



Universidad
Nacional
de Loja

Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Dialogues on enhancing English speaking skill among superior basic education students at a public institution in Loja city during the 2022-2023 school year

Diálogos sobre el mejoramiento de la destreza del habla del Idioma Inglés entre estudiantes de educación básica superior de una institución pública en la ciudad de Loja durante el año escolar 2022-2023

Trabajo de Integración
Curricular previo a la
obtención del título de
Licenciado en Pedagogía del
Idioma Inglés

AUTOR:

Julio César Procel Saritama

DIRECTORA:

Lic. Karina Alexandra Celi Jaramillo, Mg.Sc.

Loja – Ecuador

2023

Certificación

Loja, 28 de febrero del 2023

Mg. Sc. Karina Alexandra Celi Jaramillo

DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR

CERTIFICO:

Que he revisado y orientado todo proceso de la elaboración del Trabajo de Integración Curricular denominado: **Dialogues on enhancing English speaking skill among superior basic education students at a public institution in Loja city during the 2022-2023 school year**, previo a la obtención del título de **Licenciado en Pedagogía del Idioma Inglés**, de autoría del estudiante **Julio César Procel Saritama**, con **cédula de identidad Nro.1104800188**, una vez que el trabajo cumple con todos los requisitos exigidos por la Universidad Nacional de Loja para el efecto, autorizo la presentación para la respectiva sustentación y defensa.

Mg. Sc. Karina Alexandra Celi Jaramillo

DIRECTORA DEL TRABAJO DE INTEGRACION CURRICULAR

Autoría

Yo, **Julio César Procel Saritama**, declaro ser autor del presente Trabajo de Trabajo de Integración Curricular y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos y acciones legales, por el contenido del mismo. Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi Trabajo de Trabajo de Integración Curricular en el Repositorio Digital Institucional – Biblioteca Virtual.



Firma:

Cédula de Identidad: 1104800188

Fecha: 18/05/2023

Correo Electrónico: julio.procel@unl.edu.ec

Teléfono: 0991462359

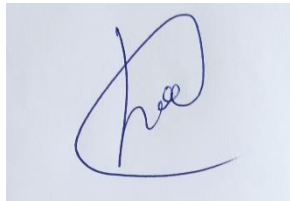
Carta de autorización por parte del autor, para la consulta, reducción parcial o total, y/o publicación electrónica de texto completo, del Trabajo de Integración Curricular.

Yo **Julio César Procel Saritama**, declaro ser autor del Trabajo de Integración Curricular denominado: **Dialogues on enhancing English speaking skill among superior basic education students at a public institution in Loja city during the 2022-2023 school year**, como requisito para optar el título de **Licenciado en Pedagogía del Idioma Inglés** autorizo al sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos muestre la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el Repositorio Institucional, en las redes de información del país y del exterior con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia del Trabajo de Integración Curricular que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los dieciocho días del mes de mayo del dos mil veintitrés.



Firma:

Autor: Julio César Procel Saritama

Cédula: 1104800188

Correo electrónico: julio.procel@unl.edu.ec

Dirección: Loja

Teléfono: 0991462359

DATOS COPLEMENTARIOS:

Directora del Trabajo de Integración Curricular: Mg. Sc. Karina Alexandra Celi Jaramillo

Dedication

I want to dedicate this curricular integration work to my family, especially my mother Guillermina who supported me and gave me the strength to continue studying and being a professional despite the many mistakes I have made in my life. I also want to dedicate this work to my dear cousin Mercy who is a beautiful English language teacher and my future colleague who has been able to encourage me to be an excellent professional like her. Then, I want to give special thanks to my English language teachers at primary and secondary school whom I have not seen for ages, and maybe I will never see them again in my life, but I want to be grateful to all of them because they taught me unforgettable lessons of this beautiful language. I also want to give special thanks to my English language teachers at Fine-Tuned English College Jeanine and Silvana who aroused in me the passion for teaching English. Finally, I want to dedicate this thesis to Michelle Salazar for being an excellent classmate and friend with whom, despite the fact that I did not like her personality at first, she later showed me that she is a wonderful person and helped me a lot during this long process.

Julio César Procel Saritama

Acknowledgments

I want to express my gratitude to Universidad Nacional de Loja, the Facultad de la Educación, el Arte y la Comunicación, and the degree programme of Pedagogía de los Idiomas Nacionales y Extranjeros for providing me the opportunity to develop professionally. I also want to express my gratitude to all the lecturers of my degree programme for sharing their knowledge and experience which helped me a lot for my academic and professional development. Further, I want to express my special gratitude to the people that belong to the educational institution where I developed my practicum throughout these eight university terms: head teacher, supervisor, my dear students, and institutional tutors: Lcda. Ruth Rodríguez and Lcda. Adriana Peñaloza.

Finally, I want to thank to Mg. Sc. Karina Alexandra Celi Jaramillo, who was the director of my curricular integration work and was able to guide me through this arduous process.

Julio César Procel Saritama

Index of contents

Cover Page.....	i
Certificación.....	ii
Autoría.....	iii
Dedication.....	v
Acknowledgments.....	vi
1. Title.....	1
2. Resúmen.....	2
2.1 Abstract.....	3
3. Introduction.....	4
4. Theoretical Framework.....	7
4.1 Dialogues.....	7
4.1.1 Features of dialogues.....	8
4.1.2 Dialogues in Teaching English as a Foreign Language (TEFL).....	8
4.1.3 Uses of dialogues in TEFL.....	9
4.1.4 Strategies for teaching speaking through dialogues.....	10
4.1.5 Types of dialogue used in EFL.....	11
4.1.6 Principles to take advantage of dialogues on fostering speaking skill.....	12
4.1.7 Benefits of using dialogues in the EFL context (conclusion).....	13
4.2 Speaking.....	13
4.2.1 Second Language Speaking Skill (L2 speaking).....	14
4.2.2 Elements of speaking (speaking competence).....	14
4.2.3 Knowledge on speaking skill.....	19
4.2.4 Teaching speaking.....	20
4.2.5 Type of classroom speaking performance.....	22
4.2.6 Principles for teaching speaking.....	23
4.2.7 Strategies for assessing and teaching speaking.....	25
4.2.8 Factors that prevent speaking skill in the EFL classroom.....	26
4.3 Previous studies.....	27
5. Methodology.....	32
5.1 Setting and participants.....	32
5.2 Procedure.....	32

5.2.1 Method..... 32

5.2.2 Research design..... 33

5.2.2.1 Intervention proposal:..... 35

5.2.3 Data collection sources and techniques 37

5.3 Data analysis..... 38

6. Results..... 39

6.1 Pre-test and post-test results 39

6.2 Questionnaire results..... 43

7. Discussion..... 48

8. Conclusions..... 51

9. Recommendations 52

10. Bibliography 53

11. Annexes 60

Index of Tables:

Table 1. Descriptions for A1 speaking.....22

Table 2. Studies that researched the implementation of dialogues in order to improve the EFL speaking skill.....28

Table 3. Results on the pre-test about the performance of eighth-grade students’ speaking skill.....40

Table 4. Results on the post-test about the performance of eighth-grade students’ speaking skill.....42

Table 5. Pre-test and post-test means summary on the performance of eighth-grade students’ speaking skill.....43

Table 6. Perceptions about the effectiveness of dialogues..... 44

Table 7. Perceptions about Minimal-pair activities.....45

Table 8. Perceptions about English language speaking skill.....46

Table 9. Perceptions about the types of dialogues.....47

Index of Figures:

Figure 1. Effectiveness of dialogues in the EFL classroom.....14

Figure 2. Students’ considerations about dialogues.....45

Figure 3. Speaking interaction patterns.....46

Index of Annexes:

Annex 1. Pre-test and Post-test.....61

 Rubric.....64

Annex 2. Questionnaire.....65

Annex 3. Checklist.....68

Annex 4. National Grade Scale.....69

Annex 5. Lesson Plans.....70

1. Title

Dialogues on enhancing English speaking skill among superior basic education students at a public institution in Loja city during the 2022-2023 school year

2. Resumen

El presente trabajo de investigación buscó potenciar la habilidad de hablar inglés a través de diálogos entre estudiantes de educación básica superior de una institución pública de la ciudad de Loja durante el año escolar 2022-2023. La aplicación de esta estrategia tuvo como objetivo mejorar las siguientes sub-habilidades del habla: fluidez, precisión, pronunciación, complejidad e inteligibilidad. Hablar es una habilidad compleja para ser aprendida y enseñada en cualquier entorno de inglés como lengua extranjera, de ahí la necesidad de aplicar estrategias innovadoras en el aula para resolver este problema. El estudio responde a un modelo de investigación-acción utilizando un enfoque mixto en el que se recogieron datos tanto cuantitativos como cualitativos; asimismo, se utilizaron tres instrumentos: un pre y post test para medir el impacto de los diálogos sobre el habla, una lista de cotejo y un cuestionario para medir las percepciones de los estudiantes sobre los diálogos y cómo mejoraron su habilidad de hablar; los datos cuantitativos fueron representados mediante estadística descriptiva y los datos cualitativos mediante análisis temático. Los datos analizados revelaron que los estudiantes mejoraron significativamente su habilidad para hablar después de la aplicación de diálogos. Adicionalmente, se concluyó que los diálogos incidieron en la mejora de la habilidad de hablar de los estudiantes en los indicadores de pronunciación y complejidad en excelente medida, de precisión e inteligibilidad en muy buena medida y de fluidez en aceptable medida. Además, se concluyó que la aplicación de diálogos ayudó a los estudiantes a mejorar el desarrollo de su habilidad para hablar al darles confianza al producir ejecución oral y contextualizar el lenguaje aprendido en clase. Finalmente, se concluyó que los estudiantes piensan que los diálogos les ayudaron a superar su miedo a hablar y promovieron la interacción con sus compañeros.

Palabras clave:

Diálogos, destreza del habla, inglés como lengua extranjera, mejoramiento, sub-destrezas del habla.

2.1 Abstract

The present research work sought to enhance English speaking skill through dialogues among superior basic education students at a public institution in Loja city during the 2022-2023 school year. The application of this strategy aimed to improve the following sub-skills of speaking: fluency, accuracy, pronunciation, complexity, and intelligibility. Speaking is a complex skill to be learnt and taught in any EFL setting, that is why the necessity of applying innovative strategies in the classroom in order to resolve this issue. The study responds to an action research model by using a mixed approach in which it will be collected both quantitative and qualitative data; likewise, it was used three instruments: a pre and post-test to measure the impact of dialogues over speaking, a checklist and a questionnaire to measure students' perceptions towards dialogues and how they improve the speaking skill; the quantitative data were represented by using descriptive statistics and qualitative data by using thematic analysis. The analysed data revealed that students improved their speaking skill significantly after the application of dialogues. Additionally, it was concluded that dialogues impacted the enhancement of students' speaking skill in the indicators of pronunciation and complexity in an excellent extent, of accuracy and intelligibility in a very good extent, and of fluency in an acceptable extent. Further, it was concluded that the application of dialogues helped student to improve the development of their speaking skill by giving them confidence when producing spoken performance and contextualising content language. Finally, it was concluded that students think that dialogues helped them to overcome their fear of speaking and promoted interaction with their peers.

Key words:

Dialogues, English as a Foreign Language, enhancement, speaking, sub-skills of speaking

3. Introduction

According to Cevallos (2019), the ability to speak has been conceived as the observable sign that a student is mastering a foreign language because the era of globalisation requires people to be efficient in their communication skills, due to the possibilities of work, study, and social relations which depend largely on the ability to interact. As a result, to achieve good communication in English language, students must know how to express themselves fluently and clearly, with optimal pronunciation and intonation, using verbal resources appropriately and naturally, that is why the Ministry of Education of Ecuador in 2016 established standards from the CEFR (Common European Framework of Reference for Languages) for the speaking skill in which students are supposed to understand (use) familiar basic expressions, phrases and sentences related to areas of their most immediate relevance.

Unfortunately, students from Superior Basic Education do not achieve the A2 level required by international standards, primarily in the speaking skill. This is due to the fact that speaking is a complex skill to be mastered in the English as a Foreign Language setting (EFL) setting, because there is a chain of factors that constraint the development of that skill such as: nervousness, fear of making mistakes, lack of confidence, lack of motivation from the teacher, lack of time, lack of self-confidence from the students, crowded classrooms, etc. (Pineda, 2018). Additionally, students face linguistic issues on functions on language such as: poor bunch of vocabulary, lack of knowledge of grammatical structures and lack of correct pronunciation of words, which hinders their capability of producing spoken language (Shen, 2019).

Some previous studies have denoted that the use of dialogues enhances the development of English speaking skill, for instance: Kuehn (2022) & Tanveer (2021) claim that most EFL learners cope with the difficulty of speaking in English; therefore, dialogues are very important in the development of speaking skill because they represent real-life speech and are set in different cultural situations, as a result, they provide meaningful communication. On the other hand, Ur (2021) points out that dialogues provide different roles to students which motivate them to dramatise language content; besides, they become a springboard to learn new vocabulary, improve pronunciation and to practise the grammatical structures learnt in class.

Despite, the above-mentioned authors claim the benefits of dialogues to improve speaking skill, they did not mention the type of dialogues that could be more appropriate to be used according to students' language proficiency level since their research was carried out with adult participants

who were supposed to have an advanced language level; likewise, they did not mention the type of lesson plan they applied during their intervention. Therefore, analysed these deficiencies, the researcher applied his intervention plan with eight-grade students in order to research the type of dialogues that are more suitable for students who have a low language level as well as the type of lesson plan that adapts best to speaking activities.

It is relevant to carry out this research work from an educational point of view since it will provide major contributions for the EFL community. Firstly, in-service teachers will benefit from the application of this action research in the way that they will be able to apply innovative methodologies and techniques to improve speaking skill through dialogues in their lessons. Secondly, the researcher as an undergraduate student will gain experience in his teaching practice by applying and using innovative strategies with students of superior basic education at a public institution during the action research process. Lastly, English language learners will receive support to enhance their speaking skill through dialogues. Finally, this study will contribute to create a research culture among the Ecuadorian English language teachers' community.

The present research work was conducted in order to enhance the speaking skill through dialogues of twenty-five students of eighth-grade EGB at a public educational institution in the city of Loja during the 2022-2023 school year. Further, the indicators of speaking that were expected to be improved were: "fluency" which sought to help students to speak with little hesitation, "accuracy" which was aimed to assist students to speak with few syntactical mistakes, pronunciation that was aimed to assist students to pronounce words correctly, "intelligibility" which was to help students to be understood by other interlocutors, and "complexity" which aimed to help students to relate grammatical patterns with key vocabulary; all of these indicators are aligned to the students' language proficiency level (A1.1). Additionally, the study was carried out in 40 hours and it concluded successfully; even though some limitations arose such as: there was not control group which means that the intervention plan was carried out in one single group of students; therefore, the results might not be completely accurate and the time for the intervention application was short. Finally, it is recommended for future research, to apply the strategy of dialogues in a longer period of time and with two groups of participants.

Based on the aforementioned, the general objective of this research work was to enhance English speaking skill by using dialogues among superior basic education students at a public institution in Loja city during the 2022-2023 school year. Furthermore, the general objective was

divided into three specific objectives: to identify the impact of dialogues on enhancing English speaking skill, to apply dialogues on the development of English speaking skill, and to describe the perceptions of the use of dialogues on developing English speaking skill.

4. Theoretical Framework

The present section contains the theoretical contents related to the two variables under study. The first part starts with the independent variable that is Dialogues and which is the strategy that will be used in the intervention plan in order to enhance the speaking skill. Likewise, the second part comprises the dependent variable that is Speaking skill and which is the key objective to be reached, because all the research work turns round the aim of improving students' spoken performance in the EFL classroom. Additionally, the section also contains two lesson approaches to teach speaking skill, one is the Holistic Approach to Teaching Speaking and the other one is more general: the PPP approach which stands for Presentation, Practice and Production. Finally, the section ends with the description of those previous studies that were the base to guide all the current research work.

4.1 Dialogues

Dialogues are part of communication in everyday human beings' lives. Ur (2012) suggests that short dialogues memorisation is a good technique to enhance foreign language learners' speaking ability whether their skill is low or high. Additionally, dialogue is a good way to get learners to practise saying the target language without any hesitation and within a variety of context. Therefore, learning dialogues by heart is associated with the audio-lingual method and some scholars assume that it is an outdated and ineffective technique; but it is actually extremely useful for the development of oral fluency at elementary levels because it provides beginners ready-made meaningful exchanges which give them confidence in spoken English.

According to Rawung (2021) dialogue is a conversation between two or more people. It is a verbal exchange of ideas between people, and such fits the standard vision of how dialogue would function in the classroom. Eventually, dialogues are a very useful technique once an initial set of vocabulary is understood. Moreover, the purpose of using dialogues in the EFL classroom is to present a situation of real language in which language learners role play in a confident environment before being met by the real thing. To sum up, by using dialogues, language learners come to own the language to internalise the phrases used so they become part of their repertoire of English.

Tanveer (2021) considers when improving speaking skills in foreign language setting, dialogues play an important role. Hence the role of dialogue is to boost up the conversation among language learners in the classroom, because it leads students to improve their confidence and

motivation in using English language during speech events. Therefore, dialogues express a communicative relationship between two learners and they evoke intentions, confidence and encourage personal speaking skills in the target language.

Dialogue is an excellent strategy to enhance language learners' speaking skill. Likewise, most EFL students feel nervous, and anxious when they are required to perform speaking tasks in the classroom. Even learners who have a higher language level or those who study in private language academies, feel they cannot speak the target language accurately and fluently. Therefore, dialogues become a useful strategy to foster speaking skills because students can perform spoken activities confidently through its memorisation

4.1.1 Features of dialogues

Richards (2002) mentions some features of dialogues and its use on speaking skills development:

- Dialogues are lines performed by characters in drama or fiction.
- A dialogue is a conversation.
- Dialogue is a process of negotiation through speech.
- A dialogue is a spoken interaction.
- Dialogues can be pre-scripted (standard-printed) as the case of dialogues which are in course-books, or unscripted (student-generated) which means that dialogues are improvised.
- Dialogues can be real or simulated.
- Dialogues can be recorded through any device.
- Dialogues are helpful to display functions of language such as: grammar, pronunciation, and vocabulary.

