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Interactive Teaching Strategies to Achieve Oral Communication in A2

Learners.

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Dedication

This study is dedicated to God, who has blessed us with the intelligence to understand, the light to see, and the strength to persevere. To our parents, Adolfo Terán, Magdalena Nazate, and Teresita Caguasango, whose unconditional love and exemplary lives have instilled in us the values of honesty, hard work, and perseverance. To Shirley (Leidy's daughter), for her words of encouragement that have always motivated me to push the limits. To Deicy (Mateo's wife), my life partner, for her unwavering support and belief in me.

By Leidy Grisel Terán Nazate and Mateo Efrén Cuarán Casaguango

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Resumen

Este estudio investiga las dificultades que enfrentan los estudiantes con un nivel A2 en el idioma Inglés en el desarrollo de la comunicación oral y propone estrategias de enseñanza interactiva para mejorar su fluidez, confianza y competencia general. A través de observaciones y entrevistas, se determinó que la renuencia de los estudiantes a hablar inglés se debe a una combinación de factores psicológicos, sociales y contextuales, como el miedo al juicio, la falta de confianza y la exposición limitada. Para validar esto, fue necesario aplicar una prueba previa, una prueba posterior, una encuesta y una lista de verificación durante la implementación.

Para abordar estos desafíos, la investigación se centra en la estrategia de Pensar-Emparejar-Compartir (TPS), un enfoque colaborativo que fomenta la participación activa y promueve la comunicación oral. El objetivo del estudio es evaluar la efectividad de TPS para mejorar las habilidades lingüísticas de los estudiantes y motivar el desarrollo de valores humanistas.

El estudio empleó un diseño de métodos mixtos, incorporando instrumentos de recolección de datos tanto cuantitativos como cualitativos, tales como, una prueba previa, una prueba posterior, una encuesta y una lista de verificación durante la implementación. El diagnóstico inicial demostró un bajo desempeño en el desarrollo de habilidades de comunicación oral. Luego de la implementación del conjunto de acciones, los resultados de la prueba posterior demostraron que los estudiantes experimentaron una mejora en estas habilidades.

Los hallazgos del estudio demuestran que la estrategia TPS es una herramienta valiosa para mejorar la comunicación oral en estudiantes A2. A través de actividades colaborativas, los estudiantes desarrollan fluidez, precisión y confianza en sus habilidades de habla. Además, el estudio destaca la importancia de las mejoras en la infraestructura y la capacitación docente para apoyar la enseñanza efectiva del inglés en Ecuador. Los hallazgos sugieren que aumentar el número de clases de inglés, implementar la estrategia TPS y promover la participación activa de los estudiantes son pasos esenciales

para mejorar la competencia en inglés y fomentar un entorno de aprendizaje más humanista en el país.

Palabras clave: interactivo, enseñanza, estrategia.

Abstract

This study investigates the challenges faced by A2 English language learners in oral communication and proposes interactive teaching strategies to enhance their fluency, confidence, and overall proficiency. Through observations and an interview, it was determined that learners' reluctance to speak English stems from a combination of psychological, social, and contextual factors, including fear of judgment, lack of confidence, and limited exposure.

To address these challenges, the research focuses on the Think-Pair-Share (TPS) strategy, a collaborative approach that encourages active participation and promotes oral communication. The purpose is to assess how well TPS works to enhance language proficiency among students and encourage the growth of humanistic values.

The study employs a mixed methods design, incorporating both quantitative and qualitative data-gathering tools, such as a pre-test, post-test, survey, and a checklist during the implementation. The initial diagnosis demonstrated a low performance in developing oral communication skills. After implementing the set of actions, the post-test results showed that students experienced an enhancement in these skills.

The research findings demonstrate that the TPS strategy is a valuable tool for improving oral communication in A2 learners. Through collaborative activities, learners develop fluency, accuracy, and confidence in their oral communicative abilities. Additionally, the study highlights the importance of infrastructure improvements and teacher training to support effective English language teaching in Ecuador. The findings suggest that increasing the number of English classes, implementing TPS strategy, and promoting active student participation are essential steps towards enhancing English language proficiency and encouraging a more humanistic learning environment in the country.

Keywords: interactive, teaching, strategy.

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INTRODUCTION

The 21st century has witnessed a remarkable transformation: a world once fragmented by languages and customs now feels connected, and more accessible. Despite its regional variations, English has emerged as the universal language, stitching together speakers of thousands of tongues. This shared linguistic canvas is the backdrop for a global community marked by scientific progress, international trade, and interconnected lives. From boardrooms to classrooms, from research labs to tourist hotspots, English is the language of development, collaboration, and, inevitably, challenges. Examining English role as a global language is crucial to navigating the complexities of our shrinking, interconnected world. (Rao, 2019)

The quality of Ecuador's state education system has deteriorated in recent years due to a combination of factors, including government policies, student apathy, parental neglect, and a lack of technological resources in public schools. In Ecuador, the National Education System, encompassing the Intercultural Bilingual System and the Higher Education System, oversees the country's educational landscape. Ecuador's education system is separated into four levels: initial, basic general, high school, and higher education. The implementation of education-focused laws has transformed the sector into a more structured and organized entity. The Organic Law of Intercultural Education of Ecuador (LOEI, 2011) has been crucial in improving and promoting the overall quality of education in all aspects throughout the country.

Regarding the English language in Ecuador, several contextual problems influence English language learning in students. There have been reports of issues with English language learning, such as large class sizes of up to 50 or 60 students, a lack of space that prevents group work, and teachers who are underqualified and poorly trained effectively. (British Council, 2015).

However, despite proposed solutions, economic pressures prevent the necessary investment in education. The prioritization of cost-cutting measures often overlooks the long-term consequences. This underinvestment manifests in inadequate infrastructure, inadequate teacher preparation, a centralized system,

low salaries, and others. These factors contribute to the country's current illiteracy rate. (Suasnabas and Juárez, 2020).

Besides, the lack of financial resources for English teacher's training is a significant barrier to effective language instruction. Without adequate funding, teachers cannot access the professional development and resources they need to stay up to date on the latest teaching methodologies, incorporate innovative materials into their classrooms, and utilize technology to enhance students' learning. This lack of support can limit teachers' ability to inspire their students, implement effective teaching strategies, and provide full potential in their English language learning journey.

Additionally, the absence of technological equipment in the classroom can limit the difficulties teachers and students face. Without access to computers, projectors, and other digital tools, teachers are restricted in their ability to create engaging and interactive learning experiences. Students, in turn, are deprived of opportunities to utilize technology to enhance their learning, such as conducting online research, practicing their English skills through interactive exercises, and engaging with multimedia content.

Investing in the professional enhancement of English teachers and providing them with the essential technological and methodological resources is crucial for creating a supportive and stimulating learning environment that empowers students to achieve their English language goals.

Consequently, effective foreign language acquisition depends on the willingness and confidence of learners to engage in oral communication. Oral Communication is an essential skill for language learners. It involves not only spoken words but also encompasses the sharing of ideas, intonation of words that enrich and convey meaning, and connection with others.

Ecuador's government faces challenges in adequately equipping schools, particularly those in rural areas. To address this, researchers propose implementing the Think-Pair-Share (TPS) strategy to improve oral communication skills. By focusing on real-life language use, TPS encourages active participation and creativity. This approach emphasizes that effective

learning can occur without extensive technology, relying instead on student and teacher motivation.

Some researchers such as Mora and Ceballo, (2006) state that communication is a crucial step in any human interaction because it illustrates how objectively humans must associate, collaborate, and communicate with one another. Therefore, this skill needs to be developed in an interactive way that allows learners to engage and become active participants in language learning. Besides, Tasnimi (2009), as mentioned in Michael and Madill (2016) claims that teachers should implement programs that allow students to learn in their learning style and in a comfortable and stress-free environment. To address these challenges and promote a more vibrant learning environment interactive teaching strategies to achieve communication play a crucial role in encouraging learners to take risks, break the silence, and actively participate in the learning process.

Cooperative learning aims to achieve oral communication in the English language. That's why, one manner to meet this goal is by providing a communicative and interactive environment where learners can develop their language skills. This ITS method allows students to collaborate in small groups to accomplish a shared learning objective. It goes beyond simply placing students side-by-side; it involves structured positive interdependence, meaning each member's success is linked to the group's success. Furthermore, this creates a collaborative environment where students actively participate, support each other, and learn from each other.

Cooperative learning motivates full participation, collaboration, and mutual support among students. When learning a foreign language through working in cooperation, the most skilled students have the chance to share ideas with those who cannot comprehend the knowledge easily. Besides, during the teamwork practice, the students obtain new perceptions and develop communicative skills and friendly relations (Panitz, 2006, as cited in Varisoglu, 2016).

This learning method, defended by Johnson and Johnson, (1996), emphasizes the power of teamwork and collaborative learning by incorporating

group projects, peer tutoring, and joint problem-solving activities, aligning with the principles of cooperative learning, promoting positive interdependence, individual accountability, and promotive interaction among learners. Though these scientific outcomes are very useful for the present research work, deepening into the most appropriate teaching strategies still constitutes an important need to improve oral communication.

Before implementing any interactive teaching strategy, researchers wanted to determine the feasibility of the innovation based on teachers' experiences and classrooms observations. To gain preliminary insights into A2 level students at Unidad Educativa "Los Andes", teachers-researchers conducted an informal discussion with students. The following manifestations have been registered:

- The students exhibit reluctance to express themselves in English due to fear of making mistakes, a lack of positive motivation, and concerns about being ridiculed for their imperfect pronunciation.
- Ineffective error correction techniques, traditional teaching strategies that center on the teacher and passive student listening, and a focus on memorization without reflection can lead to students feeling anxious and demotivated.

Previous analysis of the manifestations has permitted to identify as a **scientific problem**: the deficiency of teaching strategies negatively affects oral communication among A2 level learners.

On the other hand, the research topic corresponds to the research lines of pedagogy, didactics, and management of education, as well as with the research topic of pedagogical innovations both established by Universidad Bolivariana del Ecuador.

Therefore, this study focuses on the **object**: teaching and learning of oral communication among A2-level learners. Oral communication is a skill that develops through language acquisition. Richards and Renandya (2002) affirm that "for effective oral communication is necessary the capacity to use the language appropriately in social interactions" (p. 204). So, successful language development occurs when learners actively participate in social interactions.

The scientific work has a **General Objective**:

To implement an interactive teaching strategy to achieve oral communication in A2 level learners from Unidad Educativa “Los Andes”.

To achieve the aim, some **specific objectives** are determined:

1. To analyze the theoretical foundation that supports the teaching-learning process of oral communication
2. To diagnose the current situation of the student’s deficiency in oral communication
3. To determine an interactive strategy for improving the students’ oral communication.
4. To validate the effectiveness of the methodological proposal consisting of Think- Pair-Share strategy.

The scientific work considers the following **hypothesis**: the implementation of an interactive strategy that implies effective oral communication in real-life situations will benefit A2-level learners in using the language effectively.

Some Ecuadorian teachers believe that students today prefer easy tasks, and they show reluctance and lack motivation to study. However, this raises questions about the teaching methods. Are the teaching methods effective in enhancing oral communication? Are teachers using traditional strategies? Why don’t students speak English fluently after six years of mandatory classes? These concerns led to the implementation of interactive teaching approaches in which learners must be involved in language acquisition.

Consequently, the following variables were taken into account for study through the development of the present work:

- Dependent variable: Interactive teaching strategies
- Independent variable: Oral communication

To achieve the objective of scientific research, it will be used the following methods:

Theoretical methods:

To write this chapter, the researchers will use information from scientific journals, some theses, scientific magazines, books, educational websites, and academic reviews. This will help them build a solid foundation for their research to analyze and summarize the information to gain new insights from their findings. They will also use induction and deduction to create hypotheses and theories based on their observations, which will help them draw specific and useful conclusions.

Mix-method

- Qualitative method: this method was used to collect information for analyzing the effectiveness of teaching strategies. The instruments that were applied were an interview and observation.
- Quantitative method: this study used this method to measure the proficiency level of oral communication skills in the participants. The instruments that were applied were a pre-test, a post-test, and a survey.

Statistical methods: the researchers employed descriptive statistics to determine if interactive teaching strategies helped students achieve oral communication skills. This method helped the researchers collect the information from the pre-test, post-test, and survey.

The study population is composed of a convenience sample of ten students from Unidad Educativa “Los Andes” who belong to the tenth grade of General Basic Education and three English teachers.

Interactive teaching strategies are crucial as they offer a supportive environment for practicing oral communication. Collaborative activities enable students to overcome shyness, build confidence, and actively construct meaning. One of the interactive teaching strategies to be considered is Think-Pair-Share which would enhance fluency, critical thinking, and comprehension, essential for advancing beyond fundamental communication and attaining genuine language proficiency.

The content of this research work is explained in three chapters. Chapter 1 analyses the theoretical framework related to interactive teaching strategies and oral communication skills. Chapter 2 contains the methodology for the

investigation and the diagnostic stage that makes possible the verification of the student's current situation concerning oral communication skills. Chapter 3 explains the methodological proposal: its foundations, characteristics, requirements, structure, and components; as well as its viability, feasibility, and benefits.

CHAPTER I: Theoretical foundations about interactive teaching strategies to allow A2-level learners to enhance oral communicative skills

Chapter one explains the theoretical foundations that serve as a basis for developing interactive teaching strategies to allow A2-level learners to enhance their oral communicative skills.

1.1. Theoretical foundations about the learning process

Some theoretical foundations can be based on the theory of interactionism, the socio-cultural theory, and cognitive theory. The theory of social interactionism claims that the social environment influences the learning process, so people learn by interacting with others. According to sociocultural theory, social contact and cultural background are crucial for the growth of cognitive functions and personal learning. Cognitive theory emphasizes the role of cognitive processes in tailoring human behavior and emotions. Oral communication in the English language not only involves fluency in speaking but also understanding and interacting in social contexts. Learning English is not about memorizing grammar rules.

According to Shtewi and Hamuda (2016), what matters most is the ability of students to communicate effectively. This means speaking and understanding English in real situations. To achieve this, teachers need to use the right learning methods that focus on speaking skills. (Kabellu, 2020). Therefore, teachers must implement interactive teaching strategies to help students take risks and utilize the language to have real-world conversations. In this sense, cooperative learning is an approach that promotes face-to-face interaction among students to solve problems in meeting a common goal. One cooperative learning strategy is Think-pair-share (TPS). It allows students to first work individually in thinking about a discussion question. Then, it lets them work in pairs to discuss responses, which promotes a group discussion to share responses. (Usman, 2015)

Moreover, Communicative Language Teaching (CLT) emphasizes oral speaking production in English as a foreign language and needs the application of

TPS. These objectives shift the focus between the teacher and the students, who become the authors and the main protagonists of their learning journey. In addition, students may increase their self-confidence, become more engaged in the classroom, develop listening skills and respect the other's opinions. Working in pairs also minimizes humiliation and stress. The mistakes may also be overcome in social interaction, and it would provide authentic social knowledge.

Communicative strategies are defined as intentional plans that teachers create to overcome challenges in reaching oral communication goals. According to Færch and Kasper (1980, as cited in Nguyen et al., 2022), these strategies are not just random reactions; they are carefully planned approaches designed to bridge the gap between where teachers are and where teachers want to be in a communication situation. This means that effective communication strategies are moldable and can be adapted relying on the specific difficulty researchers encounter, whether it is needing to clarify a confusing point, persuading someone to see the viewpoint, or simply ensuring the message is being understood.

