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**FACULTAD DE LA EDUCACIÓN, EL ARTE Y  
LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**TITLE**

**THE CONTROLLED PRACTICE INTERACTION TO  
IMPROVE SPEAKING SKILL AMONG STUDENTS OF  
THIRD YEAR "A" OF BACHILLERATO AFTERNOON  
SESSION, AT RAFAEL RODRÍGUEZ PALACIOS HIGH  
SCHOOL IN MALACATOS PARISH OF LOJA CITY,  
DURING THE 2018- 2019, SCHOOL YEAR.**

This is a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

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## **CERTIFICATION**

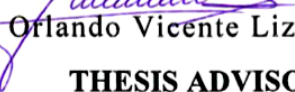
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### **CERTIFIES:**

The present research work entitled **THE CONTROLLED PRACTICE INTERACTION TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF THIRD YEAR "A" OF BACHILLERATO AFTERNOON SESSION, AT RAFAEL RODRÍGUEZ PALACIOS HIGH SCHOOL IN MALACATOS PARISH OF LOJA CITY, DURING THE 2018- 2019,SCHOOL YEAR**, under the responsibility of the undergraduate student: Eufemia Catalina Chimbo Vicente has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, June 14<sup>th</sup>, 2019

  
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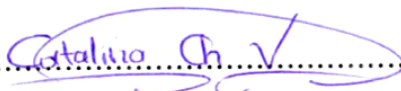
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## **THE AUTHOR**

## **DEDICATION**

First of all, I want to dedicate this thesis work to God, for letting myself achieve one of the greatest goals in my life, and for putting in my path those who have been my support and company during this time. Second, to my beloved mother Emeldina Vicente Vera for supporting me in everything I propose, and for teaching the values and principles. Third, to my oldest brother Darwin Chimbo for supporting all time from the distance. In the same way to my younger brother and to all my sisters who has been encouraged to continue studying and accomplishing my dreams.

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Finally, I dedicate this work to my beloved friends Angel Saavedra and Edinson Ruiz and all the people who helped me during my studies and the time to the development of this research work.

**EUFEMIA CATALINA**

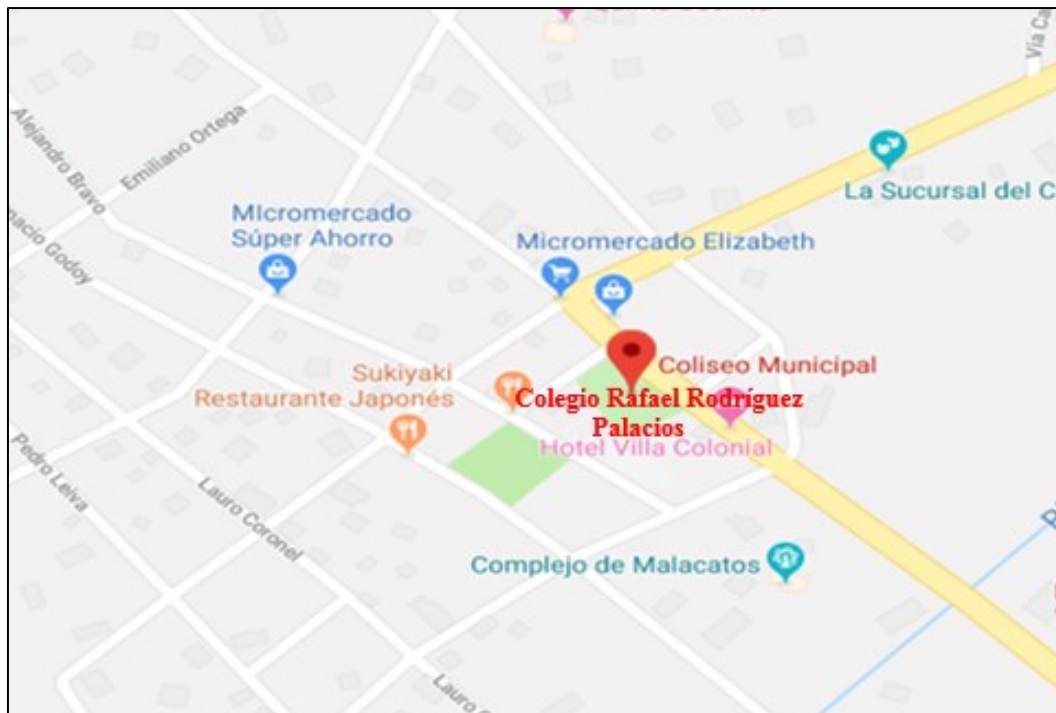
## MATRIZ DE ÁMBITO GEOGRÁFICO

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**MAPA GEOGRÁFICO Y CROQUIS  
UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA**



**CROQUIS DE LA INVESTIGACIÓN COLEGIO DE BACHILLERATO  
RAFAEL RODRÍGUEZ PALACIOS**





## THESIS OUTLINE

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**a. TITTLE**

THE CONTROLLED PRACTICE INTERACTION TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF THIRD YEAR “A” OF BACHILLERATO AFTERNOON SESSION, AT RAFAEL RODRÍGUEZ PALACIOS HIGH SCHOOL IN MALACATOS PARISH OF LOJA CITY, DURING THE 2018-2019, SCHOOL YEAR.

## **b. RESUMEN**

El objetivo principal de la investigación fue mejorar la habilidad de hablar de los estudiantes de tercer año “A” de bachillerato utilizando la Práctica Controlada de Interacción. Para el desarrollo de esta investigación los métodos usados fueron: el científico, descriptivo, analítico-sintético y estadístico que permitieron estudiar, describir, realizar un análisis cuantitativo y cualitativo e interpretar los resultados para llegar a la conclusión. Los instrumentos que se utilizaron fueron pruebas, cuestionarios, fichas de observación y notas de campo, los cuales ayudaron a diagnosticar la habilidad de hablar y la percepción de los estudiantes, a determinar lo que sucedía en la clase y a recordar que paso en cada lección que se impartieron a veintidós estudiantes. Los resultados muestran que los estudiantes mejoraron considerablemente su habilidad de hablar en cuatro aspectos: comprensión, pronunciación, fluidez y precisión. En conclusión, el uso de la práctica controlada de interacción fue efectiva. Los estudiantes se sintieron más cómodos y tuvieron una actitud positiva cuando hablaban el idioma Inglés.

## **ABSTRACT**

The main objective of the research was to improve speaking skill using the Controlled Practice Interaction among students of third year “A” of Bachillerato. To develop this research the methods used were: scientific, descriptive, synthetic-analytical and statistical that allowed to study, to describe, to make quantitative and qualitative analysis and interpreted the results gathered to draw conclusions. The instruments used for data collection were: tests, questionnaires, observation sheets and field notes which helped to diagnose the student’s speaking skills and perception, to determine what has happened in the class and to record what happened in each lesson that were applied to twenty two students. The results showed that students improved considerably their speaking skills in the four aspects comprehension, pronunciation, accuracy and fluency. In conclusion, the use of Controlled Practice Interaction was effective. Students felt more confident and had a positive attitude when they spoke in English language.

### **c. INTRODUCTION**

It is known that English is the first spoken language in most of countries at all their own languages are. Learning to speak English as a foreign language is a process that sometimes can become difficult for people because it requires the application of many strategies. The process includes organizing ideas and the speaking components such as: comprehension, grammar, vocabulary, pronunciation, accuracy and fluency.

Speaking English plays an important role in the daily's people life around the world, therefore currently learning to speak English confidently is a necessity. In the city of Loja in some schools, students do not reach a sufficient right level to speak English, which means they do not have a basic grasp of speaking skills therefore, they do not speak in a spontaneous way.

According to the class observations done at Rafael Rodríguez Palacios High School, it was noticed that the student's level of third year of Bachillerato in the speech ability is very low because they hesitate a lot, the vocabulary they use is not appropriate and the pronunciation mistakes do not make possibly understand what they are expressing. All of these problems impede the effective development of their speaking fluently and accurately.

After analyzing students' situation, it has been necessary to formulate the following question: How does the Controlled Practice Interaction Improve Speaking Skill Among Students of Third Year "A" of Bachillerato, at Rafael

Rodríguez Palacios High School Afternoon Session in Malacatos Parish of Loja City, During The 2018- 2019 School Year?

This research work was chosen because the Controlled Practice Interaction as productive and academic instrument is a great technique used by teachers to allow efficient monitoring in the acquisition of student's language. This technique allows learners to exchange ideas, opinions to have a meaningful communication each other.

The specific objectives related to the research work are: to investigate theoretical references about speaking skills and the controlled practice interaction; to diagnose the issues that limit speaking; to elaborate an intervention plan with the use of controlled practice interaction; to improve speaking skills, to apply the controlled practice interaction activities; to solve the limitations in learning speaking and finally to evaluate the effectiveness that controlled practice interaction had on students' speaking skills of third year "A" of bachillerato, at Rafael Rodríguez Palacios high school afternoon session in Malacatos parish of Loja city, during the 2018- 2019 school year.

To develop this research, the following methods were used: The scientific method used to obtain and analyze theoretical referents about Controlled Practice Interaction and Speaking. Besides, it helped the researcher in the observation done before and during the intervention. The descriptive method helped the researcher to collect data through pre and post- test and pre and post questionnaire in order together information, answer questions and to describe the results. The analytic-

synthetic method was used to analyze and interpret the obtained results through tests and questionnaires. It also helped to draw the conclusions. The statistical method was used to make quantitative and statistical analysis of the data obtained from the tests and questionnaires, and the qualitative data from observation sheet and field notes, which will be represented in graphics to indicate the percentages.

The present research work contains the following parts: The Abstract that gives a brief and clear description of the relevant aspects of the thesis, it summarizes the general objective, the methods, instruments, population, main results and conclusions obtained through the present work. The Introduction, which presents the statement of the main problem, reasons why the topic was chosen, the specific objectives of the research, the methodology used and the content of the thesis.

The Literature Review, which contains the main theoretical references about the two variables of the research Controlled Practice Interaction and English Speaking. It also contains the materials and methods used during the research process, with the description of the specific methods, techniques and instruments that have been applied during the intervention. Afterward, it has the Results of the pre and post-test and pre and post questionnaire which were presented through statistical tables and graphics.

In addition, each question has its respective interpretation and analysis. After that, the Discussion section that describes the most representative findings are presented as well.

Another important point is the Conclusions, which were established after compared the information about the different instruments applied, and how they were related to the specific objectives stated in the project. Furthermore, it also helped to set up some Recommendations which contains some suggestions to improve the teaching learning process and the development of speaking. Finally, this research concluded with the Bibliography.



#### **d. LITERATURE REVIEW**

##### **Controlled Practice Interaction**

Eison, (2010) says that Controlled Practice Interaction is an effective learning tool that involves students working collaboratively rather than individually as it will boost their confidence and they will use the language in a real communicative context". He also says that Controlled Practice "will lead to the free practice where students can decide to use the Language differently electing what they want to say personalizing the language to their needs (p.1).

According to Rivers (1999), Controlled Practice Interaction is "a technique applied for teachers in the classroom to allow efficient monitoring in the acquisition of student's language". Furthermore, Rivers expresses that Controlled Practice Interaction is "a stage in a lesson where learners practice new language in a limited form. Additionally, it is used to describe exercises that are designed to re-enforce a specific language point and require a particular answer such as crossword puzzles, word searches and gap-fill worksheets" (p.119).

Hughes (2002), says that Controlled Practice implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (p.35).

In addition, Hughes (2002), expresses that controlled practice facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language. In many cases learners do controlled practice activities in which they can use only language that has just been taught. These are a very limited kind of speaking because they just focus on accuracy in speaking and not on communication, interaction or fluency. Controlled practice activities can provide useful, if limited, preparation for speaking (p 35).

### **Types of Practice Interaction**

Cotter (2012), comments that a lesson will incorporate a series of activities that allow students to practice and reinforce the target language or skill. Most lessons will include drills, discussion questions, dialogues, and/or role plays. However, attention should be given as to the order of the activities. Considering when and why they will be used ensures the class progresses smoothly, and students don't get confused or dissatisfied (p.1).

Additionally, Cotter (2012), comments that controlled, semi-controlled, and free activities provide a rough order for any lesson, with any activity falling into one of these categories. Controlled activities tend to appear early in the lesson, semi-controlled in the middle stages, and lastly free activities towards the end. As the class progresses through the content, each type of activity allows increased amounts of creativity, personal relevance, and experimentation with the language. (p.1)

- **Controlled Activities**

Cotter (2012) identifies the controlled activities as the following:

- a) In activities which are controlled, the teacher knows the answer, question, or language which the students will produce. There is only one correct response. For example, if the teacher were to use flashcards as a prompt for vocabulary, there is only one correct answer for each flashcard. The same holds true if students worked in pairs to complete a gap-fill worksheet, crossword, or even a sentence unscramble.
- b) Controlled activities allow students to slowly focus on the new grammar structure or skill. A variety of possible answers don't get in the way, and students don't struggle with cognitive, cultural, or language load. Quickly defined, these terms mean: (p.2)

**Cognitive load:** This refers to how many new ideas and concepts are in the activity.

**Cultural load:** This concept focuses on new cultural ideas that may be a part of the activity.

**Language load:** Any new vocabulary words in an activity refer to language load.

- **Semi-Controlled Activities**

Cotter (2012), also, remarks that as confidence and familiarity increases with each response, the teacher should opt for semi-controlled activities. Here there is a somewhat increased amount of freedom, which maintains interest and challenge for the students. The teacher can't guess all the specific answers before the activity

begins, even if there are a limited number of possibilities. For example, if students were to brainstorm occupations, then most students would compile lists with many of the same jobs (p.2).

Additionally, Cotter (2012) comments that with semi-controlled activities, students have the chance to somewhat personalize the language, drawing on past studies, interests, and needs. In the brainstorming activity just mentioned, perhaps one student brings up "nutritionist" because he works in a hospital. For him, this job is relevant and important. And although students have such freedom, they still can practice the new language within narrow confines. They aren't yet fully familiar or confident with the language (p.2).

Johnson (2012), remarks that after doing some controlled practice, it's important to move on to semi-controlled activities. There is still some focus on form, but there is also focus on meaning. In these activities, the teacher retains some of the control, but students also have some freedom to express themselves. There is not only one possible correct answer for each cue. (p.30-31)

According Johnson (2012) some semi-controlled to students work in pairs or alone are:

**Stimulus-Response:** In these activities, the teacher provides the student with a cue and the student responds by saying something that is true for him/her.

**Question and Answer:** In these activities, the teacher or another student asks a question and students answer with their own information. The teacher always provides a cue of some sort.

**Information Gap:** With this type of activity, the teacher gives students partial information, and they ask questions to find out the rest of the information

**Half Dialog:** In these activities, the teacher has a dialog with some missing information which allows students to fill in the spaces with their own information (p.30)

Johnson (2012), manifests that the semi-controlled activities where all students interact in groups or each other are:

**Find someone who...:** In these activities, the teacher provides cues for students to ask their classmates in order to find someone in the group who fits the criteria. This is a good activity to get students up and moving around, which helps change the pace of the class (p.31).

**Guessing Game:** In these activities, the teacher provides a cue or some information and students have to give or guess the missing information (p.31).

**Chain Game / Activity:** In these activities, the teacher starts the chain by saying something true about him/herself. The next student follows by saying something about him/herself and then repeating what the teacher said about him/herself. This continues until all the students have said something about themselves and have repeated everyone else's information. This is a good drill to practice form a bit more than meaning (p.31).

## **Picture Passing**

Students pass pictures or visual stimulus around and need to form some kind of target language example from it, i.e. students pass a picture of different people with different physical appearances and need to say: “This person has brown hair” [then they get handed a new picture] “This person has blue-eyes” then continue passing down pictures and saying “This person has” (the blank being whatever physical features the picture has).

## **Free Activities**

Cotter (2012) says that free activities come last in the lesson. Here the students have complete freedom in the language they produce. The teacher can't predict what will be said before the activity begins. Students have the greatest opportunity to personalize the language, experiment, and incorporate previously learned vocabulary, grammar, and other points. Real, relevant language naturally leads to high rates of retention for students. (p.2)

Cotter (2012), also establishes that is important to leave free activities towards the end of the lesson, as students don't yet have the ability to use the new target language with a minimal amount of mistakes. Controlled and semi-controlled activities should provide enough practice to allow this type of activity to be conducted successfully (p.2).

