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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: "AUDIOVISUAL MATERIALS FOR ORAL EXPRESSION DEVELOPMENT"

Trabajo de Investigación Previo a la Obtención del Grado Académico de Magister en la Enseñanza del Idioma Inglés Como Lengua Extranjera

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FECHA: Enero 14, 2019

RESUMEN EJECUTIVO

Esta investigación principalmente pretende analizar los efectos del uso de materiales audiovisuales en el desarrollo de la expresión oral. Para comprobar la efectividad del uso de estos materiales en la expresión oral, se aplicaron dos pruebas principales basadas en la parte de la destreza de Speaking del examen Preliminary English Test de Cambridge. El pre-test y el post-test fueron aplicados a la población de este estudio que consistió en 55 estudiantes de noveno grado de educación básica de la Unidad Educativa "Vicente Anda Aguirre" durante el primer parcial del primer quimestre de año escolar 2018-2019. Se encuestó a los estudiantes y a sus docentes para obtener información con relación a la práctica en el aula. Se diseñó un folleto con diez planes de lección las cuales fueron utilizadas dentro del periodo de intervención. Las lecciones están basadas en el uso de materiales audiovisuales como computadora e internet, herramientas en línea, rotafolios, televisión y caricaturas en combinación con las estrategias de la expresión oral tales como planificación, ejecución, y evaluación. Después de terminado el tratamiento al grupo de estudio o experimental, se aplicó el post-test con el cual se obtuvieron los resultados que más tarde fueron analizados y contrastados con aquellos obtenidos en el pre-test. Para el análisis de datos, se utilizó la prueba matemática T Student y para verificar la confiabilidad de los resultados se aplicó la prueba Alfa de Cronbach. Los resultados obtenidos con el grupo experimental comprueban la efectividad del uso de los materiales audiovisuales en la expresión oral de los estudiantes de noveno grado. Ellos mostraron mucho interés y motivación con los materiales audiovisuales para mejorar su expresión oral. Los estudiantes además mejoraron sus habilidades orales. Se concluye que la utilización de materiales

audiovisuales tiene efectos positivos en la expresión oral y se recomienda que los docentes incluyan en sus planificaciones didácticas la utilización de materiales audiovisuales para mejorar el desempeño de sus estudiantes.

Descriptores: Audiovisuales – computadora – ejecución – evaluación - expresión oral - herramientas en línea – internet – motivación – planificación - televisión

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DATE: January 14th, 2019

ABSTRACT

This research mainly aims to analyze the effects of the use of audiovisual materials in the development of oral expression. To test the effectiveness of the use of these materials in oral expression, two main tests were applied based on the Speaking part of the Cambridge Preliminary English Test (PET). The pre-test and the post-test were applied to the population of this study that consisted of 55 ninth graders of basic education of the Unidad Educativa "Vicente Anda Aguirre" during the first term of the first semester in the 2018- 2019 academic year. The students and their teachers were surveyed to obtain information regarding the practice in the classroom. A handbook was designed with ten lesson plans which were used within the intervention period. The lessons are based on the use of audiovisual materials such as computer and internet, online tools, flip charts, television and cartoons in combination with oral expression strategies such as planning, execution, and evaluation. After finishing the treatment to the experimental group, the post-test was applied, with which the results were obtained that were later analyzed and contrasted with those obtained in the pre-test. For the data analysis, the T Student mathematical test was used; and, to verify the reliability of the results, the Cronbach Alpha test was applied. The results obtained with the experimental group prove the effectiveness of the use of audiovisual materials in the oral expression of ninth graders. They showed a lot of interest and motivation with audiovisual materials to improve their oral expression. The students also improved their oral skills. It is concluded that the use of audiovisual materials has positive effects on oral expression and it is recommended that teachers include in their class planning audiovisual materials use to improve the performance of their students.

Descriptors: Audiovisuals - computer - execution - evaluation - internet - motivation - oral expression - online tools - planning - television

INTRODUCTION

As English language has been considered as a lingua franca (Crystal, 2003) it is important to understand that Ecuadorian students need their teachers' support in order to improve their English language performance and be linguistically competent (Common European Framework of Reference, 2001). English language is the medium of communication which most of the countries have adopted and it is indispensable to acquire a good level of performance. However, according to the results obtained at the beginning of this study, the students do not have a good level in their oral expression. That is the reason why the current project was carried out.

Audiovisual materials such as on-line tools, television, computer and internet, cartoons, and flip charts provide valuable information and engage students in their learning process. They also give teachers the opportunity to plan their classes with another perspective. On the other hand, students' oral expression must be improved because it is the basis of communication with others. Teacher also should implement oral expression strategies such as planning, execution, and evaluation (Common European Framework of Reference, 2001) in order to produce a good oral production as part language development. In this context, the combination of audiovisual material with oral expression issues in education has been developed. Therefore, it is a pleasure to introduce this research which is divided into six chapters.

CHAPTER I. It presents the problem and the contextualization of it. Besides, critical analysis, prognosis, and establishment of the problem, research questions, and delimitation of the study, justification, and objectives are stated.

CHAPTER II. It displays the research background, philosophical and legal foundations. Moreover, the key categories, the independent and dependent variables theoretical foundation, and the hypotheses are depicted.

CHAPTER III. It describes the methodology, and the intended population. Moreover, the conceptualization of variables, the method of data collection and analysis are part of it.

CHAPTER IV. It presents the data from the pre and post- tests results and the results of the survey. It also describes the analysis, interpretation, and hypothesis verification by applying T student Mathematical Test and Cronbach Alpha.

CHAPTER V. It introduces conclusions and recommendations.

CHAPTER VI. It presents a proposal which is centered on the use of audiovisual materials for the English language oral expression development.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

"Audiovisual materials for oral expression development"

1.2 Problem statement

1.2.1 Contextualization of the problem

English is the third language with most speakers in the world (Crystal, 2003). It is considered vastly important as an international language and has been also declared as the universal language or lingua franca (Crystal, 2003). It is used in administration, commercial, tourism and government as a means of communication between speakers of different languages. Generally, English has been extended to diverse professional areas including education.

English is learned as the principal foreign or second language in most elementary and secondary schools around the world. As an international language it has been necessary to promote the development of the four language skills based on the use of methodological, motivational and technological strategies that allow the students to communicate proficiently in the English language.

In this academic context the use of information and communication technologies (ICT) represents an important support that is growing day by day all over the world. The use of these technologies in the language area as pedagogical tools is important since, in the first place, a change is required from the traditional conception of teaching and secondly, the students are allowed to become autonomous and independent in their own language learning process (Wichadee, 2017).

In other words, the use of technology proposals is a change from a teacher-centered approach into a student-centered teaching methodology. This, with the purpose of adapting to the

expectations of the digital natives that refers to the students born in the technological era (Prensky, 2001).

Particularly in Ecuador, it has been evidenced that most of the educational institutions do not promote the use of technological resources even as a complement to the language lessons; all of this is known as traditional education (Vasquez, 2013). For this reason, students who enter in the higher education show deficiency in the use of technological resources (Flores & Melendez, 2017). On the other hand, although the government has made some changes in the quality of the text books in relation to the methods and strategies proposed, the development of the English oral skills is still limited, which blocks the process of acquiring and improving the oral competence (INEC, 2014).

Regarding the local context, this research was carried out at Unidad Educativa "Vicente Anda Aguirre" located in Mocha town - province of Tungurahua in Ambato, during the school year 2018-2019. This Institution provides and guarantees an education of quality. In the language area, it is taken into account that each human has an innate communicative capacity but that must be developed through education and focused to improve the communication, expression and comprehension skills.

After a period of observation, it was noted that in 9th year EGB the low motivation, the use of traditional methods and the lack of resources to support the teaching and learning process are some of the main difficulties in the development of the speaking skill in the English language. Students demonstrated a low level of speaking regarding fluency and pronunciation. Therefore, they do not feel confidence to talk, they feel nervous and most of them are shy.

The curriculum proposed by the Ministry of Education and followed by the Institution is focused on a new program of study based on 5 curricular aspects: communicative cultural awareness, spoken communication, reading, writing and language through the arts (Ministry of Education of Ecuador, 2016), which are significant for language learning. However, this program is considered not enough to help students to achieve the oral competence in the English language.

Consequently it is necessary to implement new activities or resources within the educational plan that can focus on improving the speaking skills. In this regard, the use of audiovisual

materials can be proposed to help students to produce the language in real context conversations and develop their oral expression.

1.2.2 Critical analysis

1.2.2.1 Problem scheme

Low level of speaking skills	Unsuccessful oral communication	Students are not motivated to speak	Waste of authentic materials to practice speaking

Limited use of audiovisual resources in the development of oral expression

Lack of confidence when speaking in class	Insufficient oral interaction in the English class	Use of traditional methods	Non-access to technological resources, inside and outside the classroom, to support the speaking practice

Figure 1 Problem scheme

Created by*: Peña, L. (2018)

During the study developed in 9th year EGB class at Unidad Educativa Vicente Anda Aguirre in Mocha; some causes that affect the development of the oral expression were identified. The main problem observed was the limited use of audiovisual materials to improve speaking skills. Thus, considering this research is intended to help students to communicate orally in English, it is important to analyze the problem taking into account those causes and effects.

Firstly, the speaking skill is essential in the communication process between human beings since people are able to express their ideas, feelings and emotions through this skill (Common European Framework of Reference, 2001). Lack of confidence among students during speaking practice in class causes a low level of this skill that students have in the 9th year class does not allow them to feel confident when they speak. That means teachers are required to develop the speaking lessons in different ways, using all the possible resources, renovating the traditional methods into fun activities in order to develop oral competence and benefit their learning.

On the other hand, the insufficient oral interaction in the English class limits students to develop effective spoken communication (Yuen, Amr, & Taha, 2014). The non-interaction between students represents an evident cause of their apathy for learning (Walberg, 1969). Being active in the lesson interacting with the teacher and classmates is essential for the students since lessons with little or non-interaction cause less interest towards language learning.

Additionally, teachers are habituated to the use of teaching activities through the use of textbooks without taking into consideration the students' needs and interests. Prensky (2001) created the term *digital natives* to refer to those people born in the digital era with the boom of computers and internet. That is why, nowadays, students demand the use of technology in their lessons with the expectation of learning through innovative methods. In this context, many teachers are not prepared or trained to incorporate the use of technology to their lessons, that situation reduces students' motivation for their learning and produces apathy to speak English.

Finally the limited or non-access to technological resources, as inside the classroom as outside it, to support the speaking practice limits students to the opportunity to discover infinite of authentic materials to put into practice their speaking skills in the class and in

daily life situations. English authentic materials to practice speaking can be found in a variety of audiovisual media like television, movies, videos and many others. The lack of their use or incorporation to the lessons is effectively a waste of valuable and real resources to develop the speaking skill.

1.2.3 Prognosis

The English teachers at Unidad Educativa Vicente Anda Aguirre have limited access to the use of audiovisual materials for teaching oral expression. For this reason, 9th year EGB students do not have the possibility to develop their speaking skill through the use of technology. Consequently, they do not feel motivated, considering teachers still use the traditional methods and do not innovate with new resources and teaching tools.

If no measures are taken to help students to improve their oral expression through the use of audiovisual materials; the students will not be creative and will not be able to communicate orally in the English language. This means that at the end of 9th year EGB will not be enough prepared to face life with the level expected and will not have the enough basis to successfully continue their learning process in 10th year EGB.

Additionally, by not solving the problem of low level of student´s oral expression, the students would not have the same opportunities that others have. Students would always struggle with English speaking skills; however, if it is solved, students will improve their English performance and have better communication in the target language.

1.2.4 Problem formulation

This research intends to answer this question:

How effective is the use of audiovisual materials in the development of oral expression in 9th year EGB students from the Unidad Educativa Vicente Anda Aguirre, Mocha - Ecuador?

1.2.5 Research questions

- What is the level of proficiency of the students' oral expression before and after using audiovisual materials?
- Which are the audiovisual materials that teachers use for the development of English Language oral expression?
- What is the impact of the implementation of audiovisual materials in class?

1.2.6 Delimitation of the research

- **Field:** Education
- **Area:** Teaching EFL
- **Skill:** Oral production
- **Time:** This research was carried out the first partial of the first term in the school year 2018-2019.
- **Place:** This investigation was conducted at the Unidad Educativa Vicente Anda Aguirre.

1.3 Justification

This research proposal was designed to solve some problems related to the English teaching and learning processes. First, it was found that students from the Unidad Educativa Vicente Anda Aguirre have a low level of proficiency of the English language oral expression. Second, there are different problems that affect negatively the learning process of these students: teachers do not use technological resources to teach speaking skills, students have low level of motivation to learn English language, among others.

From a technological and practical point of view, the present research proposes the use of nonconventional resources which are not included in the traditional teaching approach. It will provide teachers with innovate strategies to teach the English language speaking skills. Specifically, teachers can take advantage of technology to support their teaching and at the same time students will feel motivated and encouraged to learn. Moreover, the use of audiovisual resources such as commercials, video clips, TV series or movies will offer authentic and interesting language use. These are free and easy-to-use resources. These audiovisual materials will provide the students with English native speakers' models.

The main beneficiaries of this research are the students. These strategies will contribute to the integral formation of the students, since they will be able to improve their oral expression by using authentic materials. This will promote the students' participation in real-life situations. This also will enhance team work and communication among students since it promotes dialogue, dramatization, singing, acting, role plays and debate to confront ideas.

This will consolidate learning, improve the interpersonal relations, and help them to express their own ideas, feelings and thoughts.

The use of these strategies to teach speaking skill is feasible and viable; it can be implemented easily, because it does not require the use of expensive and sophisticate tools and equipment.

1.4 Objectives

1.4.1   General objective

To analyze the effect of the use of audiovisual materials in the development of oral expression

1.4.2   Specific objectives

- To determine the level of proficiency of the students' oral expression before and after using audiovisual materials.
- To collect information about the audiovisual materials that teachers use for the development of English language oral expression.
- To analyze the impact of the implementation of audiovisual materials in class.

CHAPTER II

THEORETICAL FRAMEWORK

2.1   Research background

An on-line systematic literature review was carried out in different academic journals and university databases to search for academic studies about the use of teaching strategies centered on audiovisual materials to improve English language speaking skills. It was found five studies directly related to the development of speaking skills using audiovisual resources. They are presented chronologically.

Nalliveettil and Alidmat (2013) conducted a research for establishing the usefulness of audio-visual aids in EFL classroom. The researchers addressed and explored the following statements: a) EFL students' perception about the use of audio-visual aids in the classroom; and b) EFL students' approach to audio-visual resources in the classroom. The research population was formed by 15 undergraduate students who used course books containing audio-visual materials. The research methodology was focused on a combination of quantitative and qualitative issues. Furthermore, 10 questions were used for collecting information based on the use of audio-visual aids and its importance for English classroom and interrelation to English course books. The researchers conclude that the use of audio-visuals as a teaching method favored students' thinking, personal understanding, and improved learning by substituting monotonous learning environments.

Bataineh (2014) carried out a quasi-experimental study to assess the effect of using computer-mediated communication (CMC) on the improvement of tenth grade students' fluency and productivity of authentic oral texts in English. The population of the study consisted of all 10th grade students in Amman First Directorate of Education during the school year 2013-2014. From this group, a sample of 61 students was selected, which was divided in two groups: the experimental group (31) and the control group (30). The following aspects related to English oral language were studied: authenticity, pragmatics, creativity, non-verbal communication, suprasegmental factors, structural accuracy, figures of speech, idiomatic expressions, lexical accuracy, everyday life expressions, and speaking confidently.

A pre-test was administered to know the actual level of oral expression proficiency of both groups, before being exposed to the new experience of teaching. The control group was taught traditionally, while the experimental group was taught via CMC. Two months later, a post-test was administered so as to find if any change occurred, if it occurred, to what extent and in what dimension. The findings of the study revealed significant differences in the mean scores between the control and the experimental CMC groups. Students' performance in the experimental group was better than that of the control group. Results from the analysis suggest that audiovisual chat is found to offer a great opportunity in teaching and learning the aspects of fluency in English. Audiovisual chat with native speakers of English developed their fluency more positively. Furthermore, finding demonstrates that students made improvement in aspects of fluency that are related to productivity of ideas and using authentic oral texts.

This paper makes a contribution to the present research because it evaluates the effect of using computer-mediated communication (CMC) on the improvement of English oral expression. Moreover, finding demonstrates that teaching based on audiovisual chat with native speakers of English develops the students' oral expression more positively.

Casallas (2014) performed a case study which aimed to outline resources that help students to use the target language to improve speaking skills. This research was divided into two cycles with 9 students in total. Moreover, the classes were developed by using audio-visual aids and play activities dealing with phonics, reading, and grammar topics. The analysis of data was developed through teacher's observations with checklists. Those checklists aimed to collect information about commands, hesitation, pronunciation, confidence, chorus works and class participation; and, videos of students' performance. The author announced as main finding the fact that students did not hesitate at the begining of this study; additionaly, they improved their pronunciation, chorus-work participation and self-confidence. Finally , the author concluded stating students preferred colorful visual aids and enhanced speaking development in a confident classroom environment which emphasized real communicative contexts.

As an intend to change the traditional teaching approach of Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez; Barzola (2015) carried out a quasi-experimental research project to improve communicative language skills of the students through the use of audiovisual resources. 80 students of Second Year Bachillerato

participated. To collect information a pre-test was administered before being exposed to teaching experience based in audiovisual resources using video clips. Then, at the end of the experience, a post-test was applied. Additionally, students were interviewed. Results show the improvement of the English language learning of the Second Year Students at the Unidad Educativa Juan Dagoberto Montenegro Rodríguez, through audiovisual resources using video clips. As the fundamental base of the communicative language activity, relevant real life video clip context has been used, according student's interest and needs. Additionally, a worksheet has also been given to the students in order to get the main point of every activity, follow a sequence, order students' ideas of what they watch in video clip activity; these were fundamental tools in the improvement of the communicative language skills of the students. This dissertation is related to the present research because it analyzes the improvement of the communicative language skills of the students through the use of audiovisuals resources using video clips. The main findings show that teaching based on using video clips with native speakers of English develops the student's oral expression.

Morocho (2017) aimed to examine the effectiveness of using two audio-visual materials which are called as Powtoon and VideoScribe in a context of flipped classrooms. These materials were used to plan 10 English virtual sessions for enhancing students' listening and speaking skills. The author performed a quasi-expeimental research with two groups of students who came from a local university in Loja. The experimental group was composed by 10 students and the control one had 9 students who belonged to fourth level of distance education. Both the experimental and control groups were chosen ramdomly. Furthermore, the researcher used qualitative and quantitative research methods for analizing the obtained data which came from a questionnaire and an interview. The author concluded stating the use of online tools like VideoScribe and Powtoon in a flipped classroom was extremely important because students showed acceptance to the material and improvement not only in listening and speaking skills but also in reading and writing skills.

This document is useful for the present study for it examines the effectiveness of on-line audio-visual tools for enhancing students' speaking skills. The main findings show that teaching with online audio-visual tools facilitates the development of the students' oral expression.

To conclude this section, it is necessary to mention that the studies included are significant and fundamental basis to develop this research. Both the content and the methodology used in those publications have functioned as a model in order to assess the effectiveness of the

teaching strategies centered on web-based audiovisual materials to improve English Language speaking skills, especially with high school students.

2.2 Philosophical foundations

The present research is based on **Conductism,** Skinner (1948) as cited in Triglia (2018) is the precursor of the idea that leaners obey to a process of stimulus-response. In other words, students learn the target language through the use of stimulating audiovisual materials and have a good response due to motivation. Richards and Rodgers (2014) state instructional audiovisual materials help the teacher to develop language mastery in the students.

It is also based on **Positivism** which is related to the data of experience confined itself (Feigl, 2018). Experience is important along the entire life; therefore, students need to face other ways of learning, such as the use of audio-visual materials. According to Williams (2012) more recently technology has become a more recognized area in philosophy, with some corresponding attention to technological literacy. In a broad sense the policy and education views see technology as advancing regardless of human decision. Policymakers view technology as manageable while many educators take the view that humans must adapt to technology.

Considering this, many teachers want to get to know about the nature of technology through philosophy of technology. In this context, the first important domain in the philosophy is technology as artefacts. Artefacts are in fact the outcome of technology, but we often associate them with technology itself. Artefacts are the most direct way we get in contact with technology. If teachers ask pupils what technology is, they will most likely respond by listing artefacts.

In technology education, artefacts play an important role. The outcome of a design project is usually an artefact. Also pupils learn about how certain artefacts work. In technology we want them to have a more balanced view on technology, but at the same time we have to acknowledge that artefacts indeed play an important role in their daily lives and that it is important that pupils have an understanding of what they are and what they do. From literature in this approach we can find lots of opportunities to help pupils develop their own ideas about how technology should function in this case in language learning and its effects in the development of their oral expression.

2.3 Legal basis

This research is supported by the Ley Orgánica de Educación Intercultural (LOEI) of Ecuador (Asamblea Nacional, 2011), in which its article 3, literal u promotes the teaching and learning of a foreign language because it is important for Ecuadorians in order to communicate with non-Spanish speaking people, to do investigation using resources in other languages, etc.

In addition, article 19 of the LOEI (Asamblea Nacional, 2011) states the importance of optimizing education, taking into account linguistic criteria which, in this case, refer to the teaching and learning of a foreign language.

Furthermore, the Ministry of Education norms the implementation of English language teaching in all of the Ecuadorian schools as follows:

Art. 1.- English teaching from 2016-2017 in the Sierra regimen and 2017-2018 in the Coast regimen must be mandatory in all private and public institutions, from second grade of educación general básica until third class of bachillerato general unificado (Ministerio de Educacion del Ecuador, 2016).

2.4   Fundamental categories

Figure 2. Fundamental categories
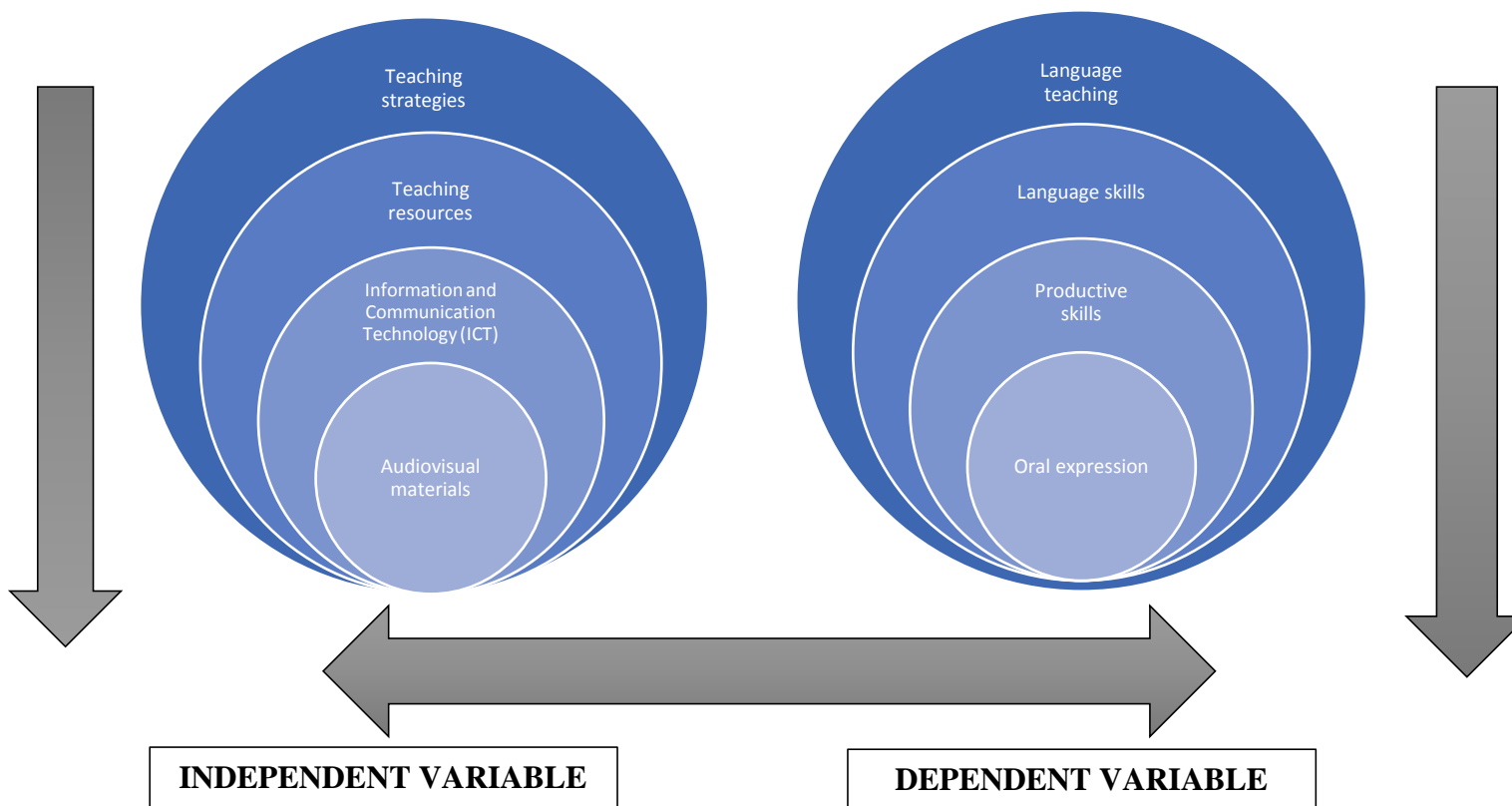
Figure 2 **Fundamental categories**

Author : Peña, L. (2018)

2.4.1 Conceptual basis: Independent variable

2.4.1.2 Teaching strategies

Ulloa and Díaz (2018) propose the **Audiovisual Materials-Based Teaching Strategy** to enhance students' language abilities. This strategy refers to the idea that leaners acquire a language better performance when they are exposed to audiovisual materials because these kinds of materials are more realistic. Audiovisual materials do not only support the learning process of visual-spatial learners but also the auditory ones. Furthermore, audiovisual materials-based teaching strategy avoids teachers' excessive of meaningless verbalization in teaching English. Moreover, it provides students the opportunity to form clear and accurate concepts in the target language. Further, the process of teaching and learning is more effective because it not repetitive but has a variety of teaching activities. Additionally, it engages learners to be interested and inspired for learning. This strategy clarifies the concepts in the subject matter and helps to save time and energy. In this context, the current research pretends to specifically enhance the students' oral expression at Vicente Anda Aguirre School through a meaningful and engaging way of teaching which uses audiovisual materials for a better language performance.

Besides, teaching strategies refer to the techniques, procedures, structure, system, methods, and processes that a teacher uses during instruction, training, tutoring or lessons. In other words, these are strategies that teachers use to assist students learning. During the teaching process, the strategies that will best facilitate the learning are determined by teachers. They then decide the activities that the students will do to use the intended strategy and to accomplish the intended learning (Orlich, Harder, Callahan, Trevisan, & Brown, 2010).

The interactive teaching and learning strategies are used to motivate students to learn and increase their background included in each focus areas of the language. Strategies are indicated in bold text in the learning activities. Teachers should refer to teaching strategies to promote active learning and students' high order thinking implements the strategy with their students (Herrera, 2010).

TALIS-PISA (2016) argues that there are some kinds of teaching strategies. First, **active strategies** consist of promoting the engagement of students in their own learning. As

examples of these kinds of teaching strategies, there are students' discussions; group work, co-operation, reflection and the necessary support to foster these activities play a central role. Moreover, the inclusion and use of information and communication technologies (ICT) in the classroom can help to improve an interactive and individual learning environment. Then, **cognitive activation strategies** deal with the use of materials capable of challenging students in order to stimulate their high order thinking skills, namely critical thinking, problem solving and decision making. Cognitive strategies not only encourage students to find creative and alternative ways to solve problems, but let them communicate their thinking processes and results with their partners and teachers.

Picard (2004) argues that all strategies are proactive. They conceptualize strategies as actions teachers can do. Those activities can be performed either alone or in collaboration with others. One of the valuable instructional strategies is debate. Wiater (2017) argues that **debating** is considered as another instructional strategy which is structured to address argumentation from opposed points of view. This strategy involves students' skills such as analyzing, reasoning, evidence, organizing, arguing. Debates provide the opportunity to apply their knowledge and enhance their critical thinking skills. Furthermore, **graphic organizers** are strategically used for creating visual representations the relationships and patterns between the ideas and facts with are studied in a lesson. This strategy can be used before, during, and after the presentation of information (Wiater (2017).

Moreover, Armstrong (2017) proposes the "HITS" which are the High Impact Teaching Strategies. They are 10 strategies that help to increase students' learning wherever they are applied. Teachers must know their students and their learning styles in order to design classroom planning. HITS refer to a group of strategies that teachers must apply in order to develop successful classes and have good results. Those strategies are: setting goals, structuring lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, questioning, feedback, metacognitive strategies, and differentiated teaching.

2.4.1.2 Teaching resources

The Ohio State University (2006) audiovisuals are teaching resources that are helpful for increasing retention of information and actively engages the leaner through the combination of the seen and the heard. Audiovisual materials are divided into several groups: audio resources, video resources, computer resources, and demonstration resources. First, **audio resources** have to be used to focus on the target audience to make interactive classes. This kind of material uses dialogs also known as question/answer format with visuals as complements. They are valuable because they are easily got for supporting visually impaired and low literate people. They are also beneficial because they catch the learners' attention and are not expensive. However, they are only used for hearing and do not provide the opportunity to interact. Sometimes, people do not have a CD player not a tape recorder which constitutes a problem.