The following theories offer valuable insights into how students learn and use language, and by understanding them, researchers can improve students' oral communication. For instance, the Interactionism theory highlights the significance of social interaction in developing languages. This means actively participating in conversations, discussion, and debates. Sociocultural theory highlights how learners learn from those around us, particularly those with more knowledge or experience. This means finding peers who can provide feedback and guidance on communication style. Finally, the Cognitive theory that learners have internal structures of processing language. By actively engaging in activities that challenge their thinking and communication. To provide a more scientific and detailed analysis for readers, researchers conduct an in-depth examination of each theory supporting the importance of interaction in the learning process.

1.1.1 Social Interactionist Theory.

The Theory of Social Interactionism emphasizes interaction among people to learn a language. People learn best in social settings. This theory claims that the social environment influences the learning process. At this point, Ghani, et al. (2022) suggest that “environmental circumstances and experiences gained through social interaction support the child’s language acquisition” (p. 55). Thus, this theory contributes to the understanding that learning is impacted by the social environment in which it takes place, and it adapts to learners’ experiences.

Besides, the family plays a fundamental role in the children’s language learning since children look at them as models and it influences their language learning. As it happens in children’s language acquisition through the interaction between them and their parents in the family environment, the same may occur in the classroom with the students when facing learning English as a foreign language. Students are like infants who cannot communicate in a foreign language with the teacher. That is why teachers need to provide good classroom atmospheres and facilitate learners’ interaction to allow them to develop their language skills.

Furthermore, social interaction plays an essential role in setting up positive conditions to help students to develop their capabilities. Ghani, et al., (2022) believe that “a good teacher should always be sensitive and be able to assess the changes that are happening to their pupils. Teachers should also have criteria that can develop the potential and talents of pupils”. In addition, teachers should consistently instruct and lead their students to communicate positively in the classroom to improve language acquisition. Ghani, et al., (2022), believe that “the active elevation shown by pupils while in the classroom will have a more positive impact on them. They will be able to achieve meaningful skills, especially linguistic skills”. (p.57), so teachers are challenged to promote student interaction and provide positive experiences for their learners.

Social interactionism focuses on how learning happens through social contexts. This theory states that to develop language skills, students need a good classroom environment and interactions, as well as teachers must provide real-life

conversations and situations to get communication going. Teachers must create conditions for learners to interact and they should use real contexts to make learning more natural. The theory encourages bringing the real world into the classroom, so people acquire language by using it to interact with others. Lastly, teachers need to give students practical and significant opportunities to practice the language of instruction for communicating orally.

1.1.2 Sociocultural theory:

Sociocultural theory is a theory in psychology that fits with social interaction and shapes an individual's mental development, the learners learn best through interacting with others. The others can be parents, teachers, peers, or anyone who can guide and support them. Lev Vygotsky proposed the Sociocultural Theory (SCT) which suggests that people learn and develop mentally through interacting with their surroundings and others. Through these interactions, people use existing cultural tools and ideas to create new ones, which then help them guide their actions and behaviors (Lantolf and Thorne, 2013, as cited in Ameri, 2020). This theory strongly aligns due to its connection to the "think-pair-share" (TPS) method in terms of student interaction. By engaging with peers in a social environment through TPS activities, students will effectively learn and acquire a second language.

Sociocultural theory emphasizes the role that social interactions play in language acquisition. This theory states that learning is a social process that happens by mediating and interacting with people who are more skillful than the learner. Panhwar, et al., (2016) affirm that sociocultural communication helps students learn from each other as well as from more experienced peers, parents, instructors, and so forth. Hence, when learning a language this theory serves as a basis to promote interaction among students and teachers to help them acquire the language. The more knowledgeable students can guide and help the less skillful students, as well as teachers can support them to develop their communicative skills. In addition, Socio cultural theory contributes to the development of cooperative learning strategies through scaffolding. In this process, through CL

activities teachers lead students to solve problems and do activities that they cannot do by themselves. Panhwar, et al., (2016) claim that SC theory offers important and effective cooperative learning techniques that involve instructors and students in sociocultural norms, values, and interactions.

Socio-cultural theory influences the development of interactive teaching strategies since it focuses on the role of social interaction and cultural factors in the learning process. Teachers must consider that students come from different backgrounds that can influence their learning experience. A key component of learning, according to sociocultural theory, is language and communication. The main objective of interactive teaching strategies is to give students the chance to express themselves, negotiate meaning with others, and participate in meaningful conversations. Teachers can encourage students to share their thoughts, lead discussions, and pose open-ended questions, so their comprehension gets better, and it also helps them develop their communicative and social skills.

1.1.3 Cognitive theory:

Understanding how the human brain works, and how thoughts, emotions, behavior, and the environment are interconnected, is crucial for effective teaching practices in education. This knowledge gives great emphasis and importance to interactive teaching strategies for this proposal. Since students are inherently equipped to learn through social interaction, encouraging a positive and supportive classroom environment can significantly improve learning outcomes.

By incorporating interactive activities and encouraging collaboration, educators can tap into student's natural social learning tendencies and cultivate a space where both cognitive and emotional engagement proper spontaneously and additionally lead to deeper understanding and retention of knowledge. "Jerome S. Bruner, a leading researcher, shares some reflections on the need for educational theory to support the educational process in the classroom, and some instant examples to prepare teachers for professional preparation" (Efgivia, et al., 2020, p. 198). This could involve activities where students explain concepts to each

other, debate topics, or engage in simulations- all motivating active participation and developing their oral communication skills.

To explain more clearly, the authors of this scientific project think it would be a good idea to imagine language learning like building with Legos. At the beginning, students can only handle a few pieces at a time. Next, they would learn the basic lexicons such as nouns, verbs, adjectives, and prepositions, and how to put these elements together to form simple sentences or expressions. Therefore, cognitive language theories say that as the child's mind develops, they can handle more complex sentences. Then, they can relate the new information to what they already learned. This process of building knowledge gets better with practice, and that is what this research intends to implement in the classroom.

1.2 Cooperative learning and its influence on the Think-Pair-Share strategy

This approach is the opposite of the traditional approaches where learners are listeners and the teachers are the speakers, here students learn independently or competitively. because it is possible to work in small groups. Each member supports and learns from each other. The members of the group work toward a common learning objective, creating a sense of interdependence and sharing responsibility for success. In this context Roger and Johnson (1994, as cited in Herrera, 2010) suggest that through Cooperative Learning (CL) students can work alone toward a goal without considering other students, they can compete to see who is "best," or they can work together with a stake in each other's and their own development. Cooperative learning enhances communication and social skills because they listen actively and respect other opinions. Studies show that students learn effectively when they work together in small groups. In this approach, teachers guide students on how to interact and work cooperatively, allowing them to support each other's learning journey.

Cooperative learning encourages full participation, collaboration, and mutual support among students. When learning a target language by working in cooperation, the most proficient students can impart knowledge and share ideas with those who find it difficult to understand. During the teamwork incorporation,

the learners acquire new perceptions and develop communicative abilities and friendly relations (Panitz, 2006, as cited in Varisoglu, 2016). This learning approach promotes student interaction, positive interdependence while students work together, individual accountability, and responsibility for the results of the teamwork. (Sharan, 2014). That means that CL helps organize group activities in a way that enables each group member to take part, contribute, and gain from them.

Cooperative learning is a foundation for developing interactive teaching strategies because it promotes the active participation and interaction of students in the class through student engagement, collaboration, and development of social and communicative skills. Additionally, this approach encourages students to be responsible for their own work to succeed in the whole group work. Therefore, it influences the Think-Pair-Share strategy allowing learners to gain and share knowledge, and develop critical thinking to become more active in the language learning process. This is a fundamental approach in the development of the TPS strategy since it promotes cooperative principles and active learning.

1.2.1 Teamwork

The collaborative endeavor of a group of individuals working toward a shared goal is referred to as teamwork. It entails working together and sharing skills, knowledge, and concepts to achieve a specific objective. Stepanova (2017) states that successful teams create greater information and knowledge exchange, a greater diversity of opinions and acceptance of solutions, and ultimately, improved performance levels. These factors all contribute to improved productivity, involvement, engagement, and creativity in the workplace. In the classroom teachers must apply teamwork to help students support their understanding of academic activities, learn from others, and develop language skills.

Teamwork reaches positive values when individual knowledge and qualities complete each other for a common goal. Pop (2014) mentions that teamwork is the magic ingredient that turns a group of individuals into a powerful force. It is about working together towards a shared goal, taking the opportunity of

each member's strengths and supporting one another through challenges. Effective teamwork relies on clear communication, where everyone feels heard and valued. By combining diverse perspectives and skills, teams can achieve more than any single person could learn alone. This collaborative spirit motivates creativity, problem-solving, and a sense of accomplishment that everyone can share.

1.3. Interactive teaching strategies

As stated before, the theory of social interactionism influences the learning process and provides learning by interacting with others. Hence, when teaching English, educators must understand how language is acquired by their students. Every classroom has a unique environment where students must take the lead in the learning process, and students learn in different ways. Therefore, teachers must incorporate effective strategies where students feel comfortable taking risks and participating actively. The authors Richards and Renandya, (2002) determine that "effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communicative purposes" (p. 209). This allows them to practice speaking in front of the group as an audience and strengthen their oral communication abilities. Among the benefits, it is possible to mention the following: active participation and engagement.

1.3.1 Active participation

Class participation encompasses the classic definition of participation, which is speaking up and being involved in class debates and activities as well as asking and answering questions. (Wright, 2014). Instead of individual competition, the learners are immersed in the process of learning because they are no longer passive listeners of their teacher's knowledge, they are on the opposite and they feel engaged with the language and learn in an enjoyable manner. They develop a sense of responsibility and lead to increased motivation to learn more. Students learn to collaborate with peers, actively listening and learning from each other, rather than solely focusing on the teacher. As a result,

teachers become providers of information, facilitators and guides of their students' learning process.

1.3.2 Engagement

It is crucial to consider the most effective ways to include students in the teaching and learning process. According to Firdaus and Fatimah (2021), student engagement is considered the motivation and interest in the TL process. Hence, when teaching the language, teachers must engage students by motivating them to be part of learning through the creation of good classroom environments. The students' participation in the foreign language learning process demonstrates their engagement in acquiring the language, and it also has an impact on their conduct, emotions, and classroom activities. (Taylor and Parsons, 2011, as cited in, Firdaus and Fatimah, 2021).

For the authors of this investigation, interactive teaching strategies permit learners take an active role in their own learning journey, overcoming oral communication, understanding, and developing fluency in spoken English. These strategies promote an active and dynamic learning environment where learners actively engage in real contexts and learn from each other by sharing information for oral communication. These also encourage effective oral communication, comfort, teamwork collaboration, and social interaction, leading to enhanced oral fluency, interdependency, autonomous work, and overall real communication. So, this research discusses the importance of these strategies in the performance of oral communicative skills and comprehension in English language learners.

Activities, such as brainstorming, group sessions, and pair and share activities, which are part of the TPS strategy, can help students develop their oral communicative skills by providing them with opportunities to practice in a variety of contexts. In addition, they encourage them to listen attentively to their peers to reinforce and affirm their knowledge.

1.4 Think-Pair-Share Strategy

In 1981, Lyman introduced the "Think-Pair-Share" (TPS) strategy to enhance students' spoken communication. TPS allows students to think independently, and

then discuss their thoughts with classmates, encouraging confidence and participation in class discussions (Raba, 2017, as cited in Darmawan and Lestariningsih, 2023). People are inherently social creatures, and learning depends on interaction, so the more minds involved, the richer the learning experience. This fundamental principle supports the effectiveness of the “think-pair-share” (TPS) strategy in enhancing oral communication. This strategy takes advantage of learners’ natural tendency or inclination to learn from and engage with one another, encouraging a dynamic learning environment that benefits both individual development and group collaboration.

Additionally, TPS helps students by providing them with valuable thinking time to formulate their answers so that they can improve their speaking abilities through structured interaction. Students first have time to think individually (thinking phase), allowing them to develop critical thinking (Kaddoura et al., 2013, as cited in Darmawan and Lestariningsih, 2023). Next, they work in pairs (pairing phase), discussing ideas and building knowledge through collaboration. This promotes cooperation and communication skills (Syafii, 2018, as cited in Darmawan and Lestariningsih, 2023).

Finally, pairs share their thoughts with the class (sharing phase), enabling both self-evaluation and teacher assessment (Ibe, 2009, as cited in Darmawan and Lestariningsih, 2023). This reduces anxiety and allows them to feel more comfortable and organized before expressing themselves, leading to fewer mistakes. In addition, the pause in direct responses gives the teacher valuable insights. By observing student interaction during the “pair” stage, the teacher can measure student understanding and comprehension, ensuring everyone is on the same level before moving forward.

This strategy allows the teacher to address any feedback and adapt the lesson to the particular necessities of learners. In essence, TPS goes beyond simply acquiring information. So, it encourages a collaborative learning environment, where students actively engage with the material, refine their

thinking, and build confidence in expressing themselves as well as facilitating the way for deeper understanding and stronger communication skills.

Research made by Raba (2017) states:

The Think-Pair-Share strategy benefits both teachers and students in EFL classrooms. Students develop critical thinking, manage their learning, and gain confidence in speaking English. They become more motivated and have opportunities to showcase their abilities. Teachers discover a valuable tool for improving speaking skills, encouraging a fun learning environment, and promoting cooperative work for students. (pag.13)

Also, Mustikawati (2018) in their study found:

The TPS learning model can be effective in improving students' proficiency and oral communicative skills related to the idea of environmental change. Learners in the TPS group (experimental class) scored significantly higher on both the mastery post-test and the oral communication assessment compared to the control group. This suggests that TPS helps students not only learn the material better but also express their understanding more effectively (pag. 165).

Hence, the authors of this research consider that the Think-Pair-Share strategy brings together all the key elements to allow students to achieve oral communicative skills. With a strong foundation built through interactive learning, the "think-pair-share strategy is believed to be particularly effective in overcoming the challenges A2 level students face when using oral communication in real-life contexts. In addition, this strategy encourages critical thinking, effective communication, active learning, teamwork, and a deeper comprehension of what is being taught. It motivates students to interact with one another, exchange ideas, and take an active role in their learning experience.

1.4.1. Characteristics of the TPS

Critical Thinking. This element often referred to as critical thinking (CT), can be defined as the capacity to evaluate information and effectively make well-

considered decisions with effectiveness. This is considered one of the most important thinking skills which involves active conceptualization and evaluation of information to lead thoughts and actions. Alzaleh, (2020) claims that CT can be described as an independent mental process that starts with the goal of addressing a problem or providing a logical response to a question by weighing the pros and cons of several choices.

According to Sternberg (1986, as cited in Lai,2011), it is defined as the thought processes, approaches, and models people employ to resolve issues, reach judgments, and pick up new information. Therefore, CT plays a fundamental role in the Think-Pair-Share strategy development by allowing students to activate their prior knowledge and analyze information to generate their own thoughts or ideas to solve problems.

Pairing. Pairing in learning is a powerful technique that allows students to interact and collaborate among themselves, it helps each other learn collaboratively in searching for a common goal, providing opportunities to explain their ideas and understanding. This approach is particularly beneficial in pair work in L2 (second language) learning as researched by Strauss and U (2007, as cited in Tan, et al., 2010) suggests the importance of working in pairs or small groups.

By encouraging students to communicate and interact with their classmates, pair work provides a space for them to encourage and practice using the target language in a safe and supportive environment. This regular practice is crucial for developing fluency and accuracy in oral communication skills. Making pairings for students is a valuable tool in the teaching of foreign languages. Incorporating this technique into the lesson plans allows teachers to provide students with the opportunities they need to communicate, not only learn the language but also feel comfortable using it in a social context.

