the information to complete their sheet, for example, “do you know what the length of the Golden Gate Bridge is?”

Each student has a table with facts about famous structures. Different information is missing from each student’s sheet. Students must ask each other questions to fill in the gaps on their sheets until they are both complete.

Teacher-Student interaction

Teacher-Student interaction can be mostly found in traditional ESL classrooms in which the teacher posts a question and then the students answer it. The teacher’s role is the controller who dominates the entire process of teaching and learning. Most of the time the effectiveness of interaction is largely reduced since the teacher occupies the major proportion of a class hour, thus each student’s chance for

communicating or interacting is very limited. Therefore, it is a less communicative and interactive way of teaching.

Teacher-student interaction activities

Interview Your Students. This strategy suggests that teachers engage in conversations with students themselves to learn from and about them. Teachers can then incorporate this learning into the class curriculum and teaching. In my university classroom.

Encourage classroom discussions that let students be the center of attention. Teachers should not always be at the center of discussions but should allow students to share events and experiences from home and their community. Students should be allowed to share whatever information they feel comfortable discussing.

Attend extracurricular activities featuring your students. It means something to students when teachers take time out of their schedules to visit an activity they are involved in. Teachers from elementary through high school should feel a sense of responsibility to be present at events that help complete students' educational experiences such as those connected to extra-curricular activities.

Visit a site in your students' community. When teachers immerse themselves in a student's community, they get a first-hand view of the student's life outside the learning environment.

Whole class

The students debate a topic or do languages task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor. (Ur, Penny.1996).

The main characteristic of this kind of teaching is that the lesson is planned for students with average level of ability in the class. Depending on the lesson the work might be relatively easy to be planned on. (NWREL, pages 26-31).

Whole class activities

Detail Game

This idea comes from Peter Elbow and Pat Belanoff's *Community of Writers*. It is useful in writing classes writing classes to get people accustomed to class participation and using descriptive detail.

The activity is fun and always gets everybody involved -- the wilder the class gets with their ideas, the better.

Mystery Person Contest

Back to Whole Class Activities Aside from teaching the importance of detail, this activity has the virtue of requiring no materials, so it can be done as a fun

activity any time you are stuck for something to do (maybe you got through everything else at lightning speed), and you want to reinforce the idea that description is important. It involves individual writing that will be shared with the rest of the class.

Collaborative Narrative

This is another exercise from Elbow and Belanoff's Community of Writers that works well to move the class from simple description to creating a story, or using description to enhance that story. It is fun and gets students to enjoy working together. Do this as a whole class activity to model the exercise, and then break into groups for another narrative.

• ADVANTAGES OF INTERACTION PATTERNS

Group work

- Students get practice in speaking and listening.
- The teacher can monitor and assess the student's performance and give one-to-one attention.
- Group work tasks can often be more exciting and dynamic than pair work tasks.

Individual work

- It lets students work at their own pace and gives them space and thinking time.
- The teacher can assess the students' written work.
- Students can relax without pressure from other students. (IHL-GP Sky Training. Module 3.Unit 2).

Pair work

- It increases the amount of practice students have.
- It encourages students to cooperate and help each other.
- The teacher can monitor and assess the students' progress.
- Some students, especially weak students, feel more comfortable speaking with a partner rather than in front of the class or a larger group.

• Whole class

- Everyone can hear the teacher.
- A lot of students feel comfortable with this traditional teaching situation.
- The students hear a good language model from the teacher.
- Discipline in the classroom is very easy. Students only speak when you nominate. (GP Sky Training. Module 3.Unit 2).

• **DISADVANTAGES OF INTERACTION PATTERNS**

Group work

- Dominant students may not give others a chance to speak. The activity needs to involve everyone and be carefully set up.
- Students may start speaking in L1.
- It can be noisy in the classroom.
- Shy students may find it hard to speak in large groups.

Individual work

- Students do not get any opportunity to practice speaking.
- It doesn't help group dynamics.
- Students can't get help from other students (peer teaching).

Pair work

- Students might make many mistakes which the teacher does not hear.
- Noise and discipline can be a problem especially with children and teenagers.
- Students all finish at different times.
- Students who finish quickly may start to talk in L1

Whole class

- Students get little chance to speak.
- The teacher can go too fast or too slowly for some students.
- Everyone has to go at the same speed.
- Some students will stop listening if they do not need to participate.
- It does not encourage students to be independents. (IHL-GP Sky Training. Module 3.Unit 2).

• ENGLISH LANGUAGE SKILLS

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to **listen** first, then to **speak**, then to **read**, and finally to **write**. These are called the four "language skills" (Bush House. 2010).

- The four language skills are related to each other in two ways:
- The direction of communication (in or out)
- The method of communication (spoken or written)

• PRODUCTIVE SKILLS

Productive skills in the context of English language teaching are those skills which require the student to produce something. Consequently the productive skills

are speaking and writing as opposed to listening and reading, which are regarded as receptive skills.

- **SPEAKING SKILL**

Speaking is the skill by which learners are most frequently judged and through which they make and lose friends. It is the vehicle to excellence of social solidarity, social bonding, of professional advancement and of business. It is also the medium through which much language is learnt. (Bygate, 1987)

Speaking skill needs a strong input, a vast outlook and refined ideas. Moreover, it requires psychological order of expression as well. All these things are necessary to give the speaker a confidence to express what he is going to communicate. The foremost purpose of communication is to convince the listeners for the viewpoint of the speaker. (Bygate, 1987).

Importance of speaking skills

As it is well-known the speaker is as important as the listener in the oral communication, and therefore, it is evident the enormous transcendence that this skill has in the teaching of a language. It is more, during the last years the importance has maybe been exaggerated, of detriment of the other “skills”.

At first, the student should repeat mechanically the classic drills of repetition “pattern drills”. These exercises will be repeated in chorus first, then by groups and

then one by one. All of which provide to the student the difficult task to say the first words of a language that is not the own one.

The use of dialogues and small dramatizations “role playing”, serves perfectly to help students to work out in practice of this skill. And there is a huge range of possibilities too facilitate it English classes, such as wall charts, drawings on the blackboard, movies, scorecards and so on.

These dialogues and role plays should be gradually giving way to real communication, that is to say: students should be gradually introducing their words to a situation more or less prepared in advance.

It is obvious that the only phases in the acquisition of speaking skill constitute the real practice of free communication, in which the student will feel especially motivated by being actively able of using your mental abilities, and therefore much more interested in the learning of English language, which must always be one of the main purposes or goals of any good teacher.

Strategies for improving Speaking skills

Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One

way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. (The National Capital Language Resource Center. 2003, 2004)

Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels.

Echo questions

The echo question is a way of getting clarification or confirmation. So this practice is useful because learners may often hear statements that they do not understand. (UNIVERSIDAD, Nacional de Loja. 2010).

Conversation and Discussion

Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express themselves orally. (Yellen, Blake, & DeVries. 2004)

Brainstorming:

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members.

Interviewing:

Most information students gather for school projects comes from traditional sources like the encyclopedia or internet. Students need to learn that another way of

gathering information is through interviewing, or asking someone for information or opinions. (Yellen, Blake, & DeVries. 2004)

Role-play.-Refers to the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. (Role-Playing Games: An Overview" 1994)

Repetition drill.-This kind of oral practice is useful to improve the students' pronunciation. Since the purpose of this drill is to enable the learners to internalize the structure or grammatical categories introduced in the lesson. (Yellen, Blake, & DeVries. 2004)

- **Speaking sub-skills**

Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4). The fluency strand only exists if certain conditions are present.

Fluency is the capability of the speakers to use language quickly, spontaneously and confidently. Learners must give opportunity to develop both

fluency and their accuracy, according to Nunan, “fluency is the extent to which speakers use the target language quickly and confident with few hesitations or unnatural pauses, false starts, words searchers”. For improving fluency, the learners should be given the chance to speak spontaneously without worrying much about accuracy.

Furthermore conversation classes and open discussions are notoriously difficult to handle because students may lack the necessary language to express what they want to say; the conversation may be dominated by strong students; the topic may not motivate the students to contribute much; or students may feel embarrassed to voice their personal opinions in English. The result is that the teacher often has to intervene or ends up taking control of the discussion, which defeats the aim of developing students speaking skills. At any language level, it is better to speaking activities in advance: students respond better and feel more confident when they are linguistically and psychologically prepared for a structured activity.

Rehearsal stages will highlight any language problems which the students are likely to encounter during fluency practice and help build up confidence. Remember that this type of activity could be outside your learner’s educational experiences so not only could you encounter the uncertainty caused by unfamiliarity but also resistance due to the learner not appreciating the value of practicing fluency in the classroom. Problems of confidence are also helped if the subject of any conversation is familiar to the learners. By connecting the topic to learners feel they on solid ground and gain the authority to speak out.

Accuracy

Accuracy means the correct use of language in terms of grammar, vocabulary and pronunciation. According to Harmer “Accuracy involves the context use of vocabulary, grammar and pronunciation”. In speaking accuracy is very important and the teacher should make them clear about the correct use. Teacher should encourage the students for the correct use of the language. According to Nunan, “Accuracy is the extent to which students’ speech matches what people actually say when they use the target language”. However, teachers should not be focused on accuracy, because, if they are very particular about producing correct language from the beginning, then students might never gain fluency of speech.

Grammar

It is the study of how our language works. Learning use certain conventions of grammar enables us to effectively create and transmit ideas from our heads out the world through our writing and speaking. Traditional grammar instruction was very prescriptive. That is, it would prescribe what you must do or should do with the expectation that you would be able to transfer this ideas directly to your writing and speaking.

While on the face of it, this seems to make sense, let me ask you this: How did you learn the basic grammar rules for speaking? Where you drilled in element of grammar apart from any meaningful speaking context? I do not think so. You learn

to speak and you acquired the basic rules of grammar attending to in the context of your authentic speaking activities.

Coherence

Developing structural accuracy in Speaking is a process that should be accompanied by classroom activities which are guaranteed to involve pupils in contributing to the activity from the earliest stage, even when their contributions may be largely inaccurate. Nothing will motivate pupils more than the achievement of communication even if it is accompanied by gesture or involves finding more roundabout means of making a point.

It is important, however, that accuracy is reinforced frequently without putting pupils off communicating. Writing, therefore, becomes most important in the reinforcement of aspects of structure such as sequencing and tenses. Writing and speaking, as a result, are mutually supportive learning activities.

Phonological accuracy is critical for accurate spelling. If a pupil develops bad patterns of pronunciation then it is inevitable that spelling will suffer because there is no correct correspondence between sound and symbol. Pronunciation and intonation may be developed through a range of classroom activities.

In addition to learning through activities, pupils will also focus on the teacher as a model. It is important, therefore, that the teacher is constantly aware of his/her clarity of pronunciation and of correcting/clarifying pronunciation that is inaccurate.

Pronunciation

Pronunciation in general terms as the pronunciation significant sound in two senses.

First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other language. In this sense we can talk about pronunciation and reception of sounds of speech.

Second, sound is significant and because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense we can talk about pronunciation with reference to acts of speaking.

• WRITING SKILL

Writing is probably the linguistic skill that is least used by most people in their native language. Even in the most societies a significant percentage of adult population writes with difficulty.

Developing writing skills

In developing writing skills, as well as in listening, reading and speaking skills, first of all it is necessary to pay attention to communicative purpose and then

to the communicative technique. Structuralists and audiolinguists under the influence of the American immigration took into account the needs of immigrants and emphasized oral forms of communication and reading, but left writing at the last stage of learning. Today, writing is necessary no matter whether we use a pen or a computer.

At the beginning, Teachers teach only oral language forms. But elementary students are willing to write and show their works to parents. Writing is such a visual category which motivates the learning process, creates the feeling of progress. On the other hand, there is a category of students who does not like writing because it takes a lot of time, requires attention.

Teacher must take all into account and look at writing very carefully and define the place of writing in teaching process. The main points in defining place of writing are:

1. Not all the students catch the language in oral forms and they require strengthening of what is heard, seen and read. Writing helps such students.
2. Writing is a kind of proof of the learning process although not always reflects the real progress.
3. Writing develops a special type of logical thinking which focuses thoughts on the main ideas.

Descriptive exercises can be based on a series of pictures. The teacher can choose any grammatical form for practice. The teacher can give sheets of paper with

sentences and give a task to compose a story and write it. Exercises for developing writing can be varied not only in difficulties of using "clever" words, but in complexity making up of sentences. Every written complex must not be simply gymnastic grammar exercise but informative and emotional structure where grammar is a natural way of expressing ideas.

Description of objects, portraits, etc. does not require developing events in time. It focuses on visual state. Description gives us state of a static quality. Description is important when the teacher wants to teach adjectives. Description of places is similar to description of things and people. Sources for description can be maps, cards booklets. Description can be official or personal. Description of places can be conveyed by an invented person, at a various seasons or a day-time.

