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

TITLE

INTERACTIVE CLASSROOM ACTIVITIES AS A
MOTIVATIONAL STRATEGY TO IMPROVE
SPEAKING SKILLS AMONG STUDENTS OF THE
EIGHTH YEAR “B” OF BASIC EDUCATION,
AFTERNOON SESSION AT ESCUELA DE
EDUCACIÓN BÁSICA MIGUEL RIOFRÍO, IN THE
CITY OF LOJA DURING THE 2018-2019 SCHOOL
YEAR.

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

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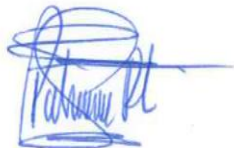
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The present research work entitled **INTERACTIVE CLASSROOM
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SPEAKING SKILLS AMONG STUDENTS OF THE EIGHTH YEAR “B”
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the thesis for the pertinent legal aims.

Loja, August 30th, 2019



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THE AUTHOR

DEDICATION

This thesis is wholeheartedly dedicated to my family, especially, to my mom Norma, who has always loved me unconditionally and whose words of wisdom and knowledge have guided and motivated me throughout my life. Thanks to her support and dedication, I have learned to work hard for the things that I aspire to achieve.

This research work is also dedicated to my dear siblings, who inspire me every day to be a better person and a human being. Their support gave me the courage to achieve my goals. To my beloved sister Mariuxi, whose constant motivation has been a support during the challenges of my studies.

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MATRIZ DE ÁMBITO GEOGRÁFICO

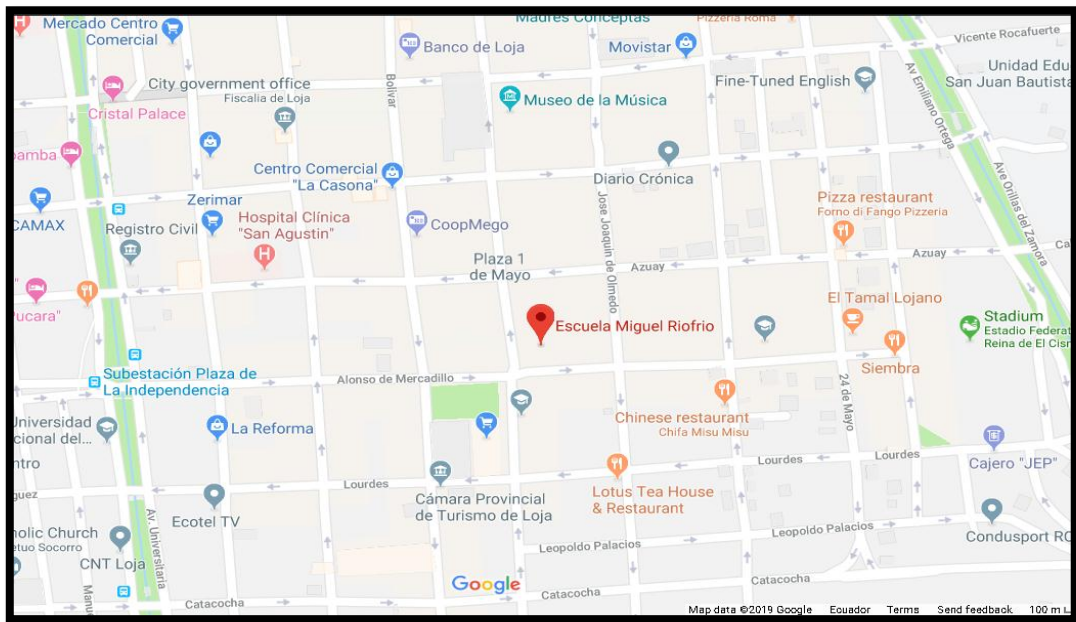
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**CROQUIS DE LA INVESTIGACIÓN DE LA ESCUELA DE EDUCACIÓN
BÁSICA “MIGUEL RIOFRÍO**



THESIS OUTLINE

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a. TITLE

INTERACTIVE CLASSROOM ACTIVITIES AS A MOTIVATIONAL STRATEGY TO IMPROVE SPEAKING SKILLS AMONG STUDENTS OF THE EIGHTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

b. RESUMEN

El objetivo principal de este trabajo de investigación fue mejorar las habilidades de habla mediante actividades interactivas como una estrategia de motivación entre los estudiantes de octavo año "B". Los métodos empleados en esta investigación fueron: científico, descriptivo, analítico/sintético y el método estadístico, los cuales fueron útiles para el análisis y el procesamiento de la información obtenida. Los instrumentos como los exámenes y cuestionarios se aplicaron en veinte estudiantes de la Escuela de Educación Básica Miguel Riofrío con el fin de diagnosticar el conocimiento y actitud de los estudiantes durante el plan de intervención. Los resultados mostraron que las actividades interactivas aplicadas en la clase mejoraron significativamente las habilidades del habla de los estudiantes. Por consiguiente, ellos usaron adecuadamente las estructuras gramaticales al momento de hablar, mostrando fluidez y mejorando su pronunciación. Además, las actividades de conversación interactiva les dieron a los estudiantes un papel participativo en cada clase.

ABSTRACT

The main objective of this research work was to improve speaking skills through interactive activities as a motivational strategy among students of eighth year “B”. The methods employed in the development of this research were: the scientific, the descriptive, the analytical/synthetic and the statistical methods, which were very useful for the respective analysis and the processing of the information obtained. The instruments such as tests and questionnaires were applied to twenty students of the Miguel Riofrio School of Basic Education to diagnose student’s knowledge and were very useful to evaluate the student's attitude during the intervention plan. The results showed that the use of interactive activities improved significantly student’s speaking. Consequently, they used adequately the grammar structures at the time of speaking, showing fluency, and improving their pronunciation. In addition, interactive speaking activities gave students a participatory role in each class.

c. INTRODUCTION

Speaking is an interactive process that creates meaning by producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants, their collective experiences, the physical environment, and the purposes for speaking. It means people can communicate with others to achieve certain goals or to express their intentions and viewpoints. This allows the speaker to convey the message in a passionate way and articulate sounds in order to express ideas, opinions, and feelings. Speaking is the ability to use the language fluently and accurately but it does not involve only knowledge of language patterns, besides how to express ideas and interact with others.

Learners face some difficulties when practice speaking English such as: holding a conversation, pronunciation problems, misunderstanding what another person says and difficulty applying grammatical structures. In addition, these speaking problems were found in the students of the eighth year “B” of basic education at Escuela de Educación Básica “Miguel Riofrío” factors that make them unable to produce spoken language during classes. Therefore, it was essential to research how the use of interactive classroom activities as a motivational strategy to improve speaking skills.

Interactive classroom activities were carefully selected with the purpose of improving speaking skills with a focus on pronunciation, fluency, accuracy, and comprehension which are relevant components of speaking. Additionally, it is

essential to use interactive activities that support students in the process of acquiring a new language. The correct application of interactive activities helps learners have a participative role in the class and gives them the opportunity to develop their cognitive skills. The use of interactive classroom activities during the teaching-learning process gives the change to interact with each other, enhance self- confidence and improve communication.

With the purpose of achieving the main objective of this research, the following specific objectives were stated: to investigate the theoretical references; to diagnose the issues that limit the student's speaking skills; to design an intervention plan focused on the use of interactive classroom activities; to apply the most suitable interactive activities as a motivational strategy to enhance speaking skills; and to validate the effectiveness that the interactive classroom activities had on the students through the application of a post-test.

The principal methods applied in this research work were: *The Scientific Method*, which was used in the collection of information in order to analyze the theory about the two variables. *The Descriptive Method*, which was used to organize and describe the participant's actions that served to explain and analyze the object of the investigation. *The Analytic-Synthetic Method* was applied to interpret and determine the obtained results of the test and the questionnaires. It also helped to get a piece of quantitative and qualitative information to be interpreted for the conclusions. *The Statistical Method* allowed the quantitative statistical analysis of the information acquired from the tests and the qualitative data from the questionnaires, observation sheets, and field notes.

The content of this research work consists of the following parts: The *Abstract* that involves a summary of the most relevant aspects of this work, its main objective, methods that were used, the results and conclusions. Then, the *Introduction*, presents the contextualization of the main problem, the reasons, the specific objectives, the methodology and contents of the thesis. After that, the *Literature Review* that has the main theoretical references about the two variables, the object of the research. The *Materials and Methods* includes the design of the research, methods applied, techniques and instruments that had been used during the intervention, the population and the resources that were needed for this research. The *Results* incorporate the description of the information qualitatively and quantitatively in tables and figures each one with its corresponding interpretation and logical analysis. The *Discussion* contains the collected data during the intervention plan in the school. Finally, the *Conclusions* give a description of the improvement of the intervention plan and the *Recommendations* that include suggestions which will be used for future research works.

d. LITERATURE REVIEW

INTERACTIVE CLASSROOM ACTIVITIES

These are the activities that students do in a classroom as part of the learning process. These activities do not involve just listening to an instructor's instructions or explanations. This includes everything from listening, writing, reading and speaking practice which help the student to reinforce what they learned. The usage of interactive activities supports students' reaction to lecture material, to complex group exercises in which students apply course material in different situations to find the solutions to new problems (Faust & Pulson, 2000).

The use of interactive activities in the class can also make teaching easier for the educator because students will have a participative role in the development of the activities in the class while the teacher just monitors the students' performance. It may not be possible to incorporate classroom activities into every class, but finding some part for these approaches can go a long way in facilitating a positive learning environment (Melo & Semma, 2018).

Students learn better through participation because they gather and process information to solve problems and articulate what they have discovered. Each activity should provide students with opportunities to deepen their learning by applying concepts and articulating new knowledge. These activities also provide feedback for the educator about the students' learning process (Brown University, 2019).

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to interpret meaning, or simply stated, to get an idea from one person and transfer it to another person and vice versa. From the beginning of language study, classrooms should be interactive (River, 2016).

Through the implementation of interactive activities in the classroom, students can increase their language skills as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. Through the interaction, they learned real-life exchange. Even at an elementary stage, students learn in this way by taking advantage of the elasticity of language.

Interactive teaching activities to encourage speech in the classroom

According to Knapen (2018), educators can encourage students to be active members in the class, giving them the opportunity to think on their own and using their own knowledge, which will result in long-term memory retention. Not only will the students' learning improve, but their enthusiasm, attitude, knowledge, cooperative spirit and freedom to expression will increase as well. The application of interactive activities for teaching, demands more dedication to the material for each lesson, such as interactive teaching tools, interactive teaching ideas, and interactive teaching activities. The following interactive classroom activities are the most effective ways to encourage more speech in the classroom.

Classroom discussion

It is one of the most important class strategies for improving learners' communicative ability. Classroom discussion refers to any classroom activity in which the whole class is divided up into pairs or larger groups. Hess (2009) describes discussion as a public conversation about something in which the group looks for improving its knowledge, understanding or judgment in a suitable form. Furthermore, Murdibjono (2001) indicates that "classroom discussion is valuable" because students have more time to practice speaking and, as learners, practice speaking with colleagues they have already known which means they are not hindered by psychological barriers.

Brainstorming

Brainstorming is one of the most vital strategies used for provoking creativity and solving problems in the educational field. Jarwan (2005) mentions that the "use of the brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems". The brainstorming process involves the generation, exchange and individual-level processing of ideas. Discussing the results of the individual-level processing within the group leads to the integration of ideas (Homan, 2015).

Role playing

Ladousse (2004) states that "Role-playing is one of the communicative techniques which improves fluency in language students, which promotes interaction in the classroom, and which raises motivation". Additionally, it also allows learners to be creative and to put themselves in another person's place for a

while. Learners have an important role in the classroom and educators have to facilitate the appropriate environment for foreign language use. Through taking on a variety of roles, learners will be able to practice the language according to the setting, the degree of politeness required, and the language functions required for different roles.

Rolling dice

The rolling dice activity is created for students who are ready to be challenged. They roll the dice and then they use the words on each side to create sentences in their minds. This requires a bit more thinking in which they will use all the knowledge that they learned in the previous class in order to participate in the activity (Warren, 2013).

Taboo word

Taboo is an interactive activity that was adapted from the traditional board game. The teacher creates many index cards before class. Each card has to contain one word in a large font with a circle around it, and under it write 2-4 related words in a smaller font. The objective of this activity is for students to get their teammates to figure out the circled word. They are not able to say anything which makes the classmate guess the taboo word. Students really enjoy this activity, it's a great way for students to practice their speaking while applying the knowledge that they learned in the previous class (Knapen, 2018).

Shooting hoops

This is an interactive activity that helps students to apply the content learned in the class. The teacher makes students line up. The teacher chooses a topic or

grammar point from the class, for example, the present simple. After that, the teacher provides students with a flashcard. Students have to describe the actions in the flashcards using the grammatical structures proposed. If they answer well, they get to shoot in order to obtain a point on the hoop. The objective of this activity is to promote communication in the class and persuade students to enhance language production while they are learning in an interactive way (Pesce, 2016).

Sentence auction

This is an activity that helps students to review some important key points in grammar and sentence construction while learning in a fun way. Basically, the teacher makes some groups and gives them some 'money' with which to bid on various sentences. These sentences contain correct and incorrect sentences. In this activity, students will apply their critical thinking, with which they will be able to identify and analyze mistakes in sentences using all of the knowledge acquired during the learning process (Beare, 2018).

Cooperative and collaborative learning activities

Cooperative Learning covers the subset of active learning activities which students do as groups of three or more, rather than alone or in pairs; generally, cooperative learning techniques employ more formally structured groups of students assigned complex tasks, such as multiple-step exercises, research projects, or presentations (Johnson & Johnson, 2018).

Smith and MacGregor (2000) define collaborative learning as an umbrella term for a variety of educational approaches involving a joint intellectual effort by

students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meaning, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. Collaborative learning represents a significant shift away from the typical teacher-centered or lecture-centered milieu of college classrooms. In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based on students' discussion and active work with the course material.

Interactive teaching

Interactive teaching is a means of instruction whereby the teachers actively involve the students in the learning process by way of regular teacher-student interaction, student-student interaction, use of audio-visuals, and hands-on demonstrations. The students are constantly encouraged to be active participants (Interactive Teaching Techniques, 2011).

Roth (2016) describes interaction as a substantial relation among two or more people, by which one individual influences the behavior of the other individual. The word interaction involves reciprocal action of people who consider attitudes one to another, which literally defines the conduct.

In addition, Musai (2014) mentions that interactive teaching involves learning through the use of actions. Interactive teaching has many bases that can be found in constructivism, which describes learning as a reflection process through

personal experience. The interactive learning requires the educator to play the role of an instructor and an assistant, who will use their knowledge to be applied in real situations. One of the qualities of an educator is patience to make learners achieve a positive level of learning.

According to Zylfi (2011), interactive teaching is a general strategy within the system of teaching methods and an effective model of learning in the current schools. Research support interactive teaching as an effective process in the development of learning. The use of interactive learning and the appropriate cooperative elements raise the quality of knowledge.

The role of the teacher in the interactive teaching

According to Musai (2014), interactive learning requires the teacher to play the role of a trainer and an assistant. It means teachers also have an active role during the process of Teaching-Learning where they support students by monitoring, guiding and supervising student's activities. This will help to reduce the teacher's talking time and will give students a participative role in the completion of the activities in class. In addition, it is important to plan which activities will take place during the class period and which portion of the class will include them.