In the development of the Think-Pair-Share strategy, the pairing technique allows students to interact to discuss information and learn from one another. It also creates a supportive environment in which students build their knowledge.

Sharing. Sharing knowledge plays an important role in effective language acquisition because it allows a dynamic learning environment that goes beyond

simple information exchange. It is where students can not only handle information but also learn from diverse perspectives from their peers. A study conducted by Weda (2018) states the significance of knowledge sharing, demonstrating that it empowers all students to actively participate in class activities, this participation, in turn, improves their motivation and enhances their academic performance. Teachers can strategically lead students by incorporating teamwork in groups. As students share knowledge and experiences, they solidify and reinforce their own understanding through explanation and gain the confidence that comes from having their knowledge affirmed by others in the classroom.

This collaborative process not only reinforces core language skills like grammar and vocabulary but also improves crucial communication skills like active listening, clear expression, and respectful conversation. A classroom that embraces knowledge sharing permits students to become not just consumers of information, but confident and articulate users of language. In general, sharing is a fundamental process in the development of the Think Pair Share strategy because it becomes the final step where students need to show what they have learned with the rest of their colleagues in the classroom. In this way, this final phase provides students an opportunity to learn different insights, learn from their peers, and affirm their understanding through discussion and reflection.

1.5 Foundations about Oral Communication (OC)

Some authors have given various definitions of Oral communication. OC allows the information to be transferred verbally and visually from the sender to the recipient. It can take many forms, such as speeches, debates, and presentations. (Prabavathi and Nagasubramani, 2018).

Peña (2022) defines OC as the main skill in the teaching of a foreign language because the main objective of any language is to communicate, and its efficient development depends on the integration of verbal skills and effective and motivational elements. OC skill is the ability to effectively express yourself and transmit information through spoken language. It involves using the voice and

non-verbal signs to transmit their message concisely and appropriately to the audience. (Shirkhani and Meigouni, 2019).

Communication is an “instrument of action” because the powerful role of language in human communication is reflected in oral communication. (Austin, 1962; Clybe, 1994, as cited in Echiverri, 2020). In this study, the authors define oral communication skills (OCs) as a set of face-to-face interactions, including person-to-person communication, group discussions of various sizes: pair or group discussion, telephonic conversation, interviews, and meetings, speech at conferences or seminars, and negotiation. This comprehensive understanding of oral communication skills serves as the foundation of this research proposal.

The proposal itself is focused on addressing a specific challenge faced by A2-level English language students: their hesitation and reluctance to use English in real-life situations. By comprehensively exploring the nature of oral communication, the authors of this study hope to equip students with the necessary framework and confidence to overcome the barrier and effectively communicate in diverse everyday real-world contexts. Teaching oral communication skills in a foreign language has always been a challenge. As a result, teachers have often attempted to look for new methods. In this context, communication is far more than just the exchange of information; it is an instrument capable of driving action.

This perspective connects the power of language itself. So, when people participate in oral communication, the spoken word takes center stage. Through people’s words, they can perform actions, a request can become a petition, a question can turn into an accusation, and a simple statement can spark a heated debate. The immediacy and directness of oral communication magnify this power by highlighting the force of language in spoken interactions. (Austin, 1962, as cited in Echiverri, 2020)

Oral communication serves to express ideas, thoughts and share information. It begins when children start talking and engaging with the people around them. Herrera (2010) affirms “When young children start interacting with their caregivers, they have role models for every act of communication” (p. 39).

Therefore, successful language development occurs when learners actively participate in social interactions. Loewen (2015, as cited by Lessard Clouston 2018) states that “numerous individual studies and meta-analyses have found classroom interaction to be beneficial for language development” (p. 50).

Furthermore, language acquisition happens through engaging with others. As Richards (2008) remarks, “Second language learning is enhanced when learners engage in communication through interaction” (p. 22). For instance, children learn to speak by observing and imitating the caregivers who take care of them, so teachers hold the responsibility of ensuring that students reach proficiency in the target language to develop oral communication skills.

Oral communication is an interaction process between the speaker and the listener, and this process involves the development of productive and receptive skills. The author Yule (2010, as cited in Kabbellow et al., 2020) states that communicative competence can be described as the general capacity to employ language with precision, propriety, and adaptability. Besides, Staab (1992, as mentioned by Alam and Uddin, 2013), affirms that “oral communication skills aim at both speaking and listening to oral language, talking and listening are lifetime activities that are likely our most significant forms of communication”. (p. 19). In the classroom, this interaction process is developed between the teacher and learners.

Commonly for L2 learner oral communication is a complex process due to different factors that influence their language development. As an example, some students refuse to speak in English due to their fear of committing mistakes or mispronouncing words. On this point, Shirkhani and Meigouni (2019) state that learners can benefit from strategies that allow them to resolve communication problems. That is why interactive strategies are a way to encourage learners to communicate in a foreign language through collaborative activities. When students work in pairs or in groups, they can help each other. Weaker students can be supported by the more advanced learners.

Researchers have investigated various strategies for achieving effective oral communication. Studies suggest that motivating interaction through engaging

in learning activities is crucial to facilitating students' learning. According to Vigostky (1978, as cited in Syomwene, 2013). Teachers should create opportunities for students to actively participate by speaking with them and their peers. This can be achieved through the implementation of activities that encourage students to confidently express their ideas in a supportive environment.

The researcher Syomwene (2013), further emphasizes the importance of practical communicative strategies, highlighting the need for student-centered approaches. Significantly, these strategies should promote active student participation, with students taking the lead in classroom discourse and speaking more than the teacher. By facilitating interaction and motivating student engagement, teachers can create a dynamic learning environment that empowers students to develop their oral communication skills.

In second language acquisition (L2) research, communication strategies are a crucial component of communicative competence. These strategies act as tools employed by learners to bridge the communication gap that arises due to insufficient vocabulary or grammatical structures to express their intended meaning. Imagine a learner trying to navigate a conversation while missing key pieces of the linguistic puzzle. Communication strategies are the alternative solution they use to ensure their message gets across.

Investigation by Amunthan, et al., (2018); Wang, et al., (2022), as cited in Solihu, et al., (2023) emphasizes the significance of these strategies. Their analysis of spontaneous L2 oral discourse reveals a presence of linguistic breakdowns, moments where learners encounter limitations in their current language proficiency. However, the research also demonstrates that learners actively invest time and effort to compensate for these breakdowns, employing communication strategies as a bridge to successful communication.

For the authors of the present investigative work interactive teaching strategies encourage practical and effective communication skills and highlight the need for student-centered teaching practices. These strategies play a fundamental role when delivering content while promoting student participation. In this sense, students are encouraged to be the main participants of the class

rather than the teacher controlling most of the classroom interaction. Moreover, teachers can establish a dynamic learning environment by encouraging student engagement and facilitating interaction. Students can enhance their oral communication abilities in this context and gain the ability to articulate their ideas, express themselves, and engage in deep discussions with their peers. Effective oral communication skills are developed in this kind of learning environment and are necessary for improving students' learning experiences.

Oral communication is an interactive activity where humans transfer messages through spoken words. This process involves several key elements that build genuine communication. It adapts to the ever-changing context of real life. To achieve this back-and-forth exchange, speakers need to produce sounds and articulate words. At the receiving end, there must be a listener who perceives the message. However, a clear transfer of meaning is not always guaranteed. This is why negotiation of meaning is essential to clarify any misunderstanding. The proposal here is to help A2 level learners develop competence in this crucial phase of communication and overcome this common weakness in English language learning.

In the classroom, according to the current curriculum, students develop listening by paying attention and trying to understand and respond to others. They also practice speaking by attempting to speak clearly and maintain eye contact with their audience. Finally, they implement negotiation by working together in groups, sharing ideas, agreeing, and delivering confident presentations.

1.5.1 Listening

Real-life communication is a whirlwind since it is fast rhythm, with responses coming back immediately, building on each other in a dynamic flow. Conversations can take unexpected turns, often influenced by the unique experiences and perspectives of everyone involved. This unpredictability adds a layer of complexity that students, as effective communicators, need to navigate. They do not need to understand the words themselves, but also how they land with the context of the other person's world. The researcher Okoro (2018) determines

that listening encompasses the entire body and mind in trying to obtain meaning from both spoken and unspoken messages.

Besides, listening is undeniably the base of spoken communication, even though there is a surprising lack of agreement on how to listen in everyday situations. This presents a challenge, particularly in audiology. (Neal et al., 2022). To clarify the listening element in oral communication, it is significant to say that listening activities in oral communication are designed to turn passive hearing into active understanding. Unlike simply waiting for your turn to speak, active listening involves focusing on the speaker's message, interpreting their meaning, and responding in a way that shows comprehension. Listening activities can take many forms, but they all share the goal of developing these crucial OC skills.

Listening and oral communication are the two sides of the same coin, they are linked and work together to create successful communication. By listening to others, one gains exposure to vocabulary, grammar, and sentence structures. At this point, it helps learners develop their own speaking abilities, so to respond in a conversation, it is necessary to first understand what the other person is saying. Besides, listening skills like paying attention, interpreting nonverbal signs, and identifying the main points are crucial for understanding the message. Through listening, students are exposed to different speaking styles and rhythms. This can influence the way learners express themselves and improve their fluency in the language. Oral communication is a two-way street. Strong listening skills allow them to respond appropriately and keep the conversation flowing.

1.5.2 Negotiating

Negotiation of meaning is not a passive exchange of information. It is a dynamic process where learners and fluent speakers constantly check in with each other. Interpretation and signals are sent- both verbal and nonverbal- to measure how well their message is being understood. If there is any confusion, adjustments are made. This can involve changing the wording, restructuring the conversation flow, or even altering the core message itself. This back and forth continues until

both parties reach a comfortable level of understanding- a point where the meaning is clear, and no further clarification is needed.

As scholar Michael Long puts it, negotiation of meaning is the key to successful communication. (Long, 1996, as cited in Cordero and Leralta, 2020). Furthermore, negotiation is like a conversation dance with both partners taking steps. If something is not clear, listeners might ask for clarification or rephrase explanations. Speakers might rephrase their thoughts or offer examples. This back-and-forth ensures everyone is on the same page and avoids misunderstanding. Negotiation of meaning is especially important for language learners who might use unfamiliar vocabulary or have pronunciation challenges. Moreover, by checking for understanding and adapting their communication, speakers can build stronger connections and ensure their message is successfully delivered.

Oral communication and negotiation of meaning are interconnected. Oral communication, which uses spoken language to transmit ideas, is the platform for the negotiation of meaning. Negotiation of meaning refers to the back-and-forth process of ensuring that the speaker's message is understood by the listener. In oral communication, speakers cannot see directly into the listener's mind. So, negotiation of meaning allows them to check for comprehension. Listeners can ask questions or offer verbal cues like "So you are saying..." to confirm their understanding. Negotiation of meaning helps bridge any gaps between the speaker's intended message and the listener's interpretation. This can involve using simpler words, providing descriptions or examples, or even rephrasing things entirely. Oral communication is interactive, and negotiation of meaning allows speakers and listeners to adjust their communication throughout the conversation. They can provide feedback or adjust their speaking style based on the other person's responses.

To summarize, negotiation of meaning is essential to successful oral communication. It involves a dynamic process where speakers and listeners collaboratively construct shared understanding. Through active engagement and

feedback, participants clarify ambiguities, correct misunderstandings, and refine their message. This recurrent process enhances the accuracy and effectiveness of communication, motivating deeper connections and promoting mutual respect.

1.5.3 Speaking

Speaking is the process of using spoken language to transfer information, ideas, and thoughts. This process involves the development of a variety of abilities, such as clear pronunciation, cohesive thinking organization, and appropriate use of grammar and vocabulary. The authors Burns and Joyce (1997, as cited in Suban, 2021) defined speaking as a collaborative process that requires creating meaning, including information, production, reception, and processing. Furthermore, this is one of the most important parts of oral communication that needs to be developed when learning a foreign language. In this sense, the writers Brown and Yule (1983, as cited in Rao, 2019) determine that in real-life situations, speaking is the skill on which students will be evaluated the most.

Strong English-speaking skills are significant for success, allowing learners to confidently express themselves and share ideas (Ali et al., 2019). This fluency is valuable in both personal and professional settings. In careers, effective speaking helps build networks, opening doors to new opportunities. Professionals need to communicate clearly with a range of people, from investors to clients. Teachers use various methods to improve speaking skills, including incorporating social media to encourage regular practice and engaging in classroom activities like presentations. Social media can even extend this practice beyond the classroom. (Manogaran & Sulaiman, 2022).

According to the authors, speaking is the heart of oral communication. It is the act of producing the verbal building blocks that is the words themselves. It is how the words are taken in mind and turn them into something others can hear. Through pronunciation, intonation, and grammar rules, speaking allows people to create a message for transmission. Besides, Oral communication simply cannot exist without spoken words, making speaking the engine of oral communication. In essence, speaking is the production unit of oral communication, where message

is formulated for transfer through the alternating interaction that occurs between two or more people. This ability to speak effectively strengthens networks, motivating connections with peers, teachers, and a wider circle of individuals.

CHAPTER II: Research Methodology

This chapter describes a comprehensive overview of the research methodology implemented in this study. It also delves into the specific design, describing the motives for its application and its suitability for addressing research questions. In addition, it presents a detailed description of the instruments developed for data collection, including their construction, validation, and reliability. The chapter also presents a thorough account of the data collection process, participant selection criteria, and ethical considerations. Finally, it offers a comprehensive analysis of the diagnostic stage findings, highlighting the key challenges faced by students about the research problem. These results serve as a foundation for subsequent chapters, informing the development of the intervention and evaluation processes.

2.1 Paradigm of the research

The methodology followed for this research is a combination of quantitative and qualitative methods. This combination helps researchers to determine the effectiveness of interactive teaching strategies. This data is very significant at the beginning, to design teaching strategies to overcome students' reluctance to use English as a way of oral communication in real-life contexts.

This research employs the quantitative method because it helps to collect evidence to be analyzed and measured statistically. According to Rana et al., (2022), this method is used to sum up, obtain the numerical media, make predictions, and generalize results to wider populations. In this research, this method is particularly well-suited for the objective of determining the percentage of oral communication achievement in English as a Foreign Language (EFL) that students show using the language in real-life situations. Additionally, this method allows researchers to identify trends, patterns, and generalizable conclusions about EFL usage to communicate orally in the classroom.

This study uses the qualitative method to examine the effectiveness of interactive teaching strategies to improve oral communication skills by employing a qualitative method. This method as stated by Bacon-Shone (2022) suggests an

understanding-based inquiry process that investigates a topic that goes beyond simply collecting data; it is an in-depth exploration that allows for the building of a complex, comprehensive understanding. By analyzing language use within a natural classroom environment, qualitative research provides in-depth perspectives from informants and performs the study in a natural environment. This method allows the researchers to identify the impact of interactive strategies and capture insights of those immersed in interaction learning. This leads to a more comprehensive view of how these strategies influence the development of oral communication skills.

The mixed methodology combines quantitative and qualitative perspectives to get a deeper insight into this proposal. On this point, Terrell (2012) suggests that these methods can provide investigators with a variety of design choices, including both sequential and concurrent strategies. This type of methodology helps researchers to get a comprehensive approach to studying the measuring of the frequency of students' refusal to speak English in a context environment. This might involve observing their behavior and applying a questionnaire to understand their reasons for reluctance in oral communication and, of course, to get evidence of this problem.