A significant role in developing writing skills can be taken by questions and answers. Descriptive in details, answers will be very useful for this purpose. It can help to determine students' ability to communicate in a written form and also a correctness of such forms. Starting from a simple copying and finishing by compositions, teachers always have to stimulate writing by interesting tasks, texts, etc

Writing involves the following basic skills:

- Handwriting or typing
- Spelling

- Constructing grammatical structure
- Punctuating

For communication point of view the writing should be implicit, clear and in functional language. Un-necessary details should always be avoided. Sometimes a certain point or sub topic gets expands and expands and the core or main topic is over-sighted. Consequently the effectiveness of communication is affected adversely. Clarity is the fundamental requirement of a written work. (OXRFORD, University Press. 2000).

- **Strategies for improving writing skills**

Use a Dictionary

The best way to learn how to spell a word is to find it in the dictionary. Using a dictionary can be easy if you know how.

The first thing you need to know to use a dictionary is that all words are listed in alphabetical order. That means all words are in order from A to Z.

Guided writing

It is writing or done through the use of clause, information, or guidelines. At the beginning and intermediate confidence in their writing ability.

Form sentences

For this task teacher gives to students some items or clues to form sentences. For example, have students write complete sentences using a set of words. (QLWG Skills for Life Series, 2008)

Model text

In this task teacher gives students a short of text to read and to use as a model for connecting words in a similar way.

Substitution tables

This type of table contains items that can substitute each other in a sentence. (UNIVERSIDAD, Nacional de Loja. 2010).

Use a Writing Checklist

It is always a good idea to check your writing. A checklist will help you to make sure that your writing is clear and well structured. (QLWG Skills for Life Series, 2008)

- **Techniques for improving writing skills**

1. Narration

The narration technique for writing is used when telling a story. The elements of a story include the setting, time, problem, and resolution to the problem, a main character and often supporting characters. A novel is an example of a long story and a children's book would be an example of short story. Movie and play scripts are also examples of narrations.

2. Description

A description is a simple yet very important writing technique. You will most frequently find descriptions in magazines, books, newspapers and many other forms of writing. The purpose of a description is to help the read use the senses of seeing, hearing, feeling and smelling to experience what the writer experiences. Descriptions help the reader to understand things about which the writer is writing.

3. Persuasion

The technique of persuasion is used in writing to try and change the reader's point of view on a particular subject or topic. In this writing technique the writer presents in a compelling format facts and opinions in order to convince the reader. Persuasive writing is most commonly found in editorials, newspapers, magazines and political publications.

4. Exposition

The purpose of exposition is to inform, explain, expound or clarify the writer's ideas and thoughts. While similar to descriptive writing, exposition provides the reader greater detail and depth of understanding about the writer's thoughts and ideas. Expositions are most commonly found in newspapers, magazines and books.

5. Comparison and Contrast

The purpose of the writing technique is to show the reader the similarities and differences about a something. Comparison is used to show or explain how what is alike or common. Contrast is used to show what is different.

Employing the correct writing technique that helps you accomplish your purpose will enable you to communicate more effectively and become a good writer.

• Use the Writing Process

Writing is a process that should involve at least four steps: pre-writing, drafting, revising and editing.

1. **Pre-writing.**- Pre-writing is anything you do before you write.
2. **Drafting.**- Drafting is when you put your ideas into sentences and paragraphs. This is when you think about how you will explain your ideas.

3. **Revising.**- Revising is when you look at your writing and decide what could be better.
4. **Editing.**- Editing is when you check your spelling, grammar and punctuation. You should not edit your writing until the other steps in the writing process are done. (QLWG Skills for Life Series, 2008)

e. MATERIALS AND METHODS

• MATERIALS

The materials used in this research work were: Office materials, books, copies, paper, folders and clips, which helped to develop the present thesis work.

• TECHNICAL

As well as, the techniques used in this work were: a computer, internet, printer, and flash memory, too.

• HUMAN RESOURCES

- Researcher: Tania Marixa Balcàzar Cueva
- Thesis Director: Dr. Carmen Enith Dàvila Vega
- English Teachers of Educative Unit “Miguel Riofrio” N°1 Students of 7th, 8th, 9th and 10th years of Basic Education.

• DESIGN OF THE RESEARCH

The present research work is consired as a descriptive work, because the researcher could not manipulate the variables.

- **METHODS, TECHNIQUES AND INSTRUMENTS**

Methods

The main method that was used in this research project was the **scientific** because it helped to discover and verify the stated hypotheses contrasting the theory with the real found problem and was used to verify the hypotheses contrasting the variables with the empiric data and the theoretical referents, to suggest alternatives of solution to the problem.

Another method is the **descriptive method**; it was used to describe the obtained results in the research. As well as the **analytic method** was used to analyze the empiric information data obtained in the applied instruments and therefore derive the respective conclusions according to the tendencies of the results in the field work.

And the **explicative method** helped in the explanation of the logical implications of the variables of every hypothesis and in this way, it was proved or rejected them, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

It is essential to mention that the **descriptive statistic** was used as an instrument, which facilitated the representation of the data in tables and graphs that helped to understand the information

- **TECHNIQUES AND INSTRUMENTS**

The technique and instrument that was applied during the research work was the following:

The survey was applied for three English teachers and three hundred and two students of Educative Unit “Miguel Riofrio” N^o1 in order to know if the teachers apply the interaction patterns into the English Language Teaching Process and how it influenced in the development of the English language skills

Furthermore teachers and students’ survey was applied through a questionnaire, which contained open, close and multiple choices questions about the indicators that led the research work.

- **PROCEDURES**

To make the present research work the following procedures were developed:

The **tabulation** of the data was done through descriptive statistics for every closed questions and theoretical frame from the explanation of every single question. Concerning to the tabulation of all applied instruments, it permitted to contrast the information and the analysis of the different views.

The **graphic representation** of the data was represented in tables and graphs in order to facilitate the interpretation and consequently the critical analysis of each question.

The **analysis and interpretation** of the information begins with the results in percentages and the analysis of the information was essential to review again the categories developed in the theoretical frame.

The formulation of conclusions and recommendations were done through the analysis and interpretation of the discovered problems and these were based on the specific objectives which contribute to the solution of the problem found in the present research work.

The **verification of the hypotheses**, they were accepted or denied through a deductive hypothetical process supported by the logical analysis of the field research whose last results expressed in a descriptive way.

- **POPULATION**

The population that helped in the research work was constituted by three English teachers and three hundred and two students of Basic Education at Educative Unit “Miguel Riofrio” N°1, during the school year 2013-2014.

POPULATION	
STUDENTS	302
TEACHERS	3
TOTAL	305

f. RESULTS

HYPOTHESIS ONE

Teachers do not apply different “interaction patterns and the development of the productive english skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “Miguel Riofrío” N^o 1 of Loja City. Academic Period 2013-2014”.

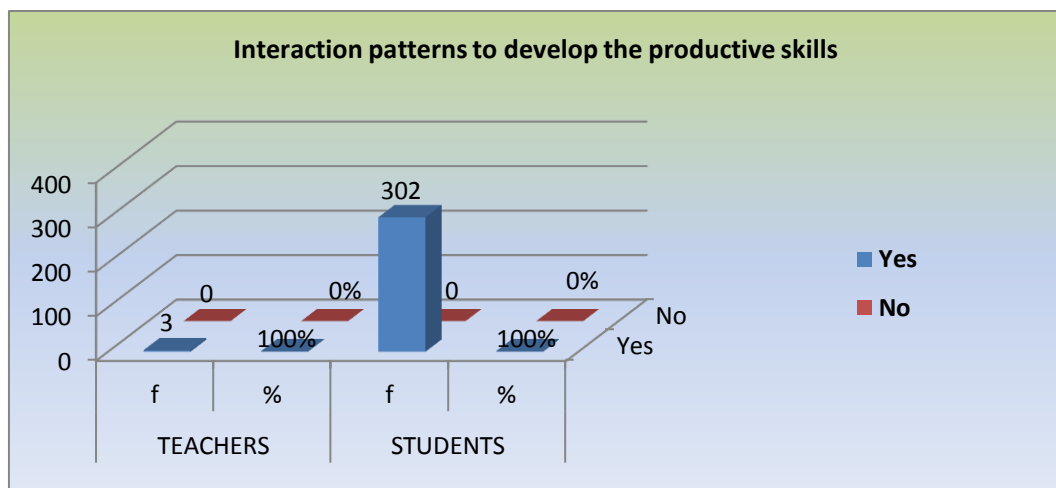
1. Does your teacher apply interaction patterns to develop the productive skills?

a. Table 1

Interaction patterns to develop the productive skills	TEACHERS		STUDENTS	
	f	%	f	%
Yes	3	100	302	100
No	0	0	0	0
TOTAL	3	100	302	100

Source: Teachers and students' surveys at Educative Unit Miguel Riofrío N^o 1
 Researcher: Tania Marixa Balcázar Cueva

b. Graph 1



c. Logical analysis

Viewing the results, all teachers said that they apply interaction patterns in their classes, since these interaction patterns strongly favor and support students' learning in class.

According to Frances Lee MoiFah (2002), interaction pattern is a fundamental factor in the success of any activity and the achievement of aims; as well as, in the classroom, different interaction patterns can support the aims of different kinds of activities.

2. Check the following aspects of interaction patterns your teacher considers important to develop productive skills.

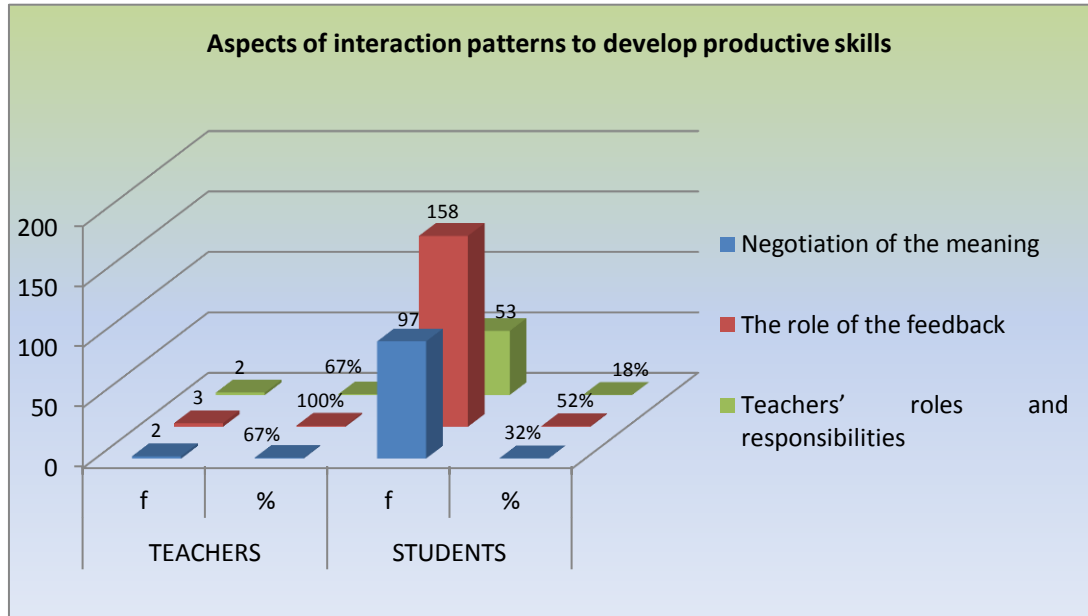
a. Table 2

Aspects of interaction patterns to develop productive skills	TEACHERS		STUDENTS	
	f	%	f	%
Negotiation of the meaning	2	67	97	32
The role of the feedback	3	100	158	52
Teachers' roles and responsibilities	2	67	53	18

Source: Teachers and students' surveys at Educative Unit Miguel Ríofrío N° 1

Researcher: Tania Marixa Balcázar Cueva

b. Graph 2



c. Logical analysis

The results show that, all the teachers and more than half of students said that the aspect of interaction patterns they consider important to develop productive skills is the, role of feedback, many teachers and not so many students said negotiation of meaning and teachers' roles and responsibilities.

As it can be noticed, the aspects that teachers consider important to develop the productive skills is, the role of feedback, and the majority of students agree with them. This means that teachers are promoting students learning. Feedback helps students recognize the errors and correct them. "Through interaction that involves feedback, the attention of the learners is paid to the form of errors and are pushed to create modification." Mackey (2007).

