



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY
OF NATIONAL AND FOREIGN LANGUAGES**

**“THE INFLUENCE OF INTERVIEW AS A
TECHNIQUE IN THE DEVELOPMENT OF
SPEAKING SKILLS IN EIGHTH GRADERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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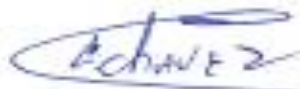
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title " THE INFLUENCE OF INTERVIEW AS A TECHNIQUE IN THE DEVELOPMENT OF SPEAKING SKILLS IN EIGHTH GRADERS." prepared by Luis Michael Villarroel Floreano, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal

Sincerely,



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Statement of Authorship

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Acknowledgment

I would like to take the opportunity to thank my mother for her support during all these years of study.

At the same time to my girlfriend because she always encouraged me and motivated me to continue every single day with his words “never give up, you can do it”.

Dedication

I want to dedicate this research project to my dear mother for all her moral support. In the same way to my girlfriend who always believed in me and was at every difficult moment during every step of my academic training.

Finally, I want to dedicate this work to all my classmates for believing in me, and always be with me during good and bad moments.

With love

Luis Michael Villarroel Floreano

Abstract

This study aims to improve oral skills in eighth-grade students from Unidad Educativa Virgen del Cisne using the interview technique and provide a possible solution to the problem in the development of the speaking skill, evaluating the influence of the interview technique and based on the data collection obtained, finding engaging and relevant topics during interviews can have a positive impact on students' motivation and contribute to creating a more enjoyable and conducive learning environment.

For the purpose of this research work, several antecedents have been reviewed that show the validity of the proposed proposal and in the same way, the current literature that supports its development. The methodological design is qualitative, to collect information in relation to the current treatment of the study variables. The data collection instruments and techniques applied in the study allowed the researcher to gather more information about how this problem affects students and how to find a possible solution and improve fluency in speech production.

1. **Keywords:** Speaking skill, Interview, Topics, Speech production.

Resumen

Este estudio tiene como objetivo mejorar las habilidades orales de los estudiantes de octavo grado de la Unidad Educativa Virgen del Cisne utilizando la técnica de entrevista y proporcionar una posible solución al problema en el desarrollo de la habilidad de hablar, evaluando la influencia de la técnica de entrevista y, en base a la recolección de datos obtenidos, encontrando que los temas interesantes y relevantes durante las entrevistas pueden tener un impacto positivo en la motivación de los estudiantes y contribuir a crear un ambiente de aprendizaje más agradable y propicio.

Para efectos de este trabajo de investigación se han revisado varios antecedentes que muestran la validez de la propuesta planteada y de igual forma la literatura actual que sustenta su desarrollo. El diseño metodológico es cualitativo, para recolectar información con relación al tratamiento actual de las variables de estudio. Los instrumentos y técnicas de recolección de datos aplicados en el estudio permitieron al investigador recabar más información sobre cómo afecta este problema a los estudiantes y cómo encontrar una posible solución y mejorar la fluidez en la producción del habla.

Palabras Clave: Expresión oral, entrevista, temas, producción del habla.

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Introduction

The relevance of using speaking techniques in the teaching-learning process related to a foreign language stands out in several studies. Consequently, the primary focus of this study is the application of the interview talk technique as supported by current theory and several studies. According to the data collected, the researcher concluded that different interactive activities should be planned and designed to help students develop their oral skills.

The researcher used a qualitative method in this research due to its nature. The data was collected and analyzed through an interview applied to the eighth-grade students involved in this study, which allowed the researcher gather important information about how this skill is promoted and how it influences the class.

A total of five chapters are included in the research:

Chapter I: This chapter examines the issue observed among students, describing its manifestations, and presenting a possible solution. In addition, the general and specific objectives are established, similarly their causes, the scientific fact and its justification.

Chapter II: This part of the investigation describes a theoretical framework concerning the study variables based on concepts and theories developed by various recognized authors over the years. Some bases such as pedagogical, psychological, and sociological. In addition, it provides the context and legal framework about what the research is based on.

Chapter III: This chapter explains the methodological approach followed by the researcher in this work. In addition, it serves two main purposes: first, it identifies essential information about the population or group being studied.

Secondly, it also highlights the specific techniques and instruments employed to collect the necessary information. These methods can vary depending on the research design

and data requirements. Common techniques include surveys (questionnaires or interviews), observations, experiments, focus groups, utilizing existing data sources. Furthermore, a comprehensive analysis of the results of the research instruments is also provided, in the case of this research, a phenomenological study and a questionnaire were used for students to answer.

Chapter IV: This chapter analyzes and interprets the interview results that the interviewees did according to the questions that was prepared for the interview. In addition, it is written about the correlation between the theories, concepts, foundations, and the information collected from the interview or focus group study.

Chapter V: In this section of the chapter, we present the concluding reflections on this research project. The findings revealed that students encounter certain challenges when it comes to developing activities centered around speaking skills. To address this, a possible solution could be for educators and instructors at the Unidad Educativa Virgen Del Cisne to adopt a more comprehensive integration of the interview technique into their language teaching methods.

By giving prominence to interactive interviews as a part of their curriculum, students would gain increased opportunities to practice and improve their speaking skills. Furthermore, incorporating appealing and relevant topics during interviews can have a positive impact on students' motivation and contribute to creating a more enjoyable and conducive learning environment. This approach could help students become more confident and proficient communicators, ultimately benefiting their academic and real-life interactions.

Chapter I

The Problem

1.1 Research Topic

Interview and speaking skills.

1.2 Title of the research project.

The Influence of Interview as a Technique in the Development of Speaking Skills in eighth graders.

1.3 Problem Statement

English language “is estimated that there are 380 million native speakers and 300 million that utilize English as a second language and an additional 100 million who use it as a foreign language” (Mahu, 2012, page. 374). English for an extended period has been the most common language that can be found in the world. In the modern era it is almost impossible to trace a nation or place where the teaching and learning of the English language is not standard, which means that it is the most spoken language in the world, statistically one in five people can understand and speak it.

According to Gordon (2015) said in the Comercio advisement that “this concerns Ecuador, which it holds the 35th position out of 63 countries as one of the countries with low level of English based on the English Proficiency Index”. Considering these statistics, it becomes imperative to implement effective techniques aimed at enhancing English language learning. In the Ecuadorian context, one of the most significant challenges in the current educational system is how to promote the effective development of speaking teaching and learning English.

