UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

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TESIS DE MAESTRÍA

Theme: The effects of Oral Interaction Activities to Enhance the Speaking Production of English Learners at the English program in UNAN Managua, CUR-Matagalpa during the second semester of 2024

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¡Universidad del Pueblo y para el Pueblo!

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Author

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Advisor letter support

TO WHOM IT MAY CONCERN

I am hereby submitting this letter with the intent to confirm that Ms. **Leda Minerva Gonzalez Carillo** has currently completed the process of planning, designing and implementing her thesis project titled: **"The Effects of Oral Interaction Activities at the English Program in UNAN Managua – CUR Matagalpa during the second semester of 2024"**.

I can firmly confirm that Ms. Gonzalez Carillo planned the project, designed, validated and administered the instruments of data collection – pre and posttest. In addition, she extensively reviewed the literature, considered the contextual gaps and designed the best methodological approach to implement this project. Additionally, she collaborated collegially with professors and participants at the University, analyzed the data and obtained results.

Out of this work she has come with a set of conclusions that respond to her research questions as well as recommendations. During all this time Ms. Gonzalez Carillo has been on top of tasks, timely completing all activities, addressing challenges and proposing sound solutions.

It is for all the above reason that I am confident to certify that **Leda Minerva Gonzalez Carillo** is ready to defend her master's thesis project successfully.

Best regards,

Grazzia Maria Mendoza Chirinos M.Ed., M.A.
Researcher University of Wisconsin – Madison / School of Education - WIDA

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Dedications

I want to thank God, my heavenly father for guiding and protecting me every day. Thank you for giving me strength when I had nothing. Thank you for being with me in every project I undertake.

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ABSTRACT

The present study was designed To analyze the effects of Oral Interaction activities on enhancing speaking skills in EFL learners. The quasiexperimental design of the study was implemented with a sample of first-year students enrolled in the Bachelor of English Teaching Program at UNAN-Managua, CUR, Matagalpa, during the second semester of 2024. The population of this study included 99 first-year students, The sample was divided into two experimental groups: 38 students from Saturday course and 40 from Sunday modality, as well as one control group 21 students from the regular program. This design enabled a comparative analysis of speaking performance before and after the implementation of oral interaction activities.

The instrument implemented in this research included a pre-test, a Post-test, direct observation, and three specific techniques applied to students during the second semester. These instruments were indispensable for the evaluation of the efficacy of the oral interaction activities and the analysis of the outcomes within the experimental group, enabling the researcher to collect both quantitative and qualitative data to analyze students' improvement from multiple dimensions. The graphs illustrate a marked increase in post-test results, which were observed following the implementation of the interventions. These results correspond to the application of the communicative language approach, a series of activities designed to promote communicative competence in language learning. The research reveals notable gains in students´ language performance and the oral interaction among learners.

Keywords: Oral interaction activities, speaking production, EFL learners, communicative language teaching (CLT), task based learning (TBL).

Resumen

El presente estudio fue diseñado para analizar los efectos de las actividades de interacción oral en la mejora de las habilidades del habla en estudiantes de Inglés como lengua extranjera.

El diseño es cuasiexperimental, se implementó con una muestra de estudiantes de primer año de la licenciatura en Ingles de la Universidad Nacional Autónoma de Nicaragua, en el centro universitario regional de Matagalpa (UNAN-Managua, CUR Matagalpa), durante el segundo semestre del año 2024. La población de este estudio incluyó a todos los estudiantes de primer año y se seleccionó una muestra de 99 participantes para su análisis; la muestra se dividió en dos grupos experimentales, 38 estudiantes del sabatino y 40 de la modalidad dominical y un grupo de control de 21 estudiantes, de la modalidad regular. Este diseño permitió realizar un análisis comparativo del rendimiento comunicativo antes y después de la aplicación de las actividades de interacción oral. los instrumentos empleados en esta investigación incluyeron una preevaluación y post-evaluación, además se empleó la observación directa y tres técnicas especificas aplicadas a los estudiantes durante el segundo semestre.

Estos instrumentos fueron indispensables para la evaluación de la eficacia de las actividades de interacción oral y el análisis de los resultados dentro del grupo experimental, permitiendo al investigador recolectar datos cuantitativos y cualitativos para analizar el progreso de los estudiantes desde múltiples dimensiones. Los gráficos ilustran un marcado aumento en los resultados posteriores de las pruebas, que se observaron tras la aplicación de las intervenciones.

Estos resultados corresponden con la aplicación del enfoque comunicativo del lenguaje, una serie de actividades diseñadas para promover las competencias comunicativas en el aprendizaje de idiomas. La Investigación revela notables mejoras en el desempeño lingüístico de los alumnos y en la interacción oral entre ellos.

Keywords: Actividades de interacción oral, producción oral, estudiantes de Inglés como lengua extranjera, enseñanza comunicativa de lenguas, aprendizaje basado en tareas.

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I. INTRODUCTION

Classroom Interaction is often determined by the teaching techniques employed by educators. These techniques are instrumental in helping students develop a sense of familiarity with their peers and establishing an environment for language practice. Through the implementation of these techniques, learners are able to advance their speaking skills and gradually build confidence. However, in numerous English as a foreign language context, students frequently exhibit a deficiency in the confidence to engage in oral participation during class activities, thereby constraining their communicative development.

The objective of this study is to analyze the effects of Oral Interaction activities on enhancing speaking skills in EFL learners. The present study specifically investigates whether these interaction-based activities foster a more engaging environment that motivates students to speak English in the classroom.

The present paper is grounded in the communicative approach, which places significant emphasis on meaningful interaction and the utilization of authentic language in real context.

As mentioned by Onatra, C., & Palencia, S. (2023) The communicative approach is defined as ''This approach consists of incorporating linguistic features, social meanings, communicative functions, and cultural settings. Situations where language is used are of utmost importance for identifying and creating the teaching scenarios''. This framework facilitates the implementation of interactive activities that enable students to express themselves spontaneously and use the language authentically.

Teachers works with diverse groups of learners and most therefore adopt flexible and communicative strategies to support language production, when students are given of opportunities to articulate their thoughts in a relaxed setting, they demonstrate an increased propensity to employ complex vocabulary, in this research intervention was conducted in which a variety of techniques were implemented. These techniques enabled the researcher to gather significant insight into the effectiveness and relevance of oral interaction activities.

In this context teacher plays a pivotal role in promoting inclusive participation and designing activities that are aligned with the communicative goals on the lesson, achieving meaningful communication becomes challenging when a classroom task does not align with the students' level

or objectives. Consequently, it is imperative for educators to plan activities that promote speaking, collaboration and self-expression.

Furthermore, educators must be attentive to students who encounter difficulties with oral production and need more assistance. Also, through constructive feedback, educators can foster students' confidence and assist them not only their language skills but also essential competencies such as critical thinking, collaboration, and problem solving.

The present thesis is organized into six chapters. The initial chapter of the text serves to introduce the subject matter and its relevance. The second section presents the theoretical foundation of the study. The third section delineates the methodological framework employed. The fourth chapter is dedicated to the analysis and the interpretation of the results. The fifth chapter provides conclusions and recommendations.

1.1 Background

1. In Ecuador, a study addressing the challenge of developing speaking skills in EFL classroom, this study titled: ''Communicative activities to enhance oral production in the EFL classroom'' (2022),   emphasize that oral production remains one of the most complex abilities to foster in foreign language learning, the research highlights the importance of implementing communicative activities (CA) as effective strategies to improve learner`s speaking performance by simulating real-life communication. This study implemented a qualitative, descriptive documentary approach, the study reviewed a large range of literature related to Communicative Approach, type of communicative activities and the development of speaking skills. Its findings reveal that communicative activities are beneficial for both teacher and students, due to this promoting meaningful interaction between classmates and instructors, enhancing fluency and confidence in oral expression. The study concludes that these activities effectively strengthen learners` language competencies through dynamic, engaging and interactive classroom activities.

2. In Iran in the university of Mohaghagh Arbadabili, by Sahar Taghilou the author developed research named ''The effect of classroom interaction on developing learners' speaking skills'' (2019). A mixed methods design (both qualitative and quantitative ways of analysis) was used in this study to investigate the role of classroom interaction in learners´ speaking skill in real classroom situations. In the quantitative phase of the study, student's questionnaire was completed to know students' opinion on important feedback regarding classroom interaction and speaking skills, and The Effect of Interaction on Learners´ Speaking Skill 10 important factors that inhibit them from interaction, and the significant and facilitator role of their teachers in making opportunities for interaction and production.

3. In Iraq, Aswan Fakhir Jasima (2020) made a research entitled, The Impact of Using Classroom Interaction on Teaching English Grammar for 1st Year Iraqi EFL University Learners. The aims of the research: Investigating the difficulties faced by students in learning English as a foreign language.

This study has investigated the efficiency of using techniques of CI in teaching English to develop the achievements of EFL learners. The findings of the present study can be worded as follows:

- In light of the higher results of the subjects of the experimental group compared with the subjects of the control group, the first conclusion is that the use of CI activities in teaching English is more effective in improving the achievement of Iraqi EFL university learners than the use of teacher-directed instruction.

- There is a relationship between teaching through interaction and the use of language in everyday communication, for the reason that CI activities are based on the integration of grammatical forms with their notions and functions.

- Teaching through interaction creates a suitable climate, which is like the real world for learning a foreign language. Consequently, students will be motivated in such an exciting, joyful, and pleasant environment.

- The fewer the number of students in the class, the more opportunities to interact and negotiate the meaning among students will be.

- Syllabus designers should stress the implementation of CI in the educational curriculum, at all levels, for all subjects, and for foreign languages.

4. In the United States, Hermann Kurten conducted research about What influence college classroom, interaction?

The purpose of this study is to revisit previous findings and test the importance and relative strength of the class, student, instructor, and teaching characteristics that influence classroom interaction. This study is based on 320 classroom observations at Grand Valley State University between 2006 and 2013.

A class observation questionnaire was developed by the author in the context of previous research about hybrid face-to-face teaching.

Because the observations had to be completed in one class session without interrupting class instruction, the observation used very broadly defined measures.

National Studies

In Nicaragua a study conducted by Cerna Castillo and Ocon Martínez (2019), entitled How Teachers apply Speaking Activities in order to Increase Students 'Vocabulary and Fluency at Rodolfo Rodriguez Alvarado ''Los Quinchos''School from the 3rd year Saturday program in the second semester 2019, provides insights into the implementation of

speaking activities in Nicaragua EFL context. The research examined how English teachers incorporated classroom strategies aimed at developing learners´ vocabulary and oral fluency, highlighting both the achievements and persistent challenges faced in this program. This study is relevant to the present research and due to this establishes a local precedent on the challenges and opportunities in teaching oral skills. Its findings support the need to further investigate the effectiveness of oral interaction activities, especially in program in program with comparable contexts and limitations.

A study conducted at Luis Alfonso Velásquez public School reported that tenth-grade learners face diverse difficulties related to vocabulary limitations reduced opportunities for interaction and limited confidence when speaking (Morales, 2022). The researcher examined the oral proficiency of 42 students and one English teacher, using classroom observation, student test, survey, and a teacher interview as data collection techniques. Their findings indicated that students are aware of how classroom methods influence the development of speaking skills and emphasize the need for learning environments more responsive to students´ needs.

 Furthermore, the study highlighted that learning a foreign language goes beyond acquiring knowledge, it also involves being able to use the language in authentic communicative situations.

1.2 RESEARCH PROBLEM

Oral production is a crucial goal in EFL classrooms; however, many students struggle with speaking due to factors such as anxiety, lack of motivation, and external distractions. While interaction-based activities are suggested to improve the performance in oral production in EFL students, there is limited research on their specific impact on students´ oral proficiency. This study seeks to analyze how oral interaction activities can enhance students´ oral production and engagement, despite classroom challenges.

Additionally, with the constant evolution of technology, teachers must work hard to capture students' attention and achieve the group's goals. It is important to avoid distractions such as cell phones that can hinder the teacher's efforts.

Wirza and Sholihah (2019) emphasize that:

> Classroom participation is a fundamental interactional and pedagogical task through which students display their involvement. Participation in learning activities is, for several reasons, a valuable work habit. It provides opportunities for students to learn and practice new knowledge and strategies, explain their reasoning, and examine their thinking processes, and recognize the need to revise thinking (pp 287).

The teacher's role in an English as a Foreign Language (EFL) classroom is not only to facilitate but also to actively encourage oral production by designing and implementing activities that promote meaningful communication. A well-structured lesson should include interactive tasks that allow students to practice the language in engaging and relevant contexts. However, the effectiveness of these activities largely depends on the quality of instruction provided. When instructions are clear and well-structured, oral interaction activities can be highly beneficial. Conversely, if the topics are not engaging or aligned with students' interests, some learners may find them tedious and disengaged from the lesson.

During activity design, teachers must balance complexity and accessibility to prevent student frustration while maintaining engagement. Tasks should be challenging enough to promote language development but not so difficult that they discourage participation. Understanding the group's proficiency level, learning styles, and individual needs is crucial for selecting activities that foster confidence and motivation. Additionally, incorporating scaffolding techniques, such as

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guided practice and peer support, can help students gradually build their oral skills. By designing meaningful, relevant, and interactive tasks, teachers can create an environment where students feel capable, encouraged, and motivated to engage in oral interaction.

This study explores: How do oral interaction activities reinforce the speaking production of first-year English degree students?

Keywords: Oral interaction activities, speaking production, EFL learners, communicative language teaching (CLT), task-based learning (TBL

1.3 Rationale

The ability to communicate effectively in English is a fundamental goal in EFL (English as a Foreign Language) learning. Oral interaction activities play a crucial role in fostering speaking production by engaging learners in meaningful communication. Various methods and strategies have been developed to implement these activities, with teachers designing them to optimize lesson delivery and enhance student engagement.

Moreover, oral production in EFL requires a solid understanding of structural features such as grammar, vocabulary, and pronunciation, which are essential for comprehension and fluency in conversation. for this reason, this research is conducted within the English Faculty of UNAN, CUR-Matagalpa, focusing first-year students enrolled in the Bachelor of Science in Education with a major in English., this program is designed to prepare professionals in various fields of study, including pedagogy, interpretation, and language teaching. Therefore, the university has designed a curriculum that encompasses all these essential areas. However, this research specifically examines the impact of oral interaction activities in the EFL classroom, aiming to understand how these activities contribute to the development of learners' oral production in the target language.

Previous research often emphasizes teacher-centered approaches rather than interactive, student-driven activities that encourage active participation. This study aims to bridge this gap by investigating how structured oral interaction activities can enhance speaking production among first-year English degree students, providing insights into their effectiveness in promoting real-world communicative competence.

This research will provide valuable insights for teachers and researchers interested in exploring the role of oral interaction activities in EFL learning. It will also be beneficial for the English Department at UNAN-CUR, Matagalpa, as it will offer a deeper understanding of how students engage in classroom interactions and whether they feel confident participating in various teacher-led activities.

Furthermore, this study holds personal significance for the researcher, as it will contribute to her academic and professional growth through her understanding of oral interaction strategies and their impact on speaking proficiency in EFL learners.

1.4 Objectives:

General:

1. To analyze the effects of Oral Interaction Activities on enhancing speaking skills in EFL learners of first years English degree at UNAN-CUR Matagalpa in the second semester of 2024.

Specific

1. To identify the effects of oral interaction activities on the speaking fluency of first-year English degree students at UNAN-CUR Matagalpa.
2. To compare students' speaking performance before and after the implementation of oral interaction activities based on pre-test and post-test results.
3. To design a pedagogical proposal of oral interaction activities aimed to improve the speaking production of first years English Degree students at UNAN-CUR Matagalpa.

1.5 Hypothesis

The implementation of oral interaction activities will significantly enhance the speaking performance of first-year English students at UNAN-CUR Matagalpa.

II. Literature Review

2.1 State of Art

Oral interaction activities have been widely recognized as essential tools for enhancing speaking production in English as a foreign Language (EFL) context. Several researchers have explored their impact on learners´ motivation, participation, communicative competence, highlighting the value of classroom interactions for developing speaking skills.

Wirza and Sholihah (2019) examined how teacher talk encourages students' participation in EFL classroom. The study emphasized the importance of the teachers´ roll in fostering an environment where learners feel confident speaking. They found that positive reinforcement and effective questioning techniques led to increase students' involvement in oral activities. This highlights the potential of guided interaction as a pedagogical strategy to improve speaking production.

Van Batenrburg et al. (2019) analyzed how different task types and instructional focuses influent learner affect and oral interaction. Their finding suggests that communicative tasks, especially those designed to promote authentic interaction, not only improve speaking performance but also reduce learners´ anxiety.   This supports the idea that well-designed oral tasks can positively affect both the emotional and linguistic aspects of language learning.

Yu (2008), Explored interaction in EFL classrooms in China, identifying teacher-learner and learner-learner interaction as key elements for improving oral fluency. The study emphasized that regular interaction in English helps learners internalize patterns and become more confident speakers. This insight is particularly relevant for beginner-level students who often face challenges when initiating conversations.

Ochoa et al. (2016) investigated the role of communicative activities in motivating learners in the Amazon region of Ecuador. Their results indicated that students who participated in pair and group speaking activities were more engaged and willing to speak. These findings suggest that motivation and interaction are deeply interconnected in the language learning process, particularly in low-resource or rural contexts.

Rambe (2017), focused on communicative Language Teaching (CLT) principles and their implementation in EFL classroom. The study advocated for the integration of students-centered

oral tasks to enhance communicative competence. The finding aligns with the premise that oral interaction should not only involve accuracy but also fluency and meaningful use of language.

Despite this significant contribution, there is limited research addressing how oral interaction activities affect speaking production in first-year university students in Nicaragua contexts, or in this instance UNAN-Managua, CUR, Matagalpa. Most of the studies reviewed either focus on general EFL learners or specific school levels population in other countries.

Therefore, this study aims to fill that gap by analyzing the effect of oral interaction activities on the speaking production of English learners enrolled in the English program at UNAN, CUR Matagalpa.

2.2 Theoretical Framework

2.2.1 Oral Interaction

Oral interaction in L2 is the process of speaking the language using all the knowledge that has been learnt in the classroom. This process takes place in different settings such as the classroom, everyday conversation and in some cases at work depending on the learner´s goal. Furthermore, this interaction could be related to sociolinguistic factors. According to Kumaravadivelu, (2003), the author states that:

> Interaction as an interpersonal activity refers to the use of language to promote communication between participants. It thus involves sociolinguistic features of language required to establish roles, relationships, and responsibilities. It focuses on the nuances of interpersonal understanding, especially those necessary to open and maintain conversational channels and to identify and repair communication breakdowns. (p.102)

The author points out the crucial role of interaction as an interpersonal activity in language to reinforce relationships and this in the classroom might be developed with partners and teacher. Teachers must promote oral interaction activities to remark on the use of utterance, phrases and this way learners familiarize themselves with the use of the foreign language, for teacher might be an awareness for connecting students with topic that involves them, and in this sense feel free to interact students-students and students- teacher.

Although the author Yu R. (2019) states that:

> Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself. However, not all the forms of classroom interaction are equally productive for language development. For this reason, interaction must be seriously meaningful about matters of serious concern to the participants and therefore conductive to a serious attempt to communicate, not merely to simulate communication.

As it is mentioned first, classroom serves as the initial platform for oral interaction, because teachers provide instruction for solving tasks and encourage learners with conversational interaction and communication between peers, being learning opportunities in the process.

Furthermore, some activities could not be effective for whole class, in this sense it is important to prepare different kinds of activities with the aims that the environment rises new opportunities for those students who need more engaging situations that could be applied in real life.

Also, this study notes the importance of the teachers´ collaboration, when they address these interaction activities in a context of socialization and according to the context and real-life scenarios that students face in their lives, the effort to engage students results in the production of L2.

2.2.2 Role of Oral Interaction in EFL Language Development.

Oral interaction is essential for developing English as a Foreign Language (EFL). Practice the language through dynamic activities where students actively participate or even generate conversations, discussions, and other speaking activities. This will enable students to effectively use the target language in a practical setting. These activities will reinforce their fluency, accuracy, and overall communicative ability. A properly approached oral interaction activity not only promotes the production of language but also provides an opportunity for students to foster new vocabulary and grammatical structures. Oral interaction activities are an essential component in the language learning process. Regarding Kumaravadivelu (2003) ''Two aspects of classroom management that will have a huge impact on the generation of learning opportunities inside the classroom are learner involvement and teacher questioning.''

Learner involvement and teacher questioning are essential in classroom management, directly influencing the creation of learning opportunities. When students are actively engaged, they are more likely to participate, also, have critical thinking, and take advantage of their learning process. Teacher questioning, on the other hand, promotes thought, and encourages deeper understanding, and guides students in exploring beyond than is delivered in a classroom. Together, these aspects foster a collaborative and dynamic learning environment enhancing student comprehension and language production.

2.2.3 Theoretical foundations of interaction

2.2.3.1 Dimensions of Interactional Activity

There are different dimensions to consider in interaction concern, Kumaravadivelu tells the three different types of interaction activities in the classroom: proposed by Michael Halliday, 1985 and cited in his book Beyond the Methods, (2003):

In studies of oral communication, it could identify terms such as talk, dialogue, conversation, conversational interaction, negotiation, and negotiated interaction, these terms are used sometimes interchangeably and sometimes differentially.

Interaction as a textual activity refers mainly to the use of linguistic and metalinguistic features of language necessary for understanding language input. The linguistic dimension deals with phonological, syntactic, and semantic signals that enable learners and their interlocutors to understand input and transmit messages as intended.

Interaction as an interpersonal activity refers to the use of language to promote communication between participants. It thus involves sociolinguistic features of language required to establish roles, relationships, and responsibilities. It focuses on the nuances of interpersonal understanding, especially those necessary to open and maintain conversational channels and to identify and repair communication breakdowns.

Interaction as an ideational activity refers to an expression of the participants' own experience of the processes, persons, objects, and events of the real or imaginary world in, around, and outside the situated learning and teaching context. Specifically, it focuses on ideas and emotions participants bring with them based on their lived experiences, past and present. It also involves a cognitive awareness of, and a sociocultural sensitivity to, the external world and its impact on the formation of individual identities. (Kumaravadivelu, 2003).

These three dimensions of interaction; textual, interpersonal and ideational suggest a comprehensive framework for understanding how the use of language can work in different scenarios in the classroom, although the importance of the nature of the language to communication as it was mentioned for the author these encompasses the technical, social and experiential aspect all of them are crucial for the understanding and production of the language.

2.2.3.2 Type of Oral Interaction in the Classroom

In the classroom, oral interaction plays a key role in language development and overall learning process. There are two principal types of oral interactions that significantly contribute to this: teacher-student interactions and student-student interactions. These types of oral interactions are frequently found in classroom, but it is important to remark that facilitators must give students the environment to contribute for it come up.

2.2.3.3 Teacher-Learner Interaction

Teacher-student interaction plays a crucial role in developing oral communication skills in EFL classrooms. In many countries such as Nicaragua schools, where resources are limited, students have few opportunities to hear and practice the foreign language. A Herazo (2009), states:

> Teacher-student interaction is an important source of EFL learning in the classroom. Given the conditions of most of our state schools where scarcity of resources makes it difficult to expose students to oral samples of the foreign language, the use of English by the teacher becomes a tremendously important source, if not the most important, of real foreign language use (pp.57)

 For this reason, the teacher's use of English becomes an important concern, and often the primary, source of authentic language exposure in their classroom could be beneficious for them. This interaction not just provides necessary language input but also enhance proper usage, pronunciation, and conversational patterns, that offer meaningfully tools to the students' ability to communicate effectively in English.