3. What are the teachers' roles and responsibilities in interaction patterns?

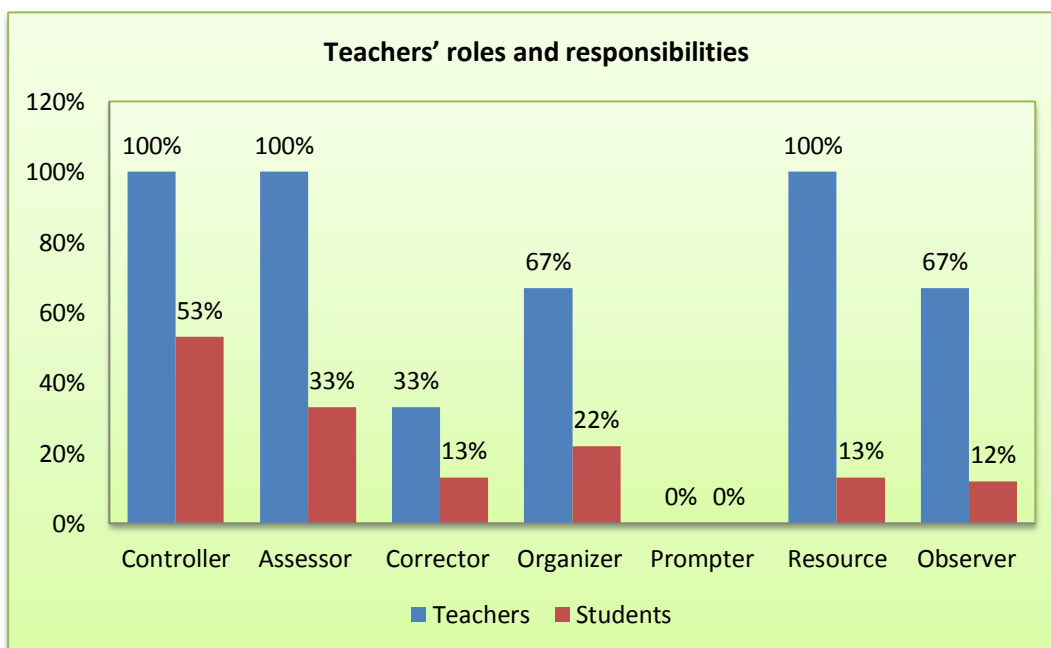
a. Table 3

Teachers' roles and responsibilities	TEACHERS		STUDENTS	
	f	%	f	%
Controller	3	100	160	53
Assessor	3	100	100	33
Corrector	1	33	40	13
Organizer	2	67	67	22
Prompter	0	0	0	0
Resource	3	100	40	13
Observer	2	67	37	12

Source: Teachers and students' surveys at Educative Unit Miguel Ríofrío N^o1

Researcher: Tania Marixa Balcázar Cueva

b. Graph 3



c. Logical analysis

Conferring to the results, all the teachers and more than half of students indicated that the teachers' roles and responsibilities are as a controller; as well as, all the teachers and a few students said assessor and resource.

It is evident that all teachers take the role of a controller, assessor and resource. As a controller, the teacher is the responsible for the teaching and learning processes, and as an assessor, the teacher shows the learners that their accuracy is being developed and this is done through giving correction or by praising them. Harmer (2001).

As a resource, teacher has to answer students' questions when they do not know the meaning of words or pronounce them. Harmer (2001).

4. Which of the following interaction patterns does your teacher use in the development of the speaking and writing skills?

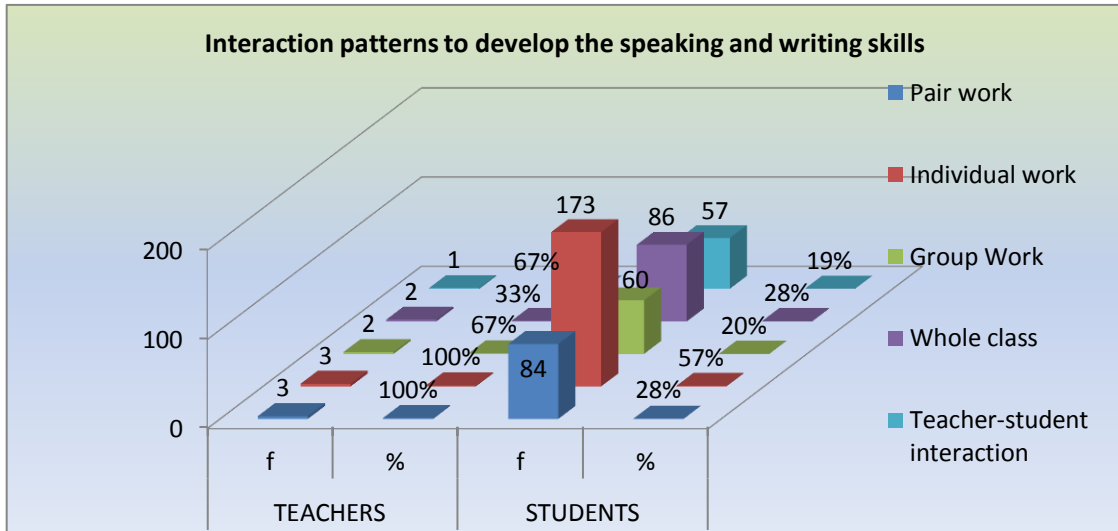
a. Table 4

Interaction patterns to develop the speaking and writing skills	TEACHERS		STUDENTS	
	f	%	f	%
Pair work	3	100	84	27
Individual work	3	100	173	57
Group Work	2	67	60	20
Whole class	2	67	86	28
Teacher-student interaction	1	33	57	19

Source: Teachers and students' surveys at Educative Unit Miguel Riofrio N^o1

Researcher: Tania Marixa Balcázar Cueva

b. Graph 4



c. Logical analysis

The results obtained indicate that all the teachers and more than half of students said that they apply individual work. Also the most of teachers and not so many students said pair work. More than half of teachers said group work and whole class.

This means that the predominant interaction patterns used in class are individual and pair work into the class, and with less frequency group and whole class. They give a task, then students process and settle the task problem by themselves, while in the pair work, they assume a role as a monitor and the students become the main participants of those interactional activities. Tuan and Nhu. (2010).

Referring to group work, it helps students cooperate in order to complete the task set them by the teacher. And whole class helps teachers record students' progress or mark children's work and keep good discipline. Ur, Penny. (1996).

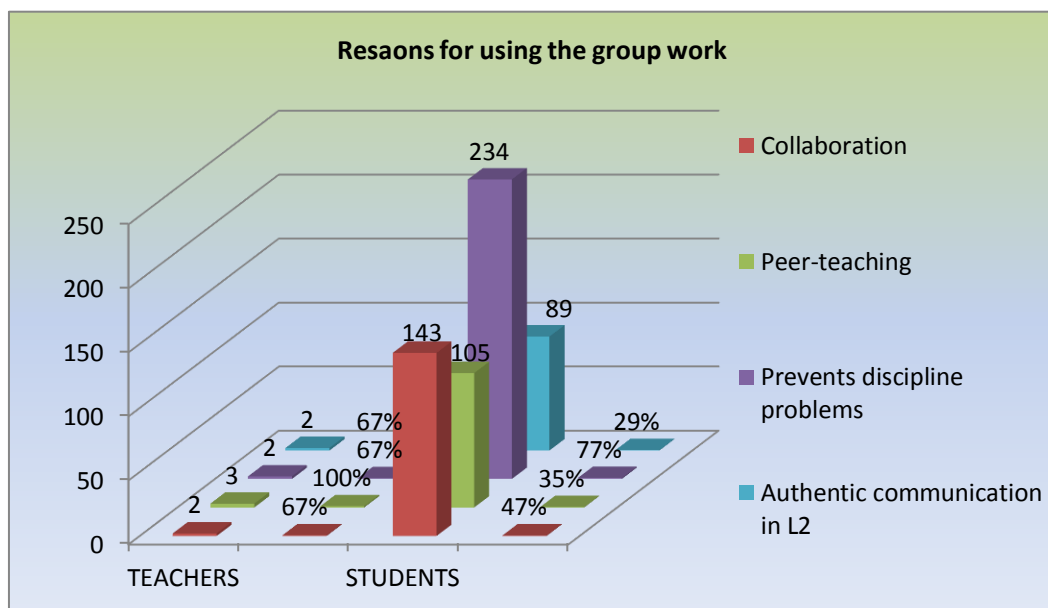
5. Check the reasons your teacher consider the most important for using the group work to develop productive skills.

a. Table 5

Reasons for using the group work	TEACHERS		STUDENTS	
	f	%	f	%
Collaboration	2	67	143	47
Peer-teaching	3	100	105	35
Prevents discipline problems	2	67	234	77
Authentic communication in L2	2	67	89	29

Source: Teachers and students' surveys at Educative Unit Miguel Ríofrío N^o1
Researcher: Tania Marixa Balcázar Cueva

b. Graph 5



c. Logical analysis

According to the results, all the teachers and several students pointed, peer-teaching, as a reason to use group work, many students and teachers said prevents discipline problems.

As it can be noticed, all teachers think that the purpose to use group work is peer-teaching, which can help students to understand each other's and learn to receive help by other students, too. Also; the majority of teachers and students consider that group work, prevents discipline problems, because here the teacher can control the class while students are working in groups. Tuan and Nhu (2010)

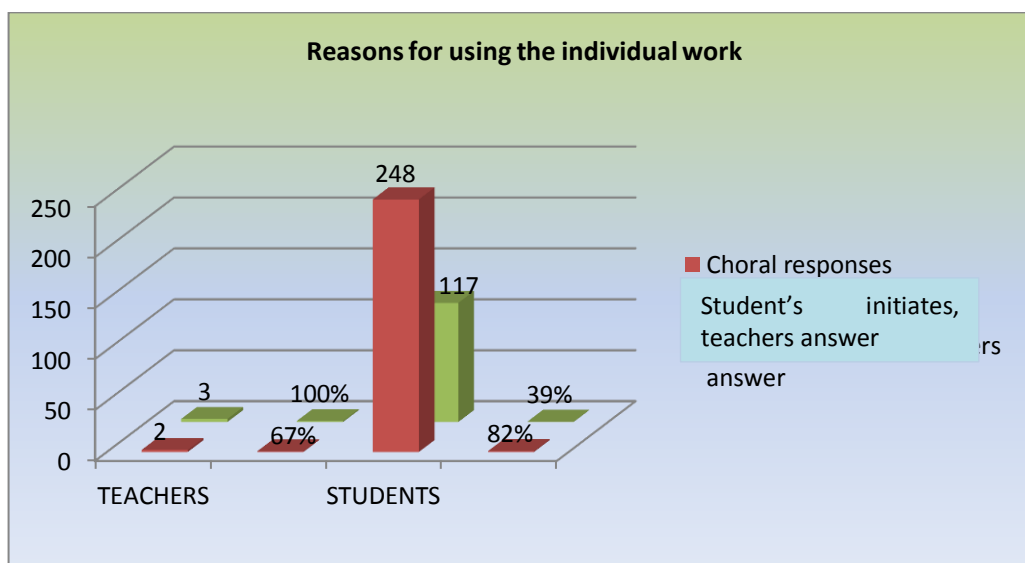
6. Check the reasons your teacher consider the most important for using individual work to develop productive skills.

a. Table 6

Reasons for using the Individual work	TEACHERS		STUDENTS	
	f	%	f	%
Choral responses	2	67	248	82
Students initiates, teachers answer	3	100	117	39

Source: Teachers and students' surveys at Educative Unit Miguel Ríofrío N^o1
Researcher: Tania Marixa Balcázar Cueva

b. Graph 6



c. Logical analysis

Viewing the results, all the teachers consider that, student's initiates-teacher's answers, as a reason for using individual work, many students and more than half of teachers said choral responses.

It is evident that all the teachers consider student's initiates-teacher's answers as the essential reason for using individual work, which is right because this activity can be used as a guessing game where the students ask questions and the teacher answers them; but the teacher chooses a student for asking it.

Referring to the choral responses, it is another reason for using individual work, where teacher gives a model, which is repeated or responded by all the class in chorus. British Council. 2010.

HYPOTHESIS N° 2

The use of interaction patterns improve the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Ríofrío” N°1 of Loja City. Academic Period 2013-2014.