Second, **video resources** constitute tapes, DVDs, and telecommunications such as closed circuit TV or satellite, telephone. Students are able to read texts on these materials and write down questions. Those questions can be used for further discussion, clarification, and providing feedback. Video resources have some advantages such as the use of auditory and visual senses for role-modeling, demonstrating and teaching psychomotor abilities. Furthermore, television is attractive and persuasive; therefore, it stimulates learning. Additionally, telephone is always available. Nevertheless, TV commercials may be inappropriate or too long for learners. Third, **computer resources** include interactive video disc, computer assisted video Instruction, CD-ROMs, and internet. These kinds of resources actively involve the learners in real world situations. However, they are not helpful for visually impaired learners. Finally, the **demonstration materials** namely posters, flip charts, charts, diagrams, drawings, displays, models, real objects or equipment, photographs, and bulletin boards which are also called as non-projected materials. They help teachers to engage students in reality in a visual and active way.

Janovsky (2018) claims teaching resources and materials are tools that assist in the implementation of effective teaching and learning processes or lessons; for example, textbooks. Teaching materials can be employed to stimulate learning, maintain interests, introduce new concepts, enhance variety in lessons and portray relationships among subjects. There are many teaching resources and materials that can be applied in lessons which support teaching and learning in a variety of contexts. Some of those resources are mentioned by Harrison (2003) namely the use of overhead projectors, PowerPoint presentations, video in

teaching and learning, resources for small group teaching, introducing problem based learning, and developing study guides.

It is important to mention that there are strengths and weaknesses associated with each one of these resources. However, these resources are adaptable to different instruction situations. Particularly this study is based on the use of audiovisual resources for teaching language speaking skill.

Kumar (2017) mentions **games** as valuable teaching resources that can be used as interesting material in the classroom. Games can be helpful to improve teaching and learning processes which promote communication and social skills in the students such as grammar based questioning game. Students can perform board games, on-line games, group games, and so on. Based upon what Kumar (2017) claims and if games are helpful for instructional activities in general, therefore, audiovisual games would help to increase students' oral expression. That is the reason why this research project advices the use of games as audiovisual strategy for teaching English in order to improve oral expression.

Bušljeta (2013) states there are two types of teaching resources namely visual teaching and learning resources that are divided into **pictorial and written** resources. Pictorial teaching and learning resources deal with pictorial and graphic representations that can be used in teaching, like paintings, cartoons, photographs, maps, drawings, schematics, tables, charts and diagrams. The use of these pictorial and written resources can engage students. Many of these visual and written materials are found in the textbooks however, most of them are not used within the instructional process. Therefore, they would be applied in the teacher's treatment with the intended population of this study in because all of these resources enhance students' interest and motivation for learning.

The audiovisual materials presented above constitute the medullary part of the present study because they help the teacher to actively engage and motivate students to learn English. In this way there are a variety of resources that can be integrated for lesson planning because they provide many uses. For instance, visual learners give extreme importance to the pictures and any kind of television and internet materials. The kinesthetic learners take advantage of demonstration materials and games. The linguistic learners use all of those teaching materials for socialization purposes; so, they use internet and social network for doing it (Gardner, 2003). Finally, teachers have a wide variety of audiovisual materials to apply in classes to enhance learners' oral expression; therefore, it is extremely important to apply

those materials because they motivate both learners and teachers to improve English language performance. This fact gives the opportunity to continue building oral interaction among students of Ninth grade of Basic Education since they are in the former steps to acquire a good English language performance.

2.4.1.3 Information and Communication Technology (ICT)

Zamudio (2004) claims that chalk and black board are still the main technologies for teaching and learning process. He considers them as primitive ICTs. Books, projectors, slides and printings have as main objective to give a graphic representation of knowledge, as well as characters, numbers, symbols, pictures, drawings, or photographs. With the advancement of technology digital technology has been included. Other media like audio, video, animations and voice – image virtual representations had also been represented. Besides, ICTs are helpful because they are environmentally friendly for they do not use paper to record voice and images which can be created in classrooms. In this era of globalization (Crystal, 2003) ITCs cannot be separated from audiovisual resources. On the web, a number of sites appear which contain audio and video materials that have commercial and educative objectives. In addition, mass media (television and radio) are also part of digital culture; they create, store, reproduce, and delivery boundaries.

According to Ratheeswari (2018) ICT which stands for "Information and communication technology" provide access to information by means of telecommunication. ICT mainly focuses on communication technologies including the internet, wireless networks, cell phones and other communication tools. All of them provide more opportunities to use ICT in teaching-learning process in the current days and improve the teachers' performance. Teachers are the ones in charge of the educational field in our society; that is the reason why they should work for the improvement of their pupils. The teachers should recognize the impact of new technologies in the learning environment. ICTs are making dynamic changes in society because they are influencing almost all aspects of life. In addition, ICT is influencing the teaching and learning processes not only in schools but in the whole context of the society. For that reason some key terms come up such as e-learning, blended learning, and web-based learning. E-learning is the instructional process which makes usage of an information network such as the internet, an intranet or extranet. They can be used whether

as a whole or in part in order to deliver classes or courses with interaction and/or facilitation. On the other hand, **web-based learning** is a branch of e-learning and deals with the use of an internet browser such as the Google, blackboard, or internet Explorer. In addition, **Blended Learning** is the learning model that combines the face-to-face classroom practice with e-learning solutions.

Information and Communication Technology, or ICT, is defined as the combination of informatics technology with other, related technologies, specifically communication technology. Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education (UNESCO, 2002).

Nievel, Kopp, and Beerfeltz (2013) state that **e-learning** as part of ITC provides new ways of teaching and learning resources which help to improve all ways of sharing and dealing with knowledge. An important way of e-learning is called as **distance learning** which gives people the opportunity to learn beyond the classroom environment. Furthermore, **internet** as part of modern techology is a valuable ITC resource for furhter learning on-line. It is the most important means of communication among countries from different latitudes. It also let people access information whenever they want. Students are able to communicate, research, learn, and improve.

Haddon (2004) argues that **social networks** provide one route by which people manage ICTs. They are seen as a means through which information about technologies and services can be spread. They motivate the students' interest as members of any community, educational institutions, workplaces, and other social groups. Social networks enable people to familiarize with social network. Through social network, learners can enhance their language abilities such as listening, speaking, reading, and writing.

Taking into consideration the information which is displayed above, it is stated ICT is narrowly related to the problem for the present research project. It is clearly stated Information and Communication Technology plays a vital role in the teaching and learning

field because they provide valuable on-line tools for this purpose. Therefore, materials which are found through internet browsers, internet sites or blogs would be the central part for the instructional intervention of this study.

2.4.1.4 Audiovisual materials

Webster's Encyclopedia Unabridged Dictionary of the English Language as cited in Ashaver and Igyuve (2013) defines audio-visual materials as training or educational aids like photographs, films, and recordings which are directed to both eyes and ears to for instruction in class purposes. Another definition states that audiovisual materials may present information through the sense of hearing as in audio resources, sight, as in visual resources or through a combination of senses (Dike, 1993 as cited in Ashaver and Igyube , 2013). Furthermore, audiovisual materials help to transmit messages in an effective way as the well-known proverb states "a picture is worth a thousand words". In this context if the teacher uses good audiovisual materials he will have students' understanding an engagement in the class environment (Ashikuzzaman, 2018).

All audiovisual materials are good, as it has been previously explained; however they are not used at all at Unidad Educativa Vicente Anda Aguirre, therefore, flip charts, video, realia, on-line tools such as VideoScribe have been used in order to propound a class planning handbook. That class planning was created in order to provide both students and teachers a valuable handbook which may be used for this research purpose and for future apllications.

Audiovisual method in foreign language teaching:

Davidovich (2004) argues an audio-visual method of teaching is the one that is practiced through the use of video projections with audios which include transcriptions or translations. The audiovisual method of foreign language teaching is a structural global method which teaches speaking and listening before reading and writing, it does not use the mother tongue in the classroom, uses recorded dialogues with film-strip picture sequences to preset language items, uses drills to teach basic grammar and vocabulary. This method was developed in France in the 1950s, and is based on the belief that language is learned through communication, translation can be avoided if new language items are taught in situations, choice of items for teaching should be based on a careful analysis of the language being taught (Richards & Rodgers, 2014).

The importance of audiovisual materials:

In teaching and learning of the English language, the use of audiovisual materials proves to be better instructional aids and it produces good result. According to Williams (2012) audio-visual materials stimulate learners to speak and write in a relatively short time. Audio-visual aids are specifically made instructional aids which are powerfully meant for education as well as giving information and entertainment. Audio-visual aids are helpful because they fill gaps which are created by the use of traditional teaching methods. Furthermore, audio-visual materials help people to share expert knowledge which reaches a lot of people simultaneously. Besides, they are very good materials for the preservation of records and documents which enrich learning and teaching. On the other hand, students learn at their own rate with these aids because they encourage integration in individuals and group learning. Finally, they contain recorded voice of the original speakers which give advantages for effective learning.

Ashikuzzaman (2018) states audiovisual materials are important because helps teachers to catch the audiences' attention. Furthermore, teachers who address audiences orally become boring; therefore, he or she needs visual aids to make presentations more active and engaging. Besides, those materials help teachers to organize their presentations in both visual and aural manners.

Audiovisual materials used in language teaching

In order to develop language skills, specifically oral expression, different audiovisual resources are suggested to be used. Some of them are mentioned as follows:

Video:

Renandya and Richards (2002) affirm that, video is an extremely dense medium, which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language. So video is an important aid which helps students to learn the foreign language through both hearing and viewing. After 1975, the use of video, as a resource of audio-visual elements, in teaching has become a popular in different schools because it presents an authentic foreign language and shows how native speakers use language and paralinguistic features (gestures, body language, and different expressions) in different communicative situations. Furthermore, video brings a change from the routine of teachers and textbooks and helps students for better understanding through the visual and audio clues to meaning.

Computer and internet

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Renandya and Richards (2002) state that the use of different technological materials, especially computer-based instruction, has become a common feature in language teaching and learning. For Stockwell (2012) the computer is a specific technology that has impacted the language learning process, allowing learning to engage in activities and communication for the improvement of all language skills and language areas. Computer is an important device which can help students to enhance their speaking skill through different programs which they could use to practice speaking. These programs could give them feedback to evaluate their oral performance then to pronounce words in the right way.

Internet or "the Net" is another valuable audio-visual material because it works worldwide. Besides, it lets users to get information from any web page or site; for instance videos, and films. Users can also talk to other people around the world by using social network for instance (BBC, 2014).

Television:

Television is an important technological device which can help students to develop their language abilities. There are different teaching programs on TV which students can use to learn English; in addition, through watching English films, students can get different information about the foreign language culture. However, most of the students watch television only for leisure and entertainment. Therefore, teachers should try to make them appreciate it as an important and valuable tool "for learning and help them to develop viewing skills which they can apply to their video and television viewing experiences outside the classroom". So the role of teachers is to make students focus their eyes and attention on the speaker's way of speaking, intonation, gestures, body language and expressions to develop their language skills. Consequently, they will use TV for entertainment and for learning at the same time (Renandya & Richards, 2002).

An important benefit of television is that most of the programs are made by native speakers; therefore, students have a meaningful and authentic material for learning the target language (Katchen, 2002 as cited in Çakir, 2006)

Cartoons

Cartoons are audio-visual materials which take form of visual art and illustration. They are considered as a humorous caricature which gives a message. Cartoons contain exaggerated characteristics of objects that should always be familiar to the students. They are great source of information to make a lively and interesting class (Moldharia, 2015).

On-line audio-visual tools

a. Powtoon

It is an online tool which helps teachers to catch students' attention by making classes come to life. It is also convenient for interacting, teaching, and engaging friends. Powtoon is a very helpful on-line tool which lets the users to create videos and interactive presentations. This tool can be used at work, at school, and at home. People who work in companies and enterprises can design their project presentations in order to call the attention to customers and bosses in an engaging way. Furthermore, teachers can use Powtooon in order to catch their students' attention; in this way, students would avoid their distraction and classes can come to live. Students can also use Powtoon because they can create interesting reports or projects to be disserted with the help of it. (Powtoon, Ltd, 2018).

b. VideoScribe

VideoScribe is helpful software which is used to design hand-drawn and animated explainer videos. This tool provides engaging visual effects that can be drawn on a virtual board. With this tool provides the users a number of images than can be added automatically; besides, it lets to add music either from the platform or from the user's computer. Additionally, this tool lets users to share videos on any social network (Sparkol Limited, 2018). In the present study, the Video Scribe software has been used for designing an important part of the proposal. The students have enjoyed and learned by designing an explanation about "my vacations". It was really engaging and students did their best and uploaded it on-line.

c. Emaze

Emaze is online software which helps to create and share presentations. It offers creative templates that can be used to create as many slides as the user wants. It also offers the opportunity to add audio, photo, video, infographics and other special effects. Those presentations can be shared through e-mail accounts or social media or they can be downloaded (Emaze, 2018)

d. Prezi

It is another on line tool which enables users to create, present and analyze dynamic presentations. It permits the personalization and adding graphics to presentations that catches the audience's attention. Prezi is has design templates and a number of shared presentations that you can reuse as your own, you do not need to start from scratch. It has been said that Prezi is much more attractive that power point presentations. Finally, it has intelligent brand

presentations, a huge library of images and a multitude of easily customizable graphics, diagrams and designs that allow the user to make any presentation interesting (Prezi, 2018).

Flip charts

Flip charts are reliable and helpful tools when students are participating in class because they create a visual impact in learners (Yadav, et al., 2017). Flip charts take the form of diagram, photographs charts, and graphs. These tools are transportable and helpful for making presentations, and summarizing. Furthermore, they are convenient to paste on visible to all places to catch the others' attention because of their color which make information attractive and clear. Furthermore, flip charts have their advantages and disadvantages. Among their advantages flip charts are easy and inexpensive to create and update. They are also very light to transport and the audience can see them everywhere and anytime. They are very useful to interact with the audience. However, they are not suitable for large groups (Yadav, et al., 2017).

2.4.2   Conceptual basis: dependent variable

2.4.2.1 Language teaching

Language teaching refers to teaching a second or a foreign language. It sounds easy but this is not a simple process. A language teacher must base the teaching on a scientific approach to teach a language. The teacher must have knowledge of linguistics as well as psychology (Richards and Rodgers, 1986).

Furthermore, language teaching is a complete part of education in general. Nowadays, teaching English is a global issue (Crystal, 2003) and there is an intercultural orientation to education which starts from a monolingual to a multilingual phenomenon. Scarino and Liddicoat (2009) state some points about language teaching which are: that learners, teachers and their relationships are vital to languages learning as a whole human activity. Besides teaching focuses on students' background knowledge which are brought to their learning environments and how that shapes their interactions with those learning environments. In this way, teachers, with their schools and wider communities, create a culture of language learning and use in the classroom and apply in the real life. Furthermore, teachers should know their students profoundly in their social, cultural, linguistic as well as cognitive

differences as the basis for developing and supporting learning. Moreover, teachers should recognize that languages change, depending on the context in which you use them, that is the case of New Englishes (Crystal, 2003). Finally, the act of teaching languages entails teachers and students motivation and commitment to produce good leaning environments and results.

Language teaching methods

Along history, different methods and approaches have been applied in language teaching. The evolution that has experimented the language teaching, from the traditional methods to reach the teaching based on the communicative approach, is a sample of the concern that didactic has generated through the times. Both linguistics and teachers have used in their studies and lessons the more convenient method to develop language skills in the process of acquiring a foreign language. These methods and approaches are described by Richards & Rodgers (1986) and briefly summarized as follows:

Communicative Language Teaching (CLT)

It makes emphasis on learning to communicate through interaction in the target language. Occasions for learners to focus, not only on the language but also on the learning process is provided. Authentic texts into the learning situation are introduced (Richards & Rodgers, 2014). Its goal is to make learners communicatively competent and to use language in everyday life. CLT deals with conveying verbal and non-verbal ideas. Therefore, the aim of the teacher is to develop students' communicative abilities for being competent in language use (Patel, 2008).

Rhalmi (2017) argues CLT syllabus concentrates on three main features. First, CLT syllabus emphasizes on interactions which are carried out by using language for communication purposes. Secondly, CLT syllabus aims to perform tasks that are meaningful for learners; and, it sets learners' interests into the most important position of the educational process. Furthermore, the application of CLT approach has its benefits. Being a holistic approach, CLT takes care about communicative dimension of language and supplies vitality and motivation to the classroom environment. Besides, it is a learner-centered approach that emphasizes on learners' interests and needs. For example, when students ask and answer about personal information (British Council, 2014) to their classmates, they are involved into a meaningful communication task that responds to their needs and interests.

Hiep (2005) claims international students in ESL context study English for communication with native and competent English Speakers. In this context, classrooms help students to immerse them into the society and interact with others by using their communicative skills. Savignon (1991 as cited in Hiep, 2005) suggests English curriculum is composed by five elements of the CLT: a) language arts that include exercises which are used in L1 programs to center attention to formal accuracy; b) language for a purpose which elicits the use of language for real communication purposes; c) personal language use that links learners' emerging identity in the target language; d) theatre arts refers to tools that students need to interpret, express, and negotiate meaning in English ; and, e) beyond the classroom is the preparation of students to use the language and learn outside the classroom .

Computer assisted language learning

With the development of Information and communication technology, the area of language teaching is broadened. Now language teaching and learning can be done with Computer assistance and even Language Teaching can be done without a teacher. There are many software, applications and audiovisual resources available for learning a language (Gündüz, 2005). When a teacher uses this teaching method, he or she presents educative material through computer. Teachers can use multimedia packages. In this context, teachers can make presentations, share texts, show presentations, videos, movies, films, music, audio materials, and so forth (Patel, 2008).

It has been proved that using Computer Assisted Language Learning or CALL (Eslit, 2017) materials in language teaching has its advantages. It is useful for repeating drills, grammar patterns, and communicative development because computers are not boring and present immediate feedback. It is also motivational for it makes students to participate spontaneously and promotes interaction between both teachers and students. Students learn, take risks, interact, and self-assess based on their own learning pace. CALL lets students to create their own utterances by using computers.

2.4.2.2 Language skills

The four traditional language skills are essential components of integral EFL classes. They are divided as speaking, listening, reading and writing. According to Golkova & Hubackova (2014) these four basic skills are related to each other by two parameters: the mode of

communication: oral or written and the direction of communication: receiving or producing the message.

When learning a language, for both foreign or second language learners and children learning their mother tongue: the order of language acquisition is generally this: a) listening where the learner hears a new item (sound, word, grammar feature, etc.); b) speaking where the learner tries to repeat the new item; c) reading where the learner sees the new item in written form; and, writing where the learner reproduces the written form of the item (Golkova & Hubackova, 2014).

In an academic context, the Ecuadorian EFL curriculum emphasizes the important role of both listening and speaking skills which are permanently connected with reading and writing abilities within the communicative competence (Common European Framework of Reference, 2001) of English users. This happens because learners use the target language as a cycle: talk to write and vice versa (Ministerio de Educacion del Ecuador, 2016)

In this study, for the development of speaking, if learners listen and read the more, they will have a better oral communication development.

2.4.2.3 Productive skills

Productive skills are also called active skills and refer to the information produced or transmitted by a language user in either spoken or written form. It is important to mention that productive skills would not exist without the existence of receptive ones. Listening and reading, called receptive skills, are the receptors and processors or grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language, which prove that productive skills do not exist independently without receptive skills. When learning a foreign language, receptive skills usually come first and should be followed by practical use of productive ones. If one of them is not develop during the language learning process, the communication act will not be complete (Golkova & Hubackova, 2014).

2.4.2.4 Oral expression

This term means the verbal expression of the thoughts or feelings (Oxford Dictionary, 2018). It is also the skill that allows using the oral language in the communicative process among people that includes the skills needed for interaction (Ministerio de Educacion del Ecuador, 2016). Oral expression is part of communicative language competence of learners who need it for daily interaction and for professional and academic purposes (Common European

Framework of Reference, 2001); for instance, for oral presentations, and sharing ideas, public address which include information, and instructions; speeches, lectures, commentaries, and presentation, etc.

According to Pavesi, Vertocchi, Hoffmannová, and Kazianka, (2001) oral expression is an interactive process where the listener has the ability to listen and understand the message that is transmitted, and then reproduce the information transmitted verbal or written, to take an active part in the communication process, not only listening, but also interpreting the information.

This study is focused on the development of the oral expression of 9nd year EGB students at Unidad Educativa "Vicente Anda Aguirre" since it has been observed that they have a low level of oral expression.

Teaching oral expression

In relation to the teaching strategies to develop the students' speaking skill and strengthen the communicative process, there are many ways to promote speaking practice in the classroom. Discussions, sports commentaries, sales presentations, dialogues, debates, speeches, role-plays, games, among others, are the most typical speaking activities. These activities involve tasks like reading aloud, speaking from notes or any visual aid, acting out, singing, and simply speaking spontaneously (Common European Framework of Reference, 2001).

Many English teachers state that the best way to acquire speaking skills is by interacting. This aim is fulfilled by means of communicative language teaching and collaborative learning. Communicative Language Teaching is based on real-life situations that require communication. Following this method in foreign language classes, there will be opportunities for the students to communicate with their partners in the target language. It is teachers´ task to use the adequate resources and create situations in class where students have real-life communication, activities related to their daily life and meaningful tasks that give them the chance to practice oral language and enhance oral proficiency. Wells (1981) states the triangle of commnication is created in any act of linguistic communication. It is formed by the triangular relationship which is formed by the sender, the reciever and the message. The sender attends a situation as intended to the reciever and viceversa to establish intersubjectivity about a topic which is refered in the communication.

This research is intended to teach students how to express orally in order to communicate properly in the English language. The teaching strategies to help students in the development of their oral expression will be based on the use of audiovisual resources.

Strategies to develop oral expression

According to the Common European Framework of Reference (2001) spoken interaction is the creation of word meaning for communication purposes.

Teaching strategies for productive skills are based on planning, execution, evaluation and repair.

Planning

Planning refers to the activation of the schemata of the exchanges in the next activity. It also considers the distance with reference to other interlocutors for preparing possible responses (Common European Framework of Reference, 2001). Furthermore, organization is vital in this part because learners must organize their ideas in logical sequence for making sense and being sure that spoken idea is relevant to the topic (Stearns, 2018).

Execution

Oxford dictionary (2018) states "execution" is the carrying out of a plan. In this context when learners execute a plan or produce, they adopt strategies like turn taking for obtaining the discourse initiative. In doing this, they cooperate in the task and maintain the discussion on course. Furthermore, learners are able to ask for help to others (Common European Framework of Reference, 2001).

Evaluation

Evaluation also focuses on a communicative level based on the planned schemata in order to achieve communicative goals; in this case, learners are monitoring and monitoring the effects of communication. Learners also ask for clarification in order to clear up misunderstanding when necessary. It means that learners are developing communication repair (Common European Framework of Reference, 2001).

Types of oral activities

The English teachers have a wide variety of oral activities that can be addressed in class for supporting students in oral communication enhancement. Watanabe-Crockett (2017) suggests some activities which are detailed below:

Teachers can **watch films that model conversation skills.** Conversation is a basic and essential communication skill which is used for sharing thoughts, ideas, and opinions. Conversation also includes body language, eye contact, summarizing, paraphrasing, and responding. When teachers share films that include conversations, students learn foundational parts of conversation. Teachers can stop the film and ask questions to their students to monitor understanding and practice conversation (Watanabe-Crockett, 2017).

Furthermore, Watanabe-Crockett (2017) teachers can **use technology** in their classes, from audiobooks for reading and pronunciation to apps to improve learner's oral skills; for example, VoiceThread and Pape Telephone. These activities can be performed for **reinforcing active listening** because listening is part of communication process in order to understand rather than reply. Besides, learners can read texts aloud, and ask and answer questions related to the content.

Group presentations are other kinds of oral activities. Group work helps teachers to support team-building and to foster oral and written communication. Debates are great activities to be developed in class which allow teachers to reduce pressure and improve oral communication (Watanabe-Crockett, 2017).

Questioning is another interesting oral activity because teachers can promote open-ended questions in class. They are useful if teachers want to inspire discussion. Moreover, teachers can use **tasks to promote critical thinking**. This activity can help for improving students' communication skills through critical thinking (Watanabe-Crockett, 2017).

Further, teachers must provide reflective learning moments by **recording or videotaping group or individual presentations**. Then, teachers encourage students to reflect about their oral performance either in group or individual (Watanabe-Crockett, 2017).

Another interesting activity is to **use picture prompts**. It is important to know check visual resources, class level, and ability for using pictures. Teacher can brainstorm words, sentences, or phrases about a topic. This will help to have information for oral presentations (Sasson, 2018).

Aspects to develop the oral skill

Pronunciation

The Common European Framework of Reference (2001) states pronunciation as one aspect to develop the oral skills is fostered by teachers through the exposure of students to authentic

spoken utterances. Besides, students can develop chorused imitation of the teacher, audio-recorder native speakers, and video-recorded native speakers. Furthermore, teachers may support their students by implementing individualized laboratory activities.

Pronunciation also deals with Phonetics. It is the science which studies the characteristics of speech sounds (Yule, 2010). Crystal (2008) describes the three branches of Phonetics. They are 1) Articulatory phonetics which is the branch of Phonetics that study the way speech sounds are made or articulated by the organs of speech; 2) Acoustic Phonetics is the second branch which analyzes the physical properties of speech sounds when they are transmitted by the mouth and received by the ear; and 3) Auditory Phonetics which studies the perception of speech sounds through the ear.

Remache (2018) states Articulatory Phonetics deals with the study of manners of articulation and places of articulation. The knowledge about it enhances students' pronunciation development. That is the reason why teachers need to share information about those topics with students to enhance their pronunciation and consequently their oral skills. The Common European Framework of Reference (2001) states teachers should include activities that permit students to read texts aloud with phonetic transcriptions. In the same way, pronunciation can be fostered by doing ear-training and phonetic drilling. Additionally, teachers should train their students in Phonetics and orthoepic conventions or ways to pronounce written forms.

Stress

Crystal (2008) describes stress as a term used in Phonetics which refers to degree of force or emphasis used when producing a syllable; it is also called as the "music of the language" (László, 2014). Generally, dictionaries have phonetic transcriptions in them and they show stress with a raised vertical line (Crystal, 2008) or apostrophe just before or after the stressed syllable (László, 2014).

László (2014) remarks three kinds of stress: syllable stress, word stress, and sentence stress. Word stress is classified according to the number of syllables in a word because not only words have the same number of them. It is also important to note that each word has only one stressed syllable and it is located in vowels only. Stress in the first syllable is placed in words with two syllables; for instance, "**or**ange" and "**ta**ble"; however, stress and meaning of two syllables words are changed when they are either nouns or verbs; for instance

"present" the noun or "present" the verb. Furthermore, word stress is located on penultimate syllable when words end in 'ic', 'sion', or 'tion'; for instance in "tele**vi**sion", and "**graph**ic". Moreover, word stress is located in the antepenultimate syllable when the words end in 'cy', 'ty', 'phy', 'gy' and 'al'; for example: "de**mo**cracy" and "**cri**tical". Finally, compound words are also differently stressed; for example: compound nouns have their stress in the first part like in "**black**bird"; additionally, compound adjectives and compound verbs have their stress in the second part as in "old-**fashion**ed" and "under**stand**". In addition, sentence stress is centered by the kind of words within a sentence. Therefore, there are two kinds of words in a sentence, content words or important ones and structure words or not too important. Content words are the stressed ones for their importance in the sentence.

Intonation

Crystal (2008) conceptualizes intonation as the term which is used in the study of suprasegmental phonology. It refers to the peculiar use of patterns of pitch or melody. O'Connor (1998) states tunes are made because the voice goes up and down when uttering speech. According to the author, intonation is divided into two groups: falling intonation and rising intonation (László, 2014). The first one I used in statements, information questions, commands, alternative questions and exclamatory sentences; for example: "how old are **you**?", "Do you like coffee or **tea**?" and "She is ten years **old**". On the other hand, rising intonation is used in general questions (yes/no) questions, introductory phrases, in the first part of alternative questions, second part of tag questions, in direct address and enumerating items in a list; for example in: "Have you read this **book**?"

 Linking

(BBC, 2014) states linking is also known as connected speech. This connection in speech happens because people do not utter one word and make a pause. On the contrary, fluent speakers pronounce words with a rhythm and they appear one next to the other. Linking is defined as sound liking which appears at the end and in the beginning of words in order to produce an easy and smooth pronunciation. Another kind of linking is Consonant and vowel linking. It happens when the first word ends with a consonant and the second one begins with a vowel sound; for instance "foun**d in**". Furthermore, there is vowel to vowel linking which adds an extra sound like /y/ to produce smooth pronunciation as in "th**e e**nd". Furthermore, sounds disappear when /t/ or /d/ appear between consonant sounds; for

example in "consonan**t s**ound". Additionally, if words start and end with the same consonant sound, speakers do not pronounce those sounds twice as in "vowe**l l**inking". Finally, when a word ends in a consonant sound and the next word begins in a consonant sound, the speaker can change that sound; as in "goo**d g**irl"

Assessment of oral expression

Rubrics are suitable for evaluating students' oral expression. They have some parts such as: task, level of performance, score, criterion, and descriptors (Northtern Illinois University, 2018). Table 1 shows how spoken interaction and spoken production can be assessed. Furthermore, for assessment purposes two kinds of rubrics are helpful: holistic rubrics and analytic rubrics. The former group evaluates the overall process without assessing the components individually; and the latter helps teachers to assess individual parts of students' performance; they are summed to obtain a total score (Mertler, 2001).

Table 1. Spoken interaction

		A1	A2	B1	B2	C1	C2
S P E A K I N G	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Source: Common European Framework of reference (2001)

2.5 Hypothesis

H_1 = Audiovisual materials are effective in the development of oral expression.

H0 Audiovisual materials are not effective in the development of oral expression.

2.6 Signaling hypothesis variables

Independent variable:

- Audiovisual materials

Dependent variable:

- Oral expression

CHAPTER III
Methodology

3.1. Basic research modality

This study focuses on mixed methods research modality. Doyle, Braddy and Byrne (2009) state mixed methods are conceptualized as research in which the researcher collects, analyzes, makes inferences, in both qualitative and quantitative methods in a study. Furthermore, mixed methods include a qualitative and quantitative dimension, however, they difficulty when the researcher attempts to articulate how the two variables relate to each other. Therefore, mixed methods are the collection and analysis of quantitative and qualitative data.