According to Maulana, Helms-Lorenz, and Klassen (2023):

> Across various studies primarily based on U.S. samples, we have summarized findings about teacher-student interactions. These studies generally indicate that such interactions can be categorized into broad domains of emotional, organizational, and instructional behaviors, which can be reliably measured on a large scale using observational methods. The CLASS is a notable example of such an observational method, widely used in the U.S. and internationally studied. Many studies, mostly quasi-experimental but also including

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some experiments with randomly assigned students to teachers and teacher-focused interventions, show that teacher-student interactions have a small but significant, and potentially causal, impact on student outcomes. Additionally, controlled evaluations reveal that teacher-student interactions are adaptable and can be improved with targeted feedback and enhancements in teachers' knowledge and observational skills. (p. 406).

2.2.3.4 Learner-Learner Interaction

Student-Student Interaction in the EFL Class: The value of student-student interaction for the development of EFL proficiency has been highlighted with communicative language teaching and with the advent of theories of learning that emphasize the social nature of first and second language acquisition (Lantolf, 2000; Lantolf & Thorne, 2006; Van Lier, 2000, 2004, cited in Herazo, D. 2009). Although, the author states that: It is now well-recognized that students can learn from each other. Therefore, various methods for facilitating meaningful interactions among students are now preferred in classrooms. Despite the numerous strategies available to enhance student interactions in EFL sceneries, not all effectively encourage open oral communication, and thus, they may not align well with communicative teaching approaches. (p. 49).

It is well accepted that students can learn effectively from their peers. Therefore, classrooms now facilitate methods that promote meaningful student interactions. In EFL settings, numerous strategies are available to foster these interactions, however not all of them support authentic oral communication. As a result, methods that do not encourage genuine oral communication may not be suitable for communicative lessons, for this reason the role of teachers is crucial for promote environments and a culture to share knowledge, situations and ideas freely, also, to receive feedback from peers and teacher, and in this manner students feel involve with the target language in order to reach their goals.

2.2.3.5 The importance and impact of classroom interaction

Oral interaction involves some aspects that teachers must account for the effectiveness of this classroom interaction and assure the success of the learning process.

According to Rao, (2019), ''The teachers should always introduce various activities by adopting the materials that create more interest among the learners. As a result, the learners will surely be attracted by the activities since they fulfill their needs and interests.'' (p. 64).

There are several studies that remark the importance of the oral interaction during the process of learning English. The speaking skills is enhanced for the practice and this is only reach through interaction not only in the classroom but classroom is where students have the facilities to put in practice the language throughout remarking in lecture, writing, listening, but for production of English or any other language is needed the interaction, between learner and teacher, the instructor of facilitators must give the scenarios with authentic situation, resolution of task, for involving students in the learning process.

Classroom interaction is essential for developing EFL learners´ speaking skills, teachers must promote interactive activities to involve students in these activities. (Yu, 2008). In addition, Authentic and spontaneous communication further enhances language development, highlighting the need to consider classroom activities (Herazo, 2010). Effective teacher explanation, questioning and motivational strategies create opportunities for students to actively respond and engage with the language activities (Asbah & Rajiman, 2015). Taken together these studies suggest that well designed interactive task significatively improve learners´ oral production.

2.2.3.5.1   Enhancing Learners´ Communicative skills

Developing communicative competence in EFL involves a combination of key language components that facilitates effective oral interaction. Through this, speaking is considered a central productive skill, as it enables learners to convey their ideas, emotions, and opinions and to engage in meaningful exchanges. Speaking plays a crucial role in language learning because it allows learners to communicate meaning in real time interactions.

Moreover, communicative competence includes a fundamental subcomponent of speaking with particular emphasis in pronunciation, which ensures clarity and intelligibility in oral expressions. Accurate articulation, appropriates stress, rhythm, and intonation patterns contributes to successful communication. Therefore, systematic practice of phonological aspects is essential in instructional contexts.

Similarly, grammar provides the structural foundation for meaningful communications, mastery of grammatical rules supports learners in constructing coherence and accurate sentences, facilitation both fluency and precision when interacting the target language.

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Although, vocabulary is another vital sub-skill in speaking development. It equips learners with the lexical resources needed to express their ideas effectively. Specifically, the linguistic elements of pronunciation, grammar, and vocabulary collectively serve as the foundation of speaking proficiency. Integration within communicative approaches is imperative for promoting meaningful oral interaction and fostering learners' ability to express themselves confidently and accurately in English. Lara A. (2022)

2.2.3.5.2 Accuracy and Fluency in English Learning

Furthermore, language production, particularly aspects of accuracy and fluency, were also given significant attention throughout the research. These elements were carefully considered during the design and implementation of the intervention activities, and their impact was evidenced in the results of the post-test.

According to Richards, J. C. (2006) One of the core objectives of Communicative Language Teaching (CLT) is to foster fluency in learners' language use in this context, fluency refers to the ability to engage in sustained meaningful communication, even when linguistic limitations are present. It involves natural language production where learners negotiate meaning, employ communication strategies, and work to maintain conversation despite occasional errors or misunderstandings.

To develop these skills, CLT emphasizes classroom activities that replicate real-life communication scenarios. These activities prioritize message transmission and interaction over grammatical precision, encouraging learnings to apply language purposefully and spontaneously. Through these tasks, students practice how to avoid communication interruptions, clarify intentions, and respond to conversational cues in dynamic manner.

In contrast to accuracy-focused activities, which aim to produce grammatically correct utterances, fluency-focused task aims to strengthen the learner´ capacity for effective and authentic expressions. These activities support the development of communicative competences by helping students internalize language patterns through use, rather than through isolated grammatical practice.

By engaging fluency-based activities, learners not only improve their oral expressions but also build confidence and autonomy in their use of English in diverse contexts. As the implementation

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of communicative task that foster fluency is fundamental to any pedagogical approach seeking to promote real-world language use in the EFL classroom.

2.2.3.5.3 Accuracy-Oriented Activities in Language Learning

Activities that emphasize linguistic accuracy are typically implemented in controlled learning settings where the primary objective is the production of grammatically correct structures. These exercises often isolate specific language form, limiting contextual application and prioritizing formal correctness over communicative purpose. As a result, their structured nature, although beneficial for reinforcing form, can restrict authentic language use, making it essential to complement them with communicative tasks that foster fluency and their application in real situations.

2.2.3.5.4 Developing interactional strategies

Students receive various strategies throughout their language learning process to help them communicate clearly and coherently. However, when engaged in real interaction or conversation, they often rely on personal strategies that support their communication efforts. In many instances, they simplify sentence structures and focus on maintaining clarity to ensure their dialogue remains comprehensible. According to van Batenburg et al. (2019), These strategies are essential for facilitating effective oral interaction, as they help learners adapt to real-time communicative demands.

As mentioned, Van B. (2018) this author highlights that effective spoken communication depends on linguistic competence and the implementation of key interactional strategies. These strategies include active listening, adapting messages to the listener´s level of understanding, and constructively managing communication errors. Numerous studies have demonstrated the advantages of teaching these strategies, including improvement in learners´ overall language performance, engagement in classroom discourse, quality of peer interaction, and confidence when using the target language.

2.3 Communicative Language Teaching (CLT)

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is ''communicative competence'' (Richards, 2006).

Richards and Rodgers (1986, as cited in Ochoa, 2016) defines CLT as an approach rather than a method because, at the levels of design and procedure, there is much greater room for individual interpretation and variation than most methods permit. This approach highlights the process of communication, rather than the mastery of language forms, leading the learners' roles to be different than those of traditional second language classrooms.

The findings in this study reveal that communicative activities such as interactive learning Gamification, thinking map, and picture description are highly effective in fostering students' motivation and engagement in the EFL classroom. Post-test results indicate that these activities significantly enhance students´ speaking performance, particularly when they are immersed in meaningful and realistic contexts. Additionally, the study highlights that students tend to respond more positively when the task is relevant to their experiences and when the language content and level of difficulty are appropriate to their proficiency.

The significance of these studies lies in revealing the impact that classroom activities have. However, the effectiveness of engaging students through these activities depends on their relevance to real-life situation outside the classroom. Teachers must be aware that these activities need to be prepared with various factors in mind including student types and their attitudes toward the lesson plan. The support offered by the teacher also makes students feel confident to express any doubts to get clarification from the teacher. The environment created for the teacher is a motivational aspect where teachers and students are involved. For a better motivational environment, and great production of the target language.

2.3.1 Principles of CLT and its importance in language learning

In the CLT approach, meaning is given prime importance. The focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers.

In this approach, it is believed that communicative functions are more important rather than linguistic structures. Littlewoold states that ''one of the most characteristics features of

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communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative view" (1981, p.1). Each language has limited number of sentence patterns. Mastering only those sentence patterns does not help the learners to communicate in the target language. The learner needs to learn the communication functions of those structures.

While using CLT approach in teaching language, the target language is used in the classroom. The target language is a vehicle for classroom communication, not just the object of study (Larsen-Freeman, 2000, (p.125). Because if the learners continue to use their native languages, they cannot communicate in the target language. It is believed that native language should be used judiciously.

Appropriate use of language is emphasized rather than accuracy. Accuracy comes at the later stage. It is believed that when the learners learn to use the language appropriately accuracy comes automatically.

Language should be taught by integrating all language skills and not by only one skill. It means communication approach is not limited to only speaking skill; reading and writing skills should be developed.

Language cannot be learnt through rote memorization. It cannot be learnt in isolation. It should be learnt through social interaction. To communicate in "the target language, there is a need to struggle with language. Richards & Rodgers state that the target linguistic system will be learned best through the process of struggling to communicate" (1986, p.67).

While using this approach, the major focus is to make the learner able to communicate in the target language. Errors are tolerated by the teacher because what is more important is to make them able to speak in the target language. Teachers should not correct them during the activities in which they are using target language. The teacher can note the errors of the learners and make it correct after the activities are over.

CLT approach provides the opportunities to communicate in the target language to the learners. It encourages teacher-student and student – student interaction. It helps to encourage cooperative relationships among students. The teacher should give work in groups or in pairs, which gives opportunities to share information among them. It also helps to promote communication among

them. Richards & Rodgers state that students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings (1986, p.68).

CLT approach provides the opportunities to the learners not only about what to say and but also about how to say.

The teacher should create situations which help to promote communication. The teacher should teach them how language should be used in a social context. Teachers should give activities such as role play which help the learners to learn the language in social context.

• Language teaching techniques should be designed in such way that they encourage the learners to use the target language. Functional aspects of language should be given importance. Dramas, role plays, games should be used in the classroom to promote real communication.

• Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension (Larsen- Freeman, 2000, p.128).

2.3.2 The Roles of Teachers and Learners in the Classroom

Richards (2006) explains the type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

The Communicative Language Teaching (CLT) approach underlines the impact of understanding meaning and intent in communication rather than just mastering linguistic structures. It advocates for the use of the target language in real classroom communication, integrating all language skills (speaking, listening, reading, writing) in a social context. Accuracy in language use is considered

a natural outcome of practicing appropriate communication. The CLT approach also encourages interaction and collaboration among students, using techniques like role plays and group work to enhance language learning. It is important to remark that is learner centered, and teachers must promote interaction behaviors using authentic material to create an adequate atmosphere.

2.3.3 Teaching Applications in EFL Classroom

According to Morrow (1977) cited in Castillo, Insuasty, Jaime (2017), Scholar have encountered challenges in reaching a consensus on the definition of concepts such as authenticity, authentic materials, and authentic language use within the context of language teaching. This lack of agreement stems from the diverse domain in which the notion of authenticity applies, and the various actors involved in its interpretation.

It is Also relevant to highlight the need of associate the objectives of the curricula with this authentic material. The variety of materials teachers can find online on different platforms is valuable. Knowing the type of class and students in advance is also important for efficiently engaging classes with learners. This is the focus of authentic material: facilitating engagement with the target language.

As Hall (2011) cited, when we understand that a classroom is made up of diverse individuals rather than a single and homogeneous group, it becomes necessary to consider how we can address each student´s specific needs. Although instruction may often be directed at the whole group, it is essential to acknowledge and respond to each identity presented among the learners.

2.3.3.1 Communicative Activities in the EFL Classroom
2.3.3.1.1 Storytelling

According to Juraid & Ibrahim (2016), storytelling is typically an interactive form of artistic expression, allowing for direct engagement between the storyteller and the audience. It is often personal and open to individual interpretation. Storytelling is seen as a human-centered method of communication, where complex ideas are simplified into narratives that are shared across cultures, especially among ancient societies. Through storytelling, students can form vivid mental images, using their imagination to picture specific times and places. As a result, listeners experience the story on two levels: they hear the spoken words and simultaneously create visual scenes in their minds, placing themselves within the narrative's setting.

Furthermore, storytelling can be an effective strategy for improving literacy and reading comprehension skills. It engages students' attention while also strengthening the storyteller´ sense of narrative structure. Additionally, combining storytelling with techniques such as questioning, imagery, making inferences, and retelling helps to enhance comprehension, critical listening, and thinking abilities. (Juraid & Ibrahim, 2016).

2.3.3.1.2 Gamification

The advantages of incorporating gamification into EFL/ESL education can be viewed from three perspectives. First, research has shown that a gamified learning environment helps EFL/ESL students enhance their skills in listening, speaking, reading, and writing more effectively than traditional learning settings. Therefore, it is important for schools and educators to provide students with engaging and dynamic learning resources to facilitate effective knowledge acquisition. Second, gamification has been found to influence learners' attitudes and emotional reactions positively, boosting their interest, motivation, reducing anxiety, and fostering a sense of accomplishment. Among the studies reviewed, increased learning motivation was one of the most noted benefits.

Third, the use of gamification played a significant role in establishing a more authentic and immersive language learning environment, allowing students to engage with the language in meaningful and practical ways. This approach also contributed to the enhancement of students' comprehensive literacy, fostering not only their ability to read and write effectively but also strengthening their critical thinking, communication, and cultural understanding skills within the context of language learning. (Zhang & Hasim, 2023).

2.3.3.1.3 Describing a picture

Describing images is a communicative task that involves using language to explain visual content. It is considered one of the most effective strategies for improving speaking skills in the EFL classroom and for fostering greater student engagement in the learning process. Moreover, this approach supports learners in retaining and applying new vocabulary and grammatical structures. Since language use in authentic contexts is essential, picture description becomes a crucial technique that allows students to practice and apply the knowledge they acquire in the EFL environment (Valverde et al., 2022).

III. Methodological Design

3.1 Institutional context

This research is conducted within the English Faculty of UNAN-Managua, CUR-Matagalpa, (Universidad Nacional Autónoma de Nicaragua, Centro Universitario Regional, Matagalpa) focusing on first-year students enrolled in the Bachelor of Science in Education with a major in English teaching, This program was founded in 2002, its main purpose is to educate English Teaching Professional for the educational system of Nicaragua, program lasting is 5 years, this academic program is designed to train an efficient professional in the use of macro skills of linguistic competence in teaching methodologies.

The approach areas are translation, didactics, interpreter, call center worker, consultants and supervisor all these areas related to the use and teaching English.

The methodology predominant in this program is linguistic, didactics, evaluative and research oriented. The faculty facilitates a language laboratory, and a proportion of the instructional content is delivered on digital platforms such as google classroom. Furthermore, the program encompasses subjects taught in native language, thereby reinforcing knowledge in technologies applied to language teaching and oral expression. These subjects serve to argument all the knowledge acquired during the program. Many facilitators responsible for this program are professional specialists in English language instruction and pedagogy of higher education.

3.2 Research Paradigm

The present study is grounded in the positivist paradigm, which emphasizes the collection of objectives, empirical, and measurable data to facilitate the explanation and analysis of educational phenomena. As Contreras (2011) highlights, from a positivism perspective, knowledge is based on facts that can be observed, tested and measured with the aim of identifying relationships and formulating generalizable conclusions. In applied linguistics and EFL research, this paradigm supports the implementation of quantitative instruments, such as pre-test and post-tests, to obtain reliable evidence of students´ speaking proficiency. Complementing these with qualitative classroom observation fosters a comprehensive mixed-method approach, enhancing both the robustness and educational relevance of the findings. In this way the positivism paradigm provides

a solid foundation for evidence-based decision-making in this study and increases the validity of its conclusions by integrating statistical evidence with pedagogical implications.

3.3 Research design

The program is currently structured in three modalities: regular, Saturday and Sunday, the students' body is approximately 300 students, divided across these different modalities and levels of the program. A large part of its population comes from public schools from communities of Matagalpa department. The population distribution exhibits a range of 17 to 35 years. This program has shown positive development over the years. However certain limitations must be acknowledged, including access to the virtual platform. Areas that could benefit from enhancement include the virtual platform, the technology utilized during classes, and the access to additional modern language resources.

3.4 Population and sample

The purpose of this study is to analyze the effects of oral interaction activities on enhancing speaking skills in EFL learners. The population of this study is composed of approximately 300 students enrolled in the English Teaching Program, for methodological accuracy, this study focused on first-years students, who represent the defined population for this research.

The sample consists of 99 first-year enrolled in the Bachelor of Science in Education with a major in English, this sample was selected using non-probabilistic sampling technique, specifically convenience, due to the accessibility of participant across different course schedules, Students from different modalities were included to enhance the diversity and representative of the sample. The participants are distributed across different course modalities: 21 students from the regular program, 38 students from the Saturday program, and 40 students from the Sunday program. Additionally, the sample includes 74 women and 25 men, which reflects the gender distribution. This research incorporates a diverse sample of students to ensure a comprehensive analysis of the effects of oral interaction activities through various applied techniques.

3.5 Approach

This research adopts a mixed methods approach, integrating both quantitative and qualitative methodologies to provide a comprehensive and multidimensional analysis of the impact of oral interaction activities on EFL learners' speaking proficiency.

The quantitative approach utilizes numerical data and statistical techniques to assess and present measurable results, allowing for the precise evaluation of changes in speaking performance through tools like pre-tests and post-tests. This approach is particularly effective for tracking improvements and drawing conclusions through comparative analysis of numerical data.

In contrast, the qualitative approach focuses on collecting non-numerical data, such as descriptions, and observational data. This methodology provides a deeper understanding of how students perceive and engage with the activities, revealing the cognitive factors that influence their speaking development.

3.6 Type of Study

This study employs a quasi-experimental research design, which is commonly used in educational and social sciences research when random assignments are not feasible (Cook & Campbell, 1979). Unlike true experimental designs, quasi-experimental studies allow for the examination of causal relationships while acknowledging potential limitations in internal validity due to the lack of randomization (Shadish, Cook, & Campbell, 2002). It works with pre-existing groups in educational settings. The intervention was applied with two existing groups and compared their results before and after the treatment (using pre-test and post-test results). This allows the research to identify changes or improvements in speaking fluency, accuracy, and confidence that could be attributed to the implementation of oral interaction strategies.

Additionally, this study is a cross-sectional approach, due to the data were collected at a single point in time rather than over an extended period. Cross-sectional studies are particularly useful for analyzing differences among groups in a specific context and are widely used in educational research to compare learning outcomes across different populations (Levin, 2006).

For this quasi-experimental study, two experimental groups and one control group were established, consisting of students from different modalities: Saturday and Sunday classes, along

with a third modality, regular, to complete the comparison. These three groups were analyzed to assess the impact of the intervention on communicative strategies, although the study aim is to determine whether differences before and after of these strategies.

3.7 Instruments and data collection

To achieve the objectives of the study, the research employs a pre-test and post-test methodology, supplemented by different techniques applied throughout the study: Interactive learning, thinking map, pictures description and gamification. Additionally, direct observation is employed to closely monitor students' engagement, participation, and performance during the implementation of oral interaction activities.

To determine students' proficiency levels, the study incorporates the Common European Framework of Reference for Languages (CEFR), ensuring comparability with international standards and providing a structured basis for assessment.

These instruments are crucial for collecting and analyzing data, enabling the researcher to effectively address the research questions and obtain direct, data-driven insights from the participants.

Although, during the oral interaction's activities, qualitative data were collected through classroom observations, where detailed notes were taken on students´ participation and use of target language. This information was used to support the analysis of the pre-test and post-test results, providing additional insights to interpretation of the graphs data and better understand of the students´ speaking performance throughout the intervention.

3.8 Validity of Instruments

To collect this data, this research employed several instruments, primarily a pre-test and a post-test. These instruments were administered twice during the research process: once at the beginning of the semester and at the end. Also, important remark that the same instrument was used in both instances to ensure consistency in the evaluation of students´ speaking proficiency. The primary purpose of this test was to obtain objective and relevant information regarding the participants´ language level and to measure progress throughout the study. The instrument was validated by

experts in the field, including Dr. Leticia Araceli Salas Serrano and professor Grazzia Maria Mendoza Chirinos, ensuring its reliability and academic requirements. (See appendix A4)

This evaluation was essential to identify the learners´ initial proficiency and to assess the effectiveness of the intervention activities implemented during the semester, such as interactive learning, gamification, thinking maps, and picture description tasks.

3.9 OPERATIONALIZATION OF VARIBLES

variable	Conceptual definition	Sub variable	Indicator	Measure	Questions – Strategies and activities
Oral Interaction	Oral interaction in L2 is the process of speaking the language using all the knowledge that has been learnt in the classroom, this process take place in different settings such as the classroom, everyday conversation and in some cases at work depending on the learner´s goal. R. G., & de Jong, N. H. (2019).	Language Skills Listening Speaking Reading Writing	Comprehension, inference, response fluency, accuracy, pronunciation Comprehension, vocabulary recognition, Grammar and accuracy, Cohesion, coherence, organization	Pre Test Observation Post test. Placement level based on ACTFL and CEFR	Q 1. Q5, Q8 Q11. Q18, Q20, Q 21, Q24, Q 28 Q32, Q38 Q4, Q15, Q22, Q26, Q34, Q36 Q2, Q6, Q7, Q13, Q16, Q17, Q19, Q23, Q25, Q27, Q29, Q31, Q33 Q3, Q9, Q10, Q12, Q14, Q30, Q40, Q35, Q 39

Strategies of EFL	The term "learning strategies" refers to "language learning communication strategies" that a learner rationally selects to enhance his or her learning, particularly for enhancing oral communication.		Interactive learning Gamification Thinking map Picture description	Rubric	Top Secret partner interview. Truth or dare. Ridles, Ping pong questions. Looking the images and writing down main ideas. Describing pictures and guess the topic.
Speaking production	speaking is an interactive process of making meaning that includes producing, receiving, and processing information. It is regarded as combining sounds systematically to form meaningful sentences.		Coherence and cohesion. Interaction and response	Pre Test Observation Post test. CEFR CFER	

IV. Analysis and discussion of the results

4.1 Analysis of the Results

This chapter present the analysis of the results obtained to answer the research question: How do oral interactions activities reinforce the speaking production of first year English degree students? Oral production is a central aim in EFL learning; however, many students continue to struggle with speaking due to common factor such anxiety, limited motivation reduced engagement additionally, classroom distraction. Although interaction-based strategies are widely recommended to support speaking development there is limited empirical evidence regarding their specific impact on students´ oral proficiency within university level EFL context.

This study analyzes the result after application of these oral interaction techniques: Interactive learning, thinking map, picture description and gamification enhanced students speaking production, the analysis is based on data collected through a pre -test and post-test designed to measure students´ speaking proficiency before and after intervention.

The following section presents a detailed interpretation of the data, comparing students´ performance after intervention, highlighting the specific improvement observed, providing evidence on how these contribute to reinforcing the students´ speaking production.