4.1.2 Dialogues in Teaching English as a Foreign Language (TEFL)

According to Fouladi (2018) the main purpose of using dialogues in the EFL classroom is to foster conversation among language learners which improves the students' communicative competence and their ability to express themselves fluently, accurately, and appropriately in different situations. Therefore, English language learners must have an adequate bunch of vocabulary, good pronunciation, and correct grammatical use which can be corrected and practised through dialogues.

Bilbrough (2010) proposes models of dialogues to be used in the EFL classroom:

Dialogues as a model for real-life interaction

As EFL classrooms need a context to put into practice all the functions of language that are taught during the lessons, dialogues become an excellent strategy to motivate students to practise grammar pieces, vocabulary and pronunciation in simulated real-life situations in which learners have a role to be performed. To reiterate dialogues, give a context in which English turns real and engaging.

Dialogues as a source of language input

Dialogues are used as contexts in which to present grammar, pronunciation and vocabulary in an authentic environment. So that, pieces of language are learnt with communicative purposes instead of being taught as isolated lessons.

Dialogues as language practice

Dialogues are the perfect opportunity to practise language learnt in class. Therefore, students can relate grammar to vocabulary in a dialogic setting in which they can be corrected about pronunciation mistakes; as a result, they are able to be aware and demonstrate what they have learnt during the instructional lesson stage.

4.1.3 Uses of dialogues in TEFL

According to Bilbrough (2010) for the English teacher, it is important to be able to set the purposes of dialogues in a lesson:

Dialogues for receptive use

Dialogues are a source of information and ideas, a model of language and a purpose for discussion.

Purpose: The purpose of the dialogues determines its choice and design; therefore, the teacher must reflect on what he/she expects from their students to be performed.

Naturalness: Dialogues must replicate situations students may encounter in the world outside the classroom. Thus, dialogues must be a preparation for real-life language use.

Familiarity: The more student-level language that a dialogue contains, the easier it will be for the learner to understand it. Hence, if learners are expected to reconstruct, memorise, rehearse, or perform a dialogue in some way, then it is reasonable that the language items should be the ones that they are already familiar with.

Practicability: The length of a dialogue is a key factor. Furthermore, students may feel less motivated to work with dialogues which are too long, especially if they are asked to reproduce

them somehow. Consequently, dialogues of fewer than ten lines will provide a reasonable quantity of material to work with.

Dialogues for a productive use

According to Thornbury & Slade (2006) the use of dialogues in the EFL classroom must follow three stages of reflection:

Planning time: Learners often encounter difficulties when trying to naturally incorporate recently learnt language items into meaning-focused exchanges; therefore, incorporating a planning stage before the students engage in a dialogue can help to build a bridge between their passive knowledge and their capacity to use this knowledge in spontaneous speech.

Talking time: With pre-scripted dialogues (standard-printed), learners are not communicating anything new, so they cannot be expected to repeat the same dialogues many times because they will get bored. For this reason, it is important to vary the tasks which the students are expected to do with dialogues in order to maintain interest and motivation.

Reflection time: For the English teacher it is important when students are performing in a dialogue, to be able to recognise issues on learners' pronunciation, vocabulary range and grammatical accuracy in order to correct those problems and give the corresponding feedback.

4.1.4 Strategies for teaching speaking through dialogues

Bilbrough (2010) suggests six types of activities which are useful to get effectiveness out of the use of dialogues in the EFL classroom, it is important to set the dialogues in pairs, even though dialogues may take place with more than two people. However, pair-work is the best format to do so, because in that way students might not get distracted by chatting with each other or talking about other things. In short, pair-work is suitable to keep discipline and concentration.:

Closed pairs: After making it clear what is going to be discussed, students all turn to the classmate on the left or on the right and start talking; therefore, the teacher is able to monitor different pairs by moving about.

Open pairs: Two students engage in a dialogue while the rest of the class listen to them.

Back-to-back pairs: Here students cannot see each other's faces, but can just listen to their voices.

Line dance formation: Students stand in two rows, facing one another and start their dialogue. The teacher gives a signal and the student at the head of one row moves to the tail of the same row and the rest of students do the same, so that they will have a different classmate to practise the dialogue with.

Dyadic circles: Students stand in two circles, one inside the other, students in the inner circle face those in the outer one. Furthermore, students start a dialogue with the person facing them, then the teacher gives a signal and the outer circle moves round one place so that every learner is now facing a different classmate.

Milling: The whole class stands in a space where they are free to move around. Then, every student is free to choose the classmate they want to practise the dialogue with. Finally, when the dialogue has concluded, each student has a new classmate to practise.

4.1.5 Types of dialogue used in EFL

According to Akbar (2018) there is a variety of dialogues to be used in EFL contexts; however, the following are the most used to enhance speaking skill:

Standard-printed dialogues: They usually consist of several short exchanges between two people and are useful to introduce common expressions to beginning language learners. Moreover, they are found in course-books mainly.

Open dialogues: In this type of dialogues, the teacher provides only one half of the dialogue and students invent the other half; as a result, students are able to produce their own responses.

Cue-card dialogues: This type of dialogues provides language learners more linguistic input chances by using cue cards which cannot be seen by other students and give instructions to perform a sequence of communicative acts in order to fit in with an interrelated sequence on a classmate's card. Likewise, the teacher can invent this dialogue or adapt them from a standard course-book.

Discourse-chains dialogues: These dialogues are presented to language learners in a form of diagram with the exchanges between speakers listed in the order they naturally occur. Furthermore, they provide students greater responsibility for determining how they will use language to perform various speech functions.

Information-gaps dialogues: They are presented with prompts on cue cards, where a student has access to some information that is withheld from another classmate who has another cue card. As a result, information gaps are stimulating because they contain problem-solving discourse and this engages learners by catching their curiosity. However, this type of dialogues requires students to master the topic language to be performed orally.

Student-generated dialogues: This encourages students to write their own dialogues. Furthermore, language learners can write their dialogues from a film scene, videos, a picture, a

comic strip, idioms, functions of language (grammar, pronunciation and vocabulary), etc. Thus, in this type of dialogue, students can use digital devices in order to record what they want to say.

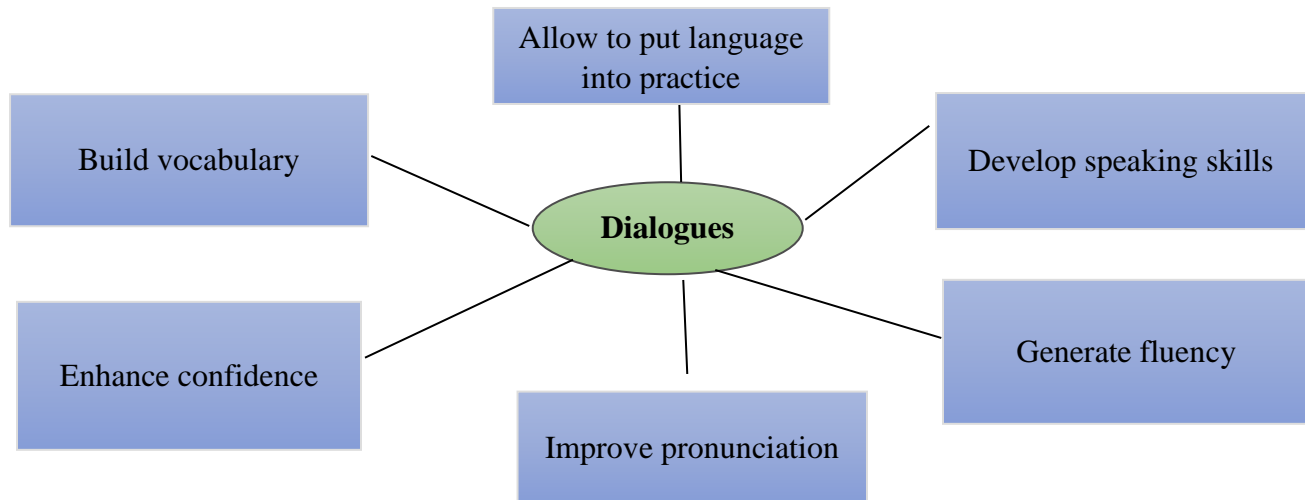
4.1.6 Principles to take advantage of dialogues on fostering speaking skill

- Teach grammar in context.
- Have students practise key vocabulary.
- Teach useful expressions.
- Use natural language as much as possible.
- Keep the dialogues short, so that students can remember them easily, but dialogues must also be long enough to provide context.
- Provide situations in the dialogues that are interesting and relevant for the students and according to their familiarity.
- Provide dialogues with true value which means that language learners will not be required to say something in the classroom that they would never say in the real world.
- Set dialogues with characters who are realistic and interesting for the students.
- Use vocabulary that is appropriate for the students' language level.
- Provide pictures of the desirable dialogues to be performed in order to stimulate other students' types of intelligence.
- Try to make students listen to audios from which they are expected to perform afterwards as dialogues.
- Teach pronunciation of the dialogues by emphasising stress, rhythm and intonation.
- Attempt to build the dialogues by representing real-life speech, so that students learn are able to speak in natural language.
- Introduce cultural aspects to differentiate the L2 target culture from students' L1.
- Vary the dialogues in such a way that the students do not fall into monotony and boredom.

4.1.7 Benefits of using dialogues in the EFL context (conclusion)

Figure 1

Effectiveness of dialogues in the EFL classroom



Note. The graphic shows the language areas benefited from the use of dialogues in TEFL context. Taken from *Improving Speaking Skills Through Dialogues at a Higher Secondary Level* (p.2), by B. Tanveer, 2021, Palarch's Journal

4.2 Speaking

According to Brown (2015) speaking is one of the four language skills. Similar to writing, it is a productive skill. Likewise, speaking is of high importance in the context of teaching and learning English as Foreign Language (EFL), because it allows learners to communicate with others. Therefore, speaking is an interactive process of constructing meaning that involves producing, constructing and receiving information

Boonkit (2010) mentions that speaking as a phenomenon of communication is one of the most important aspects of language teaching. It not only enables students to communicate the desired message to an audience, but also stands as the means of relationship building, facilitates the establishment and protection of culture and values of specific groups and to improve the communication on a worldwide scale.

According to Ur (2012) teaching speaking in the EFL context is relevant because of the importance of English as an international language; therefore, students should be able to perform

spoken interaction as a means to integrate themselves to the globalised society which they will encounter when finishing their schooling and academic stage. Likewise, speaking is the most important language skill because learners of a foreign language who are able to know a language are referred to speakers of the target language; so it is worth bearing in mind that EFL courses should promote classroom activities that develop the learners' ability to express themselves through speech.

Qutob (2018) considers that speaking is a kind of bridge for English language learners between the classroom and the world outside. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunities for purposeful communication in a meaningful situation. So that learning to speak in a foreign language will be facilitated when students are actively engaged in attempting to communicate. Therefore, the teacher must give the learners practice to actualise their speaking skill in a real situation. By mastering speaking skill, students can carry out the conversation with others, share opinions, give ideas and exchange information with interlocutors; is helpful to build the communicative competence which will allow foreign language learners to defend themselves in the increasing globalised society that require citizens to speak a common language in order to be able to communicate across the world with people from different cultures and backgrounds.

4.2.1 Second Language Speaking Skill (L2 speaking)

Renandya & Widodo (2016) claim that in the EFL context, a competent speaker is considered a learner who is able to communicate confidently, grammatically and fluently correct. Likewise, there are EFL contexts where a good language learner is considered a person who is able to sound like a native speaker from the common English-speaking countries such as: Canada, the USA, New Zealand, the UK, and Australia. Therefore, regardless of the prejudices when evaluating a good English language learner, proficient students should be able to carry on a conversation in a competent way, which means to accomplish communicational goals with other speakers.

4.2.2 Elements of speaking (speaking competence)

According to Goh (2012) speaking requires mental, articulatory and social processes which allow language learners to express a message. Also, speakers choose what to say and use their linguistic knowledge in order to build utterances, so that this process encodes a message in sound patterns which can be understood by the other speakers. As a result, competent speakers use

language to achieve communication goals, this means that there are speaking sub-skills that permit how much information is needed to express meaning, organise speech and articulate the sounds that make process intelligible.

Pronunciation: This subskill is articulatory and phonological which permits speakers to produce sounds at the segmental level where learners articulate sounds such as: vowels, consonants and diphthongs inside the articulatory tract, and at the suprasegmentally level where utterances are reproduced and have a relevant communicative value because they respond to real-time meanings within the discourse during the interaction.

As cited by AbdAlgane (2020), the challenges of pronouncing sounds that are not common to EFL learners are very relevant to be taken into account when asking them to produce spoken tasks in the classroom. Likewise, he considers that teachers see themselves little competent to be able to pronounce English correctly, so that they are not going to teach pronunciation rules to their students. Here it is important to state that pronunciation seeks to convey the desired meaning between speakers and not a way of showing off who can pronounce English more close to native speakers, this is relevant because students must be told why they should learn to pronounce the language correctly. Therefore, the language teacher should teach his/her students in a motivating way the differences of the phonological systems of English vs Spanish so that learners feel relaxed when practising and producing new sounds.

Pourhosein (2016) argues that there are four factors that prevent EFL students from pronouncing English correctly such as:

- Mother tongue interference: Students tend to rely on their native language when speaking the target language, which means that they think that English words are pronounced in the same way as their L1, in the case of Ecuador, learners find difficult to pronounce in a way and spell in another one because Spanish is pronounced and spelt alike.
- Little exposure to the target language: Similarly, when students are too young and they learn to pronounce their L1 as they hear it, in the case of L2, students cannot pronounce English correctly because they cannot encounter the target language outside the classroom; therefore, pronunciation relies on teacher's modelling and memorisation.
- Sound system difference: The phonological system of English differs to students' L1 phonological system; this is serious because learners are not used to listen different sounds beyond their native language. In the case of Spanish vs English, English has 24 consonant

sounds and twenty vowel sounds which will make EFL students to get confused when pronouncing words, while Spanish has 22 consonant sounds and 5 vowel sounds only.

- Lack of motivation: Most EFL students feel embarrassed and anxious when pronouncing English because they feel they are going to look ridiculous or their teachers are going to mark them lowly; that is why the importance of motivate all students in a classroom when pronouncing; so that they get to know that mastering foreign sounds requires time, effort and the fact that by making mistakes everyone can get to achievement.

Speech: Thornbury (2005) states that speech is the performance of speech acts which is the production of spoken language through utterances that convey desired communicative functions by using appropriate language use, grammar and vocabulary. Additionally, speech production takes place in real time and is linear, which means that it is produced utterance by utterance. Furthermore, speech is dependent on spontaneity, so that there is limited time to plan utterances. That is why real-time processing is the main feature of spoken language.

Interaction management: Goh (2012) states that speech is dependent on the ability to manage an interaction and regulate the flow of conversations. Moreover, second language learners need to learn how to start and maintain face-to-face interactions, taking turns, asking for clarification, exchanging topics, etc. Hence, management of the sub-skill requires the use of formulaic expressions in order to indicate specific functions; moreover learners' cultural differences are important to take into account when producing utterances in a socio-cultural appropriate way.

Discourse organisation: According to Karreman (2000) discourse is the study of talk and text in social contexts. Furthermore, talk in interaction denotes sociability, while text is the material representation of discourse in spoken or recorded forms. Spoken interactions can only occur in contexts where language learners have equal or similar opportunities to talk. Additionally, students need relevant language to produce pieces of discourse.

Communication strategies: According to Goh (2012) there are special techniques used during oral communication. In fact, they have a social function which improves interaction and a psycholinguistic function which compensates for language-related issues. Some strategies are: asking for clarification, asking for repetition, and comprehension checks before answering to interlocutors, formulaic expressions, paraphrasing, circumlocution, word coinage, self-monitoring and borrowings from L1. As a result, all of those strategies are useful to language learners to gain

time when formulating a response; however low proficient learners may ask for assistance directly during the conversations either their peers or their language teachers.

Accuracy: Koizumi (2014) considers that accuracy is mostly used in grammar; however it is very important in speaking because a person must master the functions of language to be proficient. This means that a language learner should use grammar, vocabulary and pronunciation correctly when speaking a foreign language.

Likewise, Freidin (2020) states that getting proficiency in a foreign language is not just learning grammar, vocabulary and pronunciation, but linguistic aspects such as syntax, because a student must be able to arrange words in a correct order inside the sentence. On the other hand, Xulkar (2020) points out that EFL learners should have essentials of syntax because it allows them to understand how sentences work, the meaning of words and its order, structure and punctuation which is very relevant to facilitate understanding when student express themselves whatever orally or in a written way. To end up, it is not worth having and knowing lists of vocabulary if the student is not able to put the words in the correct order so that they are arranged in a grammatical and logical sense since a sentence is supposed to communicate something to the others and if words are rearranged in an order that is not syntactically correct, it may lead to confusion and ambiguity because a different message goes to the listener.

Fluency: According to Koizumi (2014) this is the natural language learners' ability to speak spontaneously, quickly and comprehensively with few mistakes. Also, fluency is the natural flow of language in which a speaker engages in meaningful interaction and maintains comprehensible communication in an ongoing way despite his/her language proficiency level.

As cited by Rodríguez (2018) fluency is the intelligible and semantic correct use of sentences by a foreign language learner which means that the student can communicate ideas naturally without expecting perfection; therefore, a EFL learner is expected to maintain a comprehensible interaction despite his/her natural communicative competence. To be fluent, a learner needs more than communicative competence, for that reason many scholars do not separate fluency from accuracy because it is considered that fluency requires the availability of the communicative competence by formulating appropriate utterances in real time, involving an effort on the elaboration of sentence structures as well as the getting of a great bunch of lexical items. As a result, teachers should consider both qualitative and quantitative parameters when testing fluency, which means that speech rate must be evaluated plus students' linguistic knowledge without forgetting the

appropriate learner's language level which would lead to fluency variation from one student to another.

Complexity: This is the degree in which a foreign language learner uses a varied and sophisticated language functions. It means that the student is able to use complex pieces of vocabulary, pronunciation and grammar when speaking (Koizumi, 2014).