Illíc (2016) indicates "the educators in interactive teaching do not just have an academic or occupational role", but they have to be a creator, inventor, programmer, diagnostician, investigator, planner, controller, and instructor. Contrary to the use of traditional teaching, where attention is placed on the teaching contents, interactive teaching gives greater importance to the way in which knowledge is acquired. An interactive professor is one who respects all the

learners, attends to them and supports them so that, they solve problems by themselves, as well as to jointly exchange good ideas thought their actions and their attitudes. The same emphasis is given to the attitude and the conduct of the educator, which are as significant as the activities that the teacher carries out with students. An interactive teacher is someone who has a lot of knowledge about basic principles pertaining to how the students learn and at the same time, knows how to use different forms and methods related to the teaching with the purpose to help everyone.

When interactive teaching is applied, the relations between the students become friendlier, a better comprehension of the common objectives is enabled, communication is accessible, and at the same time, better results in acquiring teaching contents are achieved. Interactive teaching needs to have a better efficient qualification from teachers, as well as greater engagement in teaching. In order to use interactive teaching in an appropriate form in the classroom, the educator should design and prepare the teaching activities in advance (Glasser, 2016).

The role of the students in the interactive teaching

Newman (2018) mentions that “interactive learning requires that students get involved in the teaching and learning process”. Students should have an active role during this process by asking questions that nurture their curiosity and clarify their doubts. Teachers should validate this and allow student input to influence experiential lessons throughout the class. They should participate actively. Engagement increases the opportunity for learning and achieving the goals of the

class but is not limited to asking and answering questions, completing in-class assignments, and consistently aligning behavior to classroom norms. Students should always acknowledge that they are a part of a learning community. Each person is responsible for taking ownership of their actions in a way that values building safe and positive classrooms. Student accountability encourages student learning and helps improve academic performance and achievements.

Interactive communication

Thornbury (2005) states that “interactive communication refers to the ability of a participant to interact with the trainer and the other participants” by initiating and responding correctly and at the required speed and rhythm to fulfill the task requirements. In speaking, basically, when they are holding a conversation they are part of a process of negotiating. Thus, learners usually have many difficulties deciding how to say things and when to speak. Although they have difficulties in this aspect, training students to interact and use the language will help them in situations where they have to communicate with others in a natural form.

SPEAKING SKILLS

Speaking is one of the four comprehensive skills important to successful communication in any verbal communication, mainly while speakers are not employing their mother language. English is generally used as a way of communication. Speaking must be improved along with other skills as these skills will improve communication with native narrators of English and other components of the international society.

According to Flores (1999), “speaking is a very essential language skill as it is

an interactive process which creates meaning that involves producing, receiving and processing information orally”. Fauziati (2002) confirms that “to raise learners' speaking mastery, the instructor should be concerned with the students-to-students- interaction”.

EFL learners are supposed to achieve speaking skills through interaction with each other. On the other hand, it is difficult for EFL learners to speak appropriate English in the classroom because of the narrow language use in their real lives. Factors such as pronunciation, vocabulary, fluency, grammar, intonation, tone of voice, stress, choice of words and efficiency of communication should be taken into consideration.

Most EFL teachers do not teach how to speak and some of them adopt the traditional methods to teach speaking, so preparatory stage pupils often find some troubles in mastering speaking skills. Al-Ghussain (2001) states that many complaints are being raised by teachers observing learners' low level in English language. As a result, learners need more opportunities to practice English and employ it communicatively inside and outside the language classroom.

Elements of speaking

Connected speech: the effective speaking is able to use connected speech, (sounds are modified assimilation, omitted, added, or contractions and stress pattering).

Expressive devices: the capability to allow extra expression of emotion and intensity to convey their meaning.

Lexis and grammar: the teacher has to supply a variety of phrases for different

expressions such as agreeing or disagreeing, to show surprise, shock, or approval. When students are involved in a specific speaking context such as job interviews, we can prepare for them, in the same way, with certain useful phrases which they can use in order to communicate at various stages of an interaction.

Negation language: Language processing helps the speaker to be more effective at the moment to use the language, in forms that are not only comprehensible for the learners but also convey the meanings that are intended.

Characteristics of Speaking

Nunan (2001) declares the speech production involves four major processes: conceptualization, formulation, articulation, and self-monitoring. These processes happen very fast and the former three are more or less automatic in L1 speakers. According to Bygate (2001), speaking skills are also affected by context. Speaking is reciprocal, people can respond to each other immediately. Bygate also indicated that people can participate in the same oral interaction except for the varieties of equal speaking rights. Moreover, speaking is physical; because it is a face-to-face interaction and speakers have to decide their message without taking time to revise their thoughts.

The components of speaking skills

Pronunciation

According to Kline (2001), “pronunciation is the process for learners to use to generate clearer language when they are speaking”. This means that each student is able to communicate effectively when they have excellent pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation

is related to the traditional or customary utterance of words. From that statement, one can conclude that pronunciation is the way for students to utter words clearly when they are speaking. Fraser (2008) mentions that “pronunciation integrates all aspects of speech which make for an easily comprehensible flow of speech, including segmental articulation, rhythm, intonation and phrasing, gestures, body language, and eye contact.

Grammar

According to Eleni (2011), “grammar plays an essential role in language learning”. Recognizing a language means that a learner has obtained the ability to produce grammatically satisfactory sentences in the target language together with an ability to use these forms properly as the occasion demands. This indicates that learning grammar is a mark for good language learning and a key component of language teaching as well. The correct use of the grammar in the language is a description of the ways in which words can change their forms and can be used in order to combine into sentences in that language (Harmer, 2001).

According to Nelson (2001), “grammar is the study of how words combine to form sentences”. Furthermore, grammar is a rule that is needed for the learners to combine correct sentences in conversation both in written and oral forms.

Vocabulary

Vocabulary is really important for successful second language use because without essential vocabulary, students will not be able to use the structure and grammatical functions we may have learned for understandable communicative. Vocabulary means the correct use of diction. Furthermore, vocabulary helps to

express ideas, feelings, and thoughts easily both in oral or written form. In spoken language, the vocabulary is familiar (Turk, 2003).

Vocabulary is a basic component of language learning. Learners have to know words, their meanings, how they are spelled and how they are pronounced. Vocabulary is the knowledge of the meaning of words (Rora, 2015).

Fluency

Hughes (2002) describes fluency as "The capability of expressing oneself in an intelligible, reasonable and perfect way without extra hesitation, otherwise, the communication will fail because listeners will lose their interest". To achieve this goal, the teachers then should teach learners to use their personal language liberally to express their own thoughts and then avoid imitations of a model of some kind. One can say, fluency is the capacity to respond in a coherent method by linking the words and phrases efficiently and pronouncing the sounds clearly. The objective is to help students speak fluently and freely. The teacher does not correct immediately because the idea is that too much correction interrupts the flow of conversation.

Comprehension

Comprehension is the capability to perceive and process the main points of discourse in order to formulate representations of the meaning of sentences. Comprehension of a second language is more complicated to study. Comprehension means that participants fully understand the nature of the research project, even when procedures are complicated and many. Lado (2005) defines speaking ability as: "The ability to use in normal communication, stress,

intonation, grammatical rules and vocabulary.

Importance of speaking

The main objective of language is communication and the aim of speaking in a language context is to encourage communicative efficiency. Educators want learners to be able to use the language as correctly as possible, and with a specific purpose. Learners often prefer speaking more than the other skills of writing, reading, and listening so motivation is not always a problem. Students feel more anxiety related to their language production. As speaking is linked with the other skills, its development depends on the development of the other skills. One of the most important benefits is to increase communicative competence, education and travel, job opportunities, interaction and so on. It is always essential to be able to communicate with other people which help you to increase and develop your speaking (Gillis, 2013).

How to teach speaking

A completely different reason for student silence may simply be that the class activities are boring. Very often communicative speaking activities are not quite as interesting or as communicative as teachers think they are and all the students are really required to do is answer yes or no which they do quickly and then just sit in silence or worse talking noisily in their L1. So maybe educators need to take a closer look at the type of speaking activities and see if they really capture student interest and create a real need for communication (Murcia, 2001). According to Kayi-Aydar (2006) many linguistics and ESL teachers, agree that students learn to speak in the second language by "interacting". Communicative

language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity to communicate with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

What should teacher know when planning speaking activities?

When planning speaking activities, teachers have to consider whether students need complex grammatical structures low grammatical structures for practice in learning. Teacher have to consider the following aspects

- Is it necessary to review the language?
- Will the learners work in pairs or small groups?
- How will learners be monitored as they complete tasks?
- How will teachers provide feedback to students?

When developing class activities, lessons or tasks around speaking, teachers need to take into account the three areas of knowledge that speaking encompasses. Each area needs to receive special attention, though not necessarily all at once. It is advisable to inform the students about all these areas, so they are aware of the purpose of the activities (Bilash, 2009).

Assessment of speaking

Assessment of speaking can be a very judgmental issue, in which people tend

to relate to native/nonnative speakers on the basis of pronunciation (Luoma, 2004).

Additionally, Nunan (1999) mentions that speaking requires someone to be linguistically competent in terms of articulating the sound well, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence, which means answering questions completely and logically. Another competency is strategic competence, in which the speaker is able to use repairing strategies when conversation breaks down. The last one is sociolinguistic/cultural competence. It demands that the speakers use the language appropriate to the context. This theory was used to develop as the criteria for speaking test assessment.

Speaking assessment types

Imitative

This type of speaking requires the test takers to copy a word, phrase, or sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information and then reproduce it orally without having to add an extra explanation. What comes out from them is solely the information they hear.

Intensive

Unlike imitative, intensive speaking does not emphasize pronunciation or the phonological aspect. Understanding meaning is needed to respond to certain tasks

but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. When responding to a short conversation or making a simple request or comment is known as a kind of activity that belongs to this type of speaking assessment.

Interactive

The load and complexity of the sentences is the major difference between responsive and interactive speaking. The number of speakers also matter as sometimes it needs more than two people in the conversation.

Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering a question or having a discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

Scoring Rubric

An effective assessment should follow this rule (Brown, 2004):

- Specific criteria
- Appropriate task
- Elicitation of optimal output
- Practical and reliable scoring procedures

Scoring remains the major challenge in the assessment. There are at least two types of known scoring rubrics for speaking:

Holistic

A holistic rubric range, for example, from 1 to 6 each reflecting the unique capacity of the speaker with 6 being normally native-like traits and 1 a total misuse of language which incites misunderstanding.

Analytical

An analytical rubric, on the other hand, scores performance in different subcategories such as grammar, vocabulary, comprehension, fluency, pronunciation and task completion. There are two common practices regarding the latter: the total score is summed on average to reflect an overall score or each category is given a different weight sometimes without the necessity, to sum up the total score.

O'Malley (1996) suggests several steps in developing a rubric: set criteria of task success, set dimensions of language to be assessed (grammar, vocabulary, fluency, pronunciation, etc.), give appropriate weight to each dimension (if omission is possible, do), and focus of what test taker can do, instead of what they cannot. Task-specific rubrics are unique to a specific task. The advantage of this type is a more reliable assessment of performance on the task. Then, the disadvantage of task-specific rubrics is that it is difficult to construct rubrics for all specific tasks. In other words, this type of rubrics is the best preference if the teacher wants to assess knowledge when the consistency of scoring is extremely important.

e. MATERIALS AND METHODS

Materials

Three different kinds of resources were used to accomplish this research work: the human resources were the students of the eighth year “B” at Escuela de Educación Básica Miguel Riofrío who helped to carry out this research. Students got involved in the teaching-learning process, participated in the completion of the activities in class, had a participative role and interacted with others. The teacher of the school supported the researcher by guiding in the process of teaching, giving suggestions and recommendations for the improvement in the application of the intervention plan. The material resources such as flashcards, small verbs cards, charts, pictures, dice, flashcards, ball, taboo word cards, speaking scoring grade were used to support students in the process of the development of speaking skills. The technical resources were the laptop, projector, internet, and printer which were useful to carry out the research.

Design of the research

This research work was carried out based on the action research theory proposed by Sagor (2000) who describes action research as a disciplined process of inquiry conducted by and for those taking the action. This action research involves an evaluative, investigative, and analytical process designed to diagnose problems or weaknesses in order to develop practical solutions to address them quickly and efficiently.

This research work was developed considering five-steps that Sagor proposed.

First, the problem that students of eighth year of Escuela de Educación Básica Miguel Riofrío faced in speaking was identified. Second, the educator selected the theoretical perspectives related to interactive classroom activities and speaking skills. Then, the action plan was designed and implemented in order to solve students' problems related to speaking. Finally, the data was collected, organized and analyzed in order to validate the effectiveness of the interactive classroom activities.

Methods, Techniques, and Instruments

Methods

Different methods were used to carry out this research, which were:

The *Scientific Method* provided information about Interactive Classroom Activities to improve speaking skills and design instruments to achieve the intervention plan. The *Descriptive Method* was useful to describe what occurred in the classroom and the actions of participants in the learning process. The data collection served to explain how the interactive classroom activities as a motivational strategy improved speaking skills. The *Statistical Method* was applied to extract quantitative and qualitative information to report research findings from tests, questionnaires and using tables and figures. The *Analytic/Synthetic Method* was employed to analyze deeply the information gathered through the field notes, observation sheet, questionnaires, and pre –post tests.

Techniques and Instruments

Data collection

Qualitative and quantitative instruments were developed by the researcher in order to collect the most suitable information from the intervention plan. They were pre-post tests, pre-post questionnaires, observation sheets, and field notes, which were used at the beginning, during and after the intervention.

Tests

Two kinds of tests were designed, these consisted of five multiple-choice, completing, matching and categorizing questions. A pre-test was applied at the beginning of the intervention plan to measure student's knowledge in speaking skills. At the end of the intervention plan, a post-test was used in order to identify and determine if the application of interactive classroom activities improved student's speaking skills.

Questionnaires

At the beginning of the intervention plan, a pre-questionnaire of five multiple-choice questions was given at the beginning and at the end of the intervention plan. The pre-post-questionnaires were used in order to obtain relevant information about students' attitudes, feelings, and perceptions towards the application of interactive classroom activities to improve students' speaking skills.

Observation sheets

The application of observation sheets helped the researcher to observe the students' performance during the development of the lessons. It was useful to collect data about students' pronunciation, fluency, accuracy and comprehension

during the teaching-learning process.

Field notes

The use of the field notes was functional for the researcher to collect daily information about students' behavior and attitudes concerning interactive classroom activities for taking notes about what was happening in the development of the activities or events in each lesson.

Population

The students of the Eighth Year at Escuela de Educación Básica Miguel Riofrío were the participants in the development of this action research. They were twenty students between boys and girls who were all about 12-13 years old.

f. RESULTS

This section details how the specific objectives of this research were accomplished.

The first objective was accomplished through the investigation of the theoretical and methodological references about the two variables, which were interactive classroom activities and speaking skills. This information was considered to design the lesson plans and analyze and interpret the results obtained.

The second objective was fulfilled with the pre-test results that are presented in table 1. This data permitted to measure students' knowledge and diagnose their limitations in speaking.

The third objective was reached by the application of the intervention plan, which was based on three stages: activation, connection and affirming. It contained twenty-four lessons that were applied for two months. The lessons included different interactive classroom activities to enhance speaking skills.