Similarly, Cotter (2012), utters by incorporating free activities, students adjust and work within their personal comfort levels. This improves students' interest. For example, a weaker student might largely stick to the target language in a free

activity, while a stronger student might mix some new vocabulary that has been independently studied. Because both students are working to their maximum ability, both are challenged, engaged, and building fluency and accuracy skills (p.2).

Johnson (2012), says “free activities the focus is on communication and meaning rather than on form and structure. The teacher, in these activities is a facilitator and only sets up a situation where students provide the input; whatever is true for them” (p.34)

Johnson (2012), indicates the kinds of free practice activities as the followings:

**Discussions:** In these activities, the teacher prepares questions for students to discuss related to a specific topic and grammatical structure(s).

**Presentation:** In these activities, the teacher sets up a practice where students give information in the form of a short presentation about a topic they already know. 4)

**Role-Play:** In these activities, the teacher sets up a situation where two or more people are having a conversation about a topic, problem or situation. (p.35)

### **Practice Interaction Activities**

The specific target language focus can be from any of the three main system types i.e. vocabulary, grammar, and functions (also, spelling and pronunciation).

Rivers (1999), suggests that controlled practice activities might appear similar in form to some receptive comprehension questions, guided discovery, and noticing activities i.e. multiple choice, crosswords, gap fill, drill or matching activities – they have a different focus and goal. In regards to free practice activities which are

focused on fluency rather than accuracy and are less-restricted than controlled practice ones. (p.119)

### **Controlled Practice Activity Examples:**

#### **Drilling**

Johnson (2012) indicates that “Drilling refers to an oral repetition of specific target language. Drilling can be mechanical without much context or meaningful within a specific context”. Johnson (2012) also indicates that there are four different drills we do for controlled practice. (p.29)

**1. Recognition:** This is a drill where students are asked to recognize a word, or structure. Do it chorally first with all the pictures, and then again individually allowing each student to say at least one word.

**2. Repeat:** This is the typical repetition drill where students simply repeat after the teacher. This helps them learn the correct form chorally and then individually.

**3. Complete:** “fill in” the missing part of the sentence. Have students say the complete sentence with the correct form of the verb, pronoun, etc.; do some chorally and some individually.

**4. Change:** Have students change the sentences using the correct verb, pronoun, auxiliary, etc. Change a sentence from affirmative to negative or from singular to plural, etc.do some chorally and some individually. (p.29)

Activity Examples:

- **Model and Drill:** Teacher or video/audio clip models target language example, and the students repeat. (Case, March2011).



- **Drilling games and communicative activities for intensive practice of the Past Simple**

The Simple Past is in many ways easier than the Present Simple, with no third person S to worry about. Students can still need intensive practice, especially to stop themselves from slipping into present tenses halfway through a story and to be able to produce irregular forms quickly and with good pronunciation. Some students might also need some help with understanding and/or producing the pronunciations of “ed” endings (Case, March2011).

Example:

### **Storytelling**

We often use present tenses and other past tenses such as Past Continuous to give our anecdotes a bit of color, but it is perfectly possible to construct a simple linear story with just the Simple Past. Perhaps the easiest way to prompt storytelling is to give groups of students a set of cards to make a story from, with each card being a word, phrase or picture. To practice the regular and/or irregular verb forms, those cards could be verbs in the infinitive (Case, March2011).

The controlled practice activities as the following:

### **Crosswords**

A puzzle consisting of a grid of squares and blanks into which words crossing vertically and horizontally are written according to clues (Learn. Teach .Travel, February 2017).

- **Individually:** Students individually work on crossword and then check with a partner their answers before doing whole class feedback.

- **Group/Pairs:** Students work in pairs/groups doing crossword puzzles together.

### **Matching**

Refers to any activity where students match one item with another. (Learn. Teach .Travel, February 2017).

Activity Examples:

- **Card Games:** Students play memory matching game by turning over cards that are face down trying to find corresponding matches i.e. a word and a picture.
- **Fly Swatters/Touch the Board** Students are equipped with a fly swatter – or just simply use their hands – and the first student that swats or touches the correct answer on the white board wins (Learn. Teach .Travel, February 2017).

Activity Examples:

- **In Groups:** Students are seated in groups and play the game amongst themselves as one student calls out the clue and the other students (perhaps two at a time) compete in swatting/slapping the correct answer first i.e. one student calls out: “An animal that goes “moo”, and the first one to swat a cow amongst the pictures of various animals wins (Learn. Teach .Travel, February 2017).
- **Whole Class:** Students form two lines leading up to the white board. The two students in front face *away* from the whiteboard as the teacher reads out the clue. When the teacher says “Turn around!” or “Go!” the students compete in swatting/touching the correct answer that is posted on the board first (out of a number of options) (Learn. Teach .Travel, February 2017).

### **Winner Stays Standing**

Two students stand up from their classroom seats, the teacher reads out/shows a clue, the first student to answer correctly ‘stays standing’ while the other one sits down, then another student stands up to take the place of the previous round’s loser and then play again. Whoever answers accurately is the quickest gets to keep standing (Learn. Teach .Travel, February 2017).

- **Images:** Teacher flashes images one-at-a-time that represent the target language vocabulary for the lesson i.e. a picture of a cow.
- **Read a Clue:** Teacher reads a clue i.e. this animal goes, “Mooooo.”

### **Fill-in-the-Blank**

Fill-in-the-blank refers to an activity where there is a block of text – either in sentence or paragraph form – with blanks in them. The students have to write or choose the correct answer to fill in the blank (Learn. Teach .Travel, February 2017).

Activity Examples:

- **Two Options:** Next to the gap there are two possible answers to choose from i.e. I \_\_\_\_ (went/have been) to the store yesterday. Students circle the correct option.
- **Word Bank:** Students have a word bank (either with the same number of words/phrases as there are blanks – or for more challenge more words than there are blanks), and they need to choose the correct word/phrase to fill in the blank.
- **No Options:** Students are presented a text (either in sentence-by-sentence or paragraph form) with blanks and the students have to produce the correct answer.

### **Sentence re-ordering**

Words are presented out-of-order and the students have to re-order them appropriately (Learn. Teach .Travel, February 2017)

For example:

to/ yesterday I/store/went

Answer: I went to the store yesterday

**Sentence Completion:** students get presented with a certain amount of information leaving some blanks for them to complete with their own answers (Learn. Teach .Travel, February 2017).

For example:

I was born in \_\_\_\_\_. I work at \_\_\_\_\_. I have been studying English for \_\_\_\_\_ years. Etc.

### **Sentence Formation**

In this activity students will form their own complete sentences either orally or in written form. (Learn. Teach .Travel, February 2017).

Activity Examples:

- **From Prompts:** What/tallest waterfall? = What is the tallest waterfall?
- **Replies:** Students have to reply with the correct response

For Example:

- **Restricted:** Have you been having a nice day? A: Yes, I have been.

Open-ended: What do you like to do on the weekends? A: Answers will vary.

Controlled Practice in speaking provides a great opportunity for students to practice being interacting and will encourage more shy students to exert themselves

and put them out of their comfort zones in a safe way. Public speaking and presentation are no an optional choice in the future beyond school, it's compulsory, and therefore, it should be in schools.

Controlled practice activities give students an experience (dry-run) of using the language for genuine communication and real-life purposes; and by generating a need to speak. These can motivate students to increase their speaking fluency.

## **Speaking**

Thornbury (2005) says that “Speaking is a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, time, pauses, voice quality changes, and pitch variation” (p. 27).

Luoman (as cited on Flores, 2016 p.7) manifests that Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

According to Numan (2003), teaching speaking in ESL learners consists in produce the English speech sounds and sound patterns. Use word and sentence stress, intonation patterns and the rhythm of the second language. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments (p.24).

However, according to Howarth (2001), speaking is “a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactors in shared time, and a shared physical context”. (p.23)

Brown (2001), says that language is a tool for communication. People communicate with others, to express their ideas, and to know others’ ideas as well.

Communication takes place, where there is speech, without speech humans cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language. (p.2)

According to (Publicaciones Didácticas, 2012) speaking is a productive skill, like writing. It involves using speech to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep listeners involved in what they are saying and to check what they understand the meaning. Examples of these interactive strategies are: making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding. (p.1)

### **Developing Classroom Speaking Activities**

Brown (As cited on Hossain 2015, p.18) expresses “In-class speaking tasks, although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks”

Brown (1994) lists six possible task categories:

**Imitative:** in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy (Hossain 2015, p.18).

**Intensive:** drill or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences (Hossain 2015, p.18).

**Responsive:** Short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions (Hossain 2015, p.18).

**Transactional:** Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates.

**Interpersonal:** Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays (Hossain 2015, p.18).

**Extensive:** Extended monologues such as short speeches, oral reports, or oral summaries (Hossain 2015, p.18).

Brown (2004), explains that on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabulary, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately (p.7).

When presenting tasks, teachers should tell learners about the language function to be produced in the task and the real context(s) in which it usually occurs. They should be provided with opportunities for interactive practice and build upon previous instruction as necessary (Burns and Joyce, 1997).

### **Components of speaking skill**

Syakur (2007) indicates that there are at least five components of speaking skill concerned with: comprehension, grammar, vocabulary, pronunciation, and fluency (p. 4)



Syakur (2007), establishes the aspects that help students to produce the language accurately are:

**Comprehension:** For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

**Grammar:** It is needed for students to arrange a correct sentence in conversation. It is in line with explanation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

**Vocabulary:** One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (p. 4)

According to Syakur (2007), the aspects that help students to produce the language fluently are:

**Pronunciation:** is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

**Accuracy:** The purpose of accuracy is to make sure that the learners get something right. These activities are controlled by the teacher and usually the whole class is engaged. Accuracy helps to build up learners' knowledge of grammar and vocabulary as quickly as possible.

**Fluency:** It can be defined as the ability to speak fluently and accurately. 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. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. (p. 4)

### **Strategies for Using Speaking to Learn**

Hossain (2015), establishes that students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand students' knowledge of the language and confidence in using it. Instructors help students learn to speak so that the students can use speaking to learn (p.20)

**Using minimal respond:** Hossain (2015), says in every group, and especially in mixed-ability classes, there are some students who do not feel confident to speak and they rather stay silent and just listen. To encourage these students to speak is to help them to build up a certain amount of minimal responses they can use in different types of exchanges. Such responses are often idiomatic phrases to indicate understanding, doubt, agreement or other responses. It was found that: "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." ("Teaching Speaking: Goals and Techniques for Teaching Speaking") (p.20)

**Recognizing scripts:** Hossain (2015), manifests that invitations, greetings, compliments and other functions follow patterns of scripts as they are influenced by social and cultural norm. Teachers should make learners aware of the scripts in different situations, so the learners can predict what they will hear and what they will need to say in response (p.20)

**Using language to talk about language:** Hossain (2015) indicates that sometimes the learners come across the situation when they are misunderstood by their conversation partner. They often feel embarrassed or shy and they refuse to continue in speaking. Therefore, the teacher should help the learners to overcome this situation by assuring them that misunderstanding can occur in any type of interaction and the teachers should give students strategies and phrases to use for comprehensible check (p.20)

Scrivener (as cited on Flores 2016 p.67), says by encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

### **Principles for teaching speaking**

Nunan (2003) proposes at least four principles for teaching speaking. Below are the descriptions:

- **Give students practice with both fluency and accuracy**

Nunan (2003), says accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency- building practice and realize that making mistakes is a natural part of learning a new language (p. 55).

- **Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.**

Nunan (2003), says "it is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking". Additionally, Nunan (2003) comments that Pair work and Group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons (p. 55).

- **Plan speaking tasks that involve negotiation for meaning.**

Nunan (2003), comments that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning (p. 55).

- **Design classroom activities that involve guidance and practice in both transactional and interactional speaking.**

Nunan (2003), establishes when we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services (p. 55).

### **Teaching speaking in EFL**

Nunan (as cited on Flores, 2016 p.8) indicates that teaching speaking in English Foreign Language learners consists in:

- Select appropriate words and sentences according to the social setting, audience, situation and subject matter.
- Present new vocabulary words and grammatical structures in situational and communicative contexts.
- Produce the English speech sound and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few pauses, which is called fluency and understand what is said to the speaker using their current proficiency to the fullest.

## **e. MATERIALS AND METHODS**

### **Materials**

To develop this research work three kinds of resources were used. First, the human resources that participated in the advancement of this work were 22 students, the researcher who applied the intervention plan, the teacher who helped to control and to manage the lessons, and the thesis advisor who gave suggestions about the application of the intervention plan. Second, the material resources were: Teachers' book level B1.2, flashcards about environmental issues, strips of paper, videos about environmental issues, audios with vocabulary related to the topics from unit 3 and unit 4, assessment sheets and worksheets. Third, the technical resources were: the computer that was used to type the information, the printer to reproduce the lesson plans and worksheets and the internet to research the information.

### **Design of the research**

According to Burns (2010) the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. (p.27)

The present research work was based on the Action Research which was employed in order to know, to evaluate and then to improve students' abilities. This research work allowed the teacher candidate to become a participant to study aspects in the problematic situation, analyzing and reflecting on the results.

The aim of this research was to improve students' speaking skill using controlled practice interaction activities.

## **Methods**

To develop this research work, different methods were applied. Among those are:

The Scientific method was effective to provide information about the two variables: Controlled Practice Interaction and speaking, it also helped to the researcher in the observation before and during the intervention phase.

The Descriptive method was suitable to describe the different phases of study. It also helped to explain and analyze how the implementation of Controlled Practice Interaction improves the speaking skill. Also, it assisted to describe the results between tables and figures with the purpose to describe the object of the investigation.

The Analytic-Synthetic method helped to analyze and interpret the gathered information from the pre and post tests and pre and post questionnaires. Also, it was adopted to draw up the conclusions.

The Statistics method allowed to make possible the quantitative statistical analysis of the results obtained from the pre and post tests and the qualitative results from the pre and post questionnaires. It also helped to tabulate the information into tables and figures.

## **Techniques and instruments**

### **Data Collection**

To collect the data, tests, questionnaires, observations sheets and field notes were designed and applied at the beginning, during and at the end of the intervention plan.

### **Tests**

Two kinds of tests were used. An oral pre-test with four open questions was applied to collect students' answers, in order to diagnose the level of students' knowledge about speaking at the beginning of the intervention plan. The same pre-test was used as a post-test and applied at the end of the intervention plan, to obtain information about students' progress on speaking during the intervention. To assess the oral pre and post-test, a rubric was used in order to include parameters of speaking assessment. (page 128)

### **Questionnaires**

A questionnaire with five multiple choice questions was applied at the beginning of the intervention plan to obtain information from students' attitudes towards speaking inside the classroom. Then, at the end of the intervention the same questionnaire was used in order to verify if the controlled practice actually improved speaking skills. It served to know if controlled practice had a positive impact on students.



### **Observation Sheet**

Through the observation sheet, the researcher observed the students' successes during the lesson. It was also used to have a record of what happened in class. Then, it supported to analyze the findings when the plan ended.

### **Field notes**

The field notes assisted to the researcher to record what happened in each lesson. It helped to write the findings during the intervention, relevant events during the observation or particular situation that happened.

### **Population**

The students of third year of Bachillerato participated in the development of the intervention plan. The participants of the study were 22 students: 8 boys and 14 girls. They were among seventeen to eighteen years old. The students received five hours of English per week with a certified English teacher

## **f. RESULTS**

This section describes how the objectives of this research work were accomplished.

Objective one was achieved by investigating appropriate theoretical reference about the two variables of this research; Controlled Practice Interaction and Speaking Skill. The researcher read some books, articles and thesis, considering the most useful information that some authors provide. This theory was useful to design the intervention plan, pre and post-test, and pre and post questionnaires.

Objective two was fulfilled with the pre-test results that permitted the diagnosis of students' limitations in speaking skills.

Objective three was achieved with the design of the intervention plan, which included eight lessons that were applied throughout, over the course of two months. Each lesson was developed while considering three stages: Activation (before), Connection (during), and Affirming (after).

Objective four was accomplished through the application of controlled practice interaction activities to develop speaking skills and the results collected from pre and post questionnaires.

Objective five was verified with the post-test results, which helped to confirm if the controlled practice interaction technique proposed by the researcher helped to increase students' level in speaking skill.

## Pre-Test Results

### Objective Two:

To diagnose the issues that limit the development of speaking skill among students of third year “A” of Bachillerato afternoon session, at Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018-2019 school year.