This research work is based on the context of my pre-professional practices, the observed students showed a low level in speaking skills while performing the field

observation during the pre-professional practices. In the observation, the students could not produce simple sentences output even with basic level structures, showing an inability to create coherent responses when speaking. In addition, the interaction between students was very scarce, causing the sender or the receiver to be unable to maintain a conversation or even start it.

During the production of speaking, students usually make mistakes, implying that their knowledge of grammar is very feeble, causing the main idea not to be captured during a conversation and causing confusion with the other person. Regarding other aspects of oral interpretation, students struggle to construct simple sentences accurately or even go blank when answering basic-daily questions.

The primary objective of this study is to evaluate the influence of using interviews as a technique on the development of speaking skills in eighth-grade students. at Unidad Educativa Virgen Del Cisne located in Santa Elena.

1.4 Problem question

1.4.1 General question

How does the interview technique influence the speaking skill development in eighth grade students from Unidad Educativa Virgen del Cisne.

1.4.2 Specific questions.

- Why is there a low level of speaking skills in eighth grade students?
- How effective is the interview technique in the developing speaking skills in eighth graders at Unidad Educativa Virgen del Cisne?
- How does the Interview Technique help to the development of speaking skill?

1.5 Objectives

1.5.1 General Objective

- To evaluate the influence of the interview technique in the development of speaking skills in eighth graders students at the Unidad Educativa Virgen Del Cisne.

1.5.2 Specific objectives

- To establish the relevance of the interview technique to develop oral performance in eighth graders students at the Unidad Educativa Virgen Del Cisne.
- To examine the improvement of speaking skill development through a field study.
- To investigate more engaging topics to discuss during speaking activities through an interview with students.

1.6 Delimitation of study

The present research project focuses on a qualitative approach, examining the influence of the interview technique in developing speaking skills in eighth graders students. This study will be conducted at Unidad Educativa Virgen Del Cisne, located in Santa Elena.

1.7 Justification

Students continually struggle to express their ideas and opinions naturally without resorting to essays. This study aims to provide a solution to the problem in the development of speaking skills in the form of a didactic guide that explores the use of the Interview Technique to help students to be more autonomous and develop their oral production.

There are many procedures and steps in developing speaking skills, starting with the transmitter, whose functionality is to transmit information, imply ideas and try to code through gestures, some type of action, or just words. According to Fatimayin (2018), all this information is called a message, it is coded to be received by the receiver in a way that is

possible for him to perceive and assimilate it. By completing this procedure, the receiver demonstrates an understanding of the information or message that the sender intended to convey.

This research work aims to prioritize the use of the interview technique to develop speaking abilities. Using this technique, for interactive activities, have more significant influence than a simple productive skill like speaking, usually this technique has a focus where students can speak freely. Moreover, the interview technique provides opportunities for students to engage in meaningful interactions with peers or teachers. This interpersonal communication helps them improve not only their speaking abilities but also their listening and comprehension skills, as they need to understand the questions asked and respond accordingly.

To help students increase their level of development of speaking skills will promote a better academic quality their life, as well as a wide variety of possibilities in the professional field of work or personal improvement and at the same time improve their spontaneous speech to master a language, succeed in a successful spoken performance without nervousness and insecurity.

In conclusion, promoting the development of speaking skills is one of the most relevant aspects and at the same time the most challenging, because students generally refuse or are indifferent to any activity that involves speaking. The interview technique could give relevance to communication and linguistic skills to develop oral expression skills concerning a foreign language, using learning techniques based on interviews to encourage the practice of a more interactive and practical language.

Chapter II

Theoretical Framework

2.1 Background

The ability to speak becomes essential when learning a foreign language, since having mastered the speaking ability of the mother language (L1) first, the main objective of this research project is to learn a foreign language (L2), which is to communicate with English Speaking people applying the four primary skills.

According to (Chand, 2021) mention that one crucial language proficiency that every foreign language student must acquire is the capability to converse effortlessly in English, whether it be in everyday scenarios or more formal settings. Furthermore, this is highly relevant because English is considered an international language; in other words, a considerable portion of the world is connected through the English language. In real life or the workplace, speaking is generally the aspect that will be most critically assessed. However, Khairunnisa et al. (2019), mentions that teachers sometimes ignore or give little importance to students' speaking wishes. Therefore, teachers prioritize having students learn a vast amount of vocabulary instead of encouraging students' enthusiasm for speaking.

According to (Khairunnisa, 2019), It is essential to provide help to students through the interview technique as a possible technique to help develop speaking skills, in addition, when obtaining information through this technique, students can ignore nervousness by feeling safe to express what that they want to convey in the form of ideas in English, this will facilitate their oral practices more habitually.

In addition, the interview technique is beneficial for the interaction between students and teachers in an environment of trust and security, enabling their students to develop their speech without the obstacle of nervousness. Milasari et al. (2021) declares that the use of this

technique is fun and entertaining, in addition, through this technique, student participation is more noticeable during English class hours focused on speaking. Furthermore, thanks to the interview, the students develop and improve their pronunciation and fluency, thus activating their motivation to communicate in English without the fear of being wrong. Moreover, using this technique, students have a more active participation during class, demonstrating their learned skills, even listening to the opinions of other students.

2.2 Pedagogical Basis

According to Premo et al. (2018) mention that to develop collaboration between classmates, it is first necessary for students to succeed in being classmates. In this way, a better environment is provided that promotes student learning.

The objectives of the cooperative learning approach are to foster a collaborative classroom environment where knowledge is constructed by students through their ideas and experiences. In this setting, teachers take on the role of facilitators, allowing students to have a more active role in their learning and social processes, ultimately taking responsibility for building their own understanding (Premo et al., 2018). Therefore, encouraging students to start a conversation is the ideal way to structure their ideas and feelings that they want to express well. By adopting this approach, experiences can be thoroughly analyzed rather than merely described. As a result, it becomes possible to address the definition of concepts that were previously left undefined (Barnes & Todd, 2021)

2.3 Psychological Basis

Stress in students can affect their poor performance (Can, 2021). therefore, these factors affect the learning process. Additionally, the lack of self-esteem and motivation increases, which negatively affects students' learning. This indicates that students experiencing stress will likely perform poorly in speaking skills. Moreover, as indicated by

As Rahman et al. (2019), stress can act as a preventive factor for learning a new language. According to Stephen Krashen's Affective Filter Theory (1982), anxiety and stress plays, a significant role in learning a language. Krashen mentioned that the brains of students learning a language tend to shut down when they feel emotionally uncomfortable. However, this hypothesis allows for the recognition of students' psychological states, leading to more effective learning outcomes with positive results (Kavitha, 2020)

2.4 Sociological basis

Students strive to make sense of the world around them by drawing from their lived experiences. Through constructivism, students take on a leading role in their learning process. Moreover, Vygotsky extends the role of constructivism by incorporating the influence of culture and the social environment on learning (Jie et al., 2020).