The fourth objective was validated with the results obtained from the pre and post questionnaires, presented in tables and graphs 2 to 6.

The fifth objective was verified with the post-test findings that are presented in table 7, which allowed to evaluate the effectiveness of interactive classroom activities for speaking skills.

Pre-test results

Objective two: To diagnose the issues that limit the speaking skills among students of Eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío.

a. Table 1

Pre-Test Scores of Eighth Year "B" Students in Speaking.

Student's code	P	F	A	C	Score
Score	/2.5	/2.5	/2.5	/2.5	/10
EEBMR001	1.5	2	1	2	6.5
EEBMR002	1	0	1	1	3
EEBMR003	0	1	1	2	4
EEBMR004	0	0	1.5	2.5	4
EEBMR005	0	1	1	2	4
EEBMR006	0	0	1	1.5	2.5
EEBMR007	0	0	1	1.5	2.5
EEBMR008	0	0	1	2	3
EEBMR009	0	0	1	2	3
EEBMR010	0	1	1	2	4
EEBMR011	1	1	1	2	5
EEBMR012	1.5	2	1	2.5	7
EEBMR013	1.5	1.5	1	2.5	6.5
EEBMR014	1	1	1	1	5
EEBMR015	1	1	1	1	5
EEBMR016	1	2	1	1	5
EEBMR017	1.5	1	1.5	2.5	6.5
EEBMR018	1	1	1.5	1.5	5
EEBMR019	2	1	1	2	6
EEBMR020	1.5	1.5	1	1.5	5.5
SCORE	0.4	0.8	0.85	1	4.65

Note. EEBMR= Escuela de Educación Básica Miguel Riofrío, 001= Student's Code, P= Pronunciation, F= Fluency, A= Accuracy, C= Comprehension.

a. Interpretation and analysis

As it is presented in Table 1, the total mean score students achieved in speaking was 4.65/10 which shows that students had limitations in all aspects of speaking skills (see in the grading scale p. 118). The aspect where students got the highest score was in comprehension, which is supported by the mean 1/2.5. It demonstrates that students were able to perceive and process the main information in order to recognize the meaning of the new words. Nevertheless, the lack of vocabulary did not allow students to classify all the new words according to the category that they belong to. Additionally, the lowest score was in pronunciation 0.3/2.5. It proves that students were not able to pronounce the words correctly, they pronounced them as the words were written. The pronunciation problems were reflected when students had to produce a message which was not understandable and clear. Consequently, the results revealed that students had limitations in speaking which are related to pronunciation, fluency, accuracy, and comprehension. They were not able to speak appropriately using grammatical structures and new vocabulary learned, which did not allow them to express their ideas or hold a conversation with others.

According to Tarigan (2002), speaking is a skill for conveying words and articulate sounds to express or deliver ideas, opinions, or feelings. According to the statement above, the writer mentions that speaking is a tool of communication to convey a message, mind and our feeling to other people.

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the most suitable interactive classroom activities as a motivational strategy in order to improve speaking skills among students of Eighth year “B” of basic education, afternoon session at Escuela de Educación Básica Miguel Riofrío.

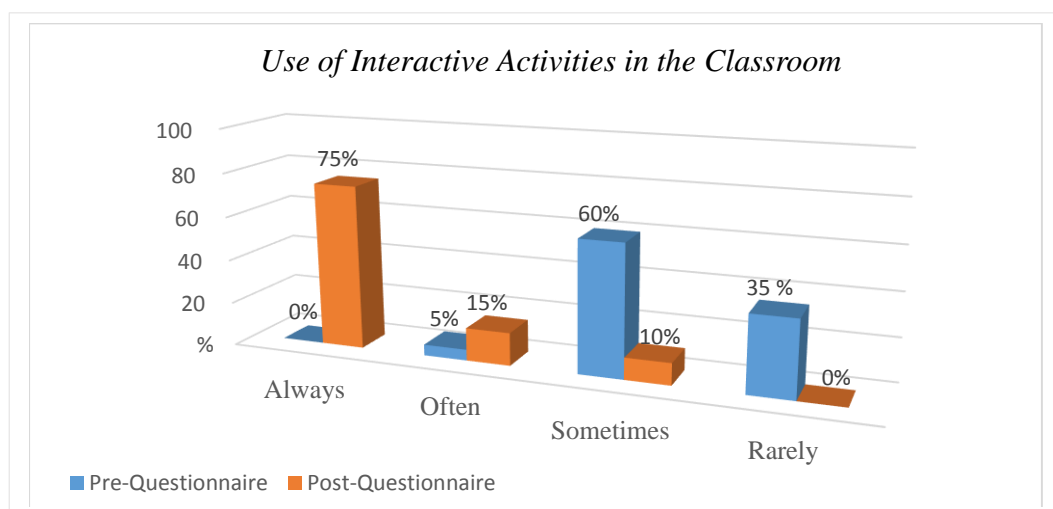
Question 1: How often does your teacher use interactive classroom activities to improve speaking skills?

a. Table 2

Use of Interactive Activities in the Classroom

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	15	75
Often	1	5	3	15
Sometimes	12	60	2	10
Rarely	7	35	0	0
TOTAL	20	100	20	100

b. Figure



c. Interpretation and analysis

The results in Table 2, showed that 60% of students mentioned that they sometimes use interactive activities in the classroom. This indicates that the activities completed in the class were not focused on the improvement of speaking skills and these were not relevant for their learning. However, once the intervention plan was applied many students (75%) changed their attitude towards interactive activities in the classroom. The use of interactive speaking activities allowed students to get involved in the learning process and they improved their speaking skills. Taking a participative role in class, interacting with others, sharing ideas and expressing opinions. Therefore, interactive activities also helped them to face different situations and find a solution.

According to Paulson & Faust (2017), the use of interactive activities allows students to react to the material, to get involved in group exercises, apply course material in different situations to find the solutions to new problems.

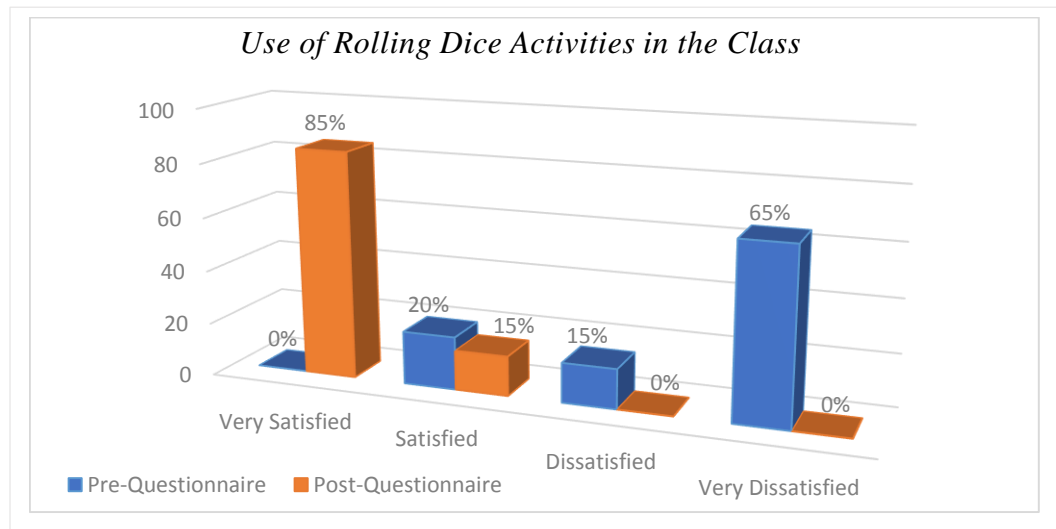
Question 2: How satisfied do you feel when your educator applies rolling dice activities to enhance speaking skills?

a. Table 3

Use of Rolling Dice Activities in the Class

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very Satisfied	0	0	17	85
Satisfied	4	20	3	15
Dissatisfied	3	15	0	0
Very Dissatisfied	13	65	0	0
TOTAL	20	100	20	100

b. Figure 2



c. Interpretation and analysis

The results in Table 3, indicate that more than half of students (65%) answered that they felt very dissatisfied with the use of rolling dice activities in the classroom. This evidences that these activities were not applied adequately. Nevertheless, after the implementation of the intervention plan, almost all students (85%) were very satisfied with the use of rolling dice activities in the classroom. These activities enabled them to practice their pronunciation and correct themselves. Thus, they allowed students to increase their vocabulary.

Smedley & Warren (2013) states that the use of rolling dice activities in the classroom requires a bit more brain work in which they will use all the knowledge to develop their problem-solving abilities.

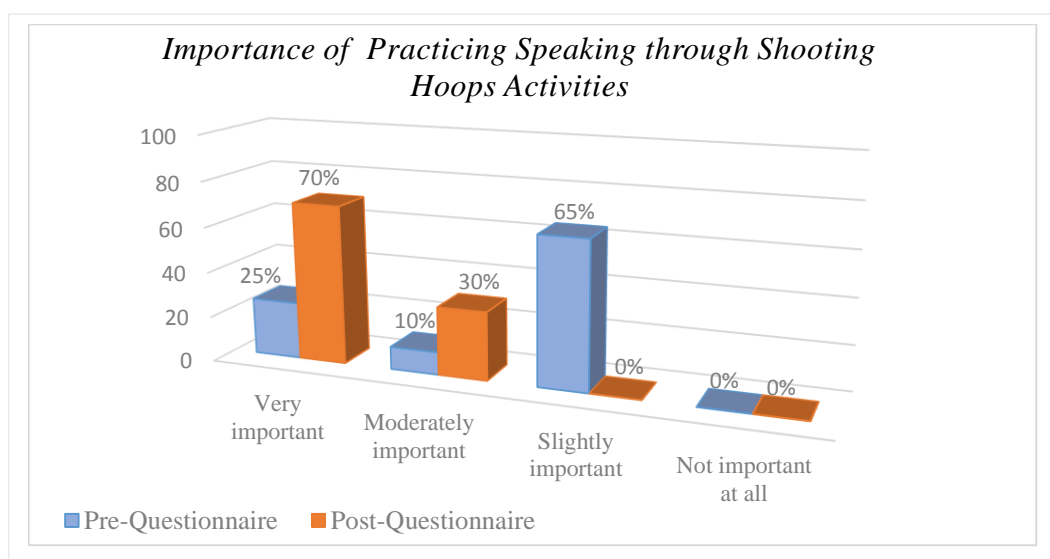
Question 3: How important is for you to practice your speaking through the application of shooting hoops activities?

a. Table 4

Importance of Practicing Speaking through Shooting Hoops Activities

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	5	25	14	70
Moderately important	2	10	6	30
Slightly important	13	65	0	0
Not important at all	0	0	0	0
TOTAL	20	100	20	100

b. Figure



c. Interpretation and analysis

The findings in Table 4, state that more than half of students (65%) responded that the application of shooting hoops activities was slightly important for practicing speaking. This indicates that students did not have an active role in the development of the activities in the class. However, after the intervention plan,

many students (70%) revealed that shooting hoops was an important activity, which helped them to be an active participant during the learning process, expressing freely what they want to say using the content learned.

Pesce (2016) says that the purpose of the application of shooting hoops activities in the class is to promote communication in the class to persuade students to enhance language production while they are learning in an interactive way.

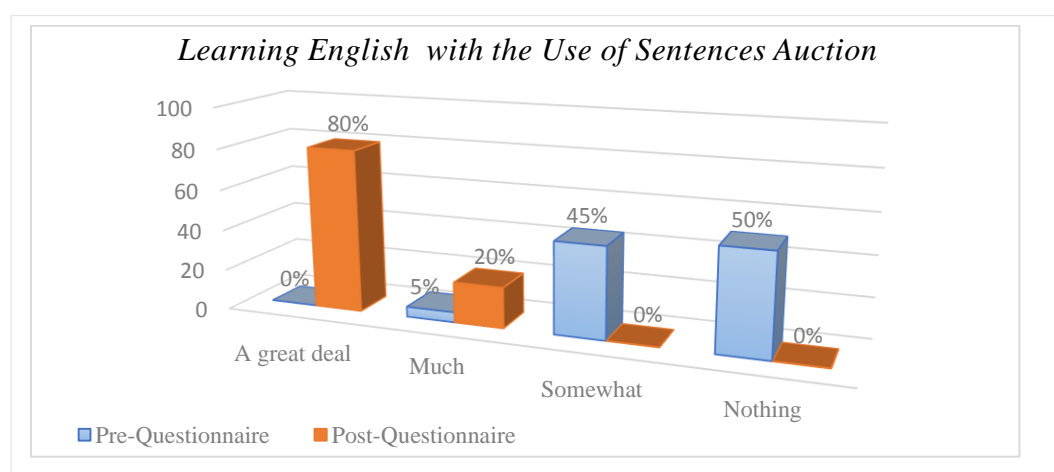
Question 4: How much do you learn when your educator applies sentences auction activities in the English class?

a. Table 5

Learning English with the Use of Sentences Auction.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A great deal	0	0	16	80
Much	1	5	4	20
Somewhat	9	45	0	0
Nothing	10	50	0	0
TOTAL	20	100	20	100

b. Figure 4



c. Interpretation and analysis

The data shown in Table 5, states that half of students (50%) mentioned that they did not learn with the use of sentences auction activities. This demonstrates that students did not practice grammatical structures and vocabulary through the use of these activities in the classroom in order to improve their speaking skills. Nevertheless, after applying the intervention plan, many students (80%) agreed that sentence auction activity allowed them to learn how to speak accurately. It helped them to review the grammatical structures and vocabulary with the purpose of using their knowledge acquired to find mistakes in sentences.

Beare (2018) mentions that sentence auction is an activity that helps students to review some important key points in grammar and sentence construction while learning in a fun way. The correct application in class increases their critical thinking, self- confidence, self-awareness, which allow students to develop the activities correctly using whole knowledge acquired.

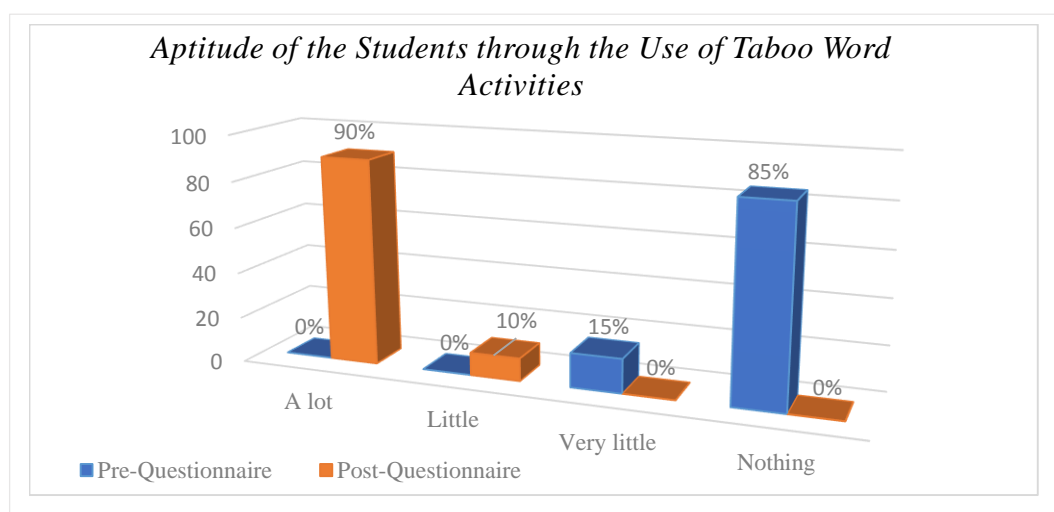
Question 5: How motivated do you feel when your teacher uses taboo word activities to improve speaking skills?

a. Table 6

Attitude of the Student through the Use of Taboo Word Activities

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A lot	0	0	18	90
Little	0	0	2	10
Very little	3	15	0	0
Nothing	17	85	0	0
TOTAL	20	100	20	100

b. Figure 5



c. Interpretation and analysis

Based on the results in Table 6, most of students (85%) mentioned that they did not feel motivated when they use taboo word activities. This means that these activities were not relevant for improving their speaking, and learners were not conscious about the benefits that taboo word has. On the other hand, after implementing the intervention plan almost all students (90%) revealed that taboo word activities helped them to learn a lot. This indicates that the perceptions about taboo word changed significantly. They practiced grammar, vocabulary and forming sentences in an interactive way. Furthermore, the use of these activities allowed students to feel motivated while they practiced and improved their speaking skills.