Calude (2022) points out that linguistic complexity in a EFL context is the degree of linguistic difficulty a student faces while he/she approaches to advanced levels and which demonstrates proficiency due to the fact that learners will be able to use complex grammar patterns, sophisticated vocabulary, formulaic expressions, idioms and pronunciation. Furthermore, it is suggested that EFL teachers make use of English linguistic corpus in order to select the language that is used in real-life contexts because a corpus is a collection of words that have a natural usage and teachers can help themselves by searching websites or free software which analyse the frequency of words that are being used currently as well as the differentiation of spoken/written language that are useful to be proficient. Consequently, the use of corpus will benefit students in the way they will learn the language they will encounter in real contexts beyond the classroom such as: films, newspapers, news, social media, and native speakers. Finally, linguistic complexity should be promoted in EFL contexts because it enhances the development of speaking skill in the way that the more students use updated-complex pieces of language the more fluent they will be when producing spoken performance.

Intelligibility: Bleile (2004) assumes that intelligibility refers to how well a language learner can be understood when he/she is speaking by the other interlocutor. Some factors influence learners' intelligibility such as the knowledge of target language sounds, its correct pronunciation, stress, intonation, voice volume, etc.

According to Pawlak & Waniek-Klimczak (2015), the increase of English non-native speakers round the globe has brought attention to intelligibility in EFL contexts due to the fact that many speakers do not have a native-like accent; therefore, this tends to lead confusion and some kind of discrimination to language learners for not approaching to the native speaker ideal pronunciation. On the other hand, Nazari (2015) defines intelligibility as the capacity of a foreign language learner of being understood by a listener at a certain a time and in a certain situation; this means that the more words a listener is able to identify accurately from a speaker, the more intelligible the speaker is. Therefore, EFL teachers should promote activities that improve their students' intelligibility in

order to enhanced their speaking skill; then, there are three strategies to do it such as: recording students' voice when speaking in order to give feedback on pronunciation mistakes, plan listening activities because students can imitate correct pronunciation when they listen to authentic audios and foster pronunciation activities in order to motivate students to pronounce words correctly. In conclusion, EFL learners should be motivated to be aware that the sounds of the target language they learning is very different from the sounds of their native language; therefore, it is very relevant to approach them to the pronunciation of English in an engaging way so that, they are able to understand their classmates and other speakers outside the classroom.

Talk management: This is the language learners' ability to handle a conversation by introducing, elaborating and changing conversational topics.

4.2.3 Knowledge on speaking skill

Being skilful in EFL means having some type of knowledge base. As a result, this knowledge can be independent from language(extra-linguistic) (sociocultural) and knowledge related to features of language (pragmatics, grammar, vocabulary, phonology, etc.)

Sociocultural knowledge: This type of knowledge is about social values and norms of behaviour within society. Furthermore, this type of knowledge has a relevant impact on learners' speaking ability because cultural differences can lead to misunderstandings and breakdowns in communication. Consequently, being able to know the sociocultural rules of a determined social group and its corresponding codification is useful to achieve communication goals.

Genre knowledge: Thornbury (2005) points out that speaking has two functions. Firstly, transactional function seeks to convey information and facilitate the exchange of goods and services. On the other hand, the interpersonal function seeks to establish and maintain social relations. Besides, speech events have evolved into genres which means how they can be labelled by its participants. Thus, genres can be presentations, chatting, job interviews, announcements, commentaries, joke telling, messages, etc.

Discourse knowledge: This type of knowledge is about how to organise and connect individual utterances to the turn-taking structures of interactive talk. So, discourse markers such as: well, oh, so, right, etc., are important because they signal the speaker's intentions, hold the conversation turn and mark boundaries in the talk. Therefore, the speaker uses his/her lexical and grammatical knowledge to connect utterances.

Pragmatic Knowledge: According to Deda (2013) pragmatics studies the relation between language and its context. Further, this type of knowledge is about knowing how to do things with language by taking into account the context of use; a speaker's pragmatic knowledge consists of speech acts which are: suggesting, requesting, apologising, offering, negotiating, etc. In short, pragmatic knowledge is the ability to comprehend, construct, and convey meanings that are both accurate and appropriate for the social and cultural circumstances in which the communication process takes place.

Grammar: According to Shakir (2021) despite much controversy on teaching grammar in EFL contexts, it is very important because it shows the forms and structure of words and how they are organised in sentences. Hence, grammar provides the rules for the common use of both spoken and written language. To reiterate, grammar helps speakers to understand each other.

Vocabulary: Thornbury (2005) shows that spoken language has a high proportion of words that express the speaker's attitude to what is being said. Thus, speakers also use many words that express positive or negative appraisal. According to some researchers, a range of 2,500 words covers nearly 95% of spoken language compared to 80% of written text which means that to speak fluently it is necessary to learn words that are used mostly in spoken contexts. So that students cannot be able to speak in a foreign language if they do not have an acceptable range of target vocabulary in their minds.

Phonology: Phonology helps learners to be aware of the different sounds that are used in a specific language; so the more they practise them, the more fluently they will speak.

4.2.4 Teaching speaking

According to Harmer (2007) speaking is relevant in the EFL classroom because it provides rehearsal opportunities to practise real-life and classroom pieces of language. Furthermore, it allows students to get feedback from their peers and the teacher. Moreover, English teachers should foster activities that involve a lot of speaking practice because through it, language learners have more chances to activate elements of language that students have stored in their brains, so that they can become autonomous learners and get to automaticity. As a result, this is the phase in which language components can be well-structured without thinking about them and avoid translation to L1.

Speaking in L2: Most teachers of English as a Foreign Language (EFL) focus on teaching grammar and vocabulary only, setting aside the development of speaking skill which is necessary

to foster communicative competence. Additionally, students feel comfortable when being able to write sentences grammatically correct, but feel anxious when they are required to perform a speaking activity. Additionally, speaking in a foreign language is not easy, because there are some factors that inhibit the development of students' speaking skill such as: the context. For example, in the case of English as a Second Language (ESL), students are surrounded by the target language which they can hear in the school, shops, the government and the media; so that they are able to learn English without taking a lesson; as a result, they learn the foreign language as children obtain their first language. Finally, in the case of Ecuador, the context is that English is taught as foreign language which means that students have only chances to practise the target language inside the classrooms, outside there is no exposure to the language; this is an inconvenient for students because they only encounter and practise language content inside the classroom, and mostly this is done by memorising; as a result, students forget what they learn easily.

CEFR descriptors related to speaking

The following descriptors are taken from the Common European Framework of Reference for Languages official document (2018):

Table 1

Conversation between other speakers	Students can understand basic words and short phrases in a slow and clear way.
Identifying cues and inferring	Students can deduce the meaning of unknown words for a concrete action or object.
Overall spoken production	Students can produce isolated phrases about people and places.
Sustained monologue: describing experience	Students can describe simple aspects of their daily life by using basic words and phrases and provided they have prepared in advance.
Sustained monologue: giving information	Students can give simple descriptions of objects and pictures by using basic words and phrases and provided they have prepared in advance.

Compensating	Students can use gestures to support simple words in expressing a need.
Overall spoken interaction	Students can interact in a simple way but communication is dependent totally on repetition at a slower rate of speech.
Conversation	Students can take part in a simple conversation at slow and repeated speech.
Informal discussion with friends	Students can exchange likes and dislikes by using a limited repertoire of expressions.
Goal-oriented co-operation	Students can ask people for things and give people things.
Information exchange	Students can ask and answer simple questions related to basic topics.
Interviewing and being interviewed	Students can reply in an interview to simple direct questions about personal details in slow and non-idiomatic speech.
Asking for clarification	Students can indicate with words, intonation and gestures what they do not understand.
Overall mediation	Students can use simple words and non-verbal signals to show interest in an idea.
Relaying specific information in speech	Students can rely on simple and predictable information in short and basic statements.

Note. This table shows the descriptors applied to speaking on the A1 language proficiency level.

4.2.5 Type of classroom speaking performance

The mastery of speaking skill in the English as Foreign Language context is extremely relevant to language learners and their corresponding teachers because they often evaluate success and effectiveness on English language courses on the basis of how well their students have enhanced their spoken language proficiency and this becomes a highly demanded ability in different working and academic situations (Richards, 2008).

Brown (2010) suggest the following types of speaking activities:

Imitative: This is a kind of intonation practice, or trying to pinpoint a certain vowel sound. It is not carried out for meaningful interaction, but to focus on some particular element of language form. Specifically, this activity is performed in the form of drilling. Thus, offers language learners an opportunity to listen and to orally repeat certain strings of language that may bring some kind of difficulty. Additionally, drills offer limited practice through repetition.

Intensive: Intensive activities are designed to practise phonological and grammatical aspects of language. Likewise, this type of activity is performed in pair work.

Responsive: This is short replies to teacher and student-initiated questions. As a result, this type of activity is an ice-breaker into the classroom and motivates students to speak.

Transactional (dialogue): This seeks to convey or exchange specific information. This type of activity is performed in the form of conversations and it has a negotiative and responsive nature, which means that students negotiate meaning and respond to questions.

Interpersonal (dialogue): This type of activity seeks to maintain social relationships instead of transmitting information or facts. Furthermore, interpersonal activities may lead language learners to confusion because they involve linguistic factors such as: casual register, colloquial language, emotional language, slang, ellipsis, sarcasm and hidden meanings that require students to read between lines. As a result, this type of dialogue is so relevant in order to build the communicative competence, but indeed they can be tricky for EFL learners because they are likely to translate from Spanish to English, as a result, the teacher must be careful on those pieces of language that can lead to confusion.

Extensive (monologue): This type of activity is more suitable for advanced language learners because they are required to give extended monologues in the form of oral reports and speeches. Thus, here it is necessary to use a formal register.

4.2.6 Principles for teaching speaking

- Speaking is a complex skill which requires teachers to create learning situations that are supportive and that can reduce learners' anxiety.
- Recognise that language learners can experience problems when formulating language to support ideas; also they may have trouble with articulating words through clear pronunciation and intonation.

- Speaking lessons must address aspects of speaking competence by teaching phrases and expressions that support the use of interactional strategies. Additionally, help learners focus on the language that is needed before and after the speaking task.
- Oral practice activities alone are not sufficient for helping language learners speak effectively; thus enable students to focus on grammar, vocabulary, and pronunciation at appropriate stages of a lesson.
- Plan activities that can raise learners' metacognitive awareness about speaking processes and how they can manage their own speaking development.
- Teaching speaking is not the same as testing speaking, so that English language teachers should provide scaffold and guidance to help students to succeed in each task.
- Speaking lessons must address not only cognitive and linguistic needs, but also affective needs; therefore, provide feedback on learners' speaking performance.
- Use technology to help students to record and reflect on their own speech production.
- Help learners practise and use English in realistic situations, so that students are engaged to participate.
- Engage students to speak to each other and not just to the teacher or more proficient students; hence all learners in the classroom have a chance to practise the target language.
- It is more productive in a lesson whether language learners are interested in the topics to be practised; hence teachers should take into account students' lives and interests.
- Create a friendly classroom where language learners are helped to reduce their fear of speaking, their shyness and their fear of making mistakes; for this reason, teachers should make students feel relaxed, motivated and happy.
- Provide intrinsically motivating techniques to reduce boredom in the classroom.
- Plan a range of speaking tasks to allow learners to communicate in different communicative events.
- Use authentic and attractive materials in order to spark students' interest and motivate them to participate in class (Renandya, 2016).

Rapport in EFL: Giron (2019) claims that rapport has not been much taken into account in the EFL context by most language teachers. Therefore, he defines rapport as the teacher's ability to communicate well with the students, it means a classroom management strategy where the EFL teacher has the ability to create a friendly and cooperative classroom atmosphere. So, this strategy

becomes key to make students to participate mainly in spoken tasks because when they are required to speak they feel anxious and nervous. Thus, the EFL teacher should see students as human individuals who have different needs, expectations and types of fear which must be taken into consideration when planning speaking lessons. Finally, to do this, the teacher should apply some steps such as:

- Engaging students by transmitting passion for learning English,
- Be respectful, fair, good listener to all students equally.
- Know students' names/personalities/interests/learning styles.
- Select lesson topics that are very interesting for them.

4.2.7 Strategies for assessing and teaching speaking

Brown (2010) states that although speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Furthermore, speech is observable, recordable and measurable. As a result, Teachers can use some strategies to teach and assess spoken language at various levels of performance:

Imitative speaking tasks

- Minimal pair repetition
- Word/phrase repetition
- Sentence repetition

Intensive speaking tasks

- Directed response
- Read-aloud for pronunciation or fluency
- Oral sentence completion
- Oral cloze procedure
- Dialogue completion
- Picture-cued elicitation of a grammatical item
- Translation into L2 of words, phrases and sentences

Responsive speaking tasks

- Picture-cued elicitation of response or description
- Map-cued elicitation of directions

- Question and answer – open-ended
- Question elicitation
- Elicitation of instructions
- Paraphrasing

Interactive speaking tasks

- Oral interview
- Role play
- Dialogues, discussions and conversations
- Games

Extensive speaking tasks

- Oral presentations
- Story-telling
- Retelling a story, news or events
- Translation into L2 of extended texts

4.2.8 Factors that prevent speaking skill in the EFL classroom

According to Nuraini (2016) barriers in teaching speaking in EFL contexts come from internal and external factors:

Internal factors

- Native language: L1 can be a problem if the teacher is not able to manage when the first language is necessary to be used in the classroom.
- Age: Young learners are more likely to speak because they are not afraid of making mistakes.
- Exposure: Students are not able to speak because they are not surrounded by the target language; thus there is no time and place to practise communicative tasks.
- Innate phonetic ability: Language learners should be motivated to get the target language as native children do, through exposure in meaningful contexts.
- Identity and language ego: Language learners are not aware of the importance of learning English as a foreign language; thus they should be motivated to do so.
- Motivation: Most learners lack motivation to practise a foreign language.

External factors

- Crowded classrooms / Large class: When there are too many students per classroom, the teacher does not have time to provide appropriate feedback.
- Learners' Autonomy: Students are not exposed to language outside the class, which means that learners have few chances to practise the target language.

4.3 Previous studies

The following section describes some studies which show important information about the research work: dialogues in the enhancement of English speaking skill. A total of 6 studies were chosen and analysed by stating the following categories: author, year, country, population, method of research, and level of education. This information is presented in the following table:

Table 2

Studies that researched the implementation of dialogues in order to improve the EFL speaking skill

Author and year	Country	Population	Methods	Level of Education
Nurfaizah Sahib (2019)	Indonesia	160 students	Quasi-experimental Method	Tertiary
Adi Nugraha (2018)	Indonesia	26 students	Experimental	Secondary
Muhmmad Awais (2021)	Malaysia	20 students	Mixed Research	Secondary
Lilik Huriyah (2020)	Indonesia	36 students	Quantitative	Tertiary
Klaudia Pauliková (2018)	Slovakia	12 students	Mixed Research	Tertiary
Xavier Viteri (2019)	Ecuador	40 students	Action Research	Tertiary

Note. Categorisation of six previous studies that have done research on dialogues to improve students' English speaking skill.

As can be seen from the table above, a total of six studies that are closely related to the topic under study in the context of EFL learning which were considered to analyse and categorise the most relevant information. These previous studies were conducted in countries such as: Indonesia, Malaysia, Slovakia and Ecuador. From these studies 2 out of 6 followed the Mixed Method Research; 1 followed the Quasi-Experimental Method; 1 followed the Experimental Method, 1 followed the Quantitative Method and finally, 1 out of 6 followed the Action Research Method. All of these studies embodied different numbers of participants as well as levels of education such as: secondary, and tertiary. To conclude, these studies sought to determine the improvement of the dependent variable (speaking skill) through the use of independent variable (dialogues).

Sahib (2019) carried out a research work in which he pretends to find out whether or not dialogue-game activities can improve EFL learners' speaking ability. To do this, he selected 160 students from Alauddin University in Indonesia. It was used a quasi-experimental method and the results were collected through a speaking test which was set in the form of interview and a questionnaire which was to find out if dialogue-game activities improved students' interest towards speaking activities. During the lessons, students had fun and learnt to cooperate among themselves, so that this strategy became a springboard to deal with students' boredom; likewise, they were able to express their own ideas through dialogue-games. The researcher concluded that the implementation of dialogue-games activities was better than a conventional method to boost students on spoken activities in the EFL classroom.

Nugraha (2018) conducted thesis research where he sought to find out the enhancement of ten year students at SMKT speaking skills through the use of dialogues. The researcher used a pre-test and post-test by helping himself with a recorder which was very important when evaluating the speaking skill; likewise, the methodology used was the pre-experimental method in whose design 26 students were observed after a strategy has been applied, in this case the implementation of dialogues which are to have the potential to cause change in the students' speaking skills. The lessons were taught in fifteen sessions in which the researcher applied dialogues in the lessons in order to research the independent variable which was to enhance the dependent variable that was fluency. The researcher concluded that dialogues helped students to improved their fluency, and their speaking ability.

Awais (2021) conducted a research work about the implementation of dialogues in a EFL classroom at a higher secondary level school in Malaysia in order to improve students' speaking skills. The researcher worked with 20 students and used an instrument: a pre-test and post-test and the study was both quantitative and qualitative. His main objective in this research work was to determine the impact of dialogues in improving the speaking skills of EFL learners at secondary level. This study was pertinent because most secondary school students hesitated when performing spoken tasks during the EFL lessons; however, they knew the grammar and vocabulary that were used in sentences. So that, students needed a strategy that helps them to build fluency and confidence in their speaking skills, which was the use of dialogues. Finally, the findings indicated that dialogues were a suitable strategy to improve students' speaking skills; likewise, dialogues proved to activate students' confidence when they were required to perform spoken activities in the classroom.

Huriyah (2020) conducted a research project in Indonesia at a university in which she tried to prove that the use of peer-dialogues was suitable to teach speaking skills. The researcher worked with 36 students and her methodology was a quantitative approach and the instrument that was used was a survey. Likewise, her main objective was to identify students' perception about the implementation of peer-dialogues in order to improve their speaking ability in the EFL classroom. Her study was of great impact because EFL speaking skills were considered the most important as a means to help students to perform language actions with communicative purposes as a way to defend themselves in the current globalised society; however, most students felt anxiety when having a simple conversation in English. Finally, the results indicated that students considered that peer-dialogues were useful to teach speaking; also, the results indicated that students had the perception that peer-dialogues could influence their speaking skills in a positive way.