Therefore, to achieve cognitive development, social interaction is essential and as a result, students learn through collaboration with others and not alone or independently. Silalahi (2019) states that through imitation and use of language, students learn about cooperation and thus become more active in interaction.

As indicated by Vygotsky's Zone of Proximal Development (ZPD) theory which describes the relationship between learners and teachers by "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Finally, Vygotsky argued in 1987 that the primary means of communication between individuals is speech. By speaking, people share and express ideas and meanings among themselves, referring to the fact that speech concerns social interactions in all that refer to development processes.

2.5 Theoretical basis

2.5.1 *Interview Technique*

The interview can be considered a conversation that aims to obtain and collect information. Moreover, during interviews, speakers exchange diverse opinions or discuss topics of mutual interest. Interviews are commonly employed to gather information, gain insights into the interviewee's personality, or at least form an idea about it. This approach involves questioning, active listening, and seeking to understand the ideas expressed by others.

According to Joseph (2018), there has been a significant shift towards developing higher-order thinking skills in recent years, with the interview playing a crucial role in this regard. In the educational context, interview technique enables us to evaluate students' speaking abilities, capturing their knowledge, beliefs, and attitudes. As a pedagogical strategy, it goes beyond mere memorization and repetition of information. Instead, it fosters the development of students' cognitive and linguistic abilities by encouraging critical thinking.

There are two main participants in an interview:

2.5.2 *Interviewer*

It is the person who is going to develop the questions being answered. Interviewers also fete the gift of individualities in the form of speaking chops within a short period.

It is also a known fact that excellent, outstanding or inspiring speakers highly motivate and win the hearts of the audience. Since speaking skills play a vital role in many aspects, there is a need for EFL/ESL learners to concentrate more on them.

Furthermore, the teachers are advised to implement several practical strategies in their

classrooms in order to involve the learners more on learning speaking skills in their English classrooms (Rao, 2019, p. 6)

2.5.3 Interviewee

In an interview, the person who answers the questions takes on the role of the interviewee, while the interviewer plays an equally crucial part in facilitating social interaction. The flow of the interview and the timing of concluding it often depend on the nature of the questions being answered. Moreover, the interview technique offers a valuable opportunity for more meaningful learning, benefiting both students and teachers alike. Students gain significant advantages from this approach, while teachers also reap benefits from the process.

Maarfia (2017) emphasizes that interview questions typically establish a connection between the teacher and students. With the guidance of their respective teachers, students can successfully achieve their language learning and skill development objectives. In addition, Sánchez (2018) highlights that these diverse abilities acquired through interviews will facilitate language use within a social context. Moreover, the choice of communication channel may depend on the role each individual plays, whether they are sending or receiving information.

2.5.4 Speaking Skills

According to Roldán & Viejó (2019), during the initial stages of a human's life, the first skill that develops is speech. This early speech development aims to facilitate communication with the people around them, leading them to repeat what they hear and learn more words and sentences as a result. The relevance of oral skills in communication currently has a significant impact, which influences people to learn them and thus be able to communicate with others (Rao, 2019).

Speaking skill involves comprehending and applying knowledge through proper pronunciation, vocabulary usage, and grammar to construct effective speech. Helping students attain proficiency in oral skills poses a significant challenge for teachers, as conventional language learning often relies solely on word repetition.

Speaking situations can be classified into the following three types:

2.5.5.1 Interactive

Interactive speaking encompasses various scenarios where individuals take turns in listening and speaking, such as telephone conversations and face-to-face interactions. During these interactions, a person may need to ask for slower speech, seek clarification, or request repetition to ensure better communication.

2.5.5.2 Incompletely Interactive

Incompletely interactive speaking refers to a type of communication where the speaker does not receive immediate feedback from the people. This situation is observed, for example, when delivering a speech to a live audience, where direct verbal responses are absent. Instead, the speaker relies on checking the followership's appreciation or understanding through their facial expressions.

2.5.5.3 Non-Interactive

As its name indicates, there is no feedback at all. This type of speaking is included when the speaker is recording a speech for a radio broadcast, singing, or indeed reciting a lyric.

2.5.6 Qualitative aspects of spoken performance/Speech

Its main objective is to measure the spoken performance of the people examined in the different qualitative aspects of language use.

2.5.6.1 Accuracy

Accuracy involves the precise application of grammar, pronunciation, and vocabulary, with a focus on developing students' ability to use language correctly (Al-Ghazali & Qaid, 2019). In the classroom, accuracy can be fostered through activities that help students identify their mistakes, either through guided practice or grammar exercises.

2.5.6.2 Coherence

The meaning of this word comes from the Latin "*cohaerere*" which means "to stick together". In this context, it denotes the skill of utilizing grammar and semantics to organize and structure a discourse. According to Balboa & Briesmaster (2018), the concept of coherence pertains to the ability to establish discursive cohesion, where certain words and phrases contribute to the overall meaning at the sentence level. Its significance has gained prominence after being overlooked for a considerable period and now emerges as a key concept, possibly even the pivotal concept, in the realm of speech.

2.5.6.3 Fluency

Fluency refers to the natural ability to speak with rhythm, intonation, stress, and appropriate pauses. Moreover, it encompasses the capacity to express thoughts and ideas without any comprehension difficulties.

2.5.6.3 Interaction

Interaction involves the process of forming discourse between two or more people. This characteristic is deemed to be a potential origin of language, given its embodiment of the interpersonal, collaborative, and transactional attributes that are inherent in language use (Council of Europe, 2020).

2.6 Legal Framework

This degree work is validated through documentation that approves its legitimacy; this is presented in various legal documents. The legitimacy of this degree work is supported by the following documents:

This research work is based on the constitution of the politics of Ecuador. According to article 26 of the constitution stipulates that education is a right of citizens and a public responsibility. As well as general policies and state finances are considered areas of concern, with economic and social security as a priority (Constitution of the Republic of Ecuador, 2008).

In the same way, the Ecuadorian ten-year development plan “Toda una Vida” (2017) is committed to guaranteeing a high quality of education for both primary and secondary education and thus strengthening the national education system.