#### a. Table 1

*Pre-Test Scores of the 3rd year student’s “A” of Bachillerato in Speaking Skills.*

Students'code	C/2.5	A/2.5	P/2.5	F/2.5	Tota/10
CBRRP 001	0.6	1.3	0.6	1.3	3.8
CBRRP 002	0.6	0.6	1.3	0.6	3.1
CBRRP 003	0.6	1.3	0.6	0.6	3.1
CBRRP 004	0.6	1.3	1.3	1.3	4.3
CBRRP 005	0.6	0.6	1.3	1.3	3.8
CBRRP 006	1.2	0.6	1.3	0.6	3.8
CBRRP 007	0.6	0.6	1.3	0.6	3.1
CBRRP 008	0.6	0.6	0.6	0.6	3.0
CBRRP 009	0.6	0.6	0.6	1.3	3.1
CBRRP 010	0.6	0.6	0.6	1.3	3.1
CBRRP 011	0.6	1.9	1.3	0.6	4.3
CBRRP 012	0.6	0.6	1.3	1.3	3.8
CBRRP 013	1.2	1.3	1.3	1.3	5.0
CBRRP 014	0.6	0.6	0.6	0.6	2.5
CBRRP 015	0.6	0.6	0.6	0.6	2.5
CBRRP 016	0.6	1.3	0.6	1.3	3.8
CBRRP 017	0.6	0.6	0.6	0.6	3.0
CBRRP 018	0.6	0.6	0.6	0.6	3.0
CBRRP 019	1.2	1.3	0.6	1.3	4.3
CBRRP 020	0.6	1.3	0.6	0.6	3.1
CBRRP 021	0.6	1.3	0.6	1.3	3.8
CBRRP 022	0.6	0.6	0.6	0.6	3.0
<b>Mean</b>	<b>0.7</b>	<b>0.9</b>	<b>0.9</b>	<b>0.9</b>	<b>3.4</b>

**Note.** CBRRP = Colegio de Bachillerato Rafael Rodríguez Palacios; 001= Students' Code; F= Fluency; P= Pronunciation; C= Comprehension; A = Accuracy

## **b. Interpretation and analysis**

As it is shown in Table 1, students obtained a total mean score of 3.4/10 in speaking skills, which reflects that this score was below the expected level 7/10. These results indicate that students had problems in the four aspects of speaking skills: comprehension, pronunciation, accuracy and fluency.

Interpreting the results showed before, it is clear that the highest mean score was in the accuracy aspect, 0.9/2.5, students described the pictures using collocations and few words and phrases about environmental issues. Students had problems with the correct use of grammatical structure and the appropriate vocabulary related to the topic as well.

However, the most difficult aspect that students presented was in comprehension that is demonstrated with the lowest mean score 0.7/2.5. Students take a long time to understand and answer the questions it was reflected in they could not answer the questions easily, they answer only using few words which were related with the topic.

In conclusion students cannot speak appropriately due to they do not understand well about the language functions. They hesitated at the moment of speak. In addition, students also took a long time to respond to the questions due to they do not have a good range of vocabulary about environmental issues.

As Syakur (2007) mentions, there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. He argues that all these components are so important at the moment of express

ideas, feeling and thoughts, in oral way due to is necessary that students have a good level of comprehension of speech. (p.4)

### Comparison of the Pre and Post Questionnaire Results

**Objective four:** To apply the most suitable Controlled Practice interaction activities to improve speaking skill among students of third year “A” of Bachillerato afternoon session, at Rafael Rodríguez Palacios High School session in Malacatos parish of the Loja city, during the 2018- 2019 school year.

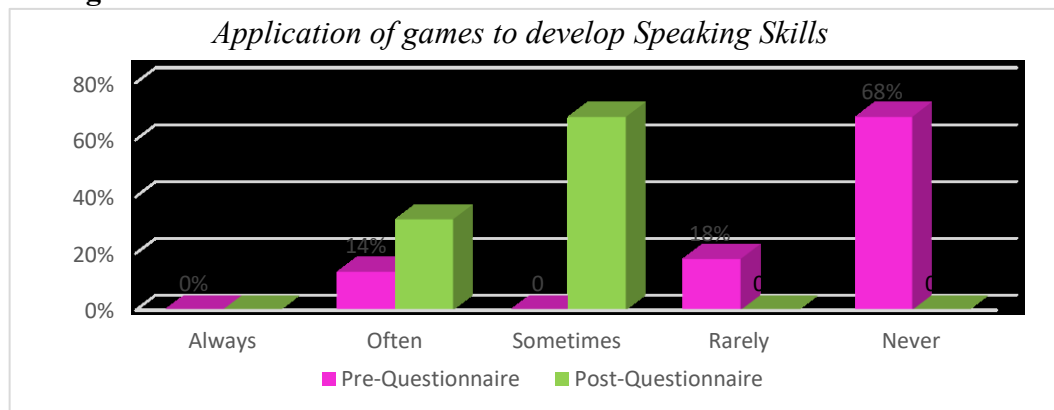
**Question 1: How often does your teacher apply games to develop your speaking skills?**

**a. Table 2**

*Application of Games to Develop Speaking Skills*

Options	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	0	0	0	0
Often	3	14	7	32
Sometimes	0	0	15	68
Rarely	4	18	0	0
Never	15	68	0	0
<b>Total</b>	<b>22</b>	<b>100</b>	<b>22</b>	<b>100</b>

**b. Figure 1**



**c. Interpretation and analysis**

Based on the results gathered on Table 2 shows that before the application of the intervention plan, 68% of students answered that games were never applied to develop their speaking skill. This indicates that students do not practice frequently the English Language, which means they did not interact each other to develop their verbal communication. However, after applying games in the intervention plan, 32% of students answer that games were often applied and 68% of students answered that games were sometimes applied, so that students felt more motivated to participate in all the communicative activities and worked enthusiastically and actively. Armstrong (2000) claims that “games are a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students” (p.136).

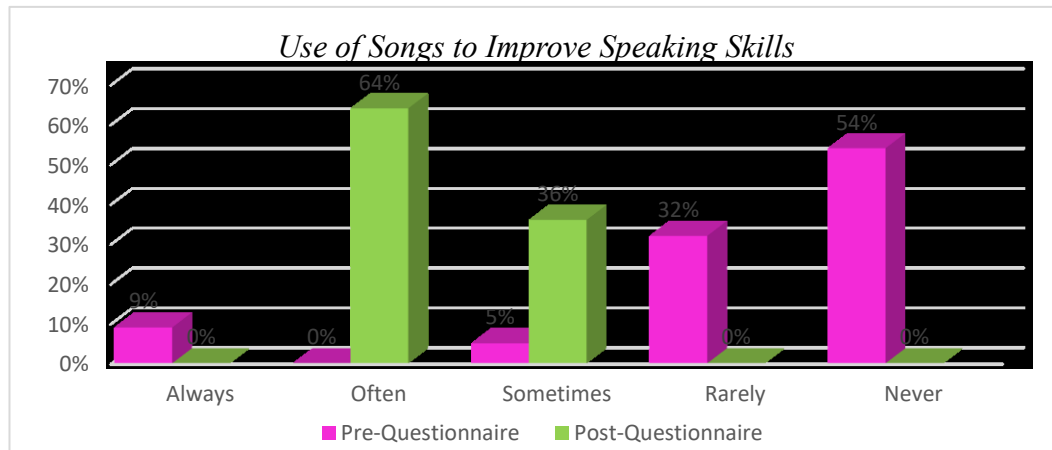
**Question 2: How often does your teacher use songs in the class to improve speaking skills?**

**a. Table 3**

*Use of Songs to Improve Speaking Skills*

Options	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	2	9	0	0
Often	0	0	14	64
Sometimes	1	5	8	36
Rarely	7	32	0	0
Never	12	54	0	0
<b>Total</b>	22	100	22	100

**b. Figure 2**



**c. Interpretation and analysis**

The results included in Table 3 indicated that before the application of the intervention plan 54% of students answered that songs were never applied to develop their speaking skills. This shows that the activities students were developing did not help them to increase their vocabulary and pronunciation using the correct word stress and intonation. Nevertheless, after applying the intervention plan, 64% of students answered that songs were often applied, it was noticeable that the use of songs helped students to produce the language using appropriate words related to the topic they were studying. Which help them to speak accurately and fluently. Griffiee (1992) said that “songs are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary”. Also, songs can be used for pattern practice and memory retention”. It implies that if the teachers give appropriate tasks or activities, songs will give pleasurable repetition with no boredom and provide active participation in the language (p. 26).

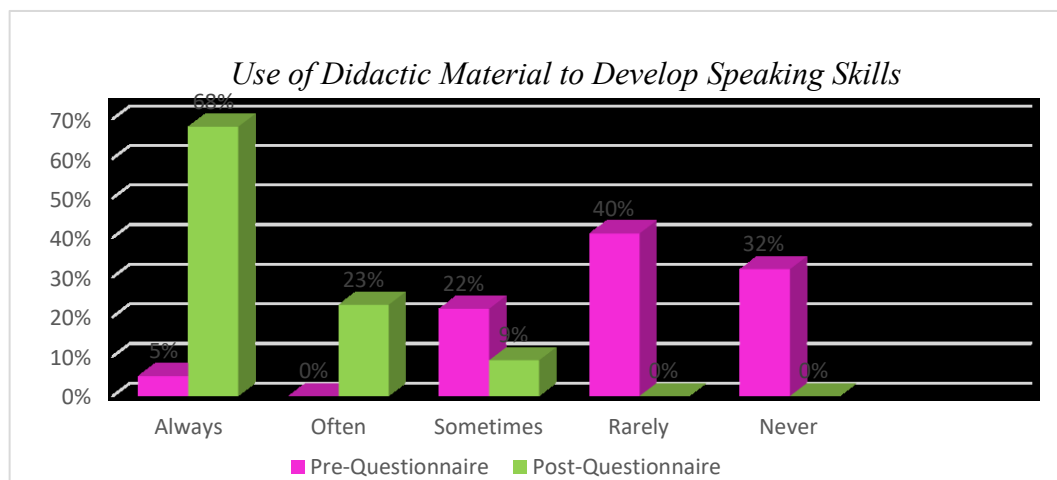
**Question 3: How frequently does your teacher bring didactic material to teach vocabulary in order to develop your speaking?**

**a. Table 4**

*Use of Didactic Material to Develop Speaking Skills*

Options	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	1	5	15	68
Often	0	0	5	23
Sometimes	5	23	2	9
Rarely	9	40	0	0
Never	7	32	0	0
<b>Total</b>	<b>22</b>	<b>100</b>	<b>22</b>	<b>100</b>

**b. Figure 3**



**c. Interpretation and analysis**

The result presented in Table 4 indicates that before the application of the intervention plan 40% of students answered that didactic material were rarely applied. This indicates that the tools used in English classes did not allow them to be interested in learning English, therefore did not help students to develop their



speaking.

On the other hand, after applying the intervention plan, 68% of students answered that didactic material was always applied. Students were motivated to learn and produce English language with didactic materials, which helped them to increase their understanding and language acquisition, especially in the development of speaking. Mariet (2014) says that “the use of didactic materials such as: worksheets, flash cards videos and audios in the class are a way to control the students’ and catch their attention. Useful materials give better results on learners’ learning process”. (p.1)

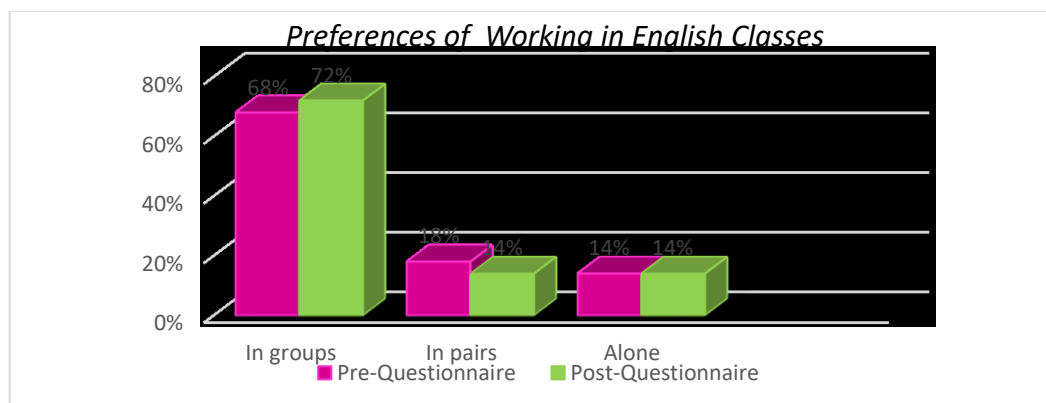
**Question 4: How do you like to work in the English classes ?**

**a. Table 5**

*Preferences of Working in English Classes*

Options	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
<b>In groups</b>	15	68	16	72
<b>In pairs</b>	4	18	3	14
<b>Alone</b>	3	14	3	14
<b>Total</b>	22	100	22	100

**b. Figure 4**



### c. Interpretation and analysis

The results presented in Table 5 showed that before the intervention plan 68% of students like to work in groups in English classes. This means they like to interact each other, correct errors and practice the language in real time. But they did not allow to work in groups due to the activities they developed were to work in pairs or alone. However, after applying the intervention plan 72% of students answered that they had the opportunity to work in groups, letting them to practice the language in real time with activities that helped them to increase their confidence and speaking level. Rance (2010), describes group work as a classroom practice where “students work in teams to construct knowledge and accomplish tasks through collaborative interaction.” Sometimes teachers use groups to work on short activities in an informal way. However, a more formal structure to group work can provide many benefits for the students as well. (p.1)

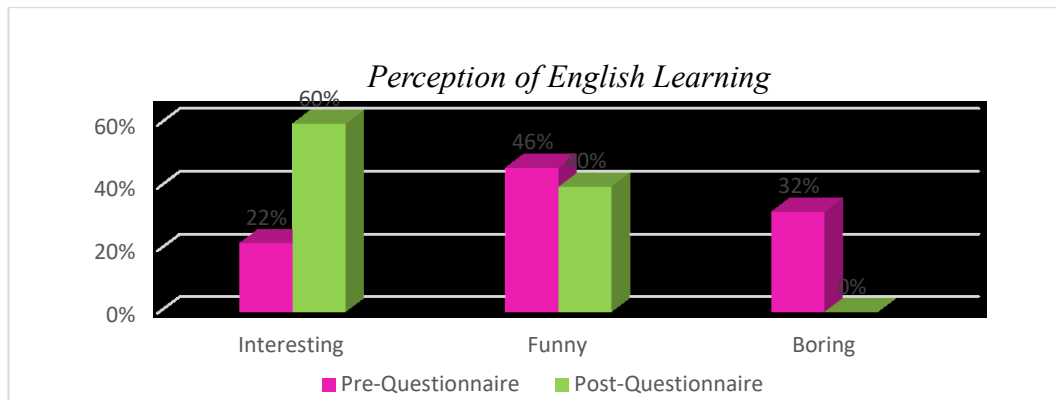
### Question 5: In the English class the speaking learning is?

#### a. Table 6

*Perception of English Learning*

Options	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Interesting	5	22	13	60
Funny	10	46	9	40
Boring	7	32	0	0
Total	22	100	22	100

**b. Figure 5**



**d. Interpretation and analysis**

Based on the outcomes gathered in Table 6 before the intervention plan, 46% of students answered that learning to speak English in class is funny. This means they learn English with interacting activities that help to develop their speaking. Additionally, 32% of students indicated that learning to speak English is boring. Which means they are not motivated to learn and develop their English speaking; thus, they feel bored. However, after the application of intervention plan, 60% of students answered that learning to speak English in class is interesting. This means students felt more comfortable and motivated to learn to speak English, because the activities they were developing helped them to increase their interest of learning. Cotter (2012), comments that a lesson will incorporate a series of activities that allow students to practice and reinforce the target language or skill. Most lessons will include drills, discussion questions, dialogues, and/or role plays. However, attention should be given as to the order of the activities. Considering when and why they will be used ensures the class progresses smoothly, and students do not get confused or dissatisfied. (p.1)

## Post-Test Results

**Objective Five:** To validate the outcomes obtained after the application of Controlled Practice interaction to improve speaking skill among students of third year “A” of Bachillerato afternoon session, at Rafael Rodríguez Palacios High School in Malacatos parish of the Loja city, during the 2018- 2019 school year.