Chart 1

Comparison of language skills results for Group 2

Comparative Chart 28-55 According to the language skills				
SKILLS	pre test %	post test%	Difference-Enhance	Analysis
Listening	24	28.56	4.56	This skill demonstrated the highest level of proficiency, with students, showing a marked improvement in their performance from pretest
Speaking	5.22	6.06	0.84	In speaking area was the lower rises, although show improvement and not setback in learning, this area needs more attention for its enhancing.
Reading	31.85	36.27	4.42	This area clearly demonstrates the student´s ability to comprehend the data by comparing the pre- test data. It is evident that they have significantly improved their skills, as evidenced by the data.
Writing	11.52	14.58	3.06	It is evident that there is a paucity of improvement among the students, therefore the implementation of reinforcement is important in this skill.
The application of diverse strategies in lower measures has been shown to be productive, and to facilitate students´ understanding of the contents given by professors during the semester. It is understandable that if these activities were applied to teachers with plenty time and interaction with students.				

The listening skill showed the highest level of improvement among the analyzed language skills. Students increased their performance from 24% in the pre-test to 28.56% in the post-test, this shows a gain of 4.56 percentage points.

Speaking was the skill with the lowest improvement, showing an increase from 5.22% in the pre-test to 6.06% in the post-test, which represents a gain of only 0.84 percentage points

A notable improvement was observed in reading skill demonstrated increase from 31.85% in the pre-test to 36.27% in the post-test, with a difference of 4.42 percentage points.

The writing skills showed moderate improvement, rising from 11.52% in the pre-test to 14.58% in the post-test, with a gain of 3.06 percentage points.

Chart 2

Comparison of language area results

CLASIFICATION OF QUESTIONS ACCORDING LANGUAGE AREA				
AREAS	Pretest %	Post test %	Difference enhancing	Analysis
GRAMMAR	46.62	58.5	11.88	The results of the pretest and posttest in Grammar area demonstrate a clear improvement, indicating a notable advancement in this area.
VOCABULARY	70.4	81.8	11.4	This result indicates an enhancement in vocabulary, in this way enabling students to more effectively comprehend lessons.
TRANSLATION	0.98	0.98	0	In translation, students demonstrated no discernible advancement or regression in their aptitude related to this competence.
Each areas shows a significant improvement				

1. Grammar: A pre-test was conducted to assess the initial level of knowledge and skills in the subject area, and its percentage was 46.62% about the proficiency on this area, at the conclusion of the experiment a post- test was administered, and the percentage increase was 56.50% of correct answer in this area. Showing an increase of 11.88% observed.

2. Vocabulary: for the result of pre-test in the vocabulary area the result was 81.80% of successful in the students´ responses, at the post teste the increment was 11.40%.

3. Finally in the translation area, in pre-test the result was in the initial level of knowledge and understanding was .98% of successful, following the conclusion of the experimental phase, the post-test administrated result was .98%, the translation area remained constant.

Chart 3: *Comparative chart of trend of mean, median and mode in pre-test and post-test group*

Grupo	Mean	Median	Mode
Pre-Test 1	26	26	29
Pre-Test 2	24	25	23, 27, 29
Pre-Test 3	14	16	6, 17
Post- Test	30	29	25

Note. The table Shows the mean, median, and mode of student scores in the pre-test and post-test groups.

Figure 1

Trend of mean, median and mode in pretest and posttest group.
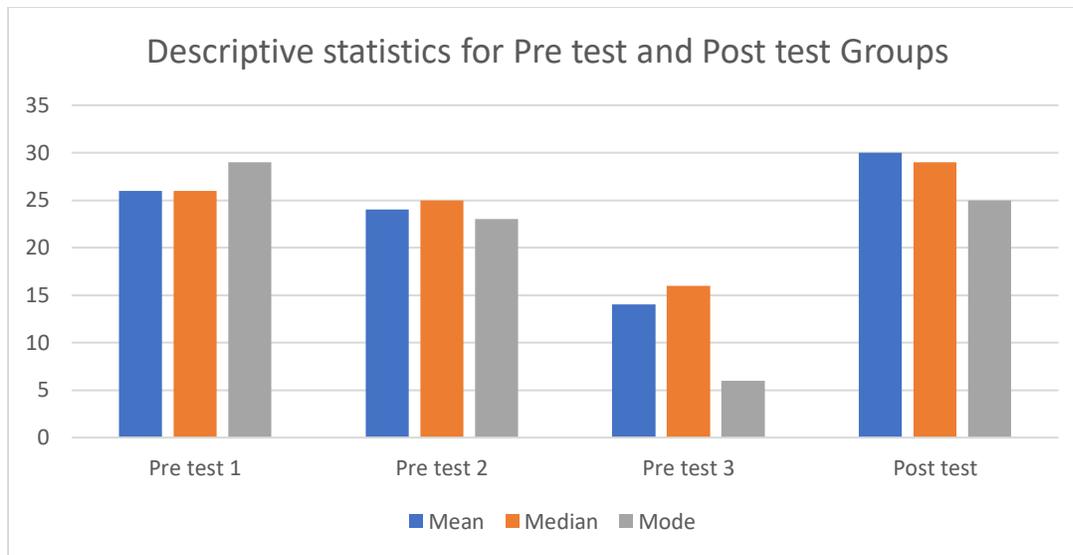
Source: Pre-test Vs Post test applied to first year students UNAN, CUR Matagalpa.

Analysis and Comparative Statistics Analysis: Pre-Test vs Post-Test

The results show a clear improvement in student performance after the post-test, based on the three main statistical indicators: mean, median, and mode. These results align with the strategies implemented throughout the semester. Students engaged with activities such as gamification, picture description, and thinking maps; strategies that captured their attention and encouraged them to complete tasks with confidence and natural manner of speaking. Additionally, the use of interactive learning facilitated quicker and more efficient task completion.

Tendency trends

Mean:

In the pre-test group, the means ranged from 14 to 26, in the post-test, the mean rose 30, indicating a notable increase in overall students' performance. This suggests that, on average, students improved their performance after the instructional intervention.

Median:

The median in the pre-test group was 16, 25 and 26, while the post-test median was 29, the higher median in the post-test shows that the median-performing students also improved, confirming a general upward shift in performance.

Mode:

Pre-test groups had multiple and variable modes 23, 27, 29 or 6 and 17, which reflect a wider spread in students' scores. The post-test had a clear mode of 25, repeated 5 times, indicating that more students achieved similar higher scores compared to the pre-test groups.

The post-test results clearly show meaningful improvement when compared to the three pre-test groups. The increase in mean, median, and mode shows that not only did individual performance rise, but the group achieved higher and more cohesive scores.

This strongly supports the effectiveness of the intervention or strategy applied between the pre- and post-tests during the semester.

Figure 2

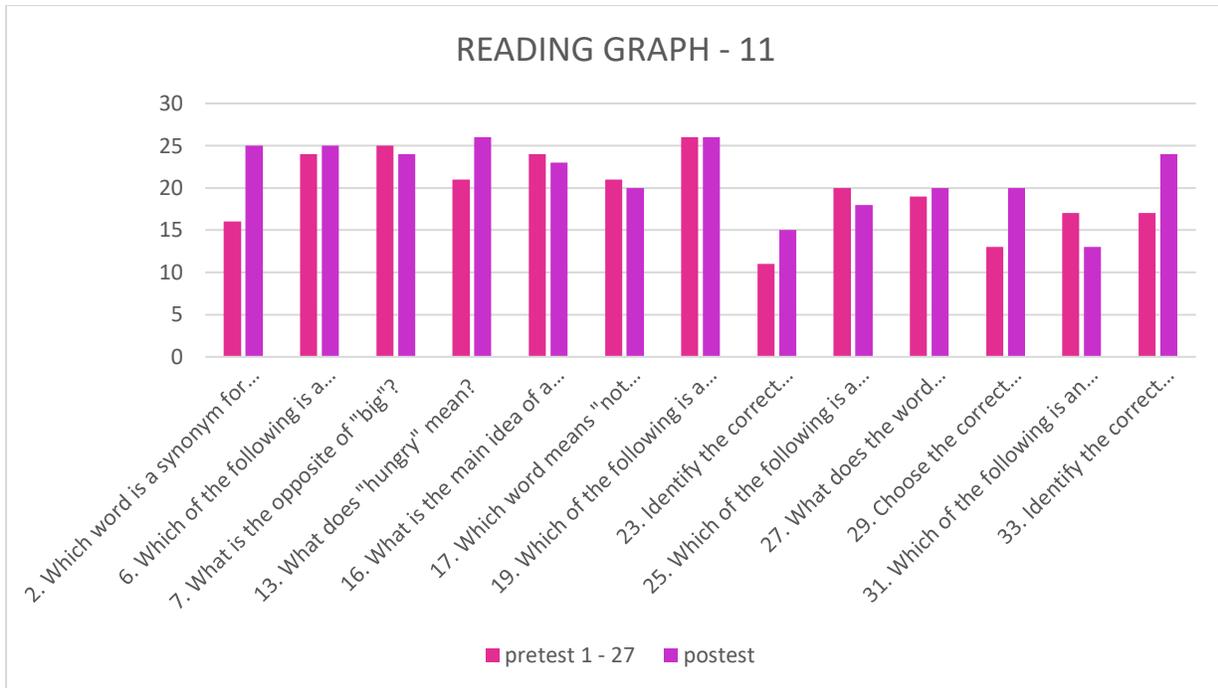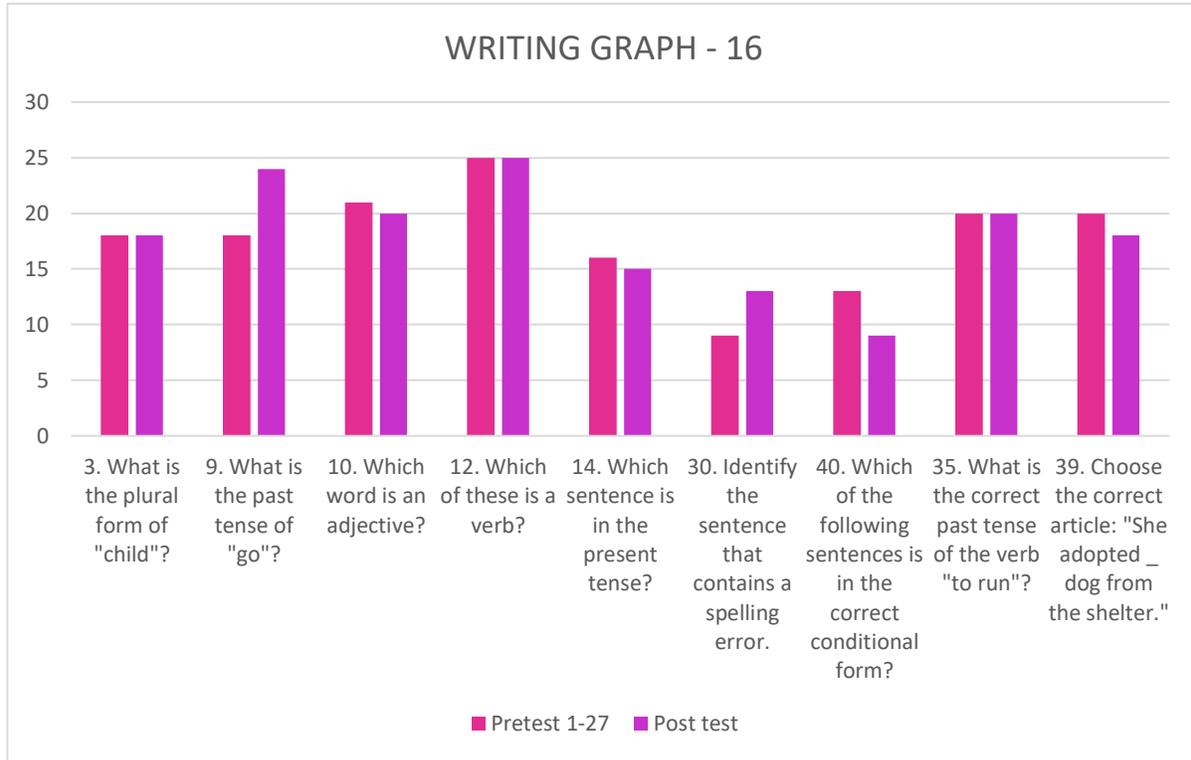*Listening graph, language skills.*
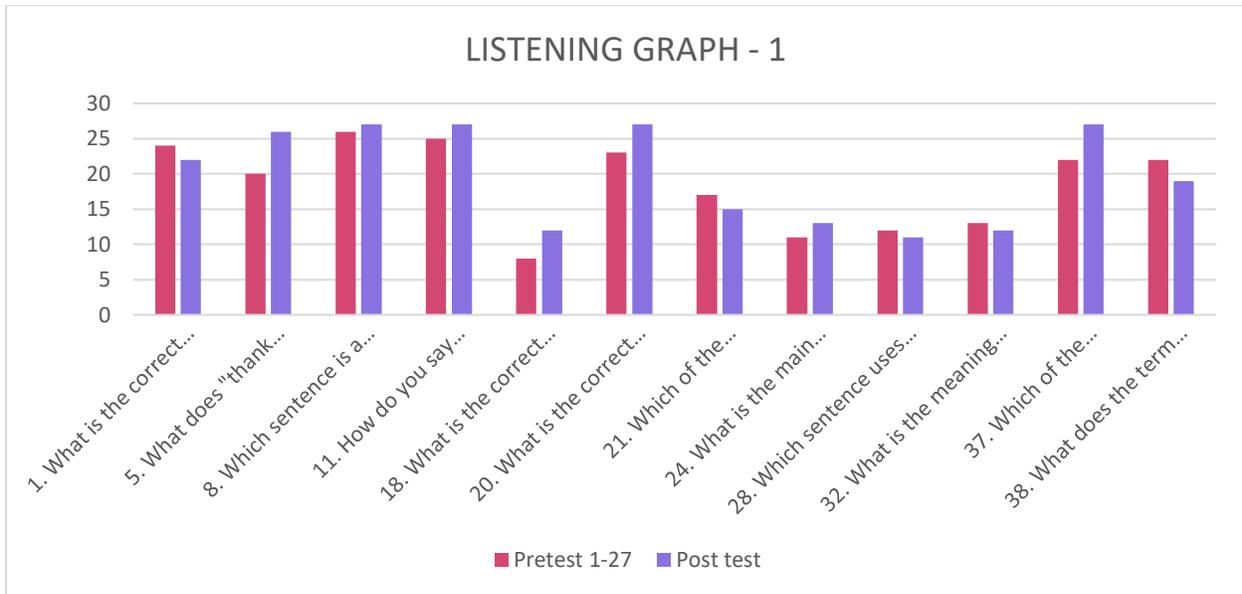
LISTENING GRAPH - 1

Source: Pre-test Vs Post test applied to first year students UNAN, CUR Matagalpa.

Note: Comparison of Speaking Skills in Pre-Test and Post-Test for Group 1

The graph demonstrates that most responses in the post-test were at a higher level compared to those in the pre-test, indicating an overall improvement in listening comprehension. However, certain items, such as Questions 1, 21, 28, and 38, show an increase in pre-test scores and a decrease in post-test performance.

Figure 3

Speaking graph, language skills
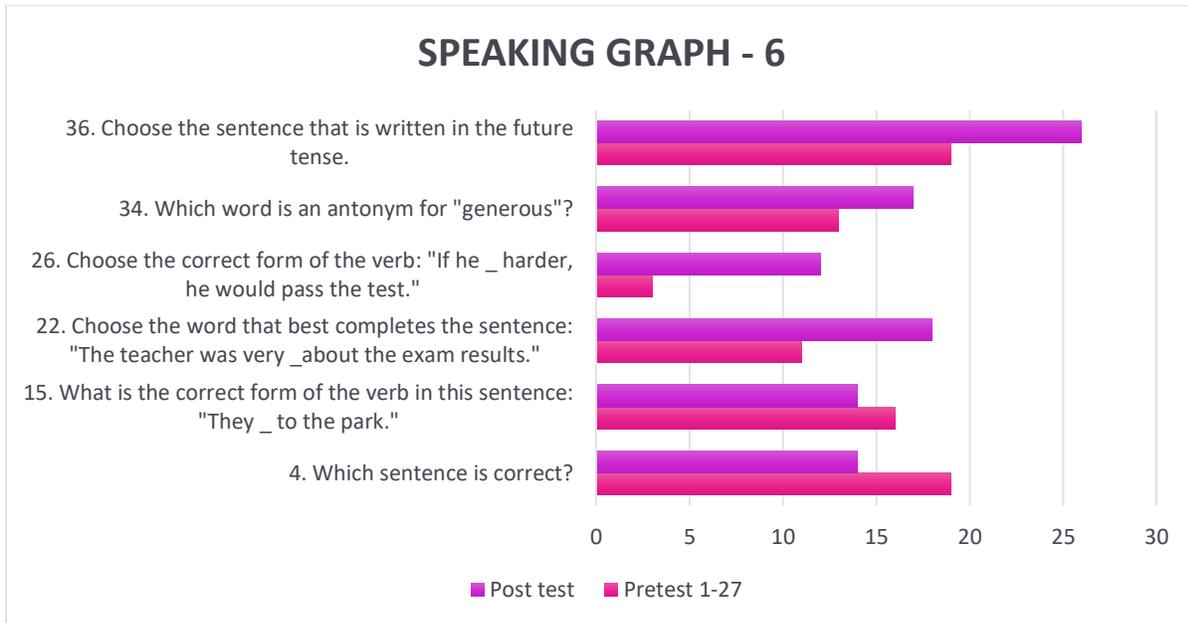
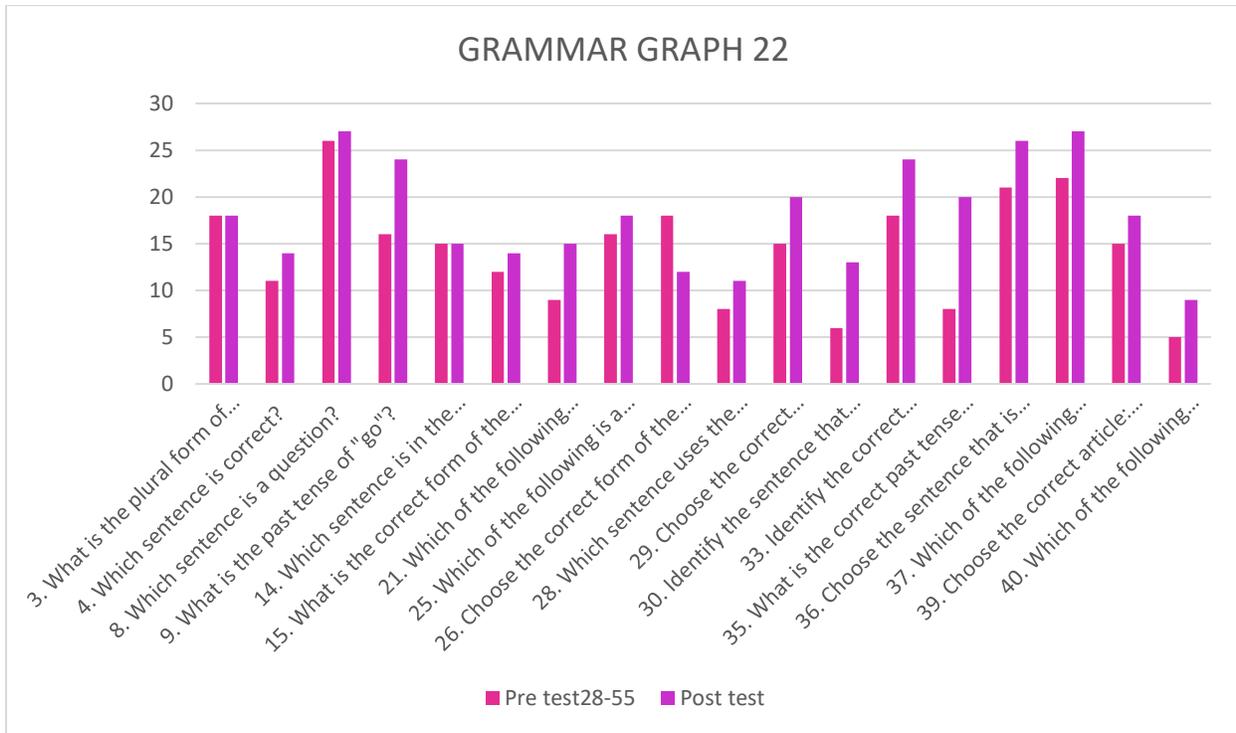**Source: Pre-test Vs Post test applied to first year students UNAN, CUR Matagalpa.**

Note: Comparison of Speaking Skills in Pre-Test and Post-Test for Group 1

Regarding the six speaking items, the post-test results consistently exceed the pre-test scores, in question 36 (future tense) and question 22 (contextual vocabulary) while the remaining questions show moderate but consistent improvement. No item shows decline indicating positive progress in students' ability to comprehend and respond to oral questions. According to Garni (2019), communicative language teaching activities significantly enhance students' speaking skills. This is supported by the graph results.

Figure 4

Reading graph, language skills.

READING GRAPH - 11

Source: Pre-test Vs Post test applied to first year students UNAN, CUR Matagalpa.

Note: Comparison of reading Skills in Pre-Test and Post-Test for Group 1

Most of the items show an increase in correct responses in the post-test compared to the pre-test The results for this skill are particularly notable as they reflect strong performance in both the pre-test and post-test. Students improved their ability to understand words' meanings through context. These findings align with Li et al. (2022) who reported that explicit instruction in reading strategies significantly enhance students' understanding performance.

Figure 5

Writing graph, language skills

WRITING GRAPH - 16

Categories (x-axis):
- 3. What is the plural form of "child"?
- 9. What is the past tense of "go"?
- 10. Which word is an adjective?
- 12. Which of these is a verb?
- 14. Which sentence is in the present tense?
- 30. Identify the sentence that contains a spelling error.
- 40. Which of the following sentences is in the correct conditional form?
- 35. What is the correct past tense of the verb "to run"?
- 39. Choose the correct article: "She adopted _ dog from the shelter."

Legend: ■ Pretest 1-27 ■ Post test

Source: Pre-test Vs Post test applied to first year students UNAN, CUR Matagalpa

Note: Comparison of Writing Skills in Pre-Test and Post-Test for Group1

According to Sari (2023), writing plays a vital role in communication, as it reflects both the individuals´ thought process and their ability to express ideas effectively.

This graph illustrates generally low scores in both the pre-test and post-test, except for a few items, specifically Questions 9, 10, 12, and 35, where most students responded correctly.

Figure 6:

 Grammar, language area

GRAMMAR GRAPH 22

Source: Pre-test Vs Post test applied to first year students UNAN, CUR Matagalpa.

Language area, Grammar

During the implementation of strategies such as gamification, the results were positive.

According to Li, Hew, and Du (2024):

> Game elements such as leader boards may fulfill students´ need for competence by visually showing their achievement with respect to other people; group competition may fulfill students' need for relatedness to a team, while providing students with various badge choices can help fulfill students' need for autonomy. (pp 766)

The graph reflects the progress made from the pre-test to the post-test, indicating improved performance following the intervention.