Additionally, the Organic Law of Intercultural Education (LOEI), states explicitly in Article 2 literal that:

It guarantees people's right to a quality and warm education, pertinent, adequate, contextualized, updated, and articulated throughout the educational process, in its systems, levels, sublevels, or modalities, and that includes permanent evaluations. Likewise, it guarantees the learner's conception as the center of the educational process, with flexibility and ownership of content, processes, and methodologies that adapt to their needs and fundamental realities, promotes adequate conditions of respect, tolerance, and affection, which generate a favorable school climate in the process of learning... (page 10)

Similarly, following the Guidelines of the English National Curriculum (Ministry of Education, 2016), establishes that students must reach a certain level of English upon

graduating from basic general education, however, upon entering the 7th EGB with an A2 level, a large part of the language learned will be recycled in the first years of higher basic education. (8th, 9th, 10th EGB) However, based on another context implementing a new language, oriented more toward adolescents created by the Ministry of Education concerning the Common European Linguistic Framework of Reference: Learning, Teaching, Assessment (2020).

Following National Curriculum Guidelines for 8th grade (2014), the students at this level must produce slow, hesitant, and planned monologues (i.e., with frequent pauses for expression, flashbacks, errors). In addition, they must interact uncomplicatedly by asking and answering simple questions about the learners' personal and educational backgrounds.

Therefore, to ensure that students improve in speaking skills they are facing difficulties developing considering their appropriate language level; these guidelines which aligned to the legal basis submitted in support of this investigation.

2.7 Variables of the study

2.7.1 Independent variables:

Interview Technique

Participants:

- Interviewer
- Interviewee

2.7.2 Dependent variables:

Speaking skills

Types of speaking skills:

- Interactive
- Incompletely interactive

- Non-interactive

Qualitative aspects of spoken performance/Speech:

- Accuracy
- Fluency
- Interaction
- Coherence

Chapter III

Methodological Framework

3.1. Methods

This research work is concerning to the deficiencies identified in speaking skill development in eighth-grade students through a qualitative method. Therefore, this type of study relies on the analysis of concepts and experiences, which implies that the information is not presented in the form of statistics. In addition, through qualitative methods there are ways to describe and analyze the content, for this research one of them is phenomenological study.

It is crucial to emphasize that when identifying intangible factors, qualitative methods are most suitable. These factors may include social norms, socioeconomic status, gender roles, ethnic origin, and even religion, whose significant influence in research matters may not be immediately evident. Moreover, qualitative research explores and provides a more concrete vision about the problems that exist in the real world since it does not collect numerical data like quantitative research.

The optimal approach for a researcher is to utilize data collection to gather ideas, answers, explanations, and even opinions based on the individual's point of view (Taherdoost, 2021), in order to analyze the information obtained to support this research work. Therefore, in this study the perspectives of the sample are considered, because it is more specific when

collecting information when determining the comments, opinions and feelings of each one of the participants.

The data collection has a great relevance that allows the results of this research to be successful. Some steps are accompanied by some academic tools and some statistical techniques, where the researcher will have to know how to use them most optimally, such as the use of surveys, questionnaires or even interviews. The use of these instruments will depend on the method that it is going to apply in the research work, obtaining highly relevant ideas that will be incorporated throughout the investigation. (Fernández Sánchez & Sidani, 2020)

One of the most challenging steps in a research paper is deciding and establishing what type of method the researcher will choose for data collection. For this work, the most optimal method is to apply the qualitative one, since in this way this research work will have better bases and context according to the topic and small sample that is being investigated. According to Paradis et al. (2016) the main focus of qualitative research is the description of undersized samples through a way where statistics are not applied, which means that this type of study is focused on the analysis of concepts and experiences.

3.2. Type of Research

3.2.1. Phenomenological study

This method relies on the researcher's lived experiences to interpret and describe the information, aiming to better grasp the authentic meaning of the interviewee's words. This approach allows us to define the interviewee's psyche in connection to their life experiences, drawing genuinely from their recounted memories (Guillen, 2019).

A phenomenological study is associated with the qualitative method. In addition, it allows the researcher to get valuable information about someone's personal experiences. In

addition, through interviews and observation, more detailed material can be obtained.

Moreover, phenomenological study is very useful to analyze a situation or problem through the people or population that are personally involved in the field of teaching and learning English, in this case “speaking skills”.

3.3 Data Collection Techniques

The technique used for this research work is data collection through a qualitative interview, to collect the most relevant and specific data, in addition, the interviewee feels free to provide a sincere and honest opinion about the variables of this research. Additionally, with the help of this interview, it is possible to create a more pleasant socialization environment. Therefore, it is necessary to use several, different techniques to address these educational issues. Interviewing and surveying techniques usually are employed by the researchers, each one of these forms of data collection has always been approached with caution and respect.

3.3.1 One-on-one interview

The technique chosen has been a One-on-one interview with the students, in order to have a dialogue with each one of them and talk of their opinions about the questionnaire questions. More so, through this technique it is possible to have face-to-face contact for both the interviewee and the interviewer. Typically, its primary use is based on collecting information directly from the source. To elaborate further, one-on-one interviews serve as straightforward tools to understand the interviewee better and gather in-depth information related to the topic at hand. Besides, participants will feel confident and encouraged to share their opinions and experiences by talking freely and without pressure.

3.4 Instruments

3.4.1 Questionnaire

The questions selected for the interview are open-ended, this means that they are less structured than the closed ones, which allows respondents to provide information about experiences and opinions from their point of view, instead of providing other types of alternative answers that only cause restrictions in the answer, on the contrary, open questions give the opportunity and time to obtain answers more naturally or spontaneously.

The questionnaire used for this research work is important to get experiences from eighth grade students. This will help to analyze and evaluate the influence of the interview technique through the students' responses and thus draw conclusions and find possible solutions to the problem being investigated. The questionnaire is based on seven questions applied face to face with the students. The relationship of the questionnaire with the purpose of the study is the students' opinion about the influence of interview technique in the development of speaking skills.

3.4.2 Interviews

Researchers commonly utilize this instrument to gather information from the participants who take part in the study. During an interview, the setting can range from formal to informal, depending on the moment or occasion, and it largely relies on the interviewee's availability and willingness to answer questions. Once the interviewer associates the possible results with the support of the analysis about the difficulties, they present to maintain an oral conversation and offer a possible solution.

The questions created for this research are open-ended questionnaire that help the researcher understand how students feel about speaking in class and, more so, in public. In addition, the selected questions allow them to explain their personal visions further while

answering the questions of the research work. Regarding the questions, they are open end that they can further develop their points of view on the subject. The aim of these questions is to determine the influence of interviews as a technique for developing oral expression skills in eighth-grade students and find potential solutions to enhance their performance in this area.