The quantitative research modality refers to objective measurements of data which is obtained through polls, questionnaires, and surveys and its corresponding mathematical, statistical, or numerical analysis to explain particular phenomena (USC Libraries, 2018). Cohen, Manion, and Morrison (2007) state quantitative data analysis is a powerful research form that helps in extensive research as well as smaller scale research; for example, case studies, action and correlational research and experiments and they are analyzed with mathematical tests.

On the other hand, the qualitative research modality deals with the data analysis which involves the organization, tabulation, and explanation of data in terms of participants' definitions, schemes, themes, class, and steadiness (Cohen, Manion, & Morrison, 2007). Besides, Bryman (2008) as cited in Hammersley (2013) states qualitative research focuses on words rather than numbers in the data analysis which helps human beings to understand, produce, experience, and interpret the social world   Sandelowsky (2004) as cited in Hammersley (2013).

Therefore, the combination of both qualitative and quantitative research modalities has helped to the researcher to get feasible results. This research is mainly qualitative: measuring development of oral production. Besides, some aspects of quantitative research have been applied when determining the relations of the gathered data in the pre-test and post-test to

make sure any quantified data and results are reliable. Pre and post-tests were based on Preliminary English Test parts 1, 2 and 3. In the establishment of results, the qualitative aspect of the investigation has been touched upon again, as this section offers a thorough description of the data analyzed.

3.2. Level of research

The present study mainly focuses on three levels of research: quasi-experimental, correlational research, and field research.

3.2.1. Quasi-experimental research

Cohen, Manion, and Morrison (2007) argue in educational research quasi-experiments are the matter of field experimentation. Besides, quasi-experiments center on two groups of students which are not chosen by randomization. Those groups are the control group and the experimental one. They were addressed by the researcher in her intervention.

3.2.2. Correlational research

As the objective of this study is to find out if students' oral expression could enhance by means of exposing them to audio-visual materials, it is correlational; the aim is to find out what type of relationships exist between these two variables (Hernández, Fernández, & Baptista, 1997) and up to what point any found relationships created a theoretical framework that aids the learning process of the students for this study.

3.2.3. Field research

The present study has also field research level. Alston (2018) argues field research is performed in natural settings or where the variables occur. In this case, the present research has not been done inside a laboratory but it has occurred in real class context.

3.3. Population and sample

This research has considered teenage students belonging to 9th year EGB students from the Unidad Educativa Vicente Anda Aguirre, Mocha – Ecuador. The intended population for

this research is formed by 3 English teachers who have taken a survey, as well as, two groups of students which in total are 55 students. 9th A has been called as the control group and 9th B is the experimental group. This information is detailed in Table 2.

Table 2. Population

POPULATION		%
CONTROL GROUP **9 A**	27	49.10
EXPERIMENTAL GROUP **9 B**	28	50.90
TOTAL	55	100

Source: Secretaria Unidad Educativa Vicente Anda Aguirre, Mocha – Ecuador (2018)
Created by: Peña, L. (2018)

The researcher has developed her study with these two groups of students who are in 9th year of basic education. The control group took both the pre- test and the post-test and they attended to their regular English classes. On the other hand, the experimental group took part in the experiment through the application of the proposal. The experimental group also took the pre and the post-tests before and after the teacher's intervention. The students attended to classes which were planned based on the use of audiovisual materials in order to improve their oral expression development. First, the students took the pre-test. After that, the researcher planned her classes and applied them to improve her students' oral skills. Finally, the students took the post-test after finishing the teachers' treatment.

3.4. Operationalization of variables: Independent variable

Table 3. Independent variable

Independent Variable: Audio-Visual materials	Dimensions	Indicators	Items	Techniques/Instruments
Important materials used in educational field through the use of Information and Communication Technology in the context of Computer assisted language learning directed to hearing and sight senses. They are also used in language teaching with resources like: Video, Computer and Internet, Television, Cartoons, On-line tools, and Flip charts	Educational field	Importance Information and Communication Technology Computer Assisted Language Learning		Survey: ANNEX 1 Pretest and post-test: ANNEX 2 to evaluate initial and final oral expression level SPEAKING PART 1, 2, AND 3 **Preliminary English Test**
	Language Teaching resources	Video Computer and Internet Television Cartoons On-line tools Flip charts		

Operationalization of variables: Dependent variable

Table 4. Dependent variable

Dependent Variable: Oral expression	Dimensions	Indicators	Items	Instruments/ Techniques
Skill that allows using the language to enable the communicative process with strategies such as planning, execution, and evaluation; and, activities like watching films, use of technology, individual work, cooperative work, questioning, and using picture prompts for enhancing oral communication	Strategies to develop oral expression	Planning Execution Evaluation		Survey: Annex 1(s) Pretest and post-test: Annex 2 to evaluate initial and final oral expression level Speaking part 1, 2, and 3 **Preliminary English Test** Rubric: Annex 3
	Types of oral activities	Watch films Use technology Individual work Cooperative work Questioning Use picture prompts		

through pronunciation, stress, intonation, and linking aspects.	Aspects to develop oral skills	Pronunciation Stress Intonation Linking		

3.5. Data collecting plan

Data for this study has been gathered by means of administration of Preliminary English Test: parts 1, 2, and 3 as pre-test and post-tests. The intention behind the use of these instruments is to determine the subjects' initial level of development of oral expression therefore different questions have been included, and the result has been determined through a corresponding rubric. A similar post-test, with variation of questions, but inside the same characteristics of the first test, has been applied later. The same rubric has been used to determine the new result and a comparison between the results of the pre-test and post-test has been developed.

Table 5. Data collecting plan

Purpose:	To get the objectives of this study.
Place:	Unidad Educativa Vicente Anda Aguirre, Mocha – Ecuador
Target group:	Students from 9th year EGB: groups A and B
Theme:	Audio-visual materials for oral expression
Researcher:	Luz Peña
Time for the collection of information:	October 2018
Techniques:	Testing – PET speaking part
	Audio-visual material use survey
Instruments:	Questionnaire

Created by: Peña, L (2018)

Table 6. Basic research questions

BASIC QUESTIONS	EXPLANATION
1. Why?	Audio-visual materials use allows teachers to provide a meaningful input and motivates their students to develop their oral expression. And the oral expression permits students to improve their communicative competences.
2. Who will be researched?	Students from ninth year of basic Education from Unidad Educativa Vicente Anda Aguirre Mocha - Ecuador and English Teachers
3. What will be researched?	The effects of the use of audiovisual materials in the development of oral expression.
4. Who will do the research?	Luz Gricelda Peña Ramírez
5. Who will be researched exactly?	Students of ninth A and B of basic education and English Teachers
6. When?	October – November in academic year 2018-2019.
7. Where?	Unidad Educativa Vicente Anda Aguirre
8. How many times?	Once
9. Which technique will be used?	Testing and lesson planning implementation
10. Which research instrument will be used?	Survey questions for students and teachers Speaking part 1, 2, and 3 of (PTE) **Preliminary English Test Pre-Test** Speaking part 1, 2, and 3 of (PTE) **Preliminary English Test Post-Test**

Created by: Peña, L (2018)

3.6. Data processing plan

Data processing implicates five steps:

- First, the researcher gave a Pre-Test to students in order to collect data and prove the validity of the information about the students' level of oral expression before the implementation of the proposal. The data enlighten teacher to be aware about the real level of students which later was used to support the results of the current research.

- Second, the proposal development was carried out in four weeks. The proposal is divided into 10 lesson plans which include audio-visual materials such as flashcards, videos, reading texts, drawings, and so forth.
- Third, after the proposal implementation, the researcher gave and analyzed the data obtained from the post-test in order to draw conclusions.
- Fourth, the researcher collected and analyzed the survey results about the importance of audio-visual materials in the development of oral expression.
- Last but not least, final conclusions and recommendations were drawn.

Preliminary English Test (PET) was given to students as for the pre as for the post-test specifically the speaking parts 1, 2, and 3.

The proposal was divided into ten lesson plans which included audio-visual materials for oral expression with the experimental group; on the contrary, the control group had their normal English classes.

The current research has been designed taking into consideration the socio-educational students' background. Since the intended population is placed in a level A1.2 according to the Common European Framework of Reference, the researcher decided to implement the use of audiovisual materials for enhancing their English oral expression. The students' do not have a good level of speaking performance because they do not have access to appropriate learning material because of their low economic status. Furthermore, they come from the rural areas of Mocha canton and do not have enough support at home. Therefore, it is important to propose a handbook with class planning which focuses on the usage of audiovisual materials in order to improve 9th graders' oral expression.

Table 7. Lessons with implementation of audio-visual materials

No.	TOPIC	Audio-visual material	TIME
1	My family and me	Flip-charts Video	2 class hours (80 minutes)
2	Free time activities	Photographs Video	2 class hours (80 minutes)
3	Diverse customs	Powtoon softare Reading Texts Video	2 class hours (80 minutes)
4	Celebrating diversity	Pictures Video	2 class hours (80 minutes)
5	Amazing abilities	Pictures Video On-line survey	2 class hours (80 minutes)
6	Unique people	Song Video	2 class hours (80 minutes)
7	Healthy food	Realia Video	2 class hours (80 minutes)
8	Healthy recipes	Realia Video	2 class hours (80 minutes)
9	Famous characters	Flash cards Video Reading texts	2 class hours (80 minutes)
10	My last holiday	Photographs Collage Video	2 class hours (80 minutes)

Created by: Peña, L. (2018)

ANALYSIS AND INTERPRETATION

Analysis of results

The current research applied two statistic methods, descriptive and inferential, in order to analyze the results of both students' and teachers' surveys. Furthermore, comparison of means of results of the pre and post-tests were developed through T- student mathematical test.

4.1. Teachers' survey

1. Do you consider that the use of audio-visual materials in class encourages students in their development of oral expression?

Table 8. Audio-visual materials for oral expression development

ITEM	SCALE	FREQUENCY	5%
1. Do you consider that the use of audio-visual materials in class encourages students in their development of oral expression?	Always	1	33%
	Sometimes	2	67%
	Never	0	0%
	TOTAL	3	100%

Created by: Peña, L. (2018)

Figure 3. Audio-visual materials for oral expression development
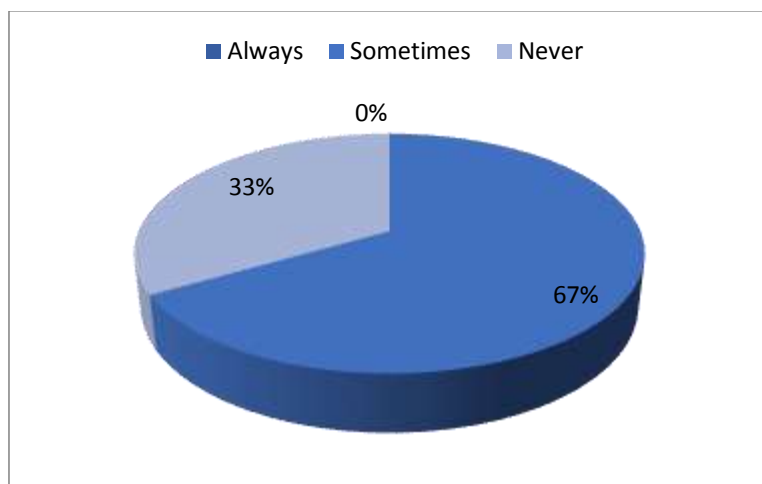
Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The results of the question number one shows that 33% of the population considers that the use of audio-visual materials in class always encourages students in their development of oral expression; while   67% indicates that this fact occurs sometimes.

As the results show, the population of teachers is not aware about the use of audio-visual materials because the majority of them say that it happens sometimes. Besides, there is a big difference between the group of teachers who think that the use of audio-visual materials in class always encourages students in their development of oral expression and the group that it sometimes happens.

2. Do you consider that the use of audio-visual materials is important for promoting cooperative learning among students?

Table 9. Audio-visual materials for cooperative learning

	Frequency	%
Always	2	67
Never	1	33
Total	3	100,0

Created by: Peña, L. (2018)

Figure 4. Audio-Visual for cooperative learning
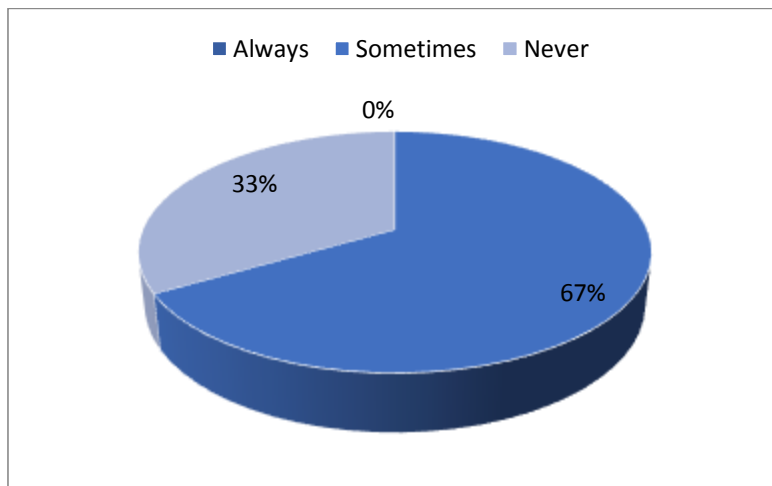
Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The results in the question number two as the table and the figure above show indicate that 67% of the teachers believe that the use of audio-visual materials is always important for promoting cooperative learning among students; besides, the 33% of the population indicates that the use of audio-visual materials is sometimes important for doing it.

These results show that there is a wide difference between teachers who think that the use of audio-visual materials is important for promoting cooperative learning among students and the other group who believe that it is sometimes important.

3. How often do you use the following resources in class …?

Table 10. Videos

	Frequency	Percent
Sometimes	1	33
Never	2	67
Total	3	100,0

Created by: Peña, L. (2018)

Figure 5. Videos
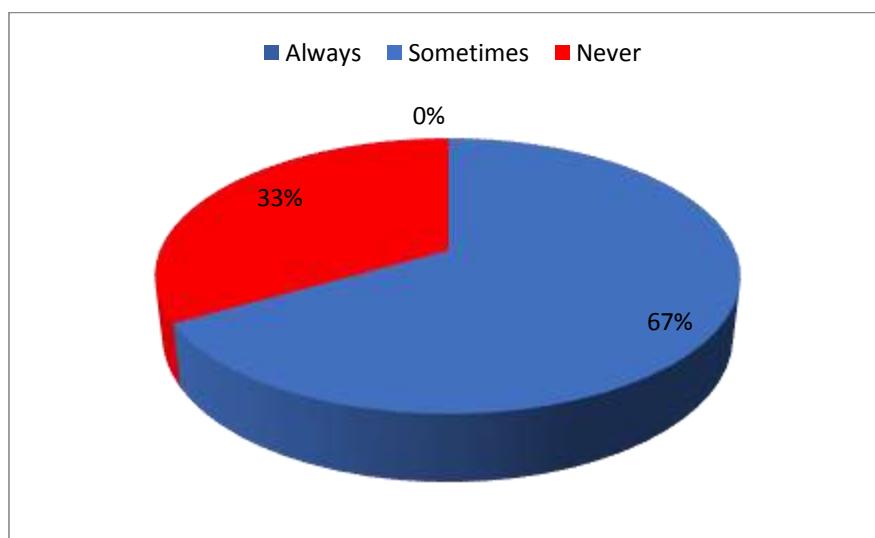
Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
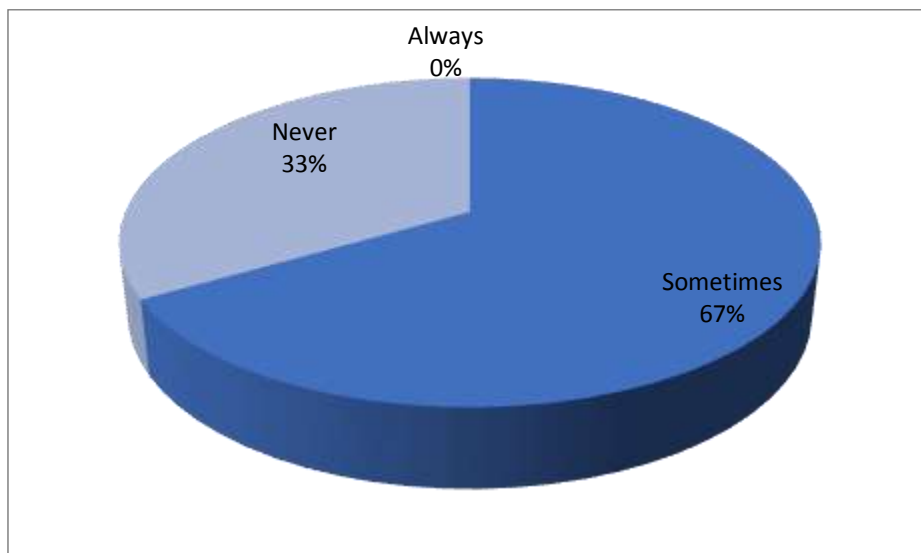**Created by:** Peña, L. (2018)

Analysis and interpretation

The results displayed above show that 67% of the teachers never use videos in class; on the other hand, 33% of the population mention that they sometimes use them; and none of the teachers always use videos as teaching material. It is evident that teachers are not concerned about the use videos as audio-visual materials for improving students' oral skills. It is surprising because nowadays teachers have a number of videos on-line and can be used like teaching materials.

Table 11. Computer and internet

	Frequency	Percent
Sometimes	2	67
Never	1	33
Total	3	100,0

Created by: Peña, L. (2018)

Figure 6. Computer and internet
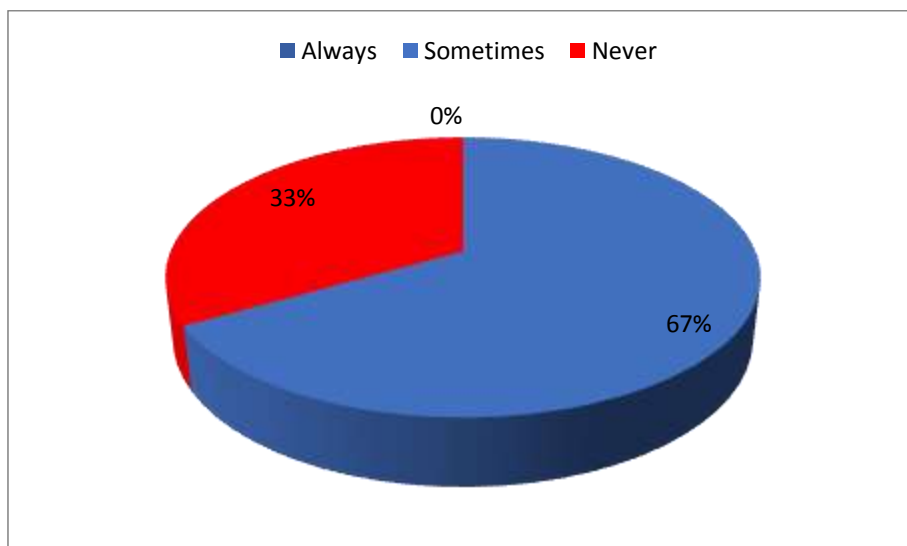
Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The results above display that 67% of the teachers sometimes use computer and internet in English classes and the 33% of them never use those materials in their classes. Furthermore, there is no evidence that show that teachers always use computer and internet as materials of English language learning. These results give the researcher the idea that teachers need motivation for using these materials. Like the previous question, there is enough evidence that teachers do not use computer and video as teaching materials, for that reason, the

researcher of the present study has a clear idea on what to do in the proposal for encouraging them to make their English classes better.

Table 12. Television use

	Frequency	Percent
Never	3	100,0

Created by: Peña, L. (2018)

Figure 7. Television use
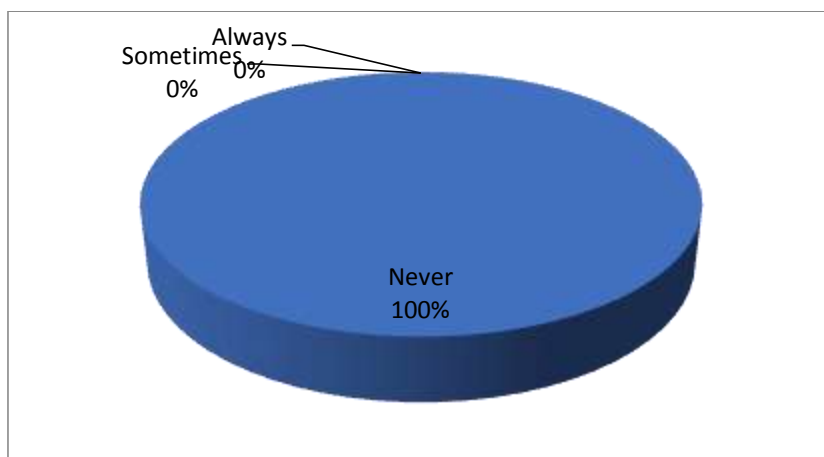
Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

This result indicates that none of the teachers uses television in their English classes. Besides, none of them uses television in their during oral interaction practices in class. Therefore it is necessary to promote the use of television in class because TV programs have valuable material for students' enhancement. Teachers are clearly not aware about using television for oral expression development.

Table 13. Cartoons

	Frequency	Percent
Sometimes	2	67
Never	1	33
Total	3	100,0

Created by: Peña, L. (2018)

Figure 8 . Cartoons

Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The results displayed above show that 67% of the population sometimes use cartoons in their English classes and 37% of the teachers never use them. It is needed to mention that nobody always uses cartoons like audio visual material for oral expression improvement. As it has been explained in the chapter 2 of the current study, cartoons are motivating audio visual materials. Therefore, it is concluded that teachers need to be guided and encouraged in the use of cartoons as teaching materials.

Table 14. On-line tools

	Frequency	Percent
Sometimes	2	67
Never	1	33
Total	3	100,0

Created by: Peña, L. (2018)

Figure 9. On-line tools
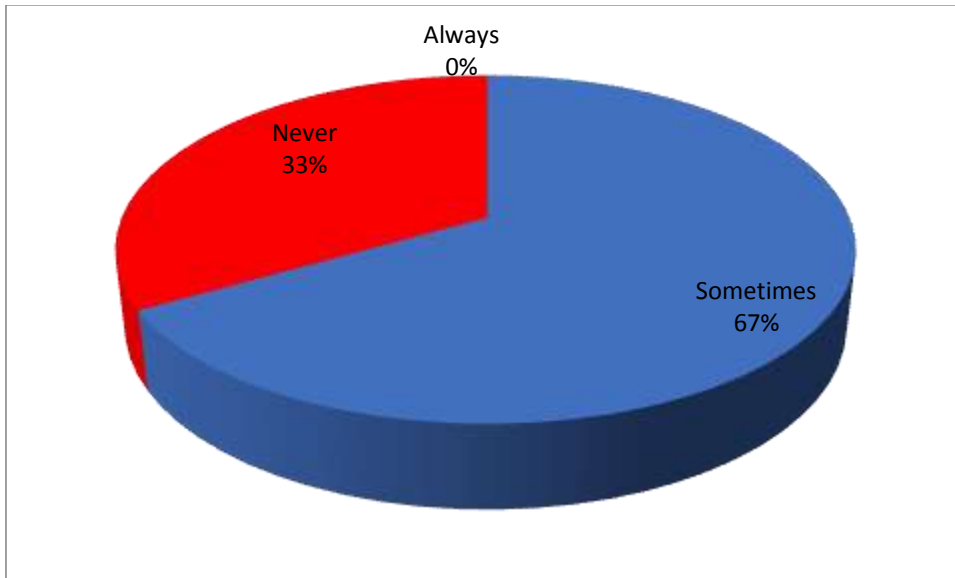
Analysis and interpretation

Based upon the results showed above, 67% of the total population sometimes uses on-line tools and 33% of the teachers do not use these materials. Any teacher always uses on-line tools for promoting oral expression development. The teachers at Unidad Educativa Vicente Anda Aguirre are not clear about the use of on-line tools as audio visual materials. In this context is necessary to promote the use of on-line tools among teachers.

Table 15. Flip charts

	Frequency	Percent
Sometimes	2	67
Never	1	33
Total	3	100,0

Created by: Peña, L. (2018)

Figure 10. Flip charts
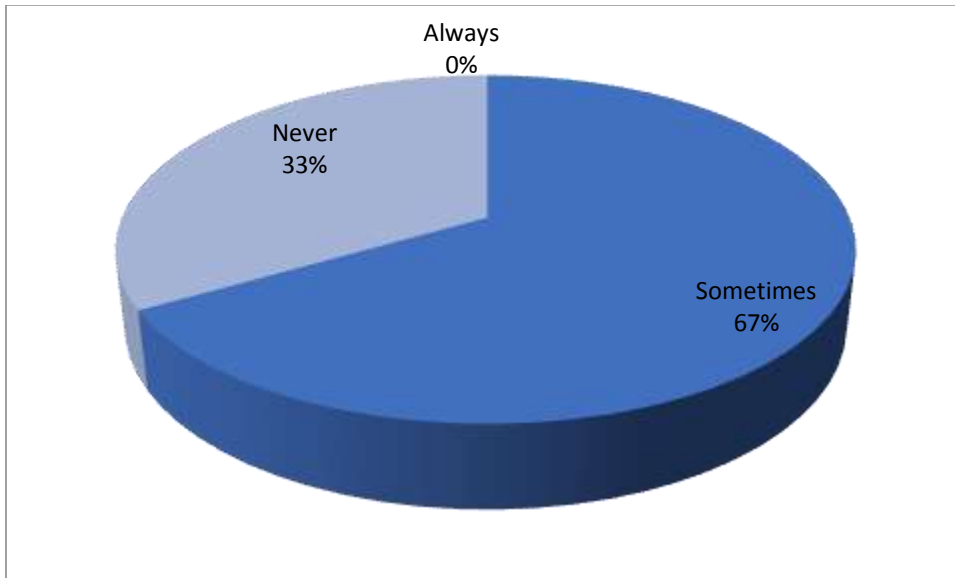
Analysis and interpretation

According to the table and the chart displayed above, 67 percent of the total population of teachers uses flip charts sometimes; however 33% of the population does not use them. Nobody always uses flip charts as audio visual materials for encouraging students in their oral expression performance. It is clearly stated that teachers need motivation and support in the use of flip charts in class because they are good tools for promoting students' speaking performance.

4. When you develop a speaking practice in class, do you take into consideration interactive communication?

Table 16. Interactive communication

	Frequency	Percent
Always	2	67
Sometimes	1	33
Total	3	100,0

Figure 11. Interactive communication
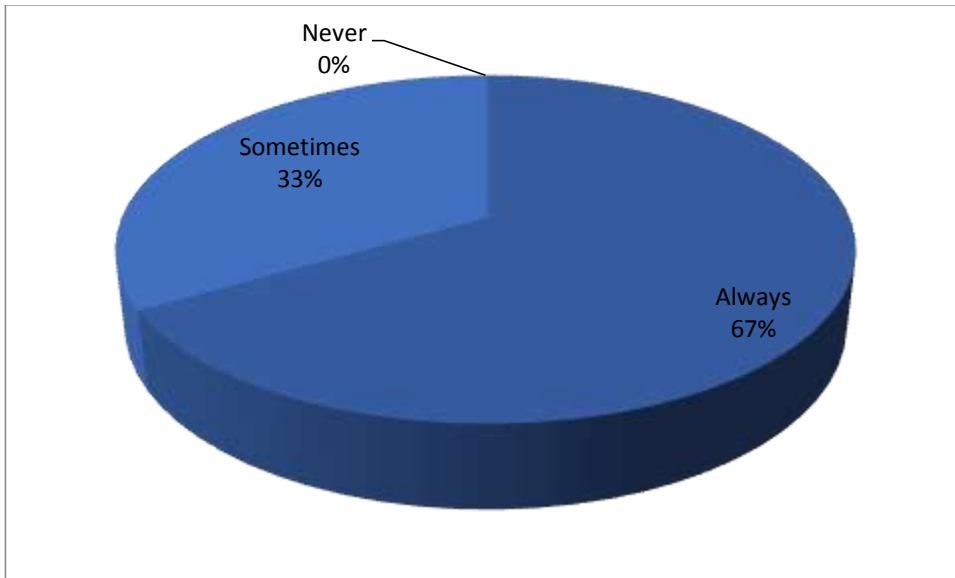
Analysis and interpretation

According to the data, interactive communication is always considered during speaking practice in class by 67% of the teachers; while 33% of the population sometimes considers interactive communication in speaking practices. None of them always includes interactive communication in their oral expression classes. These results show the importance that teachers give to interactive communication during speaking practices.

5. How often do you use the following strategies for oral expression in class?

Table 17. Planning strategy for oral expression

	Frequency	Percent
Always	3	100,0

Figure 12. Planning strategy for oral expression
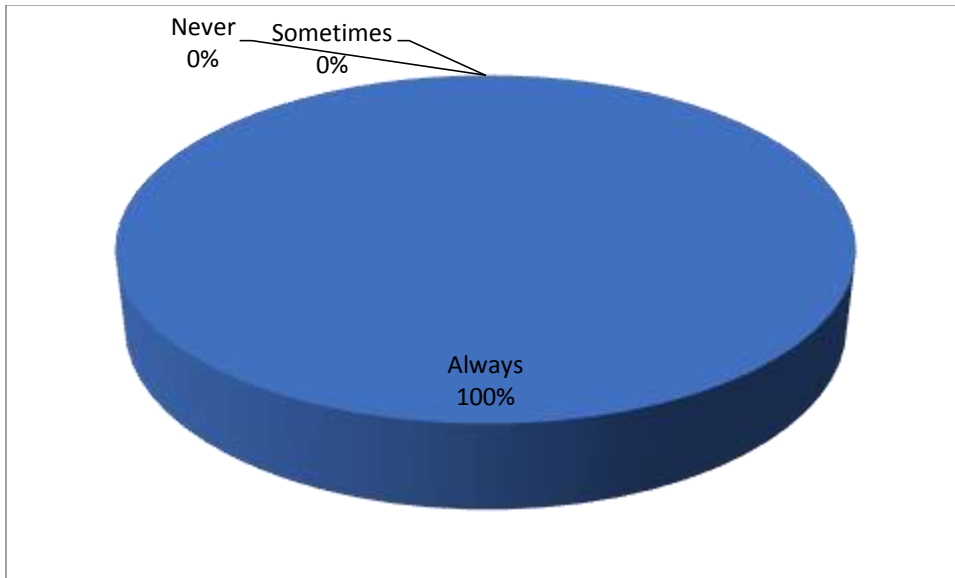
Never 0%   Sometimes 0%

Always
100%

Analysis and interpretation

The results displayed above show that the total population uses planning as a strategy for oral expression. Nobody says that they use sometimes and/or never planning in their oral expression classes. As the results demonstrate, teachers emphasize in the use of planning as strategy for students' oral expression. Being an important part for the accomplishment of goals, teachers need to be supported in the use of planning as oral expression extrategy.