Figure 7

Vocabulary graph, language area
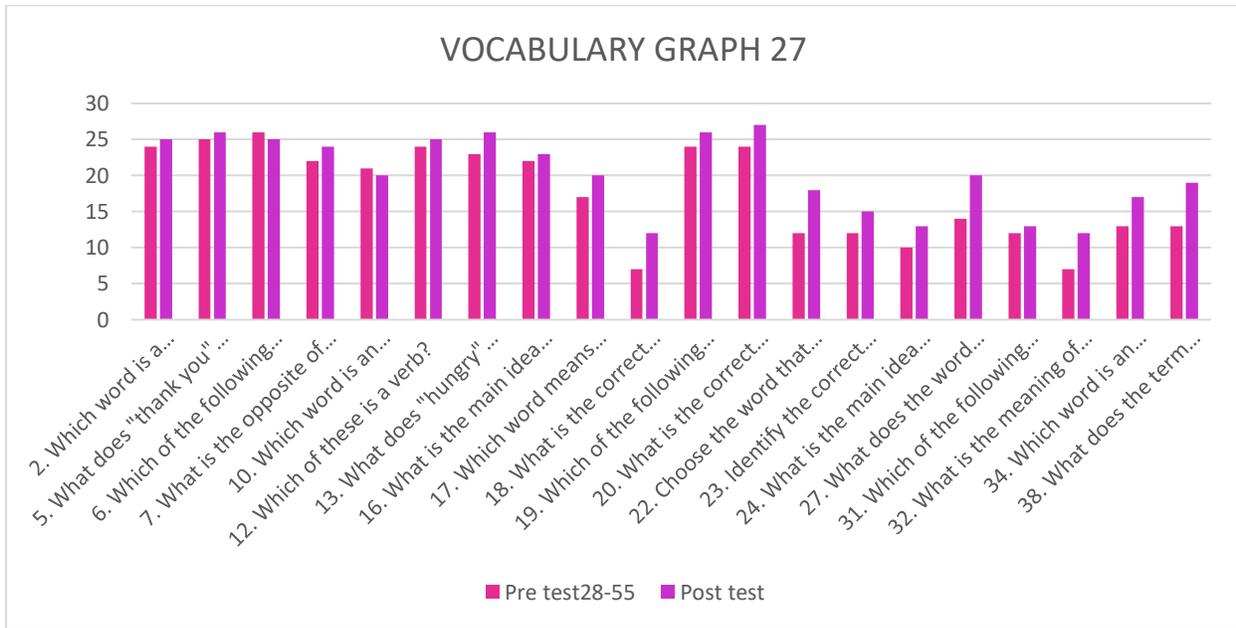
Source: Pre-test Vs Post test applied to first year students UNAN, CUR Matagalpa.

This graph shows an increase in the post-test results. According to the research and collected data, students demonstrated improvement in their vocabulary over the course of the semester. While the pre-test results already indicated positive performance in speaking tasks, the post-test results show a noticeable improved.

Figure 8:

Translation graph, language area

Translation Graph 32
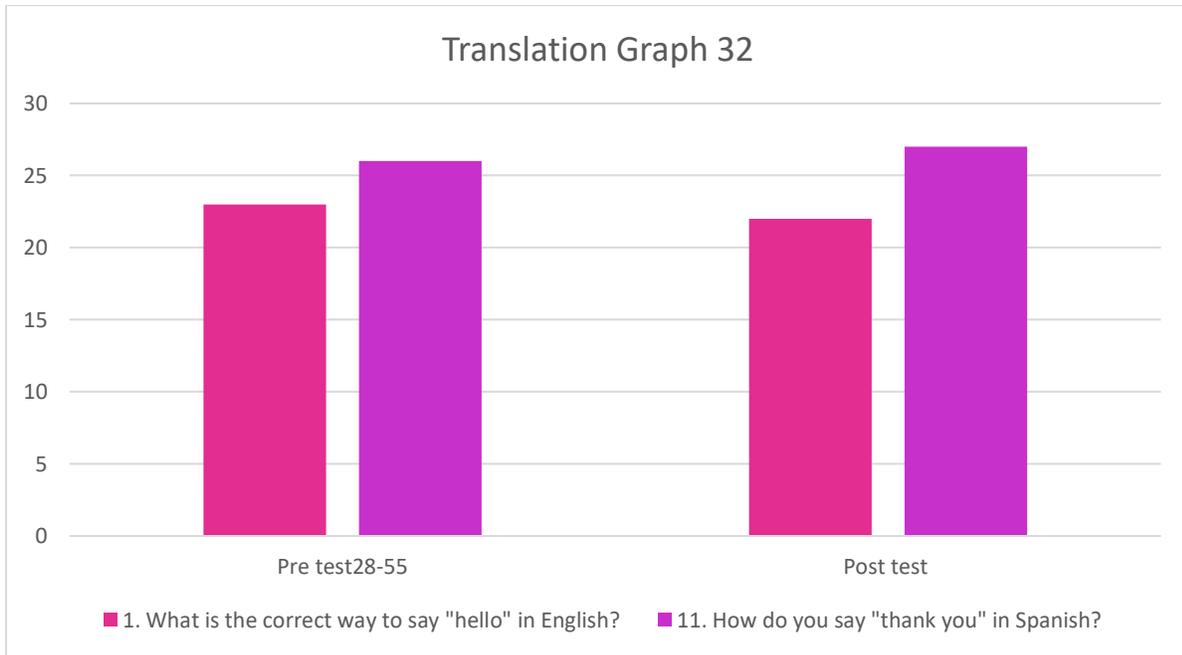
Source: Pre-test Vs Post test applied to first year students UNAN, CUR Matagalpa.

In this section of the pre- and post-test, the language area related to translation included questions 1 and 11. The results show a clear improvement from the pre-test to the post-test. According to research, when learners are consistently exposed to comprehensible input, it enhances their ability to understand, remember, and use the language effectively (as cited in Gultekin, 2021). Moreover, incorporating translation with careful planning contributes to more meaningful learning experiences and motivates students to take a more active role in their own language development (as cited in Gultekin, 2021).

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4.2 Discussion of the results

The purpose of this study was to identify the effects of oral interaction activities on the speaking fluency of first-year English degree students at UNAN–CUR Matagalpa, in addition the hypothesis proposed that these activities would significantly enhance students´ speaking performance.

The analysis of the four language skills listening, speaking, reading, and writing guides to important insight into how the intervention influenced students´ linguistic development and how these results relate to the study's focus on speaking fluency, These results are consistent with Yu (2008), who emphasizes that regular interaction in English enables learners to internalize linguistic patterns and gradually develop greater confidence as speakers.

The findings presented in this chapter seeks to determine if the implementation of oral interaction activities will significantly enhance the speaking performance of first-year English students at UNAN-CUR Matagalpa.

Objective 1

To identify the effects of oral interaction activities on the speaking fluency of first-year English degree students.

Throughout the intervention, students participated in structured group activities aimed at fostering fluency, accuracy, and communicative competence. In addition to the quantitative data obtained from the tests, qualitative observations were conducted during the intervention sessions to assess students' engagement, participation levels, and progress in oral communication. These observations provided valuable insights into learners' attitudes toward the activities, their willingness to interact, and the challenges encountered during the process. Yu (2008) explored interaction in EFL classroom identified teacher-learner interaction as an essential component for improving oral fluency, the study highlights that the regular use of English communicative exchanges help learners internalize language patterns and develop greater confidence.

In the context of the present study speaking was the skill with the lowest improvement, although this data results indicates progress rather than regression in learning, the minimal enhancement suggests that students experience greater challenges in this area. Therefore, speaking requires more focused attention and additional strategies to foster significant development, one of the main

limitations of this study was the short duration of the intervention, as a longer period of implementation could have allowed for more consistent and observable results. On the other hand, throughout the interventions, a high level of student interest in speaking English was observed. Learners frequently highlighted expressions or new vocabulary introduced in the activities, demonstrating genuine engagement and a desire to understand and use the language beyond the requirement of the tasks.

Objective 2:

To compare students' speaking performance before and after the implementation of oral interaction activities.

The results in four skills illustrate a positive outcome, for instance listening results suggest a positive change after implemented activities, students demonstrated a noticeable improvement in their listening comprehension. The result aligns with the study's objective to improve language proficiency through targeted oral interaction strategies. According to Movva (2022), Listening is a fundamental ability, along with speaking, reading, and writing, that is used in daily communication. It's crucial since it's the first skill people learn or acquire, and it's the most widely used communication skill. Listening is an essential part of communication.

Listening activities were implemented through the picture description strategy, in which one student read a paragraph aloud while the rest of the group listened attentively in order to guess or identify key details. This method required students to associate vocabulary with context and narrative flow, ultimately guiding them to comprehend and respond correctly. Such interactive activities not only enhanced listening skills but also fostered meaningful student interaction and engagement.

In reading skill notable improvement was observed demonstrated increase from 31.85% in the pre-test to 36.27% in the post-test, with a difference of 4.42 percentage points. This result clearly shows the students' enhanced ability to comprehend written information. The data indicates a great advancement in reading comprehension, highlighting the effectiveness of the strategies applied during the learning process.

The writing skill showed moderate improvement, although there is evident progress, the data suggests that students still face challenges in this area. Therefore, it is necessary to implement reinforcement strategies to support further development in writing proficiency.

Furthermore, during the implementation of instructional strategies, students did not exhibit difficulties in reading or understanding the meaning of the tasks. They consistently demonstrated a good level of comprehension when engaging with short texts. It is important to highlight that, throughout the interventions, the researcher intentionally avoided using complex texts to ensure accessibility and support successful task completion, especially considering the limited time available for students to complete the activities.

The analysis of the four language skills, listening, speaking, reading, and writing, reveals varying degrees of progress among students.

Overall, the results reflect meaningful advancement in language proficiency, though they also highlight the necessity of focusing more attention on productive skills, particularly speaking and writing, in future instructional planning.

During classroom activities such as picture description and the use of thinking maps, students demonstrated notable engagement. In the picture description tasks, they were encouraged to describe the images in their own words and infer vocabulary, promoting active language use. Similarly, the thinking map activity required students to identify the central idea of a paragraph and collaboratively fill in categories such as adjectives, verbs, subjects, and the main idea. These tasks were carried out in a collaborative and interactive manner, enhancing both comprehension and vocabulary development.

4.3 Limitations

The study faced several limitations that should be considered when interpreting the result; first the duration of each intervention was limited to 20 minutes which occasionally restricted students´ concentration and their ability to fully engage in the activities. Second, students´ participation in the pre-test and post-test was not mandatory, resulting in 27 students completing the post-test, compared to 90 students who completed the pre-test. To address this discrepancy, the pre-test data were divided into three groups and compared with the 27 post-test participants. Consequently, the

findings and their analysis were generalized following a positivist paradigm to ensure a systematic interpretation of the results.

These limitations suggest that while the study provides valuable insight into the effects of oral interactions activities, the results were interpreted with caution. Future studies could benefit from longer intervention periods and strategies to increase post-test participation, would likely generate more robust and generalizable findings.

Oral production is a crucial goal in EFL classrooms; however, many students struggle with speaking due to factors such as anxiety, lack of motivation, and external distractions. While interaction-based activities are suggested to improve the performance in oral production in EFL students, there is limited research on their specific impact on students´ oral proficiency. This study seeks to analyze how oral interaction activities can enhance students´ oral production and engagement, despite classroom challenges.

Additionally, with the constant evolution of technology, teachers must work hard to capture students' attention and achieve the group's goals. It is important to avoid distractions such as cell phones that can hinder the teacher's efforts.

V. Conclusions and Recommendations

5.1 CONCLUSIONS

1. The findings of this study demonstrate that the implementation of oral interaction approaches has a positive and significant impact on the development of speaking skills among EFL learners: using interactive strategies such as interview, picture description, gamified activities, and collaborative tasks, students were encouraged to actively engage in meaningful communication. Creating a classroom atmosphere where students feel encouraged to interact with peers and teachers is essential for promoting effective communication skills. Commitment guide students in language learning, influencing their wiliness to engage in communicative task and persist through challenge.

2. Moreover, the consistent application of communicative techniques contributes to creating a supportive classroom environment where students felt safe to express themselves, make mistakes, and interact with their peers. This not only fostered their linguistic competence but also promoted essential such as collaboration, critical thinking, and problem solving.

3. The enhancement observed in the language domain from the pre-test to the post-test indicates that interactive classroom activities including picture description, thinking maps, and gamification effectively improve students´ speaking performance. Engaging learners in tasks that promote vocabulary, collaboration and active language use, boost comprehension and production of the target language. These findings correspond with research that emphasizes the importance of comprehensive input and meaningful learning experiences in developing speaking skills.

4. The result indicates that the oral interaction activities designed for this study had a positive effect on first-year English Degree students´ ability to understand and respond to oral questions, demonstrating the effectiveness of the implemented activities. Observation during the classroom sessions suggests that collaborative nature of the activities encouraged students' participation and oral practice. Future research could

investigate additional strategies to further enhance speaking production, including the integration of technology to support interactive learning experiences.

5.2 Recommendations

Based on the findings related to the research based on the effect of oral interaction activities to enhance the speaking production on English Learners at the English program in UNAN Managua, CUR Matagalpa; the following recommendation are proposed to improve oral interaction in EFL classroom:

1. During the intervention the researcher find the crucial importance to create spaces where students interact with the teacher in the target language and not just exchange information, in this sense will increase opportunities for peer interaction to strengthen comprehension and usage, moreover, these activities must be aligned with the students´ proficiency level and learning objectives, and implemented progressively to build confidence and fluency.

2. Improvement in students´ speaking performance was observed after the implementation of oral interaction activities as evidenced by the comparison of pre-test results. It is recommended that educators regularly monitor students´ speaking development using performance-based tasks and rubrics that focus on fluency, pronunciation, coherence, and interaction. This data-driven approach allows educators to adjust activities and teaching methods to better support students´ oral language needs, incorporate varied oral tasks that simulate real-life communication to further boost fluency and accuracy.

3. Insights on the teaching approaches and activities used by first-year English teachers at UNAN Managua, CUR, Matagalpa; It is recommended that the institution promote ongoing professional development focused on communicative and student-centered methodologies.

4. It is also recommended that future studies extend the duration of interventions to better asses the long-term effects of oral interaction activities on students´ speaking proficiency. A longer study would allow learner more time to internalize the strategies and demonstrate measurable progress, which is an essential step in the learning process.

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Appendix

Appendix A1

Dra. Martha González

Directora del Conocimiento UNAN-CUR Matagalpa

Reciba un cordial saludo compañera González.

Por medio de la presente me dirijo a usted de manera respetuosa para solicitar permiso, para realizar mi tesis con la colaboración de los estudiantes de primer año de la carrera de Inglés con el objetivo de optar al título de Máster en Didáctica del Inglés.

El tema de mi tesis es: Efectos de las actividades de interacción oral para mejorar la producción oral en estudiantes de primer año de la carrera de Inglés de la UNAN-CUR Matagalpa.

De antemano agradezco su colaboración y apoyo para lograr culminar mis estudios de manera exitosa en ésta alma máter.

Se extiende la presente solicitud a los veintidós días del mes de mayo del año 2024, en la ciudad de Matagalpa.

Saludos cordiales.

Msc. Leda Minerva González Carrillo

Appendix A2

Msc. César López Soza

Departamento de Inglés UNAN-CUR Matagalpa

Reciba un cordial saludo estimado maestro César.

Por medio de la presente me dirijo a usted de manera respetuosa solicitando permiso, para realizar actividades relacionadas con mi tesis; donde necesito la colaboración de los estudiantes y maestros de primer año de la carrera de Inglés, del turno diurno y dominical, también, solicitar información . relacionada con el programa de la carrera.

Es importante recalcar que toda la información requerida será estrictamente para fines investigativos.

El tema de mi tesis es: Efectos de las actividades de interacción oral para mejorar la producción del habla en estudiantes de primer año de la carrera de Inglés de la UNAN-CUR Matagalpa, ésta tesis es con el objetivo de optar al título de Master en Didáctica del Inglés

De antemano agradezco su colaboración y apoyo para lograr culminar mis estudios de manera exitosa en ésta alma máter.

Se extiende la presente solicitud a los veintidós días del mes de mayo del año 2024, en la ciudad de Matagalpa.

Saludos cordiales.

Msc. Leda Minerva González Carrillo

Appendix A3

Msc. Mauricio Alvarado

Departamento de Inglés UNAN-CUR Matagalpa

Reciba un cordial saludo estimado maestro Alvarado.

Por medio de la presente me dirijo a usted de manera respetuosa solicitando permiso, para realizar actividades relacionadas con mi tesis; donde necesito la colaboración de los estudiantes y maestros de primer año de la carrera de Inglés, del turno sabatino, también, solicitar información relacionada con el programa de la carrera.

Es importante recalcar que toda la información requerida será estrictamente para fines investigativos.

El tema de mi tesis es: Efectos de las actividades de interacción oral para mejorar la producción del habla en estudiantes de primer año de la carrera de Inglés de la UNAN-CUR Matagalpa, ésta tesis es con el objetivo de optar al título de Master en Didáctica del Inglés

De antemano agradezco su colaboración y apoyo para lograr culminar mis estudios de manera exitosa en ésta alma máter.

Se extiende la presente solicitud a los veintidós días del mes de mayo del año 2024, en la ciudad de Matagalpa.

Saludos cordiales.

Msc. Leda Minerva González Carrillo

22/05/2024

Appendix A4

Validity of Instrument

Puebla, Pue. Mexico, April 24th, 2025

Dear Leda Minerva González Carrillo,

 I have read and revised the instrument **English Diagnostic test: Adapted Diagnostic Test** and I consider that the instrument meets the requirement to be an instrument to measure the abilities of students enrolled in an English course at the UNAN CUR-Matagalpa. I also consider it as a valid instrument to carry out the research titled: The effects of Oral Interaction Activities to Enhance the Speaking Production of English Learners at the English program in UNAN CUR-Matagalpa.

The study seems to be relevant to improve the English learning process of students of the Institution.

Sincerely,

Dr. Leticia Araceli Salas Serrano
Coordinator of the MA in English Teaching
BUAP
https://lenguas.buap.mx/mei
aracelisalas@yahoo.com

Appendix B1

CENTRO UNIVERSITARIO REGIONAL

CUR- MATAGALPA

Informed Consent Form

Dear Student you are invited to participate in this Diagnostic test to be part of the research titled:

Effects of Oral Interaction Activities on Enhancing Speaking Production in EFL Learners of English degree of 1st year at UNAN CUR-Matagalpa during the second semester of 2024.

I will appreciate your participation and collaboration in signing this Informed consent form. Your participation in this activity is voluntary and you may anytime to refuse to take part in this research. In case you do wish to withdraw, please let me know.

I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks and methods of this research.

In addition, I consent to:

> Photos of any part of or all research activities (if applicable)
> publication of results from this study on the condition that my identify will not be
>> revealed.

Appendix B2

UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

CENTRO UNIVERSITARIO REGIONAL

CUR- MATAGALPA

Formulario de Consentimiento Informado

Estimado Estudiante se le invita a participar en actividades pedagógicas para ser parte de la investigación titulada: Efectos de las Actividades de Interacción Oral en el Mejoramiento de la Producción Oral en Estudiantes de Inglés como Lengua Extranjera en la Licenciatura en Inglés de primer año, de la UNAN CUR-Matagalpa durante el segundo semestre de 2024.

Agradeceré su participación y colaboración al firmar el presente consentimiento informado. Su participación en esta actividad es voluntaria y usted puede en cualquier momento negarse a participar en esta investigación. En caso de que desee retirarse, por favor hágamelo saber.

He tenido la oportunidad de hacer preguntas sobre esta investigación y he recibido respuestas satisfactorias. Comprendo los objetivos generales, y los métodos de esta investigación.

Además, doy mi consentimiento para:

- Fotografías de alguna parte o de todas las actividades de la investigación (si procede)

- Actividades pedagógicas relacionadas con la investigación.

- La publicación de los resultados de este estudio con la condición de que no se revele mi identidad.

Appendix B3

Doy mi consentimiento para foto que
se tomará de mi grupo de 1er año
de la carrera de Inglés.
   Este documento (foto) será únicamente
para fines investigativos.

Anthony Williams Moreno Martínez   *Martínez*
Gimena de Fátima Gutiérrez García   Gimena G.
Juneyling Belén Zeledón Martínez.   *Zeledón*
Sadie Vanessa Funes García.   SVFG.
Amy Julissa Flores Hernández   *Amy flores*
Jeismy Jarieta Briones Medrano   *Briones*
Kleymer Eroc Vinega Herrera   *signature*
Eymi Lisseth Montenegro cruz   *signature*
Mabeth Hernández.
Sergio Noel Meza Laguna   *signature*
Orlando Josué Navas Aráuz.   *signature*
Ariana Margarita Aguinaga Pérez   *Aguinaga*
Hellen Alassiel Aguilar Suazo   *Hellen*
Carol Gissell Buzo González.
Maria Nathalia Buzo Gonzalez   *Maria*
Yahel Denisse Pastora Valdivia   *signature*
Keyling Sofía Meza García   A.M.   *signature*
Nayeli Maricela González Stutzer   *signature*
Luz Elena Laguna Rodríguez   *signature*
Betsy Priscila Castillo Jarquín   *Betsy*

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Marding Jaritza Iraç Herrera   Marding l
                                 Herrera
Lizeth de los Ángeles Palacios Juárez   Lizeth P.J.

Beikys Johelia Castillo Mejia

Elizabeth Rodriguez Ruiz   Elizabeth R. R.

Ivania Vanessa Hernández López

Diana Del Carmen Ortiz Escobar   D.C.O.E

Maricela del Carmen Gonzalez Reyes   Maricela

Iosa Tatiela Duarte.

Walkiria Vanessa Hernández Vargas

Yodis García

Yaren Yassiel Hernández Rizo. Y YHR

Maria Dolores Berrios Navarrete

Hazel Gabriela Delgado Zeledón   Hazel G. Delgado

Santos Ariel Tórrez Valle

Nilyen Yabriela Garcia Blandón

Josling Alicera Granados

Diego Manuel Tórrez Vivas.

Diana Arisleydi Castellón Álvarez.   Diana Castellón Á.

Fanny Michell Sequeira Blanchard

Francisco Javier Pérez

Ana Belén Blandón Chavarría

Jasson Ariel Cardoza López

Kelum Josue Martinez López

Bayardo Rene Perez

Damaris Lourdes Rocha Sotelo

Jarnia Exania Ubeda Castillo

Degnis Antonio Rocha Melgara

Keyling Merari Vallejos Valle

Gabriela Hernández Romus

Deyling Jaiquin Manferrer

Nidia Elizabeth S

Dina Aleka Arceda Perez

Katein del Socorro Garcia Hernandez

Pahola Grisseu Sánchez Rios   Pahola Grisseu SR.

Aheyda Francisca Cinco Castillo

Tubian santigo escoto Castillo

Elias Nalannel Cisneros velasquez

Massiel del Carmen Mairena Mendoza

Idalia Maria Soto Fernández

Telisa Marialy Cruz Sequeira.

Neyda Eleana Contreras Lanzas   A.E.C.L.

Mayerling Maysli Diaz Arbula   mayuli. D.A

Gilbert Stiven flores Hernández

• Jesús Daniel Añoz Orozco.

· Joseling Tatiana Sequeira Rodriguez

· Mabel Tatiana pineda castro

Josseling Massiel Soza Centeno

· Ana sofia Averruz Averrul   Ana sofia AVERRUC

• sheyly Nahomy Lodisiga Valle   sheyly Nahomy L.U.

· Pedro Pablo Sánchez Gómez

· Jayson Josue Gaitán Martinez. J-J-4-M.

· David Samir Meza Vilchez

· Hazell Massiel Hernandez Granados   H.M.H. G

· mónica José Forgos zulllega   mónica JE vlleya.

· Ana moria zapata Jarquin   A.M.Z.J.

– Alba Daniela González López   A-D-B-L.

– Javier Jose Solano Lanzas

Juelis Castro vianianly   Juelis

– Erenia Gilbarth Ruggama   E.G.R

– Denisse Tomarys Mendoza Jarquin.

– Aridbell Espinoza Jarquin

– Ana Belén Jarquin González   A Belén JG.

– Anddy Josue Castro López

AppendixB5

Dignova Marín

Yencuith Marcela Valle Lackwood.