2.2 Conceptualization and Operationalization of Main Categories

In this section, the researchers point out and determine the key components necessary for investigating the efficacy of interactive teaching strategies to achieve oral communication in A2 level learners from tenth grade at Unidad Educativa "Los Andes". These categories will serve to gather information, so the main categories identified for this study include:

- Interactive teaching strategies
- Oral communication

The operationalization of the main categories was developed through the construction of the specific dimensions and indicators, detailed in Annex 1. These constructs will help the researchers to measure the study variables effectively.

Concerning interactive teaching strategies, specifically Think-pair-share, were selected as the teaching strategy that contributes to cooperative learning. This prioritizes student interaction, as evidenced by the dimensions that involve critical thinking, peer interaction, and team production. Additionally, cooperative learning is characterized by student collaboration, positive interdependence, and individual accountability. The student's engagement is manifested through active participation and positive interactions.

On the other hand, teaching oral communication is a challenge for language teachers. As a result, teachers have often attempted to look for new methods that would enable students' learning process by creating a difference in the English as a Second Language (ESL) learning-teaching classroom" (Shashikala, 2018). To develop and achieve this variable, this study incorporates two key areas: speaking and listening. Speaking will be measured based on oral production, speaking fluency at the A2 level, effective interaction, and coherence of the spoken language. Listening comprehension will be measured by the ability to recognize familiar words and phrases, understand slow speech at a slower pace, follow simple instructions and directions, and recognize basic personal and real information. These skills are essential for developing general oral communication abilities.

2.3 Research Scope and Research Stages

This research focused on the efficacy of Think-Pair-Share (TPS) activities for improving oral communicative skills in the tenth General Basic Education (GBE) program at Unidad Educativa "Los Andes". It employed a mixed-method approach, combining descriptive research.

The descriptive research design aims to identify people, things, or situations through observing them in their real environments. Researchers simply describe the variables and sample; they do not alter any of the variables. (Siedlecki, 2020). Regarding the descriptive method, this study first evaluated the students' current oral communication skills through the baseline measurement targeted at the A2 proficiency level in line with the Common European

Framework of Reference for Languages (CEFR). It established a starting point for understanding their initial abilities. Also, the research explored the TPS strategy's effectiveness by documenting the specific activities used within the program, providing detailed insight into how these performances were implemented in the class. Likewise, the investigation proposal is divided into six stages, delimitation of the problem, theoretical foundations, elaboration of the instruments, application of the instruments, data analysis, and redaction of the conclusions and recommendations. (Annex 2)

For the first stage's development, the analysis of the pedagogical experiences of the authors of this study was required, and some analysis was derived from Pre-tests for the students. Furthermore, through focus groups and a systematic checklist, the team planned the observation and defined the object of study: tenth graders' refusal to use oral communication. In the second stage, the researcher reviewed previous studies and investigations on this topic. Stage three involved developing instruments: a questionnaire, a survey, systematic observation, and an interview. These were then reviewed and approved by a subject matter expert (Ph.D. Marisela Jimenez). In stage four, the researchers administered the questionnaire, and the survey, and conducted a systematic observation and an interview to gather data for analysis. The data was then analyzed in stage five to identify results that could inform strategies for improving students' oral communication. Finally, stage six involved presenting the findings, conclusions, and recommendations in a final defense.

2.4 Justification of Data Collection Methods

This research employed a mixture of data collection methods (mixed methods) to comprehensively address the general and specific objectives, the hypothesis and enrich the methodological approach. By combining different research methods, researchers can uncover hidden problems in complex social issues that neither qualitative nor quantitative studies alone can identify or address on their own. (Adu et al., 2022). The methods were chosen because they were complementary. First, a pre-test established a baseline for students' oral

communication skills (typically belonging to the A2 level on the Common European Framework of Reference for Languages, CEFR). This initial assessment served this purpose and helped to design the interactive teaching implementation.

Then, to measure the effectiveness of the development of TPS activities, a post-test was administered to evaluate the improvement in students’ oral communication skills and validate the findings.

2.5 Delimitation of population, sample, and sampling.

The population for this research is composed of three English teachers (Lic. Leidy Terán, Lic. Mateo Cuarán, Lic. Javier López) and students from the Tenth grade at Unidad Educativa “Los Andes”, located in Bolivar canton. Due to the reduced number of students, the sample selected is convenient, composed only of the ten students in this grade. According to Pandey & Pandey (2021) sample is a group selected as a representative of the whole population. It enables thorough research with a lot less resources—time, money, and materials. In addition, this sample has the following elements:

- This group manages an A2 English level.
- All the students go to the same school.
- The group shares the same timetable.
- They study English mandatory.
- They share the same socio-economic context.
- The ages of these students fluctuate between 14 to 15 years old.
- Students have the time to participate in this study.
- They have permission to take part in this study.

Table 1

Sample Population Participants

	Sample Population	Percentage
Women	3	30%
Men	7	70%
TOTAL	10	100%

Elaborated by Mateo Cuarán and Leidy Terán (2024)

2.6 Research Context

This study is in a rural public school in Los Andes, Bolívar Canton, serving a diverse student population from various socioeconomic backgrounds. Due to limited school resources, teachers are primarily responsible for providing essential teaching materials. The absence of technological infrastructure within the school significantly makes it difficult to access contemporary tools. To overcome this challenge, teachers have created and implemented visual and audio aids to support student learning. Given the mandatory nature of class, face-to-face instruction was the primary teaching method employed.

2.7 Description of Instruments and Data Analysis

Survey

It is a self-report form intended to assess students' perception of their oral communication skills and their experiences with oral communication in context. The survey included questions related to students' confidence in communicating in English orally, the difficulties they find when communicating, their engagement in English conversations with their peers and teacher, and their perception of speaking improvement over time. The survey used a Likert scale with answer possibilities ranging from "strongly agree" to "strongly disagree". (Annex 3)

Pre-test

The pre-test is an oral communication test to evaluate the students' initial oral communication skills in English. The test consisted of a series of open-ended questions that stimulated A2 learners to introduce themselves, make a description of their daily routines, talk about their free time activities, mention any occupations, and express their thoughts about their family. Also, the test served as a baseline to measure students' oral communication proficiency before implementing TPS. (Annex 4)

Post-test

The post-test serves a critical function in evaluating the impact of the implemented intervention. In this case, the post-test assesses the effectiveness of

interactive teaching strategy (ITS) as the independent variable on A2 level learners' oral communication (dependent variable). To be compared with the pre-test results, administered before the ITS implementation, with the post-test results, collected after the intervention period, researchers can conduct a comprehensive analysis. This analysis reveals whether the ITS intervention led to any statistically significant improvements in learners' oral communication skills. (Annex 5)

Interview

A formal interview with a colleague professor at the institution helped confirm the consistent evidence suggesting students' reluctance to use English in oral communication. The interview could clarify unknown reasons for these communication difficulties, shyness, a language barrier, a disability, or something else. This insight was crucial for determining the best course of action. While confirming limitations was a goal of the interview, it also provided an opportunity to build rapport and establish trust. A documented interview creates a record of the situation or context, which is vital for future decisions. Although a colleague might have observed difficulties, a well-conducted interview can provide a deeper understanding, pave the way for solutions, and protect all parties involved.

(Annex 6)

Observation

This instrument helped record and assess the participants' specific behaviors, outcomes, or actions. This tool effectively manages real and accurate contexts, the responses can be directly evaluated, and it reflects latent cultural views. (Setiawan et al., 2020). In this study, it was used to assess the students' performance while implementing the Think-Pair-Share strategy for oral communication achievement and was validated through a checklist tool.

Researchers could effectively plan their study on oral communication issues in A2 level learners by incorporating observations and a checklist into their proposal. This involved observing participation in class discussions, pair work, and group activities to identify factors hindering participation, such as limited vocabulary, fear of mistakes, or lack of confidence. Systematic observation allowed researchers to assess pronunciation clarity and accuracy. Additionally,

researchers could observe how learners use basic grammar structures and their fluency, paying attention to pauses.

Finally, participants' comprehension of spoken instructions and questions within classroom activities was closely observed. A checklist was employed to systematically record instances of comprehension and misunderstanding and to offer a thorough comprehension of the student's linguistic abilities. This checklist incorporated relevant background information such as age, educational level, and prior exposure to the English language. This contextual data proved instrumental in interpreting the observed comprehension patterns and identifying potential factors influencing students' performance. (Annex 7)

2.7.1. Analysis of the results

Pre-test

Through this test, students demonstrated their comprehension and oral communication skills in English. During the speaking session, students exhibited a combination of anxieties that made their fluency difficult. They kept their papers for security, hesitant to speak due to a limited vocabulary. This lack of confidence, likely stemming from a deficit of oral communication practice, led them to rely on reading rather than spontaneous expression and some students even felt shy expressing their thoughts. Adding to this, their voice was so low it was often difficult to hear for the whole class. These challenges continued into the listening part, where difficulties understanding the spoken language needed repeated playback to understand the content.

The pre-test shows the results of 10 students that correspond to 100%, in which 90% of the students got an unsatisfactory performance in the speaking section, and 80% of learners got a low performance in the listening section. The researchers used a rubric for evaluating the speaking and listening sections. (Annex 8)

Interview

It provided valuable insights into the reasons why students might hesitate

to use oral communication in real-life situations. The teacher's responses strongly supported the hypothesis that external factors significantly contribute to student reluctance. Key factors identified included a lack of confidence, limited vocabulary, fear of committing mistakes, and anxiety about public speaking. Additionally, the teachers emphasized the role of sociocultural factors, such as language attitudes and family background in influencing students' oral communication behaviors:

- **Fear of Public Speaking:** students experience anxiety related to making mistakes, being judged by peers or the teacher, and lacking confidence in their abilities. This fear can come from past negative experiences or unrealistic expectations of themselves.
- **Lack of confidence:** students with low self-esteem may doubt their proficiency and hesitate to participate in oral activities. This can make things worse by comparing themselves with others.
- **Social Anxiety:** students with social anxiety may find public speaking particularly stressful due to discomfort in social situations and a fear of being the center of attention.

The interview highlighted the critical role that providing a stimulating and supportive classroom climate plays in overcoming students' fears regarding oral communication. Participants emphasized the need to establish a safe space where students feel valued and respected, allowing them to take risks without fear of being judged. Additionally, providing ample opportunities for practice, offering constructive feedback, and celebrating successes were identified as essential components in developing learners' self-assurance and willingness to participate in oral communicative activities.

Survey

A survey instrument was administered to the ten study participants to gather data. Using Excel software, the Cronbach's Alpha coefficient was computed to assess the instrument's reliability. The obtained alpha value of 0.82 shows a high level of internal consistency among the survey items. According to the established landmarks suggested by Konting et al. (2009) (Table 2), a

coefficient within the range of 0.8 to 0.9 is considered to demonstrate good reliability, thus supporting the instrument's suitability for data collection.

Table 2

Survey statistical reliability

Cronbach's Alpha	Cronbach's Alpha based on standard elements	Number of elements
0,82	0,8-0,9	14

Elaborated by Mateo Cuarán and Leidy Terán (2024)

The survey revealed student anxieties related to speaking English. 90% of students strongly agreed they felt anxious speaking in front of others, while only 10% agreed. Limited vocabulary also caused anxiety, with 80% agreeing and 10% disagreeing. Additionally, 60% agreed they worried about being judged for mistakes, with an additional 40% strongly agreeing. Furthermore, on the positive side, 90% strongly agreed there were not enough opportunities to practice speaking in class, with 10% neutral.

Additionally, the survey asked whether students preferred to learn English in large groups. The results indicated that most learners preferred to learn English in large groups. 70% answered "Agree", 10% chose "Strongly Agree", and none chose "Strongly Disagree." There were also 10% who were neutral, while 10% disagreed. In addition, the results showed that most students preferred to learn with others with 80% strongly agreeing and 20% agreeing. Finally, the results showed that most students, 60%, find it difficult to understand English spoken by others.

Table 3*Results of the survey in percentages*

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students felt anxious speaking in front of others.	90	10	0	0	0
Limited vocabulary.	10	80	0	10	0
Students felt worried about being judged.	40	60	0	0	0
Students would like more opportunities to practice speaking.	90	0	10	0	0
Students preferred to learn English in large groups.	10	70	10	10	0
Students preferred to learn with others.	80	20	0	0	0
They found it difficult to understand spoken English.	60	40	0	0	0

Elaborated by Mateo Cuarán and Leidy Terán (2024)

2.8 Ethical Consideration

This research proposal prioritized ethical considerations to ensure its reliability. To obtain permission to develop the research at the Unidad Educativa “Los Andes”, a letter of consent was approved by the principal. (Annex 9) Moreover, A2-level learners from the school were invited to participate

voluntarily and with the consent of their parents. Before providing their informed consent, they were thoroughly briefed about the study's purpose, potential benefits, risks, and funding sources. To protect participant privacy, no personal identifying information was collected. This included anonymizing all data, ensuring it cannot be linked back to individuals by anyone. Throughout the study, all measures were taken to minimize physical, social, and psychological harm to participants. Finally, the research upheld principles of originality and authenticity, ensuring the results are genuine and credible. (Annex 10)

CHAPTER III: Methodological Proposal and its Validation

This chapter describes a comprehensive validation of the proposal, examining its theoretical and empirical foundations, viability, feasibility, and the benefits it offers. It also explores the theoretical foundations that inform the proposal, outlines its key characteristics, and articulates specific objectives aimed at addressing identified needs. Furthermore, it includes the structure and dynamics of the proposal's components, detailing the methodological and technological requirements necessary for implementation. Finally, it presents an examination and discussion of the results reached by the proposal's implementation, highlighting the implications of the findings and reinforcing the proposal's relevance in practice.

3.1 Theoretical foundation, characteristics, and methodological requirements for the Think-Pair-Share strategy in lesson planning.

Even though years have passed, teachers still face the same difficulty: students who are unwilling to speak or use English to communicate in real-life situations. This limitation necessitates implementing strategies that motivate learners to study and, at the same time, encourage them to take the risk of communicating in a foreign language. This situation begs the research question: how can the TPS interactive strategy contribute to improving oral communication in A2 level learners at Unidad Educativa "Los Andes"? What aspects of oral communication can be improved in A2 level learners?

The persistent challenge of students' reluctance to use English for communication has endured despite years of English language instruction. Even after six years of mandatory English classes, students often struggle to hold conversations in the language. This issue has persisted without a satisfactory solution. Inspired by successful implementations in other countries, researchers now seek to introduce similar strategies in Ecuador. While students often excel in grammar and writing, real-life communication demands speaking proficiency, highlighting the need for a shift in focus.

From the Pedagogical and Didactic points of view Think- Pair-Share strategy offers a dynamic lesson planning for secondary school students, who are often characterized by their energetic and present-focused nature. Naturally drawn to their peers, popular culture, and the fast-paced digital world. They are typically interested in the present, focusing on their friends, hobbies like sports and video games, and the ever-evolving world of music. This natural tendency to live in the moment can sometimes make the long-term goals of learning a foreign language difficult to achieve while this enthusiasm is an asset, it can sometimes pose challenges in motivating students to invest in long-term academic goals, such as language acquisition. Creating a link between their immediate interests and the abstract nature of language learning is crucial for effective pedagogy.

However, this is precisely where the Interactive Teaching Strategies (ITS) become crucial here. By achieving their high energy levels, ITS can turn this into an advantage. So, the “Think-Pair-Share” (TPS) strategy is a perfect example that allows students to first consider a concept individually, then discuss it with a partner, and finally share their findings with the class. This approach supplies their need for interaction and collaboration.

Think-Pair-Share (TPS) aligns with various learning theories to enhance oral communication. It embodies Social Interactionist theory by promoting dialogue and knowledge construction through peer interaction. Rooted in Sociocultural theory, TPS emphasizes the role of social context in learning, as students co-construct meaning with partners. Cognitive theory is evident as TPS cultivates teamwork, responsibility, and positive interdependence. It transforms classrooms into interactive learning environments, where students actively participate and engage with content through discussion. By providing opportunities for reflection and articulation, TPS boost students’ confidence and fluency, thereby enhancing their oral communication skills.