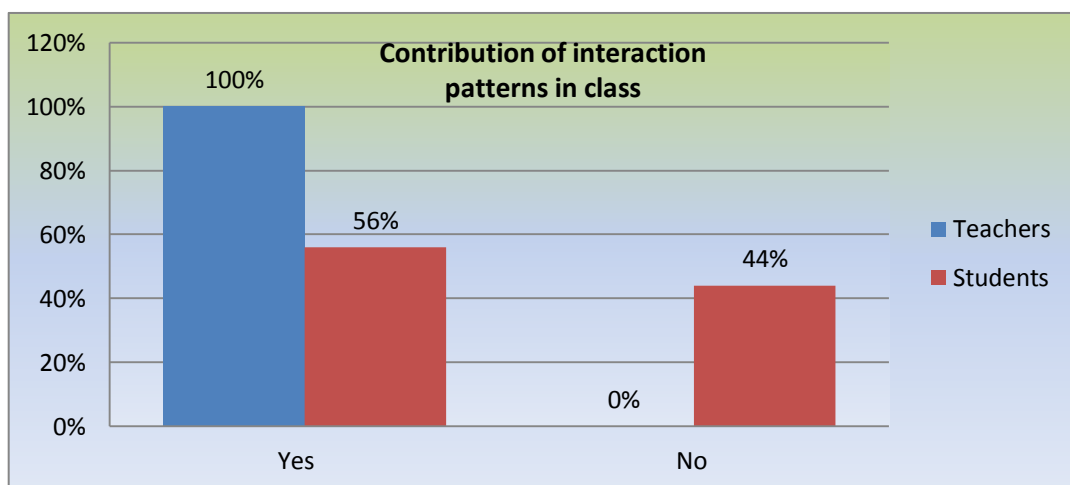
7. Do you think that the use of interaction patterns in the class contributes to improve the productive skills?

a. Table 7

Contribution of interaction patterns in class	TEACHERS		STUDENTS	
	f	%	f	%
Yes	3	100	170	56
No	0	0	132	44
TOTAL	3	100	302	100

Source: Teachers and students' surveys at Educative Unit Miguel Ríofrío N°1
 Researcher: Tania Marixa Balcázar Cueva

b. Graph 7



c. Logical analysis

Conferring to the results, all teachers and more than half of students said that interaction patterns contribute to improve the productive skills, while several students said that interaction patterns do not contribute to improve speaking and writing skills.

It is evident that teachers and students consider important to apply interaction patterns in class. These interactions patterns permit learners and teachers interact in the class; as well as, they are developed through different types of activities which help to improve the productive skills. (Frances MoiFah Lee and Low, 2002).

8. Which of the following group work activities does your teacher apply to better the development of the productive skills?

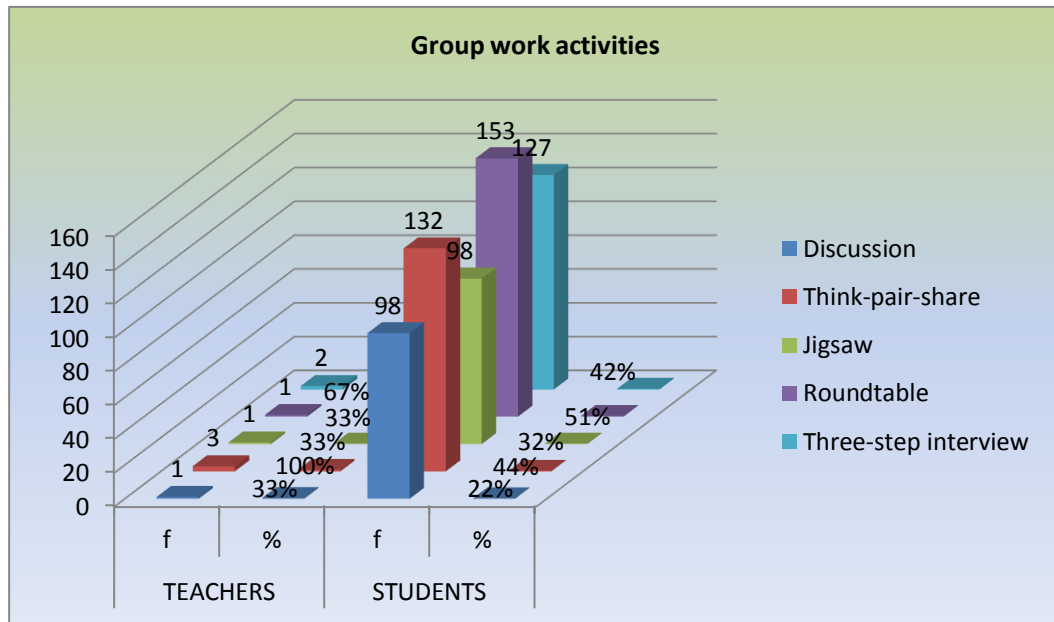
a. Table 8

Group work activities	TEACHERS		STUDENTS	
	f	%	f	%
Discussion	1	33	98	22
Think-pair-share	3	100	132	44
Jigsaw	1	33	98	32
Roundtable	1	33	153	51
Three-step interview	2	67	127	42

Source: Teachers and students' surveys at Educative Unit Miguel Ríofrío N^o1

Researcher: Tania Marixa Balcázar Cueva

b. Graph 8



c. Logical analysis

Referring to the results, all the teachers and several students said, think- pair-share, is a good group activity to develop productive skills, as well as, more than half of teachers and several students answered three-step interview activity.

As it can be seen, think-pair-share is the most important activity applied by teachers, since it can be used to help students to recall events, make a summary, stimulate thinking, share responses, feelings and ideas; although, three-step interview is consider a good activity, too. Because this can be used as an icebreaker or as a tool to generate ideas and discussion (P. Scales Teaching 2008).

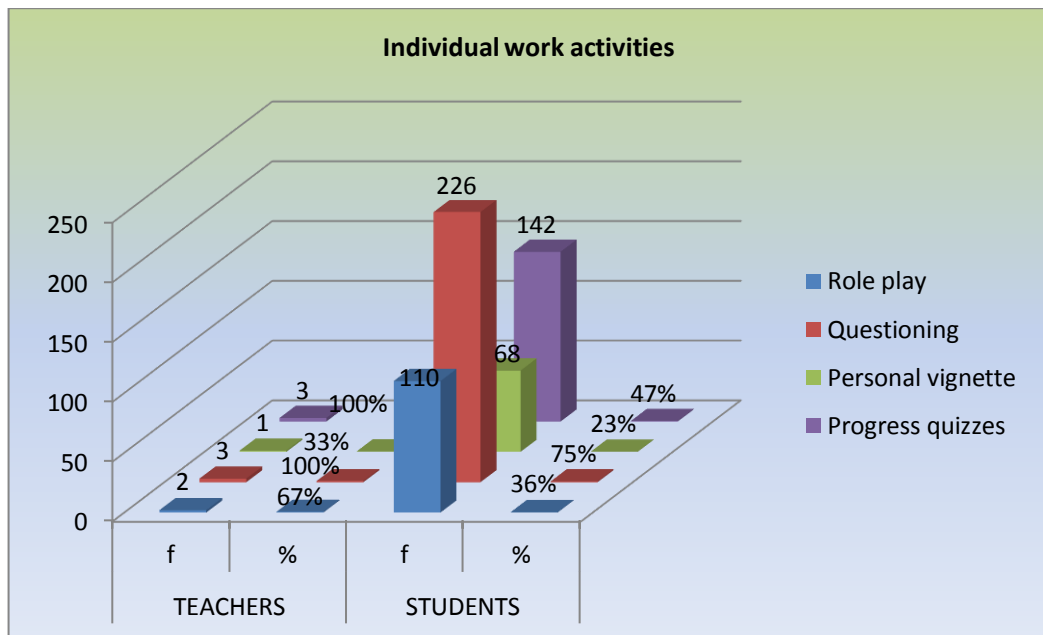
9. Which of the following individual work activities does your teacher use to improve the productive skills?

a. Table 9

Individual work activities	TEACHERS		STUDENTS	
	f	%	f	%
Role play	2	67	110	36
Questioning	3	100	226	75
Personal vignette	1	33	68	23
Progress quizzes	3	100	142	47

Source: Teachers and students' surveys at Educative Unit Miguel Ríofrío N^o1
Researcher: Tania Marixa Balcázar Cueva

b. Graph 9



c. Logical analysis

According to the surveys applied, all teachers and many students said that questioning is the individual work activity applied to improve the productive skills. As well as, all teachers apply progress quizzes; however, some students said that their teachers do not apply this activity a lot.

It is evident that all the teachers apply questioning activity, the questions are planned by the instructor prior to the class and are asked for students. Each question is written out and is related to a learning objective. Concerning to progress quizzes, these are short self-tests which are not grade and the answers are provided to the students. (British Council. 2010) .

10. Which of the following pair work activities does your teacher use to develop the speaking skill?

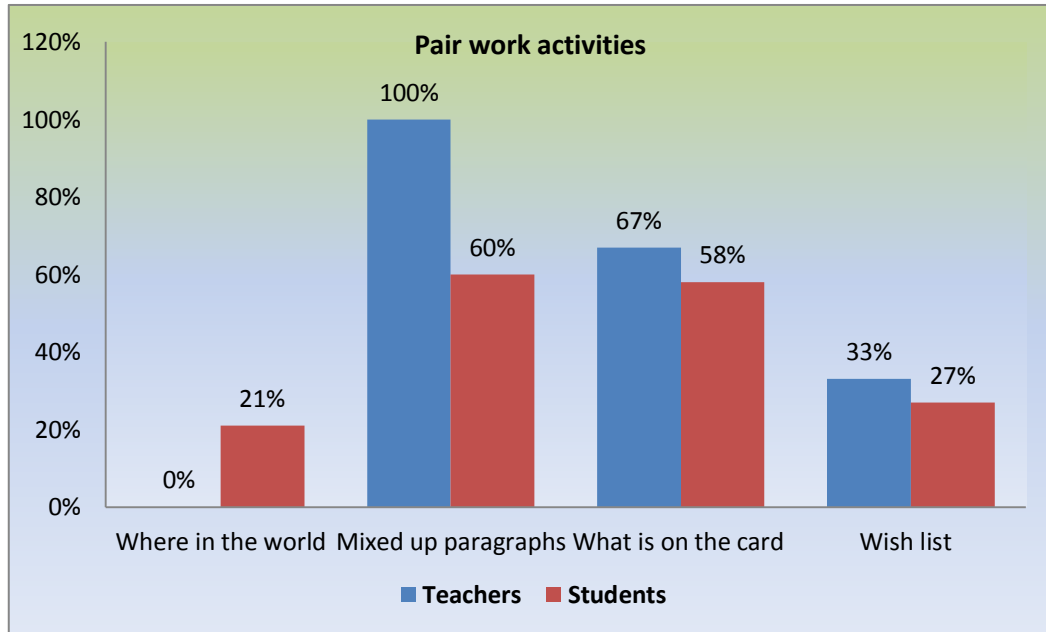
a. Table 10

Pair work activities	TEACHERS		STUDENTS	
	f	%	f	%
Where in the world	0	0	63	21
Mixed up paragraphs	3	100	180	60
What is on the card	2	67	175	58
Wish list	1	33	83	27

Source: Teachers and students' surveys at Educative Unit Miguel Rófrío N^o1

Researcher: Tania Marixa Balcázar Cueva

b. Graph 10



c. Logical analysis

In this question, all teachers and more than half of students said that, mixed up paragraphs, is the activity to develop speaking skill. More than half of teachers and students said the activity applied is, what is on the card.

Referring to the results, the activities were: mixed up paragraphs and what is on the card? This means students are interacting each other every class and practicing the language in an appropriate way. Through mixed up paragraphs students demonstrate understanding of sequencing and comparing details in the texts, and also, they use grammar including definite and indefinite articles, while through what is on the card, students follow to the learning focus by communicating in language appropriate to the subject.(Tuan, 2010).

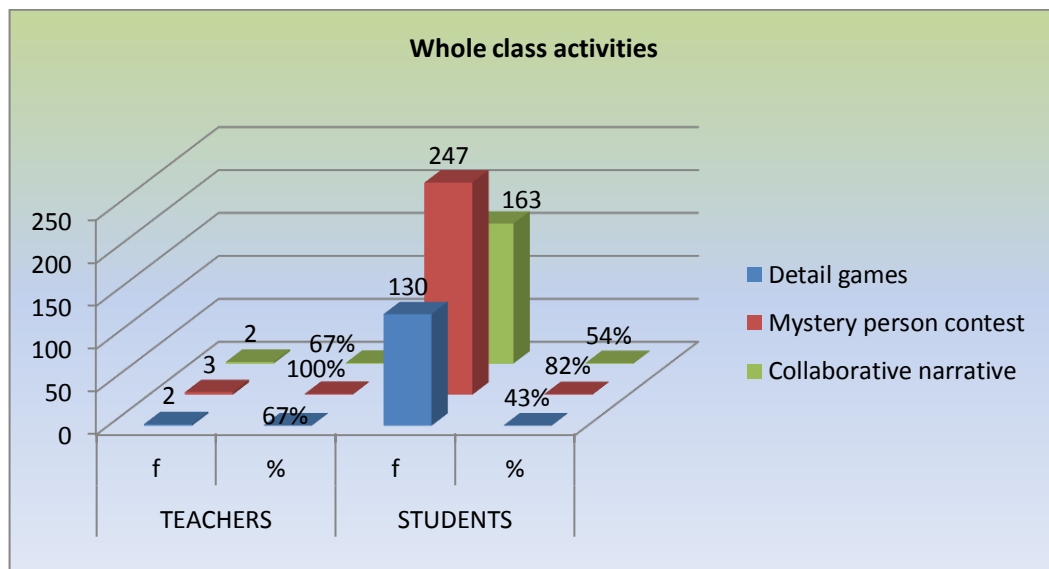
11. Which of the following whole class activities does your teacher use to develop the speaking and writing skills?

a. Table 11

Whole class activities	TEACHERS		STUDENTS	
	f	%	f	%
Detail games	2	67	130	43
Mystery person contest	3	100	247	82
Collaborative narrative	2	67	163	54

Source: Teachers and students' surveys at Educative Unit Miguel Ríofrío N^o1
Researcher: Tania Marixa Balcázar Cueva

b. Graph 11



c. Logical analysis

Respect to the results, all teachers and many students said that, mystery person contest, is a good whole class activity. As well as, more than half of teachers and students said collaborative narrative.