Amato (2004) mentions “taboo word is a relevant activity that students enjoy so much”. It is a great way for students to practice forming sentences, pronunciation and develop critical thinking skills, it forces them to use words and structures that they have learned in class.

Post Test Results

Objective five: To validate the effectiveness that the interactive classroom activities as a motivational strategy had on the Eighth grade of basic education, afternoon session at Escuela de Educación Básica Miguel Riofrío.

a. Table 7

Post-Test Scores of Eighth Year "B" Students in Speaking.

Student's code	P	F	A	C	Score
Score	/2.5	/2.5	/2.5	/2.5	/10
EEBMR001	2	2	2	2.5	8.5
EEBMR002	2	2	2	1.5	7.5
EEBMR003	2.5	2	1.5	2	8
EEBMR004	2	2	1.5	2.5	8
EEBMR005	2.5	2	2	2.5	9
EEBMR006	1.5	2	1.5	2.5	7.5
EEBMR007	2	2	2	2.5	8.5
EEBMR008	2	2	2	2.5	8.5
EEBMR009	2.5	2	1.5	2	8
EEBMR010	2	1.5	2	2.5	8
EEBMR011	2.5	2.5	2.5	2	9.5
EEBMR012	2.5	2.5	2.5	2.5	10
EEBMR013	2.5	2.5	2.5	2.5	10
EEBMR014	2	2	2	2.5	8.5
EEBMR015	2.5	2	2.5	2.5	9.5
EEBMR016	2	2	2.5	2.5	9
EEBMR017	2.5	2	2.5	2.5	9.5
EEBMR018	2	2	2.5	2.5	9
EEBMR019	2.5	2.5	2.5	2.5	10
EEBMR020	2.5	2	2.5	2.5	9.5
MEAN	2.2	2.08	2.13	2.38	8.8

Note. EEBMR= Escuela de Educación Básica Miguel Riofrío., 001= Student's Code, P= Pronunciation, F= Fluency, A= Accuracy, C= Comprehension.

b. Interpretation and analysis

As it is presented in Table 7, the total mean score students obtained in speaking was 8.8 /10, which indicates that students accomplished an excellent level in all aspects of speaking (see in the score grade p. 118). The aspect where students attained the highest score was in comprehension which is supported with the mean 2.38/2.5. It demonstrates that students were able to perceive and process the main information in order to determine the meaning of words, also they identified and classified the words in the right category without difficulty. On the other hand, the lowest mean score 2.08/2.5. It shows that students had a considerable change in fluency. Students were able to speak fluently and used the new grammar and vocabulary properly. Nevertheless, participants had difficulties to express their ideas in an intelligible and reasonable form when they were speaking. Furthermore, the results showed that students had a significant improvement in speaking. They were able to use the new grammar rules and vocabulary in order to express their ideas. It indicates that the use of interactive classroom activities helped learners to have a participative role in the class and these findings revealed a positive improvement of speaking skills.

Rivers (2007) states that the implementation of interactive activities in the classroom helps students to improve their language skills as they speak, read linguistic material, or get involved students into discussions, joint problem-solving tasks, or dialogue journals. The interaction with others allows them to be in touch with real-life.

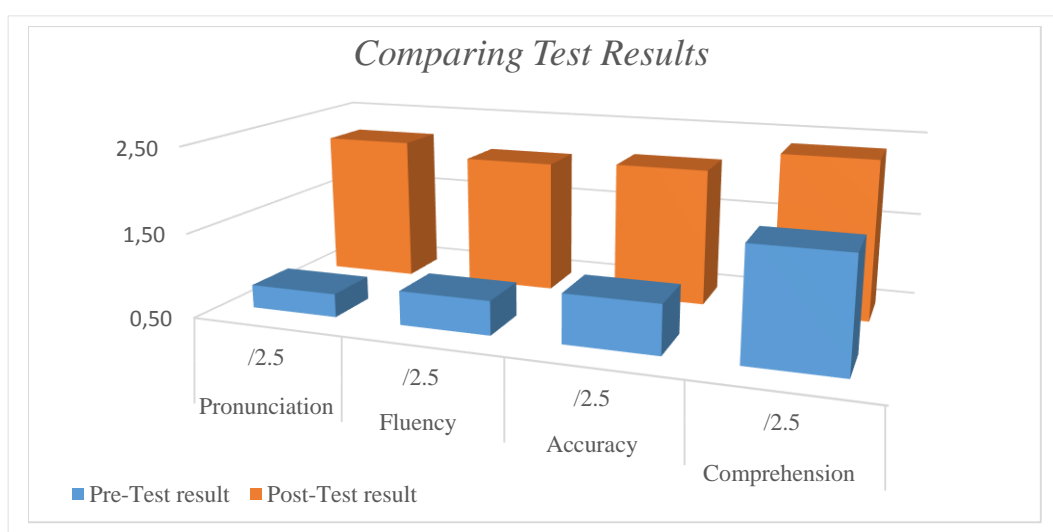
Comparison of test results

a. Table 8

Comparing Test Results

Aspects	Pre-Test	Post-Test
Pronunciation	0,78	2,2
Fluency	0,90	2,1
Accuracy	1,08	2,1
Comprehension	1,8	2,4
Mean	4,65	8,8

b. Figure 8



c. Interpretation and analysis

The table and figure 8 indicate the contrast between the pre and post-tests. The findings showed a considerable change in the test results. It demonstrates that the application of interactive classroom activities had a significant change in the knowledge of the students which was reflected in the improvement of students

speaking skills. As a result, the post-test revealed a positive change for learners. In pronunciation the mean score changed from (0.78/2.5) to (2.2/2.5); in Fluency from (0.9/2.5) to (2.1/2.5); in Accuracy from (1.08/2.5) to (2.1/2.5); in Comprehension (1.8/2.5) to (2.4/2.5). Consequently, the total mean score changed meaningfully from (4.65/10) to (8.8/10). The results indicated a success taking into account the difference between the pre and post-tests mean scores. It demonstrates that the use of interactive activities in the classroom helped students to have a relevant role in the class and a significant improvement in speaking skills.

g. DISCUSSION

The findings of the research demonstrated that the implementation of interactive classroom activities as a motivational strategy improved significantly the speaking skills in the students of the eighth year “B” at Escuela de Educación Básica Miguel Riofrío. This considerable change can be observed in the increment of the mean scores from the pre-test that was 4,65/10 to the post-test mean score that was 8,80/10 which showed that student’s speaking skills were improved through the use of interactive activities. Brown University (2019) establishes that students learn through their participation in the attainment of knowledge by gathering information and processing it, by solving problems and articulating what they have discovered. Each activity should provide opportunities for students to deepen their learning by applying concepts and articulating new knowledge.

The aspects to evaluate speaking skills were: fluency, pronunciation, accuracy, and comprehension. These aspects allowed the teacher to know the students’ level in speaking skills. In pronunciation, students pronounced words as they were written showing intonation and pronunciation problems. Likewise, in fluency, participants had limitations to express their ideas in an intelligible and reasonable form. In accuracy, they struggled to produce grammatically satisfactory sentences and use these forms properly as the occasion demands. Finally, in comprehension students could not process and perceive the main information in order to express what they want to say. The post-test results after the intervention revealed that students improved their speaking skills. Students were able to speak fluently

without hesitation by expressing themselves, recognizing grammatical structures, pronouncing the words correctly and using new vocabulary.

At the beginning of the intervention plan, the students felt nervous and quiet with the classes given by the new teacher. The students' attitude changed through the use of interactive activities in the classroom, they showed more willingness to work which was reflected in the development of each activity. Students pronounced the words correctly in order to hold a conversation while applying all their knowledge gained in class. Nevertheless, there were limitations that the researcher had to face that impeded the results. First, the number of students was too big which was a little difficult to manage the class. Second, the low level of English and the lack of interest which was a problem to carry out the activities prepared by the researcher. Third, the time period for the classes was extremely short about 40 minutes which was spent to organize them for the activities.

Once the intervention plan finished, the findings allowed the researcher to recognize the use of interactive classroom activities improved students speaking skills. They helped students to enhance all the aspects of the speaking. Therefore, the activities applied by the researcher had a significant impact on the students' learning.

The interactive activities contributed to improve students speaking skills. Students felt engaged, motivated and had an active role in the speaking activities. These activities supported the development of collaborative and cooperative learning and also lead students to work in groups and interact with others.

Additionally, Interactive classroom activities provided different ways of learning to speak and reduce students' hesitation and nervousness increasing self-confidence.

h. CONCLUSIONS

- Students of eighth year “B” at Escuela de Educación Básica Miguel Riofrío had limitations in pronunciation, fluency, accuracy, and comprehension. Students pronounced the words as they were written. They faced difficulties producing a clear message when they were speaking, as a result, their ideas were not understood. Additionally, the lack of vocabulary and correct use of grammatical structures caused that learners have speaking problems
- The application of interactive classroom activities as a motivational strategy supported students to overcome their limitations in speaking skills. These activities helped students feel more motivated in class, giving them an active role in each activity, which was reflected in the students’ participation where they were able to express opinions, ideas or hold a conversation fluently and accurately.
- The use of interactive classroom activities was effective. Students had significant improvement in the aspects of speaking skills. This reveals that the interactive activities in the classroom had positive benefits for students’ learning such as the development of critical thinking, self- confidence, and self-awareness due to their participative role in the class.

i. RECOMMENDATIONS

- Teachers should be aware of the weaknesses that students have. They should assess student's knowledge through the application of tests and questionnaires in order to identify these limitations at the beginning of the academic period. Teachers should plan their lesson based on student's needs and select the most suitable activities which will allow learners to overcome their limitations, and as a teacher achieve the goals of the class.
- The researcher suggests the use of interactive activities as part of their daily lessons. The implementation of these activities enables students to interact with others working collaboratively and cooperatively among them. Additionally, the classroom environment will be more attractive for students which allows them to develop their cognitive skills while they are learning in a funny way.
- Teachers should be aware of the benefits that interactive classroom activities have for learning. The adequate use of these activities allows students to have a participative role in class and to improve their knowledge. Interactive activities give students more opportunities to practice their knowledge acquired as well as speak with others.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

INTERACTIVE CLASSROOM ACTIVITIES AS A MOTIVATIONAL STRATEGY TO IMPROVE SPEAKING SKILLS AMONG STUDENTS OF THE EIGHTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Thesis Project as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major.

AUTHOR

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LOJA -ECUADOR
2018

a. THEME

INTERACTIVE CLASSROOM ACTIVITIES AS A MOTIVATIONAL STRATEGY TO IMPROVE SPEAKING SKILLS AMONG STUDENTS OF EIGHTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research project will be carried out at Escuela de Educación Básica Miguel Riofrío during the academic year 2018-2019. In 1871, during the government of Garcia Moreno the religious congregation (hermanos lazarianos), arrive at Loja and with help of the governor created this prestigious and traditional institution, which began to work with 210 students.

In June 1895 Dr. Manuel Benigno Cueva as governor of Loja decided took control of school being established as a laic institution. In 1916 the prestigious school was named Escuela Miguel Riofrío, in recognition to the first Ecuadorian novelist, who was also a journalist, politician, educator, poet, and the first representative job was the creation of the first Ecuadorian novel. It was from La Emancipada.

The first director was Dr. Benjamin Rafael Ayora Armijos who was Isidro Ayora Cueva's father. During 123 years since its creation, the Escuela de Educación Básica Miguel Riofrío has been the cradle of great thinkers who with their intellect have to contribute to the economic, social, cultural and politic development of the city and province of Loja.

Currently, this school has a staff of 72 professionals of education, including teachers of Science, Computing, English Language, esthetic culture and physical education. There are 1742 students.

To consolidate Miguel Riofrío school as an institution fiscal and establish basic

education as pioneer and reference in the south of the country, be able to reaching levels of educational excellence and deliver to society: fully trained children and adolescents and trained to continue their baccalaureate studies, combining responsibilities and efforts of authorities, teachers, students, parents and miguelina community to provide an efficient and effective service that fully meets the needs and expectations of the Loja and Ecuadorian culture.

Miguel Riofrio School of Basic Education forms leading students in all areas of human knowledge, developing skills based on performance criteria of the socio-constructivist pedagogical model from the first to the tenth year, for which it has adequate infrastructure and laboratories, with competent authorities and teaching staff with academic and humanistic training.

Current situation of the Research Problem

There are many factors that make English one of the most important language communicate in the current time. First of all, English is one of the most used languages in the world.

Currently, English has a big impact on our society because many people use it in order to communicate with others. That's why everyone needs to learn the language with the purpose to get in touch on an international level.

The ability to speak and write in English gives more opportunities for people to feel more related to the professional world. For that reason, it is essential for being able to speak. English increases horizons to communicate in a global way.

English has taken an important role in our current society. People who are involved in the development of it, learning the English language, demands effort,

dedication, motivation, perseverance, and mainly practice. It is important to incorporate Interactive activities in the classroom in order to help students to improve their speaking skills.

Consequently, this research work aims to know the influence of interactive classroom activities on English language learning, with special attention to speaking skills. Another important aspect to grasp from this study is a pedagogical one. Our interest is focused on discovering which interactive classroom activities teachers should use to reinforce students' knowledge.

Research problem

HOW DOES THE USE INTERACTIVE CLASSROOM ACTIVITIES AS A MOTIVATIONAL STRATEGY IMPROVE SPEAKING SKILLS AMONG STUDENTS OF EIGHTH YEAR "B" OF BASIC EDUCATION, AFTERNOON SESSION AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of the research problem

Timing

The present project will be conducted during the academic period of 2018-2019.

Location

It will be developed in the afternoon session, at Escuela de Educación Básica "Miguel Riofrío" which is located in the Bernardo Valdivieso and Alonso de Mercadillo street.

Participants

The people involved in the present research are:

- Students of Eighth grade “B” of Basic Education and Teacher candidate.