Table 18. Execution for oral expression

	Frequency	Percent
Always	1	33
Sometimes	2	67
Total	3	100,0

Figure 13. Execution for oral expression
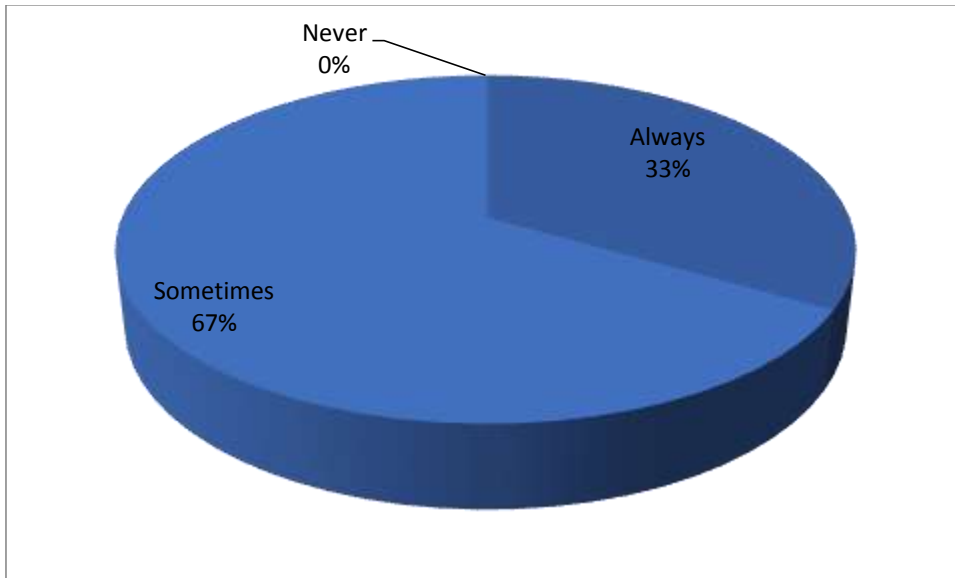
Analysis and interpretation

The data displayed exhibit that 33% of the teachers indicate they always use execution for oral expression and 67% of the teachers use it sometimes. There is no teacher that says they never use execution as strategy for the enhancement of oral expression. This fact shows that teachers are aware about execution as a strategy to use in class. Therefore, the researcher would promote its use.

Table 19. Evaluation for oral expression

	Frequency	Percent
Always	1	33
Sometimes	2	67
Total	3	100,0

Figure 14. Evaluation for oral expression
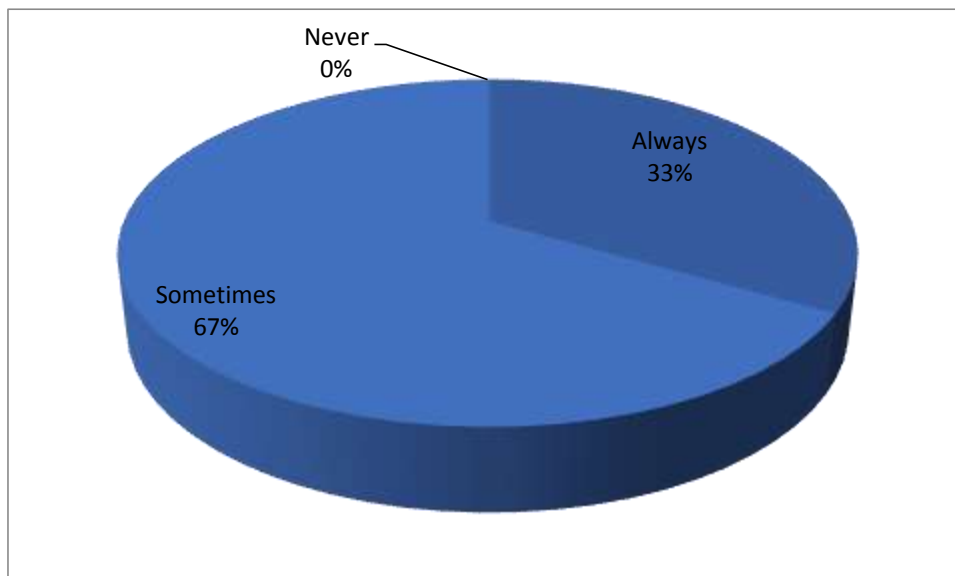
Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
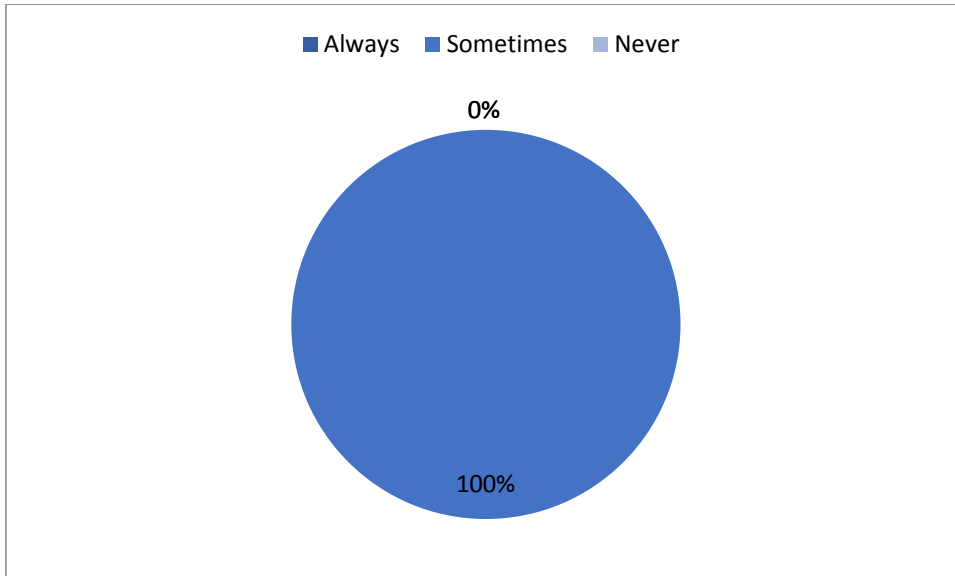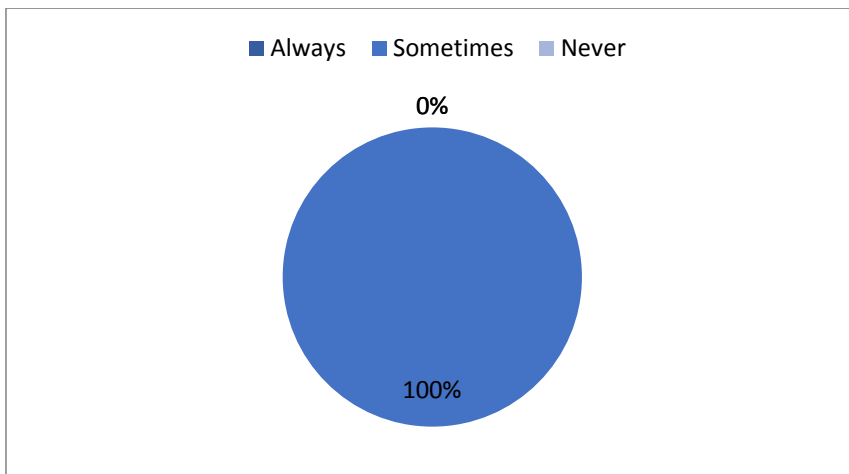**Created by:** Peña, L. (2018)

Analysis and interpretation

The results illustrate that evaluation is always used as a strategy of oral expression by 33% of the teachers while 67% of them sometimes use evaluation in oral expression. Teachers do not mention that they never use evaluation during speaking classes. This indicates that teachers need orientation in evaluation of oral expression in order to conduct students in their oral performance.

6. How often the following class activities are used for the development of oral expression?

Table 20. Watch films

	FREQUENCY	PERCENT
Always		0%
Sometimes	1	33%
Never	2	67%
TOTAL	3	100%

Created by: Peña, L. (2018)

Figure 15. Watch films
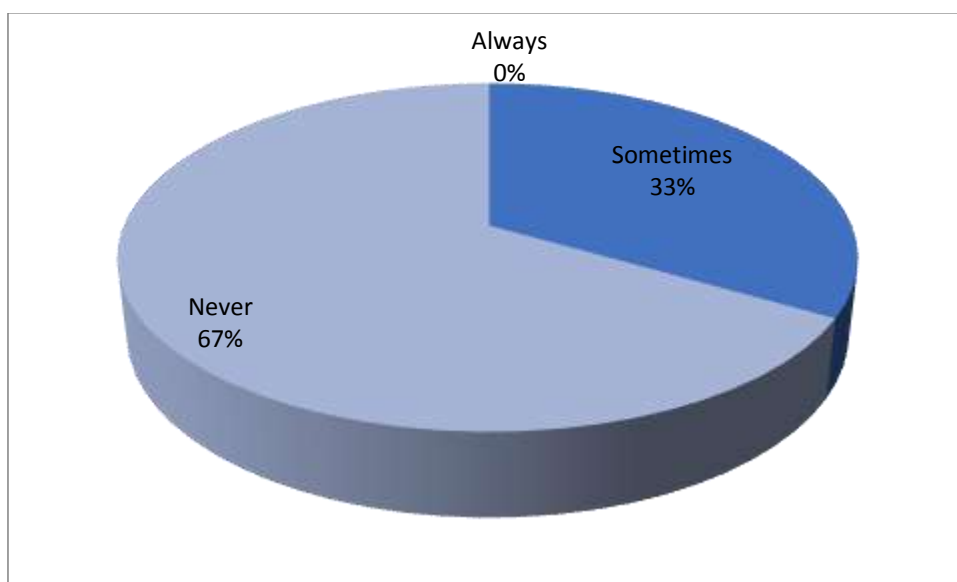
Analysis and interpretation

The results show that 67% of English teachers never watch films with their students to promote oral expression; however 33% of them sometimes do it for improving students' oral expression. There is no teacher that affirms he or she always watch films during their classes. It is implied that teachers need encouragement for using films in their classes.

Table 21. Use of technology

	FREQUENCY	PERCENT
Always		
Sometimes	3	100%
Never		
TOTAL	3	100%

Figure 16. Use of technology

Analysis and interpretation

The results displayed refer that the 100% of the interviewees sometimes use technology for improving students' oral expression. Nobody answers that he or she uses technology in her or his English class. It means that they are not aware about the importance of using technology in English classes. These results are crucial because they clarify the researcher's idea to propose the appropriate material for enhancing students' oral expression.

Table 22.Individual work

	FREQUENCY	PERCENT
Always		
Sometimes	3	100%
Never		
TOTAL	3	100%

Figure 17. Individual work

Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

According to these results, 100% of the population of teachers sometimes applies individual work with their students to improve oral expression. These results evidence that teachers are not conscious about the students' individual work; therefore, it is highly important to know that they need support for improving their teaching management.

Table 23. Cooperative work

	FREQUENCY	PERCENT
Always	1	33%
Sometimes	2	67%
Never	0	0%
TOTAL	3	100%

Created by: Peña, L. (2018)

Figure 18. Cooperative work
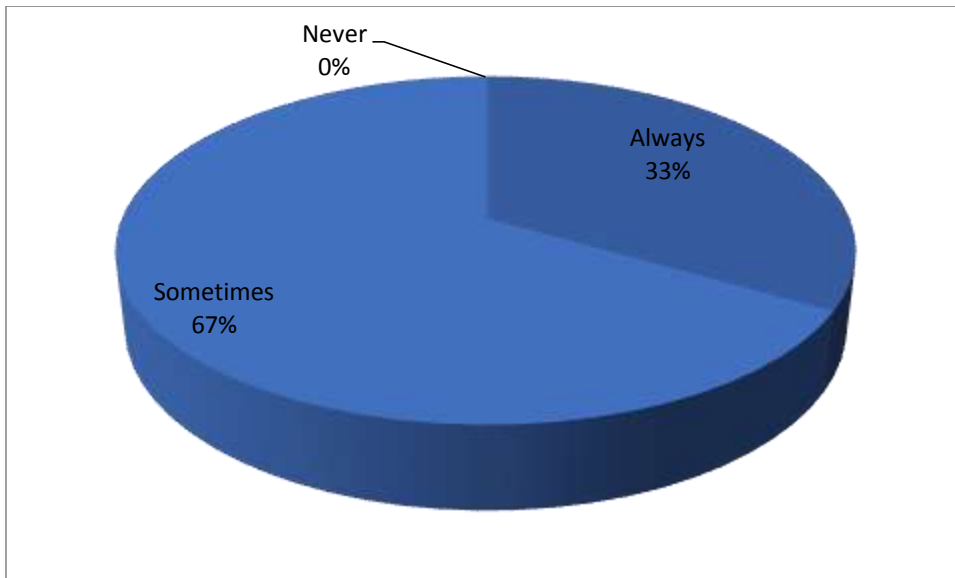
Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

The results indicate that 33% of the teachers always apply cooperative work in their class activities with their students for promoting oral expression; while the 67% sometimes do it. This reflects that teachers need enhancement in the cooperative issues for improving their students' oral expression.
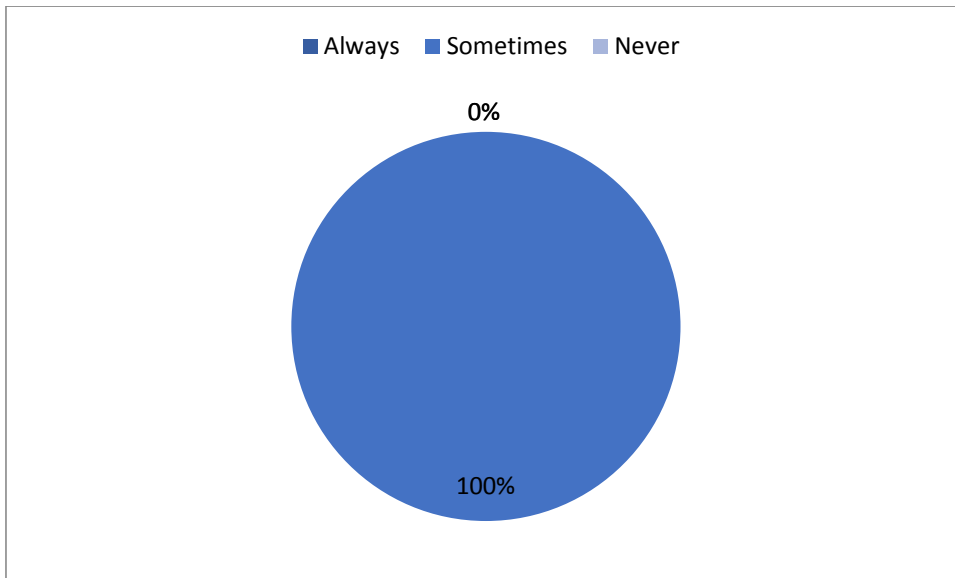
Table 24. Questioning

	FREQUENCY	PERCENT
Always		
Sometimes	3	100%
Never		
TOTAL	3	100%

Created by: Peña, L. (2018)

Figure 19. Questioning
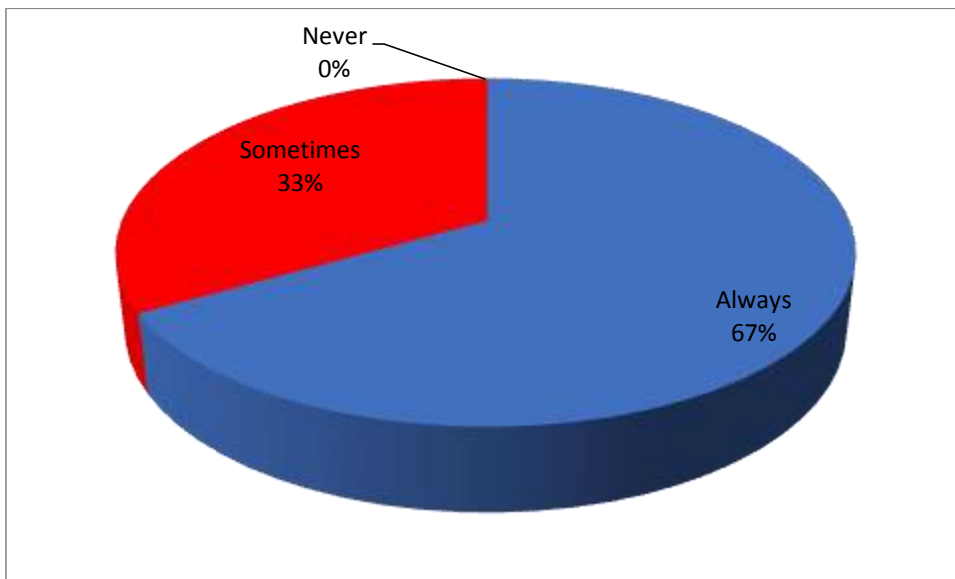
Analysis and interpretation

According to the results above, 100% of the population sometimes uses questioning as class activities for promoting their students' oral expression. Moreover, always and never frequencies are not used by the teachers. It does not give a clear panorama about using questioning as class activity; thereupon, it is important to support teachers in this topic as well.

Table 25. Use picture prompts

	FREQUENCY	PERCENT
Always	2	67%
Sometimes	1	33%
Never	0	0%
TOTAL	3	100%

Figure 20. Use picture prompts

Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The results showed above remark that 67% of teachers always use picture prompts in activities that develop students' oral expression; while, 33% of them indicate that they sometimes do it. It has been explained in the chapter two that picture prompts are widely used in English language teaching; therefore, it is clearly stated that teachers are aware of using picture prompts during oral expression activities.
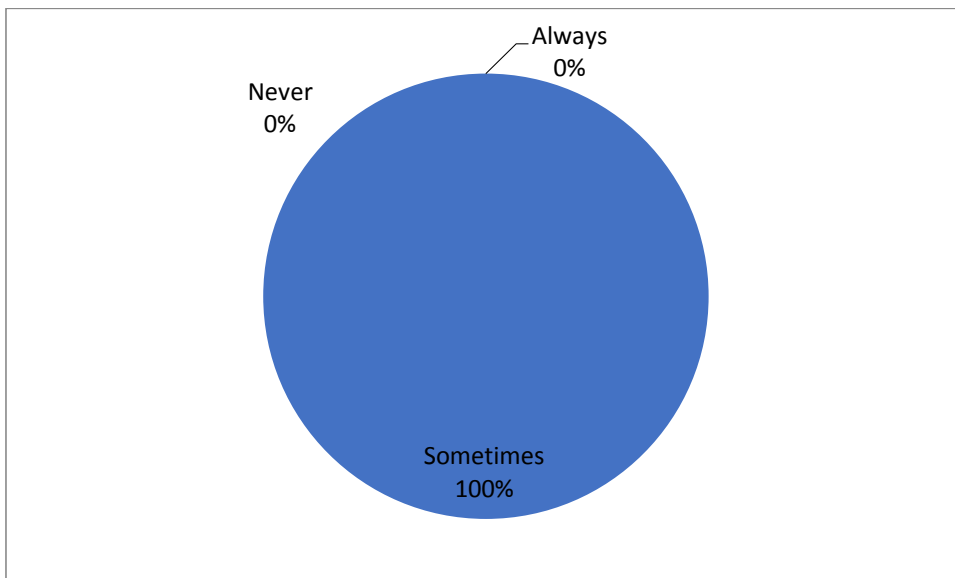
7. How often do you emphasize in the following aspects to develop students' oral expression?

Table 26. Pronunciation

	FREQUENCY	PERCENT
Always	0	0%
Sometimes	3	100%
Never	0	0%
TOTAL	3	100%

Created by: Peña, L. (2018)

Figure 21. Pronunciation

Analysis and interpretation

According to the results of the teacher's survey, the total population says that they sometimes emphasize on pronunciation during oral expression activities. The frequency related to never and sometimes have 0% as result. This is very important to know because the teachers do not have a clear perception about emphasizing in this key aspect of oral expression.
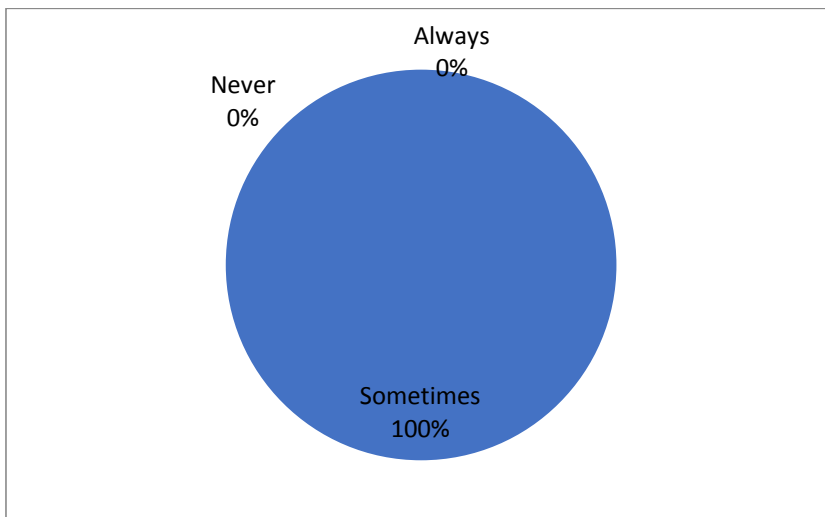
Stress

	FREQUENCY	PERCENT
Always	0	0%
Sometimes	3	100%
Never	0	0%
TOTAL	3	100%

Figure 22. Stress

Always
0%

Never
0%

Sometimes
100%

Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

According to the results previously showed, the total population puts emphasis in stress as an important aspect to develop oral expression. 100% of the population affirms that they sometimes put emphasis in stress during oral practices in class. It means that teachers do not pay especial attention on this field at all. This detail is valuable for the development of the proposal.

Table 27. Intonation

	FREQUENCY	PERCENT
Always	0	0%
Sometimes	2	67%
Never	1	33%
TOTAL	3	100%

Created by: Peña, L. (2018)

Figure 23. Intonation
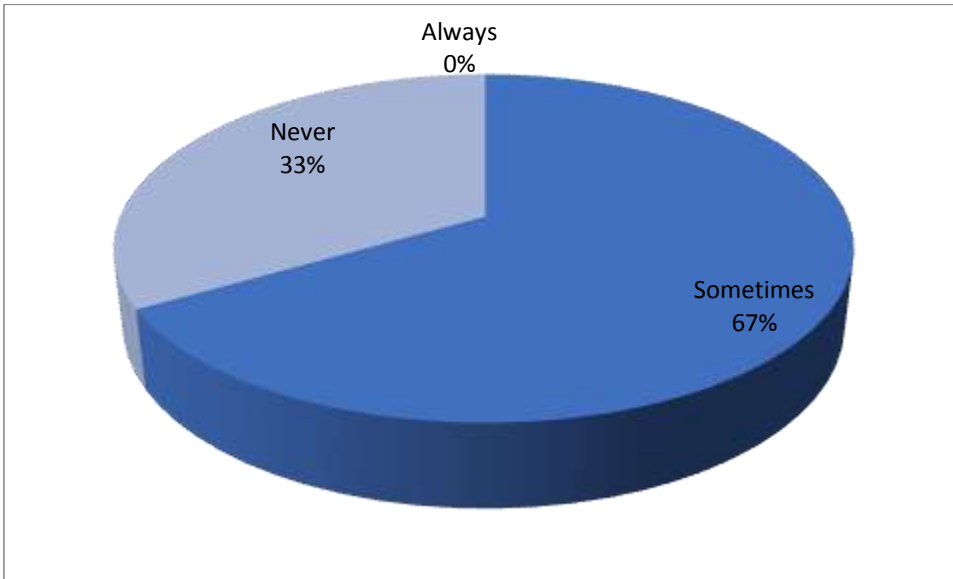
Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
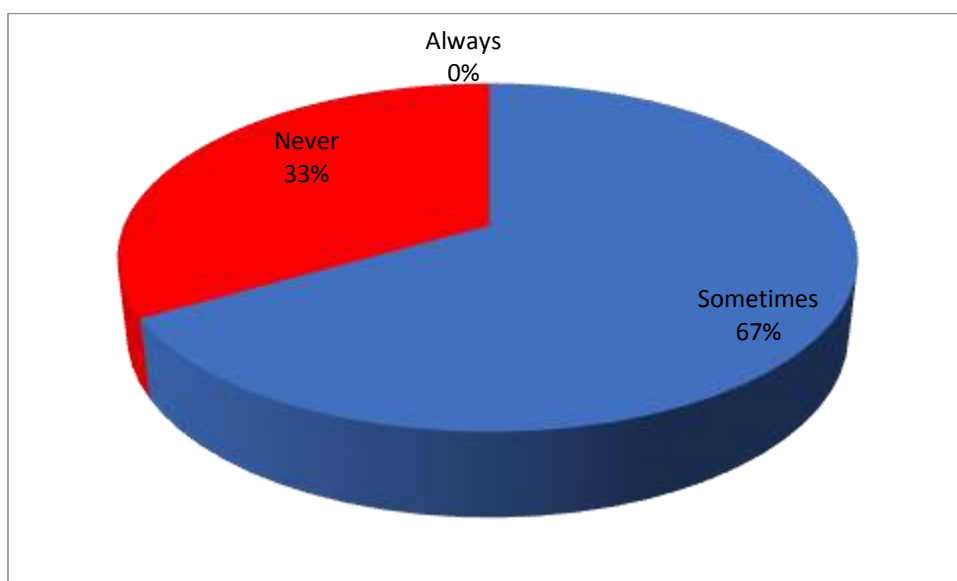**Created by:** Peña, L. (2018)

The data displayed refers that 67% of the teachers sometimes emphasize in intonation as an aspect for oral expression development. On the contrast, 33% of the population never directs attention to intonation. There is not any teacher who affirms he or she focuses attention to intonation in oral development. It is clearly denoted that teachers need support in intonation during oral expression practices in class for their students' sake.

Table 28. Linking

	FREQUENCY	PERCENT
Always	0	0%
Sometimes	2	67%
Never	1	33%
TOTAL	3	100%

Created by: Peña, L. (2018)

Figure 24. Linking

Source: Teachers at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The last question results indicate that 67% of the total population of teachers sometimes emphasize in linking of English sounds during oral expression activities. On the other hand, 33% affirm of teachers affirm that they never focus their attention to linking in class. Furthermore, there is not any evidence that teachers always center their class in linking for the improvement of students' oral expression.

4.2 Students' survey

This survey has been designed in Spanish because it is students' first language; and to ensure understanding.

1. Do you think that the use of audiovisual materials in classes motivates students in their development of oral expression?
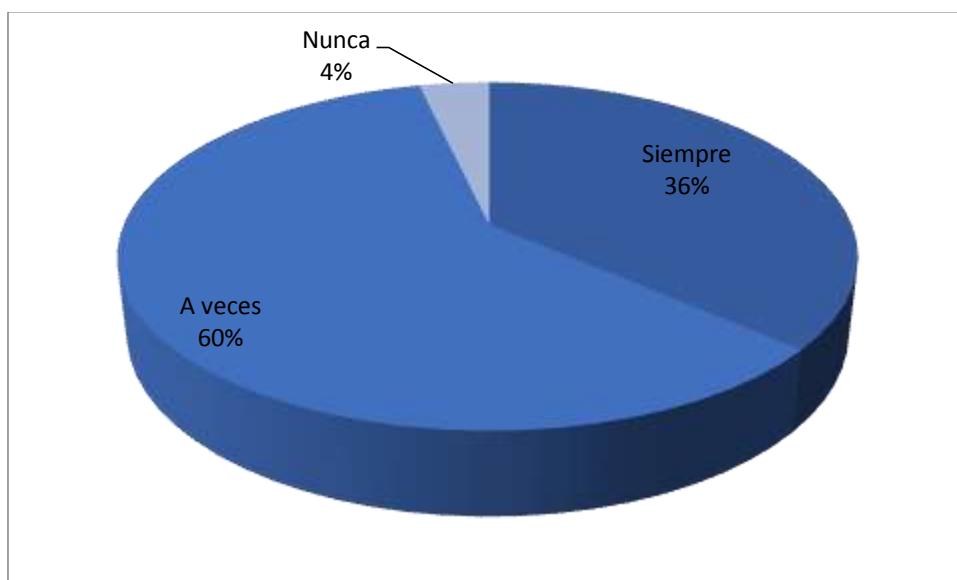
Table 29. Motivation through audio-visual materials

	Frequency	Percent
Siempre	20	36,4
A veces	33	60,0
Nunca	2	3,6
Total	55	100,0

Created by: Peña, L. (2018)

Figure 25. Motivation through audio-visual materials

Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

According to the results for the first question, 20 students who represent 36% of the total population think that the use of audio-visual materials always motivates in their oral expression development. Furthermore, 33 surveyed who make the 60% indicate audio-visual materials sometimes motivate their oral development. Finally, 2 students which are 4%

consider audio-visual materials never motivate their English oral performance. It shows that students need to increase their motivation through audio-visual materials.