### a. Table 8

*Post-Test Scores of the Third Year “A” students of Bachillerato in Speaking Skills*

Students'code	C/2.5	A/2.5	P/2.5	F/2.5	Total/10
CBRRP 001	1.9	1.9	1.9	1.9	8.0
CBRRP 002	1.9	1.9	1.2	1.2	6.2
CBRRP 003	1.9	1.9	1.9	1.2	7.0
CBRRP 004	1.9	1.9	1.9	1.2	7.0
CBRRP 005	1.9	1.2	1.9	1.2	6.2
CBRRP 006	1.9	1.9	1.9	1.9	8.0
CBRRP 007	3.0	1.9	1.9	1.9	8.1
CBRRP 008	3.0	3.0	3.0	1.9	9.3
CBRRP 009	1.9	1.9	1.9	1.9	8.0
CBRRP 010	1.9	1.9	1.2	1.9	7.0
CBRRP 011	3.0	1.9	1.9	3.0	9.0
CBRRP 012	1.2	1.9	1.2	1.9	6.2
CBRRP 013	1.9	1.9	1.9	1.2	7.0
CBRRP 014	1.9	3.0	1.9	1.9	8.1
CBRRP 015	3.0	3.0	1.9	1.2	8.1
CBRRP 016	1.9	1.9	1.9	1.9	8.0
CBRRP 017	1.2	1.9	1.9	3.0	8.0
CBRRP 018	0.6	1.2	1.9	0.6	4.0
CBRRP 019	1.9	1.9	1.9	1.2	7.0
CBRRP 020	0.6	1.2	1.2	1.2	4.3
CBRRP 021	1.9	1.9	1.9	1.2	7.0
CBRRP 022	1.9	1.9	1.2	1.2	6.2
<b>Mean</b>	<b>1.9</b>	<b>1.9</b>	<b>1.8</b>	<b>1.6</b>	<b>7.2</b>

**Note.** CBRRP = Colegio de Bachillerato Rafael Rodríguez Palacios; **001**= Students' Code; **F**= Fluency; **P**= Pronunciation; **C**= Comprehension; **A** = Accuracy

## **b. Interpretation and Analysis**

Based on the results in Table 8, the total score mean that students gathered was 7.2/10. This indicates that even though students continue making few mistakes in speaking, they had a positive progress. Likewise, the highest score mean was for Accuracy 1.9 /2.5. Students spoke using grammatical structures and the appropriate vocabulary according to the context. Also, they produced words and phrases considering the stress and sounds. Furthermore, they reduced their hesitation in speaking. However, the lowest score was for fluency 1.6/2.5. Despite of students increased their range of vocabulary and reduced their pronunciation mistakes; they still continue making few errors at the moment they speak.

Thus, it is demonstrated that students improved their level in those speaking aspects not in a 100% but their progress was considerably important. Consequently, students felt more confidence, secure, and freedom to perform the speaking.

Hughes, (2002) says that Controlled Practice implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands. (p.35)

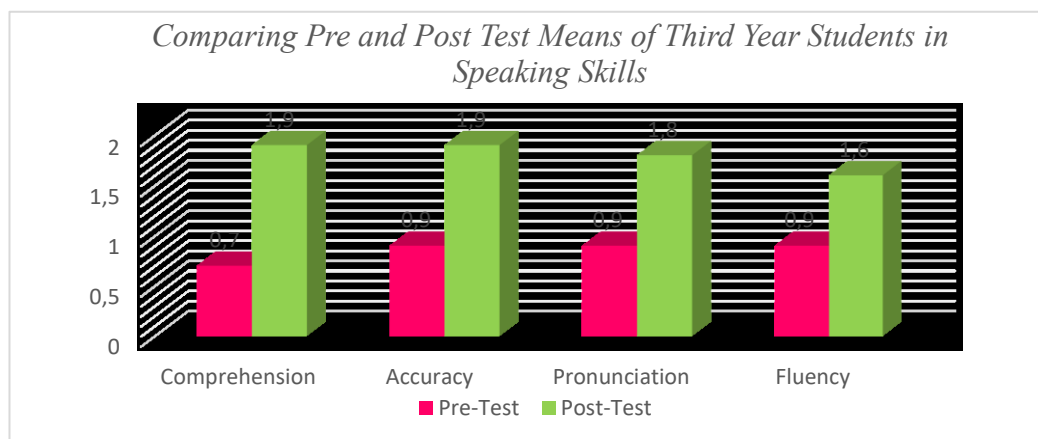
## Comparing Pre and Post Test Means in Speaking Skills

### a) Table 9

*Comparing Pre and Post Test Means Third Year Students in Speaking Skills*

Aspects	Pre-test	Post-test
Comprehension	0.7	1.9
Accuracy	0.9	1.9
Pronunciation	0.9	1.8
Fluency	0.9	1.6
Total	3.4	7.2

### b. figure 7



### c. Interpretation and Analysis

The results in table 9, shows that students obtain a significant improvement in almost all the aspects of speaking evaluated: comprehension, accuracy, pronunciation and fluency. It is proved in the scores in the pre-test 3.4/10 and post- test 7.2/10 Thus, it would be mentioned that the controlled practice activities applied during the advance of this work had a meaningful influence in the improvement of students' speaking, helping them to practice the language spontaneously and gain self-confidence. Nevertheless, students have the necessity to practice more the language to get a successful of learning speaking English.

## **g. DISCUSSION**

The Controlled Practice Interaction to Improve Speaking Skill among Students of Third Year “A” of Bachillerato Afternoon Session, At Rafael Rodríguez Palacios High School in Malacatos Parish of Loja City, during the 2018- 2019 School Year. Controlled practice allowed students to achieve a meaningful improvement in speaking skills. This improvement is exposed in the findings of the results of the pre and post-test and pre and post-questionnaire. This improvement is reflected in the significant increase of the students’ total score mean of the pre-test that was 3.4/10 and over the average of the post-test which total score mean was 7.2/10. According to Hughes (2002), controlled practice interaction implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands. (p.35)

The pre-test results indicated that students had problems in all the evaluated aspects of speaking: comprehension, pronunciation, accuracy and fluency. In the case of comprehension, students took a long time to understand and answer the questions, it was reflected they answer only using few words and had many pronunciation mistakes. In the same way, in accuracy, students had lot of problems with the correct use of grammatical structures and the use of appropriate vocabulary referring to a specific topic. Similarly, in pronunciation, students produced the

words without stress, and intonation and they hesitated at the moment they read. Finally, in fluency, students hesitated and did not speak easily and accurately.

At the beginning of the intervention plan, students did not like to work with controlled activities to develop their speaking because they only used to talk freely. In addition, when the intervention plan was accomplished, the students' attitude and perception toward the implementation of controlled practice in the class was gradual and positive, which was comprehensible since they were not exposed this kind of activities. They started to produce the language cooperatively, considering the problems students faced at the beginning in some speaking indicators. Students' improvement was slow during the first stages, but then, they progressively showed an advance due to they were able to understand and interact with the activities, fluently and accurately. Similarly, students increasingly showed proficiency using controlled practice in order to improve their speaking as it is verified with the results. At the end of the process the results were positive because this tool not only helped to improve each aspect of speaking but it also developed students' positive attitude toward English learning, confidence, security, and freedom to speak.

It is necessary to refer to some strengths and restrictions that this research had while the intervention plan was applied. Some of the observed strengths were that students felt motivated to work with Controlled Practice. Thus, they wanted to continue practicing, with speaking, and they felt well-disposed and ready to participate in class. The number of the students was appropriate, and as a result they practiced the language as much as they could voluntarily in each class session. Meanwhile, the limitations observed, were that students did not use to work neither



in pairs nor in groups. They just preferred to work alone, with close friends, they did not like to speak in English. They felt afraid and ashamed to make mistakes during the development of activities related to speaking. Controlled Practice contributed to the improvement among students. They felt really motivated to work actively alone, in pairs or in groups, thanks to the controlled practice activities provided. In short, students at the end could significantly improve their speaking, as is shown in the last findings gotten from the post-test and post-questionnaires.

## **h. CONCLUSIONS**

Third year students at Rafael Rodriguez Palacios High School faced speaking limitations on: comprehension, accuracy, pronunciation and fluency. Students had difficulty in understanding, also they used few words to ask and answer questions and had many pronunciation mistakes. Additionally, students faced lots of problems with the correct use of grammatical structures and the use of appropriate vocabulary. Finally, students produced the words without stress and intonation, and they hesitated when speaking, which made it difficult to understand what they were saying. As a result, students did not like to speak English in class because they did not feel comfortable or motivated.

The controlled practice interaction as part of the classroom activities helped to solved the students' limitations in the development of speaking English. Students asked and answered questions using plenty of vocabulary. Also, students spoke using grammatical structures and the appropriate vocabulary according to the topic. Students reduced their hesitation in speaking, and they produced words and phrases considering the stress and sounds. In addition, they reduced their pronunciation mistakes, they were able to pronounce most of the words acceptably, and they increased their range of vocabulary when speaking.

The implementation of Controlled Practice Interaction was effective, students evidenced that they had more confidence, felt more comfortable, and had a positive attitude when they spoke and communicated in classes with their classmates. Additionally, controlled practice motivated all learners to learn in a different way,

with a little pressure but using practical activities which help them to encourage and increase their understanding in the development in all the aspects in English-speaking language, such as: pronunciation, comprehension, accuracy and fluency.

## **i. RECOMMENDATIONS**

Teachers should diagnose and determine the weaknesses that limit students on the basic aspects of speaking such as comprehension, pronunciation, fluency and accuracy, to diagnose student's improvement it could be by assessing the students' knowledge through the application of assessment sheets, tests, or making observations and applying questionnaires.

Teachers should select the most suitable strategies, select appropriate tools and and funny activities for teaching the lessons, in that way can catch students' attention and motivate them to performance their speaking in spontaneous way. The activities that teachers can use to develop students' speaking skills are: Drilling, picture passing, bingo, crosswords, matching, fill in the gaps, sentence completion etc.

Teachers should consider the positive impact that controlled practice provides to improve speaking skills, so that students can have an opportunity to learn speaking interacting with others, participating in class and learning English in an interesting, funny and pleasant way and making them feel more confident when speaking in real time context.

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k. ANNEXES



**UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA  
COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**THEME**

**THE CONTROLLED PRACTICE INTERACTION TO IMPROVE  
SPEAKING SKILL AMONG STUDENTS OF THIRD YEAR “A” OF  
BACHILLERATO AFTERNOON SESSION, AT RAFAEL RODRÍGUEZ  
PALACIOS HIGH SCHOOL IN MALACATOS PARISH OF LOJA CITY,  
DURING THE 2018- 2019, SCHOOL YEAR.**

This Project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

**AUTHOR**

**EUFEMIA CATALINA CHIMBO VICENTE**

**LOJA-ECUADOR**

**2018**



**a. THEME**

**THE CONTROLLED PRACTICE INTERACTION TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF THIRD YEAR “A” OF BACHILLERATO AFTERNOON SESSION, AT RAFAEL RODRÍGUEZ PALACIOS HIGH SCHOOL IN MALACATOS PARISH OF LOJA CITY, DURING THE 2018- 2019, SCHOOL YEAR.**

## **b. PROBLEM STATEMENT**

### **Background**

The present research work will be carried out at Rafael Rodríguez Palacios High school during the academic period 2018-2019. For this reason, it is necessary to present a short background about it.

In December 1980 Gnl. Rafael Rodríguez Palacios founded Rafael Rodríguez Palacios High School night Session. Dr, Francisco Aguilar was the first principal of this prestigious educational establishment.

In 2013, on October 20, the Ministry of Education decided to create the Rafael Rodríguez Palacios afternoon session high school. And the Dr. Mg. Hugo Cesar Abarca Zaquinaula was the principal. In this way this establishment offers all youth from Malacatos parish, an education accessible to all budgets.

This public educational center is constituted by two sessions, in the afternoon, and night with the name of Rafael Rodríguez Palacios High School. The staff in this educative institution is constituted by 13 teachers, 8 teachers belong to the afternoon session, and the others belong to night section; There are also 2 people as part of the administrative staff that work in the afternoon session. From this population only 2 teachers are part of the English Area.

The High School is located in Malacatos parish of Loja city, in front of the central park at Alejandro Bravo and Miguel Riofrío streets. It has two sessions the afternoon one has 147 students and the night session has 45 students. There are 72

students of general basic education (eight, ninth and tenth years) and 120 students in Bachillerato (first, second and third years)

The establishment is considered as a small High school because it has 1000 square meters in extension of its physical area. It also has 2 concrete blocks that are divided into 10 study classrooms blocks. This establishment does not have courts and even an indoor football pitch for students' whose need to practice sports activities and perform the Physic Education subject.

Nowadays, this educational center is guided by the priest and doctor in sciences of education Mg. Hugo Cesar Abarca Zaquinaula. The types of students that attend to study there are male and female in both sessions.

The vision of this institute is to be considered as an academic-formative institution that facilitates to the student a practical knowledge about values, a positive and progressive attitude towards the knowledge, a formative approach to the research, a growing capacity of human-civic relationship and a permanent education to respond to the labour and social demands of a competitive world.

Its mission is to create a formative-integral compromise, oriented towards the respect, solidarity, sociable Christians and worker youth, in their occupational field. This compromise is carried out through the studies of basic level and the bachillerato in basic sciences according to humanistic- scientific demands for having a university projection and a good appeal of life in general.

Its slogan is "For an education of quality where nobody is excluded", which is supported by an educational curriculum based on the pedagogic pattern of the

formative integral system that includes: socio-cognitive, epistemologic, psychopedagogic and transcendency systems.

This institution has 8 areas: Language and Literature, Physics-Mathematics, Chemistry-Biology, Natural Science, Social- Science, Physical Education, Computing Laboratory, and English. Students also have a complementary subject such as: School Projects.

It's necessary to emphasize that the present research project will be developed with collaboration of students in the afternoon session who are in 3rd year "A" of Bachillerato at "Rafael Rodríguez Palacios"

### **Current Situation or the Research Problem**

"Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Luoman 2004)". It is known that English is the first spoken language in most of the countries whatever their own languages are.

For that reason, English language is now recognized as an official second language in most countries in the world. So that learning to speak English confidently is nowadays a need, but in many countries learn to speak English has some problems in the educational classrooms.

So, learning English as a foreign language is a long process that sometimes can become difficult or boring because it is a process that requires the application of many strategies that help students to communicate a message by using it fluently.

Another important aspect to develop speaking skill is the methodology that teachers use, because it is essential to achieve some success in students learning of English Language. Flores L (2016) expresses in her thesis about speaking, that a speaker of the English language needs to manage listening, reading, speaking and writing and these are macroskills that involve the development of many subskills in each one.

These are some of the factors around the world that prevent the learner to speak English. In our country more than half of those who enroll to learn English drop out before completing the course and they get their diploma but never speak good English. Flores L (2016) also manifests in her thesis, that the factors that impede learning speaking skills are that students cannot concentrate and lose the interest in learning the subjects taught by teachers due to lack of motivation. In some Institutions many students are frustrated because they do not realize their own progress because teachers do not aware them about it, on the other hand the strategies that teachers apply are not suitable to teach how speak English and many teachers only focus in teaching vocabulary but not fluency speaking skills.

In the city of Loja, a large number of students do not reach a right level sufficient to speak English, which means they do not have a basic grasp of speaking skills, in some schools some teachers often only use dialogues as strategies to develop the speaking skill, this do them, not speak in a spontaneous way.

According to the class observations done at “Rafael Rodríguez Palacios” High School, it was noticed that the student’s level of third year of Bachillerato in the

speaking skills is very low, because they do not speak fluently and accurately at the moment of speak English, this is they only use single words, and the vocabulary is not appropriate. Furthermore, the pronunciation mistakes do not make possibly understand what they are expressing. All of these problems impede the effective development of them speaking skill.

Therefore, this research work will be focused on improving speaking skill considering controlled practice interaction, which is an important part of the lesson as students understand what they can do well and what needs to be reinforced. That is also a great tool for the teacher to allow efficient monitoring in the acquisition of students' language. This technique allows students work collaboratively rather than individually as it will boost their confidence and they will use the language in a real communicative context.

This stage often needs to be broken into small activities to avoid boredom especially when students have a short attention span. Another reason for collaboration in controlled practice is that students will help each other a bit more.

There are several controlled practice interaction activities to work with students, such as: games, quizzes, multiple choice answers, slapping the board games, guessing games etc. Which will encourage learners to gain the confidence and self-esteem needed to use the language spontaneously and develop the ability of speaking with others and thus become better communicators.