Hasling Josmary Calero Ríos

Henry Eduardo Carrasco Aguirre   Henry.E Carrasco

Appendix C1

CENTRO UNIVERSITARIO REGIONAL-MATAGALPA

English Diagnostic test

Adapted Diagnostic Test[1]

Dear learner, Thank you for taking this diagnostic test. The information you provide will be used exclusively for research purposes related to my thesis on the effects of oral interaction activities on enhancing speaking production in EFL learners of English at UNAN CUR-Matagalpa during the second semester of 2024.

Read the following statements and circle the correct answer

Section 1
Choose the answer that best responds to the question or completes the statement.
. What is the correct way to say "hello" in English?
a. Bonjour
b. Hola
c. Hello
d. Ciao

2. Which word is a synonym for "happy"?
a. Sad
b. Angry
c. Joyful
d. Tired

3. What is the plural form of "child"?
a. Childs
b. Children
c. Childers
d. Childes

4. Which sentence is correct?
a. She go to the store.
b. She goes to the store.

---

[1] This test was adapted from various sites and diagnostic test samples considered contextual nuances and potential test takers.

c. She going to the store.
d. She gone to the store.

5. What does "thank you" mean?
a. Goodbye
b. Please
c. To show gratitude
d. Hello

6. Which of the following is a color?
a. Apple
b. Run
c. Blue
d. Quickly

7. What is the opposite of "big"?
a. Large
b. Small
c. Heavy
d. Tall

8. Which sentence is a question?
a. She likes ice cream.
b. Do you like ice cream?
c. I like ice cream.
d. They like ice cream.

9. What is the past tense of "go"?
a. Go-ed
b. Went
c. Gone
d. Going

10. Which word is an adjective?
a. Quickly
b. Beautiful
c. Run
d. Here

11. How do you say "thank you" in Spanish?
a. Merci
b. Gracias

c. Danke
d. Arigato

12. Which of these is a verb?
a. Table
b. Run
c. Blue
d. Happy

13. What does "hungry" mean?
a. Full
b. Wanting food
c. Tired
d. Happy

14. Which sentence is in the present tense?
a. I will eat.
b. I ate.
c. I eat.
d. I have eaten.

15. What is the correct form of the verb in this sentence: "They _ to the park."
a. Go
b. Goes
c. Gone
d. Going

16. What is the main idea of a text?
a. A summary of events
b. The most important point
c. A list of characters
d. The conclusion

17. Which word means "not old"?
a. Young
b. New
c. Fresh
d. Recent

18. What is the correct way to ask for help?
a. Help!
b. I need help.

c. Help me please.
d. All of the above.

19. Which of the following is a question word?
a. Dog
b. Where
c. Quickly
d. Beautiful

20. What is the correct response to "How are you?"
a. I am a student.
b. I am fine, thank you.
c. I live in New York.
d. I like pizza.

Section 2
Choose the answer that best responds to the question or completes the statement.

1. Which of the following sentences is grammatically correct?
a. She go to the store every Saturday.
b. She goes to the store every Saturday.
c. She going to the store every Saturday.
d. She gone to the store every Saturday.
2. Choose the word that best completes the sentence: "The teacher was very _about the exam results."
a. pleased
b. please
c. pleasing
d. pleas

3. Identify the correct synonym for "benevolent."
a. malevolent
b. kind
c. indifferent
d. selfish

4. What is the main idea of the following passage? "The sun was setting behind the mountains, casting a golden hue over the valley."
a. The sun is a powerful force.
b. The valley is a beautiful place.
c. Mountains are difficult to climb.
d. The time of day is important.

5. Which of the following is a compound sentence?
a. The cat slept on the mat.
b. The cat slept on the mat, and the dog lay next to it.
c. The cat is sleepy.
d. Sleepy cats are cute.

6. Choose the correct form of the verb: "If he _ harder, he would pass the test."
a. studies
b. studied
c. study
d. studying

7. What does the word "meticulous" mean?
a. Careless
b. Detailed
c. Quick
d. Hesitant

8. Which sentence uses the passive voice?
a. The chef prepared the meal.
b. The meal was prepared by the chef.
c. The chef is preparing the meal.
d. The chef prepares the meal.

9. Choose the correct preposition: "She is interested _ learning new languages."
a. in
b. on
c. at
d. of

10. Identify the sentence that contains a spelling error.
a. The weather was beautiful.
b. The children played outside.
c. She received a compliment.
d. He was very excided   about the news.

11. Which of the following is an example of an adverb?
a. Quickly
b. Happy
c. Beautiful
d. House

12. What is the meaning of the idiom "to hit the nail on the head"?
a. To make a mistake
b. To be very accurate

c. To take action
d. To be confused

13. Identify the correct conjunction to complete the sentence: "I wanted to go for a walk, _ it started raining."
a. but
b. and
c. or
d. so

14. Which word is an antonym for "generous"?
a. Selfish
b. Kind
c. Giving
d. Charitable

15. What is the correct past tense of the verb "to run"?
a. Runned
b. Ran
c. Running
d. Runs

16. Choose the sentence that is written in the future tense.
a. She is reading a book.
b. She reads a book every night.
c. She will read a book tomorrow.
d. She has read a book.

17. Which of the following sentences is a question?
a. I love ice cream.
b. Do you love ice cream?
c. Ice cream is delicious.
d. Loving ice cream is fun.

18. What does the term "cliché" refer to?
a. A unique idea
b. A popular phrase that is overused
c. A rare event
d. A type of literature

19. Choose the correct article: "She adopted _ dog from the shelter."
a. a

b. an

c. the

d. none

20. Which of the following sentences is in the correct conditional form?

a. If I was rich, I would travel the world.

b. If I were rich, I would travel the world.

c. If I am rich, I would travel the world.

d. If I rich, I will travel the world.

Appendix C2

Determining proficiency level: Test takers who respond correctly to any number from 1-20 in section 1 can be placed at a beginner level proficiency. Test Takers who respond correctly to ALL section 1 plus any number of questions 21-40 in section 2 can be placed in the intermediate proficiency level. Any test takers who get a full score of 80 should be tested with an additional assessment tool to establish proficiency level.

Answer Key Section 1

1. c. Hello
2. c. Joyful
3. b. Children
4. b. She goes to the store.
5. c. To show gratitude
6. c. Blue
7. b. Small
8. b. Do you like ice cream?
9. b. Went
10. b. Beautiful
11. b. Gracias
12. b. Run
13. b. Wanting food
14. c. I eat.
15. a. Go
16. b. The most important point
17. a. Young
18. d. All of the above.
19. b. Where
20. b. I am fine, thank you.

Answer Key Section 2
1. b. She goes to the store every Saturday.
2. a. pleased
3. b. kind
4. b. The valley is a beautiful place.
5. b. The cat slept on the mat, and the dog lay next to it.
6. b. studied
7. b. Detailed
8. b. The meal was prepared by the chef.
9. a. in
10. d. He was very excited about the news.
11. a. Quickly
12. b. To be very accurate
13. a. but
14. a. Selfish
15. b. Ran
16. c. She will read a book tomorrow.
17. b. Do you love ice cream?
18. b. A popular phrase that is overused
19. a. a
20. b. If I were rich, I would travel the world.

Appendix C3

Chart activities applied and date of the interventions.

Activity	Objetives	Date of implementation	Participants	Key findings
Pre test	To assess the initial level of English knowledge.	August 14th, 24th, 25th	First years regular, Saturday and Sunday course.	Students demonstrate stronger performance on vocabulary-related questions within the language area compared to those assessing speaking skills
Top secret Partner Interviews	To promote oral interaction through Peers Intera ction¨ Top secret Interview¨	October 12th, 13rd	Saturday and Sunday course	These types of activities promote interactive dialogue in which students feel comfortable and confident. By listening to their peers, responding, asking questions, and taking turns to express their thoughts and feelings, learners actively engage in meaningful communication.
Game: Truth or Dare	To enhance oral skills using gamification strategy.	October19th, 20th	Saturday and Sunday course	This activity proved to be highly effective, as it helped students foster a relaxed atmosphere and demonstrated their enthusiasm for answering questions they found both amusing and engaging, making language practice enjoyable and meaningful
Picture description	To Promote oral peers' interaction through the picture description activity.	October 27th, 28th	Saturday and Sunday course	This activity required greater creativity and the use of language skills, particularly vocabulary. It also demanded a degree of autonomy from each student to complete the task and contribute meaningfully to its success. Some students naturally assumed leadership roles, guiding their peers and encouraging them to participate actively.
Game base learning: Describing and guess	To promote collaborative learning to enhance oral production, listening, Reading	November 09th, 10th	Saturday and Sunday course	During this intervention, students demonstrated genuine enjoyment as they attempted to interpret their partners' messages. In some cases, slight support such as translating specific words was necessary to

	comprehension through riddles.			grasp the intended meaning. Nevertheless, students remained eager and motivated to solve the riddles throughout the activity.
Thinking map	Encourage oral interaction between peers to express and sharing ideas.	November 23rd, 24th	Saturday and Sunday course	Through this activity, students were highly engaged due to the relevance of the topics discussed, such as movies, personal experiences like camping, or reading a book. They were encouraged to share their experiences and beliefs related to these activities. At the end, they completed the task using a thinking map, which allowed them to organize and express their ideas effectively.
Post test	Assess students to determine whether the activities carried out were effective in improving English language production.	November 29th, 30th	First years regular, Saturday and Sunday modalities	Students showed improved performance in the post-test, with particularly high scores in both the language area and language skills components. These results highlight the importance of incorporating communicative activities in the classroom, especially those that are relevant to students' interests. Such activities foster engagement with the language, promote collaboration, and encourage learners to approach assignments with a meaningful learning mindset rather than simply completing tasks for compliance.

Appendix C4

Lesson plan for each activity

UNIVERSIDAD
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UNAN-MANAGUA

LESSON PLAN

Course name:	Institution: UNAN-CUR Matagalpa	City: Matagalpa
Date: 12, 13 Oct	Time: 8:00am	Length: 20 minutes
Year: 1st	Age:	
Communicative aim of the lesson: To promote oral interaction through Peers Interaction¨ Top secret Interview¨		
Top secret Partner Interviews This activity promotes interactive learning, this make students deal with some topics that recently is taking attention, and make students respond and allow them to formulate new questions or have the conversation flowing. This activity requires students actively pay attention and think critically, indeed improve their oral interaction skills.		
Strategy: Interactive Learning		

INSTRUCTION:

1. Split the classroom into habitual groups.

2. Explain to the students that they will work together to create a conversation collaboratively from a given questionnaire.

3. Each student will add an answer or questions, and continue the conversation.

Materials

-Printed questionnaire.

Assessment

The teacher will evaluate the student´s performance, in terms of listening and speaking skills.

Did Students feel engaged with this activity?

Did students listen actively and respond appropriately the question?

Did pupils ask and answer relevant questions?

TOP SECRET INTERVIEW

1. What is your favorite subject?

2. What is the most embarrassing thing that has ever happened to you in class?

3. If you could swap lives with a famous person for a week, who would it be? What's the first thing you'd do?

4. Do you use any AI to achieve your assignments?

5. what is your favorite AI to use and why?

6. How do you think technology is impacting in the education?

7. Do you think AI could replace teachers in the future? Why or why not?

8. Do you think that storytelling an AI could be a combination?

FAMOUS PEOPLE

Appendix C5

UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

LESSON PLAN

Course name:	Institution: UNAN-CUR Matagalpa	City: Matagalpa
Date: 19, 20 Oct	Time: 8:00am	Length: 20 minutes

Year: 1st	Age:		

Communicative aim of the lesson:

To enhance oral skills using gamification strategy.

Game: Truth or Dare

GAMMIFICATION
The main purpose of this activity is to promote interaction among peers, and provide pupils a natural environment where they collaborate with their partner in the solution of the game, in this way to produce the language, feel confidence and reinforce their speaking skills.
Strategy: Gamification -Truth or Dare-

INSTRUCTION:

1. Divide the classroom into habitual groups (same groups that had participated last classes) they will write their names and put this inside a bag.

2. Explain them that they will develop a game call´´ Truth or Dare´´.

3. They must choose a moderator whom make the question and have an envelope with challenges (Riddles and Tongue Twisters).

4. The moderator draws a name from the bag and make the question, if student fail then draws a challenge from the envelope.

5. When they answer the question or do the challenge, is turn to the next, again the moderator drawn another name from the bag

Materials
-Printed questions, Riddle and Tongue twisters

Assessment

The teacher and researcher will evaluate the student´s performance, in terms of listening and speaking skills.

Did Students feel engaged in the activity?

How confident did students feel in interacting with their peers?

How well did students articulate the answer and the challenges? Riddle and tongue twister?

The students feel eager to participate in answering and making the challenges?

Bibliography

Shang, S. (2023). Gamification in EFL/ESL instruction: A systematic review of empirical research. Frontiers in Psychology, 13, Article 1030790. https://doi.org/10.3389/fpsyg.2022.1030790

https://www.engvid.com/50-tongue-twisters-to-improve-pronunciation-in-english/

Questionnaire

1. what was the last movie you saw?
2. what was the movie about?
3. what was the craziest thing that you said a teacher to excuse not doing an assignment?
4. Narrate a memorable trip you took and what made it special?
5. Have you ever ghosted on someone? who?
6. When was the last time you lied, and what did you say?

DARES

TONGUE TWISTERS

She sells seashells by the seashore.

How can a clam cram in a clean cream can?

Which witch is which? (x3)

I scream, you scream, we all scream for ice cream.

I saw Susie sitting in a shoeshine shop.

I have got a date at a quarter to eight; I'll see you at the gate, so don't be late.

I saw a kitten eating chicken in the kitchen.

She sees cheese

RIDDLES

What kind of tree can you carry in your hand?

 Answer: Palm tree

A woman and 9 friends are under ONE umbrella. But nobody gets wet. Why?

Answer: Because it wasn´t raining.

What has to be broken before you can use it?

Answer: An egg.

I'm tall when I'm young, and I'm short when I'm old. What am I?

Answer: A candle.

Appendix C6

UNIVERSIDAD
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MANAGUA
UNAN-MANAGUA

LESSON PLAN

Course name:	Institution: UNAN-CUR Matagalpa	City: Matagalpa
Date: 26, 27 oct	Time: 8:00am	Length: 20 minutes
Year: 1st	Age:	
Communicative aim of the lesson: To Promote oral peers' interaction through the picture description activity. Strategy: Picture description.		
PICTURE DESCRIPTION Picture Description Describing a picture is a communicative activity that consists of producing language to describe visual material. Picture describing is one of the most valuable techniques to boost speaking skill in the EFL classroom and increase learners' involvement in the language learning process (Brown, 2007, cited by Lara A. et al, 2022)		
Strategy: Picture description		

INSTRUCTIONS:

1. Divide the classroom into habitual groups (the same groups that participated in the last class).
2. Teacher provides pictures to each participant.
3. One student begins to describe the picture while the rest of the student listen attentively.
4. Students guess the pictures described.
5. The students who guess get a prize. (Candy)
6. If no one guesses, it is time for the next picture.

Materials

-Printed images and related vocabulary to facilitate students start describing.

Assessment

The teacher and researcher will evaluate the student´s performance, in terms of listening and speaking skills.

1. Did the student produce a clear the description of each image?

2. Did students provide a complete description of the images?

3. What was the level of understanding of the students who listening their partner describe the picture?
4. Did the students stay in English during the description and then when was in their turn to guess a described picture?

5. Was the student actively involved throughout the activity?

6. How confident did students feel in interacting with their peers?

7. Did the students feel eager to participate in answering and completing the challenges?

Bibliography

Lara Velarde, A. C., Guaranga Lema, J. M., Iguasnia Guala, M. J., & Inca Guerrero, J. J. (2022). Communicative activities to enhance oral production in the EFL classroom. *Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación Humanas y Tecnologías*, *6*(1), 6–26.

VOCABULARY

DOCENT

GALLERY

VISITORS

PERMANENT EXHIBITION

COLLECTION

ARTIFACT

RESTORATION

CINEMA

VOCABULARY

SCREEN

POPCORN

BOX OFFICE

TRAILER

TICKETS

MOVIE THEATER

CAST

A MARKET

VOCABULARY

VENDOR

MERCHANDISE

BUTCHER

FLOWER STAND

SPICES

A PARK

VOCABULARY

BENCH

PLAYGROUND

STATUE

SQUIRREL

TRASH BIN

BICYCLEPATH

VOCABULARY

HABIT

ZOOKEEPER

CARNIVORE

HERBIVORE

FEEDING TIME

PETTING ZOO

PRIMATE HOUSE

BIODIVERSITY

A COUPLE

VOCABULARY

RESPECT

DEDICATION

COMMITMENT

MARRIAGE

TRUST

AFFECTION

LOVE

AI
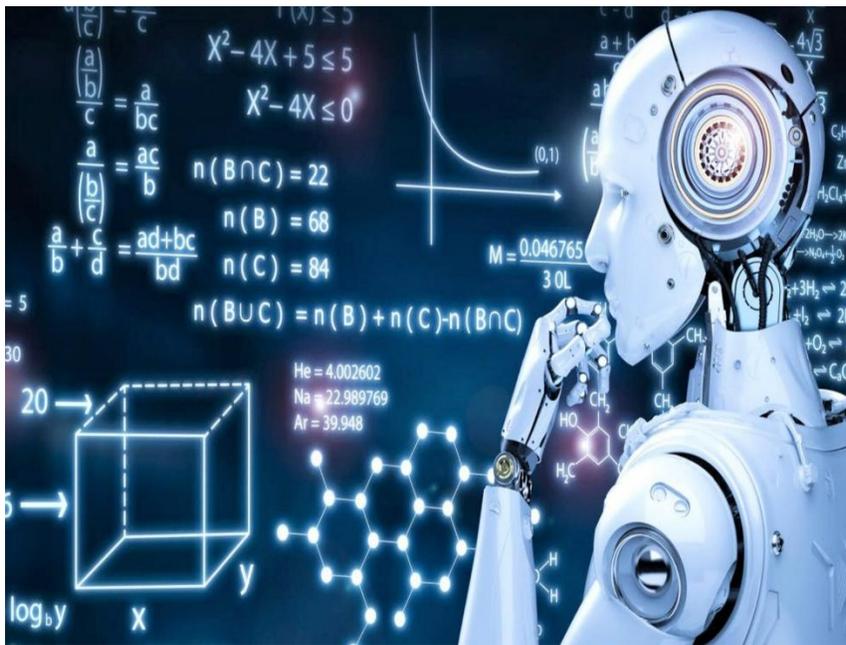
VVOCABULARY

ALGORITHM

PREDICTIVE ANALYTIC

MACHINE LEARNING

BIG DATA

CHAT GPT

ROBOTS

ANALYTIC LEARNING

Appendix C7

Rubric lesson plan Intervention: 1, 2, 3

CRITERIA	OBSERVED PERFORMANCE	YES/NO
PARTICIPATION AND INITIATIVE	Students demonstrate willingness to participate, taking initiative to formulate questions and maintain the dialogue. Some show leadership in guiding the conversation, while others participate more quietly but consistently.	
QUESTION FORMULATION	Most students are able to formulate clear and relevant questions. Some go beyond basic structures, showing creativity or depth. The complexity of questions varies according to each student's proficiency level.	
CLARITY AND COHERENCE IN RESPONSES	Responses are generally appropriate and coherent. Some students expand on their answers or connect ideas naturally, while others provide shorter or more rehearsed responses.	

USE OF ENGLISH LANGUAGE	Students make a genuine effort to use English functionally. Although grammar and pronunciation errors are present, they do not usually interfere with understanding. Gradual improvement in fluency was observed during the activity.
INTERACTION AND COLLABORATION	Students show signs of active listening, respect turn-taking, and attempt to maintain the flow of the conversation. Some are able to build upon their partners' ideas, demonstrating collaborative engagement

Appendix C8

UNIVERSIDAD
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NICARAGUA,
MANAGUA
UNAN-MANAGUA

LESSON PLAN

Course name:	Institution: UNAN-CUR Matagalpa	City: Matagalpa
Date: 09, 10 nov	Time: 8:00am	Length: 20 minutes
Year: 1st	Age:	

Communicative aim of the lesson:

To promote collaborative learning to enhance oral production.

Game: Describing and guess

GAMMIFICATION

The main purpose of this activity is to promote interaction among peers, and provide pupils a natural environment where they collaborate with their partner in the solution of the game, in this way to produce the language, feel confidence and reinforce their speaking skills.

Strategy: Gamification -Describing and telling your experience

1ˢᵗ Activity

INSTRUCTION:

1. Organize the students into their regular groups, the same as in previous classes.
2. Tell them they will do an exercise where they will read aloud and match a picture with a   description. All the   pictures will be placed in the centre of the circle, with one   student holding all the pictures in their chair.
3. Each student will take a piece of paper containing a description of a picture.
4. The student reads the description aloud and selects the picture they believe   corre sponds to the description they read.

2ⁿᵈ ACTIVITY

PING PONG QUESTION

Instruction

1. You will use the paper with questions.
2. Each of you has to answer the question quickly.
3. You will ask a question to your partner on the left.
4. If you answer quickly and correctly, you win a sweet.

Materials

-Printed pictures and the description of each one.

- Paper with questions

Assessment

The teacher and researcher will evaluate the student´s performance, in terms of listening and speaking skills.

Did Students feel engaged in the activity?

How confident did students feel in interacting with their peers?

How well did students articulate the answer and the challenges? Riddle and tongue twister?

The students feel eager to participate in answering and making the challenges?

Bibliography

Shang, S. (2023). Gamification in EFL/ESL instruction: A systematic review of empirical research. Frontiers in Psychology, 13, Article 1030790.
https://doi.org/10.3389/fpsyg.2022.1030790

https://www.engvid.com/50-tongue-twisters-to-improve-pronunciation-in-english/

1. Is a large, rectangular area where the game is played. It has a grass surface for running and playing, with a center circle that has a radius of 9.15 meters for starting the game. At each end of the field, there are goal areas with goals that are 7.32 meters wide. Additionally, there is a penalty area in front of each goal, where special rules apply. Overall, the field is designed for players to run, pass, and score goals!

2. Is where you cook and prepare food. You have a stove for cooking, a sink for washing dishes, and a refrigerator for keeping food cold. There are countertops for cutting and mixing ingredients. You'll find cabinets for storing dishes and utensils, and shelves for spices and pantry items. It's a busy place full of delicious smells and activity!

3. It is a place with soft sand where you can walk or relax. The waves gently hit the shore, and you can hear the soothing sound of water. There are often seashells to find. The water is usually blue or green, perfect for a swim. It's a peaceful spot to enjoy the beauty of natue.

4. It can be a nerve-wracking experience. As you sit down and see the paper, your heart starts racing. The silence in the room feels overwhelming, and every sound is amplified. Thoughts of forgetting what you've studied or running out of time can be stressful. Your mind might go blank for a moment, adding to the pressure. The ticking clock seems to move faster, intensifying the feeling of urgency. It's a challenge to stay calm and focused amid the tension, but breathing deeply and taking it one question at a time can help manage the stress.

5. You're at a big stadium
with loud music and lots of lights. The singer is performing on stage, and everyone is singing along and cheering. The bass is so strong you can feel it, and the show ends with fireworks and confetti.

6. It is a group of young dogs born at the same time. Typically, a litter can have anywhere from a few to several puppies. They are usually small, with soft fur and big, bright eyes. Puppies are very playful and curious, often exploring their surroundings and playing with each other.

7. I'm small and furry, with a wagging tail,

I love to play and sometimes I fail.

I bark and I cuddle, and I'm full of fun,

In a big, happy group, we play in the sun.

What am I?

2nd activity

PING PONG QUESTIONS

1. What is your favorite color and why?
2. what superpower would you like to have?
3. if you could travel anywhere, where would you go?
4. what´s your favorite book?
5. what´s your favorite food?
6. what would you do, if you won the lottery?
7. What is your favorite movie and why?
8. Do you have any hobbies?
9. what do you want to be when you graduate?
10. What Is your favorite animal?
11. what book would you recommend to a friend?
12. What is the best place, that you´ve traveled to?