2. Do you consider that the use of audiovisual materials is important to promote cooperative learning among students?
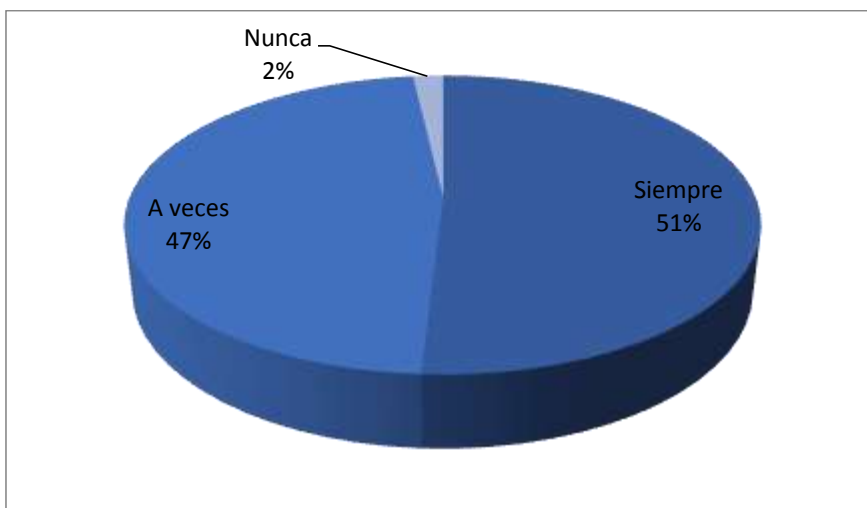
Table 30. Importance of audio-visual materials

	Frequency	Percent
Siempre	28	50,9
A veces	26	47,3
Nunca	1	1,8
Total	55	100,0

Created by: Peña, L. (2018)

Figure 26. Importance of audio-visual materials

Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The data displayed above show that 28 students who represent 51% of the population argues the use of audio-visual materials is always important for the promotion of cooperative leaning. Moreover, 28 students who make 47% of the population indicate they are sometimes important; and 1 student who represents 2% considers that those materials never help in the cooperative learning. There is not a big difference between the "always" and "sometimes" groups that consider use of cooperative learning is important to promote the cooperative learning for that reason it is implied that students are aware about the use of these materials for cooperative learning.

3. How often does your teacher use the following teaching resources to promote oral expression in classes?
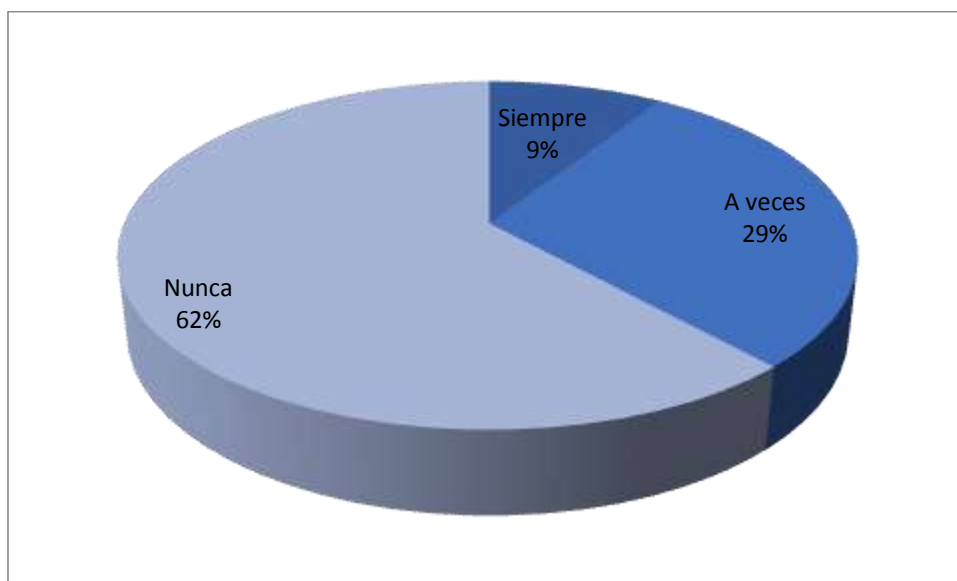
Table 31. Video

	Frequency	Percent
Siempre	5	9
A veces	16	29
Nunca	34	62
Total	55	100,0

Created by: Peña, L. (2018)

Figure 27. Video

Analysis and interpretation

The results in this item are based on the use of video as class material to promote the students' oral expression. Five students that represent 9% of the intended population say their teacher uses always uses videos for oral expression activities. Besides, 16 students who represent 29% express their teachers sometimes use videos in classrooms. Furthermore, 34 learners that represent 62% indicate their teachers never use videos to develop oral expression. It is clearly noticed that most of the learners do not have any experience through learners.

Computer and internet
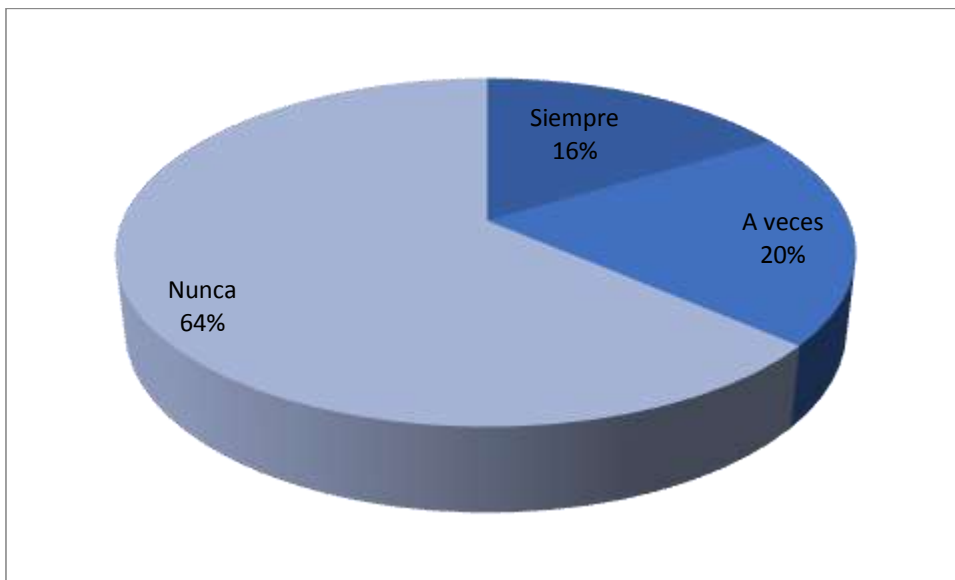
Table 32. Computer and internet

	Frequency	Percent
Siempre	9	16
A veces	11	20
Nunca	35	64
Total	55	100,0

Figure 28. Computer and internet

Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

According to the results, nine students who represent 16% of the students say that their teachers always use computers and internet for promoting oral expression; while, 11 students that represent the 20% indicate that their teachers sometimes use those audio-visual materials. However, 35 students who represent 64% claim that their teachers never use computers and internet to promote oral expression. It is very important to keep in mind these results in order to emphasize computer and internet use in the proposal for promoting oral interaction because students clearly state they do not have contact with them at all.
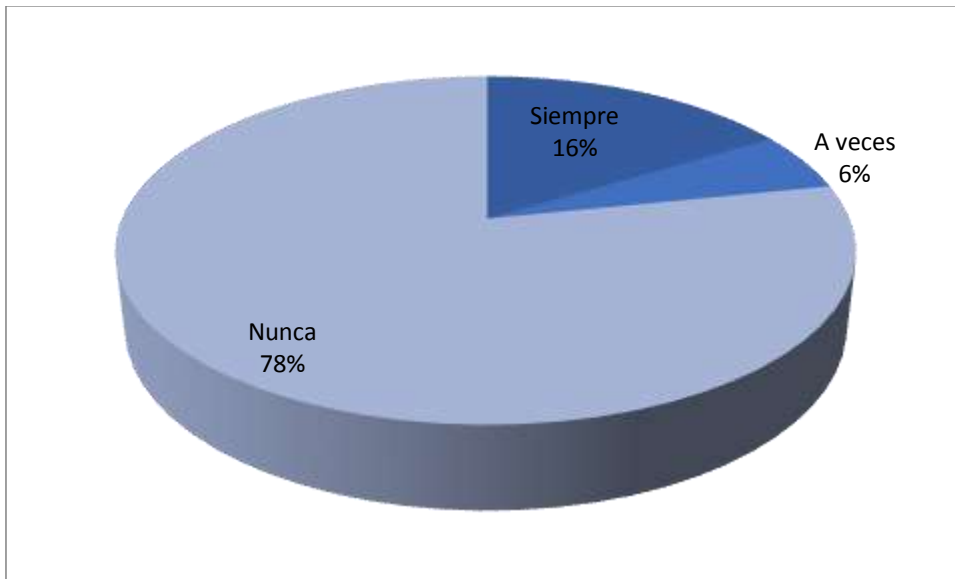
Table 33. Television

	Frequency	Percent
Siempre	9	16
A veces	3	6
Nunca	43	78
Total	55	100,0

Created by: Peña, L. (2018)

74

Figure 29. Television

Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The results displayed above indicate that 9 students who represent the 16% of the population mention their teacher always uses television as audio-visual material for promoting oral expression. Furthermore, 3 students that represent 6% of the population answer their teacher sometimes uses that material. Nevertheless, 43 students that represent 78% of the population reply their teacher never uses the television. There is a big difference between the students' responses because teachers do not use television at all as audio-visual material.
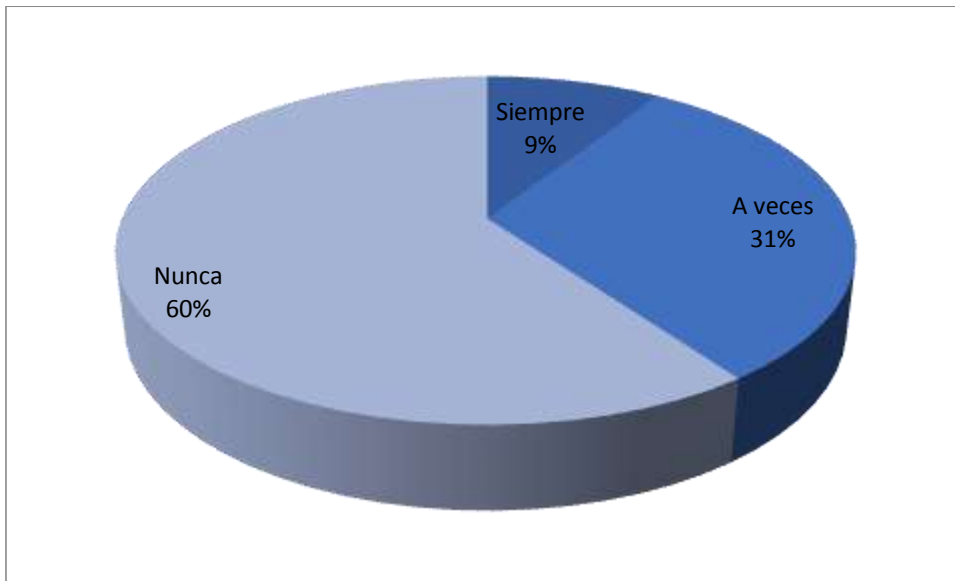
Table 34. Cartoons

	Frequency	Percent
Siempre	5	9
A veces	17	31
Nunca	33	60
Total	55	100,0

Created by: Peña, L. (2018)

75

Figure 30. Cartoons

Analysis and interpretation

The results in this question indicate that only 5 students who represent 9% say that their teacher always use the cartoons for promoting oral expression. Furthermore, 17 students that represent 31% argue that their teacher sometimes uses the cartoon in oral expression activities. However, 33 students that represent 60% of the total population say their teacher never uses cartoons to develop oral expression. These results evidences that teachers do not pay attention to the cartoons audio-visual material.
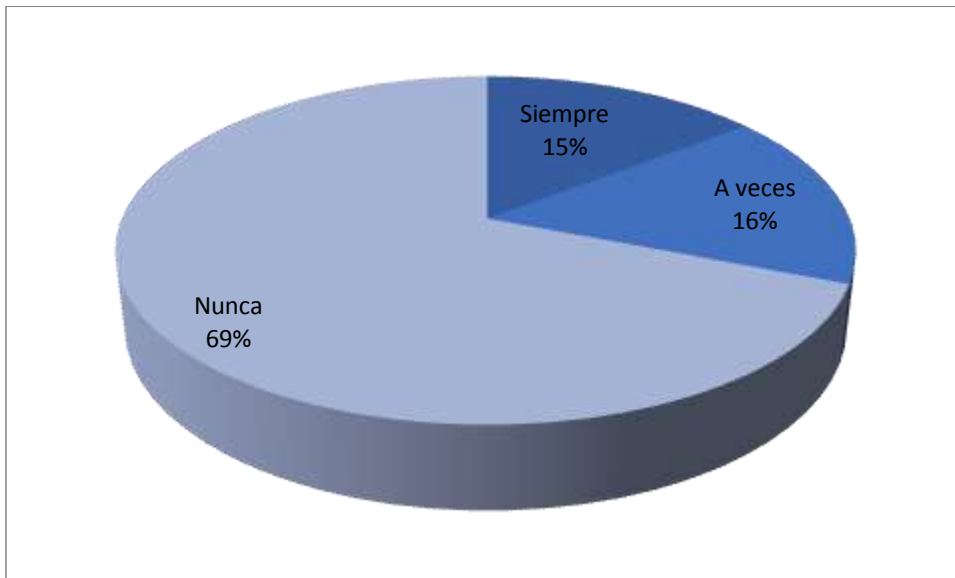
Table 35. On-line tools

	Frequency	Percent
Siempre	8	15
A veces	9	16
Nunca	38	69
Total	55	100,0

Figure 31. On-line tools

Analysis and interpretation

The data displayed indicates that 8 students who represent 15% of the total population of students respond that their teacher always uses on-line tools in class for improving oral expression. Furthermore, 9 learners who represent 16% reply their teacher sometimes apply on-line tools in his or her classes. And, 38 learners who represent 69% of the population of students claim their teacher never includes on-line tools in his classes. Taking into consideration that on-line tools are part of this globalized era, it is surprisingly demonstrated that teachers do no use on-line tools.
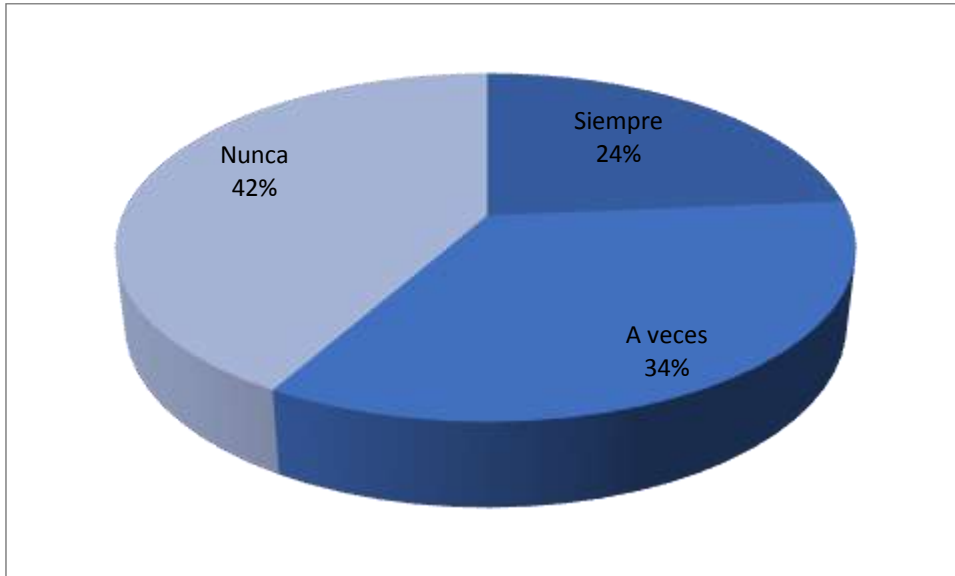
Table 36. Flip charts

	Frequency	Percent
Siempre	13	24
A veces	19	34
Nunca	23	42
Total	55	100,0

Figure 32. Flip charts

Analysis and interpretation

The results displayed above evidence that 13 students who represent 24% of the population respond that their teacher uses flip charts for promoting oral expression all the time. Besides, 19 students that represent 34% indicate their teacher uses flip charts sometimes. Nevertheless, 23 students who form 42% of the population say their teacher does not use flip chats in his lessons. Even though, students are familiarized with flip charts, there is not enough evidence of their use. For that reason, it is important to promote their use to develop oral expression.

4. When your teacher develops a practice of oral expression in class, he or she emphasizes on interactive communication.
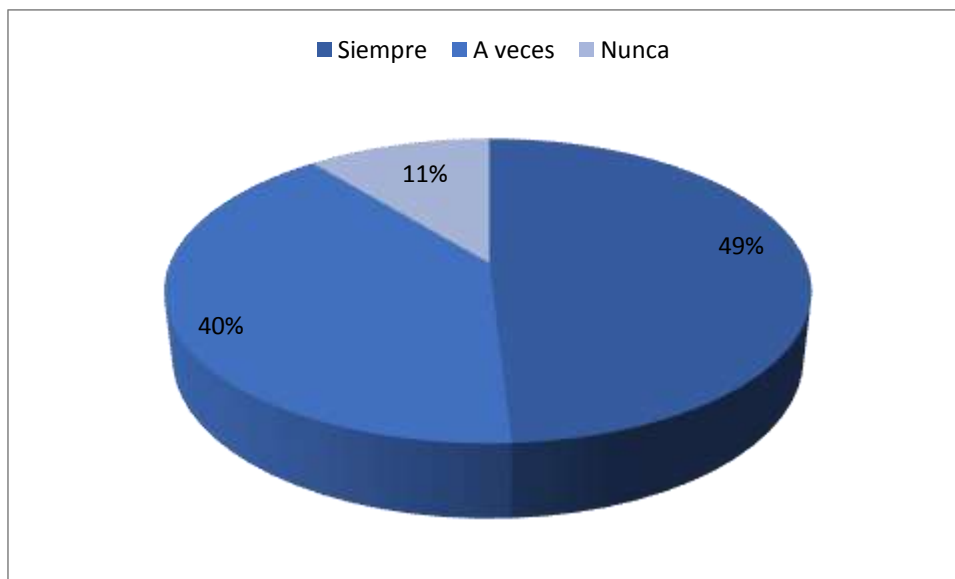
Table 37. Interactive communication

	Frequency	Percent
Siempre	27	49,1
A veces	22	40,0
Nunca	6	10,9
Total	55	100,0

Figure 33. Interactive communication

Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The data showed above evidence that 27 students who represent 49% of the population say that their teacher emphasizes on the interactive communication during oral expression practices. Furthermore, 22 that represent 40% say their teacher highlights the interactive communication during oral expression practices half of the time. And, 6 of the students say their teacher does not emphasize on interactive communication during oral expression activities. This results give the idea of interactive communication is emphasized but it needs more teachers' attention.

5. How often does your teacher emphasize the following strategies of oral expression in classes?
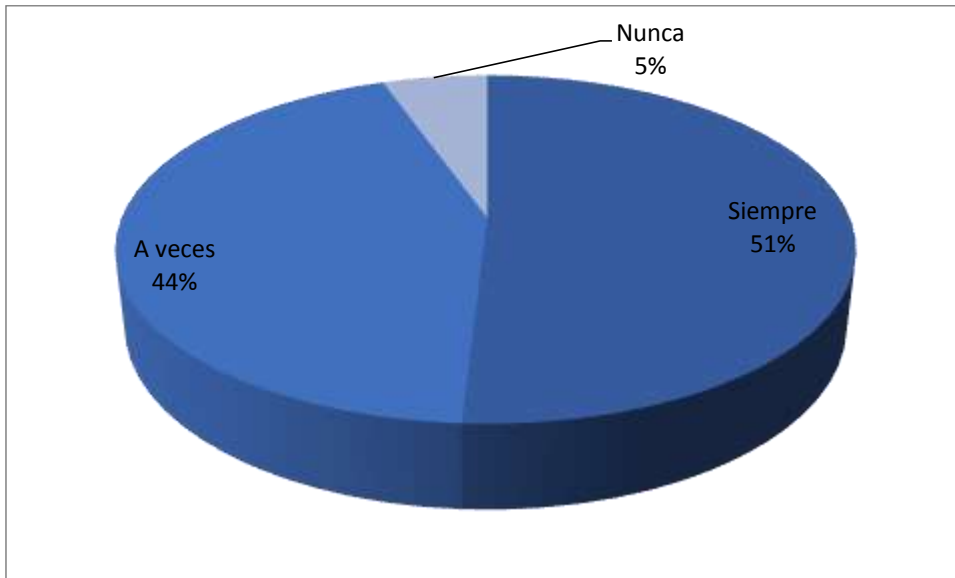
Table 38. Planning

	Frequency	Percent
Siempre	28	50,9
A veces	24	43,6
Nunca	3	5,5
Total	55	100,0

Created by: Peña, L. (2018)

Figure 34. Planning

Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

The data displayed above indicates that 24 students who represent 51% of the total population of students express their teacher highlights "planning" as strategy for oral expression in class. Additionally, 24 learners who represent 44% argue that their teacher emphasizes on "planning" sometimes. On the contrary, 3 students answer that their teacher does not emphasize on "planning" as a strategy for oral expression in class. The students are familiarized with planning for oral expression classes; therefore, it is important to continue emphasizing on it.

Table 39. Execution

	Frequency	Percent
Siempre	13	23,6
A veces	32	58,2
Nunca	10	18,2
Total	55	100,0

Created by: Peña, L. (2018)

Figure 35. Execution

Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

According to the table and the figure above, 13 students who represent 24% of the population say their teacher always emphasize on "execution" as a strategy for oral expression in class. In addition, 32 students who represent 58% of the students indicate that their teacher sometimes do it. And, 10 students who represent 18% say their teacher does not promote execution as strategy for oral expression in class. It is visible that students are familiar with this strategy for oral expression; so the teacher should center on it more often.
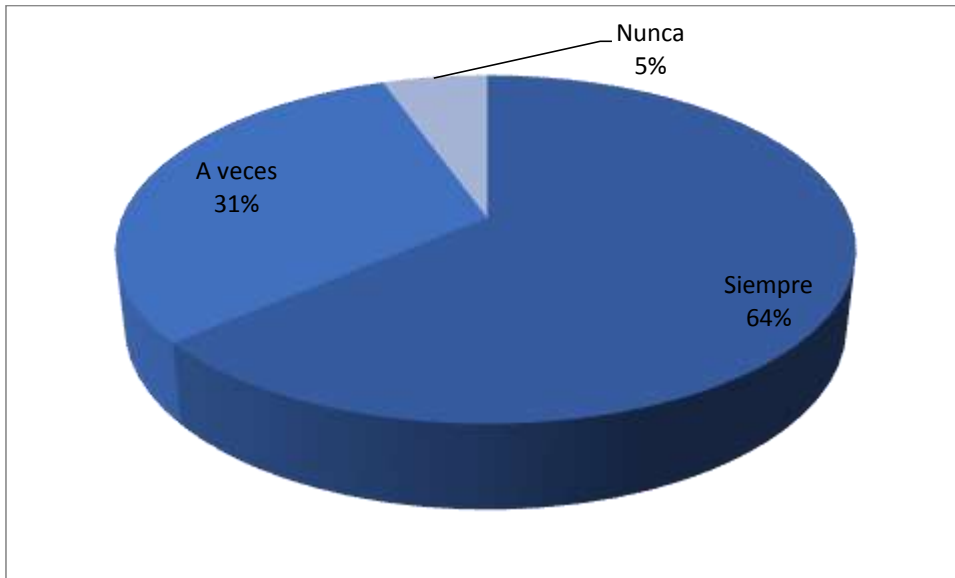
Table 40. Evaluation

	Frequency	Percent
Siempre	35	63,6
A veces	17	30,9
Nunca	3	5,5
Total	55	100,0

Created by: Peña, L. (2018)

Figure 36. Evaluation

Analysis and interpretation

The results previously displayed show that 35 students who represent 64% of the total population indicate that their teacher always emphasize on evaluation as a strategy for oral expression development in class. Besides, 7 students who represent 31% of the students say their teacher sometimes does it. And, only 3 students say their teacher does not emphasize on evaluation as a strategy of oral expression development in class. It is interestingly evidenced that evaluation is an important strategy for oral expression in class according to the majority of students' perception.

6. How often does your teacher use the following activities in class for the development of oral expression?
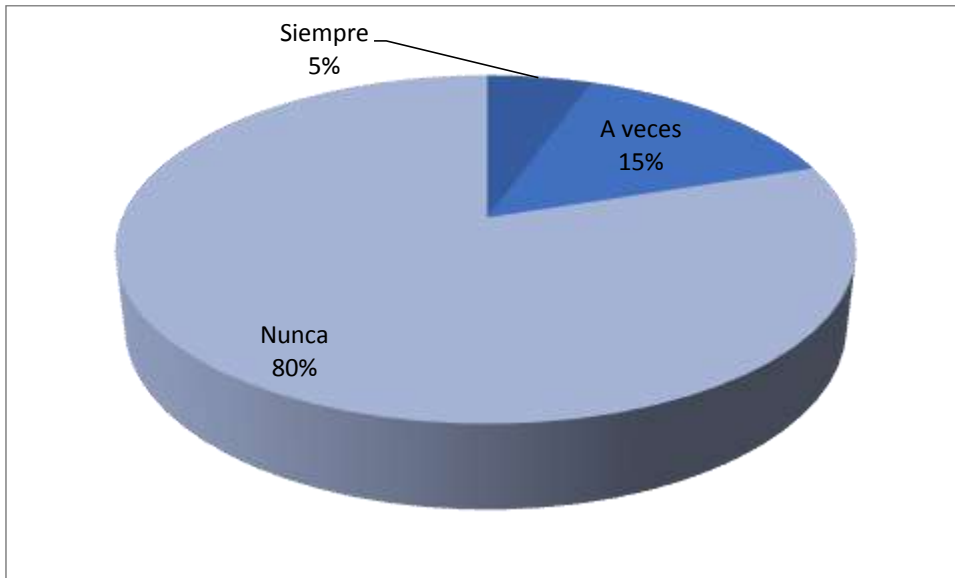
Table 41. Movies

	Frequency	Percent
Siempre	3	5
A veces	8	15
Nunca	44	80,0
Total	55	100,0

Figure 37. Movies

Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

According to the data displayed above, only 3 students who represent 5% say that their teacher watch movies with their students to promote their oral expression. In addition, 8 of the students, 15%, express their teacher does it sometimes. On the contrary, 44 students who represent 80% indicate that their teacher never watch movies with them to promote oral expression. This fact is valuable in order to design a proposal with interesting material for the students.