### **Research problem**

HOW DOES CONTROLLED PRACTICE INTERACTION IMPROVE SPEAKING SKILL AMONG STUDENTS OF THIRD YEAR “A” OF BACHILLERATO, AT RAFAEL RODRÍGUEZ PALACIOS HIGH SCHOOL AFTERNOON SESSION IN MALACATOS PARISH OF LOJA CITY, DURING THE 2018- 2019 SCHOOL YEAR?

### **Delimitation of the problem research**

#### **Timing**

This project will be developed during the academic period 2018-2019

#### **Location**

This project will be carried out at Rafael Rodríguez Palacios High School which is located in Malacatos parish of the Loja city, at Alejandro Maldonado and Miguel Riofrío streets.

#### **Participants**

The participants of this research work are the students of third year “A” of Bachillerato at Rafael Rodríguez Palacios High School afternoon session, they are twenty-two students, who are all about seventeen to eighteen years old, 14 of them are girls and 8 are Boys; and the teacher candidate of this study who is going to take part in the intervention plan.

### **Subproblems:**

- What kind of theoretical and methodological references about Controlled Practice Interaction are adequate to improve speaking skill among students of third year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of Loja city, during the 2018- 2019 school year?
- What are the problems that limit the improvement of speaking skill among students of third year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018- 2019 school year?
- What are the important phases of the intervention plan that address the current issues of speaking skills with Controlled Practice Interaction among students of third year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018- 2019 school year?
- Which Controlled Practice Interaction activities are implemented to improve speaking skill among students of third year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018- 2019 school year?
- How effective was the application of Controlled Practice Interaction to improve speaking skill among students of third year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018- 2019 school year?



### **c. JUSTIFICATION**

The present project is focused on the use Controlled Practice Interaction to improve speaking skill among students of third year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of Loja city, during the 2018- 2019 school year.

There are a lot of problems that exist when students speak in English, it is at the moment they greet, apologize, make requests, use idioms or express something. That is why this project looks for the way to improve these issues that make the maintenance of a good level of speaking and communication difficult.

Controlled Practice Interaction is a great technique useful for teachers to allow efficient monitoring in the acquisition of student’s language. This technique will allow learners exchange ideas, opinions, and also will help them to acquire some ways to have a meaningful communication each other.

This research work is relevant because it might provide to students an interactive way for learning English. Controlled Practice Interaction is an effective learning technique that involves students work collaboratively rather than individually as it will boost their confidence and they will use the language in a real communicative context. Another reason for collaboration in controlled practice is that students will help each other a bit more. This stage often needs to be broken into small activities to avoid boredom especially when students have a short attention span.

Through Controlled Practice Interaction students build their self-esteem, increase their confidence in using the target language as well as to develop many of the communicative skills, which make students learn to speak English in a real way.

In the same way, learners are encouraged to actively engage with the content, to reflect and to communicate their reflections and opinions. Also Controlled Practice Interaction prepares students for success and helps them develop a growing sense of autonomy in their language learning and language use.

Additionally, controlled practice interaction offers a range of fantastic opportunities for students to draw on the strengths and experience of their peers and develop many interpersonal skills to communicate. Furthermore, will help shy students who do not speak up in a class to feel more comfortable when they get to participate in groups.

This research work will be useful because it will help the researcher to gain much experience as a future teacher in the educational field, and it is a very important point, because nowadays is essential to have professional view in relation to the reality of students that they have about English as a foreign Language.

Finally, the development of this project is a requirement for the researcher to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization established in the regulations of the Facultad de la Educación, el Arte y la Comunicación of the Universidad Nacional de Loja.

#### **d. OBJECTIVES**

##### **General**

- To improve speaking skill using Controlled Practice Interaction among students of third year “A” of Bachillerato, At Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of Loja city, during the 2018- 2019 school year.

##### **Specifics**

- To research theoretical and methodological references about the Controlled Practice Interaction to improve speaking skill among students of third year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018- 2019 school year.
- To diagnose the issues that limit the development of speaking skill among students of third year “A” of Bachillerato, At Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018- 2019 school year.
- To elaborate an intervention plan considering Controlled Practice interaction to improve speaking skill among students of third year “A” of Bachillerato, At Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018- 2019 school year.
- To apply the most suitable Controlled Practice interaction activities to improve speaking skill among students of third year “A” of Bachillerato, at Rafael

Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018- 2019 school year.

- To validate the outcomes obtained after the application of Controlled Practice interaction to improve speaking skill among students of third year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos parish of the Loja city, during the 2018- 2019 school year.

## **e. THEORETICAL FRAMEWORK**

### **Controlled Practice Interaction**

According to (Rivers 1999) Controlled Practice Interaction is a technique applied for teachers in the classroom to allow efficient monitoring in the acquisition of student's language. Furthermore (Rivers 1999) expresses that Controlled Practice Interaction is a stage in a lesson where learners practice new language in a limited form. Additionally, it is used to describe exercises that are designed to reinforce a specific language point and require a particular answer such as crossword puzzles, word searches and gap-fill worksheets. Controlled practice exercises are an integral part of the lesson as they strengthen the student's knowledge of each individual language point. Controlled practice is repetitive practice of language items in conditions where the possibility of making mistakes is minimized.

According to (Steve Walsh 2011) one of the most striking features of any classroom is that the roles of the participants (teacher and learners) are not equal, they are asymmetrical. All classrooms: primary, secondary, tertiary, monolingual, multilingual, with adult, teenager or very young learners. In each classroom, one party is in a position of power or authority; that person has control of the patterns of communication that occur and is able to direct and manage the interaction. In language classrooms, teachers control patterns of communication by managing both the topic of conversation and turn-taking, while students typically take their cues from the teacher through whom they direct most of their responses.

Walsh (2011) also claims that even in the most decentralized and learner-centered classroom, teachers decide who speaks. Also, teachers are able to interrupt when they like, take the floor, hand over a turn, direct the discussion, switch topics.

Breen (1998) affirms that teacher is who 'orchestrates the interaction'. Learners, on other hand, do not enjoy the same level of control of the patterns of communication, although there will certainly be times when the roles of teacher and learners are more equal, allowing more even turn-taking and greater participation by learners.

Breen (1998) also refers that for much of the time, learners respond to the cues given by teachers: in the form of a spoken response, an action (such as opening a book, changing seats), or a change of focus (from a PowerPoint slide to coursebook, for example, or from listening to the teacher to talking to a classmate). Furthermore, Breen (1998) says "if we look now at some classroom data, we can see quite clearly how teachers control the interaction".

Practiced control interaction on the other hand, involves demonstrating progressive control of a skill where the possibility of making mistakes is ever present, but where support is always at hand.

For Jim Eison (2010) Controlled Practice Interaction is an effective learning tool that involves students work collaboratively rather than individually as it will boost their confidence and they will use the language in a real communicative context. Eison also says that the controlled practice also called guided practice will then lead to the free practice where students can decide to use the language differently so that

they can say what they want to say. In activities that are controlled, as a teacher you should know the answers, as there will be just one possible answer. For example, if you use quizzes or flashcards to drill the language there will be just one solution. Eison in his article comments that before getting directly to the free practice teachers often use semi-controlled activities to maintain interest. In that case there is more than one solution but the options should be limited. The advantage of semi-controlled practice is that it gives students the opportunity to somewhat personalize the language to their needs.

### **Communicative approach**

According to Nidia (2018) in her study about Group Work Interaction to develop speech acts, when learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Nidia (2018) also says that in recent years, some authors have combined an emphasis on lexis with the communicative approach to suggest a lexical approach to language learning and teaching. Communicative approach is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language, as an alternative of studying the language. The syllabus is based on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.). In contrast, a functional syllabus replaces a structural syllabus.

Nidia (2018) also expresses that there is also less emphasis on error correction as fluency and communication become more important than accuracy. As well, authentic and meaningful language input becomes more important. The class becomes more student-centered as students accomplish their tasks with other students, while the teacher plays more of an observer role (EFL.)

Communicative competence refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas: Words and rules, appropriacy, cohesion and coherence and, use of communication strategies. Example: The aim of communicative language teaching and the communicative approach is communicative competence.

**In the classroom:** testing communicative competence is challenging. Formats teachers can use to evaluate their learners' competence include information gap and role-play activities for speaking, letters for writing, and note-taking and summarizing, which combines listening and writing competencies. The CEFR (Common European Framework) show us a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. around Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communicate with another person and what knowledge and skills they have to develop so as to be able to act effectively in front of someone else. The report of CEFR also covers the cultural context in which language is set. In contrast, the Framework also defines that levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (CEF, 1996). Into the CEFR there are four main categories such as



general competences, communicative competence, language activities and domains, its categories can be divided into subcategories to specify more about each one.

Controlled practice is an important part of the English Language lesson that helps students understand what they can do well and what needs to be reinforced. So that the students' use of language is controlled by the design of the activity, in other words they have little choice but to use the target language. The aim of this technique is using the language more accurately where repetition of the target language is important. Furthermore, error correction is often done during the activity so that students do not continue to repeat incorrect language. Getting better at using a language involves using the language correctly (accuracy) and being better able to get their message across in real-time (fluency).

According to SEE TEFL (article PDF2005) using controlled practice teachers want to make sure students have plenty of opportunity to put what they have learned into practice. When they learn a language, they are acquiring a practical skill they need to use the skill to improve the skill. In that way students are involved in pair and group activities, where they have the opportunity to dedicate more time to speaking interaction with their peers and negotiate meaning in order to be understood. The groups are constantly exchanged so that the pupils have the chance to know each other better, help each other a bit more and increase their confidence.

## **Communicative Competence**

The concept of communicative competence was proposed by Hymes (1972), who claimed that the study of human language should place humans in a social world.

The definition of communicative competence is what a speaker needs to know in order to communicate in a speech community (Hymes, 1972). For example, in the everyday contexts, not only is a speaker expected to produce a grammatical sentence, but she or he should also consider the situation or context in which the sentences are used. In relation to this, Ying (2010) argues that communicative competence refers to a language learner's ability to use the target language successfully in real world communication. According to Hymes (1972), competence should be viewed as "the overall underlying knowledge and ability for language which the speaker-listener possesses." That is, the concept of communicative competence entails knowledge of the language and the ability to use the knowledge in context. Hymes (1972) proposed four sectors of communicative competence.

### **Sectors of Communicative Competence.**

**Grammatical competence:** the knowledge of the sentence structure of a language. This knowledge includes the knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structures.

**Socio linguistic competence or socio-cultural competence:** This is the ability to comprehend the social context in which the language is used for particular communicative

functions, such as describing, negotiating, and persuading, taking into consideration the roles of the participants, the settings, and the purposes of the interaction.

**Discourse competence or textual competence:** This is the ability to distinguish diverse models of speech and to connect sentences or utterances to an overall theme or topic and to infer the meaning of large units of spoken or written texts. A person of high-discourse competence is able to use consistent devices such as transitional verbs and conjunctions and is skilled in considering and expressing the meanings of and relationship among different ideas in a text.

**Strategic competence:** This is the ability to use verbal and nonverbal communication strategies to bridge the potential gaps in communication, which arise from either limiting conditions in actual communication or insufficient competence in one or more of the other areas of communicative competence, and to enhance the effectiveness of communication. (Canale and Swain 1980). Strategic competence also includes coping strategies to initiate, terminate, maintain, repair, and redirect communication.

- **Types of Practice Interaction**

**Controlled Practice:** It is used to describe exercises that are designed to re-enforce a specific language point and require a particular answer such as crossword puzzles, word searches and gap-fill worksheets. Controlled practice exercises are an integral part of the lesson as they strengthen the student's knowledge of each individual language point. Controlled practice activities refer to activities that are restricted in nature where the focus is on developing accuracy rather than fluency.

### **Find someone who / Guessing to know you**

Prepare a list of sentences which contain the target language. Then, give students the sentences so that they have to guess which students in the class have done these things:

[Fabio] has had their mobile for a year.

[Sarah] has recently spent a lot of money on clothes.

They complete the gaps with the names of their peers. Then students mingle in the center of the classroom and ask one another the questions / check their predictions.

**Free Practice:** Free practice activities are focused on fluency rather than accuracy and are less-restricted than controlled practice ones. Free practice activities are also essential as they allow the student to experiment with the language. Examples of free practice activities include class debates, role plays and class surveys, without having to produce specific answers.

### **Example:**

#### **Everything will be taken care of**

It is a free roleplay activity to provide opportunities to practice the present and future passive voice. Put the students into groups of three and tell them that they are going to roleplay travel agents. Each group has a luxury package that they want to sell. They must prepare an oral description of the experience for the tourist.

#### **Roleplay Example:**

Our package holiday is in Hawaii. You will be met at the airport by our representative and taken to your hotel. Your luggage will be taken to your room for

you. You are invited to the welcome cocktails on the beach. All your meals are prepared with the finest ingredients and by the best chefs in the region...

If the students need some help or support in this, write the following prompts on the board:

Your meals will be prepared...

You are invited...

You will be met...

You will be taken...

### **Controlled Practice Interaction activities**

Controlled practice activities refer to activities that are restricted in nature where the focus is on developing accuracy rather than fluency. They usually include: Repetition and Scaffolding

The specific target language focus can be from any of the three main system types i.e. vocabulary, grammar, and functions (also, spelling and pronunciation). River (1999) suggests that controlled practice activities might appear similar in form to some receptive comprehension questions, guided discovery, and noticing activities i.e. multiple choice or matching activities – they have a different focus and goal. In regards to freer practice, freer practice activities are focused on fluency rather than accuracy and are less-restricted than controlled practice ones.

### **Controlled Practice Activity Examples:**

#### **Drilling**

Drilling refers to an oral repetition of specific TL. Drilling can be mechanical without much context or meaningful within a specific context. Ideally, the drilling

should be meaningful; however, many popular language teaching programs such as Duolingo and Rosetta Stone rely heavily on mechanical drilling.

Activity Examples:

- **Model and Drill:** Teacher or video/audio clip models TL example, and the students repeat.
- **Picture Passing:** Students pass pictures or visual stimulus around and need to form some kind of TL example from it i.e. students pass a picture of different people with different physical appearances and need to say: “This person has brown hair” [then they get handed a new picture] “This person has blue-eyes” then continue passing down pictures and saying “This person has” (the blank being whatever physical features the picture has).

### **Bingo**

Students get handed a sheet of different vocabulary items, sounds, or grammar points and the students try and get bingo (a horizontal, vertical, or diagonal line) on their worksheet based on what the teacher calls out.

For example:

**Pronunciation:** Teacher reads out different words and students have to mark off which word they hear on their sheets – note that the words should be chosen strategically i.e. minimal pairs (words that only have one sound difference e.g. ship and sheep) with specific sounds that the students have trouble pronouncing.

### **Crosswords**

For example, clue number six/down: An animal that goes “Moooo”; A: Cow. They are another way to provide controlled practice and can be used for grammar

(i.e. Clue: I have been to Spain; A: Present Perfect), and functions (i.e. Clue: A phrase used to order food; A: Can I get...).

Activity Examples:

- **Individually:** Students individually work on crossword and then check with a partner their answers before doing whole class feedback.
- **Group/Pairs:** Students work in pairs/groups doing crossword puzzles together.
- **Information Gap:** One student has half of the crossword puzzle answers and the other student has the other half. One student has to give clues for the answers (without being too direct of course: think ICQ!) and the other has to guess the answer from the clues. Then switch roles.

## Matching

Refers to any activity where students match one item with another.

Activity Examples:

- **Card Games:** Students play memory matching game by turning over cards that are face down trying to find corresponding matches i.e. a word and a picture.
- **Fly Swatters/Touch the Board** Students are equipped with a fly swatter – or just simply use their hands – and the first student that swats or touches the correct answer on the white board wins.

Activity Examples:

- **In Groups:** Students are seated in groups and play the game amongst themselves as one student calls out the clue and the other students (perhaps two at a time) compete in swatting/slapping the correct answer first i.e. one student

calls out: “An animal that goes”moo”, and the first one to swat a cow amongst the pictures of various animals wins.

- **Whole Class:** Students form two lines leading up to the white board. The two students in front face away from the whiteboard as the teacher reads out the clue. When the teacher says “Turn around!” or “Go!” the students compete in swatting/touching the correct answer that is posted on the WB first (out of a number of options).

### **Winner Stays Standing**

Two students stand up from their classroom seats, the teacher reads out/shows a clue, the first student to answer correctly ‘stays standing’ while the other one sits down, then another student stands up to take the place of the previous round’s loser and then play again. Whoever answers accurately the quickest gets to keep standing.