Viewing the results, all teachers apply, mystery person contest, this kind of activity permits students to develop individual writing that will be shared with the rest of the class. Whereas some of them apply collaborative-narrative, it is fun activity, in which students enjoy working together. (Ur, Penny.1996).

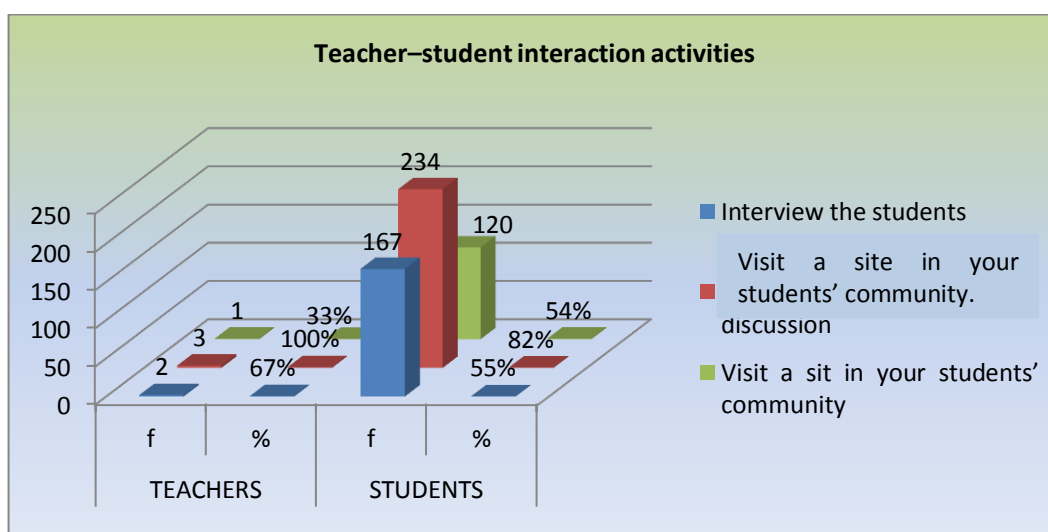
12. Which teacher–student interaction activities does your teacher apply to develop the productive skills?

a. Table 12

Teacher–student interaction activities	TEACHERS		STUDENTS	
	f	%	f	%
Interview the students	2	67	167	55
Encourage classroom discussion	3	100	234	82
Visit a site in your students’ community	1	33	120	54

Source: Teachers and students’ surveys at Educative Unit Miguel Ríofrío N^o1
Researcher: Tania Marixa Balcázar Cueva

b. Graph 12



c. Logical analysis

All teachers and many students said that they apply, encourage classroom discussion, more than half of teachers and students answered, interview the students. Also, more than half of students said that their teachers apply visit a site in the students' community, although teachers do not apply it a lot.

Referring to the results, encourage classroom discussion, is the most common interaction activity used in the class. Encourage classroom discussion is an activity where the teachers are not always the center of discussions; they allow students to share events and experiences from home and their community. Concerning interview the students, it is an activity where teachers engage in conversations with students themselves to learn from and about them. Coulthard, 1977.

Finally, visit a site in the students' community, helps teachers to immerse themselves in a student's community, where they get a first-hand view of the student's life outside the learning environment. Coulthard, 1977.

g. DISCUSSION

HYPOTHESIS ONE

- **Statement**

Teachers do not apply different interaction patterns and the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “Miguel Riofrio” N^o1 of Loja City. Academic Period 2013-2014”

- **Demonstration**

Question **ONE**, which was about if the interaction patterns are applied to develop the productive skills, 100% of teachers and students said that they are applied in the teaching learning process. Therefore, as it can be seen, teachers and students consider that the interaction patterns are useful in the development of productive skills.

Question **TWO**, about the important aspects of interaction patterns to develop productive skills, 100% of teachers and 52% of students said that the role of feedback, is one of the aspects and 67% of teachers and 32% of students said negotiation of meaning and teachers’ roles and responsibilities, which means that teachers know how to develop the productive skills through the use of interaction patterns.

Therefore, in question **THREE**, related to teachers' roles and responsibilities in interaction patterns, 100% of teachers and 53% of students recognize that the role of the teacher is as a controller, although 100% of teachers and 33% of students said as an assessor, which confirms that teachers play an important role into the teaching learning process, because through these roles and responsibilities teachers overcome students' weaknesses on developing productive skills.

Question **FOUR**, about the Interaction patterns used to develop the speaking and writing skills, 100% of teachers and 57% of students said that individual work, but 100% of teachers and 27% of students said pair work. This means, that students always have the opportunity to share and interact with their classmates in speaking or writing tasks, which contributes to develop the productive skills.

Question **FIVE**, about the reasons for using group work 100% of teachers and 77% of students said that peer-teaching is an important reason for using group work; although, 67% of teachers and 77% of students said prevent discipline problems, which demonstrates that teachers can control the class while students are working and interacting in groups, encouraging students to speak and write in the English Language.

Question **SIX**, 100% of teachers and 39% of students consider, student's initiates- teacher's answers, as an essential reason for using individual work. As well as, 67% of teachers and 82% of students said choral responses. This means, that students are interacting with their teachers and developing speaking and writing skills either individually or in chorus.

- **Decision**

According to the obtained results, the first hypothesis is **accepted** because teachers only use two interaction patterns, the individual and pair work in the development of the productive English skills, nevertheless, they are aware that interaction patterns are useful to develop the productive skills, they know the reasons for using interaction patterns in the classroom, which are their roles and responsibilities when interaction patterns are applied.

HYPOTHESIS TWO:

- **Statement**

The use of interaction patterns improve the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of basic education at Educative Unit “Miguel Riofrío” N^o1 of Loja City Academic Period 2013-2014”

Demonstration

Question **SEVEN**, concerns to the contribution of interaction patterns in class, 100% of teachers and 56% of students said that interaction patterns are the different ways that learners and the teacher interact in the class, which contributes to improve speaking and writing skills.

Question **EIGHT**, 100% of teachers and 44% of students consider think-pair-share as a good group work activity to develop productive skills, but another 67% of teachers and 42% of students consider three-step interview as a good group activity. As it can be seen, even though, students have the opportunity to share responses, feelings and generate ideas and discuss, the group activities applied are not useful enough to develop the productive skills.

Question **NINE**, in the same way, 100% of teachers and 75% of students said that questioning is used as an individual work activity to develop speaking and writing skills, which demonstrates that students' participation in the class is relevant to improve speaking and writing skills.

Question **TEN**, about pair work activities to develop the speaking skill, 100% of teachers and 60% of students consider mixed up paragraphs, 67% of teachers and 58% of students answered, what is on the card, as an important activity. This means, students are developing speaking and writing skills, since they compare details and use appropriate language.

Question **ELEVEN**, about which whole class activities are applied in the classroom, 100% of teachers and 82% of students said that, mystery person contest, but another 67% of teachers and 54% of students answered that, collaborative-narrative. Both activities, mystery person contest and collaborative narrative, help students to develop writing and speaking skills, since they have the opportunity to share ideas with their partners when work together.

Question **TWELVE**, 100% of teachers and 82% of students answered, encourage classroom discussion as a teacher-student activity, another 67% of teachers and 55% of students said, interview the students activity, to better the productive skills. As it can be seen, students are involved into the conversation and share events and experiences with their classmates practicing the productive skills.

- **Decision**

With the results obtained in the survey applied to teachers and students, the second hypothesis is **accepted**, this is because interaction patterns improved the development of productive skills to share responses, feelings and generate ideas and discuss with their classmates, improving the development of the productive English skills.

h. CONCLUSIONS

- Teachers most of the time apply only individual and pair work to develop the productive English skills. The group and whole class are not frequently used. Certainly, this is a negative aspect that holdbacks the development of students' productive skills, due to the fact they do not practice the English Language as they should do it.
- Teachers of the researched institution to teach English, they occasionally bear in mind some activities such as: pair share, jigsaw, three-step interview, roundtable. Because according to their own opinion these activities are essential to be implemented in classes due to they enable to share responses, feelings and ideas, as well as students have the opportunity within a cooperative group each become an "expert" on different aspect of one topic of study by using the appropriate language.
- Teachers in the Miguel Riofrio School in their daily classes use interaction patterns like: individual, pair, group work and whole class because they are beneficial to achieve the aims of the class and to get the students' attention. However, teachers do not apply all of them. This is totally negative for the students' learning, since with the implementation of the before mentioned activities in class the students are able to get involved in the conversation and debates by telling their personal experience with the teacher and classmates.

i. RECOMMENDATIONS

- Teachers should include in their lesson planning all kind of interaction patterns more frequently, for example: group work, whole class and teacher-students interaction, in order to increase the development of productive skills. Since, the use of them in classes has a lot of advantages for students. They can debate different topics or develop language tasks where the teachers only get involved occasionally, to motivate participation or to monitor their tasks.
- Teachers in the cited high school should be exposed and trained more frequently on how to use interaction patterns in order to teachers become acquainted with them like: think-pair share, jigsaw, three step interview, collaboration, role play, questioning, authentic communication, progress quizzes, with the implementation of the before mentioned activities teachers can help students to express their ideas and experiences among them with the purpose that students improve their knowledge to develop the speaking and writing skills
- Teachers should apply all types of interaction patterns as possible, in order to involve two main aspects which are negotiation and feedback as verbal exchange that occurs when students seek to prevent the interruption of the communication. Moreover if teachers implement all different interaction patterns effectively they can support the aims of different kinds of activities in classroom.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME:

“THE INTERACTION PATTERNS AND THE DEVELOPMENT OF THE PRODUCTIVE ENGLISH SKILLS WITH THE STUDENTS OF 7th, 8th, 9th AND 10th YEARS OF BASIC EDUCATION AT EDUCATIVE UNIT “MIGUEL RIOFRÍO” N^o1 OF LOJA CITY.ACADEMIC PERIOD 2013-2014”.

Thesis project as a previous requirement to obtain the bachelor's degree in science education, English Language Specialization

AUTHOR:

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Loja-Ecuador

2013

a. THEME

“THE INTERACTION PATTERNS AND THE DEVELOPMENT OF THE PRODUCTIVE ENGLISH SKILLS WITH THE STUDENTS OF 7th, 8th, 9th AND 10th YEARS OF BASIC EDUCATION AT EDUCATIVE UNIT “MIGUEL RIOFRÍO” N^o1 OF LOJA CITY.ACADEMIC PERIOD 2013-2014”.

b. PROBLEM

❖ Background

The present research work will be carried out at educative unit “Miguel Riofrío”, which is located in the downtown of Loja city on Mercadillo between Bernardo Valdivieso and Olmedo streets. This institution was founded on June 5th, 1985, and was named in honor to a man that showed a unconditional service to the other people.

The first director of the school was a distinguished man, Dr. Benjamin Rafael Ayora. In the first academic year, 1916-1917, the institution was named “Miguel Riofrío”. The educative unit Miguel Riofrío N^o 1 works with all the grades settled down by the Law of Education. In the last years the establishment receives the ministerial resolution that authorizes to increase the mixed teaching service with the integration of eight, ninth and tenth years of Basic Education. It has one thousand forty hundred students and thirty five teachers’ staff as well as three English Teachers. (Irene Añasco García. 2011-2012)

One of the most outstanding director of this educative unit was, Dr. David Pacheco Ochoa, who was a brilliant artist and poet, he created the lyrics and music of the school Anthem. Nowadays, the institution "Miguel Riofrío" N^o 1 is managed by Lic. Juan Ontaneda Jiménez, who is working based on institutional objectives.

MISSION

The mission of this institution is to form students integrally, due to they can lend their service to the lojanos citizens, likewise to satisfy the necessities and expectatives of the educational community based on the development of students' individual capacities, of self-esteem and the love to the work by confronting problems that will enable to meet with success in life.