3.5 Data Collection Process and Resources

3.5.1 Basic questions and explanation

What?

Interviews

Where?

At Unidad Educativa Virgen del Cisne

When?

Academic Period 2023-2024.

How?

The questionnaire, seven open-ended questions, and a one-on-one interview.

What?

To evaluate the influence of interview technique in developing speaking skills in eight graders at Unidad Educativa Virgen Del Cisne.

3.5.2 Population and Sample

The present research project is focused on a qualitative approach. The population for the research was taken from the Unidad Educativa Virgen del Cisne located in Santa Elena province. For this specific research, 5 out of 21 eighth-grade students from a class were randomly selected to participate in the study. They are between the ages of twelve and

thirteen years old and are willing to participate with the project because they would like to learn how they would improve their speaking abilities while they are in the classroom.

Chapter IV

Analysis of Findings

The purpose of chapter IV is to provide the interpretation of the data obtained from the interviews made to students from Unidad Educativa Virgen del Cisne. In addition, this chapter interprets the answers obtained from the samples versus the literature review in chapter II, in order to correlate information. Five eighth grade students participated in the interview, and each was answering based on their experience in each class, the data obtained from the interviews showed a positive result of the Interview Technique in English classes.

4.1 Interpretation of data from the interview

The interview about influence of interview technique in developing speaking skills was carried out with five eighth grade students from Unidad Educativa Virgen del Cisne. The main objective of the interview was to collect efficient data that contribute to the success of this research work. The interview was conducted in Spanish to keep a point of the main idea of the student's responses and not to confuse them.

4.2 Results and analysis of Interview Questions:

Question 1: What do you consider to be the obstacles for learning how to speak English?

Figure 1



Interview made by: Luis Villarroel Floreano, 2023

Most used words: Lack of practice, vocabulary, nerves.

Analysis.

In general, the obstacles mentioned by the students include lack of practice, limited vocabulary, insufficient time dedicated to speaking practice in class, and nervousness when speaking. These findings suggest key areas that can be addressed to enhance the development of oral expression skills in English learners. By tackling these obstacles, it is likely that students will improve their confidence and fluency in language usage.

Question 2: Consider that your speaking level is high or low? Why?

Figure 2



Most used words: Low level, practice, speaking,

Interview made by: Luis Villarroel Floreano, 2023

Analysis.

The students' responses reflect an awareness that their speaking level is low due to a lack of practice, difficulties in expressing themselves fluently, and the perception that practice opportunities are limited in the school environment. Some students mention the importance of expanding their vocabulary to improve, while others identify the lack of resources and proper teaching in the classroom as factors affecting their speaking level.

Question 3: In your opinion, do you think that the interview technique could help to improve speaking skills? Why?

Figure 3



Most used words: Topics, speaking, techniques.

Interview made by: Luis Villarroel Floreano, 2023

Analysis.

The group of students interviewed, agreed that interview technique can help them improve and develop their speaking skills. In addition, they mention that interview technique is very attractive to them since there are interesting topics that can be addressed in class.

However, they also mentioned that this technique can still be improved, because they find it simple and easy. Finally, the participants expressed a preference for selecting the topics discussed in the interview activities.

Question 4: Do you think that students should prepare to answer interview questions?

Why?

Figure 4



Most used words: Answer, Interview, anticipation.

Interview made by: Luis Villarroel Floreano, 2023

Analysis.

Most students mentioned that it is better to prepare before interviewing because they prefer to know in advance what questions they will have to answer. In addition, the preparation provides the possibility to answer the interview questions in the most appropriate and concise way. Moreover, the fear of answering wrong a particular question disappears when being correctly prepared. However, one of the students mentions that perhaps sometimes the interviews could be carried out without prior preparation, he argues that in this way you can test your knowledge about a topic without being prepared.

Question 5: Do you think that your classmates freely cooperate during interview activities for their speaking development? Why?

Figure 5



Most used words: Cooperatives, classmates, speaking

Interview made by: Luis Villarroel Floreano, 2023

Analysis.

For question 5, the students had an exciting answer; However, the classmates like the interview activity, they lose interest when the topic to be discussed was something they do not know or find difficult. On the other hand, there are still students who at first are reluctant to participate and speak in front of their classmates, but with constant practice, little by little they became more participatory. Therefore, cooperation at the beginning is not the best but it improves with the students inspiring others to participate in class and develop their speaking skills.

Question 6: Do you think that your teacher applies the proper procedure for the interview activities? Why?

Figure 6



Most used words: Procedure, activities, improve, participate.

Interview made by: Luis Villarroel Floreano, 2023

Analysis.

Three of the five students agreed that their teacher applies the interview technique with the appropriate procedure. However, at the same time they say that unfortunately some students do not manage to participate because of the little time they have each class hour. On the other hand, a student mentioned that the teacher could improve the interview technique if she added the possibility that the students are the ones who choose the topics that are carried out in an interview.

Question 7: From a list of topics, which one would you like to talk about during the interview activities? Why?

Figure 7



Most used words: Movies, video games, sports.

Interview made by: Luis Villarroel Floreano, 2023

Analysis.

The responses from the students emphasize the importance of considering their personal interests and passions when choosing interview topics, such as movies, video games, and even sports. It is evident that discussing subjects aligned with their preferences results in more captivating conversations and increased active participation during the interview sessions. These valuable insights could prove beneficial for educators and researchers seeking to create interview activities that effectively encourage student engagement and enthusiasm.

4.3 Analysis and discussion of the interview vs bibliographic review.

According to the interview, the interview technique is interpreted as a more effective way to develop speaking skills, which is one of the most challenging skills to master. Based on Milasari et al. (2021) say that the use of this technique is fun and entertaining; through this technique, student participation is more noticeable during English class hours focused on

speaking. Therefore, through the interview, the students develop and improve their pronunciation and fluency.

On the other hand, most students agreed that one of the obstacles that exist when oral interviews in order to develop speaking skills is nervousness, which generates stress in students, causing them to stage fright and their minds go blank. This connects with the argument of Stephen Krashen's Affective Filter Theory (1982), where he mentions that anxiety and stress are an essential factors when learning a language. In addition, he also mentions that stress tends to block students because they feel uncomfortable when speaking.

Although at first there are students who feel insecure about trying the interview technique in class, the participation of other classmates is an inspiration for other students to participate. This is related to what Silalahi (2019) mentions about imitation and the use of language, students are more active and interactive due to the cooperative influence of their peers. It also goes together with what Vygotsky (1987) argued, by speaking, it is how people express and share ideas among themselves, emphasizing that the ability to speak influences social interaction and everything related to development processes.