Subproblems

- ❖ What theoretical and methodological references about Interactive Classroom Activities are adequate to improve speaking skills among students of the eighth year “B” afternoon session at Escuela de Educación Básica Miguel Riofrio in the city of Loja, during the 2018-2019 school year?
- ❖ What are the issues that limit the improvement of speaking skills among students of the eighth year “B” afternoon session at Escuela de Educación Básica Miguel Riofrio in the city of Loja, during the 2018-2019 school year?
- ❖ What are the phases of the intervention plan that address the current issues to improve the speaking skills among students of the eighth year “B” afternoon session at Escuela de Educación Básica Miguel Riofrio in the city of Loja, during the 2018-2019 school year?
- ❖ What Interactive Classroom activities as a motivational strategy are suitable to improve the speaking skills among students of the eighth year “B” afternoon session at Escuela de Educación Básica Miguel Riofrio in the city of Loja, during the 2018-2019 school year?
- ❖ How effective is the application of Interactive Classroom activities as a motivational strategy to improve the speaking skills among students of the

eighth year “B” afternoon session at Escuela de Educación Básica Miguel
Riofrio in the city of Loja, during the 2018-2019 school year?

c. JUSTIFICATION

The present research project entitled: Interactive Classroom Activities as a Motivational Strategy Improve Speaking Skills Among Students of Eighth Year “B” of Basic Education, Afternoon Session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year; is an interesting theme that can help students to practice and improve their speaking skills through the application of Interactive activities.

Students learn through their participation gaining knowledge by gathering information and processing it by finding problems and expressing what they have learned. All activities provide students with opportunities to deepen their learning by applying concepts and gathering new knowledge and many of these activities also provide the instructor feedback about the students’ learning.

This action research is relevant since it will help students to improve the speaking skill in learning English as a Foreign Language in an interactive way through the use of interactive classroom activities. Interactive classroom activities are excellent motivation for enhancing communication skills and contribute feedback to students about their own behavior. It will make them feel interested in learning it. In fact, the students’ interest will influence their capability to become proficiency in speaking skills.

In addition to this, the implementation of these interactive activities during this investigation will let collect data in order to demonstrate how effective are the interactive classroom activities to create a relaxing environment in the classroom

in which students are willing to learn without feeling afraid at the moment to produce the language.

One of the fundamental objectives of the Universidad Nacional de Loja is to prepare professionals with critical thinking, theoretical and practical abilities, which will help them to improve the living conditions of society. At the same time, they wish to support the “Ley Orgánica de Educación Superior” which states that any research project before being approved must have a very close relationship with the community. The former rule is a requirement for obtaining the degree of bachelor in Sciences of Education, with the English Language Major.

d. OBJECTIVES

General

To improve the speaking skills through interactive activities as a motivational strategy among students of Eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.

Specific

- ❖ To investigate theoretical and methodological references about interactive activities as a motivational strategy and its application on the improvement speaking skills among students of Eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.
- ❖ To diagnose the issues that limit the speaking skills among students of Eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.
- ❖ To design an intervention plan with the use of interactive classroom activities among students of the Eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.
- ❖ To apply the most suitable interactive classroom activities as a motivational strategy in order to improve the speaking skills among

students of Eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrio, in the city of Loja during the 2018-2019 school year.

- ❖ To validate the effectiveness that the interactive classroom activities as a motivational strategy had on the Eighth grade of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrio, in the city of Loja during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

Interactive Classroom Activities

Interactive classroom activities as a motivational strategy help to create a good environment of learning, your classes should be more interactive at the same time the students use them to develop their communication skills. These help students to achieve classroom goals and take part in it. Providing them a more active role. It will give them a sense of self- assurance, and this conduct students taking more self-confidence in their tasks, work, and responsibility for their grades.

The use of interactive activities in your class can help to make things easier, this will help to reduce the teacher talking time and will give students an active role in doing their tasks in class, participating in class, supporting each other. It means teachers also have an active role during the process of teaching and learning where they support students' monitoring, guiding, supervising in the development of the tasks or activities.

Establish some activities in advance, to support what you've been doing. This helps to avoid your students get bored during the development of the activities. The use of interactive activities will make the classes more attractive to them. For that reason, it is important to plan which activities will take place during the class period and which portion of the class will include them.

Certainly, most of the time, students have to learn them a subject matter that is anything but exciting. That doesn't mean that the educator can't make it more amusing in order to teach or learn it. It may not be possible to integrate interactive

classroom activities into every topic, but finding some room for these approaches can go a long way in facilitating a positive learning environment.

Effective interactive teaching activities to encourage speech in your classroom

Stimulate your students to be active members in the class, giving the opportunity to think on their own, using their own knowledge, which will result in long-term memory retention. Not only the students' learning will improve, but their enthusiasm, attitudes, knowledge, cooperative spirit and freedom to express what they want will increase as well.

The application of interactive activities for teaching, demanding more dedication to the material for each lesson such as interactive teaching tools, interactive teaching ideas, and interactive teaching activities.

The following interactive classroom activities are the most effective ways to encourage more speech in your classroom.

Think, Pair and Share

It is an interactive reading activity in which has the purpose to help students from individual ideas, discuss and share with other groups. Teacher acts as facilitator establish a problem or a question around a certain conversational theme, The Think, pair and share activity has the goal to activate student prior knowledge and then in couples they share ideas about an issue, problem, recent topic. the students are given sufficient time to think and they can reach a proper conclusion, and permit the learners to share their conclusion in their personal voice. This will help them to engage, communicate, and remember more of the class than ever

before. The crucial aspect of the think-pair-share is that students will develop the capability to regard and evaluate the different viewpoints of their partners (Lyman, 2001).

Buzz Session

It is an activity that develops classroom interaction. Participants get together forming groups that focus on a single topic. The purpose of this activity is that every student contributes thoughts and ideas which help in the development of the activity. stimulate discussion and collaboration among the students of each group. buzz session is a useful activity to find a solution to tasks or problems in a creative and innovative way (Knapen, 2018).

Classroom discussion

It is one of the most important class strategies for improving learners' communicative ability. Classroom discussion refers to any classroom activity in which the whole class is divided up into pairs or larger groups. Hess (2009) described discussion as "A public speak about something upon which the group looks for improving its knowledge, understanding or judgment and it will be of a suitable form".

Furthermore, Murdibjono (2001) indicates that classroom discussion is valuable because students have more time to practice speaking and, as learners practice speaking with colleagues they have already known, they are not hindered by psychological barriers.

Brainstorming

Brainstorming strategy is one of the most vital strategies in provoking creativity and solving problems in the educational field. Jarwan (2005) mentions that the use of the brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems. Homan (2007) affirms that The brainstorming process involves the generation, exchange and individual-level processing of ideas, discussing the results of the individual-level processing within the group, leading to the integration of the ideas (Qoura & El'Hadidy, 2015).

Role-Playing

Ladousse (2004) investigated that " Role-playing is one of the communicative techniques which improves fluency in language students, which promotes interaction in the classroom, and which raises motivation". Additionally, it also allows learners to be creative and to put themselves in another person's place for a while. Learners take a role classroom environment in which instructors have to arrange to facilitate the environment in the appropriate social context for foreign language use. Throughout taking on a variety of roles, learners will be able to practice the language according to the setting, the degree of politeness required, and the language functions required for different roles (Qoura & El'Hadidy, 2015).

There are more activities divided into the following categories:

- ❖ Individual student activities
- ❖ Student pair activities

❖ Student group activities

Individual Students Activities

The use of individual activities considerably improves students' autonomy and concedes the educator to respond to individual learning styles and creating a good environment of learning. Students are able to apply their preferred learning styles and strategies. Individual learning does not enrich cooperation or a sense of belonging. On the other hand, working as a resource or tutor is clearly more time consuming for the teacher. The teacher should take into account all this aspect considering that there are other modes of working with an EFL class (Harmer, 2001).

Exit Slips

This is an interactive activity that can be applied at the end of the class session. the purpose of this activity is that students remember some essential parts studied in the previous class. The teacher will request the learner to write for one minute on a specific question. the teacher can ask students about what was the most important thing you learned today. Then, depends on the teacher to establish a conversation. You can ask them if they still remember what was the most important part of the lesson (Frey, 2004).

Misconception check

The application of this interactive activity provides teacher a common misconception about a topic of the class, and students give reasons why they agree or disagree with the topic. Students describe the new learning acquired through the use of the lens of previously developed beliefs and ideas. These established

ideas may be misinterpretations which can cause troubles and hesitation when students are learning something which they consider is contradictory to their knowledge. That is why very important for the educator to classify misconceptions and applied them directly through classroom activities. This ensures that students will more readily accommodate new concepts that are being taught, especially in science education (Cowan, 2015).

Discover students' misconceptions. See if students can identify what is the correct answer when given a false fact. It's useful when going over a previous lesson. It encourages students to think deeply and wager all the possibilities.

Rolling dice

The rolling dice activity is created for students who are ready to be challenged. They roll the dice and then they use the words in each to create sentences in their minds. This requires a bit more brain work in which they will use all the knowledge that they get in the previous class in order to apply in the activity (Smedley-Warren, 2013).

Students Pair Activities

Interaction is really fundamental to language development for second-language. and the use of interactive language is one of the most essential activities. the application of the interactive activities gives students opportunities to improve their interpersonal communication and learn in a cognitive form. learners must use the language in order to express themselves orally. Pair activities and small-group work have many advantages. these help students to improve their language through the use of interactive activities because students

learn how to work in cooperative form sharing ideas and opinions between them. during the pair work activities, students have an active role with active participation in class (Carvalho, 2017).

Teachers can evaluate the impact and effectiveness of pair work activities in the classroom through the use of different tools who will help to collect relevant information about the effectiveness and the adequate use of interactive activities.

According to Dillenbourg, pair-work activities promote collaborative and Cooperative Learning. He claims: “collaborative learning is a circumstance in which two or more and learn from each other. In this type of learning learners enhance and share ideas to achieve all the objectives established in an activity or class and also give more participation to use the English. Each student persuades the other to participate and contribute their point of view to increase knowledge in the group. Thank it teacher will be able to define what and how students will communicate, evaluate progress, listen in order to make decisions and solve conflicts (Agudelo, 2013).

Taboo Word

Taboo is an interactive activity that was adapted from the traditional board game. Teacher before class creates many index cards. each card has to contain one word in a large font with a circle around it, and under it write 2-4 related words in a smaller font. The objective of this activity is for students to get their teammates to figure out the circled word. They are not able to say anything which makes the classmate guess the taboo word. Students really enjoy this activity, It's a great way for students to practice their speaking applying the knowledge that they get in

the previous class.

Shooting hoops

It is an interactive activity that helps students to remember important topics of the previous class but in an interactive way. Teacher makes students line up. The teacher chooses a topic or grammar point of the class, for example, the present simple. After that, teacher asks them a question: Where do you do in the morning? what are your daily habits If learners use the grammatical structures correctly and they use the verbs in the correct form applying the vocabulary learned, they may shoot forget the point. Students will get 2 points for each hoop finally the group who has more points will win (Pesce, 2016).

Students Group Activities

Students' group work involves the participation of the learners in a collaborative and communicative way which helps them to interact with others. all the learning and teaching tasks or activities that need the participation of the students to work in groups. Group sizes can be decided by the teacher according to the activity the groups may vary.

The use of group work makes students talking to each other about their classwork and it helps them to listen to a different point of view from their partners. Group work benefits teachers, too. It helps teachers to come up with meaningful, incorporate new ideas that engage students in ways that are most useful to them.

Group work opens different parts of the brain which mean allows learners to be successful in their task or activities. Group work promotes different ways to

assess both formal and informal language skills (Ronan, 2018).

Sentence auction

It is an interactive classroom activity that helps students to review some important key points in grammar and sentence construction while learning in a fun way. Basically, teacher makes some groups in and gives them some 'money' with which to bid on various sentences. These sentences can include correct and incorrect sentences, the group which has more sentences correct will win (Beare, 2018).

Descriptive draw

For this activity, one child will be the drawer and leave the class for a while. then the educator presents some pictures. These pictures are not of any specific topic object but should be a little strange. when the learner comes back. The rest of the class has to describe the image and the drawer follows the description to draw correctly. This activity encourages the drawer to listen carefully to every detail from their partner, forcing them to give a clear explanation. It also encourages the rest of the class to speak clearly giving clear descriptions. In order for the drawer can complete the draw properly (Warner, 2012).

Forced Debate

Teacher should persuade students to debate in pairs. Teacher proposes a relevant topic. Students have to defend the opposite side of their personal opinion. It helps to motivate them to step away from their own beliefs or their knowledge and teaches them to look in a different way, with a different perspective. teacher divides them into two groups one half of the class takes one

position; the other half takes the other position. learners line up and face each other. Each student is not able to speak more than once the purpose of this activity that all students on both sides can talk and can engage the problem (Knapen, 2018).

Interactive Teaching

Interactive teaching is a means of instructing whereby the teachers actively involve the students in their learning process by way of regular teacher-student interaction, student-student interaction, use of audio-visuals, and hands-on demonstrations. The students are constantly encouraged to be active participants (Interactive Teaching Techniques, 2011).

Additionally, Roth (1973) describes interaction as substantial relation among two or more people, by which one individual influences the behavior of the other individual. The word interaction involves reciprocal action of people who consider attitudes one to another, which literally defines the conduct (Roth, 2016).

In addition, Musai (2014) mentions that Interactive teaching involves learning through the use of actions. It is identified with a high level of incorporation of the learner. Interactive teaching has many fundamentals can be found in constructivism, which describes learning as a reflection process through personal experience. The interactive learning needs the educator to play the role of an instructor and an assistant, who will use their real knowledge in order to get assumed they have patience or expectations that learners will achieve a positive level of quality (Musai, 2016).

According to Zylfi (2011), Interactive teaching is composed of a general strategy of the system of teaching methods, which is an effective model of learning in the current schools which has support in the process of development of the problem of learning with research elements. the use of interactive learning the appropriate cooperative elements raises the quality of knowledge (Zylfi, 2016).

Interactive Communication

Thornbury (2005) says that Interactive communication refers to the ability of a participant to interact with the trainer and the other participants by initiating and responding correctly and at the required speed and rhythm to fulfill the task requirements. Brown (2001) states the most problematic situations among students in speaking are the interactive nature of communication. In speaking, basically, when they are holding a conversation they are part in a process of negotiation of meaning. Thus, learners usually have many difficulties in how to say things, when to speak. Although they have difficulties in this aspect, assessing students with the purpose that they interact and train them to use natural speaking. Classroom Speaking Activities.

Interactive Strategies

The implementation of interactive methods is an ideal way for an educator to connect with as many students as possible in person, supporting both benchmarks of Student- Interaction and Active and Collaborative Learning.

According to Cavanaugh (2011), interactive strategies in class allows learners to make stronger connections to the course material and minimize time spent in passive listening. When interactive components are well integrated into a lecture,

students retain more information, having been exposed to different perspectives and critical discussion.

Teachers are in charge to create an engaging classroom environment can positively affect other course interactions, by helping students identify weak areas and new questions to discuss in class hours.

Cotten & Wilson (2006) mention that students are likely to take cues from instructor behavior in class. A positive class meeting will generate similar expectations about meetings outside of class. (Centre for Teaching Support & Innovation, 2019).

The role of the teacher in the interactive teaching

Illíc (1996) indicates the educators in interactive teaching just do not have an academic or occupational role but they have to be a creator, inventor, programmer, diagnostician, investigator, planner, controller, instructor and so on.