Table 42. Use of technology
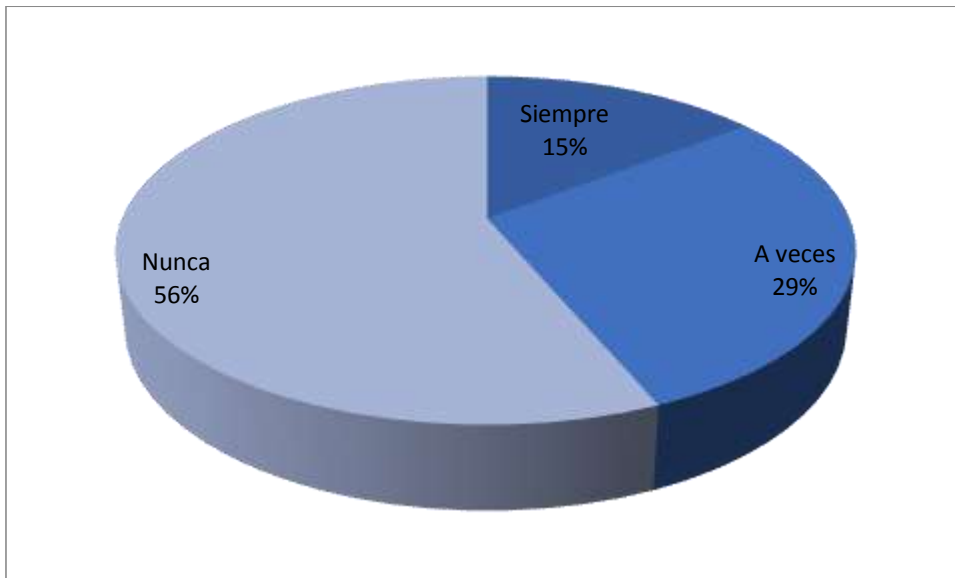
	Frequency	Percent
Siempre	8	15
A veces	16	29
Nunca	31	56
Total	55	100,0

Created by: Peña, L. (2018)

Figure 38. Technology

Analysis and interpretation

The students' responses are the following: 8 of them who represent 15% of the population say their teacher always uses technology for oral expression development, while 16 students who represent 29% indicate that their teacher uses technology sometimes. However, 31 out of 55 students who represent 56% claim their teacher never uses technology. Interestingly, this data clarifies the idea about the research problem and enlightens the route for propound a good tool for the intervention.
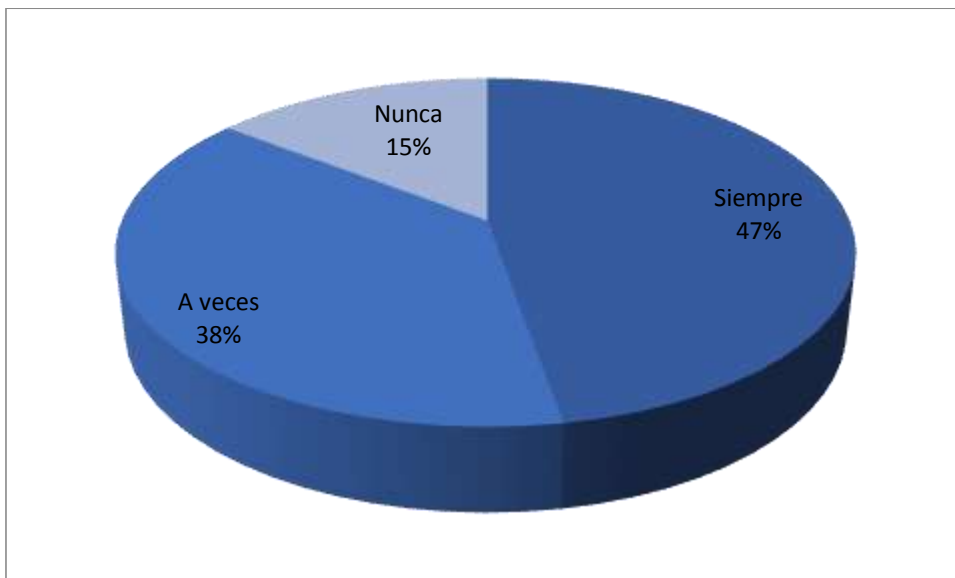
Table 43. Individual work

	Frequency	Percent
Siempre	26	47
A veces	21	38
Nunca	8	15
Total	55	100,0

Figure 39. Individual work

Analysis and interpretation

26 out of 55 students who represent 47% of the total population say their teacher always applies individual work for promoting oral expression. Additionally, 21 students who represent 38% argue that their teacher sometimes use individual work for improving their oral expression but 8 students who represent 15% claim that their teacher never uses individual work for oral expression. The students are aware about their teacher's work related to individually working.
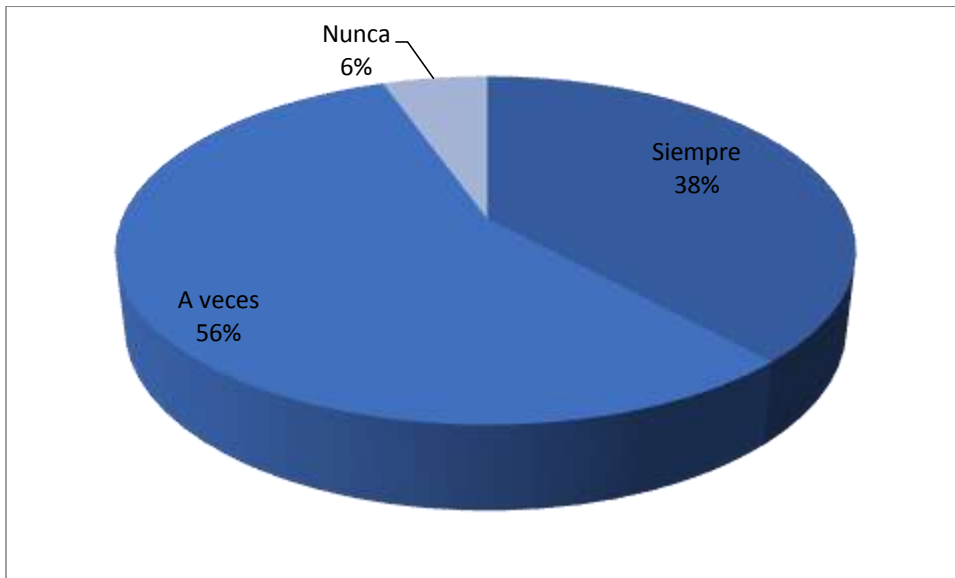
Table 44. Cooperative learning

	Frequency	Percent
Siempre	21	38
A veces	31	56
Nunca	3	6
Total	55	100,0

Figure 40. Cooperative learning

Source:Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The results displayed above indicate that 21 students who represent the 38% say that their teacher applies cooperative learning in class to promote oral expression. Besides, 31 out of 55 students who represent 56% state their teacher uses cooperative learning in class; and, only 3 students indicate that their teacher lets them cooperatively work to improve their oral expression. In general, students are aware about cooperative learning however it is necessary to promote it in order to enhance their oral skills.

Table 45. Cooperative learning

	Frecuencia	Porcentaje
Siempre	27	49
A veces	20	36
Nunca	8	15
Total	55	100,0

Created by: Peña, L. (2018)

Figure 41. Questioning
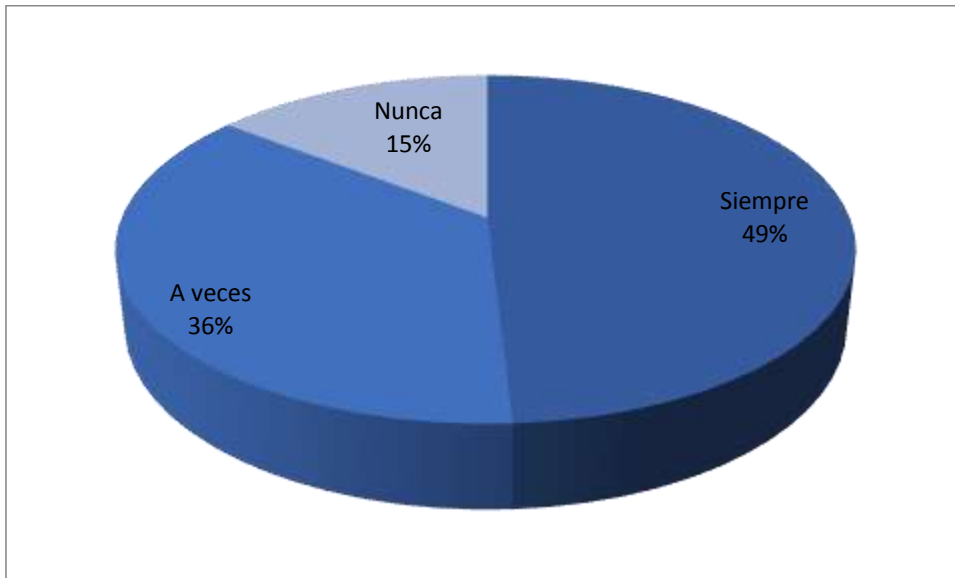
Analysis and interpretation

The table and the figure above show the following results: 27 students who represent 49% say that their teacher always uses questioning in oral expression classes. Furthermore, 20 of them who represent 36% of the total population of students indicate that their educator sometimes uses questioning for improving oral expression. And, 8 students out of 55 who represent 15% say their teacher applies questioning in oral expression classes. The surveyed express their consciousness about the use of questioning for their oral expression development; however, it is needed to help teachers for improving these results.
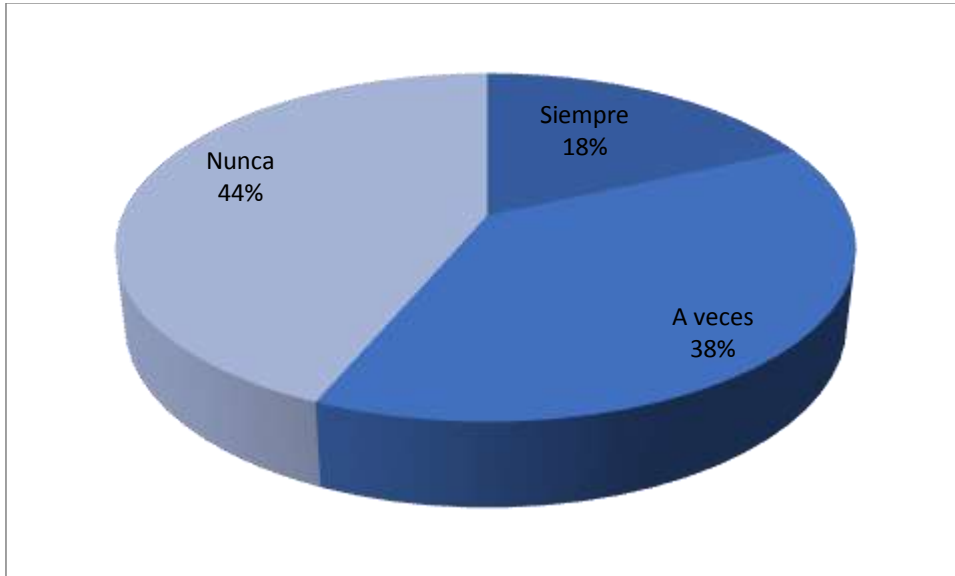
Table 46. Picture prompts

	Frequency	Percent
Siempre	10	18
A veces	21	38
Nunca	24	44
Total	55	100,0

87

Figure 42. Picture prompts

Analysis and interpretation

According to the graph and the table displayed above, 10 students who represent 18% indicate that their teacher always uses picture prompts for oral expression development. Besides, 21 students out of 55 who represent 38% of the total population argue that their teacher sometimes uses picture prompts. Nevertheless, 24 out of 55 students who represent 44% of the population say their teacher never uses picture prompts in class in order to promote oral expression. There is not a big difference between the students who recognize the use of picture prompts with those who do not. This means that there is not a correct use of these tools.

7. How often does your teacher emphasize the following aspects for the development of oral expression?

Table 47. Pronunciation

	Frequency	Percent
Siempre	31	56
A veces	17	31
Nunca	7	13

	Frequency	Percent
Total	55	100,0

Created by: Peña, L. (2018)

Figure 43. Pronunciation
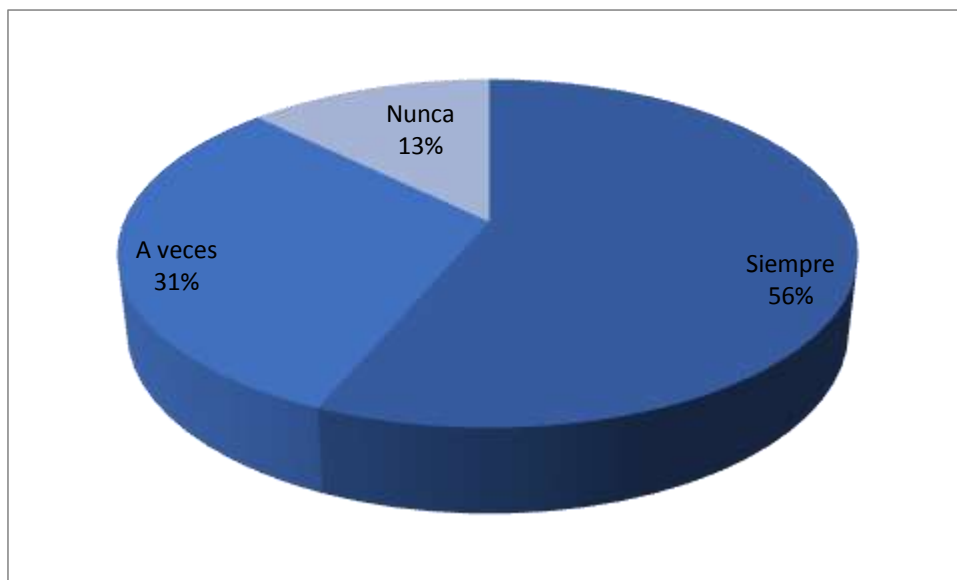
Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The data showed above display that 31 students who represent 56 percent of the total population reply that their teacher emphasizes on pronunciation in oral expression classes. Moreover, 17 who represent 31% of the population of students indicate their teacher sometimes gives special importance to pronunciation in class. Only, 7 who represent 13% students say their teacher directs his attention to pronunciation in oral expression classes. There is a high relevance of pronunciation for oral expression development which enlightens the researcher's ideas for class planning.

Table 48. Stress

	Frequency	Percent
Siempre	17	31
A veces	21	38
Nunca	17	31
Total	55	100,0

89

Figure 44. Stress

Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

The table and the figure above show that 17 students who represent 31% of the population answer that their teacher always directs attention to stress in oral expression classes. Furthermore, 21 students who represent 38% indicate that their teacher sometimes emphasizes in stress during oral expression exercises in class. And, 17 students who represent 31% argue that their teacher never emphasizes in stress during oral expression in class. There is not enough difference among the three frequencies therefore, it is necessary to encourage teachers on stress issues for their students' oral expression development.

Table 49. Intonation

	Frequency	Percent
Siempre	12	22
A veces	19	35
Nunca	24	43
Total	55	100,0

Created by: Peña, L. (2018)

Figure 45. Intonation
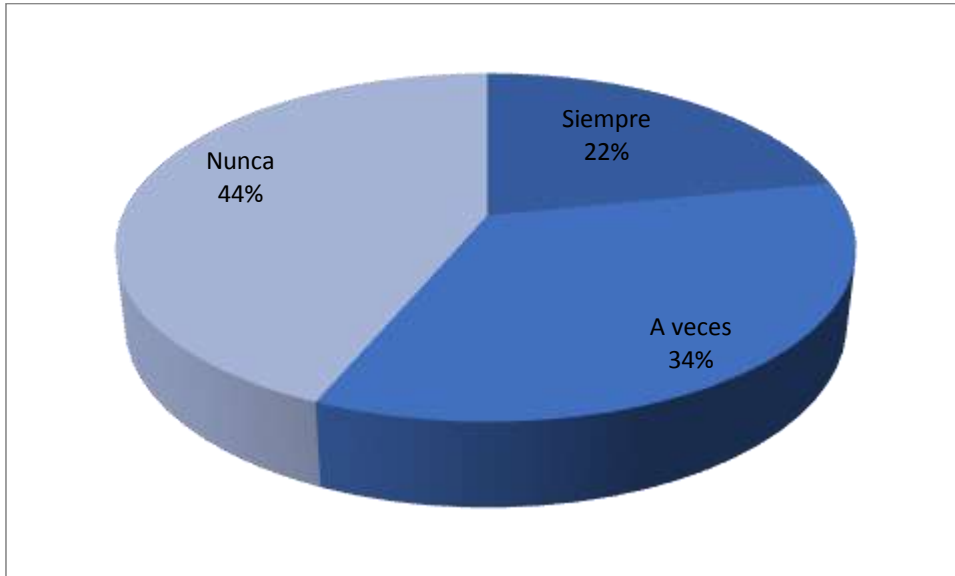
Analysis and interpretation

The results obtained from this question are the following: 12 students who represent 22% of the population answer that their teacher always emphasizes on intonation during oral expression practice. Further, 19 students who represent 34% of the total population claim their teacher sometimes directs attention to intonation in class. However, 24 students who represent 44% of the population state their teacher never emphasizes on intonation during classes. The data show that there is not teacher's special emphasis in intonation during for oral expression development.

Table 50. Linking

	Frequency	Percent
Siempre	3	6
A veces	20	36
Nunca	32	58
Total	55	100,0

Figure 46. Linking

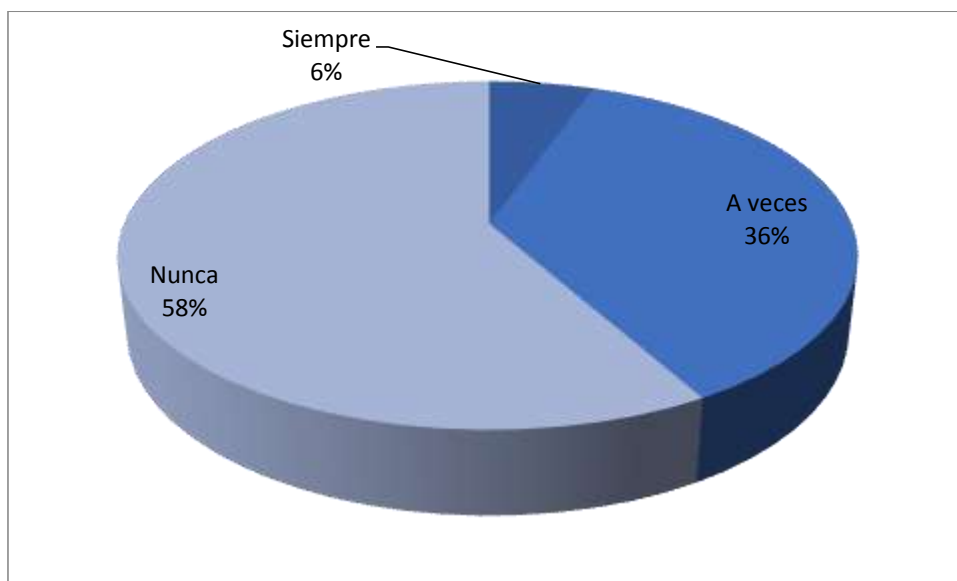Source: Students at Unidad Educativa Vicente Anda Aguirre.
Created by: Peña, L. (2018)

Analysis and interpretation

According with the results displayed above, only 3 students who represent 6% of the population answer that their teacher always emphasizes on linking of words in oral expression classes. Furthermore, 20 students who represent 36% of the population indicate that their teacher sometimes directs attention to liking in class. However, 32 students who represent 58% of the total population state their teacher never puts attention to linking during oral expression activities in class. There is a high difference between students who respond positively and those who do not know about linking.

4.3. Pre and post-tests results

Two main tests were taken by the students who belonged to the control and the experimental one. The former was taken before the researcher's intervention and the post-test was developed after it. Furthermore, speaking parts 1, 2, and 3 of (PTE) Preliminary Test of English were applied for obtaining data. These actions were carried out in order to verify the hypothesis for the current study through the mathematical test T-student.

Normal distribution test

Table 51. Normal distribution test. Kolmogorov-Smirnov

Prueba de Kolmogorov-Smirnov for one sample[a]

		Control		Experimental	
		Pre-test	Post-test	Pre-test	Post-test
N		27	27	28	28
Normal Parameters[b,c]	Mean	5	7,44	5,46	11,18
	Standard deviation	1,209	1,311	1,401	1,634
Extr. differences	Absolut	0,315	0,161	0,273	0,314
	Positive	0,315	0,161	0,273	0,151
	Negative	-0,204	-0,146	-0,149	-0,314
Test Statistic		0,315	0,161	0,273	0,314
Two tailed Asip.Sig		,000[d]	,070[d]	,000[d]	,000[d]

Created by: Peña, L. (2018)

The table above shows that the data for the pre and post-tests in both control and experimental group come from a normal distribution. The Kolmogorov-Smirnov test was applied according to the contrast of significance Lilliefors.

Cases processing

Table 52. Valid cases. Control group

Control group

		Frequency	Percent	Valid percentage	Accumulated percentage
Valid	4	11	20,0	40,7	40,7
	5	11	20,0	40,7	81,5
	6	1	1,8	3,7	85,2
	7	2	3,6	7,4	92,6
	8	2	3,6	7,4	100,0
	Total	27	49,1	100,0	

Created by: Peña, L. (2018)

Table 53. Valid cases. Experimental group

Experimetal Group

		Frequency	Percent	Valid percentage	Accumulated percentage
Valid	4	8	14,5	28,6	28,6
	5	10	18,2	35,7	64,3
	6	2	3,6	7,1	71,4
	7	6	10,9	21,4	92,9
	8	1	1,8	3,6	96,4
		1	1,8	3,6	100,0
	Total	28	50,9	100,0	

Created by: Peña, L. (2018)

The tables displayed above show that the control group has 27 valid cases and the experimental group has 28 valid cases. It means that "audio-visual materials for the oral expression development" studio has 55 valid cases which correspond to ninth grades of Unidad Educativa "Vicente Anda Aguirre".

Table 54. General statistics

Statistics

		Control group Pre test	Control group Post-test	Experimental group pre-test	Experimental group post-test
N	Valid	27	27	28	28
	Lost	28	28	27	27
Mean		5,00	7,44	5,46	11,18
Mean standard error		,233	,252	,265	,309
Standard deviation		1,209	1,311	1,401	1,634
Variance		1,462	1,718	1,962	2,671
Sum		135	201	153	313

Created by: Peña, L. (2018)

Control group: Pre-test

Figure 47. Control group: Pre-test histogram

Mean:5

Standard deviation:1,209

N: 27
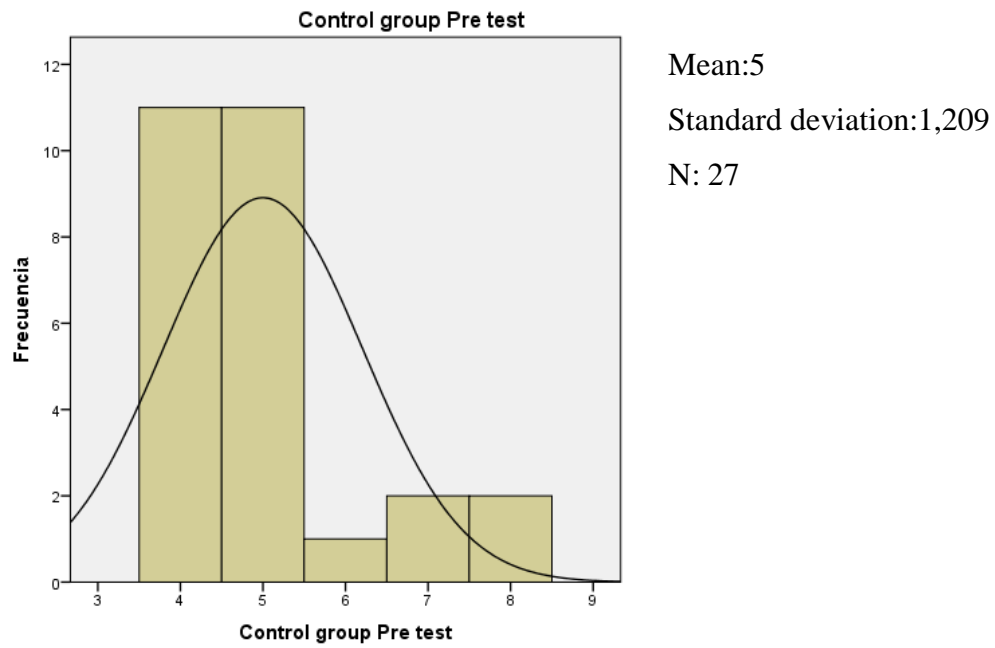
Created by: Peña, L. (2018)

Figure 48. Control group. Post-test histogram

Control group Post-test

Mean: 7,44

Standard deviation:1,311

N: 27
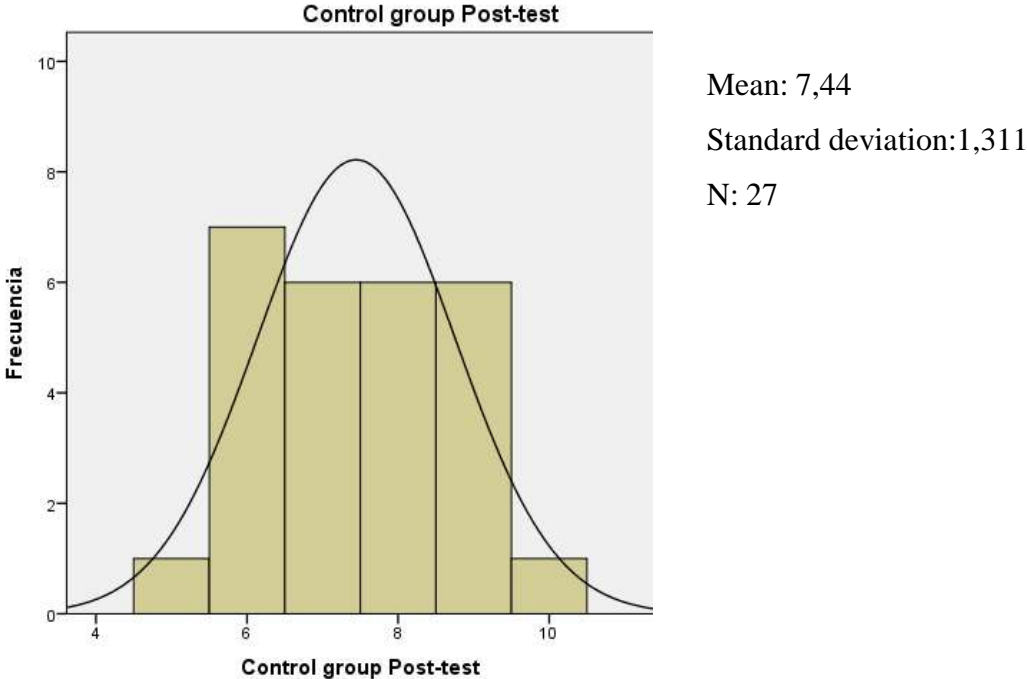
Created by: Peña, L. (2018)

Figure 49. Experimental group. Pre-test histogram

Experimental group pre-test

Mean: 5,46

Standard deviation:1,401

N: 28
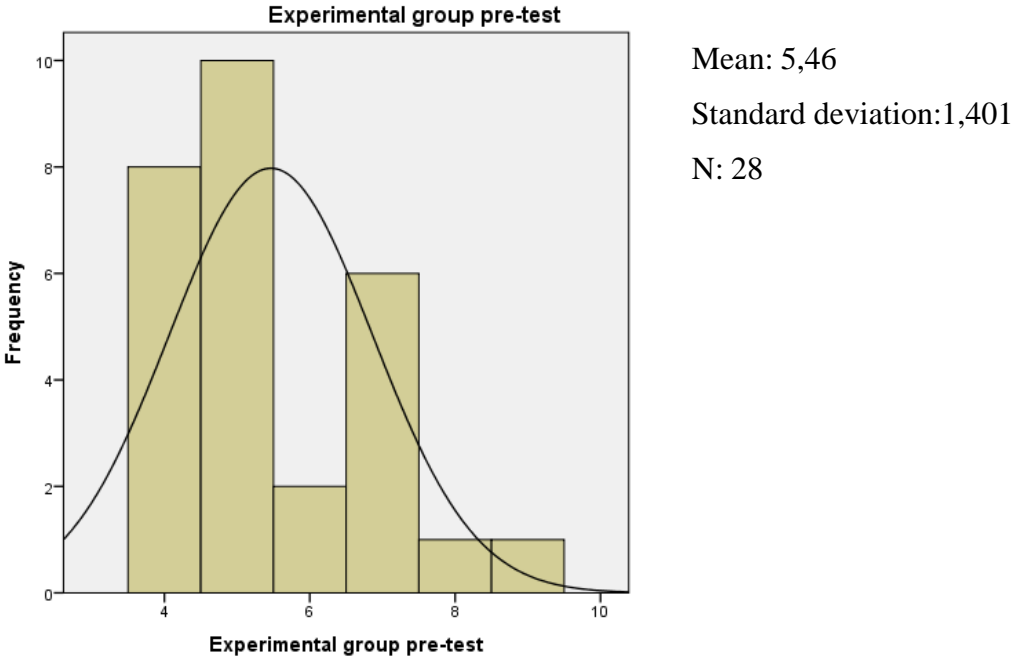
Created by: Peña, L. (2018)

Figure 50. Experimental group. Post-test histogram

Mean: 11,18

Standard deviation:1,634

N: 28
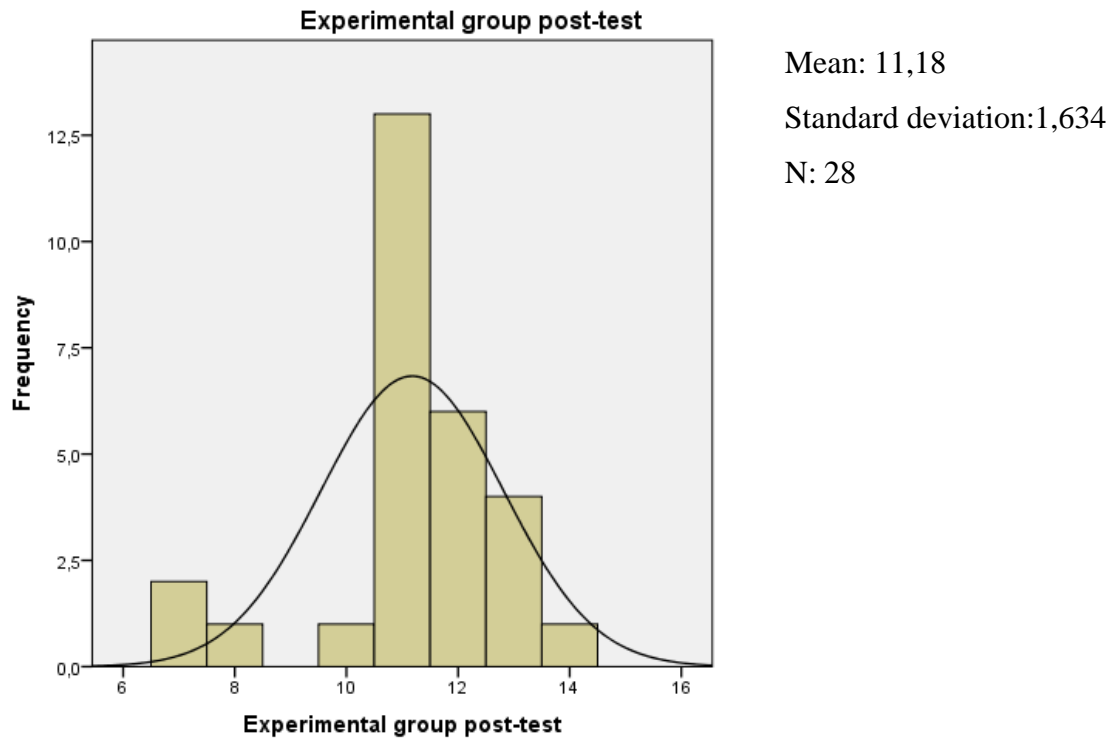
Created by: Peña, L. (2018)

Hypothesis verification

The alternative hypothesis (H1) was stated in terms of the positive effectiveness of audiovisual materials in the development of oral expression; while the null hypothesis (H0) proposed for this study indicates that audiovisual materials are not effective in the development of oral expression. According to the date displayed in table 54, the alternative hypothesis is accepted and the null hypothesis is rejected. With 95% of confidence and a mean of 11, 18 in the experimental group against the 7, 44 of the control group in the post-test. Therefore, it was verified that the alternative hypothesis was accepted because the students' oral expression in the experimental group was highly improved.

Reliability test

Table 55. Summary of cases processing

Summary of cases processing

		N	%
Cases	Valid	27	49,1
	Excluded[a]	28	50,9
	Total	55	100,0

Created by: Peña, L. (2018)

Table 56. Statistics of reliability

Statistics of reliability

Cronbach Alpha	N
,853	6

Created by: Peña, L. (2018)

According to the tables displayed above the reliability test gives the researcher the following results: With Cronbach Alpha of 0,853 that is > 0.8 which is statistically accepted, the researcher proves that the data for this study is reliable with a confidence interval of 95%.