Managing a public speaking class using the interview technique is hard work. According to the interview, most of the students are satisfied with the way the teacher manages the class. However, there is also a discrepancy among other students who believe that the teacher could improve their classes if they took into account their suggestions for the interview activity. This is related to (Khairunnisa, 2019) says, who mentions that teachers sometimes ignore or give little importance to students' wishes to speak.

Finally, based on the interview, most students agree that a teaching guide could improve their classes and at the same time solve learning obstacles during class. This has

relation to what Maarfia (2017) states, that generally with the respective guidance of their teacher they can achieve their goal of learning and developing language skills.

Chapter V

Reflections of the Study

This research project with the topic “The influence of Interview as a technique in the development of speaking skills in eighth graders” had as its primary objective to determine how the influence of interview technique improves the development of speaking skills. The interview technique has helped to develop the speaking skills of eighth-grade students. In addition, this research topic was inspired during the pre-professional at Unidad Educativa Virgen del Cisne.

The findings showed that students present some difficulties in developing activities based on speaking skills. In addition, the students present a low level of the ability to speak, where they mention that one of the factors is that the time during class hours is not enough to focus on this ability. Moreover, according to the analysis of the data obtained, it suggests that although the students feel comfortable with the activities, an optimal orientation is still needed when carrying out the technique of the interview during the classes.

In addition, it is required to implement more attractive topics to talk about during speaking activities to effectively promote the development of speaking skills and use the interview technique, which makes students lose interest in interaction during classes. On the other hand, it was shown that students tend to be eager to work together at the beginning. However, little by little, they are integrated into the activity when they see their classmates having fun and feeling pleasant. Therefore, when they finally decide to work cooperatively, their speaking skills develop further.

At the same time, the students had fun improving and developing their skills, discussing specific topics with their peers, and feeling included in this activity. It can be noted that the reviewed bibliography of certain authors, who are related to the development of speaking skills, played a crucial role in facilitating this research project.

Although the interview technique has helped students improve and develop their speaking skills, some aspects still need to be improved when putting it into practice. A possible solution would be to analyze the effect of using a didactic guide and the influence it has on meeting the needs of students who are developing their speaking to have good results and focus on the most innovative aspects that manage to improve the study process related to speaking skills. Moreover, it is recommended to provide more spontaneous practice situations using interview activities for students to improve their speaking skill development.

The experience during this research project was very positive because the research was conducted on a fascinating and exciting topic. In addition, during the observation of the students, it is shown that although they usually have the initiative to act in class, they present difficulties in developing activities based on speaking skills. Consequently, a large part of the students who usually participate in class are reluctant or insecure in any activity that involves speaking, thus limiting the development of this skill.

During the interview, students mentioned that one of the reasons for the low speaking level would be the lack of practice and insufficient time in class hours. In addition, the students interviewed shared their ideas and opinions on how the interview activities could be improved so that in this way, the classes are more active and participatory since otherwise, the lack of interest of the students could arise. However, the short period makes implements the ideas suggested by the students limited.

Fortunately, during this investigation, the thesis advisor answered each of the questions, clearing up doubts and thus facilitating the development of this research project. Regarding the challenges, finding relevant information for the project was difficult because there are not many research articles that support the use of the technique to develop speaking skills. In addition, on some occasions, documents with important information had to be downloaded through other pages because otherwise, a certain amount of money had to be paid to read the documents, thus being the most notable challenge.

On the other hand, data collection was another obstacle because the rector usually had to leave the institution, making it challenging to request to enter the institution to interview of eighth-grade students. However, when the school Principal was finally contacted and spoken to, she kindly allowed the survey to be carried out at the educational institution. At the same time, the interviewed students responded opportunely to each of the questions, sharing their experiences and opinions during the speaking activities using the interview technique, which allowed the formation of this research project.

Each activity developed in the classroom provided a life lesson; In this case, it was possible to recognize the importance of techniques to improve speaking skills in English, such as the interview technique, since it facilitates the learning process, making it more comfortable for both the teacher and the student. In addition, the impact it has on collaborative learning among peers, motivating the rest of the class to be more participatory, promoting camaraderie, cooperativeness, and the development of their speaking.

Based on the findings collected from the various instruments used, it was determined that teachers should have a didactic guide that can help improve the oral performance of students using topics that arouse their interest in speaking activities. Also, interview activities should be dynamic, capturing interest, attention, and motivation through class interaction.

Finally, teachers should encourage students to assume more confident roles to strengthen their speaking skills, instead of relying on traditional education, emphasizing that the English book only represents a guide and not everything.

To conclude this chapter, the recommendations for future research on this same or similar topic would be to choose a more significant and older population. In addition, for a more precise investigation, not only students but also some teachers would be surveyed to find out the role they play when applying this technique. Moreover, conducting more extensive field research would help to explore more deeply the behavior and motivation of students to find better solutions to the obstacles that arise during the interview activities to develop speaking skills.

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Annexes

Annex 1: Tutor and Specialist assignment


**FACULTAD DE CIENCIAS
DE LA EDUCACIÓN E IDIOMAS**
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**
MEMORANDO
REFERENCIA: PINE-144-2023
DE: MSc. Sara González Reyes
DIRECTORA DE CARRERA (e).
PARA: Villarroel Floreano Luis Michael
Estudiante Carrera Pine
Cc: MSc. Leonardo Chávez Gonzabay
MSc. Kelly Vergara Mendoza
DOCENTES CARRERA PINE
ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 05 de mayo del 2023

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2023-012, Sesión Ordinaria del 27 de abril del 2023, fue aprobado el tema de su trabajo de integración curricular denominado "The influence of Interview as a technique in the development of speaking skills in eighth graders", siendo designado como miembros de tribunal los siguientes docentes:

| DOCENTE | CORREO | TELÉFONO | DESIGNACION |
|-------------------------------|----------------------|------------|--------------|
| MSc. Leonardo Chávez Gonzabay | lchavez@upse.edu.ec | 0996543470 | Tutor |
| MSc. Kelly Vergara Mendoza | kvergara@upse.edu.ec | 0982856822 | Especialista |

Particular que informo para los fines pertinentes.