Appendix C9

UNIVERSIDAD
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MANAGUA
UNAN-MANAGUA

LESSON PLAN

Course name:	Institution: UNAN-CUR Matagalpa	City: Matagalpa
Date: 23 nov 24	Time: 9:30	Length: 20 minutes
Year: 1st	Age:		

Communicative aim of the lesson:

Encourage oral interaction between peers to express and sharing ideas.

Strategy: Thinking map

The graphic patterns are connected to the cognitive skills whereby they can stimulate how thinking is developed. These graphic patterns as well are employed in all content areas. Not only are they used in different combinations for depth and complexity but are also implemented by all parties in the educational setting community. Such as individual and a group across every grade level and curriculum can integrate these set of tools for life-long learning.

Strategy: Thinking maps

INSTRUCTIONS:

1. Divide the classroom into habitual groups (same groups that had participated last lesson) they will choose one picture per group.

2. Explain to them that they will see the picture and its description.

3. A students starts looking at the picture and write down his idea on the map then shares it with his partners.

4. Each student must share their ideas related with the theme of their picture

5. When they have finishes, they can choose another picture to share new ideas.

Materials

-Printed pictures with a description and some questions related.

-Printed map to reflect ideas

Assessment

The teacher and researcher will evaluate the student´s performance, in terms of listening and speaking skills.

Did Students feel engaged in the activity?

How confident did students feel in interacting with their peers?

How well did student shares their ideas?

The students feel eager to participate in the activity?

Bibliography

Hakim, M. L. I. (2018). Thinking maps - An effective visual strategy EFL/ESL for learners in 21st century learning. *LET: Linguistics, Literature and English Teaching Journal*, 8(1), 1-14. https://doi.org/10.24036/jpl.v8i1.8952

Camping is a form of outdoor recreation or outdoor education involving overnight stays with a basic temporary shelter such as a tent.

One sunny morning, a group of friends decided to go camping in the forest. They packed their tents, food, and sleeping bags, excited for the adventure ahead. After a short drive, they reached the campsite and set up their tents near a clear, bubbling stream.

Continue the story…

When a young girl named Riley is uprooted from her Midwestern lifestyle and moves to the busy and chaotic San Francisco, her emotions; Anger, Sadness, Disgust, Fear, and (her most important emotion) Joy, start to disagree on how to deal with this dramatic change, which causes problems up in Headquarters, the central living and working place for the five emotions. But, an accident involving Riley's happy memories changes her entire outlook. Joy and Sadness need to find her memories and return them to Headquarters before it's too late.

Tell you partner

Did you saw this movie?

What did you think of the movie and what was your favorite scenario?
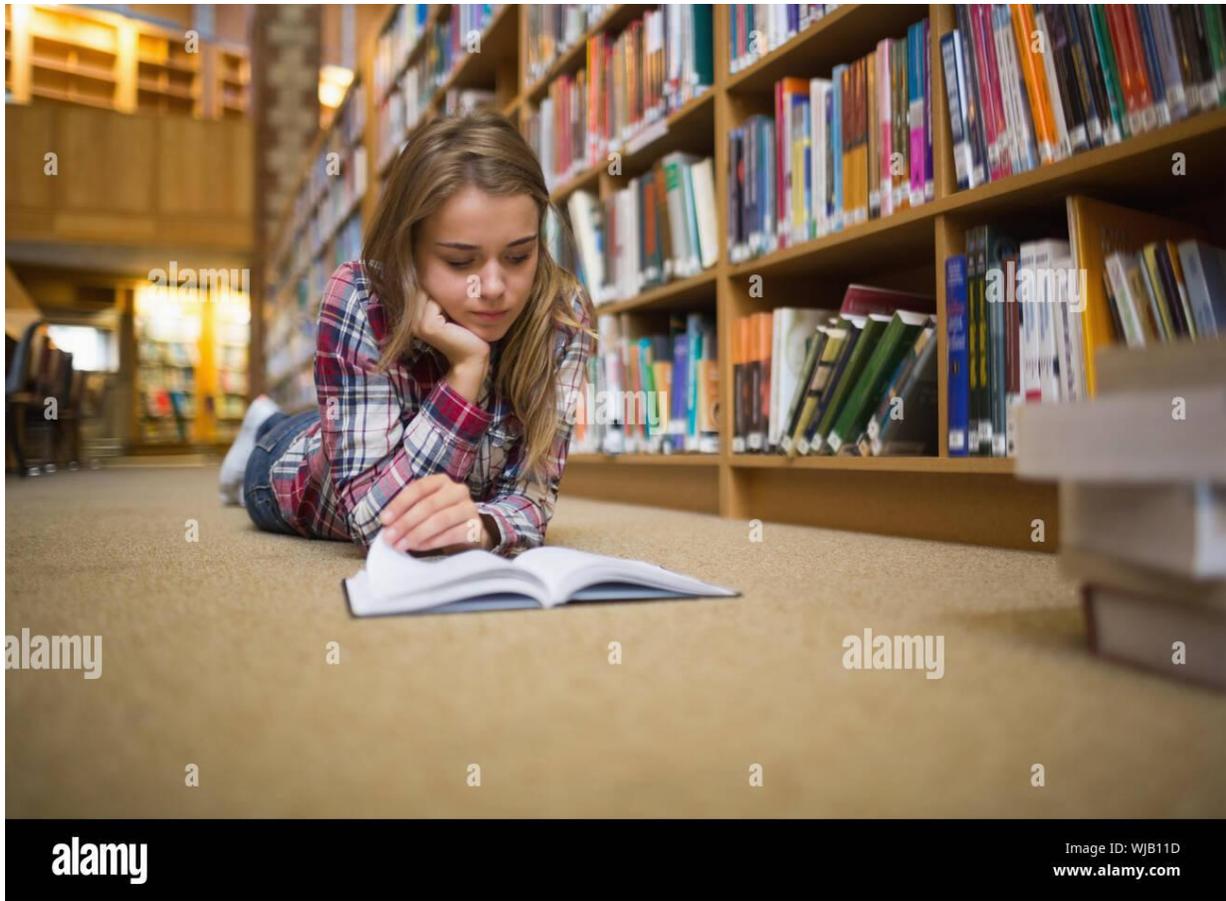
Reading books is important because it:

Strengthens your brain

Increases your ability to empathize

Reduces stress

Builds your vocabulary

Provides an escape from everyday life

What was the last book you read?

What was it about?
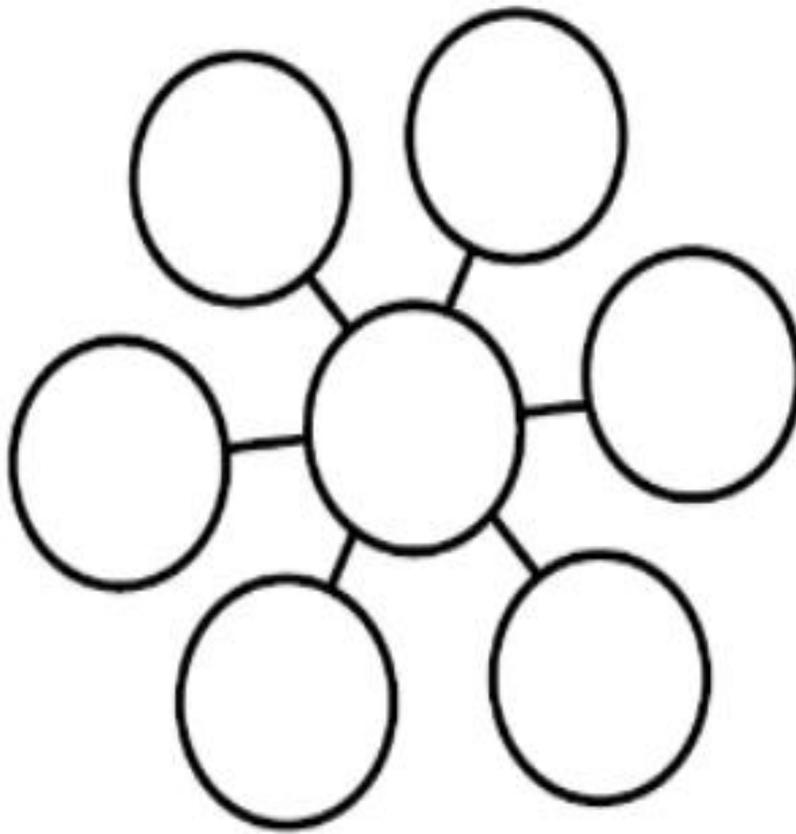
Write the main idea in the Centre

Write descriptive words

adjectives for your idea

Appendix C10

Rubric lesson plan Intervention: 4, 5

CRITERIA	OBSERVED PERFORMANCE
IDEA EXPRESSION AND RELEVANCE	Students shared original and relevant ideas connected to the theme of the pictures. Their contributions reflected personal thinking and contextual understanding.
USE OF ENGLISH	Students made a clear effort to express their ideas in English. Although some errors occurred, most participants communicated effectively without excessive code-switching.
SPEAKING CONFIDENCE	Students gradually gained confidence in speaking, especially when building on each other's ideas. Group dynamics helped lower anxiety and promote participation.
COLLABORATIVE INTERACTION	Group members listened to each other respectfully, took turns, and responded supportively. The thinking map structure encouraged equal participation.
ENGAGEMENT WITH VISUAL MATERIAL	Students interacted actively with the images and descriptions, making clear connections between visual cues and their own contributions.
COMPLETION AND USE OF THE THINKING MAP	Most groups completed the thinking maps meaningfully. Students used the graphic organizer as a visual aid to support their spoken contributions and maintain structure.

Appendix D

Figure D1: Listening skills Group A: Pre-test Vs Post-test
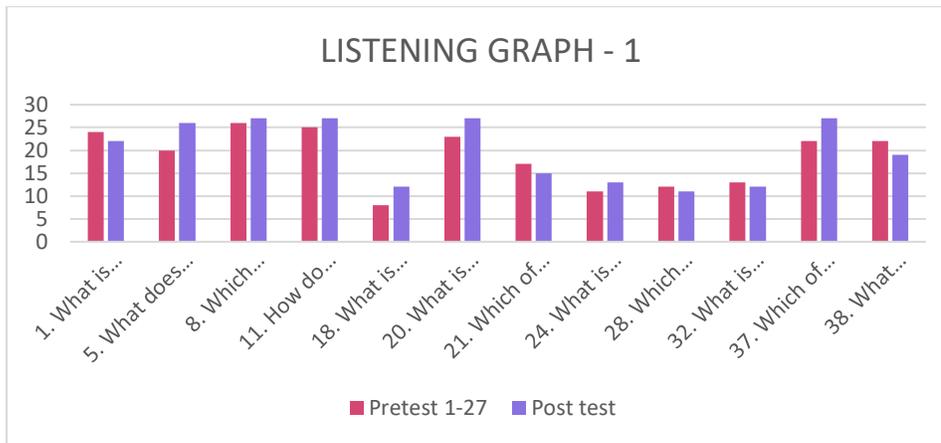
Figure D2: Listening skills Group B: Pre-test Vs Post-test
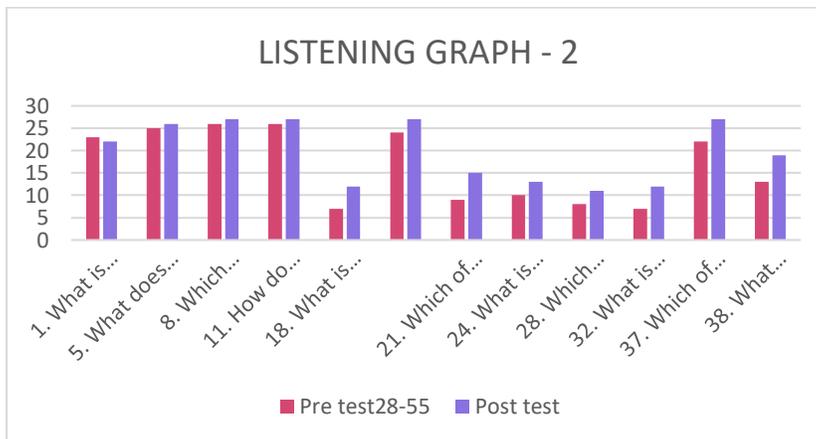
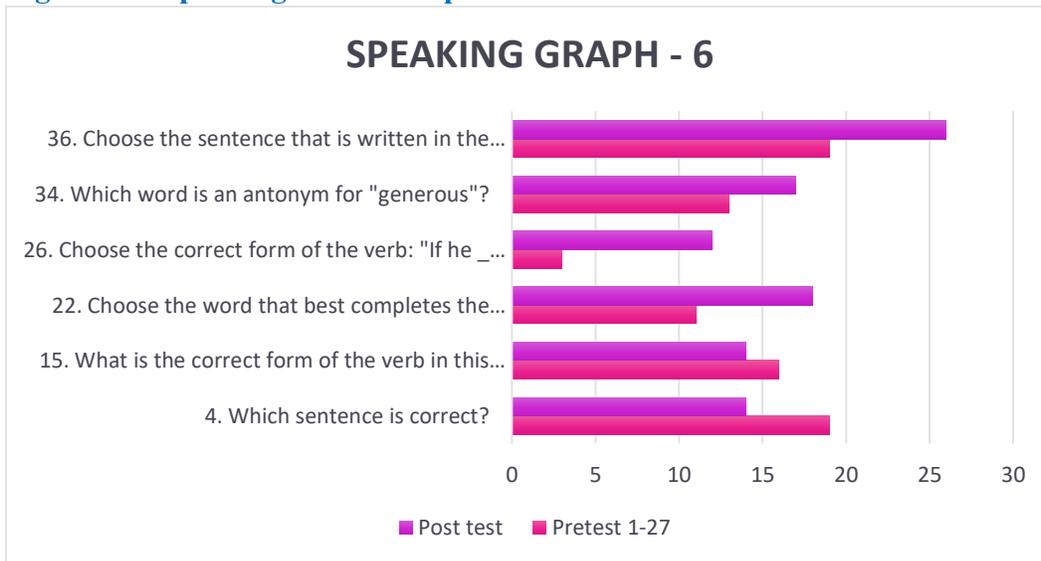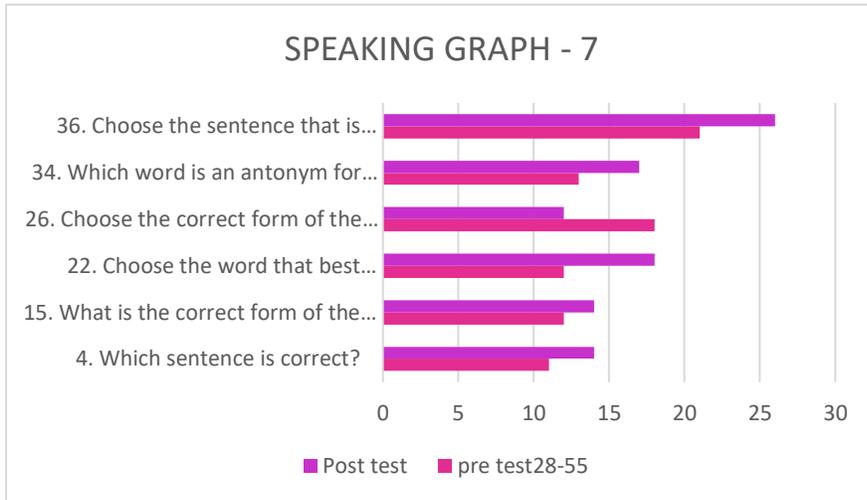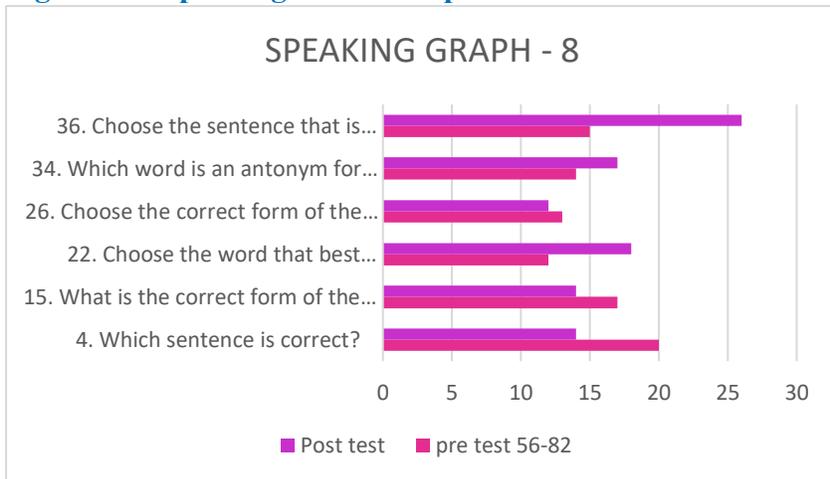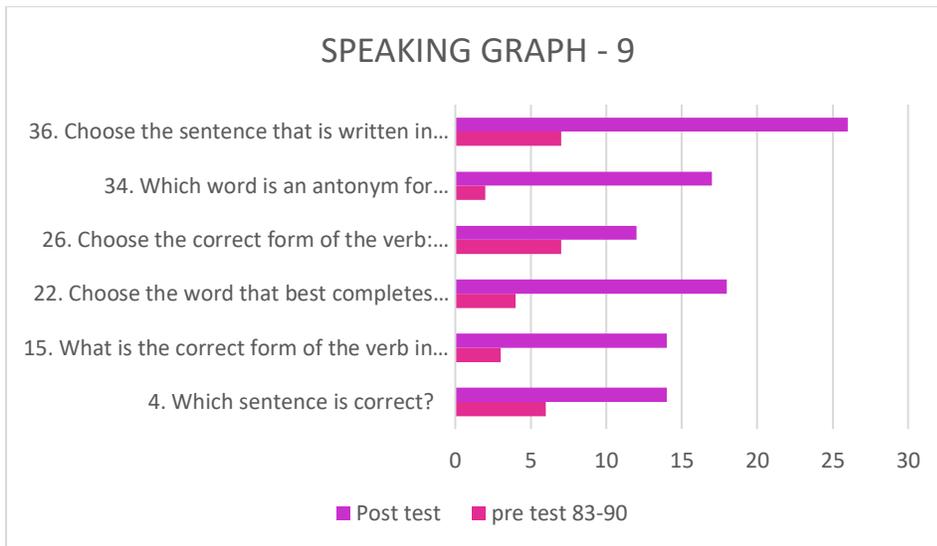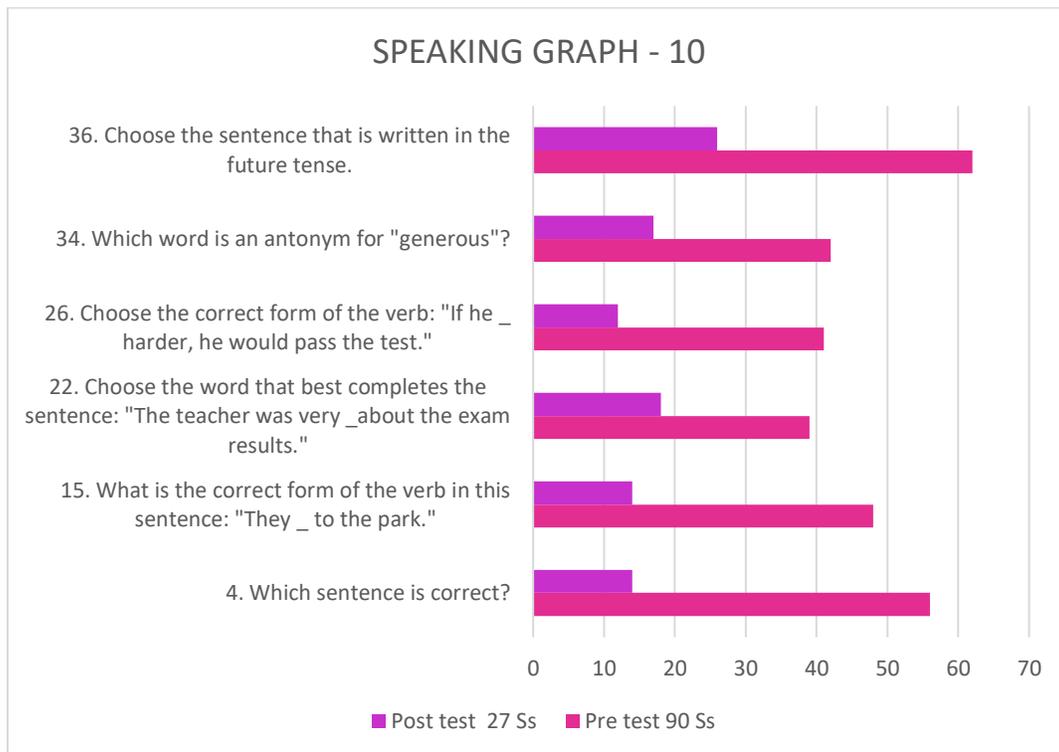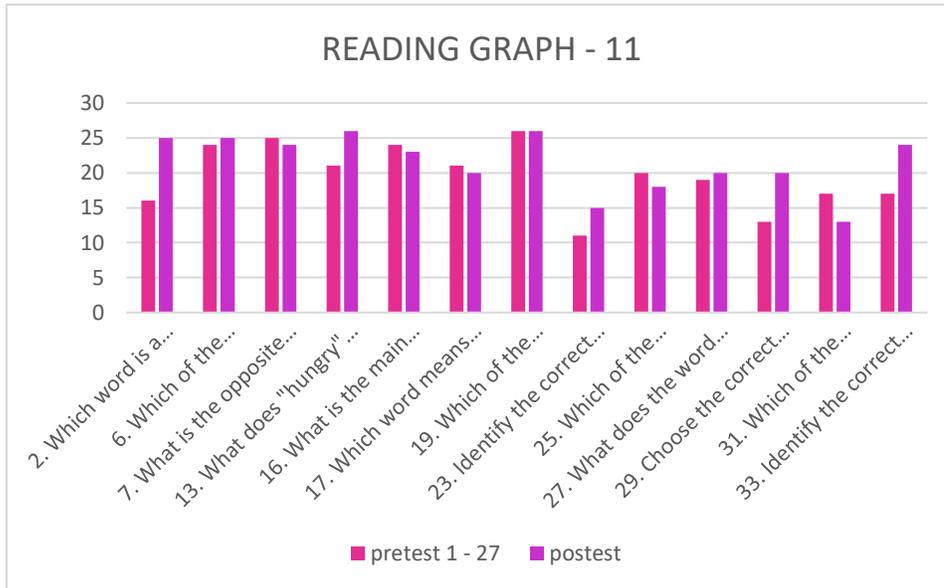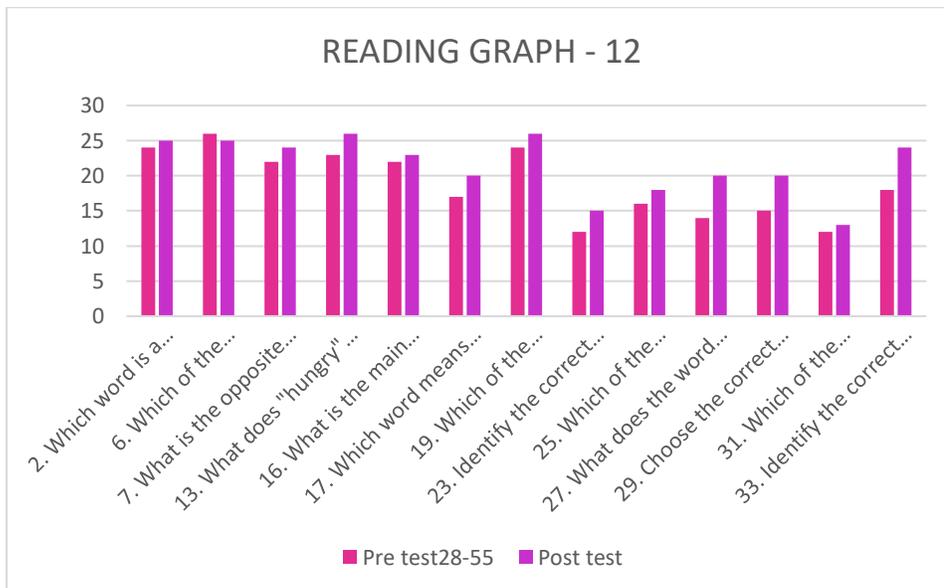**Figure D3: Listening skills Group C: Pre-test Vs Post-test**
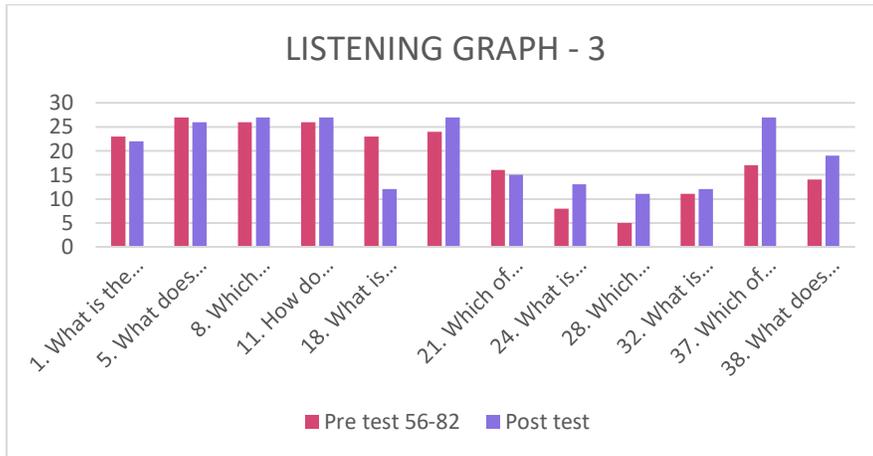
LISTENING GRAPH - 3