Pauliková (2018) conducted a research work in Slovakia where she attempted to explain the phenomenon of teaching speaking in a EFL context by implementing dialogues, discussions and role-plays as strategies in the lessons. The participants of this project were twelve students of a private language school, their level was A2 according to the CEFR. Her research questions were: How can English language learners improve their speaking skills by implementing dialogues, discussions and role-plays? and what are the reflections on the collected data in order to set suggestions for future improvement? She chose this topic because she considered that speaking skill was the most important in the EFL teaching, however this skill has been separated and

neglected in most classrooms, resulting that many EFL learners cannot communicate even at elementary levels in the target language. The researcher conducted an action research work by using an interview and an observation guide as instruments. Finally, the results indicated that free discussions were engaging to the students; likewise, role-plays were very relevant to prepare students for real life situations, and dialogues were useful to improve students' fluency and complexity.

Viteri (2019) did his master's degree thesis by using dialogues to promote university students' speaking. The research was conducted in a university of Ecuador and forty students of the School of Network and Telecommunications participated in the study. His major objective was to improve students' speaking production through the use of dialogues. His research was relevant because Ecuadorian university students were supposed to graduate with a CEFR B1 language proficiency level from their degree programmes, but reality is that most graduate students were not competent when they were required to perform spoken activities; as a result, EFL teachers should apply strategies that help students to develop their speaking skills such as: the use of dialogues. The type of this work was action research and the instruments used were a pre-test, a post-test and a survey. To sum up, the findings indicated that students improved their oral production through the use of recording pair-work dialogues; likewise, dialogue centred-student activities had a big impact on students' speaking skill components such as: fluency, accuracy and complexity. Finally, the implementation of dialogues as an innovative strategy changes students' perspective towards working in pairs and the speaking ability as well.

The purpose of this research review is to assist the reader to be aware of the benefits and relevance of the implementation of dialogues in the lessons in order to improve the speaking skill in the EFL classroom. These are very important because through dialogues, the English language teacher can make his/her students to learn pieces of language due to the fact that vocabulary, and grammar can be applied to real contexts through dialogues. Much research has been conducted to improve the speaking skill through the use of dialogues; however, most studies did not mention the most suitable lessons approaches in which dialogues could help to enhance speaking skill. On the other hand, the studies neither mention the necessity of teach vocabulary and grammar in context before students are engaged into spoken performance, nor they mention the students' background that constraints them to produce speaking activities; that is why it is very important to conduct more research on the lessons approaches that can be set better in the aim of improvement of

speaking skill and the importance of pre-teaching of grammar/vocabulary before speaking lessons start.

To conclude, the purpose of this study was to improve students' speaking skill through the strategy of dialogues among eighth-grade students of a public school in Loja city during the 2022-2023 school year. Based on the literature review, all the indicators of the strategy of dialogues were relevant to add real context to the pieces of language taught in the EFL lessons. Likewise, the five chosen components of the speaking skill were appropriate to the students' language level which seek to prepare them to produce spoken performance in the classroom. Hence, the dialogues strategy was important to enhance students' speaking skill because they allow them to speak without the fear of making mistakes and embarrassment.

5. Methodology

This section contains the procedures, techniques and methods that were applied orderly and systematically as a means to reach the proposed objectives in the research work in order to collect, order, and analyse the data obtained during the process.

5.1 Setting and participants

The present research work was carried out in a public educational institution which is placed in the city of Loja. This city is located in the south of Ecuador whose coordinates are: latitude - 3.99313 and longitude – 79.20422 in South America.

The population that pertain to this research work are students who belong to the superior basic education of a public educational institution in Loja city during the 2022-2023 school year. The participants were chosen according to the convenience sampling which is the selection of people for study without taking into account who they are, what here really matters are the availability of them (Gay et al., 2012). Further, the participants were aged between 12 and 13 years old, being 10 males and 15 females which adds up 25 students in total. The target group has an A1 English language proficiency level and they share analogous features like the CEFR level and age which become them a homogenous group; likewise, is necessary to mention that according to research ethics, all the students were given a code in order to protect their privacy. Finally, the other participant of this study was the researcher who was a pre-service teacher and was studying in the last term of the degree programme Pedagogía de los Idiomas Nacionales y Extranjeros in the Facultad de la Educación, el Arte y la Comunicación at Universidad Nacional de Loja.

5.2 Procedure

In order to achieve this research work, it was used a mixed methodology approach and its data collection instruments (pre and post-tests, questionnaire, and a checklist) which allowed to obtain an insight of the impact and application of dialogues on English speaking skill, and the students' perceptions of the use of dialogues on developing their speaking skill.

5.2.1 Method

It was used the **hypothetic-deductive method**, which spotlights on the account of research questions (or hypothesis) that are useful to lead the process; likewise, the outcomes may be deduced once the study finishes (Encyclopedia Britannica, 2020). Further, the research work acknowledges a **mixed approach** in which it will be collected both quantitative and qualitative data with regard to answer the sub-questions of the research problem; additionally, the fulfilment of the specific

objectives that guide the whole research process. It is important to use a mixed approach when the data by themselves will not be enough to answer the research questions; consequently, it will necessary to do a process called triangulation in which both qualitative and quantitative data converge in order to validate the conclusions (George, T, 2022). Therefore, it was collected both quantitative and qualitative in order to find out the impact of dialogues on the enhancement and development of speaking skill, as well as the students' perceptions of dialogues.

5.2.2 Research design

This research work includes the application of an intervention proposal which responds to an **action research model** as firstly it identifies a problem, and secondly information is searched in order to find a possible solution to it; as well as, the intervention plans is to be applied with the target research group. Finally, once the researcher has finished implementing the proposal of intervention, conclusions and recommendations will be drawn based on the obtained outcomes.

It is imperative to define action research. As cited by Gay et al (2012), **practical action research** is a type of educational research carried out by teachers, educational authorities and stakeholders in order to solve a problem related to schools' functioning, how teachers teach and how students learn through the gathering of information that allows the whole school community to gain insight, develop reflective practice and make the necessary changes that improve the educational system. Accordingly, this research work was carried out by using the action research cycle model, which assists to solve a problem by forming part of it. Furthermore, as future teacher of English language and researcher, this model is of great help due to the fact that it follows the stages in sequence suggested by Gerald Susman (1983) as cited in O'Brien, (2019), which has been adapted by the researcher in the present study:

Stage 1 - Diagnosing: This study began by identifying a problem in the English speaking skill with the target research group. Likewise, the researcher observed some more data about the issue, so that it was possible to develop a more detailed diagnosis. Additionally, through this analysis, it was possible to state and define a general research problem that was addressed to ask How can dialogues enhance English speaking skills among Superior Basic Education Students at a Public Institution in Loja city during the 2022-2023 school year? In order to guide the present research work, the main problem was divided into three sub-questions which are aligned to find out the effectiveness, strategies and students' perceptions about dialogues over English speaking skill.

Stage 2 - Action planning: Once the researcher identified the main problem about English speaking skill, it was searched a wide range of information and possible solutions in order to respond to the problem effectively. Furthermore, a plan of action was built which included relevant strategies that pretended to enhance the English speaking skill with the target group under study. Consequently, the action plan was aligned to the research question stated in the study and the research instruments have been designed according to both the characteristics of the participants and the design of the research project. Finally, it is important to stress that the researching ethics was considered as long as the study was conducted with a group of teenagers.

Stage 3 - Acting: Here, the researcher had a well-designed intervention plan that arose through a bunch of research theoretical references. Also, it was implemented by applying explicit dialogues strategies which will helpful to improve the English speaking skill. Likewise, the intervention proposal was implemented as an ongoing monitored, evaluated and revised strategy in order to solve the research problem which was beneficial to determine its effectiveness during the research process. Furthermore, during the application of the proposal, the researcher collected data by using various research instruments and techniques that allowed to record relevant information and which was used later in order to relate the data obtained in the study and communicate its corresponding outcomes. Finally, the flexibility of the plan permitted the researcher to make specific adjustments during the action stage by monitoring the strategies applied as a means to respond to the questions that guided the research process.

Stage 4 - Evaluating and Reflecting: These final stages pretended to analyse the outcomes obtained from the intervention plan by interpreting the quantitative and qualitative data which were collected during the course of action. What is more, the general findings were reported by addressing conclusions and recommendations that could be supportive both to answer the specific research questions stated in the present study, and to carry out further research about this topic. Finally, it is important to report the findings as they become a source where a wide range of teachers, researchers, and the community in general benefited of having an additional study which assisted them to improve their educational practice by doing constant research in the field of teaching English as a foreign language, so that they would be able to enhance the teaching-learning process.

5.2.2.1 Intervention proposal:

The intervention proposal was carried out by developing face-to-face lessons in the educational institution during the 2022-2023 school year. Further, it lasted ten weeks by including the application of the pre and post-tests and the lessons were developed through three forty-minute class periods weekly. The plan of intervention took 60 hours of English language lessons and they were carried out by using didactic materials which were helpful to reach the expected outcomes that were addressed to improve the speaking skill in the English language teaching-learning process.

5.2.2.2 Description of the intervention plan: The development of the intervention plan was carried out in different phases:

Reflection: The researcher during his current practicum noticed that students of eight-year EGB, classroom A, at a public institution had problems when speaking in the foreign language since they have not got used to perform speaking activities plus the embarrassment on students that this type of activities involves. So that, this situation motivated the researcher to recognise that the English speaking skill is a difficult challenge among students who did not have received the enough chances to practise their spoken production during the English language lessons. Based on this situation, the researcher reflected on the necessity of searching some techniques which would allow students to improve their English speaking skill. Therefore, having checked some literature about strategies to enhance speaking skills, the researcher found out that dialogues is an excellent strategy to improve language learners' speaking skill.

Planning: Consequently, to solve eight-year classroom A students' weaknesses on speaking skill, Gagne's lesson plans were developed with dialogic activities such as responsive, transactional, and interpersonal. Furthermore, the Gagné lesson plan involved nine instructional events which promoted students' learning autonomy into the development of English speaking skill. The goal of this lesson plan gave students the opportunity to practise spoken classroom activities without the fear of making mistakes when speaking; besides this type of lesson allowed learners to put into practice and context the three functions of language (grammar, vocabulary and pronunciation) so that they were able to learn the target language in a holistic manner. According to Briggs et al (1992), the nine Gagne's instructional events are as follows:

- Gain attention of the students, where the teacher starts a lesson by catching students' attention through ice breaker activities.

- Inform students of the objectives, where the teacher tells the students what he expects from them to do at the end of the lesson.
- Stimulate recall of prior learning, where the teacher helps students to revise knowledge encountered in previous lessons.
- Present the content, where the teacher explains the content to be studied.
- Provide learning guidance, where the teacher provides students strategies and resources to facilitate the learning of the new content.
- Elicit performance (practice), where the teacher provides and select activities that allow students to put into practice what they learnt during the last stages.
- Provide feedback, where the teacher helps students to correct the mistakes they made during the process through timely feedback.
- Assess performance, where the teacher assesses if students reached the lesson learning outcomes.
- Enhance retention and transfer, where the teacher selects activities and strategies that allow students apply the content they learnt during the lesson into real-life situations so that their learning cannot be easily forgotten.

All of these nine instructional events were applied in a compact lesson plan made up of five stages: **the warm-up and objective discussion** where the pre-service teacher catches students' attention and inform them of what they were to learn, **the instruct and model** where the preservice teacher explains the new content and model in practical what they were explained, **the guided practice and less guided practice** where the students are required to work on the new content in order to reinforce it and then to make it live through students' collaborative work, **the independent practice** where students are required to put into practice the content they learnt in the previous stages, and finally, **the assessment** where students should demonstrate that they reached the lesson learning objectives.

On the other hand, this action plan responded to the following research questions:

- What is the impact of dialogues on enhancing English speaking skill among superior basic education students at a public institution in Loja during the 2022-2023 school year?
- How do dialogues improve the development of English speaking skill among superior basic education students at a public institution in Loja city during the 2022-2023 school year?

- What are the perceptions of the use of dialogues on developing English speaking skill among superior basic education students at a public institution in Loja city during the 2022-2023 school year?

Action: The participants of the study were recruited through the permission given by the head teacher of a public secondary school to the researcher in order to execute the intervention plan in the institution. Creswell (2012) stresses the importance of negotiating with the institution authorities the permission and approval to perform the practicum as the researcher needs to collect data that can be sensible in some cases and it is necessary an informed consent. So that, the researcher took an official document to the secondary school head teacher that was given by the director of the degree programme in which was detailed the name of the practicum, its type, the number of hours and the name of the researcher. As a result, the researcher was given total permission to conduct the research process. Furthermore, the intervention was developed through forty sessions out of forty minutes each one during ten weeks. Likewise, the data collection instruments were applied in three sessions in weeks 1 and 10 for the pre-test and post-test respectively; also all the process stages were expected to be achieved in the planned time, but unexpected situations occurred in whose case some minor changes were done in order to give solution to some drawbacks that took place.

Observation: During the intervention plan, the researcher monitored and recorded in some check-list observation sheets the eight-year EGB students' achievements and reactions to the planned activities in order to reach the outlined goals stated in the research problem.

Reflection: Once the intervention finished, the researcher reflected on the effectiveness of the application of dialogues in the lessons as means to enhance English speaking skill among Superior Basic Education Students at a Public Institution in Loja city during the 2022-2023 school year.

5.2.3 Data collection sources and techniques

The instruments and techniques that the researcher used to collect data are described as follows and which were cited by Gay et al., (2012):

A **paper and pencil technique** which was made up of a **pre-test and a post-test** that had open questions and which was used to collect quantitative data as a means to support the effectiveness and impact that dialogues had over the English language speaking skill.

The **observation technique** whose instrument was a **checklist** which was used to check the progress students were making in their English speaking skill during their daily lessons. Likewise, this instrument was useful to write down the sub-skills of speaking students were improving best; as well as, they type of dialogues that were more difficult or efficient for them Further, this technique allowed the researcher to collect important qualitative data that were useful to complement the quantitative analysis before establishing conclusions in the research work. Further, this technique was implemented through the observation method in which the researcher daily wrote down if students were improving or not their English language speaking skill through the application of dialogues in their lessons during the time the intervention plan took.

Finally, the **technique** of a **survey** and **interview** with the instrument of a **questionnaire** that was applied in order to collect qualitative and quantitative data about students' perceptions on the use of dialogues on the development of their English speaking skill.

5.3 Data analysis

For the analysis of data, the researcher used two types of techniques:

Descriptive statistics: It was useful to process and analyse quantitative data as the study design required it. In addition, the data were represented in tables and graphs by using the Excel programme in order to take the measures of central tendency which were beneficial to analyse the results obtained in the pre and post-tests.

Thematic analysis: It was useful to process and analyse qualitative data that were represented by being categorised in topics with the indicators that were helpful to support the outcomes about the influence of dialogues over the English speaking skill. Finally, these data were analysed based on the students' perceptions about the enhancement that the intervention proposal caused on them as means to enhance their English speaking skill during the teaching-learning process.

6. Results

The present section contains the results gathered from the instruments that were used in the intervention proposal. Firstly, the results of the pre-test and post-test which were used to identify the impact of dialogues on enhancing English speaking skill. Secondly, the results from the questionnaire which was used to describe the perceptions of using dialogues on developing English speaking skill. Regarding the second specific objective (to apply dialogues on the development of speaking skill), it was used both the post-test and questionnaire results to answer the question: How do dialogues improve the development of English speaking skill? Finally, it was used some observation checklist sheets which were used to corroborate the above-mentioned results.

6.1 Pre-test and post-test results

Table 3

Results on the pre-test about the performance of eighth-grade students' speaking skill

Students' code	Pronunciation 2 points	Accuracy 2 points	Fluency 2 points	Complexity 2 points	Intelligibility 2 points	Total 10
B1	1,5	0,5	0,5	1	0	3
B2	1,2	0,5	0,5	1,3	1	4,3
B3	0,5	0	0	0	0	0,5
B4	1	0,1	0,2	0,5	0,2	2
B5	1	0,2	0,3	1	0	2,5
B6	1	0,1	0,1	0,2	0,1	1,5
B7	2	0,8	0,5	2	1	6,3
B8	2	0,5	0,5	1,5	0,5	5
B9	1	0,5	0,5	0,5	0,5	3
B10	2	0,5	0,5	2	1	6
B11	1	0,5	0,5	0,5	0,5	3
B12	1,5	0,5	0,5	1,5	0,5	4,5
B13	1,5	0,7	0,6	1,6	1	5,4
B14	2	0,5	0,5	1,1	0,9	5
B15	2	0,5	0,5	0,8	0,5	4,3
B16	1,5	0,5	0,5	0,5	0,5	3,5
B17	1,5	0,5	0,5	0,6	0,5	3,6
B18	2	0,5	0,5	1,5	0,5	5
B19	0,5	0,5	0,5	1	0	2,5
B20	1	0	0	0,5	0	1,5
B21	2	0,5	0,5	1	0,5	4,5
B22	2	0,5	0,5	2	0,5	5,5
B23	1	0,5	0,5	0,5	0,5	3
B24	1	0	0	1	0,5	2,5
B25	1	0,5	0,5	1,5	0,5	4

Mean	1,3	0,4	0,4	1	0,4	3,5
------	-----	-----	-----	---	-----	-----

Note. B1= Student B1 means student one from the classroom B, B1 = student's code. The table shows the marks that the participants obtained in the pre-test and which measures the five indicators of speaking skill.

Table 3 describes the results obtained in the pre-test which was taken by twenty-five students who belong to the eight year of EGB. This test was taken before the intervention plan had started and it pretended to assess the five sub-skills of speaking. Additionally, it is important to mention that the 100% of the population could not reach the average score 7/10 that is in the national grade scale, and which is set by the Ministry of Education. As a result, none student reached satisfactory marks in the five components of the English language speaking skill.