Contrary to the use of traditional teaching, where put great attention focus on the teaching contents, interactive teaching gives greater importance to the way in which knowledge is acquired. An interactive professor is the one who respects all the learners, attend to them and support them in order that they solve problems by themselves, as well as to jointly exchange good ideas with the way of their actions and their attitudes. The same emphasis is given to the attitude and the conduct of the educator, which are as significant as the activities that the teacher carries out with students. An interactive teacher is someone who has a lot of knowledge about basic principles pertaining to how the students learn and at the same time, knows how to use different forms and methods related to the teaching with the

purpose to help everyone.

At the moment that the interactive teaching is applied, the relations between the students become friendlier, a better comprehension of the common objectives is enabled, communication is accessible and at the same time, better results in acquiring teaching contents are achieved.

Interactive teaching needs a better efficient qualification from teachers, along with greater engagement. In order to use interactive teaching in an appropriate form in the classroom, the educator should design and prepare the teaching activities in advance. (Glasser, 2016).

According to Knapen Interactive teaching consists of guiding the students in a way, they feel involved in an active form in the learning process. giving them the opportunity that they have a participant role in class. (Knapen, 2018).

Speaking Skills

Speaking is one of the four comprehensive skills essential for successful communication in any verbal communication, mainly while speakers are not employing their mother language. English is generally used as a way of communication. Speaking skills must be improved together with the further skills as these included skills will improve communication success with native narrators of English and other components of the international society together.

According to Flores (1999), Speaking is a very essential language skill as it is an interactive process that creates meaning that involves producing, receiving and processing information orally.

Fauziati (2002) confirms that "To raise learners' speaking mastery, the

instructor should be concerned with the students-to-students- interaction". The large piece of time in the practice of learning speaking is subjected through pupils. After that, it is controlled by the educator. Practicing speaking skills of the strange language is not as deliberating about that language.

Echevarria et al (2008) affirm that "The difference between the consciousness of how things must be done and the aptitude to do those things is vital in the learning process". Learners find some difficulties when practicing speaking, even persons who know about the system of foreign language (Qoura & El'Hadidy, 2015).

The Aspects of Speaking Skill

Pronunciation

Pronunciation is the process for learners to use to generate clearer language when they are speaking. It means that each student is able to communicate effectively when they have excellent pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation is related to the traditional or customary utterance of words. From that statement can conclude that pronunciation is the way for students to use the utterance words clearly when they are speaking (Kline, 2001).

Fraser mentions that pronunciation integrates all those aspects of speech which make for an easily comprehensible flow of speech which includes segmental articulation, rhythm, intonation and phrasing, gestures, body language and eye contact (Ade P. Rora, 2015).

Grammar

Grammar is important for the students to organize correct sentences in conversation both in written and oral forms. Grammar is a systematic way of predicting an ideal speaker or the hearer knowledge of the language. This is used to set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura, 2004).

The correct use of the grammar in the language is a description of the ways in which words can change their forms and can be used in order to combine into sentences in that language (Harmer, 2001).

According to Nelson (2001) says that “grammar is the study of how words combine to form sentences”. Furthermore, grammar is a rule that is needed for the learners to combine correct sentences in conversation both in written and oral forms.

Vocabulary

Vocabulary is really important for successful second language use because without essential vocabulary, students won't be able to use the structure and grammatical functions we may have learned for understandable communicative. Vocabulary means the correct use of diction or the most important thing in a language especially in speaking. furthermore, vocabulary help expresses your ideas, feelings, and thoughts easily both in oral or written form. In spoken language, the vocabulary is familiar and every day (Turk, 2003). Vocabulary is a basic component of language learning. learners have to know words, their meanings, how they are spelled and how they are pronounced. Vocabulary is the

knowledge of the meanings of words (Ade P. Rora, 2015).

Fluency

Pollard mentions that fluency is the ability to speak communicatively, fluently and accurately which is using words with no noticeable cognitive or mental effort. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to assess students' fluency, the teacher permits students to express themselves freely without kind of interruption. The objective is to help students speak fluently and freely. The teacher does not correct immediately because of the idea being that too much correction interrupts the flow of conversation (Ade P. Rora, 2015).

Comprehension

Comprehension is the capability to perceive and process the main points of discourse in order to formulate representations of the meaning of sentences. Comprehension of a second language is more complicated to study. Comprehension means that participants fully understand the nature of the research project, even when procedures are complicated and have many risks (Cohenet, 2005).

According to Harris (1969) says that "comprehension is the capacity to speak a foreign language is the most fundamental skill". Because someone who can speak a language will also be able to understand it. Lado (2002) defines speaking ability as: "The ability to use in normal communication, stress, intonation, grammatical rules, and vocabulary.

Speaking

In speaking is there are four skills that must be dominated by students, which are speaking, reading, writing and listening. According to Jeremy Harmer, the four skill is classified into types. Receptive skill applies to the use of reading and listening, a skill where meaning is extracted from the discourse. Productive skill applies to the use of speaking and writing, a skill where students have to communicate and use the language themselves. Speaking is the process of gathering information and used it in order to express thoughts and feelings in spoken language (Fattah, 2006).

Speaking is a skill or conveying word to sounds of articulation to express or deliver ideas, opinions, or feelings. According to the statement above, the writer concludes that speaking is a tool of communication to convey a message, mind and our feeling to other people.

According to Brown (1994) says that “Speaking is a productive skill that can be observed directly or empirically way”. Based on the explanation given by some experts about the speaking conclude that speaking is human ability is not just about English but also involves all the languages in the world. People use speaking in order to communicate with people around the world.

Speaking is the single most essential aspect of acquiring a second or foreign language, and success considers the abilities to carry out a conversation in the language.

Hammer (2001) states speaking is the skill to use the language in order to speak fluently assume not only knowledge or language patterns, but also is the

capacity to process information use language in a correct way.

Elements of Speaking

Connected speech

The effective speaking is able to use connected speech, (sounds are modified assimilation, omitted, added, or contractions and stress patterning).

Expressive devices

The capability to allow extra expression of emotion and intensity to convey their meaning.

Lexis and grammar

Teacher has to supply a variety of phrases for different expressions such as agreeing or disagreeing, to show surprise, shock, or approval. Where students are involved in a specific speaking context such as interview jobs, we can prepare for them, in the same way, with certain useful phrases which they can use in order to produce at various stages of an interaction.

Negation language

It is used to seek and to slow the structure of what we are saying. Also dependent upon that rapid processing skill that talking necessitates (mental/social processing).

Language processing helps the speaker to be more effective at the moment to use the language and put it into understandable, in forms that are not only comprehensible for the learners but also convey the meanings that are intended.

Interacting with others most speaking involves interaction with more than one participant the information processing needs to be able to process the information

they tell us the moment we get it.

Speaking is an activity which is done by human being involving his or her organs of speech. We usually learn how to speak by imitating how someone masters the language that we try to learn to speak English. It is crucial to practice and imitate pronunciation because it can improve the mastery of the students' speaking skills.

Why is speaking important?

The main objective of language is communication and the aim of speaking in a language context is to encourage communicative efficiency. All the educators want learners to be able to use the language as correctly as possible and with a certain purpose. Learners often prefer speaking more than the other skills of writing, reading and listening so motivation is not always a big problem, students feel more anxiety related to their language production. As speaking is linked with the other skills, its development depends on the development of the other skills. One of the most important benefits is to increase communicative competence, education and travel, job opportunities, interaction and so on. It is always essential to be able to communicate with other people which help you to increase and develop your speaking (Gerald, 2013).

How to teach speaking

A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students are really required to do

is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their L1. So maybe you need to take a closer look at the type of speaking activities you are using and see if they really capture student interest and create a real need for communication. Another way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class. If you are shy about speaking in English, how can you expect your students to overcome their fears about speaking English? Don't worry if you are not completely fluent or don't have that elusive perfect native accent, as Swain (1985) writes "We learn to speak by speaking" and that goes for teachers as well as students. The more you practice the more you will improve your own oral skills as well as help your students improve theirs.

What should teacher know when planning speaking activities?

At the moment of planning your speaking activities, teachers have to consider whether students need complex grammatical structures for practice in learning or getting it or low grammatical structures for using it.

When developing class activities, lessons or tasks around speaking, teachers need to take into account the three areas of knowledge that speaking encompasses. Each area needs to receive special attention, though not necessarily all at once. It is advisable to inform the students about all these areas, so they are aware of the purpose of the activities.

Mechanics

This area includes different pieces that make up speaking including pronunciation, vocabulary, grammar and word order.

Functions

This area explains the uses of speaking whether for transaction or interaction and when correct understanding is or is not required.

Social/Cultural rules and norms

This area is associated with the subtler cultural value inherent in the language's culture, such as social norms, roles of participants, etiquette and social register, etc.

f. METHODOLOGY

Design of action research

Action research refers to the set of strategies chosen for improving conditions and find solutions for a specific issue in the Teaching-Learning process. Involving participants conducting an inquiry into their own practices in order to improve teaching and learning programs. Richard Sagor (2000) describes action research as an inquiry process played by and for participants that are involved in order to help them by improving his or her actions.

Action research is a reflective process that allows for inquiry and discussion as components of the research. What action research represents is, get involved in some issues that in education could exist and searching for solutions or looking for ways to improve and increase student achievement. Rather than, action research allows practitioners to get involved in concerns where they are familiarized with, ones they can have affected and take the action to change.

Action research takes into account a systematic and sequenced structure from beginning to end, projects start with a particular problem to solve an educative one (posing questions, gathering data, reflection, and deciding on a course of action) only in this case the research is participatory and practical to get a conclusion.

This action research is based on Universidad Nacional de Loja preservice teacher, which has an aim to improve speaking skills through the application of Interactive Classroom Activities amongst eight-year students of basic education,

at Escuela de Educación Básica Miguel Riofrío afternoon season, during the school year 2018-2019. Allowing the researcher to analyze and reflect on the results that will be derived from the application of Interactive Classroom Activities to improve speaking skills in the intervention plan applied to the population where the research is carried.

Methods, techniques, and instruments

Method

In this research work, the researcher will use different methods, which will help her to carry out this project.

The Scientific method

The scientific method will help the researcher with the collection of information about the specific issue that in the learning process is presented. It provides the researcher the information about how Interactive Classroom Activities have an impact on the classroom to improve speaking skills. First of all, with a previous observation in which, a problem is detected. After, make a hypothesis in order to test logical or empirical consequences that the research could provide. Then, to apply a test as a means of analysis or diagnosis of the level in the speaking skills of participants. Finally, to predict based on the observation about what the results could reflect.

Descriptive method

The descriptive method will describe what occurs in the classroom and the characteristics of the population, as well as the behavior of the same, in order to collect information for analysis of the situation in a clear way. Likewise, the

descriptive method helps the researcher to organize and describe the participants' actions and the results that the whole data collection could provide to the research. It will serve to explain and analyze the object of the investigation.

The statistic method

The application of statistic method extracts information and provides different ways to analyze and interpret to report research findings that will be represented in graphics to indicate the percentage that in the tools for data collection, questionnaires and test applied to students give a piece of quantitative and qualitative information to be interpreted for the respective conclusions.

The analytic/ synthetic method

The analytic/synthetic method will allow the researcher to analyze deeply the information gathered through the observation, questionnaire and pre and posttest applied. Through analysis, the researcher will acquire the whole information breaking into parts for a careful interpretation of each to make a synthesis combining these separate elements in order to form coherent general information.

Techniques and Instruments

Data collection

All information to be interpreted had been collected through the application of tests, questionnaires and observation sheets, for an interpretation as in a quantitative as in qualitative results.

Oral Tests: The application of oral tests in the present research is with the purpose to assess students' knowledge about speaking skills learned by using interactive activities into the classroom to enhance this part of English language

learning. Questions in tests are specifically about content that students got involved in the lesson learned.

Pretest-Posttest: As part of the process for getting data, it will be taken at the beginning to diagnose and analyze the level of participants about speaking skills and measure the students' knowledge about it. In the end, to measure students' knowledge after achieved what is designed in the intervention plan with the use of interactive activities to improve speaking skills with participants of the eighth year of basic education at Escuela de Educación Básica Miguel Riofrío.

Questionnaires: Will be taken for the participants to answer questions related to their attitudes and feelings through the application of interactive activities as a motivational strategy to improve speaking skills. They will be applied at the beginning for evaluating the titular teacher to know if in the teaching-learning process interactive activities to improve speaking skills are used. Then, at the end of the intervention plan to evaluate to the researcher in charge of the present research work. These questionnaires will be helpful to make comparisons between the results before and after the intervention plan. Furthermore, the data gathered by these questionnaires will support the pre and post-test results.

Observation: Will let the researcher know the facts in a participative and non-participate way. The process of observation will be developing through an observation sheet and field notes. The observation will be during a natural teaching process by the eighth- year at Escuela de Educación Básica Miguel Riofrío during their English classes.

There will be two types of observation as detailed below

Non-participant observation

According to James Spradley (1980), a non-participant observation is a type of participation in research where the observer is no involvement with the people or activities studied. The observer actively participates in some of the ordinary activities and observes passively from distance in others. The instrument for the nonparticipation observation is the observation sheet.

Observation sheet

It is a tool where the observer report about what he or she observes during the performance of the action research. It is used in the non-participant observation in order to get information about students' behavior without the interaction of the researcher.

Participant Observation

Participant observation is a data collection technique that involves the observer being a member of the setting in which they are collecting data. It is a useful technique because; it will help the observer to facilitate qualitative and quantitative data collection. The researcher will participate deliberately in the problematic situation by means of the application of interactive activities as a motivational strategy to improve speaking skills among eighth-year students at Escuela de Educación Básica Miguel Riofrio during the 2018-2019 school year. The instrument of this participant observation in the field notes sheet, which is an instrument that allows the research to take notes of what is happening during English classes by the application of the independent variable of the present

research.

Field notes.

Field notes are instruments that a researcher uses to write about what is happening during the research setting in the educational issue being studied. It is useful for the research because it will help her to keep the information collected as evidence of the research about the problematic situation to be solved. In this research, field notes have the purpose to take notes daily to remember the behavior, activities or events in each lesson of English classes by applying interactive activities to improve speaking skills in the setting being studied.

Population

The students of the eighth year of basic education at Escuela de Educación Básica Miguel Riofrio will participate in the development of this action research. The participants of the research are fifteen students between boys and girls who are all about 12-13 years old.

Intervention Plan

The academic plan consists of pedagogical activities in English subject instruction which is carried out if 40 hours of instruction are completed, equivalent to eight academic weeks. It is designed based on lesson plans, which contain three basic stages: Activation, Connection, and Affirming.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Escuela de Educación Básica “Miguel Riofrío”

Teacher: Lic. Carmita Íñiguez

Teacher Candidate: Jackson Masabanda Padilla

Participants: 8th EGB

School Year: 2018-2019

Topic: What are you doing?