VISION

The vision of the School is to become a leader institution in the educational quality where the students develop their creative capacity, ability and the consciousness of honest leaders, which permit to the professionals to support the academic process in which all teachers demonstrate their interest to work in the projects of improvement and support to the community. (Irene Añasco García. 2011-2012).

❖ CURRENT SITUATION OF THE RESEARCH PROBLEM

Nowadays, English language is an important tool in education because it is considered as a significant and necessary element in the integral formation of learners. Moreover, teaching English efficiently permits an intercultural relationship and the access to updated information.

As second language, English is already known even by kids since elementary to high school; most of the universities worldwide include English as one of their major subject that clearly shows the importance of English language learning.

Besides, the teaching and learning process in our country tends to be a consequence of the knowledge that teacher gives to students according to their needs and with the application of different methods, from the general to particular, producing an interrelation or an interchange of activities and techniques.

On the other hand, the interaction patterns are the different ways that learners and the teacher use to interact in the class. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of learning aims. Likewise, the interaction patterns are very essential in the development of the productive English skills because teachers can promote the productive skills through the different types of interaction patterns such as: group work, individual, in pairs and whole class. (Frances MoiFah and Low Lee. 2002)

Although, at present, it is well known that the interaction patterns are one of the most important factors in the development of teaching learning process because they help to support the aims of different kinds of activities; however, at educative unit “Miguel Riofrío” N^o1 the English Language is not thought considering the interaction patterns and the appropriate methodology and techniques to improve the English productive skill on the students.

Likewise, further to classroom organization is important to mention that it favors to optimize the different types of activities and it is very useful for keeping an excellent environment of working and getting students' attention, it also allows to the teachers to monitor students' progress, also in the researched institution there is not enough space, and there are a lot of students in the classroom, as well as, teachers do not apply a good classroom organization, which impede the improvement of the productive skills.

Finally, considering the importance of the productive skills in the earning of the English Language, in the students of the mentioned institution it is necessary to state the following research problem:

❖ **THE RESEARCH PROMBLEM**

HOW DO “THE INTERACTION PATTERNS AND THE DEVELOPMENT OF THE PRODUCTIVE ENGLISH SKILLS WITH THE STUDENTS OF 7th, 8th, 9th AND 10th YEARS OF BASIC EDUCATION AT EDUCATIVE UNIT “ MIGUEL RIOFRÍO” N^o1 OF LOJA. ACADEMIC PERIOD 2013-2014”.

❖ **DELIMITATION OF THE RESEARCH**

The research work will be delimited in the following way:

- **Temporal.** -The research project will be done during the academic period 2013-2014.

- **Spatial.** – The research will be developed at Educative Unit “Miguel Riofrío” N^o 1, which is located on Mercadillo between Bernardo Valdivieso and Olmedo Streets.

- **Observation units.** - To carry out the research project three English teachers and three hundred and two students of 7th, 8th 9th and 10th years of Basic Education will be surveyed during the Academic Period 2013-2014.

- **Sub problems:**
 - What types of interaction patterns are teachers applying in the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” N^o1of Loja City. Academic Period 2013-2014?

 - How the interaction patterns improve the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” N^o1of Loja City. Academic Period 2013-2014”?

c. JUSTIFICATION

The present research entitled “The interaction patterns and the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrio” N^o1of Loja City. Academic Period 2013-2014” is an interesting educational theme that has not been researched before and it can help to the teachers to apply new learning strategies through a good teachers and students relationship.

Since the **scientific** perspective, it is essential to develop this research project because there is a lot of information about the selected topic to use some theoretical elements that will allow to the researcher to suggest some recommendations as part of solution to the problematic found in the researched institution.

Seeing the **educational** point of view, it is important to develop the present project because it permits to the teachers to become aware of the importance about interaction patterns in the development of the productive English skills with their students, keeping in mind that the mentioned theme can help students to perform effectively into the educative field in the future.

Regards to the **social** perspective, this research is vital because the interaction patterns play a preponderant role in the education and it can help to the English

teachers to improve the teaching of a foreign language, bearing in mind that the interaction patterns favor the development of the productive English skills in their daily classes.

Regarding to **personal** point of view, this research work needs to be done as previous requisite to obtain the Bachelors' Degree in Sciences of Education. English Language Specialization, also the research, has enough resources to carry out the present work.

d. OBJECTIVES

❖ General

- To determine how the interaction patterns help in the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” N^o1 of Loja City. Academic Period 2013-2014.

❖ Specifics

- To identify what kind of interaction patterns the teachers use to develop the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” N^o1 of Loja City. Academic Period 2013-2014.
- To establish how the application of interaction patterns improve the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” N^o1 of Loja City. Academic Period 2013-2014.

e. **THEORETICAL FRAMEWORK**

➤ **INTERACTION PATTERNS**

In ELT (English Language Teaching) interaction patterns are the different ways that learners and the teacher can interact in the class. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of aims. In the classroom, different interaction patterns can support the aims of different kinds of activities. (LEE, Frances MoiFah 2002)

Interaction patterns are important for language experience and classroom observation in teachers. Interaction can be developed through different types of activities. Different activities have different impact and effect on classroom interaction and language learning. There are different ways of learning group. Learners' interactional patterns personalities and their individual cognitive styles are also different. "In the era of communicative language U.S.A: teaching, interaction is, in fact, the heart of communication; it is what communication is all about" (Brown. H.D, 1994)

Santos-Cuba says; "using different interaction pattern will strongly favor students' learning in class. For establishing patterns we should take into account different kinds of assessment (diagnosis, progress, and so on).

Knowledge level differences are considered, a slow learner may be assisted by an advanced learner in class, even sometimes better helped than by the teacher. It is

common that between the students themselves there is more confidence than between the teacher and the students.

Perhaps, it is important to highlight that teachers must previously value the existing personal relation between the students he wants to sit down together to do any activity.

Interaction pattern is not only matter of sitting students together; but also when it comes to work in pairs or group teachers should likewise make changes.” I think that in a way a student interacts with different students, the scope of language learning goes wider. Nobody in class manages the language in the same way; anybody uses different structures, words, phrases and even pronunciation patterns, so for one student interacting frequently with a different student will simply making him able to enrich his language from varied sources, will favor peer assess and it will make finally the student to carry out a process of self-assessment that will lead him to self-correct mistakes and better up his language as such.

- **ASPECTS OF INTERACTION PATTERNS**

Interaction patterns involve two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, and then we cannot speak of a successful learning through interaction. Ellis and Foto (1999:09) say, “Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.” Interaction

then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

- **Negotiation of Meaning**

Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction.

Therefore, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who speaks to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class. The opportunities of meaning negotiation help the language learners in three main ways.

First, as suggested by Long and others, it helps learners to get comprehensible input that is to say it facilitates comprehension. One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides

learners with feedback on how to use the second language. For example, teachers very often correct students' mistakes when they negotiate so that they use the SL accurately.

Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target-like (Pica 1992-1994 cited in Ellis 2003).

- **The Role of Feedback**

Researchers have suggested that oral feedback is one of the key beneficial aspects of interaction which can promote learning in general. According to Mackey (2007: 30) "through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification." In order for interaction to develop the speaking skill, learners must notice the errors and recognize them for correction.

- **Teachers' Roles and Responsibilities**

Most students will not engage in an interaction by themselves unless the teachers start first. Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. The basis of the communicative approach is this

capacity of the teacher to adapt himself, to change roles. Hedge Tricia (2000: 26) identifies important roles the teachers can play, “As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pairwork.”

- **Controller:** within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.
- **Assessor:** the most expected act from the teacher is to show the learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses.
- **Corrector:** the teacher has to decide when and where to correct students“ production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction; that it is to say, he works seriously to give the

correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

- **Organizer:** it is the most important role –according to Harmer (2001) that the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over.

- **Prompter:** Sometimes the learners do not find the words when they talk to each other or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher. In such role, the teacher must prevent himself to help the students even if he wants so that they will be creative in their learning (Ibid.).

- **Resource:** the job of the teacher here is to answer students’ questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information

- Another role the teacher needs to adopt in a classroom interaction is the **observer**. Harmer (2001) points out that, the teacher here should distract the students’ attention so that they can interact naturally and spontaneously.

- **TYPES OF INTERACTION PATTERNS**

- **Group work**

It is an activity in which two or more students cooperate in order to complete the task set them by the teacher. Here students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all. (British Council. 2010)

Group work can create powerful learning experience for students. From understanding course content to develop solving, teamwork and communication skills, group work is an effective teaching strategy whose lesson may endure well beyond the end of a course.

- **Reasons for using the group work**

- **Collaboration.**-It has to do with the social aspect of working together.

- **Peer-teaching.**-This provides us with a natural context for peer teaching and it has many advantages such as: between them can help themselves and understand each other's and also, they learn to receive help because asking for help is a good way to learn.

- **Prevents discipline problems.**-The teacher can control the class while his/her students are working in groups.

- **Authentic communication in L2** (comprehensible input and output) both comprehensible output and input are extremely important in the learning process, since the group work gives learners a chance to use them in authentic manner.
- **Group work Activities**
- **Discussion**

A discussion is a dialogue which consists of exchanges and expression of ideas, opinions and knowledge. They can be variable ranging from a structured learning experience to an unplanned opportunity to consider ideas. (Winchester-Seeto, T. (April, 2002).

- **Think-Pair-Share**

Think Pair Share can be used to help students:

- recall events
- make a summary
- stimulate thinking
- share responses, feelings and ideas

For example: the instructor poses a question. Students are given time (30 seconds or one minute) to think of a response. Each student then pairs with another and

both discuss their responses to the question. The instructor invites pairs to share their responses with the class as a whole.

- **Jigsaw**

In this activity, participants within a cooperative group each become ‘expert’ on different aspects of one topic of study. It is also useful as an approach to tackling large selections of material which students need to read and understand.

- **Roundtable**

Students in small groups sit in a circle and respond in turn to a question or problem by stating their ideas aloud as they write them on paper. The conversation can go around the circle, each student in turn, more than once if desired. After the roundtable, students discuss and summarize the ideas generated and report back to the class. (P Scales Teaching 2008)

- **Three-Step Interview**

This can be used as an icebreaker or as a tool to generate ideas and discussion. Ask each student to find one partner they don’t know well. Make sure everyone has a partner. You can use triads if there is an uneven number of students in the class. Students interview their partner for a limited amount of time using interview questions given by the instructor.

Often questions are opinion- or experience-generated: How do you use writing in your daily life? Should premed students study holistic medicine? After a set time, students switch roles so that both get a chance to be interviewed. Then, join each pair with another pair to form a group of four. Each partner in a pair introduces the partner to the other pair and summarizes the partner's responses. Other variations on this activity are possible. (P Scales Teaching 2008).

- **Individual work**

In the individual work the teachers provides for each student a task, then they will process and settle the task problem by self each student alone. The conditions for individual work are the students' motivation, self-control ability and differentiation.

The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary. (British Council. 2010)

- **Reasons for using the individual work**

- **Choral responses.**-The teacher gives a model, which is repeated by all the class in chorus; or gives a cue, which is responded to in chorus.
- **Student initiates, teacher answers.-** For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.

- **Individual work activities**

- **Role Play:** Students are assigned the role of a character to play in a given situation. Without practice, they act out the events in the situation. Role Play may be used for situation analysis or to provide feedback to the students about their own behavior.

- **Questioning:** Questions which will be asked of the students are planned by the instructor prior to the class. Each question is written out and is related to a learning objective. In case of no response or incorrect responses, the instructor will also be prepared to ask easier or lower learning level questions which will lead the student to answer the original question.

- **Personal Vignette:** Given a topic or learning objective, the students are asked to relate it to their real experiences (personal or professional) by telling a brief story about it.

- **Progress Quizzes:** Short self-tests which are not graded. Answers are provided to the students.

- **Pair work**

In this form of interaction, the teacher plays a role as a monitor and the students are the main participants of those interactional activities.

According to Johnson (1986), “peers have a great deal of influence on students' educational aspirations and actual achievement. The students will feel less stressful when they group with their classmates for discussing.” (Tuan and Nhu. 2010).

The point of pair work is to get students speaking and listening, the content of a pair work session should be mainly oral. For some types of pair work, it is best if students have no books, papers, or pencils.

The idea of pair work is to improve listening and speaking skills by requiring students to exchange information with each other. Pair work should always be accompanied by some sort of ‘test’ to ascertain whether or not information really has been exchanged.

In some kinds of pair work, split dictations for example, the test is built in to the activity itself. In other cases, it will be a follow-up activity of some sort.

- **Pair work activities**

- **Where in the world?**

This complies with the learning focus where children will be using language appropriate to the context and communicating by using effective and appropriate English. It also involves children using prepositions to describe where to position the famous places on the map.

One student has a map of any country with 6 famous places on it. The other student has a map and has to cut out the famous places from his/her activity sheet and glue them to the map on the correct country according to their partners' instructions.