Concerning “pronunciation”, the highest score was 1.5 /2, the lowest score was 0.5 /2 and the total mean of the whole class was 1.3/2 Further, students just had to pronounce numbers from one to ten forwards and backwards respectively which was effortless for them; likewise, they were asked to read the multiple-choice questions that they answered which eased their pronunciation. Finally, it is necessary to mention that most participants of the whole 100% population obtained satisfactory scores in the pronunciation questions by speaking with just few mistakes and their speech was slow, but clear enough to be understood.

With respect to “accuracy”, the highest score was 0.8/2 the lowest score was 0/2, and the mean was 0.4/2 Further, all the students made a lot of mistakes by expressing their ideas with many syntactical errors which demonstrated that all the participants needed reinforcement in being taught grammar in context due to the fact they could not express their thoughts with accurate grammar. Likewise, with respect to “fluency”, the highest score was 0.6, the lowest score was 0, and mean was 0.4 Likewise, all the students were unable to hold a basic interaction, resulting that they were unable to communicate their answers and ideas. Finally, all the participants obtained unsatisfactory scoring in the components of fluency and accuracy.

As for “complexity”, the highest score was 1.6/2, the lowest score was 0.5 and the mean was 1/2 Additionally, most students were able to recognise grammar/vocabulary patterns and pronounce them averagely, this was to the easiness of the multiple-choice questions, colourful pictures and the requirement of pronouncing the chosen answers, so that most of the participants were able to articulate pieces of grammar and vocabulary in an incorrect syntactical way, but their message could be understood in any case. Finally, regards to “intelligibility”, the highest score was 1/2, the lowest score was 0/2 Furthermore, all the students could not pronounce the dialogue

correctly, and their volume of voice was very low resulting that the pairs of students were not able to understand each other at all.

To sum up, all the participants obtained unsatisfactory score in their speaking skill test which demonstrated that intervention plan would cover the teaching of grammar and vocabulary in context as a means to improve their accuracy, and complexity; as well as by emphasising pronunciation practice in order to enhance their intelligibility between teacher-student, and student-student. Further, the sub-skill fluency that is the most relevant indicator because it shows a person can master a foreign language and it can be improved by the application of dialogues in the independent practice of lesson planning which would help all the indicators to improve the English language speaking skill.

Table 4

Results on the post-test about the performance of eighth-grade students' speaking skill

Students' code	Pronunciation 2 points	Accuracy 2 points	Fluency 2 points	Complexity 2 points	Intelligibility 2 points	Total 10
B1	2	1,5	1	2	1,5	8
B2	2	1,5	1	2	1	7,5
B3	2	1,5	0,5	2	1	7
B4	1,5	1,2	1,3	2	0,5	6,5
B5	1,7	1,5	0,9	1,9	1,3	7,3
B6	2	1,6	1,5	2	1,5	8,6
B7	2	1,2	0,8	2	1,1	7,1
B8	2	1,4	0,9	1,8	1,2	7,3
B9	1,5	1,4	1	2	0,9	6,8
B10	2	1,3	1,2	1,9	1,6	8
B11	1,5	0,9	0,7	1,9	0,7	5,7
B12	2	1,7	1,2	2	1,2	8,1
B13	2	1,5	0,9	1,8	1,3	7,5
B14	2	1,5	1,4	2	1,4	8,3
B15	2	1,5	1,1	2	1,3	7,9
B16	1,7	1	1,2	1,9	1	6,8
B17	2	1,1	0,9	1,8	0,8	6,6
B18	2	1,4	1,3	2	1,5	8,2
B19	1,5	1	0,8	1,8	1,3	6,4
B20	2	0,8	1	1	0,8	6,1
B21	2	1,5	1,4	2	1,1	8
B22	2	1	1,1	2	1	7,1
B23	1,5	0,8	0,9	2	1	6,2
B24	2	0,8	1	1,9	1,2	6,9
B25	2	1,2	1	1,9	1,3	7,4
Mean	1,8	1,2	1	1,9	1,1	7,2

Note. The table shows the marks that the participants obtained in the post-test and which measures the five indicators of speaking skill.

Table 4 presents the results of the post-test that was taken after 40 sessions of instruction during 8 weeks. Likewise, the highest score mean of the variable was in “complexity” and the lowest score mean was in “fluency”. Most eighth-year students were able to pronounce numbers correctly forwards and backwards. Regarding “accuracy”, students continued making a few syntactical mistakes about the position of auxiliaries in forming sentences when speaking, but the increase is noticeable. Likewise, as to “fluency”, students continued talking with a lot of hesitation, but their message could be understood after all. Regarding “complexity, students improved their knowledge about grammatical aspects and vocabulary evidently. Finally, with reference to “intelligibility”, students were able to understand each other much better.

Comparison of pre-test and post-test results

Table 5

Pre-test and Post-test Means Summary on the Performance of Eight-grade Students’ Speaking Skill

Speaking indicators	Pre-test	Post-test
Pronunciation (2)	1,3	1,8
Accuracy (2)	0,4	1,2
Fluency (2)	0,4	1
Complexity (2)	1	1,9
Intelligibility (2)	0,4	1,1
Total Means	3,5/10	7,2/10

As we can see in Table 5, it summarises the degree of change that occurred as a result of the intervention plan based on dialogue activities to enhance students’ speaking skill. The speaking indicator “complexity” revealed the highest score (1,9/2); whereas, “fluency” exhibited the lowest score (1/2), by resulting that the total mean (7,2/10) was barely enough to reach the minimum average (7/10) as set out by the national grade scale.

Overall, these results show improvement in speaking skill due to the fact that the total mean score jumped from 1,3 /2 to 7,2 /10, which demonstrates that dialogues enhanced the students’ speaking skill.

To sum up, there is a significant difference of enhancement between the results of the pre-test and post-test, and the analysis and interpretation of the questionnaire and checklist observation corroborated that students improved their speaking skill due to the application of dialogues and even though, their fluency was still feeble, their spoken messages could be understood as well as their fear of speaking was overcome significantly.

6.2 Questionnaire results

In order to corroborate the students' perceptions about the application of dialogues on the development of English speaking skill of eighth-year students, a questionnaire was administered. This questionnaire was to describe the students' perceptions towards the development of their speaking skill after the application of dialogues; thus, the second and third objectives of the current research work were accomplished with the data collected from the present questionnaire which was made up of nine open questions and one closed question. Finally, students were asked to answer the questionnaire by checking yes or no, and giving a reason to their answers.

Table 6

Perceptions about the effectiveness of dialogues

Questions	Yes	No
1 Do you think that dialogues helped you speak in English?	92%	8%
4 Do you consider that dialogues helped you to cope with your fear of speaking in English?	96%	4%
9 Do you feel that dialogues helped you to use English language as it is done in real-life situations?	72%	28%

As shown in Table 6, a very large proportion of students stated that dialogues helped them to speak in English, whereas a very small proportion answered negatively; this was done due to the fact a tiny fraction said that dialogues were difficult to be performed. Additionally, the highest percentage of students (96%) expressed that dialogues helped them to face their fear of speaking

in English, while the lowest percentage of students (4%) declared that their fear of speaking in English was not overcome because of the application of dialogues. Eventually, a large proportion of students stated that dialogues helped them to use English as it is in real-life situations, contrarily a small portion revealed that dialogues were not useful to apply the language in real-life contexts.

Question 2. How do you consider dialogues were like?

Figure 2

Students' considerations about dialogues



As it is observed in figure 2, 60% of students declared that dialogues were useful in the speaking lessons, whereas 16% of learners stated that dialogues were boring. Likewise, 16% of pupils expressed that dialogues were interesting, contrarily 8% of students stated that dialogues were difficult to be performed. These results are validated by the checklist observation sheets where most students showed their willingness to participate in the speaking lessons, although there were some types of dialogues that seemed to be difficult and boring for them, while some other dialogues such as the cue-card and standard-printed appeared to be more useful and interesting in the lessons.

Table 7

Perceptions about the use of Minimal-pair activities

Question	Yes	No
3 Do you consider that Minimal-pair repetition activities helped you to improve your pronunciation?	100%	0%

Table 7 reveals that all the students considered that “minimal-pair” activities helped them to improve their pronunciation. Although, the checklist observation sheets demonstrate that these activities were difficult and embarrassing for students in the first lessons.

Table 8

Perceptions about English language speaking skill

Questions	Yes	No
6 Did you feel anxious or embarrassed when you had to speak in English ?	84%	16%
7 Did you consider that learning to speak in English is useful for your future?	100%	0%

As can be seen in Table 8, over the three quarters of students affirmed that they felt embarrassment and anxiety when they were asked to performed spoken activities, whereas less than a quarter of students expressed that they were confident when speaking in English. Further, the open questions revealed that most students felt embarrassed when speaking in English due to the fact they felt guilty of mispronouncing words and the corresponding laughter by their peers. In contrast, the four quarters of students stated that spite their fear of speaking in English, they considered that it would be very useful for their professional and social future.

Question 5. Which interaction patterns did you feel more comfortable when speaking in English?

Figure 3

Speaking Interaction Patterns

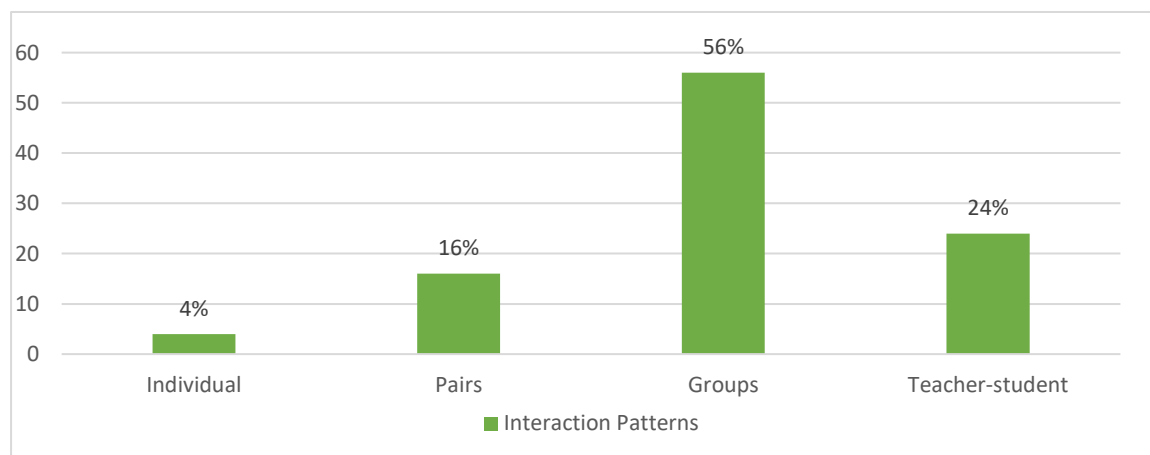


Figure 3 shows the interaction patterns in which students felt more comfortable when required to perform spoken activities. Thus, 4% of students stated that speaking individually was

very hard and embarrassing for them, this was validated by the checklist observation sheets which demonstrated that students were afraid of making mistakes and being punished for that when speaking alone. Further, 16% of learners declared that they felt comfortable speaking with a peer, whereas 56% of students mentioned that they felt comfortable in speaking English when they were in groups, and the observation checklist validated because when they worked in groups they helped each other and felt less embarrassment. Finally, 24% of students expressed that they felt more comfortable when they had to speak with the English teacher; likewise, the observations in the checklist showed that barely a quarter of students felt comfortable when taking oral lessons instead of speaking in front of classmates.

Table 9
Perceptions about the types of dialogues

Type of Dialogue	Question 8. Which of the following dialogues did you like best?	Question 10. Which of the following types of dialogues were more difficult for you to perform?
Standard-printed	24%	0%
Open	12%	0%
Cue-card	32%	0%
Discourse-chain	8%	40%
Information gaps	20%	8%
Student-generated	4%	52%

The data in Table 9 show the most preferred and most difficult types of dialogues that students encountered in the speaking lessons. Firstly, nearly a third of students stated their preference for “cue-card” dialogues, almost a quarter of pupils declared their preference “standard-printed” dialogues, less than a quarter of learners revealed their preference for “information gaps” dialogues, a small minority of students expressed their preference for open dialogues, a very small minority of learners declared their preference for “discourse-chain” dialogues, and an insignificant proportion of pupils stated their preference for “student-generated” dialogues. On the other hand, 52% of students stated that “student-generated” dialogues were the most difficult to be performed, while 40% of learners proclaimed that “discourse-chain” dialogues were difficult to be practised, and 8% of pupils revealed that “information-gaps” dialogues were difficult. Furthermore, “standard-printed”, “open”, and “cue-card” dialogues were considered difficult at all by the students. Finally, all of these data can be validated by the observation checklist sheets in which students demonstrated difficulty when performing “student-generated” dialogues mainly, and

easiness when performing “cue-card”/” standard-printed” dialogues. Likewise, the open questions revealed that students preferred “cue-card” and “standard-printed” dialogues due to the fact that those ones help students with phrases, so students have just to complement them with key information, whereas “student-generated” dialogues were considered the most arduous because students did not have enough language proficiency to produce their own conversations from the beginning lines until the end.

7. Discussion

The present research work was carried out in order to improve the English language speaking skill through dialogues at a public institution in the city of Loja during the 2022-2023 school year. Additionally, this section contrasts the results obtained during the intervention plan with the theoretical framework and the previous studies that were the support for this study. Further, this section aims to answer the main question of this research question: How can dialogues enhance English speaking skill? But in order to avoid redundancy, this section will focus on its three sub-problem questions:

The first question sought to determine: What is the impact of dialogues on enhancing English speaking skill? This question was validated through the results of the pre-test and post-test that indicated that there was a significant difference of improvement from 3,5/10 to 7,2/10 respectively which demonstrates that there was improvement in speaking skill after the application of dialogues. This finding accords with Nugraha (2018) & Awais (2021), whose results state that students improved their EFL speaking ability and its main indicator that is fluency plus their confidence to dare to speak in class. However, speaking sub-skills such as: accuracy and fluency did not get high marks due to the short time that was available for the intervention plan plus the extra-class activities that arise during its execution; therefore, there was need of more time to practise the content language. Thornbury (2005) points out that speaking skill requires a lot of time to contextualise and practise language content learnt in class in order to be produced as spoken performance by students; nevertheless, those accuracy and fluency results in this study increased from 0,4/10 to 1,2/10 which indicates that students did not still speak fluently, but their messages could be understood by their teacher and peers. In conclusion, this first question is answered like this: Dialogues impact the enhancement of English speaking skill through the practice of content language which improve speaking sub-skills from a significant increase in pronunciation, and complexity until an acceptable increase in fluency, accuracy and intelligibility; all of this fosters students' spoken production.

The second question sought to answer: How dialogues improve the development of English speaking skill? This question was validated through a questionnaire and a checklist. Firstly, in the checklist, the researcher observed that students learnt best grammar when it was taught in context with the vocabulary which was practised through flashcards; besides, students were given pronunciation feedback during all the stages of the lesson in such a way pupils had a repertoire of

lexical items plus syntactical structures that allowed them to practise the language content. This finding concurs with Tanveer (2021) & Paulikova (2018) whose results denote that through dialogues, EFL learners are able to put into practice the language content learnt in class by contextualising grammar, vocabulary, and pronunciation; besides dialogues help students to increase their fluency and complexity in speech. Secondly, in the questionnaire, students stated that through dialogues they overcame their fear of speaking in English. This finding agrees with Paulikova (2018) & Awais (2021) whose results reveal that dialogues encouraged EFL students to build their confidence when producing spoken performance. To sum up, this second question is answered like this: Dialogues improve the development of English speaking skill through contextualising functions of language such as: grammar, vocabulary, pronunciation and by boosting learners' confidence when speaking in English.

The third question sought to find out: What are the perceptions of the use of dialogues on developing English speaking skill? This question was validated through the questionnaire in which learners expressed their opinions about the use of dialogues in their speaking lessons. Most students declared that dialogues were so useful that helped them to speak in English, to speak the language as it is used in real-life situations and that some types of dialogues are easier to be performed than others. This finding complies with Bilbrough (2007), who claims that dialogues are helpful in EFL learning because they are a model for real-life interaction, a source of language input and a means for language practice; likewise, the same author suggests six types of dialogues to be performed in class: standard-printed, open, cue-card, discourse-chain, information-gaps and student-generated, being the last three ones the most difficult for beginners. On the whole, this third question is answered like this: Students perceptions of the use of dialogues on developing speaking skill is that dialogues help them to speak in English due to three facts: firstly, dialogues help them to overcome their fear of producing spoken performance; secondly, dialogues give them feedback on pronunciation, and thirdly, dialogues help them to speak in English as it is used in real-life situations.

Likewise, it is necessary to mention that from the main empirical studies that underpin this research work: Sahib & Viteri (2019), Nugraha & Paulikova (2018), Awais & Tanveer (2021), and Huriyah (2020), none of them mention the types of dialogues that were applied to enhance the speaking skill, as neither they mention the type of lesson plan that adapts best to a speaking lesson, which becomes a springboard for future research where EFL teachers, researchers and stakeholders

ought to propose different types of lesson approaches that facilitates the use dialogues in order to improve speaking skill, as well as the proposal of new types of dialogues that adapt best to students' language proficiency level.

Finally, the present research work had some limitations: firstly, the study did not have control group which means that there was not another group of participants to verify the effect of the treatment (dialogues) over their speaking skill, there was just one group (small sample size); as a result, the findings are not transferable to large populations. To such that extend, further research it is necessary the application of dialogues in larger groups of participant in order to draw broader generalisations. Secondly, the time of the intervention plan was too short, that is why sub-skills of speaking such as: accuracy, fluency and intelligibility obtained low scores in the post-test, but good enough to understand messages among student-student and teacher-student; thus, it is necessary the application of the intervention plan in longer periods of time in order to obtain remarkable results in those relevant speaking indicators.

8. Conclusions

Dialogues impacted the enhancement of students' speaking skill because through them on one, students were able to contextualise the language content learnt in class, this means that students had the opportunity of using English as it is done in real-life situations by interacting either with their peers or their teacher which builds their confidence when producing spoken performance. On the other hand, dialogues impacted the enhancement of students' fluency, accuracy, pronunciation, intelligibility and complexity which are the main indicators of speaking skill.