Therefore, from the sociological point of view, with the application of this strategy learning becomes an enjoyable social experience as they share ideas with each other, all while mastering a new language through engaging with their peers

and well-chosen educational resources. In this way, they can have fun and learn effectively at the same time.

Adopting a didactic approach, it is fundamental for teachers to understand the importance of creating innovative activities that supply students' interests and needs. Gone are the days when teachers stand at the center of the stage and students passively receive information. The Think-Pair-Share (TPS) strategy exemplifies this shift. Here, students become active participants in their learning and this approach recognizes the fundamental human need for social interaction.

Since communication happens through language, especially spoken language, it becomes the most significant skill to develop. After all, throughout people's lives, they interact with others in real-life situations, and effective communication is the key to navigating those experiences. Then, prioritizing instructional methods designed to enhance oral communication proficiency and focusing on teaching methodologies, guarantee the study aims to identify and implement effective techniques for developing students' oral communicative skills.

With the pedagogical focus, the methodological proposal emphasizes the improvement of both teaching and learning processes. The TPS methodology facilitates active student engagement interaction and exchange of information, motivating a collaborative and supportive learning environment. By creating opportunities for students to share ideas and perspectives, the approach cultivates a sense of community and motivation.

From a linguistic perspective, the proposal embraces a naturalistic approach to language acquisition, recognizing that mistakes are an integral component of the learning process. Like first language learning acquisition, the emphasis on oral practice through speaking is believed to facilitate language development. This approach encourages oral production freely, the research seeks to build fluency and confidence while simultaneously allowing for the gradual development and subsequent focus on language structure.

The Think- Pair-Share (TPS) strategy is a pedagogical planning characterized by its versatility, effectiveness, and alignment with contemporary educational

philosophies. Its central principles are rooted in constructivist leaning theory, emphasizing active student engagement and collaborative knowledge construction, so it shares the following features:

- **Flexibility.** It allows adaptation to supply diverse learner's needs and to accommodate unexpected challenges that may arise during the implementation process, ensuring optimal learning experiences for all students.
- **Innovative.** Beyond its adaptability, TPS transforms traditional passive learning into active process, tasks, and assignments enhance teaching activities and lead to students' success. When students are motivated by a dynamic and stimulating environment, it creates a ripple effect of positive emotions. Teachers experience a sense of satisfaction and accomplishment, fueled by gratitude from their students and appreciation from colleagues.
- **Motivating.** Positive reinforcement motivates educators and students a desire for social interaction, positive attitude and transforms the act of teaching and learning into an enjoyable and rewarding experience. By providing opportunities for success and recognition, Furthermore, it creates a more enjoyable learning environment for other teachers, potentially sparking further innovations and at the end transforming English language teaching into a memorable journey. It motivates active learning. They actively participate by thinking independently to then collaborating with a peer or group, and finally contributing to the class discussion. This structure is particularly helpful for shy students, as the "pair" setting allows them to feel more comfortable sharing their ideas in a smaller group first. This environment encourages students feel supported and encouraged to take risks.
- **Promoter of criticism.** The Think-Pair-Share (TPS) strategy boasts several key characteristics that enhance learning. Firstly, it promotes critical thinking. it prompts students to analyze information, questions assumptions and evaluate different perspectives. Students do not simply absorb information; they are encouraged to engage with the topic independently before discussing it with a partner. This structure ensures everyone has a chance to formulate

their thoughts before sharing them with the class. They refine their thinking and develop the ability to articulate complex ideas. This process of intellectual engagement is essential for higher-order learning and problem-solving.

- **Communicative.** TPS strengthens communication skills. It provides ample opportunities for students to practice speaking and listening by discussing ideas with peers. Furthermore, students practice formulating their thoughts and expressing them clearly and concisely. This exchange of ideas and perspectives also promotes peer learning, as students benefit from each other's insights. TPS can be adapted to a wide range of topics and learning objectives, making it a valuable tool in any teacher's toolbox. The capacity to communicate effectively is a lifelong skill that TPS helps to cultivate.
- **Collaborative.** Collaboration is another key component of TPS. It encourages collaboration among the students to learn to share ideas, build on each other's thinking, and reach consensus during the "pair" stage. They move beyond simply sharing pre-formed ideas and instead engage in discussions, they also share responsibility and accountability. TPS develops students' teamwork, and potentially arrive at more comprehensive solutions. This collaborative aspect necessitates joint action. Success in the "share stage depends on students' ability to effectively communicate ideas with their partners, listen receptively, and potentially synthesize their findings into a cohesive response for the class. This teamwork motivates a sense of shared responsibility, and this skill is significant in both academic and professional life.
- **Humanistic.** It promotes the development of several human values. By actively listening and considering their partners' perspectives, students cultivate respect for others' ideas. They also develop responsibility through individual contribution in the "think" stages and effective communication during the "share" stage. Collaboration within the "pair" stage motivates cooperation. Additionally, students can develop empathy by listening to their partners' thought processes and experiences. Exposure to different approaches in the "pair" stage motivates open-mindedness to new ideas and possibilities.

In essence, TPS creates a learning environment that values collaboration and nurtures human values essential for effective communication, positive social interaction, and lifelong learning. These values are fundamental to creating a positive and inclusive learning environment.

To effectively implement the TPS strategy in lesson planning, several key requirements must be considered:

- **Didactic resources:** these are fundamental for enriching the learning experience. Flashcards, posters, worksheets, and multimedia resources and be strategically employed to support language acquisition and engagement. These resources provide visual and auditory stimuli, enhancing students' comprehension and retention of new vocabulary and grammatical structures.

A well-structured lesson plan is fundamental to the successful integration of TPS. It requires careful consideration of learning objectives, activities, and assessment criteria. The design should incorporate diverse TPS-based tasks that supply different learning styles and promote critical thinking, communication, and collaboration. It is fundamental to design the different activities that integrate the TPS strategy.

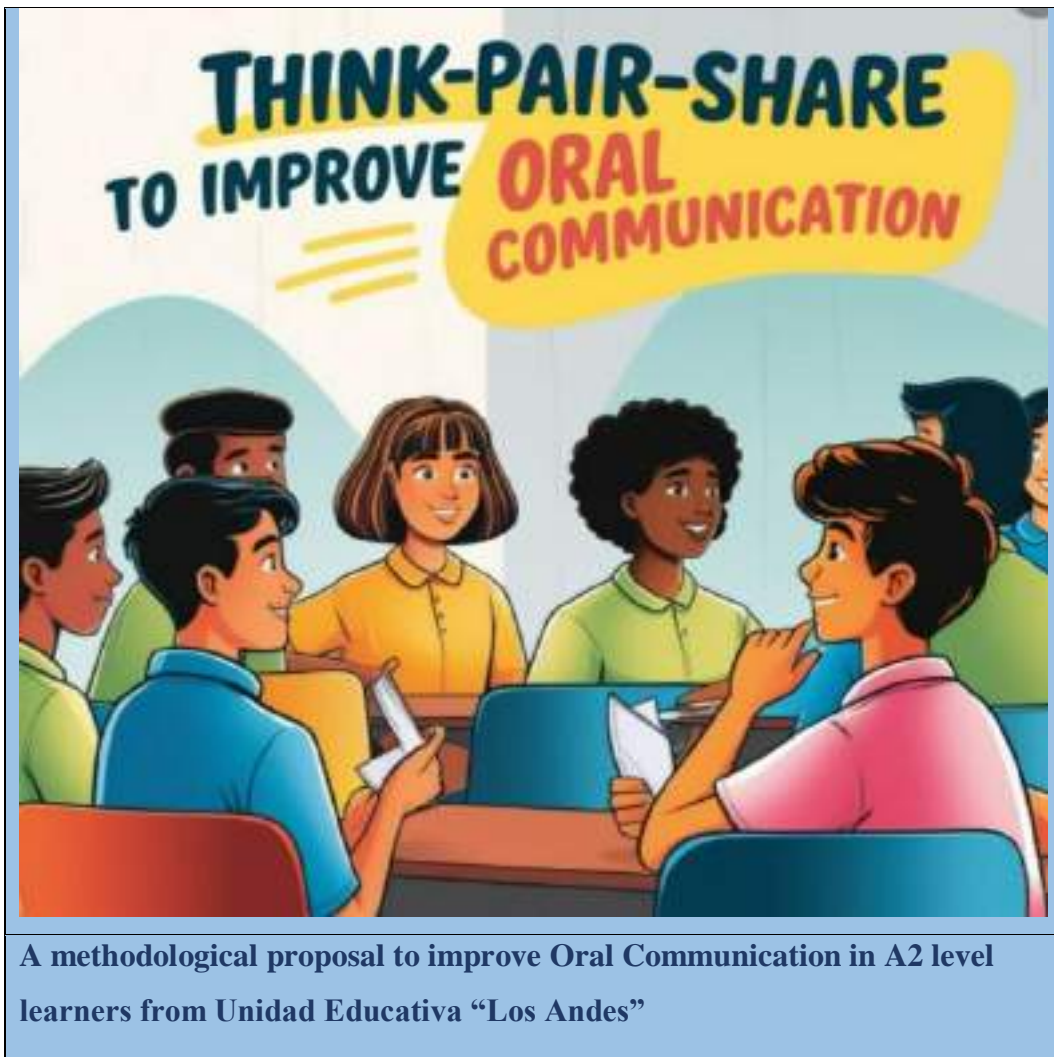
- **Classroom management:** it is important to define clear guidelines for student behavior to promote a good classroom environment. Clear expectations and guidelines must be established to motivate student engagement and cooperation. Effective time management is also crucial to ensure that sufficient time is given for each phase of TPS process: think, pair, share. By establishing a structured and supportive classroom atmosphere, teachers can maximize the benefits of TPS strategy.
- **Teaching Motivation:** to encourage students to overcome their fear of speaking, the teacher or researcher played a crucial role in creating a supportive and encouraging environment. Teacher training and professional development are vital for successful TPS implementation. Teachers must possess the necessary information and abilities to effectively facilitate TPS activities and address potential challenges. Ongoing support and

collaboration with colleagues can enhance teaching practices and contribute to the general effectiveness of the strategy. It was essential to establish a classroom atmosphere where students felt comfortable taking risks without fear of making mistakes. To alleviate anxiety, students were reminded that language acquisition is a natural process involving trial and error. Just as young children make mistakes while learning their native language, it is normal for second language learners to experience similar challenges. By emphasizing the importance of practice and interaction, students were encouraged to view mistakes as opportunities for growth rather than failures. This approach aimed to motivate a more relaxed and confident learning environment.

- **Continuous Feedback:** it encompasses an ongoing reflection and review of the activities developed during the class. This was applied at the end of each class. It is important for ongoing refinement of teaching practices. By systematically reflecting on and evaluating each lesson, teachers can identify areas of strength and weakness in TPS implementation. This reflective process involves gathering feedback from students, observing classroom dynamics, and analyzing lesson outcomes. Such insights inform future planning and ensure that TPS is continually adapted to meet students' evolving needs.
- **Continuous Practice:** it is indispensable for solidifying language skills. Regular exposure to the target language is crucial for language acquisition. Teachers should create ample opportunities for students to practice communicating in English both inside and outside the classroom. Incorporating TPS into various activities and contexts promotes authentic language use and builds students' confidence in oral communication.
- **Student's Autonomy:** Empowering students to assume responsibility for their education increases their desire and level of involvement. Providing opportunities for students to select topics, choose partners, and contribute to lesson planning ensures a sense of agency and responsibility.

3. 2 The Think-Pair-Share strategy in lesson planning

Figure 1: Presentation of the methodological proposal



Elaborated by: Leidy Teran and Mateo Cuarán (2024)

The methodological proposal comprised planning designs for six lessons, delivered over six weeks throughout the third term of the school year 2023-2024 in the Highland region. Each lesson plan integrated the Think-Pair-Share strategy to facilitate class engagement within three phases:

The initial phase, termed the “Think” phase, involved posing questions related to the planned topics, prompting students to connect these questions with their prior knowledge. In this phase, teachers used different resources to call students' attention and encourage them to answer the posing questions.

Following this, students engaged in pairs or small groups to discuss their responses, while teachers monitored these discussions to capture students' insights.

The second phase allowed students to actively construct knowledge through the use of didactic resources such as flashcards, posters, and worksheets focused on daily routines, food, drinks, and professions, incorporating both visual and auditory elements to enhance pronunciation. These tools facilitated the integration of new information with students' existing understanding.

The third phase, known as the "Share" phase, provided students with opportunities to articulate and exhibit their learning. Through a variety of activities, such as presentations, role-playing, and peer-to-peer conversations, students shared their insights with the class. This collaborative approach promoted a collective learning experience and reinforced the knowledge exchange.

Table 4

Planning Design 1

TEACHER (S):	Mateo Cuarán and Leidy Terán
RESEARCH INSTITUTION:	U. E. "Los Andes
CEFR LEVEL AND SKILL or ACTION:	A2
BRIEF STUDENTS' BACKGROUND (write below)	
<p>There is a combination that A2 learners are terrified of ridicule for bad pronunciation, mistakes, and hesitation. This fear demotivates them and hinders their progress.</p> <p>Other factors are the limited support from their parents and lack of a high level of Education, so that, it can't offer the necessary encouragement and challenge to boost their English confidence. Besides, an unfavorable</p>	

environment where the surrounding environment doesn't provide opportunities for them to use English as a practical necessity further hinders their motivation and practice.

MAIN TOPIC(S) FOR THE LESSON PLAN	Greetings and introductions
--	-----------------------------

General objective
 Students will be able to engage in simple conversations about greetings and introductions.

- Specific objectives**
- Learners will greet and introduce themselves and others using basic expressions. (hello, my name is, nice to meet you)
 - They will ask and answer simple questions about different names and nationalities. (what's your name, where are you from)

- CEFR descriptors and standards**
Understanding conversations between other people
- Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
- Oral production**
- Able to communicate in basic and routine duties that call for a straightforward exchange of information on everyday issues related to work and leisure. Capable of managing brief social interactions, but rarely has the understanding to carry on a conversation on their own.

- Essential questions**
- What vocabulary do they have related to greetings and introductions?
 - What vocabulary do they need related to greetings and introductions?
 - How much time is going to take this topic?

- How are we going to increase their vocabulary?
- What materials do we need to support students' learning styles?

LEARNER

Q1: Will students enjoy and benefit from the lesson? What prerequisites of skill and knowledge should they have before this lesson?

Students will engage in this lesson because they will have fun with the proposed activities.

They must have prior vocabulary about greetings and introduction, and they must know Simple present tense structures.

AIMS

Q2: What are you hoping for your students to achieve? What do you want to achieve yourself?

Students will be able to greet and introduce themselves and others.

As teachers, we want to get the satisfaction that students learn, and we feel motivated to use Think-Pair-Share for oral communication approach.

CONTENT

Q3: What is the relevant subject / topic matter for this lesson? What language areas will be studied?

The relevant topic is Greetings and Introductions

The area that will be studied is oral communication (speaking)

PROCEDURE

Q4: What activities will you include in this lesson plan and in what sequence? What tasks will be strategically planned to improve the skill / motivation / knowledge?

Pre task (Think-Pair)

- Students will answer the next question. How do you greet?
- Students will discuss the question with their partner.

Development

- Students will watch a short video about the topic and answer some

questions.

- Students will practice greeting expressions.

Oral Production (Share)

- Students will greet and introduce themselves and their partner to the whole class.