Final decision

In the pre-test there is a slight difference between the mean of the control group and the mean of the experimental group. The first one had a mean of 5,00 and the second had a mean of 5,46. However, after the treatment with the implementation of the proposal for this study, the results are highly different. The mean of the control group in the post-test was 7,44 and the mean of the experimental group was 11,18.

Therefore, it is important to say that the quasi-experiment had good results because the students from the experimental group have evidenced their improvement in their oral expression performance, on the other hand, the students belonging to the control group did not improve their oral expression.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

After finishing the whole process of researching based on audio-visual materials for improving oral expression development, it is necessary to mention the following conclusions.

1. The level of proficiency of the student' oral expression in English language was determined. It was measured through the speaking part of Preliminary English Test (PET) from Cambridge. Before the intervention, the pre-test was taken by the students of both control and experimental groups. The students' level of proficiency was low with an average of 5.00 in the control group and 5.46 in the experimental one. There was a slight difference between the two groups; in the same way, after finishing the intervention the post-test was given the whole intended population. The results were encouraging because the mean of the control group was 7.44 and the mean in the experimental group was 11.18. These results were obtained with a confidence interval of 95%.

2. Valuable information about the audio-visual materials that teachers use for the development of English language oral expression was collected. In this field, important data about audio-visual material for teaching were compiled; for example, television, on-line tools, computer and internet, and flip charts. Furthermore, strategies to develop oral expression were detailed such as planning, execution and evaluation; as well as oral activities to be developed in class were analyzed like questioning, and individually and cooperatively working.

3. The effect of the implementation of audio-visual materials was analyzed through the T-student mathematical test. The results of this implementation were detailed in the chapter IV. It was clearly noticeable that there were high students' improvements of oral expression after the implementation of the proposal..

5.2. Recommendations

In accordance with the results of the whole research and the conclusions displayed before, some recommendations are stated:

1. Educators should implement the use of audio-visual materials which can be useful for the development of oral expression according to students' level of proficiency. It was demonstrated that those materials have positive effects when they are used with topics that engage students in an active learning process.
2. Teachers should combine the use of audio-visual materials with strategies to enhance oral expression. That combination can be put into action through the development of oral activities in class which involve individual and cooperative learners' work. In this way, there will be more students' motivation to expand their horizons of learning.
3. Educational institutions should promote the use of audio-visual materials because they are valuable for engaging and motivate students for learning. It is way, teachers provide effective tools for students' improvement and the effects are highly encouraging.

CHAPTER VI

THE PROPOSAL

Topic: Audio-visual material for oral expression development

6.1 Informative data

Institution: Unidad Educativa "Vicente Anda Aguirre"

Location: Mocha - Tungurahua

Beneficiaries: 55 students from 9th grade of Basic Education

Estimated time: 4 weeks

Starting time: December 1, 2018

Researcher: Luz Gricelda Peña Ramírez

6.2 Background of the proposal

The current proposal has been developed for the researcher's intervention at ninth grade of Unidad Educativa "Vicente Anda Aguirre". It benefited to 55 students who belong to 9th grade of basic education. This intervention had an estimated duration of four weeks, time when teacher and students' main objective was to enhance students' oral expression performance. After analyzing the reality of the intended population who belong to beginner level of English proficiency and come from the rural areas of Mocha canton in Tungurahua, the researcher decided to apply the speaking part of (PET) Preliminary English Test as the pre and post-tests. Students were facing problems to express orally in class before their teacher's treatment. However, during the 4 weeks of intervention, the learners' attitudes forward oral expression changed. They demonstrated motivation and encouragement for leaning and improving their oral performance. They valued audiovisual resources such as video, computers, internet, flip charts, and so on. They actively participated in oral activities in class and the results were encouraging as it is demonstrated in the chapter four. Moreover, it is important to mention that teachers and students were surveyed and the collected data

served as basis of this proposal because it was proved that teachers and students did not have good management of audiovisual materials for improving students' oral expression. Furthermore, the treatment was developed through the application of ten class plans which are integrated by strategies to develop oral expression such as planning, execution, and evaluation; as well as teaching materials and oral activities for the students. The lessons detail the teaching process to be followed by teachers for enhancing students' oral expression. The proposal aims to enlighten teachers in the use of audiovisual teaching resources for encouraging students to enhance their oral expression as well.

6.2. Justification

"Audio-visual materials for oral expression development" is a proposal that focuses on the use of teaching resources for enhancing students' oral expression. Due to the globalization, English teachers should use engaging materials for students' motivation; therefore, it is justifies because it is important and valuable.

This proposal is important because it provides a good planning material for teachers to be applied on classes not only at Unidad Educativa "Vicente Anda Aguirre" but also in other places where students want to improve their oral performance. Furthermore, it is valuable because it pretends to help a vulnerable sector of the education which is the rural population. In the era of globalization, this proposal pretends to guide students to use on-line tools not only for social network but also for learning English. In this way, a good use of internet and computer is socialized for learners' improvement in the target language.

6.4 Objectives

6.4.1 General objective

To strengthen students' oral expression through audio-visual materials

6.4.2 Specific objectives

To expose language teaching resources in class planning
To apply strategies to develop students' oral expression
To develop different types of oral activities in class

6.5. Feasibility analysis

This proposal is achievable because the human talent is engaged and there are enough material resources.

Human talent is important in the implementation of this proposal. Authorities have given that permission for doing whatever would be necessary for this project to be successful. Parents have given the support when they attended to informative meetings; and students are motivated to try a new way of learning for them. They have answered a survey and they clearly stated they do not know about the use of audio-visual materials for English learning. Furthermore, there are enough material resources for this project. The Unidad Educativa "Vicente Anda Aguirre" has internet connection, a computer lab, and a projector. It is all that the researcher needs to carry out the implementation of this proposal

After these considerations, it is necessary to mention that this project would be achieved.

6.6. Proposal foundation

Theoretical

Language teaching resources

Audio-visual materials are considered as language teaching materials because they help teachers to accomplish learning goals.

Video

The New York University (2018) states video is an audio-visual material that is used worldwide in all disciplines such as arts, humanities, sciences, and so on. It is used in teaching and studying and learning in both the classroom and outside of it. Video is motivating because it captures the audiences' attention and helps to present direct instruction and provide great impact. It is considered on tool in the media toolbox. Video is highly connected with speech which supports presentations of case studies, interviews, and storytelling. It is important for teachers to choose the appropriate video for achieving their learning goals to ensure the audience engagement. The University of Queensland (2019) argues there are four main benefits that video provides for educators and learners such as it makes thinking and learning easier; it is also good for communicate results or procedures; video also inspires students and engage them in learning; and it provides authentic learning opportunities.

Computer and internet

Geladze (2015) argues that information technologies (internet and computer) are crucial in educational fields. It is the result of globalization which connects to human kind worldwide. Those audio-visual materials are used to place important information on as many servers as

teachers want. Furthermore, computer and internet provide teachers a new way of addressing students to perform classroom tasks. Those materials help the educators to achieve a scientific-methodological level of the education to accomplish international standards.

Television

Western Governors University (2017) states teachers connect concepts of study with educational television programs. Teachers find television as a great audio-visual resource because they can coordinate lesson plans with television in order to catch students' attention. Besides, teachers can bring educational television programs from home to the classroom because students are familiarized with them. In this way, students are connected to their learning in a familiar manner. Zakhareuski (2018) argues that there are some creative ways to use television in classroom such as to improve listening skills, learn about cultures around the world, assign homework, and provide visual explanation of any concept.

Cartoons

Nanyang Technological University (2009) claims that students acquire better understanding of concepts when their teachers use cartoons in class. When teachers use concept cartoons for achieving learning goals, students focus attention and associate ideas to understand new concepts. Students are also actively participating in class discussions because they take the role of the characters in the cartoom. Therfore, students are engaged in their learning process. Additionally, cartoons help to develop students' skills. Cartoons can be used for enhancig receptive and productive skills. Students improve their oral expression because they discuss and share their ideas and thoughts. The show their agreement or disagreement to the rest of the students by arguing their points of view.

On-line tools

Eady and Lockyer (2013) remark that nowadays teachers facilitate their duties through facing their students to new tasks and situations which are found in on-line tools. Those tools help the educators to involve their students in educational purposes in order to be communicatively competent. Students also develop their collaborative skills with their partners because they use dialog to get their goals. Thereupon, students prove their creativity and bring it when they are using on-line tools such as powtoon, web quests, and blogs. While the students are using those on-line tools they are improving their communication skills in order to transform knowledge into products.

Flip charts

Glewwe, Moulin, and Zitzewitz (2000) argue that there is enough evidence that the use of flip charts to provide visual aid to students is pivotal in different subjects like social studies, science, anatomy, ecology, and reading because. Students learn with flip charts in a motivational way because they look pictures intead of words. They can understand better with pictures when they do not understand written language.

Strategies to develop oral expression

The Common European Framework of Reference (2001) states planning, execution, and evaluation are oral interaction strategies. Planning is the action of framing or selecting ideas and identifying information which will be used by the speaking depending upon their conditions of felicity. Furthermore, planning is the action of take one step beyond of what will happen next. The second strategy is execution which is the action of taking the floor (express ideas). The speaker also cooperates by sharing ideas and deals with unexpected responses. In this strategy, speakers develop their skills for asking for help. The last strategy is evaluation. The speaker monitors his or her oral productions in order to discover if their words have successful effects.

6.7.Proposal development

AUDIO-VISUAL MATERIALS FOR ORAL EXPRESSION DEVELOPMENT

LUZ GRICELDA PEÑA RAMIREZ

2018

CONTENTS

INTRODUCTION

INTRODUCTION

English teachers must provide their students both foreign language knowledge and the abilities they need to accomplish communication goals in today's world. English is a global language that permits students to access to information; therefore, it becomes a helpful instrument for students' development.

The present handbook has ten lesson plans which aim to enhance students' oral expression. Lesson plans are focused on communicative purposes to promote the use of English language for real communication. Furthermore, this material is helpful for teachers who want to support their students in their learning journey. It includes the use of audio-visual materials for improving English oral expression. Besides, class planning is based on students' book level 2 which belongs to 9th grade of public Ecuadorian Basic Education which is the intended audience.

Goals

At the end of application of the present handbook, students will be able to

- Describe family members.
- Talk about free time activities
- Talk about customs about Ecuador and the world
- Recognize about their own abilities and describe them
- Talk about activities in the past.

Assessment

Students will be assessed through formative assessment by the use of a rubric in Annex 5.

LESSON PLAN No. 1

Topic: My family and me	Materials		Objective: Students will be able to talk about themselves and their family members.
	- Flip charts	- Students' Family photos	
	- Worksheet 1	- Computer	
	- Projector	- Video: https://www.youtube.com/watch?v=IGICiCHNhl0	Time: 2 class hours

WARM UP (15 minutes)	PRESENTATION (15 minutes)	PRACTICE (15 minutes)
- Show the students some flashcards and ask these questions: How many people are there? How old are they? What are they doing? - Give pieces of paper with adjectives like: *fun, shy, outgoing, quiet, nervous, lazy, noisy, sporty, relaxed, and serious;* and mimic them - Ask the rest of the class to guess those adjectives.	- Ask students to work in pairs and perform tasks 1 and 2 on Worksheet 1 and dialog with these questions: What are the personality characteristics of people in your family? - Check the students' dialogues and provide feedback. - Play the memory game which is available on line at: https://matchthememory.com/luzgris - Project the following YouTube video: https://www.youtube.com/watch?v=IGICiCHNhl0 - Ask students to talk about their personalities by using the adjectives in the YouTube video.	- Have students talk about their family members through questions and answers: For example: St. 1: What is your dad like? St. 2: My dad is very kind because he helps to our neighbors. // St. 1: Are your brothers friendly? St. 2: Yes, they are. My brothers have many friends at school. - Check students' interaction practice and provide feedback in pronunciation.

APPLICATION (45 minutes)		
Planning	**Execution**	**Evaluation**
- Ask students to create a flip chart with their photos. - Students work individually - Have students make notes on Task 4 worksheet 1. - Students take notes to the final presentation.	- Ask students to present their flip charts to the rest of the class. - Students talk to the rest of the class in turns to describe their family members.	- Students take turns to ask simple questions to their classmates. For example: Who is this? This is my dad. What is his name? His name is Robert. How old is he? He is 34 years old. What is he like? He is friendly, generous, fun, and outgoing.

RUBRIC FOR THE STUDENTS' ORAL PRESENTATION

CATEGORY	Excellent	Very good	Good	Needs improvement
Speaking	Student speaks clearly all the time has good pronunciation.	Most of the time the student speaks but pronunciation needs improvement.	Student speaks clearly half of the time but pronunciation needs improvement.	Student doesn't speak clearly and shows bad pronunciation.
Vocabulary	Student always uses appropriate vocabulary which is understood by the audience.	Student uses appropriate vocabulary most of the time which is understood by the audience.	Student sometimes uses appropriate vocabulary which is understood by the audience.	Student rarely uses appropriate vocabulary which is understood by the audience.
Content	Student always shows a complete understanding of the topic	Student shows understanding of the topic most of the time	Student shows understanding of the topic half of the time	Student does not show understanding of the topic
Visual contact and posture	Student always shows unstressed body posture and establishes visual contact with the audience.	Student usually shows unstressed body posture and establishes visual contact with the audience.	Student sometimes shows unstressed body posture and establishes visual contact with the audience.	Student does not show unstressed body posture and establishes visual contact with the audience.
Materials	Flip chart is always visually interesting for the audience and supports presentation.	Flip chart is usually interesting for the audience and supports presentation.	The flip chart is sometimes visually interesting for the audience and supports presentation.	Flip chart is not visually interesting for the audience and does not support presentation.

Task 1. Work in pairs. Unscramble the following words and talk to your partner about their meanings.

Task 2. Look at the pictures. Take turns and ask and answer the following question: What are the personality characteristics of people in your family? Match with lines the antonyms.

Task 3. Use the information in task 1and label the pictures in task 2.

Task 4. Make notes to prepare your flip chart presentation.

FAMILY MEMBER	NAME	AGE	PERSONALITY CHARACTERISTIC

LESSON PLAN No. 2

Topic: Free time activities	Materials - You tube video : https://www.youtube.com/watch?v=oHcsl2p2Njo - Smartphones - Worksheet 2 - Computer - Projector	Objective: Students will be able to talk about their free time activities. Time: 2 class hours

WARM UP (10 minutes)	PRESENTATION (25 minutes)	PRACTICE (15 minutes)
- Show students some flash cards to label with free time activities on worksheet 2 task 1. - Have students brainstorm ideas about "Free time activities". - Ask students some questions like: What does your mom do on her free time? What do you do on your free time? What do your friends do on their free time?	- Explain how to express preferences "like', "love" and "prefer" - Present a video the use of "LIKE" : https://www.youtube.com/watch?v=oHcsl2p2Njo - Have students read and answer the questions of the video on Task 2 Worksheet 2. - Students compare their responses in pairs. - Elicit some students' answers to check understanding and provide feedback in spelling and pronunciation.	- Ask students to act out their responses in Task 1 worksheet 2 in pairs. - Students compare their answers and talk about similarities and differences. - Provide support in spelling and pronunciation. - Promote oral interaction by asking simple Yes/No questions to students randomly such as: do you like playing sports?

- Invite students to choose their favorite activities from the board.		
APPLICATION (40 minutes)		
Planning	**Execution**	**Evaluation**
- Divide the class into groups of four. - Ask students to share photos of their free time activities and describe them orally to the rest of the group. - Have students make notes on Worksheet 2, task 2.	- Each member of the group describes orally what they have in their photos to explain their preferences in their free time.	Each group has a representative to share their free time preferences to the rest of the class.

Task 1. Look at the pictures and label them with words in the box.

Play the guitar	Play soccer	Watch T.V.	Play video games	Watch movies	Go shopping
Listen to music	Sing	Swim	Sleep	Surf the net	Ride my bike

…………….. …………… ..……………….. …………………….. …………………

…………….. ……………… ……………….. …………… ………………..

…………….. ……………….

Task 2. Listen carefully to the questions in the video and answer them according to your own preferences.

1. What do you like doing in your free time?

   ………………………………………………………………………………………………………

2. Do you like riding a bike?

   ………………………………………………………………………………………………………

3. What does your best friend like doing in his/her free time?

   ………………………………………………………………………………………………………

4. What do you like doing on Saturday night?

   ………………………………………………………………………………………………………

5. What do you like doing on Sunday morning?

   ………………………………………………………………………………………………………

6. Do you like swimming?

   ………………………………………………………………………………………………………

Task 3. Make notes about your free time activities.

MY FREE TIME ACTIVITIES		
WHAT I LIKE …	WHAT I PREFER …	WHAT I LOVE …

LESSON PLAN No. 3

Topic: Diverse customs	Materials - Powtoon software - Worksheet 3 - Computer - Projector - Reading texts - YouTube Video: https://www.youtube.com/watch?v=bRxgRzv7o3A	Objective: Students will be able to talk about customs from around the world. Time: 2 class hours

WARM UP (10 minutes)	PRESENTATION (25 minutes)	PRACTICE (15 minutes)
- Project the YouTube video https://www.youtube.com/watch?v=QQavoMYmMVE twice and ask questions to students. Example: Where is the lady in the video from? What is her nationality? What other countries and nationalities can you identify in the video? - Have students look at the people from worksheet 3 and ask some questions such as: *Where are these people from? What are they wearing? What are their nationalities? What are they doing?*	- Make a Powtoon presentation https://www.powtoon.com/online-presentation/etlYK6KjEhN/?mode=movie#/ - Students look and listen carefully and develop task 1 on worksheet 3; then, they compare answers in pairs. - Provide support in spelling and pronunciation. - Ask students to identify vocabulary on worksheet 3 like: *church, utensils to eat, clothes, and celebration.*	- Divide the class into groups of four and provide the reading texts in the Reading Material. - Students read and create a short oral presentation to share their information to

		the rest of the class. - Provide feedback.
APPLICATION (40 minutes)		
Planning - Form different groups of four students. - Ask students to search on the web and make a power point presentation about customs of the country they prefer. - Students discuss and decide about the topic; for example greetings, food, clothing, or celebrations.	**Execution** - Students search on the internet about customs of the county of their preference and make notes on worksheet 4. - Students talk in their group and decide what to add to the power point presentation.	**Evaluation** Students design and present their power point presentation and their classmates make questions for clarification.

RUBRIC FOR THE STUDENTS' ORAL PRESENTATION

CATEGORY	Excellent	Very good	Good	Needs improvement
Pronunciation	All members of the group speak clearly and have good pronunciation.	Most of the members of the group speak clearly but their pronunciation needs improvement.	Half of the members of the group speak clearly but pronunciation needs improvement.	Most of the members of the group don't speak clearly and show bad pronunciation.
Vocabulary	Always use appropriate vocabulary which is understood by the audience.	Most of the time use appropriate vocabulary which is understood by the audience.	Sometimes use appropriate vocabulary which is understood by the audience.	Rarely use appropriate vocabulary which is understood by the audience.
Content	Always show a complete understanding of the topic	Most of the time show a complete understanding of the topic	Half of the time show a complete understanding of the topic	Don't show understanding of the topic
Visual contact and posture	Always show unstressed body posture and establish visual contact with the audience.	Usually show unstressed body posture and establish visual contact with the audience.	Sometimes show unstressed body posture and establish visual contact with the audience.	Show stressed body posture and don't establish visual contact with the audience.
Materials	Oral presentation is supported by an interesting Power point for the audience.	Oral presentation is supported by a good Power point for the audience.	Oral presentation is supported by a Power point which needs improvement.	Oral presentation has a poor Power point which does not catch the audience's attention.

WORKSHEET 3

Task 1. Listen carefully and complete the following text.

Word Bank
- China
- Saudi Arabia
- Japan
- Mexico
- ~~Thailand~~
- Spain

TRAVEL GUIDE

Customs Around the World

In __Thailand__ (a) people always **greet** with a bow to express respect.

In China and _____ (b) people usually **use** chopsticks to eat with.

In _____ (c) women never **wear** skirts. They wear veils and long dresses.

In _____ (d) people **pray** in churches. They often go to church on Sundays.

In _____ (e) people **celebrate Carnival** It is a very coorful festivity.

Source: Ministerio de Educación - Student's book Level 2.

READING MATERIAL

Task 1. Group 1. Read and make a summary presentation about customs in Scotland.

Scotland is a land boasting a rich history full of unique customs and traditions. From the thrill of the Highland Games and the patriotic National Dress, to romantic, musical and mysterious traditions, there are so many fantastic reasons to explore this beautiful country. We have rounded up some of the most notable customs and traditions that can be experienced during a stay in one of our lovely Scottish holiday cottages.

One of Scotland's greatest sporting traditions is the **Highland Games.** Between May and September, watch this quintessentially Scottish custom across the country at over 80 different events and see competitors put their muscles to the test wearing their National Dress, the Scottish kilt. From heavy contests such as the hammer throw, tug-o-war and the caber toss, to field events including a hill race and a cycling competition, the games are a spectacle like no other. Amongst the games there are masses of bands with pipers and drummers marching in unison, solo piping competitions and Highland dancers giving dazzling displays including the famous Highland fling.

In recent years a new tradition involving Scotland's famous **haggis** has developed, where instead of it being eaten, it is thrown as far as possible whilst stood atop a whisky barrel. Originally it was invented as more of a practical joke by Robin Dunseath for the 1977 Gathering of the Clans in Edinburgh, and then used to raise funds for charity at Highland games.
It has since become a professional sport and there are strict rules, to which competitors must adhere to qualify. The idea behind the competition comes from tales of 17th century women tossing haggis across the river to their husbands as they worked the fields, saving themselves the time of finding a crossing point. The husbands would have to catch the cooked haggis in the front apron of their kilts so it didn't fall to the floor and get dirty. For the game, the haggis must be made traditionally and is judged on the basis of distance and accuracy of the hurl. The haggis skin must remain intact and be fit to eat after landing.

Scottish **kilts**, known as 'The National Dress of Scotland', have deep cultural and historical roots and are a sacred symbol of patriotism and honor for a true Scotsman. Kilts are made of tartan, worn around the waist and accompanied by a sporran, which is a small bag worn over the kilt, a kilt pin which holds the two pieces of tartan together at the front, and a sgian dubh, a small dagger which sits in the sock.
Originating back to the 16th century, the kilt first appeared as a thick, woollen full-length garment, whose upper half could be worn over the head as a hood or as a cloak, draped over the shoulder. It wasn't until the late 17th or early 18th century that the knee-length kilt was developed, and was worn throughout the Highlands and northern Lowlands. Its design allowed those who wore it to move much more freely, essential in the Highlands of Scotland where the weather can become very damp. The tight weave of the wool created a strong barrier between the rain and skin, and could easily be removed and used as a blanket during cold nights. Its popularity soon increased once the Highland regiments of the British Army adopted the design, and over the centuries has developed to include pleats and brightly coloured tartan patterns, unique to the clan to which the wearer belongs. During the 19th century Scottish kilts, often using family tartan, were worn as a form of ceremonial dress at occasions such as weddings, sporting events and the Highland Games. Nowadays, the kilt is recognized the world over and is worn by many for both formal and informal occasions.

No visit to Scotland is complete without hearing the iconic sound of traditional Scottish music, and of course, Scotland's national instrument, the **bagpipe**. Although this wind instrument has its origins in the Middle East, it has travelled and evolved in Europe, and Scottish people have made the Great Highland Bagpipe an outstanding part of their culture keeping the pipes alive as part of their musical tradition.
The bagpipes consist of a bag, usually made of sheep or elk skin, filled with air, and then pressed by the arm to push air through three pipes which rise out of the instrument. There is a fourth pipe, holding nine holes for chord and pitch changes, and the unique, constant sound that is created stirs exhilarating emotions and can be heard from far away.

Source: https://www.mackaysholidays.com/guides/unique-scottish-customs-and-traditions

Task 1. Group 2. Read about traditions of China and prepare your oral group presentation.

Traditions of China

Customs and traditions in China have been formed over thousands of years, and today, there exists a traditional system of values, with the etiquette as its major aspect.

The formation process of Chinese culture began in the III millennium BC. Over time, many of the traditions were lost, but most of them have survived and come to our days. In addition, the Chinese traditions are very diverse, since the country consists of different nations and nationalities.

The traditions and customs of China are closely related not only to its history, but also to the religions professed in the country. The western part of China is occupied by Xinjiang Uygur Autonomous Region, inhabited mainly by Muslim Uyghurs, so the locals observe the customs and traditions specific to the Muslim peoples.

Tibet is also a part of China, where the people have their own unique, and the only one in the world culture, therefore their traditions differ from those of the rest of China. Along with the Muslims, there also live the Confucians and Buddhists who, in their turn, also follow their own traditions and customs.

However, the Chinese have a lot of specific customs and traditions observed by everybody. In particular, it concerns the greetings. Chinese welcoming traditions extend back over 2,000 years. In times of old, when saying hello, the Chinese bowed, folding their hands on chest. In this case they believe that the lower the bow, the more the respect. Today, the modern Chinese just nod their heads, but if they want to show respect, they may bow.

In China, there is another common tradition - giving of presents. When the Chinese come on a visit, they usually give some wine, tea or candy. If you happen to visit a Chinese you should bear in mind not to give an odd number of presents, as odd numbers are considered unlucky in China. You should not give presents in number of 4 or in black-and-white color, which are considered as symbols of death in China. The Chinese should not be presented with clocks. They also symbolize death and funerals.

The Chinese are very superstitious people leading a traditional way of life. Despite the technological progress, a large part of the population observes traditions and customs, which extend back over three thousand years. However, this fact attracts millions of tourists from all over the world to China. There, you can not only do the unique historical monuments of ancient Chinese civilization, but also plunge into the mysterious and sometimes closed world of the Chinese East.

Source: https://www.advantour.com/china/traditions.htm

Task 1. Group 3. *Read about traditions in Nigeria and prepare your oral group presentation.*

TRADITIONS IN NIGERIA

The West African nation of Nigeria is comprised of between 250 and 400 ethnic groups, but 60 percent of the people belong to one of four main groups, the Hausa, Fulani, Igbo and Yoruba. Islam, Christianity and traditional African religions are practiced in Nigeria. Religion and other cultural beliefs influenced the development of the country's traditions. Some Nigerian traditions are commonly practiced throughout the nation, while other customs are only practiced by certain groups.

Festivals

Egungun is a Yoruba tradition that commemorates the dead. Within the Yoruba culture, tradition teaches that each person has at least two souls, the individual soul, called "emi," and an ancestral guardian soul, "iponri," according to Motherland Nigeria.com. The iponri, as represented by artistic renditions created of cloth, returns during Egungun to dance, bless and sometimes correct members of the community. Only men participate in Egungun.

The New Yam Festival is celebrated by the Igbo. This traditional harvest festival is celebrated in August. The people dispose of any old yams the day before the festival. On the day of the festival, the oldest man in the village or the leader offers yams to the gods and then eats the first serving. Everyone joins in the feast, eating different dishes made with yams.

Courtship

Weddings follow a formal introduction ceremony. At the introduction ceremony, which takes place at the bride-to-be's home, the groom and his family enter the home and show their respect for the bride's family by kneeling or prostrating themselves on the floor. They sit on opposite sides of the room, while in the center of the room sits the "olopa iduro," the spokesman for the groom, and "olopa ijoko," the spokesman for the bride. The olopa iduro offers a formal introduction of the groom's family and the proposal. After the bride's family accepts the proposal, special food is served to symbolize hope that the marriage will be fruitful and happy.

Weddings

For the wedding, the bride wears jewelry made from coral beads, henna tattoos on her hands and feet, and a veil over her face. Her father escorts her to the church, and only after the ceremony is she unveiled. In some areas, the bride stayed in a "fattening room" for a period of time before the wedding, where she ate very well and emerged heavier than when she went in.

Names and Naming Ceremonies

Babies are named when they are eight days old, according to Yoruba tradition. Sometimes parents choose names that describe the events surrounding the child's birth, such as "Taiwo," which means "pre-tasted the world," a name given to the first twin; "Kehinde," meaning, "the one who lagged behind," chosen for the second twin; "Yetunde," "Yewande," or "Iyabo," given to a girl born shortly after the death of an elderly female relative, meaning, "the mother has come back"; and "Babatunde," given to a boy shortly after an elderly male relative has died, meaning, "the father has come back." During the naming ceremony, the baby is welcomed into the family with "ewi," a musical celebration in which a poet sings joyful songs and drums are played to herald the new arrival.

Source: https://classroom.synonym.com/nigerian-traditions-6218.html

WORKSHEET 4

Task 1. *Make notes for your power point presentation*

COUNTRY	TOPIC	CUSTOM

Topic: Celebrating diversity	Materials	Objective: Students will be able to talk about celebrations around the world.
	- Worksheet 5 - YouTube videos: https://www.youtube.com/watch?v=3cQqtSZ-Jzo and https://www.youtube.com/watch?v=c0d6648S6-8 - Computer - Projector - Pictures	**Time: 2 class hours**

WARM UP (10 minutes)	PRESENTATION (25 minutes)	PRACTICE (15 minutes)
- Show to students a bunch of pictures related to festivities in Ecuador. - Ask students to choose one picture per student and stick them on the board. - Promote oral interaction by asking questions like: *What is the name of this celebration? What do people do during this festivity? What do they eat during it? Do you dance? Do you sing? Do you play the guitar?*	- Project two videos: https://www.youtube.com/watch?v=3cQqtSZ-Jzo and https://www.youtube.com/watch?v=c0d6648S6-8 and discuss about similarities and differences between Christmas in Ecuador and in the USA. - Elicit students' comparisons and write them on the board.	- Students discuss in pairs about festivities in Ambato: *What is the name of the celebration? What do people do during that festivity? What do they eat during it? What do they wear?*

- Students take turns to speak.		

APPLICATION (40 minutes)

Planning	Execution	Evaluation
- Divide the class into groups of four and have them search information about any festivity in Ecuador to build a flip chart. - Students outline their presentation on worksheet 4 and assign roles for the group work.	- Students search on the internet. - Students analyze the information and build the flip chart.	Students present their flip charts to the rest of the class. Other students make questions.