The application of dialogues in lessons allowed students to improve their fluency, accuracy, pronunciation on one hand, because through dialogic activities they could be given feedback on pronunciation, intonation, chanting in order to avoid speaking with much hesitation and grammatical correctness to avoid syntactical mistakes. On the other hand, through dialogues, students had the opportunity of relating grammar lessons with its corresponding vocabulary as a means of avoiding learning isolation in those language functions which improved their intelligibility because students were able to understand their peers and teacher when speaking due to the fact they already knew the grammar and vocabulary taught previously.

Students' perceptions about the use of dialogues in lessons indicated that dialogic activities in lessons assisted them to overcome their fear of speaking in English, improved their pronunciation, allowed them to interact with others, use English as in real-life situations, and that some types of dialogues are more suitable for speaking practice depending on the learner's language proficiency level.

9. Recommendations

EFL teachers should contextualise the content language learnt in class in order to avoid teaching lists of grammar rules and vocabulary items in isolation which lead to forget the content easily; therefore, there should be applied dialogues as a means for giving context to what students learn in class; as a result, students would be able to use language for real communication purposes.

It is suggested the selection of dialogues according to the students' language proficiency level, for instance: it is recommended to use "cue-card dialogues" with beginners, "open and information-gaps dialogues" with intermediate pupils, "discourse-chain and student-generated dialogues" with advanced learners, and "standard-printed dialogues" with students of all levels.

It is recommended that EFL teachers promote the development of students' speaking skill due to the fact that it is the most relevant skill that shows when a learner is mastering a foreign language and students feel more motivated to learn more when they feel they can speak in English and understand what the others say.

It is proposed the use of dialogues as one of the solutions to relieve EFL students' anxiety and embarrassment when required to speak in English due to the fact learners see dialogues as a scaffold in which they can stack their first phrases, expressions and sentences until they finally become independent language users when they have reached more advanced proficiency levels that allow them to speak naturally, accurately, and fluently.

10. Bibliography

Abdalgane, M. (2020, October 28). Challenges of Pronunciation to EFL Learners in Spoken English.

Multicultural Education Journal, 6(5), 11. 10.5281/zenodo.4408549

Akbar, P. (2018, March 6). The Implementation of Dialogues by the English Teacher in Teaching

Speaking at First Grade Students in MTS. *Simki-Pedagogia*, 2(4), 9. 13.1.01.08.0029

Barira Tanveer. (2021, April 18). Improving Speaking Skills Through Dialouges In Efl Classroom At

Higher Secondary Level. *PJAE*, 18(2), 12.

<https://archives.palarch.nl/index.php/jae/article/view/6725>

Bauer, L., & Calude, A. (2022). *Mysteries of English Grammar: A Guide to Complexities of the English*

Language. Routledge, Taylor and Francis Group.

Bilbrough, N. (2010). *Dialogue Activities: Exploring Spoken Interaction in the Language Class*.

Cambridge University Press.

Bleile, K. (2004). *Manual of Articulation and Phonological Disorders: Infancy Through Adulthood*.

Thomson/Delmar Learning.

Boonkit, K. (2010, January 6). Enhancing the development of speaking skills for non-native speakers of

English. *Social and Bahavioural Sciences*, 2(1305), 5. 10.1016/j.sbspro.2010.03.191

Briggs, L. Briggs, L, Wager, W. W., & Gagné, R. (1992). *Principles of Instructional Design*. Harcourt

Brace Jovanovich College Publishers.

Britannica, The Editors of Encyclopaedia. "hypothetico-deductive method". *Encyclopedia Britannica*, 9

Mar. 2020, <https://www.britannica.com/science/hypothetico-deductive-method>. Accessed 12

February 2023.

Brown, D., & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*.

Pearson Education.

- Brown, D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education.
- Burton-Roberts, N. (2021). *Analysing Sentences: An Introduction to English Syntax*. Routledge.
- Cevallos, A. (2019, January 17). *Estrategia metodológica para desarrollar la habilidad de hablar en idioma inglés en los estudiantes universitarios-Jipijapa-Manabi-Ecuador*. Eumed.net. Retrieved July 31, 2022, from <https://www.eumed.net/rev/atlante/2019/01/habilidad-hablar-ingles.html>
- Christensen, L., & Johnson, B. (2013). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. SAGE Publications
- Cignatta, T., Piccardo, E., & Berchoud, M. (2011). *Pathways Through Assessing, Learning and Teaching in the CEFR*. Council of Europe.
- Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*. B. North, E. Piccardo, T. Goodier. <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>
- Creswell, W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson
- Deda, N. (2013, May 1). The role of pragmatics in English language teaching. *Academic Journal of Interdisciplinary Studies*, 2(4), 8. 10.5901/ajis. 2012.v2n4p63
- Fouladi, J. (2018, June 20). An Investigation of the Effectiveness of Dialogue Shadowing Technique (DST) on Iranian Intermediate EFL Learners' Conversation Ability. *International Journal of Research in English Education*, 3(2), 14. <http://ijreeonline.com/article-1-98-en.html>
- Freidin, R. (2020). *Adventures in English Syntax*. Cambridge University Press.
- Galajda, D. (2017). *Communicative Behaviour of a Language Learner: Exploring Willingness to Communicate*. Springer International Publishing.

- Gay, L., Mills, G., & Airasian, P. (2012). *Educational Research Competencies for Analysis and Applications*. Pearson
- George, T. (2022, December 02). *Mixed Methods Research | Definition, Guide & Examples*. Scribbr. Retrieved February 11, 2023, from <https://www.scribbr.com/methodology/mixed-methods-research/>
- Ginther, A., & Kang, O. (Eds.). (2018). *Assessment in Second Language Pronunciation*. Routledge.
- Girón, A. (2019, June 14). *The Effective Use of Positive Rapport in EFL Students [Thesis]*. In *Repository*. <https://www.lenguastap.unach.mx/images/publicaciones/Effective-use-of-Positive-Rapport-ebook-version.pdf>
- Goh, C., & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. Cambridge University Press
- Guijarro, S. (2021, Febrero 25). *Comunicación empática en las clases de inglés en la modalidad de educación virtual*. *Ciencia de la Educación Journal*, 7(1), 17. <http://dx.doi.org/10.23857/dc.v7i1.1748>
- Hamdani, Z. (2018, June 4). *PPP method: An alternative method used in enhancing students' vocabulary mastery*. *Eternal English Teaching Journal*, 9(1), 13. 10.26877/eternal.v9i1.2407
- Harmer, J. (2007). *How to Teach English*. Pearson Longman.
- Huriyah, L. (2020, August 10). *Peer Dialogue as an Effective Way for Teaching Speaking*. *Advances in Social Science, Education and Humanities Research Journal*, 434(3), 3. <http://repository.uinsby.ac.id/id/eprint/631/>
- Jarosz, A. (2019). *English Pronunciation in L2 Instruction: The Case of Secondary School Learners*. Springer International Publishing.
- Karreman, D. (2000, September 1). *On the study of organisations through discourse analysis*. *Human relations*, 53(9), 7. <https://doi.org/10.1177%2F0018726700539002>

- Koizumi, R. (2014, May 1). Modeling Complexity, Accuracy and Fluency of Japanese Learners. *JALT Journal*, 36(1), 24. 10.37546/JALTJJ36.1-2
- Kuehn, P. (2022, April 1). *Five Reasons Dialogues Help Develop Listening and Speaking Skills*. Owlcation. Retrieved July 31, 2022, from <https://owlcation.com/academia/Use-of-Dialogues-in-Developing-Listening-And-Speaking-Skills>
- Lengua Extranjera – Ministerio de Educación*. (2016). Ministerio de Educación. Retrieved July 28, 2022, from <https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Levis, M., & Reed, M. (Eds.). (2015). *The Handbook of English Pronunciation*. Wiley.
- Ming-yueh, S. (2019, October 05). EFL Learners' English Speaking Difficulties and Strategy Use. *Education and Linguistic Research*, 5(2), 15. <https://doi.org/10.5296/elr.v5i2.15333>
- Nazari, M. (2015, June 3). Intelligibility and EFL learners. *Bojnourd Azad University Journal*, 3(1), 16. 10.13140/RG.2.1.2447.6329
- Normuminova, N. (2020, October 10). The Importance of Syntax and Grammar in Accurate Writing. *International Journal of Academic Pedagogical Research*, 4(10), 3. <http://ijeais.org/wp-content/uploads/2020/10/IJAPR201011.pdf>
- NUGRAHA, A. (2018, November 22). IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH DIALOGUE [Thesis]. In *Repository* (p. 87). <https://digilibadmin.unismuh.ac.id/>. https://digilibadmin.unismuh.ac.id/upload/6434-Full_Text.pdf
- Nuraini, K. (2016, May 1). The Barriers of Teaching Speaking English for EFL Learners. *Journal of English Language*, 1(), 5. 10.32528/ellite.v1i1.159
- O'Brien, R. (2001). Um exame da abordagem metodológica da pesquisa ação [An Overview of the Methodological Approach of Action Research]. In Roberto Richardson (Ed.), *Teoria e Prática da Pesquisa Ação [Theory and Practice of Action Research]*. João Pessoa, Brazil: Universidade

Federal da Paraíba. (English version) Available: <http://www.web.ca/~robrien/papers/arfinal.html>

(Accessed 20/1/2002)

Observation checklist. (n.d.). Teaching English. Retrieved January 12, 2023, from

<https://www.teachingenglish.org.uk/article/observation-checklist>

Pauliková, K. (2018, August 27). TEACHING SPEAKING THROUGH DIALOGUES, DISCUSSIONS, AND ROLEPLAYS. *Slavonic Pedagogical Studies Journal*, 7(2), 13. 10.18355/PG.2018.7.1.18

Pawlak, M., Zawodniak, J., & Kruk, M. (2020). *Boredom in the Foreign Language Classroom: A Micro-Perspective*. Springer International Publishing.

Pennington, C., & Rogerson-Revell, P. (2018). *English Pronunciation Teaching and Research: Contemporary Perspectives*. Palgrave Macmillan UK.

Pineda, (2018). Students' difficulties when learning the skills of listening and speaking in an EFL context: An Ecuadorian case study. [Thesis]. In *Repository*.

<https://dspace.utpl.edu.ec/handle/20.500.11962/21906>

Pourhosein, A. (2016, November 23). Why Is English Pronunciation Ignored by EFL Teachers in Their Classes? *International Journal of English Linguistics*, 6(6), 15. URL:

<http://dx.doi.org/10.5539/ijel.v6n6p19>

Qutob, M. (2018, June 16). The relationship between EFL learners' satisfaction within the classroom environment and their speaking skills. *English Language Teaching*, 11(7), 9. 10.5539/elt.

v11n7p116

Rawung, Y. (2021, August 1). Teaching English Process through Dialogue Technique.

sintuwumarosoJET, 7(1), 7.

<https://ojs.unsimar.ac.id/index.php/sintuwumarosoJET/article/view/413>

Renandya, A., & Widodo, H. P. (Eds.). (2016). *English Language Teaching Today: Linking Theory and Practice*. Springer International Publishing.

- Renandya, A., Richards, J. C., & Richards, J. C. (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.
- Renandya, W. (2016, August 23). Extensive Reading and Listening in the L2 Classroom. *English Language Journal*, 5(97), 12. 10.1007/978-3-319-38834-2_8
- Richards, J. (2008). *Teaching Listening and Speaking*. Cambridge University Press.
- Richards, J., & Rodgers, S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Rodríguez, M. (2018, August). Enhancing EFL Learners speaking Fluency Through Group Discussions [Thesis]. In *Repository*. <https://bdigital.uexternado.edu.co/entities/publication/a1b82489-d748-44d6-b03a-fb94acd61a5c>
- Sahib, N. (2019, November 2th). Using dialogue-games in Improving Speaking Ability of participants of advanced level of PIKIH Program. *Linguistik Journal*, 1(2), 12.
https://core.ac.uk/display/327110756?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1
- Schwab, G., & Fenn, P. (2018). *Introducing English Syntax: A Basic Guide for Students of English*. Routledge.
- Shakir, S. (2021, May 15). The importance of grammar in communication for EFL/ESL learners. *English Department Journal*, 1(3), 13.
https://www.researchgate.net/profile/Sara_Shakir/publication/351638464_The_Importance_of_Grammar_in_Communication_for_EFLESL_Learners/links/60a2de9f458515952dd21cfa/The-Importance-of-Grammar-in-Communication-for-EFL-ESL-Learners.pdf
- Smakman, D. (2019). *Clear English Pronunciation: A Practical Guide*. Taylor & Francis.
- Szyszka, M. (2017). *Pronunciation Learning Strategies and Language Anxiety: In Search of an Interplay*. Springer International Publishing

Thornbury, S. (2005). *How to Teach Speaking*. Longman.

Thornbury, S., & Slade, D. (2006). *Conversation: From Description to Pedagogy*. Cambridge University Press.

Ur, P. (2012). *A Course in English Language Teaching*. Cambridge University Press.

Viteri, X. (2019, September 11). Dialogues to Promote Speaking in Students of the School of Network and Telecommunications [Thesis]. In *Repository* (p. 43).

<http://dspace.casagrande.edu.ec:8080/simple->

[search?query=Dialogues+to+Promote+Speaking+in+Students+of+the+School+of+Network+and+Telecommunications](http://dspace.casagrande.edu.ec:8080/simple-search?query=Dialogues+to+Promote+Speaking+in+Students+of+the+School+of+Network+and+Telecommunications).

Waniek-Klimczak, E., & Pawlak, M. (Eds.). (2014). *Issues in Teaching, Learning and Testing Speaking in a Second Language*. Springer Berlin Heidelberg

Williams, M., & Burden, L. (1999). *Psicología para profesores de idiomas: Enfoque del constructivismo social* (A. Valero, Trans.). Edinumen.

11. Annexes

Annex 1. Pre-test, post-test and rubric

Pre-test and Post-test



Facultad de la Educación, el Arte y la Comunicación
Pedagogía de los Idiomas Nacionales y Extranjeros

Colegio de Bachillerato “27 de Febrero”

Speaking Pre-test and Post-test

Student’s code:

Score:

Dear student, the objective of this test is to measure your speaking skill competence. Please, pay attention to the instructions to answer the questions correctly. Your answers will be anonymous and confidential.

1. Answer the following personal questions:
(FLUENCY AND ACCURACY) (2 POINTS)

- a) What time is it?
- b) How old are you?
- c) How many brothers and sisters do you have?
- d) Where do you live?

2. Choose the correct option: (COMPLEXITY AND PRONUNCIATION)
(2 POINTS)



- a. This is a blue jacket.
- b. This are a red jacket.
- c. This is a red jacket.
- d. This is a red t-shirt.



- a. She is a doctor.
- b. They’re doctors.
- c. He is doctor.
- d. He is a doctor.



- a. This is three green shoes.
- b. These are three green shoes.
- c. These is three green shoes.
- d. That are three green shoes.



- a. The yellow car is bigger than the black one.
- b. The yellow car is more big than the black one.
- c. The yellow car are bigger than the black one.
- d. The yellow car are more big than the black one.

**3. Count the numbers from 1 to 10 forwards and backwards:
(PRONUNCIATION) (2 POINTS)**

- a.
- b.

**4. Choose the correct answers to the following questions according to your real-life context, there are two possible corrects answers out of 4:
(COMPLEXITY) (2 POINTS)**

a) Do you like ice-cream?	<ul style="list-style-type: none"> a. Yes, I do. b. Yes, I like. c. No, I don't. d. No, I don't like.
b) Is Ecuador a big country?	<ul style="list-style-type: none"> a. No, Ecuador is not. b. Yes, it is. c. Yes, Ecuador is d. No, it isn't.
c) Are you a student?	<ul style="list-style-type: none"> a. No, I no. b. No. I'm not. c. Yes, I are. d. Yes, I am.
d) Does your mum have a car?	<ul style="list-style-type: none"> a. No, she not. b. Yes, she have. c. Yes, she does. d. No, she doesn't

**5. Read the following dialogue in pairs:
(INTELLIGIBILITY) (2 POINTS)**

A: Hi! Would you like to go to the cinema tonight?

B: It's a good idea. How much are the tickets?

A: Ummm... I think they're \$4.30

B: Great! They aren't expensive.

A: But..... We're going with a friend.

B: Oh!... Who's it?

A: It's Pedro's brother. Do you know him?

B: Yes, I do. He's also my friend.

A: That's wonderful! So, let's meet at the centre park at six o'clock.

B: All right. See you there. Bye

Rubric for speaking skill

Student's code:

Sub-skill	Criteria			Score
Pronunciation (stress, rhythm and intonation)	The student cannot articulate language sounds; therefore, his/her pronunciation is poor.	The student speaks with few mistakes, and his/her speech is slow, but clear enough to be understood.	The student speaks with a proper intonation, stress and rhythm and can articulate language sounds correctly.	/2
Accuracy	The student expresses his/her ideas with many syntactical mistakes.	The student uses the parts of speech in a slightly incorrect way, but message is still understood.	The student can use parts of speech correctly, so he/she can speak in a correct sentence structure.	/2
Fluency	The student is unable to hold a meaningful interaction, therefore cannot be a communicative process.	The student hesitates when speaking, but message is still understood.	The student can speak spontaneously and comprehensively with very few mistakes.	/2
Complexity (grammar, vocabulary and pronunciation)	The students is unable to articulate pieces of grammar, vocabulary and pronunciation in a linguistically-correct way.	The student articulates pieces of grammar, vocabulary and pronunciation in a confusing way, but message is still understood.	The student can articulate pieces of grammar, vocabulary and pronunciation in a coherent way.	/2
Intelligibility	Student's pronunciation is poor and his/her volume of voice is very low.	The student cannot understand very well when the other student speaks to him/her.	The student can well understand when the other student speaks to him/her.	/2
Marking	Unsatisfactory 0.5 points	Good 1 point	Excellent 2 points	
			Total	/10

Annex 2. Questionnaire



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Student's Questionnaire

As an education degree programme undergraduate student, I am doing an action research study in which I desire to prove the effectiveness of the application of dialogues into the lessons as a means to enhance the speaking skill in English language. That is why I would like you to answer the following questions in responsible and honest way. Your answers will be anonymous and confidential.