Figure D4: Listening skills Group D: Pre-test Vs Post-test
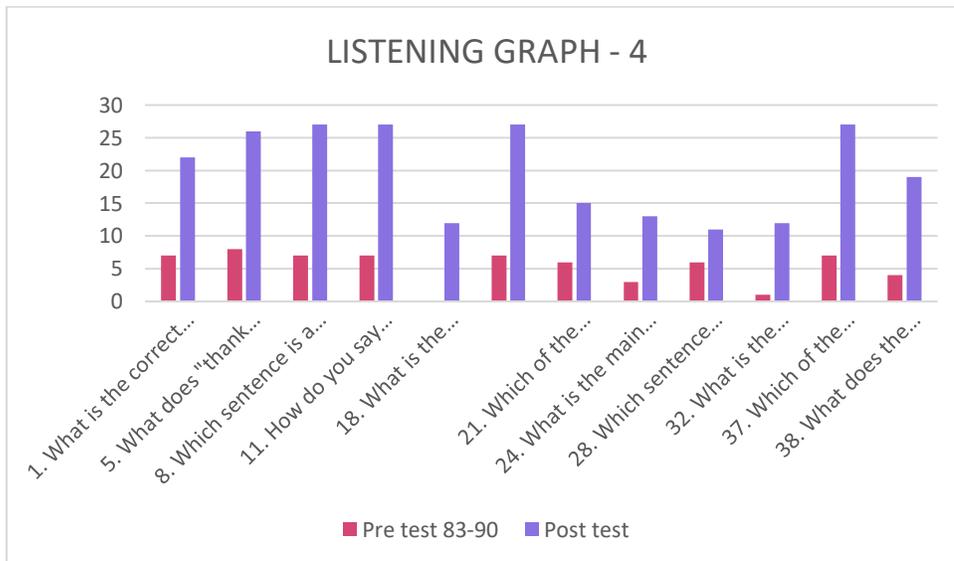
LISTENING GRAPH - 4

Figure D5: Listening skills: Comparing group Pre-test Vs Post-test

LISTENING GRAPH - 5

Legend: Pre test 90 Ss, Post test 27 Ss
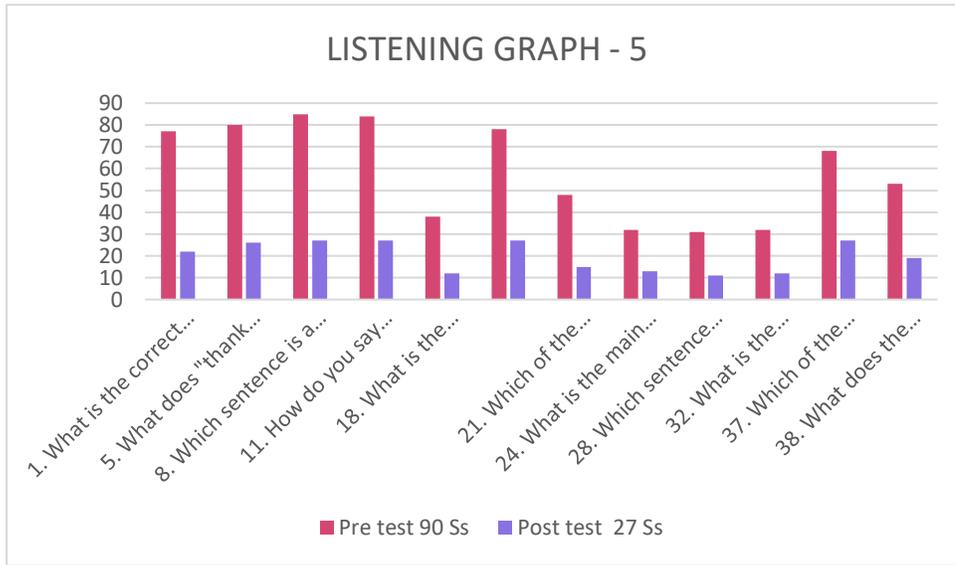
Figure D6: Speaking skills Group A: Pre-test Vs Post-test

SPEAKING GRAPH - 6

Legend: Post test, Pretest 1-27

Figure D7: Speaking skills Group B: Pre-test Vs Post-test

SPEAKING GRAPH - 7

- 36. Choose the sentence that is…
- 34. Which word is an antonym for…
- 26. Choose the correct form of the…
- 22. Choose the word that best…
- 15. What is the correct form of the…
- 4. Which sentence is correct?

■ Post test ■ pre test28-55

Figure D8: Speaking skills Group C: Pre-test Vs Post-test

SPEAKING GRAPH - 8

- 36. Choose the sentence that is…
- 34. Which word is an antonym for…
- 26. Choose the correct form of the…
- 22. Choose the word that best…
- 15. What is the correct form of the…
- 4. Which sentence is correct?

■ Post test ■ pre test 56-82

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Figure D9: Speaking skills Group D: Pre-test Vs Post-test

SPEAKING GRAPH - 9

36. Choose the sentence that is written in…
34. Which word is an antonym for…
26. Choose the correct form of the verb:…
22. Choose the word that best completes…
15. What is the correct form of the verb in…
4. Which sentence is correct?

0   5   10   15   20   25   30

■ Post test   ■ pre test 83-90

Figure D10: Speaking skills Comparing groups Pre-test Vs Post-test

SPEAKING GRAPH - 10

36. Choose the sentence that is written in the future tense.

34. Which word is an antonym for "generous"?

26. Choose the correct form of the verb: "If he _ harder, he would pass the test."

22. Choose the word that best completes the sentence: "The teacher was very _about the exam results."

15. What is the correct form of the verb in this sentence: "They _ to the park."

4. Which sentence is correct?

0   10   20   30   40   50   60   70

■ Post test 27 Ss   ■ Pre test 90 Ss

124

Figure D11: Reading Skills Group A: Pre-test and Post-test

READING GRAPH - 11

Figure D12: Reading Skills Group B: Pre-test and Post-test

READING GRAPH - 12

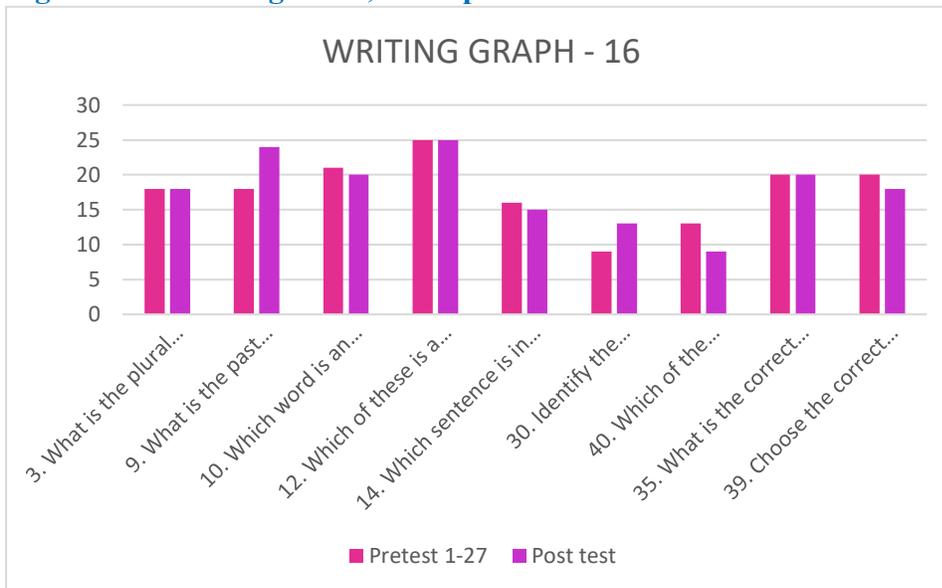**Figure D13: Reading Skills Group C: Pre-test Vs Post-test**

READING GRAPH - 13

Pre test 56-82 ■ Post test ■
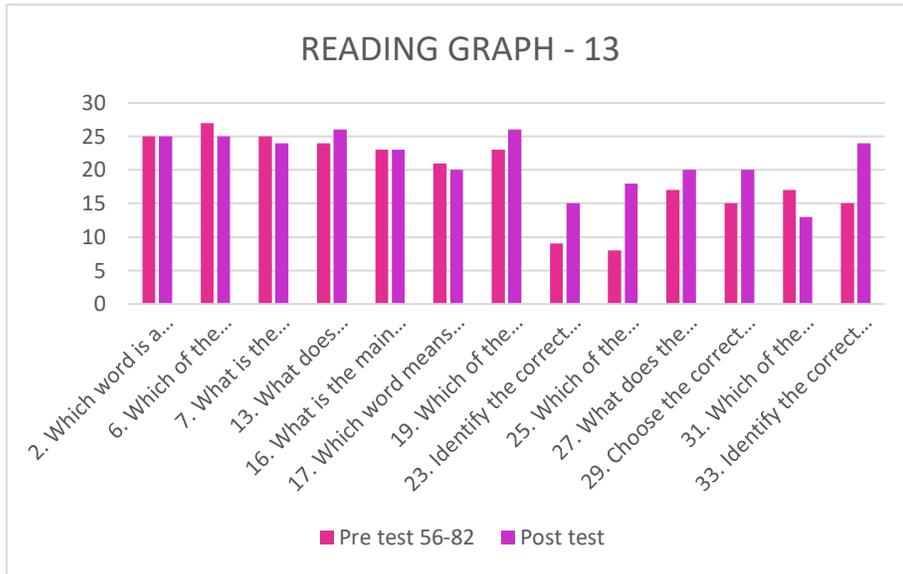
Figure D14: Reading Skills Group D: Pre-test Vs Post-test

READING GRAPH - 14

Pre test 83-90 ■ Post test ■
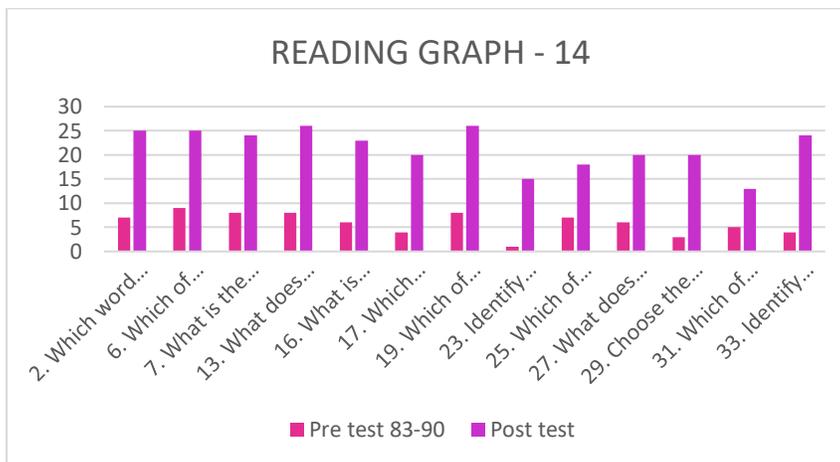
Figure D15: Reading Skills, Comparing Groups: Pre-test Vs Post-test

READING GRAPH - 15

Pre test 90 Ss   Post test 27 Ss
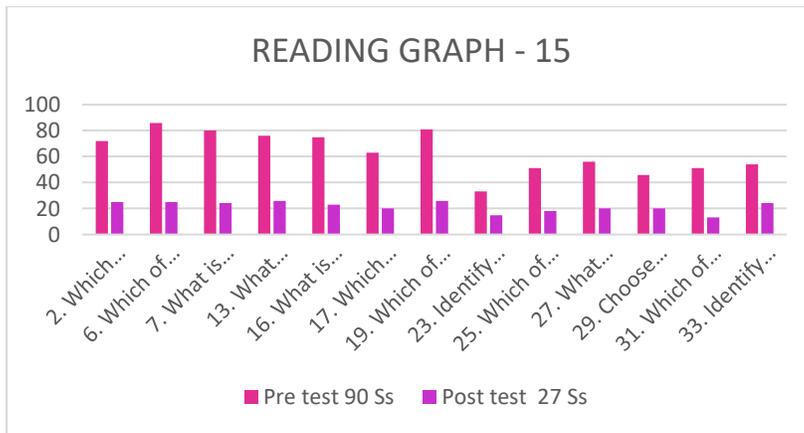
Figure D16: Writing Skills, Groups A: Pre-test Vs Post-test

WRITING GRAPH - 16

Pretest 1-27   Post test

127

Figure D17: Writing Skills, Groups B: Pre-test Vs Post-test

WRITING GRAPH - 17

Pre test28-55 ■   Post test ■
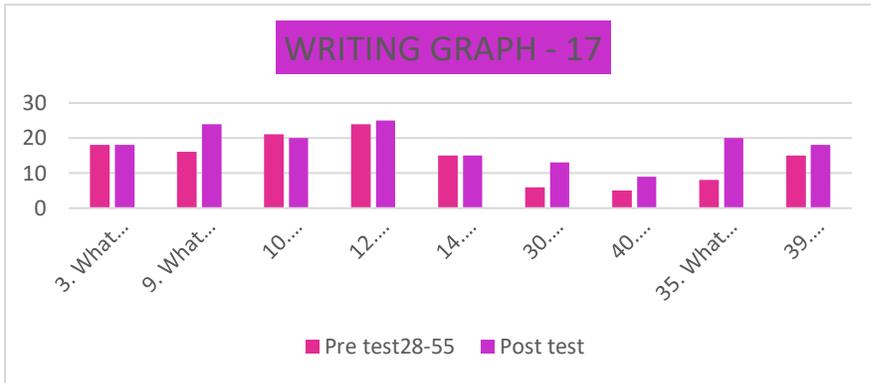
Figure D18: Writing Skills, Groups C: Pre-test Vs Post-test

WRITING GRAPH - 18

Pre test 56-82 ■   Post test ■

128
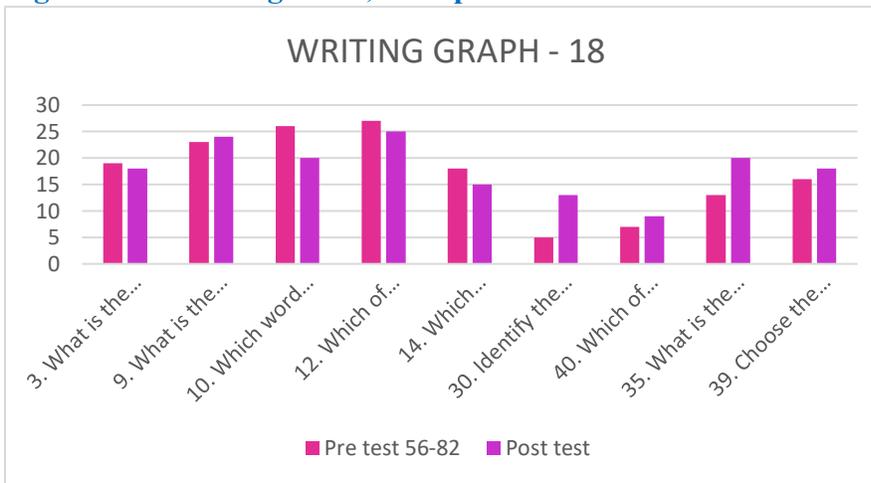
Figure D19: Writing Skills, Groups D: Pre-test Vs Post-test

WRITING GRAPH - 19

Categories (x-axis): 3. What is the plural..., 9. What is the past..., 10. Which word is an..., 12. Which of these is a..., 14. Which sentence is..., 30. Identify the..., 40. Which of the..., 35. What is the correct..., 39. Choose the correct...

Legend: ■ Pre test 83-90   ■ Post test
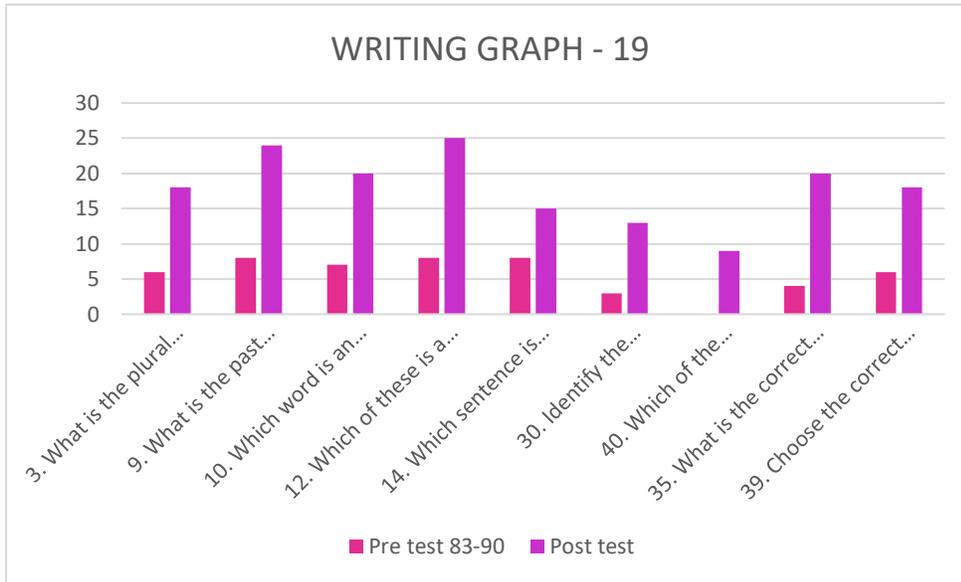
Figure D20: Writing Skills, Comparing Groups: Pre-test Vs Post-test

WRITING GRAPH - 20

Categories (x-axis): 3. What is the plural..., 9. What is the past..., 10. Which word is an..., 12. Which of these is a..., 14. Which sentence is in..., 30. Identify the..., 40. Which of the..., 35. What is the correct..., 39. Choose the correct...

Legend: ■ Pre test 90 Ss   ■ Post test 27 Ss

129
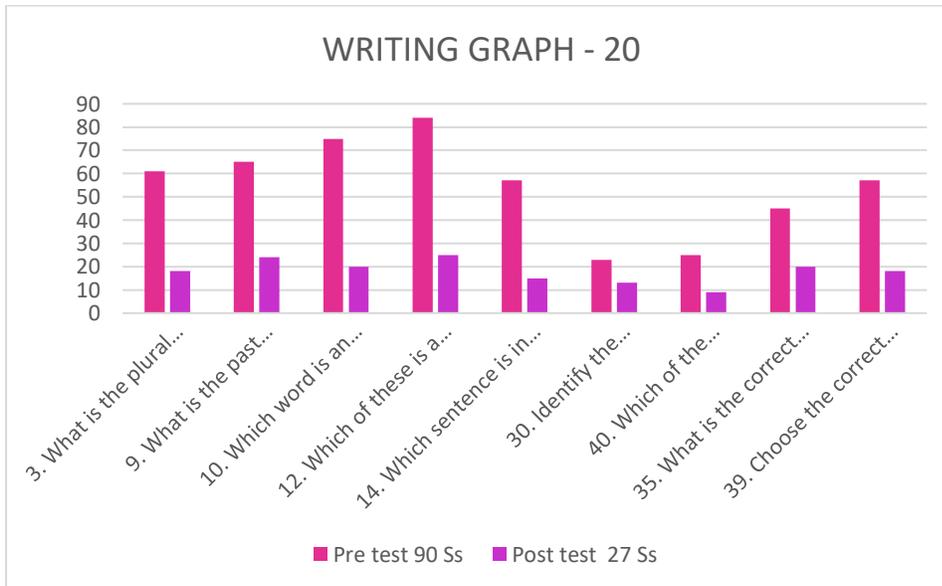
Figure D21: Grammar area, Group A: Pre-test Vs Post-test

GRAMMAR-GRAPH 21

Pretest 1-27   Post test
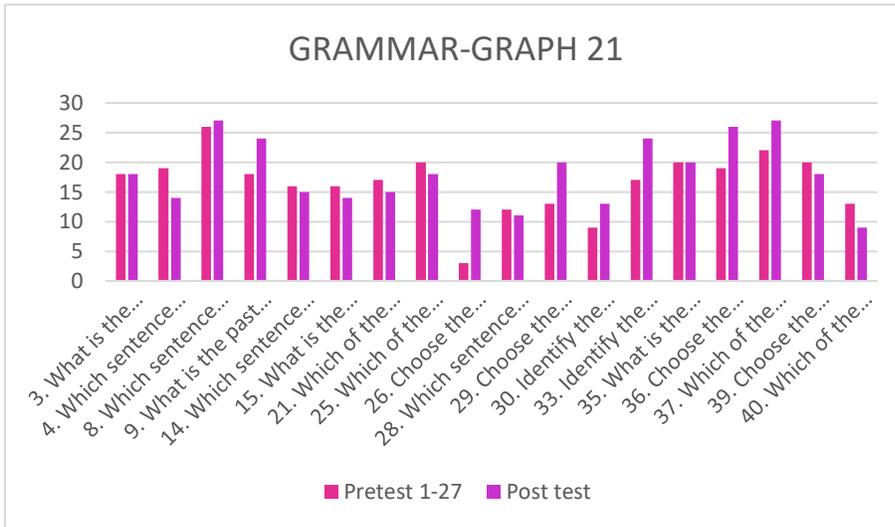
Figure D22: Grammar area, Group B: Pre-test Vs Post-test