- **Images:** Teacher flashes images one-at-a-time that represent the target language vocabulary for the lesson i.e. a picture of a cow.
- **Read a Clue:** Teacher reads a clue i.e. This animal goes, “Mooooo.”

### **Fill-in-the-Blank**

Fill-in-the-blank refers to an activity where there is a block of text – either in sentence or paragraph form – with blanks in them. The students have to write or choose the correct answer to fill in the blank.

Activity Examples:



- **Two Options:** Next to the gap there are two possible answers to choose from i.e. I \_\_\_\_ (went/have been) to the store yesterday. Students circle the correct option.
- **Word Bank:** Students have a word bank (either with the same number of words/phrases as there are blanks – or for more challenge more words than there are blanks), and they need to choose the correct word/phrase to fill in the blank.
- **No Options:** Students are presented a text (either in sentence-by-sentence or paragraph form) with blanks and the students have to produce the correct answer.

### **Sentence re-ordering**

Words are presented out-of-order and the students have to re-order them appropriately.

For example:

to/yesterdayI/store/went

**Answer:** I went to the store yesterday

### **Sentence Completion**

Students get presented with a certain amount of information leaving some blanks for them to complete with their own answers (i.e. their own personal info or opinion etc.).

For example:

I was born in \_\_\_\_\_. I work at \_\_\_\_\_. I have been studying English for \_\_\_\_\_ years. Etc.

**Sentence Formation:** In these activities, students will form their own complete sentences either orally or in written form.

Activity Examples:

**From Prompts:** What/tallest waterfall = What is the tallest waterfall?

**Replies:** Students have to reply with the correct response

For Example:

**Restricted:** Have you been having a nice day? A: Yes, I have been.

Open-ended: What do you like to do on the weekends? A: Answers will vary.

**Describing Pictures:**

For Example:

- **Visual(s):** Students write about a visual or visuals.
- **Information Gap:** There are two pictures with different info on them; students write sentences about the differences of the two pictures.
- **Comic Strip:** Students write sentences based on a series of visuals in a comic strip.

### **Advantages of using Controlled Practice Interaction in an EFL Classroom**

Through Controlled Practice Interaction students build their self-esteem, increase their confidence in using the target language as well as to develop many of the communicative skills, which make students learn to speak English in a real way. Furthermore, learners are encouraged to actively engage with the content, to reflect and to communicate their reflections and opinions. Also Controlled Practice Interaction prepares students for success and helps them develop a growing sense of autonomy in their language learning and language use.

(Hughes, 2002) Says that controlled practice implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of

compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands.

In addition, controlled practice facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

In many cases learners do controlled practice activities in which they can use only language that has just been taught. These are a very limited kind of speaking because they just focus on accuracy in speaking and not on communication, interaction or fluency. Controlled practice activities can provide useful, if limited, preparation for speaking.

## **SPEAKING**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. (Luoman 2004)

Speaking is a tool to assist the identification and labeling of components of linguistic interaction that was driven by his view that, in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used.

In a PDF article publicacionesdidacticas.com (2012) speaking is a productive skill, like writing. It involves using speech to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep listeners involved in what they are saying and to check what they understand the meaning. Examples of these interactive strategies are: making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding.

In addition, in PDF article publicacionesdidacticas.com (2012) is commented that people also speak with fluency and accuracy. Fluency means speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation. When people speak, use different aspects of speaking depending on the type of speaking they are involved in.

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, time, pauses, voice quality changes, and pitch variation (Thornbury, 2005)

However, according to Howarth (2001), speaking is a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. A.S (2003), says that speaking is to say exactly what you think, in every direct way, it means that speaking is a skill that has meaning, which appears directly from our minds to

convey messages to other people. In other words, speaking is a way to say what you feel now, and it appears from our mind. So that learner's speaking skills are developed by focusing regularly on particular aspects of speaking as fluency, pronunciation, grammatical accuracy, body language.

Sometimes learners speak more willingly in class when they have a reason for communicating, like giving other classmates some information they need.

Because speaking is such a complex skill, learners in the classroom may need a lot of help to prepare for speaking; for instance, practice of necessary vocabulary, time to organize their ideas and what they want to say, practice in pronouncing new words and expressions, practice in carrying out a task, before they speak freely.

It is noticed that English has special or official status in most of the countries around the world and is spoken as a first language by millions of people. It is also the most commonly used language among foreign language speakers. In addition, speaking English is the most important requirements in many professions. Therefore, it is essential that English teachers pay great attention to teaching speaking in a proficient way.

Brown (2001), says that language is a tool for communication, people communicate with others, to express their ideas, and to know others' ideas as well. Communication takes place, where there is speech, without speech humans cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language.

## **Teaching speaking in EFL**

Flores L (2016) manifests in her thesis of Drama as a tool to improve speaking skill, that teaching speaking in EFL learners consists in:

- Select appropriate words and sentences according to the social setting, audience, situation and subject matter.
- Present new vocabulary words and grammatical structures in situational and communicative contexts.
- Produce the English speech sound and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few pauses, which is called fluency.
- Understand what is said to the speaker using their current proficiency to the fullest.

## **Speaking Categories**

Brown (2004) describes six categories of speaking skill area. Those six categories are as follows:

**Imitative:** This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher

uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

**Intensive:** This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

**Responsive:** Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

**Transactional (dialogue):** It is carried out for the purpose of conveying or exchanging specific information. For example, here is conversation which is done in pair work.

**Interpersonal (dialogue):** It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

**Extensive (monologue):** Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabulary, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

### **Components of speaking skill**

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates.

According to Syakur (2007), there are at least five components of speaking skill concerned with: comprehension, grammar, vocabulary, pronunciation, and fluency.

**Comprehension:** For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

**Grammar:** It is needed for students to arrange a correct sentence in conversation. It is in line with explanation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

**Vocabulary:** One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

**Pronunciation:** is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a



grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

**Accuracy:** The purpose of accuracy is to make sure that the learners get something right. These activities are controlled by the teacher and usually the whole class is engaged. Accuracy helps to build up learners' knowledge of grammar and vocabulary as quickly as possible.

**Fluency:** It can be defined as the ability to speak fluently and accurately. 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. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

### **Principles for teaching speaking**

Nunan (2003) proposes at least four principles for teaching speaking. Below are the descriptions:

- **Give students practice with both fluency and accuracy**

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-

building practice and realize that making mistakes is a natural part of learning a new language.

- **Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.**

It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

- **Plan speaking tasks that involve negotiation for meaning.**

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

- **Design classroom activities that involve guidance and practice in both transactional and interactional speaking.**

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

## **Strategies for developing speaking skills**

Flores L (2016) manifests in her thesis of Drama as a tool to improve speaking skill, that students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective teachers teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. The teachers help students learn to speak so that the students can use speaking to learn.

**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.

**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.

Teachers 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.

**Using Controlled Practice Activities:** Controlled Practice in speaking provides a great opportunity for students to practice being interacting and will encourage more shy students to exert themselves and put them out of their comfort zones in a safe way. Public speaking and presentation are no an optional choice in the future beyond school, it's compulsory, and therefore, it should be in schools.

Controlled practice activities give students an experience (dry-run) of using the language for genuine communication and real-life purposes; and by generating a need to speak. These can motivate students to increase their speaking fluency.

**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. Teachers 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.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. (Jim Scrivener 2011)

## **f. METHODOLOGY**

### **Design of the Research**

Action Research in education is enquiry undertaken by practitioners in order that they may improve their practices.

The present research work is based on the action research which is carried out in order to know, to evaluate and then to improve or change a situation. According to Burns (2010) the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically.

The aim of this action research is to improve students' speaking skill using controlled practice interaction activities.

This action research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of controlled practice interaction in order to improve speaking skill among third year students at Colegio de Bachillerato afternoon session, at Rafael Rodriguez Palacios during the 2018 - 2019 school year.

### **Methods, Techniques and Instruments**

#### **Methods**

In this research work, different methods will be applied, which will help the researcher to carry out this inquiry. The following general methods will be used along the Research:

**The Scientific method** will facilitate the study of the Controlled practice interaction to improve speaking skill in English Foreign Language. Also, it will help to the researcher in the observation done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solutions.

**The descriptive method** will be useful to describe the different phases of the study and the kind of the research used by the researcher. Furthermore, it will help to analyze the object of the investigation.

**The analytic- synthetic** method will be used to analyze and interpret the obtained results through tests and questionnaires. It also will help to draw up the conclusion.

**The statistics** method will be used to make the quantitative statistical analysis of the data obtained from the test and the qualitative data from observation and teacher's diary which will be represented in graphics to indicate the percentages. This research work also will follow the process of and action research which includes planning, acting, observing and reflective perceptives, proposed by (Kemmis, 2000). This process will help the researcher to see if any essential modification of adjustment would be necessary to encourage students to speak English well. The process the research will be carry out systematically by collecting data on one's every day practice, analyzing it in order to draw conclusions about how future practice should be.

## **Techniques and instruments**

### **Data collections**

To collect the data, tests, questionnaires, observations and a diary will be designed and applied at the beginning, during and after the application of the intervention plan.

**Tests:** The test will allow students to perform cognitive tasks in relation to the speaking components. Therefore, tests will produce a numerical score by which the researcher will calculate the mean to compare the pre and post-test result.

**Pretest - Posttest:** Will be applied at the beginning and at the end of the intervention plan. A pre-test of five questions will be used at the beginning of the intervention plan, to collect student's answers in order to diagnose students' speaking level. The test will be conducted in class and the researcher will give students a clear explanation and clarified all questions raised. The same pre-test will be used as a post-test and will be applied at the end of the intervention plan with the finality to obtain information about third year "A" students' progress on speaking skill during the intervention plan at Colegio de Bachillerato Rafael Rodríguez Palacios afternoon session during the 2018 - 2109 school year. To assess the pre and post-test the researcher will use a rubric.

**Questionnaire:** Will be given to the participants to answer questions related to their attitudes and feelings toward controlled practice interaction. Five multiple choice questions will be applied at the beginning of the intervention to obtain information from students, analyzing the perception of the students about speaking inside the



classroom. Then, at the end of the intervention the same questionnaire will be used in order to verify if the controlled practice interaction had a positive impact on students and to know if this technique helped to improve student's speaking skill.

**Observation:** Will let the researcher to know the facts in a participative and no participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the third year students at Colegio de Bachillerato Rafael Rodríguez Palacios afternoon session during their English classes. There will be two types of observation as detailed below.

**Nonparticipant observation:** In nonparticipant observation, the researcher is not involved in the situation being observed. The researcher will observe and record behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project, which will be supported through the participant observation. The instrument for the nonparticipant observation is the observation sheet.

**Observation sheet:** This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators all the relevant aspects of the dependent variable. Through the observation sheet the researcher will observe the students' performance during the lesson. It also will be used to determine what has happened in the class and then analyze and reflect upon the finding when the plan ends.

**Participant observation:** In the participant observation, the researcher will become as a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means controlled practice interaction in order to improve speaking skills among the third-year students of Bachillerato afternoon session, at Colegio de Bachillerato Rafael Rodríguez Palacios 2018-2019 school year. The instrument of this participant observation is the field note sheet

**Field notes:** The researcher will use a dairy to record what happens in each lesson considering participants' behaviors, attitudes and feelings. Furthermore, the researcher will record a description of the events, activities, people and relevant events during the observation or particular situation that will happen. It will help to write the findings during the intervention plan.

**Population:** The target population of this research work is constituted by the third year students of BGU at Colegio de Bachillerato "Rafael Rodríguez Palacios" afternoon session during the 2018 - 2109 school year who are a total of 22 students; they are 8 boys and 14 girls. They are all about seventeen and eighteen years old. The students will receive five hours of English per week with a certificate English teacher.

### **Intervention Plan Description**

The intervention plan is a two-month course program that will prepare students of third year "A" BGU, to speak in a spontaneous manner with correct accurately and fluency through the use of controlled practice interaction to help students to

speak English well. The goal of the intervention plan is to improve student's speaking skill in English in an interactive way.

Also, it will include eight lessons which will be based on the topic students' study. Each lesson will be developed considering three stages: Activation (before), Connection (during) and Affirmation (after) (Herrera, Holmes, & Kavimandan, 2011). These lesson plans will cover 40 hours of instructions in 8 consecutive weeks of treatment.

**Activation:** In the activation phase, some activities will be done to identify the students' prior knowledge such as cultural and linguistic that will permit to the teacher to make their instruction more relevant to learners making use of speaking skill. In this phase students will interact each other and debate their knowledge in pairs or small groups. The teacher will serve as a silent observer, purposefully observing students as they document and will discuss with peers their background knowledge. As students will work, the teacher will record insights that might be useful for bridging between what students already know and the target concepts and vocabulary of the lesson.

**Connection:** In the connection phase, teacher will act as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students will connect from what they already know to the new. As students will share their experiences and will get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to

build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher will organize groups to get benefits of collaborative peer.

**Affirming:** In the Affirmation Phase the teacher will use authentic assessment to document student gains in content and language. In this phase, students will recognize their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom.

The teacher will recognize each learner's linguistic and academic starting point, and the teacher's feedback communicates a valuing of both incremental progress and demonstrated understanding by the students.



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ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 1**

**INFORMATIVE DATA**

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| <ul style="list-style-type: none"> <li>• <b>Institution:</b> Colegio “Rafael Rodríguez Palacios”</li> <li>• <b>Teacher:</b> Licda. Lidia Fabiola Cárdenas Castillo</li> <li>• <b>Teacher Candidate:</b> Eufemia Catalina Chimbo Vicente</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Participants:</b> 3<sup>rd</sup> BGU</li> <li>• <b>School Year:</b> 2018-2019</li> <li>• <b>Topic:</b> Renewable Energy</li> </ul> |
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<p><b>RESEARCH PROBLEM:</b> How does Controlled Practice Interaction improve speaking skill among students of 3rd Year “A” of BGU, at Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, during the 2018- 2019 school year?</p>		
<p><b>GOAL:</b> By the end of the intervention plan students will be able to improve their speaking considering the following aspects: Grammar, Vocabulary, Pronunciation, Comprehension and Accuracy.</p>		
<p><b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• To talk about different environmental issues.</li> <li>• To use prefixes and suffixes to make new words from root words</li> <li>• To use Passive Voice when emphasizing actions.</li> </ul>		
<b>CONTENTS</b>	<b>INSTRUCTIONAL FOCUS</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<ul style="list-style-type: none"> <li>• <b>Idioms and Colloquial expressions</b></li> <li>To lither</li> <li>Exhaust fumes</li> <li>Melting of glaciers</li> <li>To dry up</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Think-pair share:</b> Teacher provides some pictures related to different Environmental issues, and asks students to get in pairs, there they have to speculate and say what they are going to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• English Students book</li> <li>• English Teacher book</li> <li>• Flashcards</li> <li>• Video</li> </ul>

<p>To become extinct</p> <ul style="list-style-type: none"> <li>• <b>Structures</b></li> </ul> <p>Prefixes and suffixes Passive Voice in Simple Present, Present Progressive and Simple Past</p> <ul style="list-style-type: none"> <li>• <b>Key Words</b></li> </ul> <p>consumption, conversion, force, irrigation, rays, resources, solar panels, windmills, endangered species, global warming, greenhouse gases, renewable energy, sustainable development</p>	<ul style="list-style-type: none"> <li>• <b>Hangman:</b> Teacher thinks of a word related with the topic, then writes a number of letters on the board using dashes to show many letters there are. Ask students to suggest a letter to complete the activity.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Students take turns talking about renewable energy sources and different environmental issues using the vocabulary and idioms about environment. Then teacher asks students to look at some examples about prefixes and suffixes, additionally teacher explains the structure of passive voice, to get students be involved with the new sentence structure.</li> <li>• In groups of three, students perform a conversation using some idioms, after that they exchange to other groups. Finally, each group checks if the conversation has the correct idioms. Then teacher gives students a letter which is divided in some pieces of paper, students have to order correctly and underline the expressions and idioms that they have learned, then they go and stick it on the board, teacher checks it in a whole class.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students work individually using idioms to complete the activities in the English book, then students write the suffix or prefix to the root word and write the new word on quiz given. Then orally students have to say the expressions used in the introduction, body and ending of a letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Pre- test/ Pre-questionnaire</p> <p>Data Source 2: Quiz</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 19<sup>th</sup> to November 23<sup>rd</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



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**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 2**