RESEARCH PROBLEM: How does the use of interactive classroom activities as a motivational strategy improve speaking skills among students of eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Interactive Classroom Activities focused on the following aspects: Pronunciation, Fluency, Accuracy, Comprehension.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use rolling dice activity to pronounce the new vocabulary and improve their pronunciation 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial Expressions <ul style="list-style-type: none"> Work hand in glove Take my hat off In fashion Structures Present Progressive Tense: <ul style="list-style-type: none"> Affirmative Negative Yes/no questions Wh- questions 	ACTIVATION <ul style="list-style-type: none"> Cards game: Teacher presents newsprint that contains some instructions that students have to follow. Students have to choose cards depends on the number or the letter students follow the instruction. CONNECTION <ul style="list-style-type: none"> Teacher introduces the class presenting the grammatical rules about Present progressive Tense. Teacher persuades students to complete activity # 1 which consists of finding and circle the following action in the pictures. Teacher introduces the class applying an interactive activity which consists of the 	<ul style="list-style-type: none"> English Students book English Teacher book Worksheet Dice Cards Notebook Fields note Speaking assessment sheet

<ul style="list-style-type: none"> • Key Words Skate, walk the dog, talk on the phone, ride a bike go to, listen to music, eat, run. 	<p>use of dice in order to improve vocabulary. Each student should roll the dice. These dice contain verbs. Students have to pronounce properly the verbs in the dice. Then they use the verbs in the dice in order to make sentences using the present progressive tense.</p> <ul style="list-style-type: none"> • Teacher asks students to complete the activity N°3 which consists of using the appropriate form of the verb in order to complete the email in the book. • Teacher asks students to complete the activity N°2 which consists of listening and read then, identify the character in the pictures. Students can work in pairs in order to check the answers of the partners and compare them. • After that, all the students talk their sentences in front of the class and the rest of the students have to find student's mistakes and correct them with the appropriate form and pronunciation. • Teacher makes some questions refer to the Present Progressive Tense in order to diagnose the progress of the students. Students can use the dice to help themselves. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work individually using the verbs in the dice to talk action that happens right now. 	<ul style="list-style-type: none"> • Voice recorder
<p>MONITORING PLAN: Data Source 1: Post-test Data Source2: Post questionnaire Data Source3: Speaking assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 6th to May 10rd, 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° 2

INFORMATIVE DATA

Institution: Escuela de Educación Básica “Miguel Riofrío”

Teacher: Lic. Carmita Íñiguez

Teacher Candidate: Jackson Masabanda Padilla

Participants: 8th EGB

School Year: 2018-2019

Topic: Street fashion

RESEARCH PROBLEM: How does the use of interactive classroom activities as a motivational strategy improve speaking skills among students of eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Interactive Classroom Activities focused on the following aspects: Fluency, Accuracy, Pronunciation, Comprehension.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To produce oral speech through the application of shooting hoops activity 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial Expressions <ul style="list-style-type: none"> Work hand in glove Take my hat off In fashion Structures Present Progressive Tense: <ul style="list-style-type: none"> Affirmative Negative Yes/no questions Wh- questions 	ACTIVATION <ul style="list-style-type: none"> Hangman: Teacher only shows the length of the text and the spaces. The goal is to solve the riddle by figuring out all of its letters with a limited number of guesses. CONNECTION <ul style="list-style-type: none"> Teacher presents the vocabulary related to the clothes using some pictures. The teacher explains the grammatical rules about demonstrative pronouns. Teacher through the application of some examples explains the correct use of them. Teacher makes students complete the book’s activities. In the activity number 2, They have to describe what she is wearing using the pictures. Next, they listen and complete the dialogue applying the vocabulary learned. 	<ul style="list-style-type: none"> English Students book English Teacher book Flashcards Worksheet Ball Basketball Hoop Speaking assessment sheet Voice Recorder

<ul style="list-style-type: none"> • Key Words Clothes: jacket, scarf, someglasses, gloves, pants, boot, shoes, neckless, hat. 	<ul style="list-style-type: none"> • Teacher explain with the use of some examples the use of demonstrative pronouns, then the students complete the book's activity which is related to demonstrative pronouns • Shooting hoots is an interactive activity used in order to improve the grammatical structures learned and help students to speak without hesitation. teacher divides the class into two groups and each student has to choose a flashcard related to clothes and they have to form sentences using the flashcard and the grammatical structures learned. Depends on the sentences if this is right they are able to hoot and continue shooting. • Teacher makes some questions refer to the demonstrative pronouns in order to diagnose the progress of the students. Students can use the flashcards to help them during the development. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students make a group of two. Then they have to do the shooting' hoops activity but each student have to use the vocabulary learned in order to make sentences if one student cannot complete the sentence or their sentences are wrong they lose their turn and the other group continue playing 	
<p>MONITORING PLAN: Data Source 1: Post-test Data Source2: Post questionnaire Data Source3: Speaking assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 13th to May 17th, 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° 3

INFORMATIVE DATA

Institution: Escuela de Educación Básica “Miguel Riofrío”

Teacher: Lic. Carmita Íñiguez

Teacher Candidate: Jackson Masabanda Padilla

Participants: 8th EGB

School Year: 2018-2019

Topic: What’s the weather like?

RESEARCH PROBLEM: How does the use of interactive classroom activities as a motivational strategy improve speaking skills among students of eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Interactive Classroom Activities focused on the following aspects: Fluency, Accuracy, Pronunciation, Comprehension.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To develop grammatical competence using sentence auction as an interactive activity. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial Expressions <ul style="list-style-type: none"> It’s warm and cool It’s snowy and cool It’s sunny and hot It’s windy and cool Structures Present Progressive Tense: <ul style="list-style-type: none"> Affirmative Negative 	ACTIVATION <ul style="list-style-type: none"> Car Broken telephone: Two groups, for each group, choose a leader, the leader thinks of a sentence or phrase related to the topic, after that, the leader passes it to the person beside him/her. That person will then whisper what he/she heard to the next person. When the message reaches the end of the chain that person writes it on the board. CONNECTION <ul style="list-style-type: none"> Teacher introduces the class with an activity which consists of the use of some flashcards to learn about the different kinds of clothes and which ones are appropriate according to the weather. Teacher make students use the vocabulary learned to complete the activity. They have to 	<ul style="list-style-type: none"> English Students book English Teacher book Worksheet Notebook Field note Speaking assessment sheet Voice Recorder

<ul style="list-style-type: none"> • Yes/no questions • Wh- questions <p>• Key Words Skate, walk the dog, talk on the phone, ride a bike go to, listen to music, eat, run.</p>	<p>use the vocabulary proposed in the workbank.</p> <ul style="list-style-type: none"> • Teacher makes students read and complete activity 2. Students match the text with the corresponding pictures. After that, they have to read it again in order to complete the chart paying attention to the categories to complete the information • Teacher divides the class into groups of four in order to do the sentences auction activity. this is an interactive activity that consists of activating prior knowledge to notice when a sentence is right or not. Teacher establishes some sentences these can contain some mistakes. students in group debate between them and buy the sentences that they think can be right. • After that, all the students talk their sentences in front of the class talking about why the sentences are correct or not. • Teacher makes some questions refer to the Present Progressive Tense in order to diagnose the progress of the students. Students can use the flashcards to help them during the development. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher writes some sentences on the board and each student has to say if it is correct or not. Students have to give a brief explanation about it applying the knowledge that they get in the previous activity. 	
<p>MONITORING PLAN: Data Source 1: Post-test Data Source2: Post questionnaire Data Source3: Speaking assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 20th to May 24th, 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° 4

INFORMATIVE DATA

Institution: Escuela de Educación Básica “Miguel Riofrío”

Teacher: Lic. Carmita Íñiguez

Teacher Candidate: Jackson Masabanda Padilla

Participants: 8th EGB

School Year: 2018-2019

Topic: Are you working hand in glove?

RESEARCH PROBLEM: How does the use of interactive classroom activities as a motivational strategy improve speaking skills among students of eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Interactive Classroom Activities focused on the following aspects: Fluency, Accuracy, Pronunciation, Comprehension,		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use taboo word activity to enhance students’ communication. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial Expressions <ul style="list-style-type: none"> Work hand in glove In fashion Take my hat off Structures Present Progressive Tense: <ul style="list-style-type: none"> Affirmative Negative Yes/no questions 	ACTIVATION The Atom Game: students run around the classroom in all sorts of directions. The teacher calls out "Atom___" and a number the students have to get into groups of that number. For example, the teacher calls "Atom 6!" and students get into groups of 6. CONNECTION <ul style="list-style-type: none"> Teacher introduces the class with an activity which consists of the use of a ball which contains some verbs and students can use it in order to talk about an activity that they do every day. Teacher makes students complete the activity N°1 which consists of the match the expression in bold with the corresponding pictures. 	<ul style="list-style-type: none"> English Students book English Teacher book Flashcards Worksheet Notebook Fieldnote Taboo cards Speaking assessment sheet Voice Recorder

<ul style="list-style-type: none"> Wh- questions Key Words Skate, walk the dog, talk on the phone, ride a bike go to, listen to music, eat, run. 	<ul style="list-style-type: none"> Teacher makes students read and complete activity 2. Teacher explains the pictures in order to complete the activity without any problem. Students listen and complete with the expression used in the previous activity then, they circle with the correct meaning. Teacher makes students complete the survey following the instruction given by the teacher. After that, students compare with a partner in order to find some mistakes that they could have done at the moment to complete the activity. Teacher introduces the taboo activity which consists of the use of some cards which contain some verbs and one of them is the taboo word in which students have to guess. Teacher divides the class into two groups, then gives each one name for the team, students in the group decide who will be the leader of the group. Next, the leaders of the group are in charge of guess the taboo word while the rest of the students give them some hints. students have to use the grammatical rules and the vocabulary learned. Teacher makes some questions refer to the Present Progressive Tense in order to diagnose the progress of the students. Students can use the flashcards to help them during the development. <p>AFFIRMING</p> <ul style="list-style-type: none"> Teacher writes some sentences on the board and each student has to say if it is correct or not. Students have to give a brief explanation about it applying the knowledge that they get in the previous activity. 	
<p>MONITORING PLAN: Data Source 1: Post-test Data Source2: Post questionnaire Data Source3: Speaking assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 27th to May 31st, 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° 5

INFORMATIVE DATA

Institution: Escuela de Educación Básica “Miguel Riofrío”

Teacher: Lic. Carmita Íñiguez

Teacher Candidate: Jackson Masabanda Padilla

Participants: 8th EGB

School Year: 2018-2019

Topic: Exploring the city?

RESEARCH PROBLEM: How does the use of interactive classroom activities as a motivational strategy improve speaking skills among students of eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Interactive Classroom Activities focused on the following aspects: Fluency, Accuracy, Pronunciation, Comprehension.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To develop grammatical competence using sentence auction as an interactive activity. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial Expressions <ul style="list-style-type: none"> Awesome Stick out a mile Worth its weight in gold On a map Structures There is and there are: <ul style="list-style-type: none"> Affirmative Interrogative Negative 	ACTIVATION <ul style="list-style-type: none"> Beans Game: Teacher asks students to walk calmly around the classroom. Later, call out a specific command telling students to perform a certain action. For example, shout out, "jumping bean." CONNECTION <ul style="list-style-type: none"> Teacher introduces the class talking about our city and the different places which it has. The famous places and the places are more visited by people. Students talk about their favorite place and them places that they visit on weekends. Teacher uses the preposition of place in order to show direction and how to arrive. Teacher talks about a place and explains how to arrive and which preposition the 	<ul style="list-style-type: none"> English Students book English Teacher book Worksheet Notebook Field note Speaking assessment sheet Voice Recorder

<ul style="list-style-type: none"> • Contractions • Preposition of place • Imperatives <p>Key Words Between, next to, talk across from, behind, on the corner of, on.</p>	<p>students have to use.</p> <ul style="list-style-type: none"> • Teacher makes students complete the activity N°1 which consists of listening and complete the conversation students have to use the proposition taught by the teacher and the preposition in the word bank the expression in bold with the corresponding pictures. • Students complete the activity 2. Students should use the preposition learned in order to give directions • Teacher introduces the class explaining the use of there is and there are in affirmative, negative, interrogative structures. Teacher through the application of some examples teacher explains the correct use of each of ones. • Teacher divides the class into groups of four in order to do the sentences auction activity. this is an interactive activity that consists of activating prior knowledge to notice when a sentence is right or not. Teacher establishes some sentences these can contain some mistakes. students in group debate between them and buy the sentences that they think can be right. • Teacher makes some questions refer to the demonstrative pronouns in order to diagnose the progress of the students. Students can use the flashcards to help them during the development. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher gives a map to each student and students have to talk about how to arrive at the place that the teacher asks, students have to use there is and there and the proposition of place. 	<ul style="list-style-type: none"> • Print money (fake)
<p>MONITORING PLAN: Data Source 1: Post-test Data Source2: Post questionnaire Data Source3: Speaking assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 3th to June 7th, 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° 6

INFORMATIVE DATA

Institution: Escuela de Educación Básica “Miguel Riofrío”

Teacher: Lic. Carmita Íñiguez

Teacher Candidate: Jackson Masabanda Padilla

Participants: 8th EGB

School Year: 2018-2019

Topic: How can I get to?

RESEARCH PROBLEM: How does the use of interactive classroom activities as a motivational strategy improve speaking skills among students of eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Interactive Classroom Activities focused on the following aspects: Fluency, Accuracy, Pronunciation, Comprehension.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use shooting hoop 's activity to improve students' participation and their interaction between others in the class. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial Expressions <ul style="list-style-type: none"> I am new to this city. I really appreciate it Thanks a lot Thanks for your help Structures There is and there are: <ul style="list-style-type: none"> Affirmative Interrogative 	ACTIVATION <ul style="list-style-type: none"> Beans Game: Teacher asks students to walk calmly around the classroom. Later, call out a specific command telling students to perform a certain action. For example, shout out, "jumping bean." CONNECTION <ul style="list-style-type: none"> Teacher introduces the class talking about the different professions and the students give to the teacher some professions that they know. Teacher uses some flashcards to illustrate them and teacher checks the student's pronunciation. Then students talk about each profession mention why is it important in our society. Teacher gives students instruction to complete the activity N°1 which consist of the 	<ul style="list-style-type: none"> English Students book English Teacher book Flashcards Worksheet Ball Basketball Hoop Speaking assessment sheet

<ul style="list-style-type: none"> • Negative • Contractions • Preposition of place • Imperatives <p>Key Words Restaurant, parking station, bank, gas station, central park, church, police station.</p>	<p>match the profession with the corresponding place. Before to start teacher use shootin hoop activity in order to students create some sentences using the professions that they learned previously.</p> <ul style="list-style-type: none"> • Teacher introduces the class using an interactive called shootin hoop activity to use imperative to give directions and give warning students have to use imperative properly in order to complete the activity successfully • Teacher makes students complete activity #3. Students fill the blanks with the correct direction. Then students listen in check. • Teacher makes students use the sings proposed by the book. Match with the correct place on the map and using the word bank students give warming. • Teacher makes some questions refer to the demonstrative pronouns in order to diagnose the progress of the students. Students can use the flashcards to help them during the development <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher asks students to use imperative to give direction and warning depends on the sentences if it okay they are able to give a shoot. The student how has more shots and more hits win. 	<ul style="list-style-type: none"> • Voice recorder
<p>MONITORING PLAN: Data Source 1: Post-test Data Source2: Post questionnaire Data Source3: Speaking assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 10th to June 14th, 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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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Escuela de Educación Básica “Miguel Riofrío”

Teacher: Lic. Carmita Íñiguez

Teacher Candidate: Jackson Masabanda Padilla

Participants: 8th EGB

School Year: 2018-2019

Topic: The future city?