Atentamente,



Lda. Sara González Reyes MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

C/c Archivo

Annex 2: Anti-plagiarism Report



UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
Facultad de Ciencias de la Educación e Idiomas



La Libertad, Julio 20 del 2023

**Certificado Sistema Anti Plagio
001-TUTOR LACHG-2023**

En calidad de tutor del trabajo de titulación denominado **"THE INFLUENCE OF INTERVIEW AS A TECHNIQUE IN THE DEVELOPMENT OF SPEAKING SKILLS IN EIGHTH GRADERS"**, elaborado por el estudiante Vitarroel Floreano Luis Michael, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio COPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **4%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Particular que comunico para los fines pertinentes.

Atentamente,

Lcdo. Leonardo Augusto Chávez Gonzabay, MSc
Tutor de Tesis

July 19 - Final research - Luis - Copilatio

4% Similitudes

< 1% Texto entre comillas
0% similitudes entre comillas

0% Idioma no reconocido

Nombre del documento: July 19 - Final research - Luis - Copilatio.docx
 ID del documento: ed6eb6458181f5ae6b59ad06d3e228c85840127a
 Tamaño del documento original: 47,72 kB

Depositante: LEONARDO AUGUSTO CHAVEZ GONZABAY
 Fecha de depósito: 19/7/2023
 Tipo de carga: interface
 fecha de fin de análisis: 19/7/2023

Número de palabras: 7358
 Número de caracteres: 47.298

Ubicación de las similitudes en el documento:



Fuentes principales detectadas

| Nº | Descripciones | Similitudes | Ubicaciones | Datos adicionales |
|----|--|-------------|--|---|
| 1 |  Documento de otro usuario #853460 El documento proviene de otro grupo 2 fuentes similares | 1% |  | Palabras idénticas : 1% (64 palabras) |
| 2 |  Documento de otro usuario #58a7e0 El documento proviene de otro grupo 2 fuentes similares | < 1% |  | Palabras idénticas : < 1% (66 palabras) |
| 3 |  www.simplypsychology.org Vygotsky's Zone of Proximal Development and Scaffold... https://www.simplypsychology.org/zone-of-proximal-development.html 11 fuentes similares | < 1% |  | Palabras idénticas : < 1% (37 palabras) |
| 4 |  Documento de otro usuario #4398c7 El documento proviene de otro grupo | < 1% |  | Palabras idénticas : < 1% (39 palabras) |

Annex 3: Sample of the interview

Entrevista.

Interview es una técnica que ayuda a mejorar la habilidad de hablar. A través de esta técnica se puede mejorar describiendo imágenes, dando opiniones y volviendo a contar historias. En una buena técnica para desarrollar el habla, donde los estudiantes pueden encontrar ejemplos reales para comunicarse y se proporciona una evaluación para verificar su progreso.

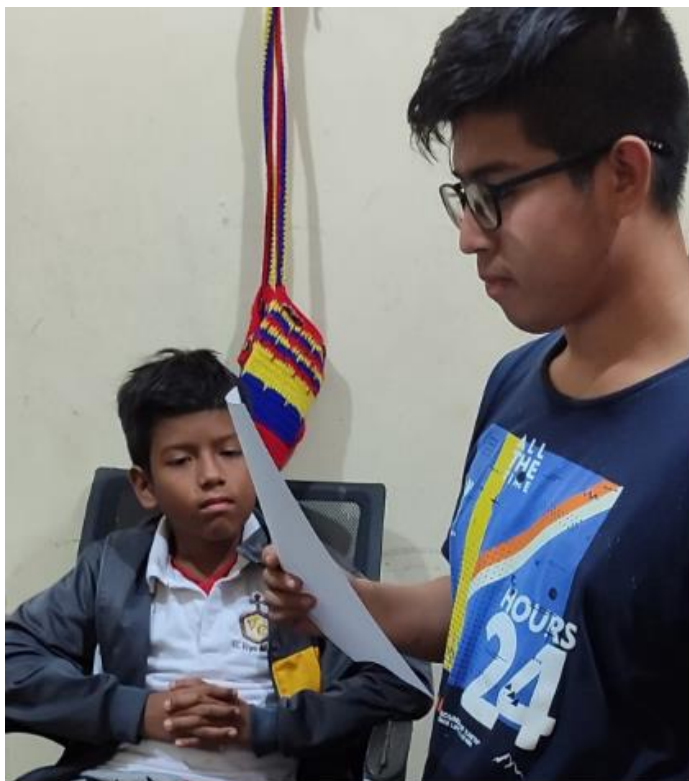
- 1) ¿Cuáles considera que son los obstáculos para aprender y desarrollar habilidades para hablar?
- 2) ¿Consideras que tu nivel de habla es alto o bajo? ¿por qué?
- 3) En su opinión, ¿cree que la técnica de la entrevista ayuda a mejorar las habilidades orales? ¿por qué?
- 4) ¿Cómo te preparas cuando participas en una entrevista?
- 5) ¿Crees que tus compañeros de clase cooperan libremente durante las actividades de la entrevista para su desarrollo del habla? ¿por qué?
- 6) ¿Crees que tu profesor sabe cómo llevar a cabo correctamente las actividades de la entrevista? ¿Por qué?
- 7) ¿Cree que una guía ayudará a que la clase sea más eficiente durante las actividades de entrevista? ¿cómo?



MSc. Leonardo Chávez Gonzabay

Tutor Advisor|

Annex 4: Photos of the interview with eighth graders' students from Unidad Educativa Virgen Del Cisne.



Annex 5: Interview transcript**Transcript of the interview**

1) ¿Cuáles considera que son los obstáculos para aprender y desarrollar habilidades para hablar?

Student 1: Creo que el principal obstáculo es la falta de practica de nosotros los estudiantes, también los nervios al hablar y pensar que lo que voy a decir está mal.

Student 2: El obstáculo para mi es conocer muy pocas palabras, por eso al momento de hablar no sé qué decir y otras veces ni siquiera entiendo la pregunta y me bloqueo.

Student 3: Bueno, yo considero que puede ser las pocas veces que practicamos en clase, porque casi siempre las clases se tratan de escribir, leer o repetir vocabulario.

Student 4: En mi opinión, pienso que uno de los obstáculos es el poco tiempo que tenemos en clase, ya que solo tenemos ingles 1 vez al día durante 40 minutos, además, en casa tampoco practicamos hablar en inglés.

Student 5: Creo que un obstáculo serían los nervios, debido a que no me siento muy cómodo al hablar sobre algo, peor aún en inglés, creo que me sentiría más cómodo si hablara de algún tema interesante y sencillo.

2) ¿Consideras que tu nivel de habla es alto o bajo? ¿por qué?

Student 1: Considero que mi nivel es bajo porque no practico casi nada, ni en clases ni en la escuela y enserio se me dificulta aprender por mi cuenta.