Student's code:

1. Do you think that dialogues helped you speak in English?

Yes ()

No ()

Why:.....
.....

2. Do you consider dialogues are like?

Difficult ()

Interesting ()

Boring ()

Useful ()

3. How do you consider that Minimal –pair repetition activities helped you to improve your pronunciation?

Yes ()

No ()

Why:.....
.....

4. Do you consider that dialogues helped to cope with your fear of speaking?

Yes ()

No ()

Why.....
.....

5. Which interaction patterns do you feel more comfortable in when speaking in English?

a. Individual ()

b. Pair-work ()

c. Groups ()

d. Teacher-student ()

Why.....
.....

6. Did you feel anxious or embarrassed when you had to speak in English?

a. Yes ()

b. No ()

Why:
.....

7. Do you consider that learning to speak in English useful for your future?

Yes ()

No ()

Why:
.....

8. Which of the following types of dialogues did you like best? Choose one:

Standard-printed dialogues ()

Open dialogues ()

Cue-card dialogues ()

Discourse-chain dialogues ()

Information-gaps dialogues ()

Student-generated dialogues ()

Why.....
.....

9. Do you feel that dialogues helped you to use English language as it is done in real-life situations?

Yes ()

No ()

Why:
.....

10. What of the following types of dialogues were more difficult for you to perform?

Standard-printed dialogues ()

Open dialogues ()

Cue-card dialogues ()

Discourse-chain dialogues ()

Information-gaps dialogues ()

Student-generated dialogues ()

Why.....
.....

Thank you for your collaboration

Annex 3. Checklist



Observation Checklist

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRAJERO

This instrument will be implemented through the observation method in which the researcher will daily write down if students are improving or not their English language speaking skill through the application of dialogues in their lessons.

N°	Criteria	Yes	No	Observations
1	Students participate in interaction patterns student-student or student-teacher in an active way.			
2	Students participate actively in the lesson presentation before the speaking activity is introduced. Likewise, in the practice and production stages, they are able to perform speaking activities with less teacher's guidance.			
3	Students are interested or feel engaged in the speaking lesson			
4	Students are interested or feel engaged in the dialogues activities.			
5	Students like minimal-pair activities to improve their pronunciation.			
6	Students respond well to speaking games and jig-saw dialogues during the lesson.			
7	Students are willing to perform role-plays or personalised drilling dialogues.			
8	Students feel motivated when teacher presents visual materials to teach vocabulary.			
9	Students learn best grammatical structures when they are taught in a meaningful context.			
10	Students are interested in listening to dialogues through audios.			

Annex 4. National Grade Scale



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRAJEROS

Grading Scale for Speaking

Aspects	Grading			
	Excellent	Very good	Acceptable	Poor
Pronunciation	1.6 – 2	1.1 – 1.5	0.6 – 1	0 – 0.5
Accuracy	1.6 – 2	1.1 – 1.5	0.6 – 1	0 – 0.5
Fluency	1.6 – 2	1.1 – 1.5	0.6 – 1	0 – 0.5
Complexity	1.6 – 2	1.1 – 1.5	0.6 – 1	0 – 0.5
Intelligibility	1.6 – 2	1.1 – 1.5	0.6 – 1	0 – 0.5

Annex 5. Lesson plans

Lesson Plan 1	
Class: 8vo EGB	School year: 2022 -2023
N^a students: 25 9 boys and 16 girls Age: 13 – 14 years old	Topic: Verb to be plus wh-questions.
Language level: A1.1	Type of institution: Public
Date: Monday, October 31, 2022 Timetable: 10:20 – 12:20 N^a of periods: 1	Pre-service teacher: Julio Procel
Materials	Lesson Objectives
- Worksheets	At the end of the lesson, students will be able to use verb to be present simple by relating it with wh-questions.
Warm-up and Objective Discussion	
In front of the classroom, start asking questions about the objects that are in the place. For example you can ask: What's this? And students will answer: It is a window, and so on. Tell the students that they will learn how relate verb to be with wh-questions. Tell them that at the end of the week, they will be able to use verb to be for communicative purposes.	
Instruct and Model	
Instruct: Explain on the board how verb to be is built in its present tense. Also, explain the most common wh-questions and how they are very useful to ask personal questions.	
Model: Ask personal questions to some students relating verb to be with wh-questions.	
Guided Practice	
Give students worksheets where they have to write the appropriate forms of verb to be in a reading and then in some statements. Less guided activities It is common that some students still make mistakes when relating personal pronouns with the forms of verb to be, so that, give them another worksheet where students will realise that some personal pronouns must go with are, is and am.	
Independent Practice	
Pair work, students have to match some wh-questions with answers that are inside circles. This were made in a form of worksheet that was made by the teacher himself.	
Assessment	
One of the members of the pairs, will ask the questions that were in the previous worksheet and the other one will answer them by using the correct use of the verb to be. (Fluency)	

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Verb_to_be/AM-IS-ARE_and_PERSONAL_PROMOUNS_xq1477859xg](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Verb_to_be/AM-IS-ARE_and_PERSONAL_PROMOUNS_xq1477859xg)

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Verb_to_be/Present_simple_tobe_sz2218786kb](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Verb_to_be/Present_simple_tobe_sz2218786kb)

Lesson plan 2	
Class: 8vo EGB	School year: 2022 -2023
N ^a students: 22 9 boys and 16 girls Age: 12 – 13 years old	Topic: Introducing myself
Language level: A1.1	Type of institution: Public
Date: Wednesday, November, the 2th, 2022	Pre-service teacher: Julio Procel
Timetable: 10h20 – 11h40 N ^a of periods: 2	
Materials	Lesson Objectives
Book: I KNOW A1.1 Worksheet Memory stick Speaker	At the end of the lesson, students will be able to introduce themselves by using verb to be in present simple.
Warm-up and Objective Discussion	
Introduce yourself by saying all your aspects that are said with verb to be. Tell them that they are going to learn to introduce and themselves by using verb to be plus greeting expressions. Explain that verb to be is very useful to introduce to other people. Tell them that at the end of the lesson they will simulate environments with their classmates in order to make introductions.	
Instruct and Model	
<p>Instruct</p> <p>Revise what they learnt the previous class about verb to be on the board.</p> <p>After the explanation, play an audio where the speakers will introduce themselves by using greeting expressions such as: Good Morning! Hi! Etc.</p> <p>Ask students to open their books on the page that contain greeting and then they write on a sheet of paper, those expressions that that they hear while the audio plays for a second time.</p> <p>Model</p> <p>Ask to students to perform an introduction in front of the class by using the expressions that they heard on the audio.</p> <p>At this point, it is important to correct some pronunciation mistakes that may arise in the performance.</p> <p>(Resources: YouTube video link converted to audio: https://www.youtube.com/watch?v=sp3xU5WvRjA)</p>	
Guided Practice	
<p>Give the students a worksheet where they will answer to some exercises about verb to be. Then, give them an interactive worksheet where students will match some pictures about greetings to what they listen. https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Greetings/Greetings_ix2027002lo</p> <p>https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Verb to be/Personal pronouns and BE du1736ue</p>	
Less guided activities	

Give the students a worksheet that will help students to remember wh questions learnt the previous class. Then show them some flash cards about professions which will help to give context to the introductions.
[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Wh_questions/WH-question_words_qb844138vq](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Wh_questions/WH-question_words_qb844138vq)
[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Jobs_and_occupations/Jobs_%E2%80%98C2%B7_Occupations_1_bu1475229tp](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Jobs_and_occupations/Jobs_%E2%80%98C2%B7_Occupations_1_bu1475229tp)

Independent Practice

Give students little piece of papers which have a half dialogue, so that students will have to complete them with key greeting expressions and information. For example: Good ! I'm fine and you
What is your profession? I (fireman)
..... I'm 13 years old (**Open Dialogues**).

Assessment

Each student has different professions in their dialogues, so that select a pair of students to perform the dialogue, as a result, each pair of students will perform introductions by adding different professions to the question.... What is your profession?

Lesson Plan 3	
Class: 8vo EGB	School year: 2022 -2023
N ^a students: 22 9 boys and 16 girls Age: 12 – 13 years old	Topic: Presenting Famous People
Language level: A1.1	Type of institution: Public
Date: Monday, Tuesday - November, the 7th, 8th 2022	Pre-service teacher: Julio Procel
Timetable: 10h20 – 11h40 – 12h20 N ^a of periods: 2	
Materials	Lesson Objectives
Book: I KNOW A1.1 Worksheet Memory stick Speaker Flashcards App: Minimal Pairs Audio	At the end of the lesson, students will be able to present famous people by using possessive adjectives plus verb to be.
Warm-up and Objective Discussion	
Present a famous person by saying her/his nationality, name, profession, etc. Tell them that they are going to learn to present their favourite famous people by using verb to be plus possessive adjectives. Explain that possessive adjectives and the verb to be are very useful to describe people. Tell them that at the end of the lesson they will present their favourite artists to the rest of the class.	
Instruct and Model	
<p>Instruct</p> <p>Revise verb to be plus wh questions plus the preposition from.</p> <p>Explain the use and form of possessive adjectives.</p> <p>After the explanation, play an audio where a person is presenting someone else by using wh questions possessive adjectives and verb to be.</p> <p>Model</p> <p>Ask a pair of students to describe name and age of a classmate. For example: Her name is Claudia. She is a student and she is 12.</p> <p>At this point, it is important to correct some pronunciation mistakes that may arise in the performance. So that use the app Minimal Pairs in front of the class in order to show how to use that app and to show how to practise the sound th. (Pronunciation)</p> <p>(Resources: YouTube video link converted to audio: https://www.youtube.com/watch?v=947tSW47g4M)</p>	
Guided Practice	
<p>Give the students a worksheet where they will answer to some exercises about possessive adjectives.</p> <p>https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Possessive_adjectives/Possessives_xh1489297hb</p> <p>Less guided activities</p> <p>Show students flashcards about countries and nationalities, once you have explained them, ask questions such as: What country is this? What's the nationality for this country?</p>	

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Countries and nationalities/Countries and adjectives hd524939oq](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Countries+and+nationalities/Countries+and+adjectives+hd524939oq)

Independent Practice

Give a pieces of paper where they have to write a famous person they admire to, you have to help them with data about their famous people with the help of your mobile phone and internet connectivity.

Once they have written down one of their favourite celebrities, ask them to write a dialogue where they will present their famous person in groups of 4. The Dialogue will be like this. Carlos, who is your favourite artist?

This is my favourite ...(singer).....

His/her/their name is/are.

He/she/they is/are from.....

What about you Camila, who is your favourite artist? And so on!

As homework, students must practice with a mobile phone app the pronunciation or minimal pairs. They are going to repeat and practice the sound “th”

https://play.google.com/store/apps/details?id=com.grundulis.minimalpairs&hl=es_EC&gl=US

Assessment

Ask the groups of students to perform the dialogue in front of the class. If they cannot remember all the details, they can help themselves by using a sticky note with key information about their favourite celebrity.
(Student-generated dialogue)

Lesson plan 4	
Class: 8vo EGB	School year: 2022 -2023
N ^a students: 22 9 boys and 16 girls Age: 12 – 13 years old	Topic: Geographical Locations
Language level: A1.1	Type of institution: Public
Date: Monday, November, the 14 th , 15 th , 2022	Pre-service teacher: Julio Procel
Timetable: 10h20 – 11h40 N ^a of periods: 2	
Materials	Lesson Objectives
Book: I KNOW A1.1 Worksheets Memory stick Speaker App: Kids English Grammar and Vocab Flashcards	At the end of the lesson, students will be able to locate geographical places by using the verb to be (negative, questions and verb to be).
Warm-up and Objective Discussion	
Show a world map and ask students if you locating countries correctly. Tell them that they are going to learn to locate countries by using verb to be. Explain that verb to be is useful to locate places. Tell them that at the end of the lesson they will talk about the location of countries on a map.	
Instruct and Model	
<p>Instruct</p> <p>Revise and explain verb to be in its other forms (negative, questions, and short answers. Revise wh-questions.</p> <p>After the explanation, show again the flashcards of countries and correct pronunciation mistakes. Explain the continents of the world.</p> <p>Model</p> <p>Play an audio where some countries and continents are explained.</p> <p>Ask some students questions such as: Where is Spain? It's in Europe. Asks some other pair of students to ask themselves the same type of questions but with other countries.</p> <p>https://www.youtube.com/watch?v=eWXZ7-oR4</p>	
Guided Practice	
<p>Give the students a worksheet where they will answer to some exercises about verb to be, but in its other forms (negative, questions and yes/no questions: She isn't – Is she? – Yes, she is. / No, she isn't They aren't – Are they? – Yes, they are. / No, they aren't It isn't – Is it? – Yes, it is. / No, it isn't. I'm not – Are you? – Yes, I am. / No, I'm not. They aren't – Are they? – Yes, they are. / No, they aren't.</p> <p>https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Verb to be/Negative statements and yes-no questions with be_dq1565273be (printed)</p> <p>Give students another worksheet, where they will practise the countries, this worksheet must be answered by listening, so play the audio twice: Match the flag with the country they hear: 1. Flag 1 (Australian) is matched</p>	

with Australia

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Countries and nationalities/Countries and adjectives_hd524939oq](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Countries_and_nationalities/Countries_and_adjectives_hd524939oq) (printed plus audio)

Less guided activities

Form groups of four students, and give them a copy of a world map and a sticky note for each member where there are two countries, tell them that they have to ask questions themselves like these: Where's Mexico?

It's in North America?
Is Brazil in Asia?
No, it isn't. Brazil is in South America
Is the UK in Europe?
Yes, it is.

Independent Practice

Prepare six dialogues about people talking about countries: Person A: I want to travel to Trinidad and Tobago

Person B: Where is that country?

Person A: It's in South America.

In the same groups of four, give a student the entire dialogue written down and ask him/her to read the dialogue aloud to the other three students who have to complete key spaces in blank of the same dialogue as long as they listen to their classmate reading. For example: is beautiful.

Is it in? Yes, it is.

Canada in Africa.

It's in

(Discourse Chains Dialogues)

Assessment

Ask two members of each group to perform the dialogue they worked on, so that the rest of the class can hear the dialogues of the rest of the groups.

As homework, students must play on an app, in which they will practise grammar and vocabulary, so that they will improve their accuracy and complexity:

<https://play.google.com/store/apps/details?id=com.educationalgamesforkids.KidsEnglishGrammar&hl=en&gl=US&pli=1>

Lesson Plan 5	
Class: 8vo EGB	School year: 2022 -2023
N ^a students: 22 9 boys and 16 girls Age: 12 – 13 years old	Topic: The Time
Language level: A1.1	Type of institution: Public
Date: Monday, November, the 21 th , 22 th , 2022	Pre-service teacher: Julio Procel
Timetable: 10h20 – 11h40 N ^a of periods: 2	
Materials	Lesson Objectives
Book: I KNOW A1.1 Worksheets Memory stick Speaker Sticky notes App: Aprende números en Inglés.	At the end of the lesson, students will be able to tell the time by using numbers from 1 to 50, plus verb to be (it).
Warm-up and Objective Discussion	
Show students a sticky note with some hours referring to the time and ask them what time is it? Tell them that they are going to learn to tell the time by using the verb to be and numbers. Explain that the verb to be and its pronoun “it” are very useful to ask and answer the time in English. Tell them that at the end of the lesson they will tell the time to their classmates.	
Instruct and Model	
<p>Instruct</p> <p>Revise and explain the verb to by using the pronoun “it” mainly.</p> <p>After the explanation, show students the numbers on sticky notes and teach them how to pronounce the numbers.</p> <p>Explain the useful phrases to tell the time in the two forms by drawing a clock on the board</p> <p>Ex: What time is it?</p> <p>It’s a quarter past three. It’s ten to five. It’s half past six. It’s four and seventeen (4:17)</p> <p>Model</p> <p>Play an audio where a guy is telling the time by saying what time is it?</p> <p>Ask some students questions such as: What time is it? Asks some other pair of students the time by showing your watch and then sticky notes with different hours.</p> <p>https://www.youtube.com/watch?v=ElxaxnagTo</p>	
Guided Practice	
<p>Give the students a worksheet where they will answer to some exercises about verb to be by using the pronoun it mainly, plus he and she. They will see pictures of things and people and they will have to write the pronoun to the correct picture. Example: Pencil – It</p> <p>A watch – It</p> <p>A woman - She</p> <p>https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Pronouns/Some_pronouns_yj74321fq (printed) (See annex 1)</p>	

Give students another worksheet, where they will have to practise numbers from 1 to 100. In this worksheet they will have to choose a correct number with its corresponding quantity: Example: 7 – tick – one – seven-seventy

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Numbers/Number from 1 to 100_lg2771935jr](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Numbers/Number_from_1_to_100_lg2771935jr) (printed) (See annex 2)

Give students a third worksheet where they will have to listen to some hours and they will have to tick one out of two clocks with the correct time.

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Telling the time/What Time is it\\$ Listening 1_xk1536966oi](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Telling_the_time/What_Time_is_it_Listening_1_xk1536966oi) (printed plus audio) (See annex 3)

Less guided activities

Ask students to work in pairs, and give them sticky notes with different hours referring to time. Tell them that one student will ask and the other student will answer in both forms: Example: What time is it?

It's 3:15 or It's a quarter past three.

It's 5:40 or It's twenty to six.

Independent Practice

Ask students to work in the same pairs, give them the dialogue which is located in their course-books on page 25, give it printed, but modified slightly, the hours will be in blank, so that they can fill the time spaces according to their real context: For example: The dialogue is like this: What time do you go to bed?

I go to bed at

What time do you go home?

At around.....

(Standard Printed Dialogues) (See annex 4)

Assessment

Ask students to practise and memorise the dialogue as it is not long (seven lines). Ask some work-pairs to say the dialogue aloud in front of the class. As a result, the dialogues will not have the same hours because of students' own context of managing their time at home.