**INFORMATIVE DATA**

- **Institucion:** Colegio “Rafael Rodríguez Palacios”
- **Teacher:** Licda. Lidia Fabiola Cárdenas Castillo
- **Teacher Candidate:** Eufemia Catalina Chimbo Vicente
- **Participants:** 3<sup>rd</sup> BGU
- **School Year:** 2018-2019
- **Topic:** Conserving the Environment

<p><b>RESEARCH PROBLEM:</b> How does Controlled Practice Interaction improve speaking skill among students of 3rd Year “A” of BGU, at Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, during the 2018- 2019 school year?</p>		
<p><b>GOAL:</b> By the end of the intervention plan students will be able to improve their speaking considering the following aspects: Grammar, Vocabulary, Pronunciation, Comprehension and Accuracy.</p>		
<p><b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• To use Passive Voice to talk about environmental issues and how to conserve the environment.</li> <li>• To use relative clauses to connect sentences.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>• <b>Structures</b> Passive Voice in Future, Present Perfect and Past Perfect tenses Relative Clauses</li> <li>• <b>Key Words</b></li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Spin the bottle:</b> Sit the students in a circle with a bottle in the middle. Teacher spins the bottle, when it stops spinning the student it is pointing to has to say a word about environment.</li> <li>• <b>Time to speak:</b> students make a circle. Then teacher gives them a small ball. After, any student starts by throwing the ball to whomever student and her/him immediately says an</li> </ul>	<ul style="list-style-type: none"> <li>• English Students book</li> <li>• English Teacher book</li> <li>• Video</li> <li>• Worksheets</li> </ul>

<p>compost, conservation, environment, extinction, pesticide, pollution, recycling, reforestation, smog, waste</p>	<p>idiom. They repeat this process three or six times. It will take 4 to 7 minutes.</p> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Students take turns talking about ways how to preserve the environment using some expressions and words related with the topic. Then students have to use the Word Bank to solve the crossword puzzle.</li> <li>• Students listen to some facts about environmental issues and mark true or false. Correct the false statements. Then, complete the Reflect on Grammar chart. On the book on page 38.</li> <li>• Teacher Pairs students with a partner and instruct them to write three Active Voice sentences and three Passive Voice sentences. Remind them to keep the topic of conserving the environment. Student 1 reads his Passive and Active Voice sentences one at a time. Student 2 has to verbally transform the sentences into Active and Passive Voice respectively.</li> <li>• Teacher walk around, correcting the written sentences as well as listening and offering grammar and pronunciation advice when students are speaking.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Teacher gives students a quiz where they have to complete the sentences with the correct relative pronoun.</li> <li>• In an assessment sheet student have to use the words given to make Passive Voice sentences in the tense indicated.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data Source 1: Assessment sheet  Data Source 2: Quiz</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 26<sup>th</sup> to November 30<sup>th</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syukur. (2007). The Components of Speaking Ability*





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**INTERVENTION AND OBSERVATION PLAN WEEK N° 3**

**INFORMATIVE DATA**

- **Institucion:** Colegio “Rafael Rodríguez Palacios”
- **Teacher:** Licda. Lidia Fabiola Cárdenas Castillo
- **Teacher Candidate:** Eufemia Catalina Chimbo Vicente
- **Participants:** 3<sup>rd</sup> BGU
- **School Year:** 2018-2019
- **Topic:** Green Products

<b>RESEARCH PROBLEM:</b> How does Controlled Practice Interaction improve speaking skill among students of 3rd Year “A” of BGU, at Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, during the 2018- 2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve their speaking considering the following aspects: Grammar, Vocabulary, Pronunciation, Comprehension and Accuracy.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To identify the topic sentence in a paragraph.</li> <li>• To write an informative text using a topic sentence, supporting sentences and a conclusion.</li> </ul>		
<b>CONTENTS</b>	<b>INSTRUCTIONAL FOCUS</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<ul style="list-style-type: none"> <li>• <b>Expressions</b> To tune up To handle</li> <li>• <b>Key Words</b> Words related to environmental issues</li> </ul>	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li>• Teacher asks students to brainstorm about Green Products. Then teacher presents a video about Green Products. After that starts by explaining what Green Products are and says students that they are products which are considered to be environmentally friendly; hence, reducing the negative effects they have on our environment. Finally, teacher asks students to try and</li> </ul>	<ul style="list-style-type: none"> <li>• English Students book</li> <li>• English Teacher book</li> <li>• Video</li> <li>• Worksheets</li> </ul>

	<p>name some green products they are familiar with.</p> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students listen and repeat the correct pronunciation of the vocabulary about Green Products. Then teacher shows a video about electric cars. Then asks students what they understand about it.</li> <li>• Teacher makes groups of four students and asks them make a role play with the contents of the video.</li> <li>• Teacher invites students to read an article about electric cars, later asks if anyone has ever seen an electric car and elicit any information they might know about the product.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to read the article and find the 5 topic sentences, then complete the paragraphs in the book on page 40.</li> <li>• Teacher gives students an article in a sheet of paper where they have to circle the topic sentence, underline the supporting sentences and highlight the concluding sentences.</li> <li>• Teacher assesses students individually. Students have to write a short descriptive paragraph about electric cars and talk about it in front of the class.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data Source 1: Assessment Sheet  Data Source 2: Oral Presentation</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> December 3<sup>rd</sup> to December 7<sup>th</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability*



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**INTERVENTION AND OBSERVATION PLAN WEEK N° 4**

**INFORMATIVE DATA**

- **Institucion:** Colegio “Rafael Rodríguez Palacios”
- **Teacher:** Licda. Lidia Fabiola Cárdenas Castillo
- **Teacher Candidate:** Eufemia Catalina Chimbo Vicente
- **Participants:** 3<sup>rd</sup> BGU
- **School Year:** 2018-2019
- **Topic:** In the Long Run

<b>RESEARCH PROBLEM:</b> How does Controlled Practice Interaction improve speaking skill among students of 3rd Year “A” of BGU, at Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, during the 2018- 2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve their speaking considering the following aspects: Grammar, Vocabulary, Pronunciation, Comprehension and Accuracy.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To use idioms to talk about environmental issues and green products.</li> <li>• To associate context with idiom meaning.</li> </ul>		
<b>CONTENTS</b>	<b>INSTRUCTIONAL FOCUS</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<ul style="list-style-type: none"> <li>• <b>Key Words</b> Day in and day out in the long run Not believe one’s eyes Pay through the nose Run out</li> </ul>	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li>• <b>Find someone who:</b> teacher gives students a list of sentences about different things that people do daily, so that they have to move around the class and find someone who do. Then students mingle in the center of the classroom and ask one another the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• English Students book</li> <li>• English Teacher book</li> <li>• Flashcards</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Picture Passing:</b> Teacher Give students a picture of a person. Students pass the picture among them describing the physical appearances and need to say: “This person has brown hair” another student says, etc-</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Students listen to a conversation between friends and fill in the gaps with an expression in the Word Bank. Then read the dialog again and match each expression with its meaning.</li> <li>• Teacher divides students into pairs and tells them to decide who Candidate A is and who is Candidate B. and reminds them to read through the questions and information given. Student’s pairs, have to write some question in order to make a conversation using the expressions.</li> <li>• Pair students make the dialog. Student A asks questions and student B answer these questions. Then Students work individually using expressions to complete the activities in the English book</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Teacher gives students some pieces of paper with topics related with environmental issues, so that they have to choose one of them to write their own project.</li> <li>• Orally students have to present the project, in that way teacher can assesses students’ accurately and fluency at the moment they speaking.</li> <li>• Students develop the quiz time in their English book on page 94.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> </ul>
<p><b>MONITORIN PLAN:</b></p> <p>Data source 1: Project Data source 2: Quiz time</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> December 10<sup>th</sup> to December 14<sup>th</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability*



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**INTERVENTION AND OBSERVATION PLAN WEEK N° 5**

**INFORMATIVE DATA**

- **Institucion:** Colegio “Rafael Rodríguez Palacios”
- **Teacher:** Licda. Lidia Fabiola Cárdenas Castillo
- **Teacher Candidate:** Eufemia Catalina Chimbo Vicente
- **Participants:** 3<sup>rd</sup> BGU
- **School Year:** 2018-2019
- **Topic:** Daydreaming

<b>RESEARCH PROBLEM:</b> How does Controlled Practice Interaction improve speaking skill among students of 3rd Year “A” of BGU, at Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, during the 2018- 2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve their speaking considering the following aspects: Grammar, Vocabulary, Pronunciation, Comprehension and Accuracy.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To use the Second Conditional to describe about imaginary situations.</li> <li>• To use appropriate words to talk about bad habits.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Key Words</b> Daydreaming, distracting, dreaming, asizing, procrastinating</p> <p><b>Structures</b> Second Conditional</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• A-Z Game: Teacher get students in teams, they should come up with words that are related to the topic and start with each letter of the alphabet, from A to Z.</li> <li>• <b>Make the Longest Words:</b> Teacher writes down a word of minimum five letters and tells students to make up words that start with each letter of that word. It is desirable that the word has no repeating letters. The winner should make up the longest word.</li> </ul>	<ul style="list-style-type: none"> <li>• English Students book</li> <li>• English Teacher book</li> <li>• Flashcards</li> <li>• Worksheet</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher shows flashcards about daily routines some professions, some places in the world, and some cars.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher reads and students have to identify the words in italics so they don't have to waste time looking for the corresponding information. Students listen and number (1-5) each picture according to the order they hear. Then, complete the sentences below using the Word Bank. Check the answers with a partner.</li> <li>Teacher ask students what they think is happening in each picture, in the Word Bank, reads each one individually in order for students to listen to the pronunciation. Then asks them to repeat after her in order to mimic the stress and pronunciation of each word.</li> <li>Teacher writes the following sentence on the board: If John has the money, he will buy a Ferrari and If John had the money, he would buy a Ferrari. Teacher ask students if they know what the two sentences are talking about. Teacher explains the first sentence is in First Conditional and the one is Second Conditional, then teacher explains the structure of second conditional, then teacher gives students a worksheet to complete the sentences using the correct form of the verb in brackets.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>Teacher gives students some pieces of paper with broken sentences, so that they have to find the appropriate to form them in first conditional. Then students read the find out sentences, in that way teacher can assesses students' accurately and fluency at the moment they speaking considering the corresponding rubric for speaking skill.</li> <li>Students develop the quiz about second conditional.</li> </ul>	
<p><b>MONITORIN PLAN:</b>  Data source 1: Students' reading  Data source 2: Quiz</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> December 17<sup>th</sup> to December 21<sup>st</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability*



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**INTERVENTION AND OBSERVATION PLAN WEEK N° 6**

**INFORMATIVE DATA**

- **Institucion:** Colegio “Rafael Rodríguez Palacios”
- **Teacher:** Licda. Lidia Fabiola Cárdenas Castillo
- **Teacher Candidate:** Eufemia Catalina Chimbo Vicente
- **Participants:** 3<sup>rd</sup> BGU
- **School Year:** 2018-2019
- **Topic:** I Wish

<p><b>RESEARCH PROBLEM:</b> How does Controlled Practice Interaction improve speaking skill among students of 3rd Year “A” of BGU, at Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, during the 2018- 2019 school year?</p>		
<p><b>GOAI:</b> By the end of the intervention plan students will be able to improve their speaking considering the following aspects: Grammar, Vocabulary, Pronunciation, Comprehension and Accuracy.</p>		
<p><b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• To use the verb, wish to talk about situations in the present that he/she is not happy about but cannot change.</li> <li>• To talk about bad habits, he/she wants to change.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>• <b>Structures</b> Expressions with Wish</li> <li>• <b>Key Words</b> appearance, greed, health, personality, success, wealth</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Find someone who:</b> teacher gives students a list of questions s about daily routines. Example: Do you get up early? and so on. So that they have to move around the class and find someone who do.</li> <li>• Teacher shows video about Friendship story. Then get students in group of three and gives them some Flashcards illustrating the same story broken into parts. They have to order the story, then the winner group have to present the story in oral way in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• English Students book</li> <li>• English Teacher book</li> <li>• Flashcards</li> <li>• Video</li> </ul>

	<p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher tells students three things she would like to change about themselves. Then writes each of the desires on the board so they can analyze what she have said. Next teacher asks students to consider these structures and think about things they would like to change.</li> <li>• Students match the words with their definitions and with an appropriate wish. Then, complete the grammar chart. Next in a worksheet student match the two columns. Then, match each wish with a picture.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Teacher gives students some pieces of paper with incomplete sentences, e.g.: I wish..., I would like..., so that they have to complete according their wishes.</li> <li>• Orally students have to read the answers, in that way teacher can assesses students' accurately and fluency at the moment they speaking considering the corresponding rubric for speaking skill.</li> <li>• Students develop the quiz using expressions with <b>Wish</b>.</li> </ul>	
<p><b>MONITORIN PLAN:</b> Data source 1: Reading Data source 2: Quiz</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> January 2<sup>nd</sup> to January 6<sup>th</sup>, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability*





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**INTERVENTION AND OBSERVATION PLAN WEEK N° 7**

**INFORMATIVE DATA**

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| <ul style="list-style-type: none"> <li>• <b>Institucion:</b> Colegio “Rafael Rodríguez Palacios”</li> <li>• <b>Teacher:</b> Licda. Lidia Fabiola Cárdenas Castillo</li> <li>• <b>Teacher Candidate:</b> Eufemia Catalina Chimbo Vicente</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Participants:</b> 3<sup>rd</sup> BGU</li> <li>• <b>School Year:</b> 2018-2019</li> <li>• <b>Topic:</b> Breaking Bad Habits</li> </ul> |
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<p><b>RESEARCH PROBLEM:</b> How does Controlled Practice Interaction improve speaking skill among students of 3rd Year “A” of BGU, at Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, during the 2018- 2019 school year?</p>		
<p><b>GOAL:</b> By the end of the intervention plan students will be able to improve their speaking considering the following aspects: Grammar, Vocabulary, Pronunciation, Comprehension and Accuracy.</p>		
<p><b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• To identifies facts and opinions in argumentative text.</li> <li>• To read and write about bad habits.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Expressions</b> Fidgeting Cold turkey</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Warm up Activity:</b> Encourage students to mention any bad habits that they might have and wish to change.</li> <li>• Teacher candidate shows flashcards related to the expressions (Fidgeting and Cold turkey)</li> <li>• Teacher candidate explains the difference between the meaning of a fact and an opinion then teacher encourages students to state the characteristics of an informative and a</li> </ul>	<ul style="list-style-type: none"> <li>• English Students book</li> <li>• English Teacher book</li> <li>• Flashcards</li> <li>• Video</li> </ul>

	<p>persuasive text based on what they just read and write them on the board.</p> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher tells students three things she would like to change about yourself. For example: I want to be quiet, I would like to be funnier, then teacher asks students to consider these structures and think about things they would like to change.</li> <li>• Students develop activities from their book on page 51.</li> <li>• Read and determine if the <b>italicized</b> sentences are facts F or opinions O, answer the questions. Then students develop activities from their book on page 53.</li> <li>• In a worksheet student fill in the gaps with the corresponding verb to complete the sentences. Then, match each sentence with the corresponding picture.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• In groups of 3 students think of a bad habit that they have and write a short text on how to break it. Considering: Introduction, supporting paragraph 1, Supporting paragraph 2 Conclusion. Then each group present their paragraph in oral way, in that way teacher can assesses students' accurately and fluency at the moment they speaking consider the corresponding rubric for speaking skill.</li> <li>• Students develop the quiz using expressions (Fidgeting Cold turkey)</li> </ul>	
<p><b>MONITORIN PLAN:</b>  Data source 1: Oral Assessment  Data source 2: Quiz</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> January 7<sup>th</sup> to January 11<sup>th</sup>, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur. (2007). The Components of Speaking Ability*



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 8**

**INFORMATIVE DATA**

- **Institucion:** Colegio “Rafael Rodríguez Palacios”
- **Teacher:** Licda. Lidia Fabiola Cárdenas Castillo
- **Teacher Candidate:** Eufemia Catalina Chimbo Vicente
- **Participants:** 3<sup>rd</sup> BGU
- **School Year:** 2018-2019
- **Topic:** Kicking the Habit