MATERIALS

Q5: Which texts, resources, pictures, exercises, tech - related stuff, etc. will you use to ensure a well - assisted learning process?

- Flashcards
- Video
- Pictures

CLASSROOM MANAGEMENT

Q6: What will you say? How will the setting be arranged? How much time will each stage take?

- Use a clear vocabulary according to their level.
- Use motivating phrases such as, well done, good job, excellent, go ahead, etc.
- Transmit a positive attitude to inspire them to apply the language to express ideas.
- Be consistent in our teaching style.




TIME

- Pre-Test: 20 min.
- Development: 80 min.
- Oral Production: 60 min

Table 5

Lesson Plan 1

LESSON PLAN 1
Topic: Greetings and introductions.

Transfer goal - To introduce themselves and their classmates.		
Subject: English	Class: 10th	No. of Students: 10
Total Time: 160 min		
Teaching topic: Greetings and introductions		
Focused core skill: Oral Communication		
(Expected) Learning outcomes: By the end of this period the students will be able to: - Greet and introduce themselves and others using basic expressions. (hello, my name is, nice to meet you) - Ask and answer simple questions about different names and nationalities. (what's your name, where are you from)		
Required materials: - Flashcards - Video - Pictures		
Teaching learning activities:		Time division
<input type="checkbox"/> Pre task (Think-Pair)   - Students will answer the next question. How do you greet? - Students will discuss the question with their partner.		20 min
<input type="checkbox"/> Development - Students will watch a short video about the topic and answer some questions. - Students will practice greeting expressions.		80min
<input type="checkbox"/> Oral Production (Share) 		60min

- Students will greet and introduce themselves and their partners to the whole class.
Student evaluation: Students will introduce themselves and their partners to the whole class.
Teacher reflection (to be filled after the class): Students will answer some questions. For example: What did you learn? Did you like the class?
Teacher's name: Mateo Cuarán and Leidy Terán
School: Unidad Educativa Los Andes

Table 6

Planning Design 2

MAIN TOPIC(S) FOR THE LESSON PLAN	Family members
General objective Students will be able to introduce their family members. (This is my dad, he is... years old)	
Specific objectives <ul style="list-style-type: none"> - Identify and name immediate family members. (mother, father, brother, sister) - Learn expressions and grammar patterns related to the topic. - Ask and answer simple questions about family members. (how many brothers do you have?) 	
CEFR descriptors and standards Understanding conversations between other people <ul style="list-style-type: none"> • Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 	

Oral production

- Able to communicate in basic and routine duties that call for a straightforward exchange of information on everyday issues related to work and leisure. Capable of managing brief social interactions, but rarely has the understanding to carry on a conversation on their own.

Essential questions

- What vocabulary do they have related to family members?
- What vocabulary do they need related to family members?
- How much time is going to take this topic?
- How are we going to increase their vocabulary?
- What materials do we need to support students' learning styles?

LEARNER

Q1: Will students enjoy and benefit from the lesson? What prerequisites of skill and knowledge should they have before this lesson?

Students will engage in this lesson because they will have fun with the proposed activities.

They must have prior vocabulary about family members, and they must know Simple present tense structures.

AIMS

Q2: What are you hoping for your students to achieve? What do you want to achieve yourself?

Students will be able to greet and introduce themselves and others.

As teachers, we want to get the satisfaction that students learn and we feel motivated to use Think-Pair-Share for oral communication approach.

CONTENT

Q3: What is the relevant subject/topic matter for this lesson? What language areas will be studied?

The relevant topic is Family members

The area that will be studied is oral communication (speaking)

PROCEDURE

Q4: What activities will you include in this lesson plan and in what sequence? What tasks will be strategically planned to improve the skill/motivation / knowledge?

Pre task (Think-Pair)

- The teacher will show a family tree to students.
- Students will be asked to describe their family.
- Students will talk about their family with their partner.

Development

- Students will guess the relationship between the pictures and the family members.
- Students will listen to an audio about the family members. Then, they will answer questions about the relationship among the people from the audio.
- Students will make a family tree.

Oral Production (Share)

- Students will present their family to their classmates.

MATERIALS

Q5: Which texts, resources, pictures, exercises, tech - related stuff, etc. will you use to ensure a well - assisted learning process?

- Flashcards
- Audio
- Pictures
- cards

CLASSROOM MANAGEMENT

Q6: What will you say? How will the setting be arranged? How much time will each stage take?

- Use a clear vocabulary according to their level.

- Use motivating phrases such as, well done, good job, excellent, go ahead, etc.
- Transmit a positive attitude to inspire them to use the language to communicate.
- Be consistent in our teaching style.

TIME

- Pre-Test: 20 min.
- Development: 80 min.
- Oral Production: 60 min

Table 7

Lesson Plan 2

LESSON PLAN 2		
Topic: Family members		
Transfer goal		
<ul style="list-style-type: none"> - To give a simple description or presentation of their family members. 		
Subject: English	Class: 10 th	No. of Students: 10
Total Time: 160 min		
Teaching topic: Family members		
Focused core skill:		
Oral Communication		
(Expected) Learning outcomes: By the end of this period the students will be able to:		
<ul style="list-style-type: none"> - Recognize and name immediate family members. (mother, father, brother, sister) - Use expressions and grammar patterns related to the topic. - Ask and answer simple questions about family members. (how many brothers do you have?) 		
Required materials:		
<ul style="list-style-type: none"> - Flashcards 		




<ul style="list-style-type: none"> - Audio - Pictures - cards 	
<p>Teaching learning activities:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> <input type="checkbox"/> Pre task (Think-Pair) - The teacher will show a family tree to students. - Students will be asked to describe their family. - Students will talk about their family with their partner. <input type="checkbox"/> Development - Students will guess the relationship between the pictures and the family members. - Students will listen to an audio about the family members. Then, they will answer questions about the relationship among the people from the audio. - Students will make a family tree. <input type="checkbox"/> Oral Production (Share)  - Students will present their family to their classmates. 	<p>Time division</p> <p>20 min</p> <p>80min</p> <p>60min</p>
<p>Student evaluation:</p> <p>Students will present their family members to the class.</p>	
<p>Teacher reflection (to be filled after the class):</p> <p>Students will answer some questions. For example: What did you learn?</p> <p>Did you like the class?</p>	
<p>Teacher's name: Mateo Cuarán and LeidyTerán</p>	
<p>School: Unidad Educativa Los Andes</p>	

Table 8*Planning Design 3*

MAIN TOPIC(S) FOR THE LESSON PLAN	Daily routines
<p>General objective</p> <p>Students will be able to talk about their daily routines. (I get up at....)</p>	
<p>Specific objectives</p> <ul style="list-style-type: none"> - Learners will identify and describe their daily routines using simple verbs and time expressions. (I wake up at 7:00) - They will ask and respond questions about daily routines. (What time do you get up? What do you do after school?) - They will identify similarities and differences in daily routines through pair discussion. (my partner and I wake up early, but he goes to bed later) 	
<p>Essential questions</p> <ul style="list-style-type: none"> • What vocabulary do they have related to daily routines? • What vocabulary do they need related to daily routines? • How much time is going to take this topic? • How are we going to increase their vocabulary? • What materials do we need to support students' learning styles? 	
<p>LEARNER</p> <p>Q1: Will students enjoy and benefit from the lesson? What prerequisites of skill and knowledge should they have before this lesson?</p>	

Students will engage in this lesson because they will have fun with the proposed activities.

They must have prior vocabulary about daily routines, and they must know Simple present tense structures, time, and adverbs of sequence.

AIMS

Q2: What are you hoping for your students to achieve? What do you want to achieve yourself?

Students will be able to describe their family members in a sequence order.

As teachers, we want to get the satisfaction that students learn, and we feel

motivated to use Think-Pair-Share for the oral communication approach.

CONTENT

Q3: What is the relevant subject/topic matter for this lesson? What language areas will be studied?

The relevant topic is Daily routines.

The area that will be studied is oral communication (speaking)

PROCEDURE

Q4: What activities will you include in this lesson plan and in what sequence? What tasks will be strategically planned to improve the skill/motivation / knowledge?

Pre task (Think-pair)

- The teacher will show his daily routine and answer some questions.
- Answer some questions about their daily routine.
- Share their answers with their partner.

Development

- The teacher will show a chart about daily routines to

encourage students to repeat the actions. The teacher will encourage students to make a mimic of any action given on the chart. The main room will guess the action that is shown.

- The teacher will model a sentence, and the students will do it in the same manner according to their real lives.
- Students will work in groups to ask and answer questions like “What time do you get up? What time do you go to school? What do you do on Saturdays?

Oral Production (Share)

- Students will share specific activities they do at different times of the day with the class.

MATERIALS

Q5: Which texts, resources, pictures, exercises, tech-related stuff, etc. will you use to ensure a well-assisted learning process?

- Charts
- Clock
- Worksheets

CLASSROOM MANAGEMENT

Q6: What will you say? How will the setting be arranged? How much time will each stage take?

- Use a clear vocabulary according to their level.
- Use motivating phrases such as, well done, good job, excellent, go ahead, etc.
- Transmit a positive attitude to inspire them to communicate in the language.
- Be consistent in our teaching style.



TIME

- Pre-Test: 20 min.
- Development: 80 min.

- Oral Production: 60 min

Table 9

Lesson Plan 3

LESSON PLAN 3		
Topic: Daily Routines		
Transfer goal		
<ul style="list-style-type: none"> - To give a simple description of their daily routine. 		
Subject: English	Class: 10 th	No. of Students: 10
Total Time: 160 min		
Teaching topic: Daily routines		
Focused core skill: Oral Communication		
(Expected) Learning outcomes: By the end of this period the students will be able to:		
<ul style="list-style-type: none"> - Describe their daily routines using simple verbs and time expressions. - Ask and answer questions about daily routines. - Identify similarities and differences in daily routines. 		
Required materials:		
<ul style="list-style-type: none"> - Charts - Clock - Worksheets 		
Teaching learning activities:		Time division
<div style="display: flex; align-items: center; gap: 10px;"> <input type="checkbox"/> Pre task (Think-pair)   </div> <ul style="list-style-type: none"> - The teacher will show his daily routine and answer 		


<p>some questions.</p> <ul style="list-style-type: none"> - Answer some questions about their daily routine. - Share their answers with their partner. <p><input type="checkbox"/> Development</p> <ul style="list-style-type: none"> - The teacher will show a chart about daily routines to encourage students to repeat the actions. The teacher will encourage students to make a mimic of any action given on the chart. The main room will guess the action that is shown. - The teacher will model a sentence, and the students will do it in the same manner according to their real lives. - Students will work in teams to ask and answer questions like “What time do you get up?” What time do you go to school? What do you do on Saturdays? <p><input type="checkbox"/> Oral Production (Share) </p> <ul style="list-style-type: none"> - Students will share specific activities they do at different times of the day with the class. 	<p>20 min</p> <p>80min</p> <p>60min</p>
<p>Student evaluation: Students talk about their daily activities.</p>	
<p>Teacher reflection (to be filled after the class): Students will answer some questions. For example: What did you learn? Did you like the class?</p>	
<p>Teacher’s name: Mateo Cuarán and LeidyTerán</p>	
<p>School: Unidad Educativa Los Andes</p>	

Table 10

Planning Design 4

MAIN TOPIC(S) FOR THE LESSON PLAN	Food and drinks
General objective Students will be able to use vocabulary items about food and drinks.	
Specific objectives <ul style="list-style-type: none">- They will ask and answer questions about the topic. (What do you have for breakfast? Do you like juice?)- Students will practice forming simple sentences using target vocabulary to express preferences. (I like pizza, apples, I don't like coffee)	
CEFR descriptors and standards Understanding conversations between other people <ul style="list-style-type: none">• Can follow in outline short, simple social exchanges, conducted very slowly and clearly. Oral production <ul style="list-style-type: none">• Able to communicate in basic and routine duties that call for a straightforward exchange of information on everyday issues related to work and leisure. Capable of managing brief social interactions, but rarely has the understanding to carry on a conversation on their own.	
Essential Questions <ul style="list-style-type: none">• What vocabulary do they have related to food and drinks?• What vocabulary do they need related to food and drinks?• How much time is going to take this topic?	

- How are we going to increase their vocabulary related to food and drink items?
- What materials do we need to support students' learning styles?

LEARNER

Q1: Will students enjoy and benefit from the lesson? What prerequisites of skill and knowledge should they have before this lesson?

Students will engage with this lesson because they will have fun with the proposed activities.

They must have prior vocabulary about food and drinks, and they must know Simple present tense structures to express preferences.

AIMS

Q2: What are you hoping for your students to achieve? What do you want to achieve yourself?

Students will be able to express their preferences about food and drinks.

As teachers, we want to get the satisfaction that students learn and we feel

motivated to use Think-Pair-Share for oral communication approach.

CONTENT

Q3: What is the relevant subject/topic matter for this lesson? What language areas will be studied?

The relevant topic is Food and drinks.

The area that will be studied is oral communication (speaking)

PROCEDURE

Q4: What activities will you include in this lesson plan and in what sequence? What tasks will be strategically planned to improve the

skill/motivation/knowledge?

Pre task (Think)

- Show students cards about food and drinks.
- Encourage students to think about their favorite food and drinks.

Development (Pair)

- Encourage students to ask and answer simple questions about the topic. (What's your favorite breakfast food? What kind of juice do you like?)
- Instruct them to share their favorite food and drink choices using the vocabulary they brainstorm.
- Students create a simple chart on the board to classify the food items into categories.

Oral Production (Share)

- Students will share their favorite food and drinks by using the chart on the board.

MATERIALS

Q5: Which texts, resources, pictures, exercises, tech-related stuff, etc. will you use to ensure a well-assisted learning process?

- Charts
- Board
- Worksheets

CLASSROOM MANAGEMENT

Q6: What will you say? How will the setting be arranged? How much time will each stage take?

- Use a clear vocabulary according to their level.
- Use motivating phrases such as, well done, good job, excellent, go ahead, etc.
- Transmit a positive attitude to inspire them to communicate in the language.

- Be consistent in our teaching style.

TIME

- Pre-Test: 20 min.
- Development: 80 min.
- Oral Production: 60 min

Table 11

Lesson Plan 4

LESSON PLAN 4		
Topic: Food and drinks		
Transfer goal		
<ul style="list-style-type: none"> - To give a simple description or presentation of their food and drink preferences. 		
Subject: English	Class: 10 th	No. of Students: 10
Total Time: 160 min		
Teaching topic: Food and drinks		
Focused core skill: Oral Communication		
(Expected) Learning outcomes: By the end of this period the students will be able to:		
<ul style="list-style-type: none"> - Ask and answer questions about the topic. (What do you have for breakfast?, Do you like juice?) - Form simple sentences using target vocabulary to express preferences. (I like pizza, apples, I don't like coffee) 		
Required materials:		
<ul style="list-style-type: none"> - Charts - Board 		




- Worksheets	
<p>Teaching learning activities:</p> <p><input type="checkbox"/> Pre task (Think) </p> <ul style="list-style-type: none"> - Show students cards about food and drinks. - Encourage students to think about their favorite food and drinks. <p><input type="checkbox"/> Development (Pair) </p> <ul style="list-style-type: none"> - Encourage students to ask and answer simple questions about the topic. (What's your favorite breakfast food? What kind of juice do you like?) - Instruct them to share their favorite food and drink choices using the vocabulary they brainstorm. - Students create a simple chart on the board to classify the food items into categories. <p><input type="checkbox"/> Oral Production (Share) </p> <ul style="list-style-type: none"> - Students will share their favorite food and drinks by using the chart on the board. 	<p>Time division</p> <p>20 min</p> <p>80min</p> <p>60min</p>
<p>Student evaluation: Students talk about their favorite food and drink.</p>	
<p>Teacher reflection (to be filled after the class): Students will answer some questions. For example: What did you learn? Did you like the class?</p>	
<p>Teacher's name: Mateo Cuarán and LeidyTerán</p>	
<p>School: Unidad Educativa Los Andes</p>	

Table 12

Planning Design 5

MAIN TOPIC(S) FOR THE LESSON PLAN	Likes and dislikes
General objective Students will be able to increase their vocabulary related to likes and dislikes. Specific objectives <ul style="list-style-type: none">- Students will practice forming simple sentences using the following verbs, like, don't like, love, and hate.- Students will work in pairs to share ideas, ask and answer questions, and create a visual representation of class preferences.	
CEFR descriptors and standards Understanding conversations between other people <ul style="list-style-type: none">• Can follow in outline short, simple social exchanges, conducted very slowly and clearly. Oral production <ul style="list-style-type: none">• Able to communicate in basic and routine duties that call for a straightforward exchange of information on everyday issues related to work and leisure. Capable of managing brief social interactions, but rarely has the understanding to carry on a conversation on their own.	
Essential Questions <ul style="list-style-type: none">• What vocabulary do they have related to likes and dislikes?• What vocabulary do they need related to likes and dislikes?• How much time is going to take this topic?	