As homework, students must practise numbers on an app in which they will learn how to write the numbers; additionally, they will be able to listen its corresponding pronunciation.

https://play.google.com/store/apps/details?id=numbers.english&hl=es_EC&gl=US

(See annex 5)

Lesson Plan 6	
Class: 8vo EGB	School year: 2022 -2023
N ^a students: 22 9 boys and 16 girls Age: 12 – 13 years old	Topic: My Birthday.
Language level: A1.1	Type of institution: Public
Date: Monday, November, the 28 th , 29 th . 2022	Pre-service teacher: Julio Procel
Timetable: 10h20 – 11h40 N ^a of periods: 2	
Materials	Lesson Objectives
Book: I KNOW A1.1 Worksheets Memory stick Speaker App: Learning months, days and seasons.	At the end of the lesson, students will be able to tell their birthdays by using months, days and years plus verb to be and wh-questions.
Warm-up and Objective Discussion	
Ask students what date is it? Tell them that they are going to learn to tell dates and birthdays by using months, years, and days. Explain that the verb to be and the wh-question “When” are very useful to ask and answer about dates and birthdays in English. Tell them that at the end of the lesson they will tell their birthdays to their classmates.	
Instruct and Model	
<p>Instruct</p> <p>Revise and explain the verb to by using the pronoun “it” mainly and wh-questions.</p> <p>Teach ordinal numbers from 1 to 31.</p> <p>After the explanation, teach students the dates by explaining months, days and years.</p> <p>Explain how to write and say the dates:</p> <p>Ex: 5/2/1955 - February the 5th, 1955 - /The fifth of February of nineteen fifty-five/</p> <p>Model</p> <p>Play an audio where a guy teaches the ordinal numbers, days, months and explain how to say birthdays.</p> <p>Ask some students questions such as: Where is your birthday? Asks some other pair of students their birthdays.</p> <p>https://www.youtube.com/watch?v=2zSxSaR7iyw</p>	
Guided Practice	
<p>Give the students a worksheet where they will practise the ordinal numbers by listening. https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Listening/Ordinal numbers_1-30_po1911044dh (printed plus audio) (See annex 1)</p> <p>Give students another worksheet, where they will practise the months of the year.</p>	

<https://es.liveworksheets.com/qh2060309hv> (printed) (See annex 2)

Give students a third worksheet where they will listen to days, months and dates.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Days and dates/Say the date ua7530rd](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Days%20and%20dates/Say%20the%20date%20ua7530rd) (printed plus audio) (See annex 3)

For a future test, use this audio-worksheet where students will listen to dates and they will have to write them down.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Days and dates/Writing dates \(The UK version\) lk1443288ly](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Days%20and%20dates/Writing%20dates%20(The%20UK%20version)%20lk1443288ly) (printed plus audio) (See annex 4)

Less guided activities

Ask students to work in pairs, and tell them that they will ask their birthdays each other. Tell them that one student will ask and the other students will answer, and then they will swap places:

Example: When is your birthday?

My birthday is on the fourth of March.

Independent Practice

Ask students to work in the same pairs plus two students more, totally groups of four. Give them cue-cards each where they will ask about their age and birthdays each other. For example: The cue-cards have just two questions and two answers. For Example: How old are you? - I'm 13 years old.

When is your birthday? - My birthday is on the ninth of May.

<https://itprofessionals.com/7%C2%B12-conversation-cards/>

(Cue-cards Dialogues) (See annex 5)

Assessment

Ask some pairs of students randomly to go in front of the class and tell them that they are going to ask their birthdays each other. If one birthday is just today or near close, tell all the students to clap and say "Happy Birthday!"

As homework, students must practise days, ordinal numbers, and months on an app by playing interactive puzzles.

<https://play.google.com/store/apps/details?id=com.learningstudio.month&hl=en&gl=US>

(See annex 6)

Lesson Plan 7	
Class: 8vo EGB	School year: 2022 -2023
N ^a students: 22 9 boys and 16 girls Age: 12 – 13 years old	Topic: Birthdays plus physical/mental states
Language level: A1.1	Type of institution: Public
Date: Wednesday, December the 7 th , 2022	Pre-service teacher: Julio Procel
Timetable: 10h20 – 11h40 N ^a of periods: 2	
Materials	Lesson Objectives
Book: I KNOW A1.1 Worksheets Memory stick Speaker App: Learning months, days and seasons.	At the end of the lesson, students will be able to tell their birthdays by using the verb “to be”.
Warm-up and Objective Discussion	
Ask students what date is it? Also, ask them if they are hot, cold or afraid of exams. Tell them that they are going to learn to tell birthdays and physical/mental states. Explain that the verb to be is useful to talk about dates, birthdays and mental/physical states in English. Tell them that at the end of the lesson they will talk about birthdays to their classmates.	
Instruct and Model	
Instruct	
Revise and explain the verb to by using the pronoun “it” mainly and wh-questions.	
Teach ordinal numbers from 1 to 31.	
After the explanation, teach students the dates by explaining months, days and years.	
<ul style="list-style-type: none"> - Explain how to write and say the dates: Ex: 5/2/1955 - February the 5th, 1955 - /The fifth of February of nineteen fifty-five/ - Explain that in the same way, we use verb to be to express age, we use verb to be to express other physical and mental states that require to use have in Spanish, but which is incorrect to use in English. Tell them that most students make the same mistake of expressing body sensations by using have such as: “you have reason” instead of “you are right” or “I have sleep” instead of “I am sleepy”. - Tell the students that they will learn eight physical sensations which will be used in the course of time. Also tell them that they are free to state those sensations in class. Ex: Teacher, we are hot. Can you open the door? Ex: “Tengo sed” in English, we do not use verb to have as in Spanish, but verb to be instead: “I am thirsty” 	
María is sleepy. We are cold. Etc.	
Teach eight physical /mental states: To be hungry / thirsty	
To be cold / hot	
To be in a hurry / sleepy	

To be right / wrong

Model

Play an audio where a guy teaches the ordinal numbers, days, months and explain how to say birthdays.

Ask some students questions such as: Where is your birthday? Asks some other pair of students their birthdays.

<https://www.youtube.com/watch?v=2zSxSaR7iyw>

Guided Practice

Give the students a worksheet where they will practise the ordinal numbers by listening.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Listening/Ordinal numbers 1-30_po1911044dh](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Listening/Ordinal%20numbers%201-30_po1911044dh) (printed plus audio) (See annex 1)

Give students another worksheet, where they will practise the months of the year.

<https://es.liveworksheets.com/qh2060309hv> (printed) (See annex 2)

Give students a third worksheet where they will listen to days, months and dates.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Days and dates/Say the date_ua7530rd](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Days%20and%20dates/Say%20the%20date_ua7530rd) (printed plus audio) (See annex 3)

Less guided activities

Ask students to work in pairs, and tell them that they will ask their birthdays each other. Tell them that one students will ask and the other students will answer, and then they will swap places:

Example: When is your birthday?

My birthday is on the fourth of March.

Independent Practice

Ask students to work in the same pairs plus two students more, totally groups of four. Give them cue-cards each where they will ask about their age and birthdays each other. For example: The cue-cards have just two questions and two answers. For Example: How old are you? - I'm 13 years old.

When is your birthday? - My birthday is on the ninth of May.

<https://itprofessionals.com/7%C2%B12-conversation-cards/>

(Cue-cards Dialogues) (See annex 4)

Assessment

Ask some pairs of students randomly to go in front of the class and tell them that they are going to ask their birthdays each other. If one birthday is just today or near close, tell all the students to clap and say "Happy Birthday!"

As homework, students must practise days, ordinal numbers, and months on an app by playing interactive puzzles.

<https://play.google.com/store/apps/details?id=com.learningstudio.month&hl=en&gl=US>

(See annex 5)

}

Lesson Plan 8	
Class: 8vo EGB	School year: 2022 -2023
N ^a students: 22 9 boys and 16 girls Age: 12 – 13 years old	Topic: Prices
Language level: A1.1	Type of institution: Public
Date: Monday, December the 19 th . 2022	Pre-service teacher: Julio Procel
Timetable: 10h20 – 12:20 N ^a of periods: 2	
Materials	Lesson Objectives
Book: I KNOW A1.1 Worksheets Memory stick Speaker App: Aprende inglés	At the end of the lesson, students will be able to talk about prices by using the verb “to be”.
Warm-up and Objective Discussion	
Ask students how much are the English books they have and show money in front of them. Tell them that they are going to learn to talk about the prices of things. Explain that the verb to be plus the phrase how much are useful to ask and answer questions related to money and prices in English. Tell them that at the end of the lesson they will ask about prices of classroom objects to their classmates.	
Instruct and Model	
Instruct	
<ul style="list-style-type: none"> - Revise and explain classroom objects that were taught at the first lesson. - Teach the use of verb to be when talking about things. Explain students that the pronouns “it” and “they” are related to talk about things in singular and plural respectively. For example: (An apple) – It’s delicious. <p style="text-align: center;">(Apples) – They are delicious.</p> - Teach the use of determiners: this/that – these/those. For example: This book – These books That book – Those books. - Teach the questions related to money: how much is it? and how much are they? For example: How much is this rubber? – It’s \$0.50 cents. How much are these books? – They’re \$2.50 - Teach the main currency: Dollars (\$), Pounds (£) and Euros (€). 	
Model	
Play an audio where two children walk in a toy shop and they ask about the prices of some toys.	
Ask some students questions such as: How much is your school bag? or How much are your pens?	
https://www.youtube.com/watch?v=P5Vi4j1F4sE (converted to audio)	
Guided Practice	
Give the students a worksheet where they will practise the pronouns “it” and “they”: https://es.liveworksheets.com/ho1995820ad (printed) (See annex 1)	
Give students a second worksheet, where they will practise the demonstratives:	

[https://es.liveworksheets.com/worksheets/en/English_language/Demonstrative_pronouns/This - That - These - Those_px1261381bc](https://es.liveworksheets.com/worksheets/en/English_language/Demonstrative_pronouns/This_-_That_-_These_-_Those_px1261381bc) (printed) (See annex 2) (**Accuracy**)

Give students a third worksheet where they will listen to the prices of some baker's sweets and they will write the correct price:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Asking_for_prices/How_much_is_it\\$ 2 \(Listen, read and answer\) lk2406410qv](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Asking_for_prices/How_much_is_it$2_(Listen,_read_and_answer)_lk2406410qv) (printed plus audio)

(See annex 3) (**Complexity**)

Less guided activities

Ask students to work in pairs, and tell them that they will ask each other for the price of their classroom objects. Tell them that one student will ask and the other students will answer, and then they will swap places:

Example: How much is your propelling pencil? (**Pronunciation**)

It's \$0.75

Independent Practice

Ask students to work in the same pairs, give them the dialogue which is located in their course-book on page 38, give it printed, but modified slightly: the clothes will be changed for classroom objects. They will simulate that they are in a stationery shop and they are asking about the prices of classroom objects.

(**Fluency**)

(**Standard-printed Dialogues**) (See annex 4)

Assessment

Ask students to practise and memorise the dialogue as it is not long (seven lines). Ask some work-pairs to say the dialogue aloud in front of the class. As a result, the dialogues will not have the same classroom objects because of students' own school properties. (**Intelligibility**)

As homework, students must practise school (classroom objects) vocabulary on a app where they have to choose the category "School", select a picture, and listen to its pronunciation. Likewise, they have the option of recording their own pronunciation of the word.

<https://play.google.com/store/apps/details?id=com.funeeasylearn.english&hl=es&gl=US> (See annex 5)

Lesson Plan 9	
Class: 8vo EGB	School year: 2022 -2023
N ^a students: 22 9 boys and 16 girls Age: 12 – 13 years old	Topic: Colours and Clothes
Language level: A1.1	Type of institution: Public
Date: Monday, December the 26 th , 2022	Pre-service teacher: Julio Procel
Timetable: 10h20 – 12:20 N ^a of periods: 2	
Materials	Lesson Objectives
Book: I KNOW A1.1 Worksheets Memory stick Speaker App: Learning months, days and seasons.	At the end of the lesson, students will be able to talk about clothes and its colours by using verb to be plus the verb wear(ing).
Warm-up and Objective Discussion	
Ask students what type of outfit you are wearing, what colours and the clothes they are wearing. Tell them that they are going to learn to describe clothes and its colours. Explain that the verb to be is useful to talk about the colours of things; in this case clothes. Also, tell them that for this time they will use a tense (present progressive) that will be learnt afterwards. Tell them that at the end of the lesson they will describe the type of clothes and colours of their classmates’.	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> - Revise the pronoun” it” in verb to be, wh-questions and short answers. - Teach clothes by using flashcards. (See annex 1) - Teach colours by using flashcards (See annex 2) - Explain the students that when we want to talk about the clothes we have in the exact moment, we use the verb “wear” and not “carry”. Additionally, explain them that they will use the verb “wear” plus “ing” to mean the clothes you and they have at that moment. Ex: I’m wearing a blue jacket. <p style="text-align: center;">Fernanda is wearing green pants.</p> <p>Model</p> <p>Play a song where some teens are singing about their clothes and its colours.</p> <p>Ask some students questions such as: What colour is your jacket? – What colour are your shoes?</p> <p>https://www.youtube.com/watch?v=TCYVm0aS-Ks (converted to audio)</p>	
Guided Practice	

Give the students a worksheet where they will practise clothes:

https://es.liveworksheets.com/worksheets/es/Ing1%C3%A9s/La_ropa/Clothes_bm2539651pi

(Printed) (See annex 3)

Give students another worksheet, where they will practise the colours:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Colours/Colors_in_English_qt455693sh](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Colours/Colors_in_English_qt455693sh) (printed) (See annex 4)

Give students a third worksheet where they will listen to some kids talking about the clothes they are wearing, then students will choose the number of the boy next to the correct sentence:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Clothes/Who_am_i_or1930383sa](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Clothes/Who_am_i_or1930383sa) (printed plus audio) (See annex 5) **(Complexity) (Accuracy)**

Less guided activities

Ask students to work in groups of four, tell them that they are going to describe their clothes and colours each other. As some of them wear different clothes every lesson, try to organise the students who wear different clothes to the daily physical education uniform, so that they have more chances to describe each other:

(Pronunciation)

Ex: Jefferson is wearing silver pants. - We are wearing green jackets. - Selena is wearing blue trainers.

Independent Practice

Ask students to work in pairs. Give them two cue-cards where there is a short dialogue about clothes and colours. Tell them that they will use their own clothes and its corresponding colours to describe. Also, tell them that once a student has described his/her clothes and colours, then they will swap places with the other student. **(Fluency)**

Ex: What are you wearing today? - I'm wearing a jacket, a t-shirt and pants.

What colour is your t-shirt? - My t-shirt is white.

(Cue-card Dialogues) (See annex 6)

Assessment

Ask some pairs of students randomly to go in front of the class and tell them that they are going to describe their clothes and its corresponding colours each other by using the cue-cards that they used in the previous lesson stage

(Intelligibility)

As homework, students must practise colours on an app where they will choose the correct colour, listen its pronunciation and pass to other colour.

https://play.google.com/store/apps/details?id=com.muratos.learn_colors_english&hl=en&gl=US

(See annex 7)

Lesson Plan 10	
Class: 8vo EGB	School year: 2022 -2023
N ^a students: 22 9 boys and 16 girls Age: 12 – 13 years old	Topic: Daily Routines
Language level: A1.1	Type of institution: Public
Date: Monday, January the 16 th . 2023	Pre-service teacher: Julio Procel
Timetable: 10h20 – 12:20 N ^a of periods: 2	
Materials	Lesson Objectives
Book: I KNOW A1.1 Worksheets Memory stick Speaker App: Learning months, days and seasons.	At the end of the lesson, students will be able to talk about their daily routines by using the simple present.
Warm-up and Objective Discussion	
Ask students what things they do in their daily lives when they leave school. Tell them that they are going to learn to talk about their daily routines. Explain that the tense present simple is useful to talk about the things that people do daily and occasionally. Tell them that at the end of the lesson they will tell their classmates what they do after class.	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> - Teach ten verbal phrases related to daily actions such as: do the homework, go to bed, go to school, clean my teeth, etc. - Teach the present simple in affirmative. - Teach time phrases: in the morning, in the afternoon, in the evening, and at night. - Teach the wh-question “what time” plus questions with do in order to ask about daily routines, for example: What time do you go to school? - Revise the time, which will be useful to describe the hour they do actions, for example: I go to bed at 10: 00 at night. <p>Model</p> <p>Play an audio where a kid describes his daily routine.</p> <p>Ask some students questions such as: What time do you have breakfast?</p> <p>https://www.youtube.com/watch?v=qD1pnquN_DM (converted to audio)</p>	
Guided Practice	

Give the students a worksheet where they will practise present simple affirmative:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Present_Simple/Present_Simple_Positive_-_Affirmative_oi2024467um](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_Simple/Present_Simple_Positive_-_Affirmative_oi2024467um) (Printed) (See annex 1)

Give students another worksheet, where they will practise daily activities:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Daily_routines/Everyday_activities_xi2043479fj](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Daily_routines/Everyday_activities_xi2043479fj) (printed) (See annex 2)

Less guided activities

Ask students to work in groups of four, tell them that they are going to ask each other what time they do some activities after class:

Ex: What time do you do your homework? I do my homework at 3:00 in the afternoon.

Independent Practice

Ask students to work in pairs. Tell them that they are going to develop their own dialogues about their daily routines in a sheet of paper. Tell them that they are going to start the dialogue by saying hello and so on, the dialogue will have ten lines at the most and they can ask any of the ten verbal phrases about daily routines. Finally, tell them that they are going to tell the time in the more difficult way that they studied previously:

Ex: Hello, Gloria. What time do you come home?

I come home at 1:30 (half past one).

(Student-generated Dialogues)

Assessment

Ask some pairs of students to say the dialogue they did, but this time, just seeing the daily action verbal phrases which will be written on the board, so that they can ask the other student any of them.

As homework, students must practise verbs about daily routines on an app where they can select word, they a picture appears and finally they must click on the sound board to listen the pronunciation of that word.

<https://play.google.com/store/apps/details?id=com.TheEnglishTeacher.EnglishVocabulary&hl=en&gl=US&pli=1>

(See annex 3)