<b>RESEARCH PROBLEM:</b> How does Controlled Practice Interaction improve speaking skill among students of 3rd Year “A” of BGU, at Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, during the 2018- 2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve their speaking considering the following aspects: Grammar, Vocabulary, Pronunciation, Comprehension and Accuracy.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To use idioms to talk about bad habits.</li> <li>• To infer meaning of idioms from context and pictures.</li> </ul>		
<b>CONTENTS</b>	<b>INSTRUCTIONAL FOCUS</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<b>Vocabulary</b> Kick the habit For the time being Fed up with Light at the end of the tunnel	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li>• Teacher candidate presents to the class some flashcards with the vocabulary (Kick the habit, For the time being, fed up with, Light at the end of the tunnel), then teacher makes a revision about the vocabulary in the previous lesson. Then teacher shows video about how to break bad habits. Then get students in group of three and gives</li> </ul>	<ul style="list-style-type: none"> <li>• English Students book</li> <li>• English Teacher book</li> <li>• Flash cards</li> <li>• Video</li> </ul>

	<p>them some Flashcards illustrating the same scenes of the video. They have to talk about it in in front of the class.</p> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Students develop activities from their book on page 54. (Listen and replace the underlined words with an expression you hear from the Word Bank. Then match each situation with a picture.</li> <li>• Students complete the chart using their own information and discuss with a partner. Then Complete activities of their books on page 55.</li> <li>• Students in the worksheet match the situation with the correct meaning.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students present a project about good and bad habits in the society. Then in groups of three or four students work on a survey related to the project considering: Introduction, Results of survey and Conclusion</li> <li>• Students develop Post Test /Post Questionnaire</li> </ul>	
<p><b>MONITORIN PLAN:</b>  Data source 1: Project  Data source 2: Survey  Data source 2: Post Test /Post Questionnaire</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> January 16<sup>th</sup> to January 20<sup>th</sup>, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education.). Syakur (2007). The Components of Speaking Ability*

## **Organization and Management of the Research**

### **Resources**

#### **Human**

- The teacher candidate
- The 3<sup>rd</sup> year “A” of Bachillerato afternoon session
- The teacher
- The thesis advisor

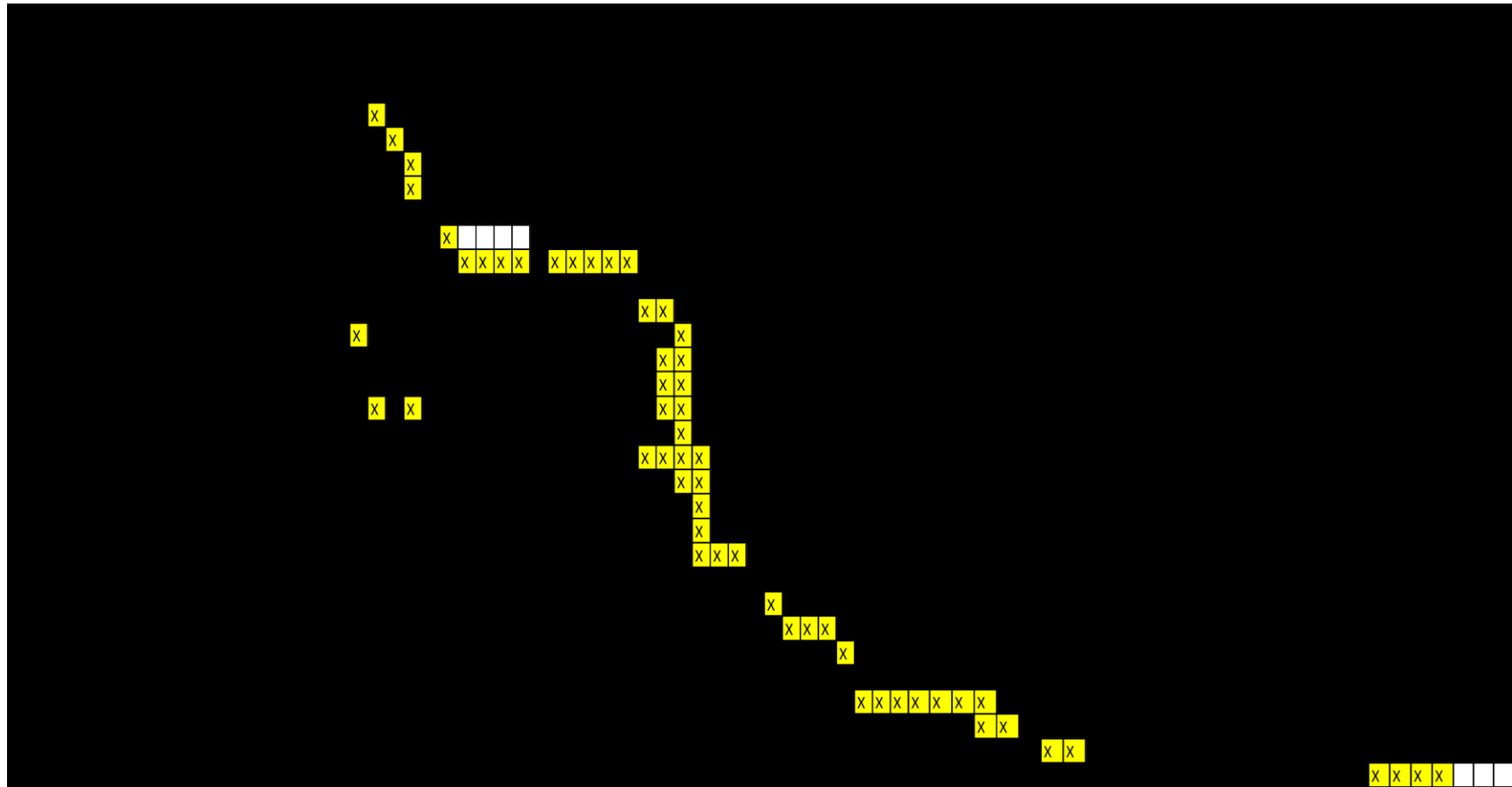
#### **Material**

- Flash cards
- Book
- Sheet of paper
- Mp3 player
- Charts
- Notebook

#### **Technical**

- Computer
- Projector
- Printer
- Internet

**g. TIMELINE**



## **h. BUDGET AND FINANCING**

<b>RESOURCES</b>	<b>COST</b>
Internet connection	\$200
Print of reports	\$150
Print of the project	\$50
Print of the final report and thesis	\$100
Unexpected expenses	\$300
Total	\$800

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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## ANNEXES

### Annex 1: Observation sheet



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**ENGLISH LANGUAGE DEPARTMENT**  
**DATA COLLECTION SOURCE: OBSERVATION SHEET**

**Researcher:** Eufemia Catalina Chimbo Vicente

**Year:** Third year “A” of Bachillerato (seventeen – eighteen years old) **Date:**

**Code:**

OBSERVATION SHEET					
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Participants:</b> Students of Third year “A” & The researcher			<b>Role of the researcher:</b> <b>Nonparticipant observer</b>  <b>Duration of the observation:</b>	
<b>Things to be observed</b>	Levels of Acceptability				Remarks
	Perfectly acceptable	Acceptable	Unacceptable	Totally unacceptable	
<b>PRONUNCIATION</b>					
<b>COMPREHENSION</b>					
<b>ACCURACY</b>					
<b>FLUENCY</b>					

**Annex 2: Field notes**



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**DATA COLLECTION SOURCE: FIELD NOTES**

<b>FIELD NOTES</b>		
<b>Observation #:</b> <b>Topic:</b> <b>Objective of the session:</b>	<b>Date/Time:</b> <b>Class size:</b> <b>Participants:</b> Students of Third year "A" & The researcher	<b>Role of the researcher:</b> Participant observer  <b>Duration of the observation:</b>
<b>Description of the event</b>	<b>Reflective Notes</b>	

**Annex 3: Pre and Posttest & Scoring Guide (Rubric)**



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ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: ORAL PRE TEST / POST TEST**

**Student's code:** .....

**Date:** .....

You have 4 minutes to Answer the following questions. Concentrate, read and analyze carefully. Good luck.

**1. Answer the following questions(2points) Comprehension**

1. What is global warming for you?
2. What are some types of pollution?

**2. Describe the pictures using the following group of collocations: (2 points) Accuracy**

Global Warming	Energy Sources	Air Pollution	Water
Pollution	Climate Change	Land Pollution	Environmental Issues



- 3. Read the following short paragraph about Climate Change. (2points)**  
Pronunciation

**Climate change is happening!**

Climate change is largely caused by human activities, and it presents a serious threat to nature and people. Without ambitious global warming mitigation efforts, temperature rise this century will exceed 4 degrees Celsius above pre-industrial levels, with catastrophic consequences for the whole planet.

- 4. Look at the picture and talk about the difference between the two parts. (2points)** Fluency



### SPEAKING RUBRIC

FLUENCY	GRADE	STUDENT SCORE
Students were able to communicate clearly with no difficulty.	<b>Excellent</b>	2.5
Students were able to ask and answer the questions with little difficulty.	<b>Good</b>	1.88
Student took a long time to ask and respond to questions.	<b>Medium</b>	1.25
Student was unable to ask or respond to questions.	<b>Low</b>	0.63

PRONUNCIATION	GRADE	STUDENT SCORE
Student's pronunciation was like a native speaker.	<b>Excellent</b>	2.5
Student's pronunciation was understandable with some error.	<b>Good</b>	1.88
Student's pronunciation made understanding difficult.	<b>Medium</b>	1.25
Students' pronunciation was incomprehensible.	<b>Low</b>	0.63

<b>COMPREHENSION</b>	<b>GRADE</b>	<b>STUDENT SCORE</b>
The student fully understood the questions asked and answered correctly	<b>Excellent</b>	2.5
The student understood most of what was asked of him/her.	<b>Good</b>	1.88
The student showed little comprehension of questions. Questions had to be repeated.	<b>Medium</b>	1.25
Student was unable to comprehend questions. Questions had to be repeated.	<b>Low</b>	0.63

<b>ACCURACY</b>	<b>GRADE</b>	<b>STUDENT SCORE</b>
Student used appropriate stress and intonation to express ideas and opinions without difficulty.	<b>Excellent</b>	2.5
Student used appropriate stress and intonation to express ideas and opinions with little difficulty	<b>Good</b>	1.88
Student did not use of cohesive devices to connect ideas and thoughts.	<b>Medium</b>	1.25
Student used very limited vocabulary to express ideas and thoughts.	<b>Low</b>	0.63



#### Annex 4: Pre and Post Questionnaire



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**DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE**

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

**Student's code:** .....

**Date:** .....

**1. How often does your teacher apply games to develop your speaking skill?**

Always ( )

Often ( )

Sometimes ( )

Rarely ( )

Never ( )

**2. How often does your teacher use songs in the class to improve speaking skill?**

Always ( )

Often ( )

Sometimes ( )

Rarely ( )

Never ( )

**3. How frequently does your teacher bring didactic material to teach vocabulary in order to develop your speaking?**

Always ( )

Often ( )

Sometimes ( )

Rarely ( )

Never ( )

**4. How do you like to work in the English classes ?**

In Group ( )

In Pairs ( )

Alone ( )

**5. In the English class the speaking learning is?**

Interesting ( )

Funny ( )

Boring ( )

---

**Student Signature**

**THANKS FOR YOUR COLLABORATION**

## Annex 5: Research Matrix

**THEME:** The Controlled Practice Interaction to Develop Speaking Skill Among Students of 3rd Year “A” Of Bachillerato, at “Rafael Rodríguez Palacios” High School in Malacatos Parish Belongs of Loja City, During The 2018- 2019 School Year.

PROBLEM	OBJECTIVES	THEORETICAL REFERENCE	METHODOLOGICAL DESIGN (ACTION RESEARCH)	TECHNIQUES AND INSTRUMENTS
<p><b>GENERAL</b> How does controlled practice interaction improve speaking skill among students of 3rd Year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos Parish of Loja City, During The 2018- 2019 School Year.</p> <p><b>SPECIFICS</b> What kind of theoretical references about Controlled Practice Interaction are adequate to improve speaking skill among students of 3rd Year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos Parish of Loja City, During The 2018- 2019 School Year?</p> <p>What are the problems that limit the improvement of speaking skill of students of 3rd Year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos Parish of Loja City, During The 2018- 2019 School Year?</p>	<p><b>GENERAL</b> To improve speaking skills using controlled Practice Interaction among students of 3rd Year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos Parish of Loja City, During The 2018- 2019 School Year.</p> <p><b>SPECIFICS</b> To research theoretical references about Controlled Practice Interaction to improve speaking skill among students of 3rd Year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos Parish of Loja City, During The 2018- 2019 School Year.</p> <p>To diagnose the issues that limit the improvement of speaking skill among students of 3rd Year “A” of Bachillerato, at Rafael Rodríguez Palacios High School afternoon session in Malacatos Parish of Loja City, During The 2018- 2019 School Year.</p>	<p><b>INDEPENDENT VARIABLE</b> <b>Controlled Practice Interaction</b></p> <ul style="list-style-type: none"> <li>• Definition and importance</li> <li>• Communicative approach</li> <li>• Communicative Competence</li> <li>• Types of Practice Interaction</li> <li>• Controlled Practice Interaction activities</li> <li>• Advantages of using Controlled Practice Interaction in an EFL Classroom</li> </ul> <p><b>DEPENDENT VARIABLE</b> <b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Definition and Importance of speaking Skill</li> <li>• Teaching speaking in EFL</li> <li>• Speaking Categories</li> <li>• Components of speaking skill</li> <li>• Principles for teaching speaking</li> <li>• Strategies for developing speaking skill</li> </ul>	<p><b>Preliminar investigation</b></p> <ul style="list-style-type: none"> <li>• Observing the English classes</li> <li>• Stating background of the research problem</li> <li>• Describing the current situation</li> <li>• Locating and reviewing the literature</li> <li>• Creating a methodological framework for the research</li> <li>• Designing an intervention and observation plan</li> <li>• Administering test and questionnaires</li> <li>• Observing and monitoring student’s performance according to the intervention plan.</li> <li>• Presentation of the research findings</li> </ul>	<ul style="list-style-type: none"> <li>• Observation sheet</li> <li>• Pre and Post questionnaire</li> <li>• Pre and Post test</li> <li>• Field Notes</li> </ul>

<ul style="list-style-type: none"> <li>• What are the important phases of the intervention plan that address the current issues of speaking skill with Controlled Practice Interaction among students of 3rd Year “A” of Bachillerato, at “Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, During The 2018-2019 School Year?</li> <li>• Which Controlled Practice Interaction activities are implemented to improve speaking skills of students of 2nd year “A” of Bachillerato, At “Rafael Rodríguez Palacios” High School of Loja City, during the 2018- 2019 school year?</li> <li>• How effective was the application of Controlled Practice Interaction to improve speaking skill among students of 3rd Year “A” of Bachillerato, at “Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, During The 2018-2019 School Year?</li> </ul>	<ul style="list-style-type: none"> <li>• To elaborate an intervention plan considering Controlled Practice interaction to improve speaking skill among students of 3rd Year “A” of Bachillerato, at “Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, During The 2018- 2019 School Year.</li> <li>• To apply the most suitable Controlled Practice interaction activities to improve speaking skill among students of 3rd Year “A” of Bachillerato, at “Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, During The 2018- 2019 School Year.</li> <li>• To validate the results obtained after the application of Controlled Practice interaction to improve speaking skill of students among 3rd Year “A” of Bachillerato, at “Rafael Rodríguez Palacios” High School afternoon session in Malacatos Parish of Loja City, During The 2018- 2019 School Year.</li> </ul>			
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## Annex 6. Grading Scales

### Controlled Practice Interaction

<b>Quantitative score range</b>	<b>Qualitative score range</b>
81-100	High level of controlled practice acceptance
61-80	Expected level of controlled practice acceptance
41-60	Moderate level of controlled practice acceptance
21-40	Unexpected level of controlled practice acceptance
01-20	Low level of controlled practice acceptance

### Speaking

<b>ASPECTS</b>	<b>Excellent</b>	<b>Good</b>	<b>Medium</b>	<b>Low</b>
COMPREHENSION	<b>2.5 – 2.1</b>	<b>2 – 1.51</b>	<b>1.5 – 1.1</b>	<b>1 – 0.5</b>
PRONUNCIATION	<b>2.5 – 2.1</b>	<b>2 – 1.51</b>	<b>1.5 – 1.1</b>	<b>1 – 0.5</b>
ACCURACY	<b>2.5 – 2.1</b>	<b>2 – 1.51</b>	<b>1.5 – 1.1</b>	<b>1 – 0.5</b>
FLUENCY	<b>2.5 – 2.1</b>	<b>2 – 1.51</b>	<b>1.5 – 1.1</b>	<b>1 – 0.5</b>

Elaborated by the researcher (10/10) Expected level before and after the intervention plan.

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