



Title: Authentic-interactive activities to promote oral production on a virtual platform

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Introduction

The necessity of learning English as a foreign language is increasing in the Mexican educational field, especially in the academic one.

In that attempt, students are supposed to learn how to write, listen, read, and speak it to use the language as a way to convey messages.

Introduction

Taking into account the situation described above, the objective of this study is to know if an instructional design with interactive activities operated in the Moodle platform promotes oral production and identify the possible association between subjects' scores from that instructional design and their speaking level from a standardized test.

Methodology

For the present research, a longitudinal quantitative approach was carried out during spring 2020 in the Teaching English Bachelor at Benemérita Universidad Autónoma de Puebla.

Sample

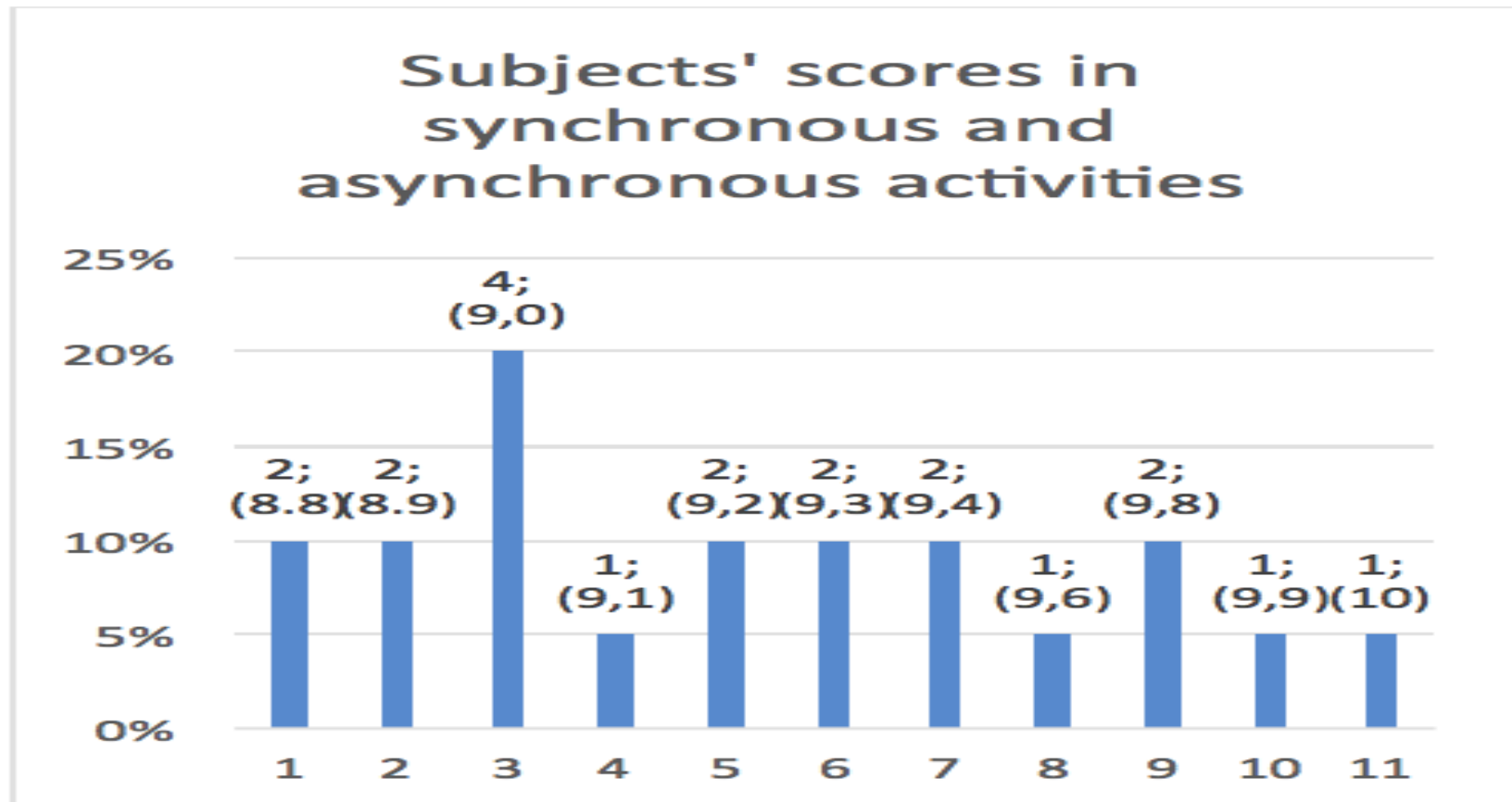
It was randomly selected and composed of 20 subjects who shared common characteristics.

Research question 1	Indicator	
Do authentic-interactive activities from the instructional design promote subjects' oral production?	Grades got from the instructional design taking into account synchronous and asynchronous authentic-interactive activities in the Moodle platform, which were graded based on rubrics and checklists.	
Research question 2	Variables	
Is there a possible association between the subjects' scores from the instructional design and their oral production level from a standardized exam?	Variable 1 General subjects' scores from the instructional design based on authentic-interactive activities	Variable 2 Subjects' scores from a standardized exam

Table 2. Model of analysis.

Results

RQ1. Do authentic-interactive activities from the instructional design promote subjects' oral production?



Graphic 1. *Subjects' scores.*

Results

RQ2. Is there an association between subjects' scores from the instructional design and their speaking level from a standardized exam?

Subjects	Variable 1	Variable 2
1.	8.8	B2
2.	8.8	B2
3.	8.9	B2
4.	8.9	B2
5.	9	B2
6.	9	B2
7.	9	B2
8.	9	B2
9.	9.1	B2
10.	9.2	B2
11.	9.2	B2
12.	9.3	B2 ⁺
13.	9.3	B2 ⁺
14.	9.4	B2 ⁺
15.	9.4	B2 ⁺
16.	9.6	B2 ⁺
17.	9.8	B2 ⁺
18.	9.8	B2 ⁺
19.	9.9	B2 ⁺
20.	10	B2 ⁺

Table 5. *Association of the subjects' scores from the instructional design with the standardized exam.*

Conclusions

- ✓ The findings show a clear improvement of subjects' speaking proficiency level, and thus, linguistic knowledge
- ✓ It also provides information for teachers to improve their pedagogical practice in virtual environments

Conclusions

- ✓ Authentic-interactive activities are an alternative to develop oral production
- ✓ Subjects improved their speaking proficiency level, showing acceptable parameters of interaction and performance not only in the instructional course but also in a standardized exam

Conclusions

- ✓ Subjects develop a sense of virtual community
- ✓ Authentic-interactive activities pushed learners to be engaged in speeches with enough information to discuss and keep their rhythm in clear, accurate, and meaningful turn-takings.
- ✓ Subjects did not demonstrate being under pressure or stressed to perform oral productions

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