RESEARCH PROBLEM: How does the use of interactive classroom activities as a motivational strategy improve speaking skills among students of eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Interactive Classroom Activities focused on the following aspects: Fluency, Accuracy, Pronunciation, Comprehension.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To apply taboo words activity to promote good communication between students. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial Expressions <ul style="list-style-type: none"> I am new to this city. I really appreciate it Thanks a lot Thanks for your help Structures There is and there are: <ul style="list-style-type: none"> Affirmative 	ACTIVATION <ul style="list-style-type: none"> Charades: Teacher makes groups and provides students flashcards which verbs. After that, one student of the group guesses the verb. then the rest of the students give some hints without saying the verb. CONNECTION <ul style="list-style-type: none"> Teacher introduces the class talking about the different famous cities around the world. Teacher asks students how do they think will be the cities in the future. Students give some ideas about it and share it with the rest of the class. Teacher makes students complete the activity N°1 which consists of check what do you 	<ul style="list-style-type: none"> English Students book English Teacher book Flashcards Worksheet Notebook Field note Taboo cards

<ul style="list-style-type: none"> • Interrogative • Negative • Contractions • Preposition of place • Imperatives <p>Key Words Average, innovative, bank, palm, automated, themes.</p>	<p>know about Dubai students listen to the audio track and check their answers.</p> <ul style="list-style-type: none"> • Teacher makes students complete activity # 2 which consists of reading the text and put the following heading into the correct paragraph. Then students compare answers one students read while the other students listen. Students use the same information talk about their city what are the new things that we have in our city. • Teacher applies taboo activity to enhance students to interact with others. The taboo word can be a city and the rest of the students have to give them some hits in order to find the taboo word. Students can no say the taboo words, all the students have to participate in giving hits. • Teacher asks students to use the vocabulary learned to make some sentences in order to talk about the future city. • Teacher makes some questions refer to the demonstrative pronouns in order to diagnose the progress of the students. Students can use the flashcards to help them during the development. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher using a picture of our city describe the different places using <i>but</i> to connect their sentences. Students have to use the grammatical rules and the vocabulary learned. 	<ul style="list-style-type: none"> • Speaking assessment sheet
<p>MONITORING PLAN: Data Source 1: Post-test Data Source2: Post questionnaire Data Source3: Speaking assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 17th to June 21rd, 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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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Escuela de Educación Básica “Miguel Riofrío”

Teacher: Lic. Carmita Íñiguez

Teacher Candidate: Jackson Masabanda Padilla

Participants: 8th EGB

School Year: 2018-2019

Topic: A regular day

RESEARCH PROBLEM: How does the use of interactive classroom activities as a motivational strategy improve speaking skills among students of eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Interactive Classroom Activities focused on the following aspects: Fluency, Accuracy, Pronunciation, Comprehension.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use activity rolling dices to pronounce the new and improve their pronunciation. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial Expressions <ul style="list-style-type: none"> Jump out of bed. Crawl out bed Sleep like a log Spending quality time OMG Structures <ul style="list-style-type: none"> ❖ Simple Present Tense ❖ Words related to lifestyle 	ACTIVATION <ul style="list-style-type: none"> Quick questions. Teacher writes two or three questions in the whiteboard. The question can refer to problems in the sport, education, health news and so on. After that, teacher gives the students 5-10 minutes to discuss the questions. finally, students report back to the class. CONNECTION <ul style="list-style-type: none"> Teacher introduces the class about simple present tense using some newsprints which contain grammatical structures. Teacher through the application of some examples explains the simple present tense. Teacher talks about his daily routine in the morning until night. 	<ul style="list-style-type: none"> English Students book English Teacher book Worksheet Notebook Field note Dice Cards Speaking

<p>❖ Words related to habit and routines</p> <p>Key Words Routine Shower, Get Home, Energy, Free time, Atmosphere</p>	<ul style="list-style-type: none"> Teacher asks students to complete the activity N°1 which consists of reading the text and unscramble the words. Then students listen and check their answers. Students make groups of two in order to complete the activity #2 which consist of circling the option that applies you, students circle the option and they ask a partner about the option which applies him or her Teacher introduces the class with an interactive activity which consists of the use rolling dice in order to check students' pronunciation at the moment they use verbs in the simple present tense, students have to pronounce properly and make sentences using the verb in the dice. Teacher applies taboo activity to enhance students to interact with others. The taboo word can be a city and the rest of the students have to give them some hits in order to find the taboo word. Students can no say the taboo words, all the students have to participate in giving hits. Teacher makes some questions refer to the demonstrative pronouns in order to diagnose the progress of the students. Students can use dice to help them during their development. <p>AFFIRMING</p> <ul style="list-style-type: none"> Students talk about them, a dairy activity they have to use the grammatical structures and the vocabulary learned. Each student has to talk. Students can use the dice in order to remember some verbs. 	<p>assessment sheet</p> <ul style="list-style-type: none"> Voice recorder
<p>MONITORING PLAN: Data Source 1: Post-test Data Source2: Post questionnaire Data Source3: Speaking assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 24th to June 28st, 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

g. TIMELINE

ACTIVIDES	2019																2020																																											
																	MONTHS																																											
	February				March				April				May				June				July				August				September				October				November				December				January				February				March				April			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4												
PHASE I. PROJECT																																																												
Presentation of the project				x																																																								
Designation of the Project Advisor					x																																																							
Project revision and Approval						x	x	x																																																				
Designation of thesis Advisor									x																																																			
PHASE II ACTION PLAN																																																												
Application of instruments									x	x																																																		
Act and abserve										x	x	x	x	x	x	x																																												
PHASE III THESIS PROCES																																																												
Tabulation and elebration of tables and Graphs																x	x																																											
a. Theme			x															x																																										
b. Introduction																	x	x																																										
c. Summary																	x	x																																										
d. Review of literature			x		x												x	x																																										
e. Material and methods																		x																																										
f. Results (interpretation and analysis)																x	x	x	x																																									
g. Discussion																	x	x																																										
h. Conclusions																		x																																										
i. Recommendations																		x																																										
j. Bibliography and Annexes																	x	x	x																																									
PHASES III. REVISION AND APROVAL																																																												
Thesis revision																									x																																			
Thesis presentation																										x	x	x																																
Thesis approval																											x																																	
PHASE IV. PHASE OF INCORPORATION																																																												
Presentation of documents																											x	x	x	x	x	x	x	x																										
Private review																																				x	x																							
Correction																																					x	x																						
Public sustentation and incorporation																																																												

h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet	150
Print of Project	100
Print of report	100
Print of the report and thesis	200
Unexpected expenses	300
Total	\$ 850

Financing

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

Resources

Human

- ❖ The researcher
- ❖ The 8th year of Basic Education
- ❖ The teacher
- ❖ The thesis advisor

Material

- ❖ Book
- ❖ Dice
- ❖ Ball
- ❖ Print material
- ❖ Paper
- ❖ Flashcards

Technical

- ❖ Computer
- ❖ Printer
- ❖ Internet
- ❖ Web sites
- ❖ Tape-record

i. BIBLIOGRAPHY

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ANNEXES

Annex 1: Observation sheet



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ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Jackson Steven Masasbanda Padilla

OBSERVATION SHEET					
Observation #: Topic: The objective of the session:	Date/Time: Participants: Students of eighth year “B” & The researcher				Role of the researcher: Nonparticipant observer Duration of the observation:
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Pronunciation					
Fluency					
Accuracy					
Comprehension					

Annex 2: Fieldnotes



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ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Jackson Masabanda Padilla

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Students of eighth year “B” & The researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 4. Pre and Post-test & scoring grade



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST test

Student's code:

Date:

The speaking test is face-to-face with your teacher. You have five minutes for each question, try and relax so that you can speak as naturally as possible. Good luck.

1. Pronounce the words correctly. (Pronunciation)

Words Examples:

- Fall sing walk run
- Sleep eat write cheese
- Sweater play read eggs

1.1. Use the same words to form sentences.

Example: She writes a letter.

2. Write and Talk about the actions in the flashcards. (Fluency)

Example:

Simple Present

He cooks in the morning.
He eats a hamburger

Present continuous

He is taking a shower
He is cooking



3. Decide which of these sentences are correct

Sentences	Right	Wrong
I am living in Paris since 1998		
She is a good secretary		
He have many doubts		
They has some cars in his house		
We plays soccer		
Are you an doctor		
There was animmals in the zoo		
There are many people in the street		

3.1 Talk and explain why the sentences are right or are wrong.

Example:

He have many doubts: **This sentence is wrong because the verb is Has instead of Have**

4. Classify the words in the box in the categories which these belong.

Sweater, bread, Jeans, egg, ears, shirt, rice, cook, mouth, teacher, students, eyes, hands, jacket, write, cheese, whiteboard, listen, pencil, love.

Clothes	Verbs	Food	Classroom	Body's Parts
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----

Scoring grade

Speaking Test Evaluation Form

Code: _____

Date: _____

Exam: _____

1.	Fail	0-0,5 points
2.	Poor	1 point
3.	Good	1.5 points
4.	Very good	2 points
5.	Excellent	2.5 points

Activities	Skills	Fail	Poor	Good	Very good	Excellent
Rolling dice	Pronunciation (the way in which verbs or letters are said, or said correctly, or the way in which a language is spoken)					
Shootin' Hoops	Fluency (Ability to communicate clearly and smoothly speaking easily, reasonably quickly and without having to stop and pause a lot)					
Sentences auction	Accuracy (Ability to use grammatical structures and vocabulary correctly)					
Taboo word	Comprehension (It is the action or capability of understanding such as grammatical structures, vocabulary, phrases and so on.)					

Annex 4. Pre and Post Questionnaire



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ENGLISH LANGUAGE DEPARTMENT

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:

Read the following statement and cross out them

1. How often does your teacher use Interactive classroom activities to improve speaking skills?

❖ Always (.....)

❖ Often (.....)

❖ Sometimes (.....)

❖ Rarely (.....)

2. How satisfied you feel when your educator applies rolling dice activities to enhance speaking skills?

❖ Very Satisfied (.....)

❖ Satisfied (.....)

❖ Dissatisfied (.....)

❖ Very dissatisfied (.....)

3. How important is for you to practice your speaking through the application of shooting hoops activities?

- ❖ Very important (.....)
- ❖ Moderately important (.....)
- ❖ Slightly important (.....)
- ❖ Not important at all (.....)

4. How much do you learn when your educator applies sentence auction activities in the English class?

- ❖ A great deal (.....)
- ❖ Much (.....)
- ❖ Somewhat (.....)
- ❖ Nothing (.....)

5. How motivated do you feel when your teacher uses taboo word activities to improve speaking skills?

- ❖ A lot (.....)
- ❖ Little (.....)
- ❖ Very little (.....)
- ❖ Nothing (.....)

THANK YOU FOR YOUR COLLABORATION

Annex 5: Research Matrix

Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.

Problem	Objetives	Theoretical frame	Metheodology design (Action Research)	Techniques and Instruments
<p>General</p> <p>How does the use of Interactive Classroom Activities as a motivational strategy improve speaking skills among students of the eighth year “B” of Basic Education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> ❖ What theoretical and methodological references about 	<p>General</p> <p>To improve the speaking skills through interactive activities as a motivational strategy among students of eighth year “B” of basic education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> ❖ To investigate theoretical and methodological references about 	<p>Dependent variable</p> <ul style="list-style-type: none"> ➤ Speaking skill. ➤ The Aspects of Speaking Skill <ul style="list-style-type: none"> ❖ Pronunciation ❖ Grammar ❖ Vocabulary ❖ Fluency ❖ Comprehension. ➤ Speaking ➤ Why speaking is important? ➤ How to teach at school? ➤ What should the teacher know when planning speaking activities? 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> ➤ Observing English class. ➤ Identifying the problem. ➤ Stating the background of the problem. ➤ Describing the current situation ➤ Creating a methodological framework for research. ➤ Design an intervention plan 	<ul style="list-style-type: none"> ➤ Observation sheet. ➤ Participant observation. ➤ Pre and post-test. ➤ Pre and post questionnaires. ➤ Field notes. ➤ Questionnaires

<p>Interactive Classroom activities are adequate to improve speaking skills among students of the eighth year “B” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?</p> <p>❖ What are the issues that limit the improvement of speaking skills among students of the eighth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?</p>	<p>interactive activities as a motivational strategy and its application on the improvement speaking skills.</p> <p>❖ To diagnose the issues that limit the speaking skills among students of eighth-year “B” of basic education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.</p> <p>❖ To design an intervention plan with the use of interactive classroom activities among students of eighth-year “B” of basic education, afternoon session</p>	<p>Independent variable</p> <ul style="list-style-type: none"> ➤ Interactive classroom activities. ➤ Effective interactive teaching activities to encourage speech in your classroom. ➤ Students pair activities. ➤ Teachers and students’ activities. ➤ Students' group activities. ➤ Interactive teaching ➤ Interactive strategies ➤ The role of the teacher in interactive teaching. 	<p>Intervention and observation</p> <ul style="list-style-type: none"> ➤ Administering tests and questionnaires. ➤ Observing students’ performance according to the intervention plan. ➤ Presentation of research findings. ➤ Reflecting, analyzing and answering the proposed inquiries. ➤ Organizing the final report 	
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<p>❖ What are the phases of the intervention plan that address the current issues to improve the speaking skills among students of the eighth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?</p> <p>❖ Interactive Classroom activities as a motivational strategy are suitable to improve the speaking skills among students of eighth year “B” afternoon session at Escuela de Educación Básica Miguel Riofrío in</p>	<p>at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.</p> <p>❖ To apply the most suitable interactive classroom activities as a motivational strategy in order to improve the speaking skills among students of eighth-year “B” of basic education, afternoon session at Escuela de Educación Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.</p> <p>❖ To validate the effectiveness that the interactive classroom activities as a</p>			
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<p>the city of Loja, during the 2018-2019 school year?</p> <p>❖ How effective was the application of Interactive Classroom activities as a motivational strategy to improve the speaking skills among students of the eighth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?</p>	<p>motivational strategy had on the eighth grade “B” of basic education, afternoon session at Escuela de Educacion Básica Miguel Riofrío, in the city of Loja during the 2018-2019 school year.</p>			
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Annex 6. Grading Scales

Speaking

Quantitative range score	Qualitative range score
10 pts	Superior The student accomplishes the assigned task successfully, speaks clearly and accurately.
8-9 pts	Excellent Students were able to complete the task with the support of the teacher, he or she demonstrates a high level of oral competence, using good pronunciation and grammar rules.
5-7 pts	Average The student accomplishes the task with difficulty. He or she demonstrates minimum oral competence, hesitates frequently, and shows little creativity, offering only minimal, predictable responses.
3-5 pts.	Below average The student is unable to accomplish the task or fails to demonstrate acceptable mastery of functions, vocabulary, and grammatical concepts.
0-2 pts.	Failing The student does not understand. He or she is unable to accomplish the task. Errors are so extreme that communication is impossible.

Interactive Classroom Activities

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of interactive classroom activities as a motivational strategy to improve speaking skills
61-80	Expected level of effectiveness of interactive classroom activities as a motivational strategy to improve speaking skills
41-60	Moderate level of effectiveness of interactive classroom activities as a motivational strategy to improve speaking skills
21-40	The unexpected level of effectiveness of interactive classroom activities as a motivational strategy to improve speaking skills
01-20	Low level of effectiveness of interactive classroom activities as a motivational strategy to improve speaking skills

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