- **Mixed up paragraphs**

From this students will demonstrate understanding of sequencing and comparing details in texts. They will also demonstrate awareness of how information is organized in English texts as described in the VELS companion for this level. Children will use grammar including definite and indefinite articles.

Each student has a topic, either the Sydney Opera House or the Louvre. 2 paragraphs of information about the topics have been cut up into sentences (5 sentences per child) and each child has to reconstruct their own paragraph. Children then have to read aloud their paragraph to their partner and confer whether the sentences could be moved around to make more sense.

- **What is on the card?**

Children will adhere to the learning focus by communicating in language appropriate to the subject. Grammar included present form of verbs for example "does it have..?"

One student chooses a card from a pile of cards picturing famous places. The other student has to ask questions about the card until he works out what the famous place is. Children take turns in guessing.

- **Wish List**

This activity involves communication and sharing ideas, using appropriate English, responding to structures of English appropriately and reasoning. Children will also use grammar including definite and indefinite articles and appropriate adjectives.

For example: student A chooses a famous place from the list and says “I would like to go to (The Pyramids)”

Student B finishes the sentence using appropriate language for example “because I have read a lot about them”. Now student B chooses a place and student A needs to finish the sentence.

- **Information Gap**

This activity involves students with a shared goal of filling in their information. Students need to ask appropriate questions to gain the information to complete their sheet, for example, “do you know what the length of the Golden Gate Bridge is?”

Each student has a table with facts about famous structures. Different information is missing from each student's sheet. Students must ask each other questions to fill in the gaps on their sheets until they are both complete.

- **Teacher-Student interaction**

Teacher-Student interaction can be mostly found in traditional ESL classrooms in which the teacher posts a question and then the students answer it. The teacher's role is the controller who dominates the entire process of teaching and learning. Most of the time the effectiveness of interaction is largely reduced since the teacher occupies the major proportion of a class hour, thus each student's chance for communicating or interacting is very limited. Therefore, it is a less communicative and interactive way of teaching.

This type of interaction as Coulthard (1977) mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses.

- **Teacher-student interaction activities**
- **Interview Your Students.** This strategy suggests that teachers engage in conversations with students themselves to learn from and about them.

Teachers can then incorporate this learning into the class curriculum and teaching. In my university classroom.

- **Encourage classroom discussions that let students be the center of attention.** Teachers should not always be at the center of discussions but should allow students to share events and experiences from home and their community. Students should be allowed to share whatever information they feel comfortable discussing.
- **Attend extracurricular activities featuring your students.** It means something to students when teachers take time out of their schedules to visit an activity they are involved in. Teachers from elementary through high school should feel a sense of responsibility to be present at events that help complete students' educational experiences such as those connected to extra-curricular activities.
- **Visit a site in your students' community.** When teachers immerse themselves in a student's community, they get a first-hand view of the student's life outside the learning environment.
- **Whole class**

The students debate a topic or do languages task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor. (Ur, Penny.1996).

The main characteristic of this kind of teaching is that the lesson is planned for students with average level of ability in the class. Depending on the lesson the work might be relatively easy to be planned on. In addition in whole class

teaching it is rather easier to record students' progress or mark children's work and keep good discipline. (*NWREL, pages: 26-31*)

- **Whole class activities**

- **Detail Game**

This idea comes from Peter Elbow and Pat Belanoff's *Community of Writers*. It is useful in writing classes writing classes to get people accustomed to class participation and using descriptive detail.

The activity is fun and always gets everybody involved -- the wilder the class gets with their ideas, the better. You will ask students to look at an object and use descriptive detail -- stressing the five senses -- to reveal something about the object to the audience. You can bring an object from home, the odder the better, and have they come up with as much description as they can about it. You can often have them launch into a narrative by beginning to build a story around your object.

- **Mystery Person Contest**

Back to Whole Class Activities Aside from teaching the importance of detail, this activity has the virtue of requiring no materials, so it can be done as a fun activity any time you are stuck for something to do (maybe you got through everything

else at lightning speed), and you want to reinforce the idea that description is important. It involves individual writing that will be shared with the rest of the class. You can run the activity as a contest, depending on the dynamics of your class.

Collaborative Narrative

This is another exercise from Elbow and Belanoff's *Community of Writers* that works well to move the class from simple description to creating a story, or using description to enhance that story. It is fun and gets students to enjoy working together. Do this as a whole class activity to model the exercise, and then break into groups for another narrative. Once in groups, have students decide on titles for their narratives. You can put these on the board. When you are finished, you can have the class vote on the best narrative.

❖ ADVANTAGES OF INTERACTION PATTERNS

• Group work

- Students get practice in speaking and listening.
- The teacher can monitor and assess the student's performance and give one-to-one attention.
- Group work tasks can often be more exciting and dynamic than pair work tasks.

- **Individual work**

- It lets students work at their own pace and gives them space and thinking time.
- The teacher can assess the students' written work.
- Students can relax without pressure from other students. (IHL-GP Sky Training. Module 3.Unit 2).

- **Pair work**

- It increases the amount of practice students have.
- It encourages students to cooperate and help each other.
- The teacher can monitor and assess the students' progress.
- Some students, especially weak students, feel more comfortable speaking with a partner rather than in front of the class or a larger group.

- **Whole class**

- Everyone can hear the teacher.
- A lot of students feel comfortable with this traditional teaching situation.
- The students hear a good language model from the teacher.
- Discipline in the classroom is very easy. Students only speak when you nominate. (IHL-GP Sky Training. Module 3.Unit 2).

❖ **DISADVANTAGES OF INTERACTION PATTERNS**

- **Group work**

- Dominant students may not give others a chance to speak. The activity needs to involve everyone and be carefully set up.
- Students may start speaking in L1.
- It can be noisy in the classroom.
- Shy students may find it hard to speak in large groups.

- **Individual work**

- Students do not get any opportunity to practice speaking.
- It doesn't help group dynamics.
- Students can't get help from other students (peer teaching).

- **Pair work**

- Students might make many mistakes which the teacher does not hear.
- Noise and discipline can be a problem especially with children and teenagers.
- Students all finish at different times.
- Students who finish quickly may start to talk in L1

- **Whole class**

- Students get little chance to speak.
- The teacher can go too fast or too slowly for some students.
- Everyone has to go at the same speed.
- Some students will stop listening if they do not need to participate.
- It does not encourage students to be independents. (IHL-GP Sky Training. Module 3.Unit 2).

❖ **ENGLISH LANGUAGE SKILLS**

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to **listen** first, then to **speak**, then to **read**, and finally to **write**. These are called the four "language skills" (BBC World Service, Bush House. 2010).

The four language skills are related to each other in two ways:

- the direction of communication (in or out)
- the method of communication (spoken or written)

- **PRODUCTIVE SKILLS**

Productive skills in the context of English language teaching are those skills which require the student to produce something. Consequently the productive

skills are speaking and writing as opposed to listening and reading, which are regarded as receptive skills.

The productive skills are more communicative than the receptive skills, and also that they are the basis of the learning process itself.

- **SPEAKING SKILL**

Speaking is the skill by which learners are most frequently judged and through which they make and lose friends. It is the vehicle to excellence of social solidarity, social bonding, of professional advancement and of business. It is also the medium through which much language is learnt. (Bygate, 1987)

Speaking skill needs a strong input, a vast outlook and refined ideas. More-even, it requires psychological order of expression as well. All these things are necessary to give the speaker a confidence to express what he is going to communicate. The foremost purpose of communication is to convince the listeners for the viewpoint of the speaker. (Bygate, 1987).

So the speaker should himself very much clear about his views point. No ambiguity of any kind and on any point should be there in his mind. He should be well-versed with the magnetic impact of the wording and its meaning. He should select appropriate words keeping in view the ability of the listeners.

Farther, he can make his speech more effective with suitable illustration, proverbs and quotations. Truthfulness should be the axel of his speech. For the solid and for reaching impact he should avoid emotionalism as far as he can. Realities on ground have their own emotional aspect. He should keep his speech restricted to the ground realities.

- **Strategies for improving Speaking skills**
 - **Using minimal responses**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. (The National Capital Language Resource Center. 2003, 2004)

- **Recognizing scripts**

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. (The National Capital Language Resource Center. 2003, 2004)

- **Using language to talk about language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

Echo questions

The echo question is a way of getting clarification or confirmation. So this practice is useful because learners may often hear statements that they do not understand. (UNIVERSIDAD, Nacional de Loja. 2010).

- Conversation and Discussion:

Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express themselves orally.

In the discussion strategy, sticking to the point is essential. The goal of a discussion is to reach a conclusion or solve a problem. Before starting the discussion, the topic should be clearly defined and understood by everyone. (Yellen, Blake, & DeVries. 2004)

- Brainstorming:

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a

student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members

- **Interviewing:**

Most information students gather for school projects comes from traditional sources like the encyclopedia or internet. Students need to learn that another way of gathering information is through interviewing, or asking someone for information or opinions.

Interviewing is an important strategy for gathering information and conducting research on many topics. However, you must eventually tie interviewing to real projects so that students can see a relevance to the research they are doing. (Yellen, Blake, & DeVries. 2004)

- **Role-play.**-Refers to the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. (Role-Playing Games: An Overview" 1994)

- **Repetition drill.**-This kind of oral practice is useful to improve the students' pronunciation. Since the purpose of this drill is to enable the learners to internalize the structure or grammatical categories introduced in the lesson. (Yellen, Blake, & DeVries. 2004)

- **WRITING SKILL**

Writing is probably the linguistic skill that is least used by most people in their native language. Even in the most societies a significant percentage of adult population writes with difficulty.

- **Writing involves the following basic skills:**

- Handwriting or typing
- Spelling
- Constructing grammatical structure
- Punctuating

For communication point of view the writing should be implicit, clear and in functional language. Un-necessary details should always be avoided. Sometimes a certain point or sub topic gets expands and expands and the core or main topic is over-sighted. Consequently the effectiveness of communication is affected adversely. Clarity is the fundamental requirement of a written work. (OXRFORD, University Press. 2000).

The writer should be very much clear with what he wants to communicate. Each and every point should be explained explicitly, so as to ensure effectiveness of his communication. The functional language is another basic need of writing skill.

Relevant terms for the respective field should be used as and when required. For having a firm grip on writing skill study of the work of competent, able and proficient writers is indispensable. Another important factor of an excellent writing skill is to develop stamina for carrying out reading and writing for a longtime at a stretch.

A writer should be a good analyst as well. He should possess a fast power of conclusion for making speedy decisions. Summing up the whole written work and making a summary of it is the beauty of writing skill. A student is always in need of improving his writing skills.

Libraries can also help him a lot. However, he should be careful in selecting the books and other written material for study in order to get his faculties of heart and mind enlightened. Through extensive reading he can be a good writer in the times to come.

- **Strategies for improving writing skills**

- **Use a Dictionary**

The best way to learn how to spell a word is to find it in the dictionary. Using a dictionary can be easy if you know how.

The first thing you need to know to use a dictionary is that all words are listed in alphabetical order. That means all words are in order from A to Z.

- **Guided writing**

It is writing or done through the use of clause, information, or guidelines. At the beginning and intermediate confidence in their writing ability.

- **Form sentences**

For this task teacher gives to students some items or clues to form sentences. For example, have students write complete sentences using a set of words. (QLWG Skills for Life Series, 2008)

- **Model text**

In this task teacher gives students a short of text to read and to use as a model for connecting words in a similar way.

- **Substitution tables**

This type of table contains items that can substitute each other in a sentence. (UNIVERSIDAD, Nacional de Loja. 2010).

- **Use a Writing Checklist**

It is always a good idea to check your writing. A checklist will help you to make sure that your writing is clear and well structured. (QLWG Skills for Life Series, 2008)

- **Use the Writing Process**

Writing is a process that should involve at least four steps: pre-writing, drafting, revising and editing.

1. **Pre-writing.-** Pre-writing is anything you do before you write.
2. **Drafting.-** Drafting is when you put your ideas into sentences and paragraphs. This is when you think about how you will explain your ideas.
3. **Revising.-** Revising is when you look at your writing and decide what could be better.
4. **Editing.-** Editing is when you check your spelling, grammar and punctuation. You should not edit your writing until the other steps in the writing process are done. (QLWG Skills for Life Series, 2008)

HYPOTHESES

- **GENERAL**

- The use of interaction patterns influence to the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío ” N^o1 of Loja City. Academic Period 2013-2014.

SPECIFICS

- Teachers do not apply different interaction patterns in the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío ” N^o1 of Loja City. Academic Period 2013-2014.
- The use of interaction patterns improve the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío ” N^o1 of Loja City. Academic Period 2013-2014.

f. METHODOLOGY

❖ DESIGN OF THE RESEARCH

The present research work has been characterized as non-experimental, because it is a socio-educative research and it will be developed descriptively.