- How are we going to increase their vocabulary?
- What materials do we need to support students' learning styles?

LEARNER

Q1: Will students enjoy and benefit from the lesson? What prerequisites of skill and knowledge should they have before this lesson?

Students will engage with this lesson because they will have fun with the proposed activities.

They must have prior vocabulary about likes and dislikes, and they must know Simple present tense structures.

AIMS

Q2: What are you hoping for your students to achieve? What do you want to achieve yourself?

Students will be able to increase their vocabulary related to likes and dislikes.

As teachers, we want to get the satisfaction that students learn and we feel motivated to use Think-Pair-Share for the oral communication approach.

CONTENT

Q3: What is the relevant subject/topic matter for this lesson? What language areas will be studied?

The relevant topic is Likes and dislikes

The area that will be studied is oral communication (speaking)

PROCEDURE

Q4: What activities will you include in this lesson plan and in what sequence? What tasks will be strategically planned to improve the skill/motivation / knowledge?

Pre task (Think-Pair)

- Students will answer questions about the topic. (What do you love doing on Sunday? What do you do in your free time?)
- Students will share their answers with their classmates.

Development

- Students will watch a short video about the topic.
- They will answer questions about the video. (What kind of music does Pedro like?)
- The teacher will explain the use of gerund and infinitive forms of verbs and introduce new vocabulary about the topic.
- Students will practice in pairs to ask and answer questions about their likes and dislikes.

Oral Production (Share)

- Students will create a dialogue where they discuss their likes and dislikes and share them with the class.

MATERIALS

Q5: Which texts, resources, pictures, exercises, tech-related stuff, etc. will you use to ensure a well-assisted learning process?

- Flashcards
- Video
- Pictures
- Worksheets

CLASSROOM MANAGEMENT

Q6: What will you say? How will the setting be arranged? How much time will each stage take?

- Use a clear vocabulary according to their level.
- Use motivating phrases such as, well done, good job, excellent, go ahead, etc.

- Transmit a positive attitude to inspire them to communicate in the language.
- Be consistent in our teaching style.




TIME

- Pre-Test: 20 min.
- Development: 80 min.
- Oral Production: 60 min

Table 13

Lesson Plan 5

LESSON PLAN 5		
Topic: Likes and dislikes		
Transfer goal		
<ul style="list-style-type: none"> - To give a short presentation about their likes and dislikes. 		
Subject: English	Class: 10 th	No. of Students: 10
Total Time: 160 min		
Teaching topic: Likes and dislikes		
Focused core skill: Oral Communication		
(Expected) Learning outcomes: By the end of this period the students will be able to:		
<ul style="list-style-type: none"> - Form simple sentences using the following verbs, like, don't like, love and hate. - Work in pairs to share ideas, ask and answer questions, and create a visual representation of class preferences. 		
Required materials:		
<ul style="list-style-type: none"> - Flashcards - Video - Pictures 		

- Worksheets	
<p>Teaching learning activities:</p> <p><input type="checkbox"/> Pre task (Think-Pair)  </p> <ul style="list-style-type: none"> - Students will answer questions about the topic. (What do you love doing on Sunday? What do you do in your free time?) - Students will share their answers with their partners. <p><input type="checkbox"/> Development</p> <ul style="list-style-type: none"> - Students will watch a short video about the topic. - They will answer questions about the video. (What kind of music does Pedro like?) - The teacher will explain the use of gerund and infinitive forms of verbs and introduce new vocabulary about the topic. - Students will practice in pairs to ask and answer questions about their likes and dislikes. <p><input type="checkbox"/> Oral Production (Share) </p> <ul style="list-style-type: none"> - Students will create a dialogue where they discuss their likes and dislikes and share them with the class. 	<p>Time division</p> <p>20 min</p> <p>80min</p> <p>60min</p>
<p>Student evaluation: Students will talk about their likes and dislikes</p>	
<p>Teacher reflection (to be filled after the class): Students will answer some questions. For example: What did you learn? Did you like the class?</p>	
<p>Teacher's name: Mateo Cuarán and LeidyTerán</p>	

School: Unidad Educativa “Los Andes”

Table 14

Planning Design 6

MAIN TOPIC(S) FOR THE LESSON PLAN	Exploring Personalities
General objective Students will be able to develop basic communication for describing personalities.	
Specific objectives <ul style="list-style-type: none">- Students will be exposed to understand basic personality adjectives. (eg. Happy, sad, funny, kind)- Students will practice forming simple sentences using the target vocabulary to describe themselves and others. (eg. I am happy, my sister is funny)	
CEFR descriptors and standards	
Understanding conversations between other people <ul style="list-style-type: none">• Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	
Oral production <ul style="list-style-type: none">• Able to communicate in basic and routine duties that call for a straightforward exchange of information on everyday issues related to work and leisure. Capable of managing brief social interactions, but rarely has the understanding to carry on a conversation on their own.	

Essential questions

- What vocabulary do they have related to personalities traits?
- What vocabulary do they need related to personality traits?
- How much time is going to take this topic?
- How are we going to increase their vocabulary?
- What materials do we need to support students' learning styles?

LEARNER

Q1: Will students enjoy and benefit from the lesson? What prerequisites of skill and knowledge should they have before this lesson?

Students will engage with this lesson because they will have fun with the proposed activities.

They must have prior vocabulary about personality adjectives, and they must know Simple present tense structures.

AIMS

Q2: What are you hoping for your students to achieve? What do you want to achieve yourself?

Students will be able to develop basic communication for describing personalities.

As teachers, we want to get the satisfaction that students learn and we feel motivated to use Think-Pair-Share for oral communication approach.

CONTENT

Q3: What is the relevant subject / topic matter for this lesson?

What language areas will be studied?

The relevant topic is Exploring Personalities.

The area that will be studied is oral communication (speaking)

PROCEDURE

Q4: What activities will you include in this lesson plan and in what sequence? What tasks will be strategically planned to improve the skill / motivation / knowledge?

Pre task (Think-Pair)

- The teacher will show pictures to encourage students to answer questions about them
- Students will share their answers with their partners.

Development

- Students will identify and label pictures.
- Students will describe themselves. (eg. I am sad, I am generous)
- Students will complete a survey about the different personalities.
- **Oral Production (Share)**
- Students will share the survey with their classmates.

MATERIALS

Q5: Which texts, resources, pictures, exercises, tech - related stuff, etc. will you use to ensure a well - assisted learning process?

- Flashcards
- Video
- Pictures
- Worksheets

CLASSROOM MANAGEMENT

Q6: What will you say? How will the setting be arranged? How much time will each stage take?

- Use a clear vocabulary according to their level.
- Use motivating phrases such as, well done, good job, excellent, go ahead, etc.
- Transmit a positive attitude to inspire them to communicate in the language.
- Be consistent in our teaching style.




TIME

- Pre-Test: 20 min.
- Development: 60 min.
- Oral Production: 30 min

Table 15

Lesson Plan 6

LESSON PLAN 6		
Topic: Exploring Personalities		
Transfer goal		
<ul style="list-style-type: none"> - To talk about themselves and their classmates concerning their personalities. 		
Subject: English	Class: 10th	No. of Students: 10
Total Time: 160 min		
Teaching topic: Exploring themselves.		
Focused core skill:		
Oral Communication		
(Expected) Learning outcomes: By the end of this period the students will be able to:		
<ul style="list-style-type: none"> - Understand basic personality adjectives. (eg. Happy, sad, funny, 		

kind) - Form simple sentences using the target vocabulary to describe themselves and others. (eg. I am happy, my sister is funny)	
Required materials: - Flashcards - Video - Pictures - Worksheets	
Teaching learning activities: <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input type="checkbox"/> Pre task (Think-Pair) <div style="margin-left: 10px;">   </div> </div> <ul style="list-style-type: none"> - The teacher will show pictures to encourage students to answer questions about them - Students will share their answers with their partners. <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input type="checkbox"/> Development </div> <ul style="list-style-type: none"> - Students will identify and label pictures. - Students will describe themselves. (eg. I am sad, I am generous) - Students will complete a survey about the different personalities. <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input type="checkbox"/> Oral Production (Share) <div style="margin-left: 10px;">  </div> </div> <ul style="list-style-type: none"> - Students will share the survey with their classmates. 	Time division 20 min 80min 60min
Student evaluation: Students will talk about their personalities.	
Teacher reflection (to be filled after the class): Students will answer some questions. For example: What did you learn? Did you like the class?	

Teacher's name: Mateo Cuarán and LeidyTerán
School: Unidad Educativa Los Andes

3.3 Analysis and discussion of the results

This study incorporated a classroom observation, using a detailed checklist, to collect qualitative data during the six-week implementation of the TPS strategy. Observers were specially trained to identify the following indicators of student's language anxiety and motivation: avoidance of speaking due to perceived pronunciation difficulties, physical signs of nervousness (e.g., fidgeting, sweating) when prompted to speak English, hesitation to participate out of fear of judgment, avoidance of discussions or speaking activities due to a lack of confidence, a lack of personal responsibility for English learning, and limited English practice opportunities coming from primarily speaking Spanish outside the class. These observations provided valuable insights into the psychological and social factors influencing student language learning behavior. (See, annex 11)

During the initial weeks of the study, the researchers observed that 90% of students showed a prevalent atmosphere of nervousness and lack of confidence among the students when they were required to speak and interact with their classmates. 60% of students exhibited a reluctance to participate in class discussions, particularly when the teacher asked for voluntary participation. These manifestations were demonstrated due to their fear of making mistakes, mispronunciation of words, and facing potential judgment from their classmates. This anxiety significantly made difficult their willingness to engage in communicative activities.

The teacher's role in motivating 15-year-old A2 level learners during TPS strategy implementation was crucial. By creating a supportive and encouraging classroom environment, the teacher could encourage students' confidence and willingness to participate. This involved providing positive reinforcement, offering constructive feedback, and celebrating students' success. Additionally, the teachers could employ several motivational techniques, to make the learning

process engaging and meaningful. By inspiring students to overcome their fears and embrace the challenges of oral communication, the teacher could significantly impact their language development and general success in English.

The use of visual aids, such as flashcards, pictures, and charts, significantly enhanced the effectiveness of the TPS strategy. The students were more motivated to participate in the problem-solving given by the teacher when they were presented with visually stimulating material. The flashcards provided a clear and concise way to introduce new vocabulary and concepts, while the pictures and diagrams helped students visualize and understand complex information. Consequently, the students could develop deeper understanding, participate more actively in teamwork, and retain information more effectively.

In the third week after implementing the lesson, the 70% of students demonstrated a relevant improvement in their ability and use vocabulary related to family members. They were able to engage in meaningful conversations about their own families and the families of others. Additionally, the results show that confidence in speaking English increased in the 100% of the students, as they felt more comfortable participating in class discussions and practicing their language abilities in a helpful environment.

The TPS strategy proved to be an effective mechanism for promoting peer interaction and encouraging learners to actively participate in the learning process. In this respect Raba (2017), as cited in Darmawan and Lestariningsih (2023), states that the Think-Pair-Share strategy encourages confidence and participation in class discussion. Therefore, this claim agrees with what was found in this study.

To facilitate engaging interaction among students and improve oral communication skills, it was incorporated a variety of traditional, low-tech resources into the TPS strategy. Flashcards, pictures, and charts were used to stimulate thinking and provide visual aids. Real-world objects, such as family photos or items from their homes or communities, were also incorporated to make lessons more relatable and engaging. These tangible resources helped students connect with the material on a deeper level, encouraging more meaningful conversations and improving their overall language skills.

Through consistent practice and reinforcement, students revealed important progress in their ability to combine vocabulary related to greetings, self-introductions, and family members. They were able to engage in natural conversations, confidently introduce themselves and others, and discuss their families with ease. The teacher is an important factor in motivating students throughout the learning process by creating a supportive and encouraging classroom environment. By providing positive reinforcement, offering constructive feedback, and celebrating student achievements, the teacher helped students develop a feeling of accomplishment and a desire to keep learning. This positive reinforcement, coupled with the progressive nature of the learning activities, ensured that students were constantly challenged and motivated to reach their full potential.

The integration of visual and audio aids proved to be highly effective in enhancing oral communication skills and motivating students. Flashcards, pictures, and charts provided a concrete foundation for vocabulary acquisition and comprehension, making the process of learning more engaging and memorable. Additionally, the utilization of audio recordings allowed students to practice listening and pronunciation skills in a realistic context. The teacher's role in selecting and using these resources was instrumental in creating a dynamic and interactive learning environment that encouraged student engagement, confidence, and overall language development.

Despite the initial obstacles that students overcame, the implementation of the TPS strategy, coupled with the teacher's consistent encouragement and support, led to significant improvements in their oral communication skills. The TPS method facilitated the students' enthusiastic participation in creating their own didactical resources. By bringing cutting paper and constructing visual aids, students demonstrated their interest and motivation, actively contributing to the learning environment. Through the TPS strategy, students were encouraged to express their ideas about their habits and daily routines of themselves and their parents, finding a deeper understanding of themselves and their surroundings. By applying the ideas, they found most meaningful, students were able to

personalize their learning and remember the material more effectively.

The teacher's responsibility in inspiring and directing learners throughout the process was instrumental in ensuring their success. By providing timely feedback and creating a positive and inclusive classroom atmosphere, the teacher helped students develop a strong sense of confidence and a genuine desire to learn English. Additionally, the learning process stimulated the development of valuable human values, such as respect for others during presentations, tolerance of different opinions, and the ability to present alternative ideas for improved learning. As a result of these combined efforts, the 100% of students were able to engage in more complex and authentic conversations, demonstrating a deeper understanding of the target language and a greater ability to communicate effectively in real-world situations.

Clear instructions from the teacher were essential for students to successfully follow the stages of the TPS strategy. While the "pair" stage can be time-consuming, allowing students to exchange ideas, collaborate on experiences, and construct new insights together before sharing with the class, the benefits often outweigh the time restrictions. Although the quick passage of time may necessitate postponing presentations to the following class, the positive outcomes are significant. Through the TPS process, students learned to collaborate effectively, reach agreements, and achieve common goals. Additionally, they could reinforce the previous vocabulary and expand their communication skills by combining with the new terms related to likes and dislikes, food, and drink preferences. This gradual accumulation of knowledge contributed to a more enjoyable and engaging learning experience, as students felt comfortable, safe, and encouraged to learn the new language.