Student 2: Si tuviera que calificarme diría que tengo un nivel bajo, especialmente en la habilidad de hablar ya que apenas puedo decir algunas palabras y oraciones.

Student 3: Mi nivel de speaking es bajo ya que la mayoría de mis compañeros también tienen un bajo nivel como para practicar con ellos y tampoco conozco alguna aplicación que me ayude a desarrollar mi speaking

Student 4: No considero tener un nivel tan bajo, pero aún tengo mucho que mejorar, creo que si aprendiera más palabras podría subir mi nivel un poco más.

Student 5: Bueno, tengo un nivel promedio de writing y Reading pero mi nivel de speaking es el que menos he entrenado por lo tanto es bajo, y lo poco que me enseñan en clases no es suficiente.

3) En su opinión, ¿cree que la técnica de la entrevista ayuda a mejorar las habilidades orales? ¿por qué?

Student 1: Si esta técnica es usada con más frecuencia en clase considero que si podría ayudarnos, ya que vamos aprendiendo más vocabulario acerca de temas diferentes en cada actividad.

Student 2: Creo que podría ayudarnos, pero aún tiene cosas que mejorar como temas más interesantes y mayor cooperación por parte de nuestros compañeros de clase.

Student 3: Considero que si y además ahora que ya no estamos en clase virtuales donde las participaciones en clase son escasas en especial cuando se trata de hablar.

Student 4: En mi opinión esta técnica si ayuda a desarrollar las habilidades de hablar debido a que mis compañeros muestran mayor interés al momento de usarla, creo que es porque les gusta dar sus opiniones cuando se tratan de temas que les resulta interesantes.

Student 5: Pienso que esta técnica es la que más nos ha ayudado a mí y a mis compañeros debido a lo simple y practico que es al momento de usarla, además, se puede hablar de diferentes temas.

4) ¿Cómo te preparas cuando participas en una entrevista?

Student 1: Pienso que es muy importante que nosotros los estudiantes estemos preparados con anticipación para contestar debidamente a las preguntas que él, entrevistador nos haga, todo esto con una buena pronunciación y entonación

Student 2: Creo que al saber que preguntas vamos a contestar en una entrevista nos haría sentir más cómodos y también nos da la oportunidad de sentir más seguridad al momento de dar alguna respuesta.

Student 3: Personalmente creo que, aunque es más conveniente para nosotros prepararnos para una entrevista, también hacer una entrevista sin preparación sería un reto interesante ya que contestaríamos solo con el conocimiento que tenemos.

Student 4: Bueno, estoy de acuerdo con que los alumnos debemos prepararnos con anticipación porque de lo contrario quizás los nervios de no saber que responder les impida hablar y ya no quieran volver a hacer una entrevista de nuevo.

Student 5: Prepararnos antes de una opción es la mejor opción ya que así pulimos lo que tenemos pensado responder y así evito sentir temor de contestar algo que no es y también me siento menos nervioso para hablar.

5) ¿Crees que tus compañeros de clase cooperan libremente durante las actividades de la entrevista para su desarrollo del habla? ¿por qué?

Student 1: A mis compañeros lo que más les cuesta es hablar, por eso uno de los problemas más comunes es que a veces no se sienten cómodos al momento de la entrevista, pero poco a poco intentar ser más participativos.

Student 2: Aunque al principio mis compañeros no les gustaba la idea de una entrevista, ellos empezaban a cambiar de idea cuando veían a los demás participar y pasarla bien durante la entrevista.

Student 3: La cooperación de mis compañeros depende del tema que trate la entrevista, se muestran más cooperativos si es un tema que les guste y así mismo cuando es algo que no les gusta ellos prefieren no cooperar o solo quedarse callado.

Student 4: Cuando son temas difíciles o que no entendemos normalmente mis compañeros deciden simplemente no hablar o solo hablar, pero con un tono muy bajo que hace difícil entenderlos.

Student 5: A veces me toca hacer una entrevista con los compañeros más cooperativos, pero también a veces me toca con compañeros que aun temen hablar durante la entrevista, pero con cada clase poco a poco van superando su miedo a hablar y terminan cooperando.

6) ¿Crees que tu profesor sabe cómo llevar a cabo correctamente las actividades de la entrevista? ¿Por qué?

Student 1: No estoy seguro, pero creo que el procedimiento que usa hasta el momento me gusta porque es sencillo y divertido, lo único malo es el poco tiempo que tenemos para hacer esta actividad.

Student 2: Creo que es bueno, pero podría mejorar, por ejemplo, si los estudiantes pudiéramos decidir que sobre qué temas hacer la entrevista o al menos hacer temas más interesantes.

Student 3: En mi opinión, me gusta el procedimiento de mi maestra, pero creo que sería mejor si tuviéramos más horas de clase para realizarlo ya que muchos se quedan sin participar por culpa de esto.

Student 4: Considero que mi profesora aplica bien esta técnica, pero si ella tiene la posibilidad de mejorar aún más estas actividades sería perfecto para desarrollar más rápido la habilidad de hablar en el curso.

Student 5: Creo que el procedimiento de la profesora es el indicado ya que al tratar temas sencillos en las actividades de entrevista el curso se siente cómodo y se anima a

Student 5: Creo que el procedimiento de la profesora es el indicado ya que al tratar temas sencillos en las actividades de entrevista el curso se siente cómodo y se anima a participar.

7) De una lista de temas ¿Cuál de ellos te gustaría hablar durante las actividades de entrevista? ¿Por qué?

Student 1: Quisiera hablar sobre videojuegos porque así me enteraría sobre nuevos lanzamientos, técnicas de juego y el impacto de los videojuegos en nuestras vidas. Es un tema que me trae alegría y emoción.

Student 2: Me gustaría hablar sobre películas porque disfruto discutir sobre diferentes géneros, actores y directores. Es divertido compartir opiniones y recomendaciones con otros que también aman las películas.

Student 3: También me interesa hablar sobre películas porque es una excelente manera de descubrir nuevas películas y aprender sobre diferentes culturas y estilos de narración. Es un tema emocionante que permite tener de que hablar por un buen rato.

Student 4: " Yo preferiría hablar sobre deportes porque me gusta jugar y ver diferentes deportes. Los deportes me han enseñado habilidades muy útiles y además veo videos en youtube para siempre estar informado.

Student 5: Escojo las películas porque es algo que disfruto hacer con mis amigos y familiares. Creo que hablar sobre películas puede ser una forma de hacer amistades con otros a través de algo que nos gusta a muchos y quizás tengamos el mismo gusto en películas.