• METHODS, TECHNIQUES AND PROCEDURES

- METHODS

The **scientific method** will be used as a general one, which will allow the development of a set of procedures which will be oriented to discover and verify the stated hypotheses contrasting the theory with the real found problem. Through this method the phases of observation and questioning will be developed in the same way as it is in the reality. Thus, it will be used to verify the hypothesis contrasting the variables with the empiric data and the theoretical referents. It will also be helpful to derive the conclusions supported in the theoretical referents and the tendencies of the obtained results in the institution researched.

The **explicative, analytic-synthetic and descriptive methods** will be used as particular ones and the descriptive statistics; besides it will be useful as a tool to represent the information in graphic representations which will permit the interpretation about all the information.

The **descriptive method** will be used for collecting the information, describing the field obtained results in the applied instruments and it will permit to organize the information according to each hypothesis and the indicators that the researcher will state for each one of the variables included in the research work.

It will also permit to get enough support to demonstrate the meaning of the research, describe the problematic that have been found in the researched institution, the description of the variables the independent as well the dependent one and all the obtained results will be described in the research work which also serve as support to deduce the respective conclusions in the thesis report. This method will be used to describe how the teachers are using of information and communication technologies inside the English teaching learning process.

The **analytic-synthetic method** will be given out to analyze the empiric information data obtained in the applied instruments and therefore derive the respective conclusions according to the tendencies of the results in the field work.

The **explicative method** will also be used, in the explanation of the logical implications of the variables of every hypothesis and in this way, it will prove or reject them, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

- **TECHNIQUES AND INSTRUMENTS**

All the empirical information will be obtained through a **survey** to the teachers and students of the researched institution, and this will permit to obtain enough

data about the application of interaction patterns and the skills that teachers have about it. It will also permit to the researcher know the relation between the before mentioned variables. The survey will be applied through a questionnaire that will include different types of items about the researched theme.

- **PROCEDURES**

After that the empiric information have collected, it will be processed in the following way:

- **TABULATING**

Regarding to the tabulation of the data obtained in the field research, the descriptive statistics will be used for the closed questions and theoretical frame from the explanation of every single question, and then all the information of the teachers and students will be contrasted.

- **ORGANIZATION**

Afterwards, all the empiric information will be organized and the questions will be classified in order to prove or reject the hypotheses, taking into account the variables of the same one, as a guide that will help to back up them. Afterwards, it will permit to continue with the corresponding interpretation and analysis.

- **GRAPHIC REPRESENTATION**

After describing all the data, it will be represented in graphics in order to facilitate the interpretation and consequently the critical analysis of each question. To do this the diagram bars will be used to exemplify the information.

- **INTERPRETATION AND ANALYSIS**

Once finished the representation about the information in tables and graphs, it will be studied according to the obtained percentages and it will be analyzed bearing in mind the categories of the theoretical frame, the major tendencies in the results and the variables of every specific hypothesis.

- **HYPOTHESES VERIFICATION**

The hypotheses will be verified or denied through a deductive hypothetical process supported in the logical analysis of the field research whose last results will be expressed in a descriptive way.

- **CONCLUSIONS AND RECOMMENDATIONS**

The conclusions and recommendations will have to be based on a specific analysis of the results and they will be used to give the corresponding recommendations to

the teachers of the researched institution and also to the students to contribute to the solution of the problem found in the present research work.

- **ELABORATION OF THE REPORT**

The elaboration of the final report will be elaborated according to the corresponding rules and regulations of the Universidad Nacional de Loja and based on the results that will be obtained in the present research.

- **POPULATION**

The population which will be considered in the present research work is constituted by three English teachers and three hundred and two students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “Miguel Riofrío” N^o1, during the school year 2013-2014.

- **CHART**

COURSES	POPULATION
7 th Year of Basic Education	132
8 th Year of Basic Education	60
9 th Year of Basic Education	62
10 th Year of Basic Education	48
TOTAL	302
Teachers' population	3

g. TIMELINE

2013-2016

PERIOD	2013				2014												2015																2016															
	MONTHS				Jun				Jul				Sep				Jul				Oct				Nov				Dic				Jan				Feb				Mar				Apr			
	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Presentation of the Project	X																																															
Presentation of the new draft of the thesis project			X																																													
Approval of the Project				X																																												
Assignment of the thesis Director							X												X																													
Application of the research instruments										X	X												X	X																								
Processing of the research											X	X																X																				
Drawing conclusions													X	X	X	X																																
Elaboration of the report																																																
Thesis approval																	X	X	X																													
Submission of the folders																					X	X	X	X	X	X	X	X	X	X	X	X																
Private qualification of the thesis																													X	X																		
Write the recommendations																															X	X	X	X	X	X	X	X	X	X								
Public sustentation and Graduation																																					X	X	X	X								

h. BUDGET AND FINANCING

- **MATERIAL**

- Computer
- Office resources.
- Internet
- Pen drive
- CD

- **HUMAN RESOURCES**

- Researcher: Tania Balcázar
- Adviser of the research.
- English Teachers at Educative Unit “Miguel Riofrio” N^o1
- Students of 7th, 8th, 9th and 10th at Educative Unit “Miguel Riofrio” N^o1.

❖ **BUDGET**

REPORT	COSTS
Impression of the first draft	\$ 20.00
Impression of the second draft	\$ 35.00
Impression of the third draft	\$ 40.00
Impression of the fourth draft	\$ 45.00
Copies	\$ 30.00
Internet	\$ 50.00
Transportation	\$ 100.00
Unexpected	\$ 400.00
Costs of the research project	\$ 720.00

❖ **FINANCING**

The expenses derived from the present research work will be assumed by the researcher.

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CONSISTENCY MATRIX

- **THEM:** “THE INTERACTION PATTERNS AND THE DEVELOPMENT OF THE PRODUCTIVE ENGLISH SKILLS WITH THE STUDENTS OF 7th, 8th, 9th AND 10th YEARS OF BASIC EDUCATION AT EDUCATIVE UNIT “ MIGUEL RIOFRÍO ”Nº 1 OF LOJA CITY. ACADEMIC YEAR 2013-2014”

PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>GENERAL</p> <ul style="list-style-type: none"> ❖ How do the interaction patterns contribute in the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” Nº1of Loja City. Academic Period 2013-2014? <p>SUB PROBLEMS</p> <ul style="list-style-type: none"> ❖ What types of interaction patterns are teachers applying in the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” Nº1of Loja City. Academic Period 2013-2014? ❖ How the interaction patterns improve the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” Nº1of Loja City. Academic Period 2013-2014? 	<p>GENERAL</p> <ul style="list-style-type: none"> ❖ To determine how the interaction patterns help in the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” Nº1of Loja City. Academic Period 2013-2014. <p>SPECIFICS</p> <ul style="list-style-type: none"> ❖ To identify what kind of interaction patterns the teachers use to develop the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” Nº1of Loja City. Academic Period 2013-2014. ❖ To establish how the application of interaction patterns improve the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” Nº1of Loja City. Academic Period 2013-2014. 	<p>GENERAL</p> <ul style="list-style-type: none"> ❖ The use of interaction patterns influence to the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” Nº1of Loja City. Academic Period 2013-2014. <p>SPECIFICS</p> <ul style="list-style-type: none"> ❖ Teachers do not apply different interaction patterns in the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” Nº1of Loja City. Academic Period 2013-2014. ❖ The use of interaction patterns improve the development of the productive English skills with the students of 7th, 8th, 9th and 10th years of Basic Education at Educative Unit “ Miguel Riofrío” Nº1of Loja City. Academic Period 2013-2014. 	<ul style="list-style-type: none"> ❖ Interaction patterns ❖ Productive English Skills 	<p>Interaction patterns definition</p> <p>Aspects of interaction patterns</p> <p>Types of interaction patterns</p> <p>Reasons for using interaction patterns</p> <p>Advantages of interaction patterns</p> <p>Disadvantages of interaction patterns</p> <ul style="list-style-type: none"> - English language skills - Speaking skill - Strategies to improve speaking skill - Writing skill - Strategies to improve writing skills



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TEACHERS’ SURVEY

- This survey will be useful for the present research work since it will collect data about: “THE INTERACTION PATTERNS AND THE DEVELOPMENT OF THE PRODUCTIVE ENGLISH SKILLS WITH THE STUDENTS OF 7th, 8th, 9th AND 10th YEARS OF BASIC EDUCATION AT EDUCATIVE UNIT “MIGUEL RIOFRÍO” N^o1 OF LOJA CITY. ACADEMIC PERIOD 2013-2014” Your answers will be a valuable contribution to verify or reject the hypotheses proposed. It would be appreciated that you answered the questions as objectively as possible.

HYPOTHESIS ONE

Teachers do not apply different interaction patterns in the development of the productive English skills.

1. Do you apply interaction patterns to develop the productive skills?

- Yes ()
- No ()

Why?

2. Check the following aspects of interaction patterns do you consider important to develop productive skills?

- Negotiation of meaning ()
- The role of feedback ()
- Teachers’ role and responsibilities ()

3. What are the teachers’ roles and responsibilities in interaction?

- Controller ()
- Assessor ()
- Corrector ()
- Organizer ()
- Prompter ()
- Resource ()
- Observer ()

4. Which of the following interaction patterns do you use in the development of speaking and writing skills?

- Pair work ()
- Individual work ()
- Group work ()
- Whole class ()
- Teacher-student interaction ()

5. Check the reasons you consider the most important for using the group work to develop the productive skills.

- Collaboration ()
- Peer-teaching ()
- Prevents discipline problems ()
- Authentic communication in L2 ()

6. Check the reasons you consider the most important for using individual work to develop the productive skills.

- Choral responses ()
- Students initiates, teachers answer ()

HYPOTHESIS TWO

The use of interaction patterns improve the development of the productive English skills

7. Do you think that the use of interaction patterns in the class contributes to improve the productive skills?

- Yes ()
- No ()

8. Which of the following group work activities do you apply to better the development of the productive skills?

- Discussion ()
- Think-pair-share ()
- Jigsaw ()
- Roundtable ()
- Three-step interview ()
-

9. Which of the following individual work activities do you use to improve the productive skills?

- Role play ()
- Questioning ()
- Personal vignette ()
- Progress quizzes ()

10. Which of the following pair work activities do you use to improve the productive skills?

- Where in the world ()
- Wish list ()
- Mixed up paragraphs ()
- Information gap ()
- What is on the card ()

11. Which of the following whole class activities do you use to better the productive skills?

- Detail games ()
- Mystery person contest ()
- Collaborative narrative ()

12. Which of the teacher–student interaction activities do you apply to develop the productive skills?

- Interview the students ()
- Encourage classroom discussion ()
- Visit a site in your students' community ()

Thanks for your collaboration



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STUDENTS’ SURVEY

This survey will be useful for the present research work since it will collect data about: “THE INTERACTION PATTERNS AND THE DEVELOPMENT OF THE PRODUCTIVE ENGLISH SKILLS WITH THE STUDENTS OF 7th, 8th, 9th AND 10th YEARS OF BASIC EDUCATION AT EDUCATIVE UNIT “ MIGUEL RIOFRÍO ” N°1 OF LOJA CITY. ACADEMIC PERIOD 2013-2014.” Your answers will be a valuable contribution to verify or reject the hypotheses proposed. It would be appreciated that you answered the questions as objectively as possible.

HYPOTHESIS ONE

Teachers do not apply different interaction patterns in the development of the productive English skills.

1. Does your teacher apply interaction patterns to develop the productive skills?

- Yes ()
- No ()

Why?

2. Which of the following interaction patterns does your teacher use in the development of the speaking and writing skills?

- Pair work () - Whole class ()
- Individual work () - Teacher-student interaction ()
- Group work ()

3. Check the aspects of interaction patterns does your teacher consider important to develop productive skills?

- Negotiation of meaning ()
- The role of feedback ()
- Teachers’ role and responsibilities ()

4. What are the teachers' roles and responsibilities in interaction patterns?

- Controller ()
- Assessor ()
- Corrector ()
- Organizer ()
- Prompter ()
- Resource ()
- Observer ()

5. Check the reasons does your teacher consider the most important for using the group work to develop productive skills.

- Collaboration ()
- Peer-teaching ()
- Prevents discipline problems ()
- Authentic communication in L2 ()

6. Check the reasons does your teacher consider the most important for using individual work to develop productive skills.

- Choral responses ()
- Students initiates, teachers answer ()

HYPOTHESIS TWO

The interaction patterns improve the development of the productive English skills

7. Do you think that the use of interaction patterns in the class contributes to improve the productive skills?

- Yes ()
- No ()

8. Which of the following group work activities does your teacher apply to better the development of the productive skills?

- Discussion ()
- Think-pair-share ()
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9. Which of the following individual work activities does your teacher use to improve the productive skills?

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- Interview the students ()
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Thanks for your collaboration

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