During the final week of TPS implementation, students explored vocabulary related to personality and appearance to describe themselves and their loved ones. Working collaboratively in teams, they exchanged ideas and provided feedback to one another before presenting their findings to the class. Their initial fear of being judged due to limited vocabulary or pronunciation gradually diminished as they gained confidence through the supportive and interactive

learning environment. Therefore, the 90 % of students actively contributed to discussions, worked together, and interacted to solve problems.

In casual discussion, the teacher asked students about their experience with the TPS strategy. They expressed gratitude for the respect and understanding shown by their peers, which boosted their self-confidence and willingness to take risks. Additionally, students recognized that making mistakes was a natural part of the learning process themselves. The teachers' positive and motivating attitude played a crucial role in encouraging students to actively participate and learn, by using classroom objects (realia) to create prompts and incorporating audio recordings for role-playing, the teacher helped students recall vocabulary and improve their pronunciation.

The researchers began by administering a pre-test to assess the students' baseline proficiency in oral communication. The pre-test results showed a mean score of 5.5, indicating that the students had relatively low proficiency in this skill. This finding suggested that the students would benefit from an intervention to enhance their speaking abilities.

After implementing the TPS (Think Pair Share) strategy, the researchers administered a post-test to evaluate the student's progress through a rubric. (Annex 12). The post-test results showed a mean score of 8.5. Comparing the pre-test and post-test scores, there was a clear improvement, with an increase of 3 points on average (See, table 15).

Table 16

Comparison of pre-test and post-test

Students	Gender	English Level	Age	Pre-test	Post-test
1	M	A2	14	5	7,5
2	F	A2	15	5	8
3	M	A2	15	5,5	7,5
4	M	A2	15	5,5	8

5	M	A2	14	5	9
6	M	A2	15	6	8
7	F	A2	15	5	9,5
8	M	A2	14	7	10
9	M	A2	15	5,5	9
10	F	A2	15	5,5	9

Elaborated by Mateo Cuarán and Leidy Terán (2024)

This variation in scores between the pre-test and post-test suggests that the implementation of the TPS strategy was effective in helping students enhance their oral communicative skills. (See, table 16). The notable increase in the mean score from the pre-test to the post-test proves that the TPS strategy was a successful intervention for improving the students' oral communication proficiency. This result confirms that TPS as implemented by the authors of this scientific work has been effective in the development of oral communication in A2 learners.

Table 17

Pre-test and Post-test results

Criteria	Mean	Mode	Median	Sample Maximum	Sample Minimum	Range
Pre-test	5,5	5	5	7	5	2
Post-test	8,5	9	8,5	10	7,5	2,5

Elaborated by Mateo Cuarán and Leidy Terán (2024)

To conclude, as mentioned in Chapter 1, this project was designed to help students learn how to speak better and enhance their oral communication skills. Most students were afraid to talk in front of others because they worried about being judged for making mistakes, feeling shy or anxious, hesitating, or not feeling confident. They were often reluctant to communicate and preferred to avoid taking risks to talk.

Think-Pair-Share was crucial in helping students practice speaking by talking with others to solve problems. Even though they still made mistakes with grammar accuracy, did not know enough words of English vocabulary, and even pronunciation, the most important thing here is that they understood that mistakes are normal, necessary, and part of learning to speak better. Just like young children when they start to learn their first language, students can improve their communication skills with practice in real-life events.

On the other hand, it is fundamental to indicate that this study has a limitation. The results may not be generalized to all students in Ecuadorian schools because researchers only studied a small group of ten students, even though they were the 100% of the population in this rural institution, this is still a much smaller number than you could find in bigger city schools, where there can be 40 or 50 students in each class. In those schools, researchers would need to use a different method to choose the data collection.

Conclusions

1.- Through a thorough analysis of the theoretical foundation of oral communication, it has gained valuable insights into the key factors that contribute to successful language acquisition. This knowledge enabled researchers to design and implement teaching practices that were aligned with the principles of effective language learning. By focusing on meaningful communication, providing ample practice opportunities, and creating a supportive classroom atmosphere, researchers were able to effectively support students' oral communication.

2.- Based on the analysis of the student's needs and difficulties, it was determined that the TPS strategy was an ideal approach to enhance their oral communication skills. This strategy aligned with the principles of cooperative learning, promoting teamwork, interaction, and active participation. By working together in small groups, students could practice speaking in a low-pressure environment and receive feedback from their peers. This collaborative approach also encourages a sense of community and motivates students to support one another's learning.

3.- The implementation of an interactive teaching strategy, such as Think-Pair-Share, proved to be highly beneficial for A2-level learners. By motivating active participation, promoting peer-to-peer interaction, and creating a supportive learning environment, this strategy significantly enhanced students' oral communication skills. Students were more confident in expressing their ideas, improved their vocabulary, and developed stronger listening comprehension.

4.- The implementation of the TPS strategy led to a notable improvement in students' oral communication skills. By analyzing student performance data, researchers were able to confirm the effectiveness of this approach. The strategy's emphasis on cooperative learning, teamwork, interaction, active participation, and engagement created a rich and stimulating learning environment that supported students' language development. These essential components are crucial for motivating successful language learning and ensuring that students are able to communicate orally to succeed in real-life situations.

Recommendations

- 1.- Infrastructure improvements and teacher training. To ensure high-quality teaching of English in Ecuador, The Ministry of Education should prioritize infrastructure improvements, particularly in rural areas. This includes providing adequate classrooms, modern equipment, and reliable internet access. Additionally, the Ministry should invest in comprehensive English language teacher training programs. While some teachers have sought independent training, there is a lack of structured Ministry-provided workshops. By providing teachers with the essential skills and materials, they can effectively deliver engaging and effective English language instruction.
- 2.- Increased English classes and implementation of the TPS strategy. To enhance English language proficiency, the Ministry of Education should increase the mandatory number of English classes per week. This will provide students with more possibilities to practice and improve their language proficiency. Furthermore, the implementation of the Think-Pair-Strategy (TPS) can significantly improve students' oral communication abilities. TPS encourages active participation, critical thinking, and the development of communication abilities. By incorporating TPS into English language instruction, a more dynamic and cooperative learning environment can be established by teachers.
- 3.- Active student participation and resource utilization. Students can play a crucial role in improving their English language skills. They should actively participate in their English classes, complete assignments, ask questions and engage in class activities. Additionally, students should take advantage of the resources available, such as workshops or training sessions offered by their teachers, school, or the Ministry of Education. To practice speaking English outside of class, students can engage in activities like speaking with friends, watching English movies or TV programs, or listening to English music. By following these recommendations, students can enhance their oral communication skills and prepare for success in a competitive and interconnected world.

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Annex 1: Operational Matrix

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Interactive Teaching strategies	These are teaching tools that would be applied by teachers to engage students and encourage interaction for oral communication. Teachers must incorporate interactive strategies in their instruction that facilitate students' language learning, such as the Think-Pair-Share strategy. Richards and Renandya (2002), suggest that "teachers should include strategic instruction into interactive activities, providing a wealth of information about communicative strategies to increase learners' awareness about their learning preferences so that they can adapt their strategies to the requirements of learning assignments"	Students' Interaction	Critical thinking	Never Rarely Sometimes Often Always
			Peer interaction	
			Team production	
		Cooperative Learning	Student's collaboration	
			Positive interdependence	
			Individual accountability	
		Student Engagement	Active participation	
			Positive interaction	

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Oral Communication	Oral communication is an interaction process between the speaker and the listener and this process involves the development of productive and receptive skills. According to Alam and Uddin (2013) “oral communication skills aim at both speaking and listening to oral language, both talking and listening are lifelong activities and probably our most important communication tool” (p. 19).	Speaking	Oral production	Never Rarely Sometimes Often Always
			Speaking Fluency in the A2 level	
			Interaction	
			Coherence	
		Listening	Identify familiar words and phrases	
			Understand slow speech	
			Follow simple instructions and directions	
			Recognize basic personal and factual information.	

Annex 2: Stages of the research project stage

	Description	Activities	Performers
Delimitation of the problem	Define the object of the study and the methodology.	Review of previous information and research.	Researchers Tutor
Literature review	Define the Theoretical Framework.	Explore bibliographic information.	Researchers
Elaboration of Instruments	Establish the required criteria to obtain data for the study.	Elaboration of a pretest (diagnostic test), a post-test, a questionnaire and a survey.	Researchers Tutor
Application of Instruments	Apply the instruments to gather information.	Apply for a pretest (diagnostic test), a post-test, a questionnaire and a survey.	Researchers
Data analysis	Elaborate a report with the results to realize the situation of the students.	Application of the statistical analysis for the data attained to infer conclusions.	Researchers
Final report of data and conclusions	Gather the results of the investigation.	Elaborate a final report with the data and write conclusions and recommendations.	Researchers

Elaborated by Leidy Terán and Mateo Cuarán (2024)

Annex 3: Survey

Objective: To identify the preferred interactive teaching strategies that promote a more comfortable and anxiety-free learning environment, leading to improved oral communication skills and a decreased fear of speaking English in real-life situations

Time: 7-10 minutes

<ul style="list-style-type: none"> ● Gender: M__ F__ ● Objectives: <ul style="list-style-type: none"> ● To identify the preferred learning styles, speaking activities, and methods for improving speaking and pronunciation skills. This helps understand how students feel most comfortable learning and practicing speaking. ● To evaluate student anxieties related to speaking English in class and real-life situations. This helps assess the effectiveness of current teaching methods in promoting comfortable oral communication. ● Instructions: This questionnaire asks about your personal opinion and you will see two parts in this survey, what you have to do is to tick the answer carefully and honestly, which will help the research to be more authentic. 					<p>5 = Strongly Disagree, 4 = Disagree, 3 = Neutral, 2 = Agree, 1 = Strongly Agree</p>				
<p>Part 1: Student engagement</p>							5SD	4D	3N
<ul style="list-style-type: none"> ● I prefer learning English in large groups. 									
<ul style="list-style-type: none"> ● I enjoy working on English tasks with a partner. 									
<ul style="list-style-type: none"> ● I find discussions in class helpful for learning English. 									
<ul style="list-style-type: none"> ● I learn best when I study English by 									

myself (individually).					
• I prefer learning English from real-life conversations and situations.					
• Watching videos on pronunciation helps me improve my speaking.					
• I feel comfortable practicing English speaking on my own (quietly).					
Part 2: Speaking English					
8. I have opportunities to practice speaking English outside of class.					
9. I experience anxiety when I have to speak English in class.					
10. My limited vocabulary makes me feel anxious when speaking English.					
11. I am comfortable making mistakes when speaking English in class.					
12. I am more worried about being judged for my mistakes than making them.					
13. I find it difficult to understand other people when they speak English.					
14. I would like more opportunities to practice speaking English in class.					

Thank you for your participation!

Annex 4: Pre-test

Objective: Assess A2-level learners' ability to communicate effectively in simple and everyday situations, use basic grammatical structures and vocabulary, understand and respond to simple questions and statements, and demonstrate their ability to engage in basic conversations.

ENGLISH TEST

Name: _____ **Date:** _____

Class: Tenth-grade EGB

Oral communication

1. Look at the pictures and describe the people's free time activities



2. Talk about your family members.

Describe your family members' age and occupations

3. Listen to Tony talking to a friend about free time activities. What does each

person do?

1. Lucy:

a) ball games b) water polo c) ice skating d) tennis
e) mountain biking f) kickboxing g) climbing h) boxing

2. Will:

- a) ball games b) water polo c) ice skating d) tennis
- e) mountain biking f) kick boxing g) climbing h) boxing

3. Catherine:

- a) ball games b) water polo c) ice skating d) tennis
- e) mountain biking f) kick boxing g) climbing h) boxing

4. Helen:

- a) ball games b) water polo c) ice skating d) tennis
- e) mountain biking f) kick boxing g) climbing h) boxing

5. Paul:

- a) ball games b) water polo c) ice skating d) tennis
- e) mountain biking f) kick boxing g) climbing h) boxing

4. Listen, number, and label the pictures.



Good luck!

Annex 5: Post-test

Objective: Assess A2-level learners' ability to communicate effectively in simple and everyday situations, use basic grammatical structures and vocabulary, understand and respond to simple questions and statements, and demonstrate their ability to engage in basic conversations.

ENGLISH TEST

Name: _____ **Date:** _____

Class: Tenth-grade EGB

Part 1. Greetings and introductions (2 minutes)

- Greet the teacher
- Introduce yourself and say a few things about yourself (e.g., hobbies, favorite food).
- Ask the teacher a question about their day (e.g., How are you today?).

Part 2. Daily routines (3 minutes)

Describe your typical daily routine.

- Include what time you wake up, what you do for breakfast, and some of your activities throughout the day (e.g., going to school, work, hobbies).
- Use transitions words to connect your sentences (e.g., then, after that)

Part 3. Listen to Richard and Molly talking about plans for the weekend.

Complete the timetables with their activities.

Saturday

	Morning	Afternoon	Evening
Richard	go <input type="text"/>	go to a <input type="text"/>	
Molly	go swimming	go to the <input type="text"/>	go to the <input type="text"/>
Molly's mum	do <input type="text"/>		

Sunday

	Morning	Afternoon	Evening
Richard		play <input type="text"/>	play <input type="text"/>
Molly	go <input type="text"/>	do <input type="text"/>	
Molly's sister			do yoga
Molly's parents			go to a <input type="text"/>

Annex 6: Interview Instrument

Objectives:

- To identify factors contributing to reluctance to speak
 - To gather information to develop strategies for encouraging oral communication
- Introduction (2-3) minutes:

Greet the professor warmly.
Briefly explain the purpose of the interview (e.g. “We’re just talking today a bit more about your experience in your English classes at this institution.) Assure the professor that his answers are confidential and will be used to improve the oral communication of the A2 level students
Warm-up questions (5-7) minutes: a. Ask questions about his observations and perspectives of the teaching process and the response of the students about English learning. b. Do you enjoy teaching English? c. What difficulties do you find out about students’ oral communication? d. What barriers do you consider exist in order that students do not like to speak and communicate in a second language? E. Do you think students feel nervous or anxious when they must speak? f. What are some things that make it difficult for students to speak English in class?
Thank the colleague for his contribution and time. Brief summarize the key points discussed
Additional Considerations: The interview will be conducted in a quiet, private location.

Annex 7: Checklist

Instructions: This checklist is designed to observe students’ potential fear of speaking English in a classroom setting. Please mark “Yes” or “No” for each statement based on your observations.

Student: _____

Date: _____

Objective: to investigate the impact of emotions, attitudes, and nonverbal communication behaviors on the effectiveness of oral communication.

Factor	Description	Yes	No
Pronunciation	Students avoid speaking due to perceived bad pronunciation		
Anxiety	Student displays signs of nervousness (e.g. fidgeting, sweating) when asked to speak English		
Fear of judgment	The student seems hesitant to speak for fear of being judged by peers or the teacher for mistakes.		
Lack of confidence	Students avoid participating in discussions or speaking activities due to a lack of confidence in their English skills		
Student’s interaction	Students actively contribute to discussions, work together and exchange ideas to solve problems.		
Sense of responsibility	Students express a lack of personal responsibility for learning English.		
Motivation	-Students engage in the language learning and participate offering their ideas and thoughts -Frequent contribution and willingness to speak.		

Annex 8: Pre-test rubric

Student's name: _____

Criteria	Excellent (2,5 points)	Good (2,5 points)	Fair (1,5 points)	Needs improvement (1 point)
Describing Pictures				
Talking about family				
Listening comprehension				
Listening, numbering, and labeling				
TOTAL				