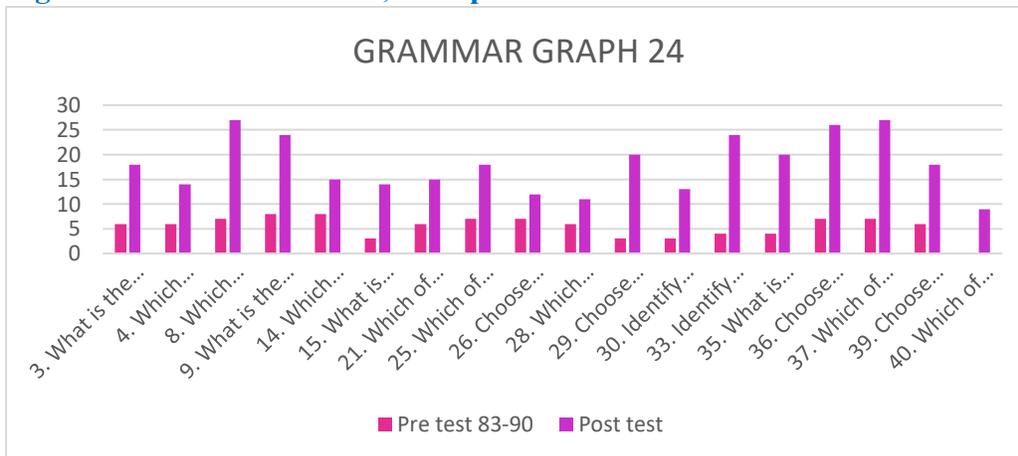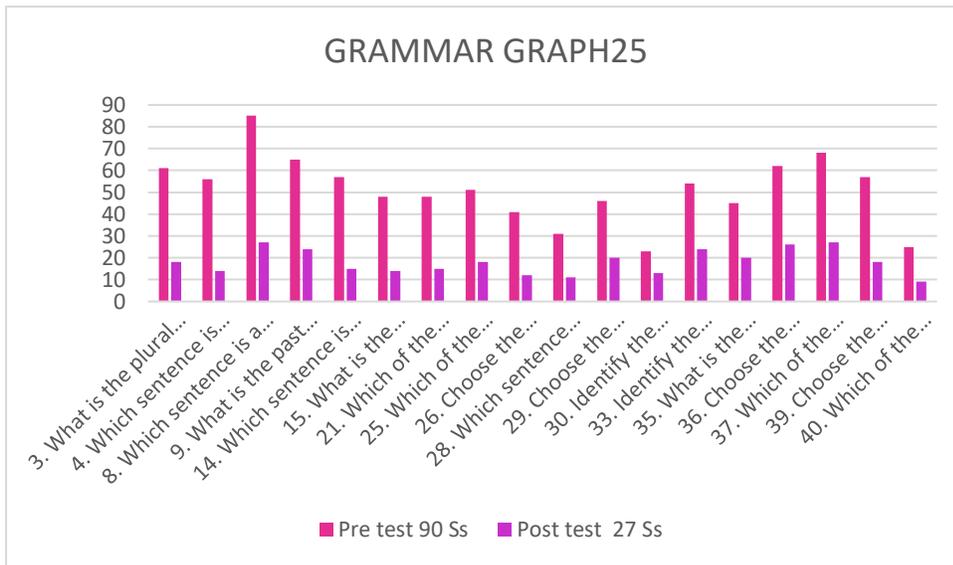GRAMMAR GRAPH 22

Pre test28-55   Post test
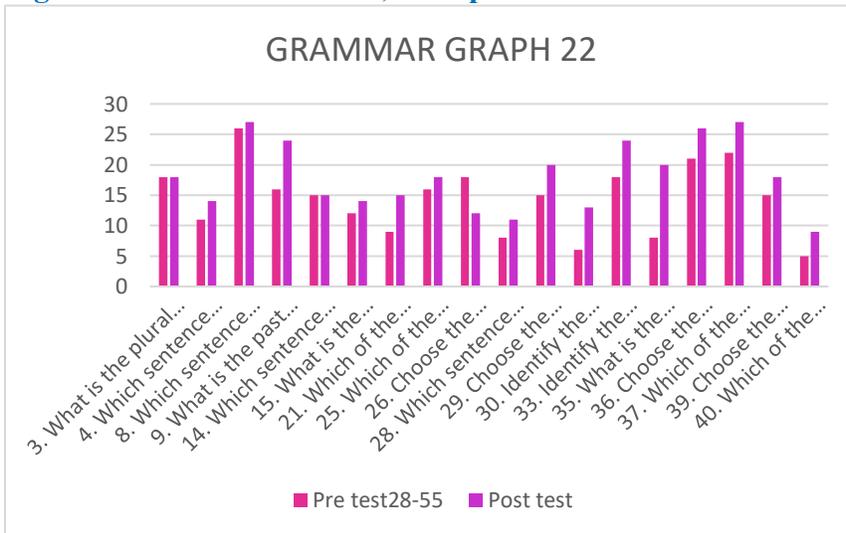
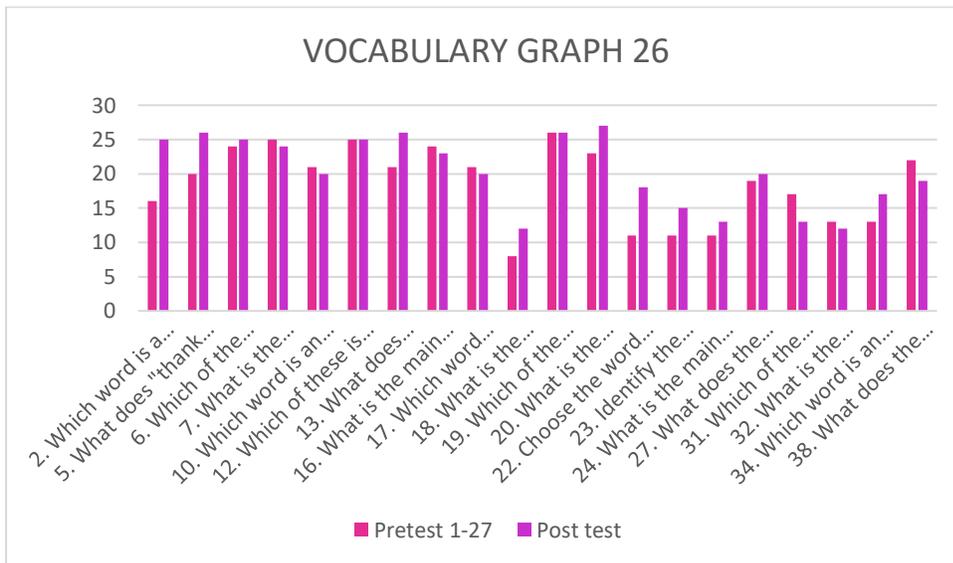**Figure D23: Grammar area, Group C: Pre-test Vs Post-test**

GRAMMAR GRAPH 23
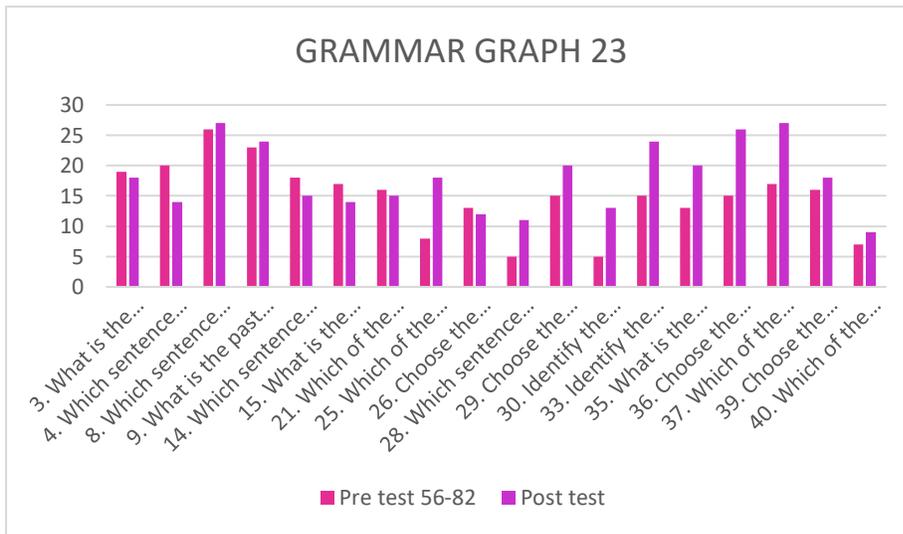
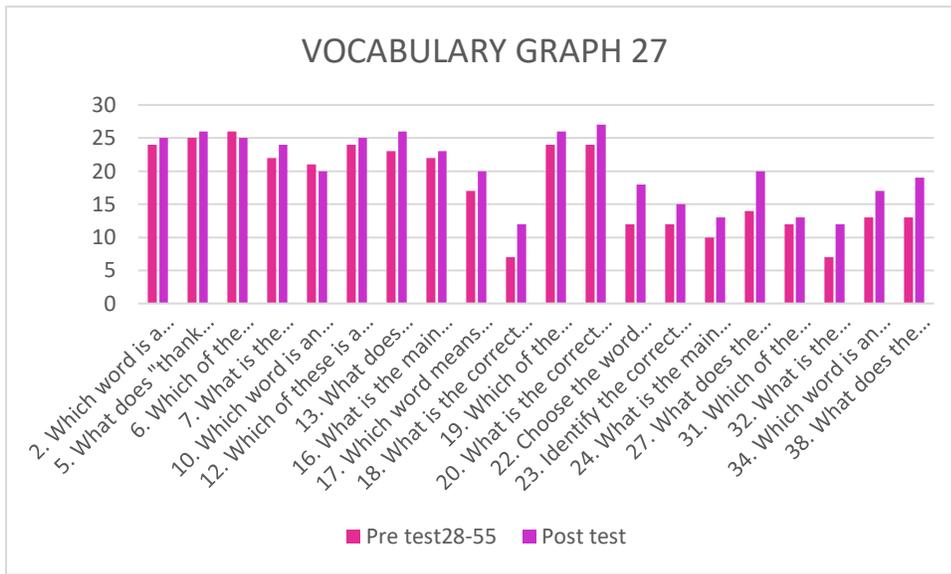**Figure D24: Grammar area, Group D: Pre-test Vs Post-test**

GRAMMAR GRAPH 24

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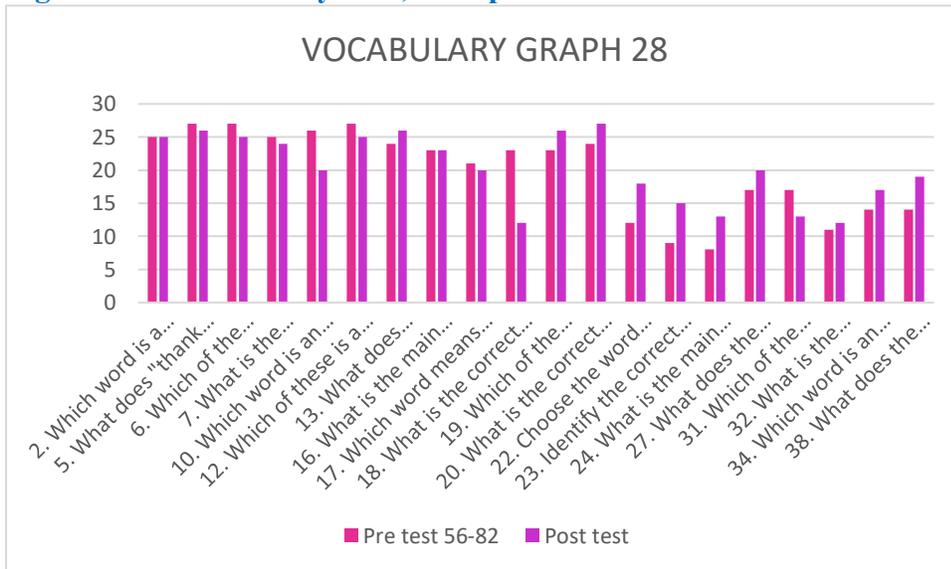**Figure D25: Grammar area, Comparing Group: Pre-test Vs Post-test**

GRAMMAR GRAPH25

Legend: ■ Pre test 90 Ss   ■ Post test 27 Ss

Figure D26: Vocabulary area, Group A: Pre-test Vs Post-test

VOCABULARY GRAPH 26

Legend: ■ Pretest 1-27   ■ Post test

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Figure D27: Vocabulary area, Group B: Pre-test Vs Post-test

VOCABULARY GRAPH 27

■ Pre test28-55   ■ Post test

Figure D28: Vocabulary area, Group C: Pre-test Vs Post-test

VOCABULARY GRAPH 28

■ Pre test 56-82   ■ Post test

Figure D29: Vocabulary area, Group D: Pre-test Vs Post-test

VOCABULARY GRAPH 29

Pre test 83-90 ■ Post test
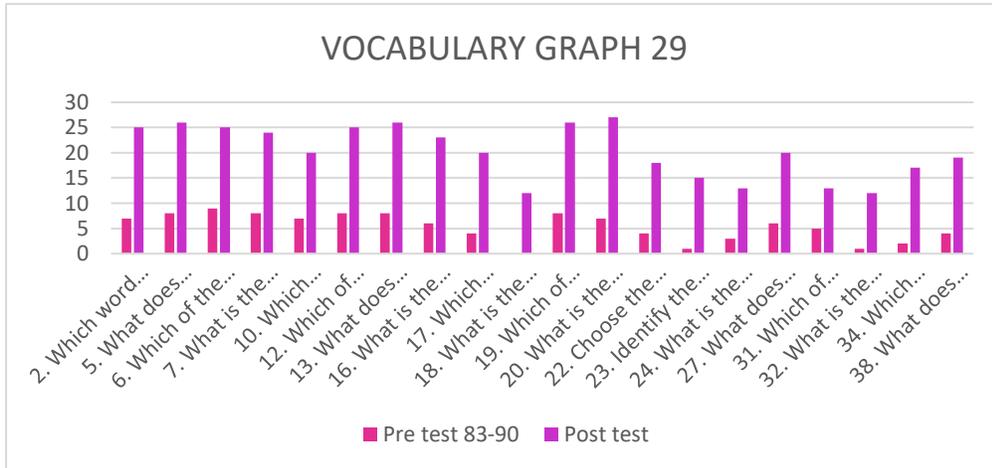
Figure D30: Vocabulary area, Comparing Group: Pre-test Vs Post-test

VOCABULARY GRAPH 30

Pre test 90 Ss ■ Post test 27 Ss
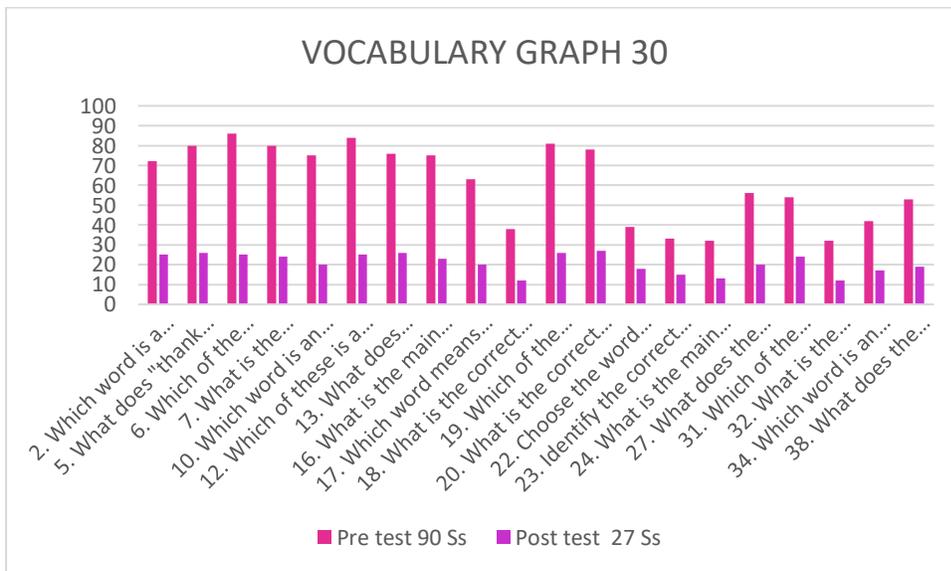
Figure D31: Translation area, Group A: Pre-test Vs Post-test

TRANSLATION GRAPH 31

Legend:
- 1. What is the correct way to say "hello" in English?
- 11. How do you say "thank you" in Spanish?
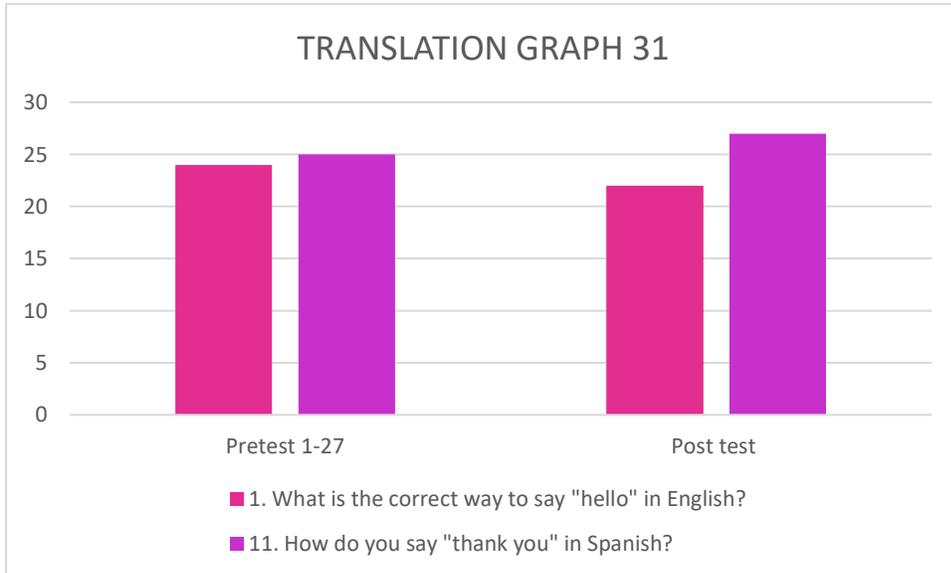
Figure D32: Translation area, Group B: Pre-test Vs Post-test

Translation Graph 32

Legend:
- 1. What is the correct way to say "hello" in English?
- 11. How do you say "thank you" in Spanish?
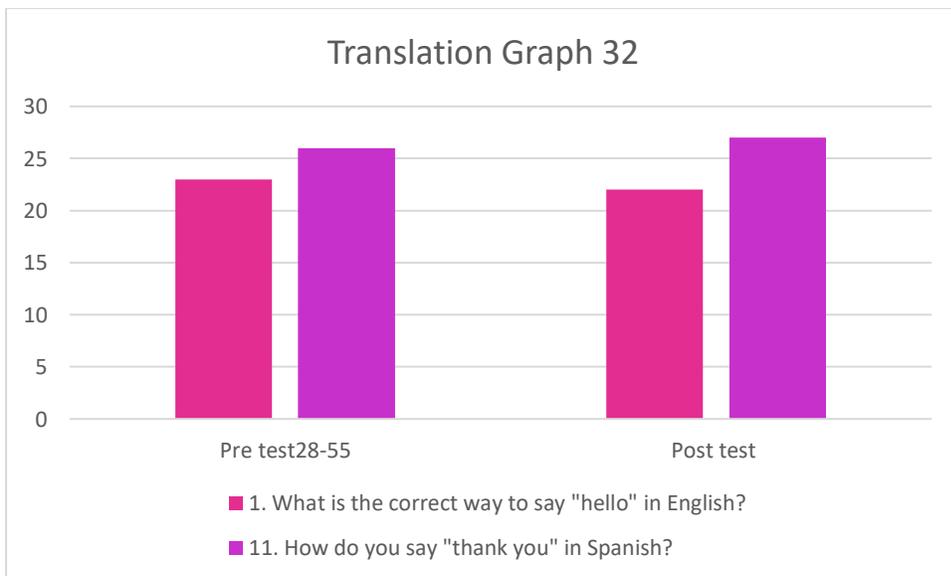
Figure D33: Translation area, Group C: Pre-test Vs Post-test

TRANSLATION GRAPH 33

Categories: Pre test 56-82, Post test

Legend:
- 1. What is the correct way to say "hello" in English?
- 11. How do you say "thank you" in Spanish?
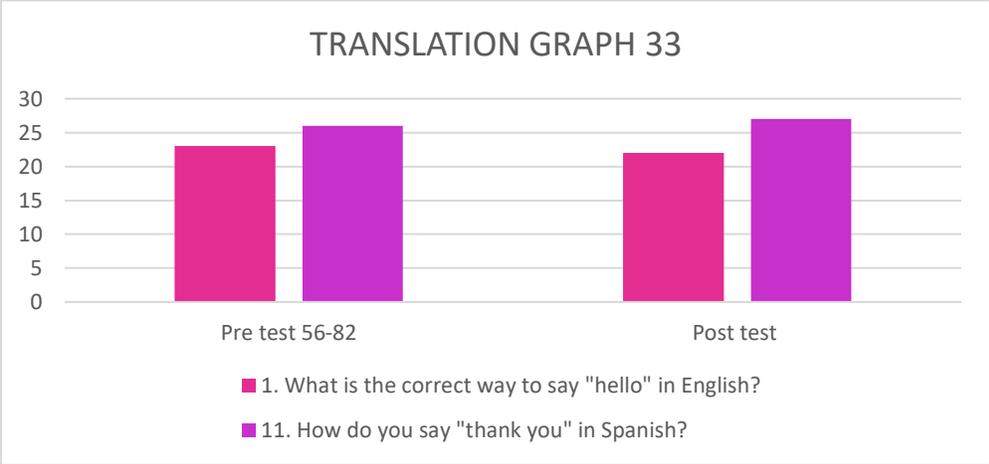
Figure D34: Translation area, Group D: Pre-test Vs Post-test

TRANSLATION GRAPH 34

Categories: Pre test 83-90, Post test

Legend:
- 1. What is the correct way to say "hello" in English?
- 11. How do you say "thank you" in Spanish?

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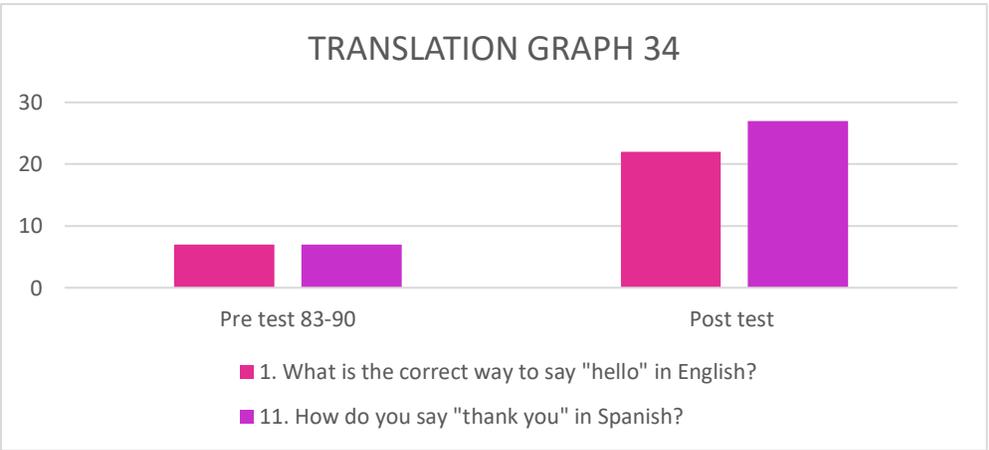
Figure D35: Translation area, Comparing Group: Pre-test Vs Post-test

TRANSLATION GRAPH 35

Legend:
- 1. What is the correct way to say "hello" in English?
- 11. How do you say "thank you" in Spanish?

X-axis: Pre test 90 Ss, Post test 27 Ss

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