RUBRIC FOR THE STUDENTS' ORAL PRESENTATION

CATEGORY	Excellent	Very good	Good	Needs improvement
Pronunciation	All members of the group speak clearly and have good pronunciation.	Most of the members of the group speak clearly but their pronunciation needs improvement.	Half of the members of the group speak clearly but pronunciation needs improvement.	Most of the members of the group don't speak clearly and show bad pronunciation.
Vocabulary	Always use appropriate vocabulary which is understood by the audience.	Most of the time use appropriate vocabulary which is understood by the audience.	Sometimes use appropriate vocabulary which is understood by the audience.	Rarely use appropriate vocabulary which is understood by the audience.
Content	Always show a complete understanding of the topic	Most of the time show a complete understanding of the topic	Half of the time show a complete understanding of the topic	Don't show understanding of the topic
Visual contact and posture	Always show unstressed body posture and establish visual contact with the audience.	Usually show unstressed body posture and establish visual contact with the audience.	Sometimes show unstressed body posture and establish visual contact with the audience.	Show stressed body posture and don't establish visual contact with the audience.
Materials	Oral presentation is supported by an interesting Flip chart for the audience.	Oral presentation is supported by a good Flip chart for the audience.	Oral presentation is supported by a Flip chart which needs improvement.	Oral presentation has a poor Flip chart which does not catch the audience's attention.

WORKSHEET 5

Task 1. Make notes for your flip chart

CITY/TOWN	FESTIVITY	TRADITIONS

LESSON PLAN No. 5

Topic: Amazing abilities	Materials	Objective: Students will be able to describe people's abilities
	- YouTube video https://www.youtube.com/watch?v=kBbmerzR2JI - Worksheet 6 - Computer - Projector - Pictures - On-line survey: https://www.verywellmind.com/what-kind-of-intelligence-do-you-have-3867398?quizResult=1488f53a	Time: 2 class hours

WARM UP (10 minutes)	PRESENTATION (10 minutes)	PRACTICE (25 minutes)
- Ask students about their likes and dislikes. What do you like? What are you good at? Do you like music? Do you like painting? Do you like number games? Do you like sports? - Students think and answer orally.	- Explain about multiple intelligences and present the video https://www.youtube.com/watch?v=kBbmerzR2JI - Students take turns to orally explain what they can do according to the information in the video.	- Show students an on line survey to realize about their own intelligence. - Ask students some questions such as: What can you do? - Elicit students' sentences to describe their abilities through the use of CAN and CAN'T and provide feedback if necessary.

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APPLICATION (40 minutes)		
Planning	**Execution**	**Evaluation**
- Divide the class into groups of four. - Project a video https://www.youtube.com/watch?v=YwLaBqgPkkI - Ask each group to produce a message about the video. - Students outline their presentation on worksheet 7 and assign roles for the group work.	- Ask students to talk about Tonny Melendez's story. - Students share ideas for their presentation, take notes and design a wall paper.	- Students present their wall paper with opinions and messages to the rest of the class.

RUBRIC FOR THE STUDENTS' ORAL PRESENTATION

CATEGORY	Excellent	Very good	Good	Needs improvement
Pronunciation	All members of the group speak clearly and have good pronunciation.	Most of the members of the group speak clearly but their pronunciation needs improvement.	Half of the members of the group speak clearly but pronunciation needs improvement.	Most of the members of the group don't speak clearly and show bad pronunciation.
Vocabulary	Always use appropriate vocabulary which is understood by the audience.	Most of the time use appropriate vocabulary which is understood by the audience.	Sometimes use appropriate vocabulary which is understood by the audience.	Rarely use appropriate vocabulary which is understood by the audience.
Content	Always show a complete understanding of the topic	Most of the time show a complete understanding of the topic	Half of the time show a complete understanding of the topic	Don't show understanding of the topic
Visual contact and posture	Always show unstressed body posture and establish visual contact with the audience.	Usually show unstressed body posture and establish visual contact with the audience.	Sometimes show unstressed body posture and establish visual contact with the audience.	Show stressed body posture and don't establish visual contact with the audience.
Materials	Oral presentation is supported by an interesting wall paper for the audience.	Oral presentation is supported by a good wall paper for the audience.	Oral presentation is supported by a wall paper which needs improvement.	Oral presentation has a poor wall paper which does not catch the audience's attention.

WORKSHEET 6

Task 1. **Make notes for your oral presentation**

TONNY MELENDEZ	CAN	CAN'T
OPINION		
MESSAGE		

LESSON PLAN No. 6

Topic: Unique people	Materials	Objective: Students will be able to compare people's abilities
	- Worksheet 7 - Computer	
	- Projector - **You tube video**	**Time: 2 hours**
	https://www.youtube.com/watch?v=P7SGOWLDz0U	
	- **Song:** Kelly Clarkson – Stronger	

WARM UP (5 minutes)	PRESENTATION (20 minutes)	PRACTICE (25 minutes)
- Ask students to answer these questions: How tall are you? What is your weight? What do you like? What are you good at? Do you like music? Do you like painting? Do you like number games? Do you like sports? - Ask students to describe what they can or can't do. - Establish comparisons among students' abilities and physical appearance. - Write on the board sentences to show different students' abilities	- Project a video https://www.youtube.com/watch?v=P7SGOWLDz0U - Students watch the video. - Students take notes about the people's abilities in the video and talk about them with their partners.	- Students listen and sing a song https://www.youtube.com/watch?v=Xn676-fLq7I - Students develop worksheet 8. Tasks 1 and 2.

APPLICATION (40 minutes)		
Planning	**Execution**	**Evaluation**
- Class is divided into groups of four. - Ask students to make a poster using comparative and superlative patterns. - Students outline their presentation on worksheet 8 and assign roles for the group work.	- Students share ideas and talk to each other. - Students draw, write and decorate their poster to paste it on the wall. - Provide support if necessary.	- Students present their posters to the rest of the class. - Students ask and answer questions

RUBRIC FOR THE STUDENTS' ORAL PRESENTATION

CATEGORY	Excellent	Very good	Good	Needs improvement
Pronunciation	All members of the group speak clearly and have good pronunciation.	Most of the members of the group speak clearly but their pronunciation needs improvement.	Half of the members of the group speak clearly but pronunciation needs improvement.	Most of the members of the group don't speak clearly and show bad pronunciation.
Vocabulary	Always use appropriate vocabulary which is understood by the audience.	Most of the time use appropriate vocabulary which is understood by the audience.	Sometimes use appropriate vocabulary which is understood by the audience.	Rarely use appropriate vocabulary which is understood by the audience.
Content	Always show a complete understanding of the topic	Most of the time show a complete understanding of the topic	Half of the time show a complete understanding of the topic	Don't show understanding of the topic
Visual contact and posture	Always show unstressed body posture and establish visual contact with the audience.	Usually show unstressed body posture and establish visual contact with the audience.	Sometimes show unstressed body posture and establish visual contact with the audience.	Show stressed body posture and don't establish visual contact with the audience.
Materials	Oral presentation is supported by an interesting poster for the audience.	Oral presentation is supported by a good poster for the audience.	Oral presentation is supported by a poster which needs improvement.	Oral presentation has a poor poster which does not catch the audience's attention.

WORKSHEET 7

Task 1. Listen to the first part of the song and tell your partner what the message of the author is?

Stronger (What Doesn't Kill)

Kelly Clarkson

You know the bed feels warmer
sleeping here alone
You know I dream in color

And do the things I want

You think you got the best of me

Think you had the last laugh

Bet you think that everything good is gone
Think you left me broken down
Think that I'd come running back
Baby you don't know me, 'cause you're dead wrong

What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
Footsteps even lighter
Doesn't mean I'm over 'cause you're gone

What doesn't kill you makes you stronger, stronger
Just me, myself and I
What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone

You heard that I was starting over with someone new
But told…

Task 2. Listen again and sing the song.

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WORKSHEET 8

Task 1. Outline your poster presentation.

People/things	Characteristics

LESSON PLAN No. 7

Topic: Healthy food	Materials	Objective: Students will be able to talk about food preferences and express agreement.
	- Computer	
	- Basket with food	
	- Video: https://www.youtube.com/watch?v=0KbA8pFW3tg	Time: 2 class hours

WARM UP (10 minutes)	PRESENTATION (20 minutes)	PRACTICE (15 minutes)
- Show a real basket full of food. The basket should contain fruit, cereals, oils, meat and beans, and milk products. - Ask students to classify products into groups: grains, veggies, fruit, oil, dairy, meat and beans. - Ask students to talk about their food likes and dislikes. - Draw the pyramid on the board and paste some cards with manes of food products.	- Explain about the food pyramid and presents the video : https://www.youtube.com/watch?v=0KbA8pFW3tg - Reflect on *countable* and *non-countable* nous, *some* and *any*. - Explain about the use of "me too" or "me either" to express things in common.	- Students talk about their food preferences related to the products on teacher's basket. - Ask students to play a memory game: Put fifteen food items on the table and students look them for 1 minute. Then, ask students to write on worksheet 9, task 1 the items they remember in one minute. The student who has the best answer is the winner. - Students talk about healthy diets.

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APPLICATION (45 minutes)		
Planning	**Execution**	**Evaluation**
- Teacher asks students to propose heathy diets for the whole week in pairs.	- Students discuss about healthy diets and outline diets on worksheet 9 task 2 - Provide support for pronunciation and spelling.	- Students propose their diets to the rest of the class and ask and answer questions.

RUBRIC FOR THE STUDENTS' ORAL PRESENTATION

CATEGORY	Excellent	Very good	Good	Needs improvement
Pronunciation	All members of the group speak clearly and have good pronunciation.	Most of the members of the group speak clearly but their pronunciation needs improvement.	Half of the members of the group speak clearly but pronunciation needs improvement.	Most of the members of the group don't speak clearly and show bad pronunciation.
Vocabulary	Always use appropriate vocabulary which is understood by the audience.	Most of the time use appropriate vocabulary which is understood by the audience.	Sometimes use appropriate vocabulary which is understood by the audience.	Rarely use appropriate vocabulary which is understood by the audience.
Content	Always show a complete understanding of the topic	Most of the time show a complete understanding of the topic	Half of the time show a complete understanding of the topic	Don't show understanding of the topic
Visual contact and posture	Always show unstressed body posture and establish visual contact with the audience.	Usually show unstressed body posture and establish visual contact with the audience.	Sometimes show unstressed body posture and establish visual contact with the audience.	Show stressed body posture and don't establish visual contact with the audience.
Materials	Oral presentation is supported by an interesting diet proposal for the audience.	Oral presentation is supported by a good diet proposal for the audience.	Oral presentation is supported by a diet proposal which needs improvement.	Oral presentation has a poor diet proposal which does not catch the audience's attention.

WORKSHEET 9

Task 1. Look at the food products on the teacher's table and try to memorize them. Then, write the items you remember.

Grains	Veggies	Fruits	Oil	Dairy	Meat and Beans

Task 2: Outline your presentation.

FOOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grains					
Veggies					
Fruits					
Oil					
Dairy					
Meat and Beans					

LESSON PLAN No. 8

Topic: Healthy recipes	Materials	Objective: Students will be able to describe how to make a healthy dish.
	- Computer - Projector	
	- YouTube video:	**Time: 2 class hours**
	https://www.youtube.com/watch?v=P-i-f5GoyhQ	
	- Smartphone	

WARM UP (10 minutes)	PRESENTATION (25 minutes)	PRACTICE (15 minutes)
- Bring some fruit, sugar, water, a glass, a bowl, a spoon, and a knife (bring real things for students to count).	- Explain about quantities and the use of *How much* and *How many*	- Have the students talk about the steps for making a food salad in chronological order.
- Use questions to elicit students' responses such as: how many oranges are there? How many spoons are there? How many glasses are there? How many apples are there? How many strawberries are there?	- Explain examples about giving directions.	- Present a YouTube video with a healthy recipe:
	- Introduce new vocabulary (words that indicate sequence and process)	https://www.youtube.com/watch?v=P-i-f5GoyhQ and students develop tasks
	- Prepare a fruit salad and serve to students.	1 and 2 in worksheet 10

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APPLICATION (40 minutes)		
Planning	**Execution**	**Evaluation**
- Encourage students to prepare a healthy dish at home and record with their smartphones to watch them next class. - Divide the class into groups of four. - Explain the outline table for students' presentations in worksheet 10.	- Students discuss about their dish. - Students take notes on the outline table. - Provide support for pronunciation and spelling. - In the afternoon, students collect the ingredients, prepare the dish and record with their smartphones.	- Students project their videos to the rest of the class. - Students ask and answer questions for clarification.

RUBRIC FOR THE STUDENTS' ORAL PRESENTATION

CATEGORY	Excellent	Very good	Good	Needs improvement
Pronunciation	All members of the group speak clearly and have good pronunciation.	Most of the members of the group speak clearly but their pronunciation needs improvement.	Half of the members of the group speak clearly but pronunciation needs improvement.	Most of the members of the group don't speak clearly and show bad pronunciation.
Vocabulary	Always use appropriate vocabulary which is understood by the audience.	Most of the time use appropriate vocabulary which is understood by the audience.	Sometimes use appropriate vocabulary which is understood by the audience.	Rarely use appropriate vocabulary which is understood by the audience.
Content	Always show a complete understanding of the topic	Most of the time show a complete understanding of the topic	Half of the time show a complete understanding of the topic	Don't show understanding of the topic
Materials	Oral presentation is supported by an interesting video for the audience.	Oral presentation is supported by a good video for the audience.	Oral presentation is supported by a video which needs improvement.	Oral presentation has a poor video which does not catch the audience's attention.

WORSHEET 10

Task 1. Watch the video and write the ingredients to make "a potato salad"

To make a potato salad, we need:

1. …… skin ………	2. c……………	3. o……………	4. d …………..
5. c……………	6. p……………	7. g……………	8. m…………...

Task 2. Watch the video again and complete the steps to make the "potato salad". Use the words in the table

mix	Cool down	wash	mince	cut	chuck	steam	combine	add

First, ……….   the potatoes and ……… them into bite-sizes.

Then, …… the potatoes for 10 or 15 minutes.

While the potatoes are cooking, …… the rest of the ingredients (celery, carrots, onion).

After that, ……..   them in a large bowl.

Then, …………. the potatoes to see if they are ready; if so, let the potatoes to …………….

And, combine the potatoes with the rest of the ingredients.

For the dressing, …….. a few garlic cloves.

Finally, ……….. salt and pepper and give all ingredients a good stir.

Add the chopped vegetables and …………. everything with a spatula.

Task 3: Outline your presentation.

NAME OF THE DISH	INGREDIENTS	UTENSILS	PROCESS

LESSON PLAN No. 9

Topic:	Materials	Objective: Students will be able to describe
Famous characters	- Computer	famous people of the past.
	- Reading material	**Time: 2 class hours**
	- Flashcards	
	- Martin Luther King Jr. biography: https://kids.nationalgeographic.com/explore/history/martin-luther-king-jr/	
	- YouTube video: https://www.youtube.com/watch?v=4LaAz6XXy6M	

WARM UP (10 minutes)	PRESENTATION (25 minutes)	PRACTICE (15 minutes)
- Show some flashcards with famous people of the past.	- Present Martin Luther King Jr. biography: https://kids.nationalgeographic.com/explore/history/martin-luther-king-jr/	- Students watch a video https://www.youtube.com/watch?v=4LaAz6XXy6M and reflect about Martin Luther King's quotes.
- Students guess famous people's names	- Use the flashcards to explain the pronunciation of years.	- Students talk about their opinions about Martin Luther King's life.
- Ask questions about those characters such as: Who was she/he? Where was he/she from? What was he/she famous for?		

- Accept students' responses.		

APPLICATION (35 minutes)

Planning	Execution	Evaluation
- Divide the class into groups of four.	- Students read and highlight the most important details.	- Students present their summary to the rest of the class by using the mind map.
- Give readings to each group in order to read, summarize, crate a mind map and present it to the rest of the class.	- Students take notes.	- Students ask and answer questions for clarification.
	- Support students in vocabulary.	
	- Students discuss about the main elements of the reading.	
	- Students summarize the information to share with the rest of the class with a mind map.	

RUBRIC FOR THE STUDENTS' ORAL PRESENTATION

CATEGORY	Excellent	Very good	Good	Needs improvement
Pronunciation	All members of the group speak clearly and have good pronunciation.	Most of the members of the group speak clearly but their pronunciation needs improvement.	Half of the members of the group speak clearly but pronunciation needs improvement.	Most of the members of the group don't speak clearly and show bad pronunciation.
Vocabulary	Always use appropriate vocabulary which is understood by the audience.	Most of the time use appropriate vocabulary which is understood by the audience.	Sometimes use appropriate vocabulary which is understood by the audience.	Rarely use appropriate vocabulary which is understood by the audience.
Content	Always show a complete understanding of the topic	Most of the time show a complete understanding of the topic	Half of the time show a complete understanding of the topic	Don't show understanding of the topic
Visual contact and posture	Always show unstressed body posture and establish visual contact with the audience.	Usually show unstressed body posture and establish visual contact with the audience.	Sometimes show unstressed body posture and establish visual contact with the audience.	Show stressed body posture and don't establish visual contact with the audience.
Materials	Oral presentation is supported by an interesting mind map for the audience.	Oral presentation is supported by a good mind map for the audience.	Oral presentation is supported by a mind map which needs improvement.	Oral presentation has a poor mind map which does not catch the audience's attention.

Task 3: Read the information in groups of four. Summarize the reading and present a poster to the rest of the class.

GROUP 1.

Cantinflas Biography

Mario Moreno Reyes (August 12, 1911 - April 20, 1993), better known as **Cantinflas**, was a comedian from Mexico. One time, Charlie Chaplin called Cantinflas the 'funniest man in the world'.

Cantinflas did not start his professional life as an entertainer. In fact, it is a little known fact that Cantinflas was in the military and later, also a professional boxer before he dedicated himself to the entertainment world, as a dancer. Cantinflas started out performing at a circus in the 1930s. In 1935, he joined the Follies Bergere theater, becoming a popular figure on Mexico's theater scene. He also appeared in a few movies during that time, but it was in 1940, that Cantinflas finally became a movie star, after shooting Ahí está el detalle. The phrase that gave that movie its name became a Cantinflas staple the rest of his career. From there on, Cantinflas went on to make more than 50 feature films, becoming a widely known entertainer and legendary comic all over Latin America and in Spain.

Cantinflas went to Hollywood in the 1940s, making two movies in English, Around the World in Eighty Days and Pepe.

Cantinflas also became President of the Mexican actors' union as well as Secretary of their filmworkers' union. The money he made he invested it in real estate and in the sport of bullfighting. He was so fond of bullfighting that he played himself his torero scenes.

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Cantinflas has a star in the Hollywood Walk of Fame and when he died in 1993, the US Senate held a minute of silence to honor his memory.

Among the things that endeared him to his public was the way he used to talk during his films: His characters, like El Barrendero, loved to strike up a normal conversation with anyone in the movie, and then complicate the conversation to the point where no one understood what they were talking about, a practice that many of his fans found to be very funny. This manner of talking of his became known as Cantinfleada, and it became pretty common for regular people to say ¡estas cantinfleando! (loosely translated to you're coming up with a Cantinflas talk!) whenever someone in a conversation becomes hard to understand. The Real Academia Española had included in its dictionary the verb cantinflear.

A controversy surfaced, on October 16, 2003, about alleged abusive behaviour by Cantinflas's son towards Cantinflas.

Source: http://www.biographybase.com/biography/cantinflas.html

by Christopher Minster
Updated October 02, 2017

Roberto Gomez Bolanos ("Chespirito") 1929-2014

Roberto Gomez Bolanos was a Mexican writer and actor, known around the world for his characters "El Chavo del 8" and "El Chapulin Colorado," among others. He was involved in Mexican television for more than 40 years, and generations of children all over the Spanish-speaking world grew up watching his shows. He was affectionately known as Chespirito.

Born into a middle-class family in Mexico City in 1929, Bolanos studied engineering but never worked in the field. In his early 20s, he was already writing screenplays and scripts for television shows. He also wrote songs and scripts for radio shows. Between 1960 and 1965 the two top shows on Mexican television, "Comicos y Canciones" ("Comics and Songs") and "El Estudio de Pedro Vargas" ("Pedro Vargas' Study") were both written by Bolanos. It was about this time that he earned the nickname "Chespirito" from the director Agustín P. Delgado; it is a version of " Shakespearito," or "Little Shakespeare."

Writing and Acting

In 1968, Chespirito signed a contract with the newly formed network TIM — "Television Independiente de Mexico." Among the terms of his contract was a half-hour slot on Saturday afternoons over which he had complete autonomy — he could do with it whatever he wanted. The brief, hilarious sketches he wrote and produced were so popular that the network switched his time to Monday night and gave him a whole hour. It was during this show, simply called "Chespirito," that his two most beloved characters, "El Chavo del 8" ("The Boy From No. Eight") and "El Chapulín Colorado" (The Red Grasshopper) made their debut.

The Chavo and the Chapulín

These two characters were so popular with the viewing public that the network gave them each their own weekly half-hour series. El Chavo del 8 is an 8-year old boy, played by Chespirito well into his 60s, who gets into adventures with his group of friends. He lives in apartment No. 8, hence the name. Like Chavo, the other characters in the series, Don Ramon, Quico and other people from the neighborhood, are iconic, beloved, classic characters of Mexican television. El Chapulin Colorado, or the Red Grasshopper, is a superhero but an exceedingly dimwitted one, who foils the bad guys through luck and honesty.

Legacy

Chespirito died on Nov. 28, 2014, of heart failure, at the age of 85. His movies, soap operas, plays, and books all found great success, but it is for his work in television that Chespirito is best remembered. Chespirito will always be known as a pioneer of Latin American television and one of the most creative writers and actors ever to work in the field.

Group 3

Simon Bolivar was a Venezuelan military leader who was instrumental in the revolutions against the Spanish empire.

Who Was Simón Bolívar?

Simón Bolívar was a South American soldier who was instrumental in the continent's revolutions against the Spanish empire. Born into wealth, Bolívar was sent to Spain for his education, soon deciding to immerse himself in the political sphere in Europe. After France invaded Spain in 1808, he became involved in the resistance movement and played a key role in the Spanish American fight for independence. In 1825, the "Republic of Bolivia" was created in honor of the inspirational leader, hailed by many as El Libertador (The Liberator). He died on December 17, 1830 in Colombia.

Accomplishments

Bolívar had succeeded in uniting much of South America in a federation free from Spanish control, but the government was fragile. Despite his desire to create a union of states similar to that which created the United States of America, Bolívar faced opposition from internal factions throughout the huge Gran Colombia, with there being a push to form single nations. As a temporary measure, Bolívar declared himself dictator in 1828, though in September of the same year he escaped an assassination attempt with aid from his mistress and fellow revolutionary Manuela Sáenz. He resigned this post in 1830 and made plans to sail for exile in Europe.

Death and Legacy

On December 17, 1830, however, Simón Bolívar died in Santa Marta, Colombia, after a battle with what may have been tuberculosis.

Source: https://www.biography.com/people/simon-bolivar-241196

Group 4

ELOY ALFARO

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Eloy Alfaro (June 25, 1842 - January 28, 1912) was born in Montecristi, a small town near the coast of Ecuador. His father was a Spanish businessman and his mother was a native of the Ecuadorian region of Manabí. He received a good education and helped his father with his business, occasionally traveling through Central America. From an early age, he was an outspoken liberal, which put him at odds with staunch conservative Catholic President Gabriel García Moreno, who first came to power in 1860. Alfaro participated in a rebellion against García Moreno and went into exile in Panama when it failed.

Eloy Alfaro Delgado was President of the Republic of Ecuador from 1895 to 1901 and again from 1906 to 1911. Although widely reviled by conservatives at the time, today he is considered by Ecuadorians to be one of their greatest presidents. He accomplished many things during his administrations, most notably the construction of a railroad linking Quito and Guayaquil.

Alfaro believed that his nation would not prosper until it modernized. His dream was of a railroad which would connect Ecuador's two main cities: the Capital of Quito in the Andean highlands and the prosperous port of Guayaquil. These cities, although not far apart as the crow flies, were at the time connected by winding trails that took travelers days to navigate. A railroad linking the cities would be a great boost to the nation's industry and economy. The cities are separated by steep mountains, snowy volcanoes, swift rivers and deep ravines: building a railroad would be a herculean task. They did it, however, completing the railroad in 1908.

Alfaro rigged the 1910 elections to get Estrada elected but decided he would never keep hold of power, so he told him to resign. Meanwhile, military leaders overthrew Alfaro, ironically putting Estrada back in power. When Estrada died shortly thereafter, Carlos Freile took over the Presidency. Alfaro's supporters and generals rebelled and Alfaro was called back from Panama to "mediate the crisis." The government sent two generals – one of them, ironically, was Leonidas Plaza – to put down the rebellion and Alfaro was arrested. On January 28, 1912, an angry mob broke into the jail in Quito and shot Alfaro before dragging his body through the streets.

Group 5

Biography of Medardo Ángel Silva Rodas (1898-1919)

Ecuadorian lyric poet, born in Guayaquil on June 8, 1898 and died in the same city on June 10, 1919, when he was just 21 years old. It belonged to the so-called generation "decapitated", composed by poets of the Creole aristocracy

Born in a very poor family, and his father at the age of four, he was forced to work from a child as an apprentice in a print shop. However, he said early poet skills, which earned him the nickname of "The child poet", as call you Prospero Salcedo Mac Dowal. In 1914, it was first published a poem of his in the magazine Juan Montalvo, entitled "Landscape of legend", already showing as a poet formed, mature, secure in the form and musicality. For many, it was a genius of poetry. It catches the attention the fact that 21-year-old appears so careful culture, especially of French origin. His verses are clearly reminiscent of modernist in form. In his life he worked as a teacher and journalist, collaborating in magazines as a respectable public, Renaissance and homeland; from 1919 he started to publish his column "to spend" in the Telegraph newspaper.

His main works are: the tree of good and evil (1917, poor editing that sold very few copies, which the author chose almost completely destroy it); Trumpets of gold (which did not be published until 1963); María Jesús (1919, peasant and sentimental, cutting autobiographical novel) and the ironic mask. Silva Rhodes always felt some febrile cravings overcome both culturally and economically. And it is that he despaired poverty and the lack of understanding of the people. All this was making it grow in the familiarity of dealing with death, until the night of June 10, 1919 committed suicide, reportedly while he was at the home of his girlfriend.

Source: http://thebiography.us/en/silva-rodas-medardo-angel

LESSON PLAN No. 10

Topic: My last holiday	Materials	Objective: Students will be able to talk about their last vacations.
	- Computer - Projector	
	- Collage - YouTube video:	Time: 2 hours
	https://www.youtube.com/watch?v=VU9iBxN1A6A	

WARM UP (10 minutes)	PRESENTATION (15 minutes)	PRACTICE (25 minutes)
- Write on the board the phrase "unforgettable moments" and explain to students the meaning of the phrase.	- Talk about adjectives such as: unforgettable, fun, awesome, scary.	- Invite students to remind some unforgettable moments in school and encourage them to volunteer to write down them in the board.
- Once, students have understood the "phrase", ask questions like: Do you have any unforgettable moment?	- Teacher presents her own collage of memories and describes all of the photos.	- Present the students a video: https://www.youtube.com/watch?v=VU9iBxN1A6A and students identify actions in the past.
- Show photos to the students and describe them. Explain: who those people were? What were they doing? What were you doing? How did you feel?		- Ask questions to verify students' understanding.

APPLICATION (40 minutes)		
Planning	**Execution**	**Evaluation**
- Ask students to download photos from their smartphones about their last vacation and print them to build their own collage. - Students outline their collage presentation in the worksheet 11.	- Students build their collage. - Teacher provides support to students with vocabulary.	- Students present their collages to the rest of the class and ask and answer questions about presentations.

RUBRIC FOR THE STUDENTS' ORAL PRESENTATION

CATEGORY	Excellent	Very good	Good	Needs improvement
Pronunciation	All members of the group speak clearly and have good pronunciation.	Most of the members of the group speak clearly but their pronunciation needs improvement.	Half of the members of the group speak clearly but pronunciation needs improvement.	Most of the members of the group don't speak clearly and show bad pronunciation.
Vocabulary	Always use appropriate vocabulary which is understood by the audience.	Most of the time use appropriate vocabulary which is understood by the audience.	Sometimes use appropriate vocabulary which is understood by the audience.	Rarely use appropriate vocabulary which is understood by the audience.
Content	Always show a complete understanding of the topic	Most of the time show a complete understanding of the topic	Half of the time show a complete understanding of the topic	Don't show understanding of the topic
Visual contact and posture	Always show unstressed body posture and establish visual contact with the audience.	Usually show unstressed body posture and establish visual contact with the audience.	Sometimes show unstressed body posture and establish visual contact with the audience.	Show stressed body posture and don't establish visual contact with the audience.
Materials	Oral presentation is supported by an interesting collage for the audience.	Oral presentation is supported by a good collage for the audience.	Oral presentation is supported by a collage which needs improvement.	Oral presentation has a poor collage which does not catch the audience's attention.

Task 2. Make notes about your last vacation to build your collage.

Date	Place	People	What did you do?

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ANNEXES

ANNEX 1

AUDIO-VISUAL MATERIALS FOR ORAL EXPRESSION SURVEY

Survey for English teachers of Unidad Educativa Vicente Anda Aguirre Mocha-Ecuador in the academic year 2018-2019.

Objective: To analyze the effect of the use of audiovisual materials in the development of oral expression

INSTRUCTIONS

Read the questions and answer them and mark with an X in the option that you consider is the best.

1. Do you consider that the use of audio-visual materials in class encourages students in their development of oral expression?
Always ( ) Sometimes ( ) Never ( )

2. Do you consider that the use of audio-visual materials is important for promoting cooperative learning among students?
Always ( ) Sometimes ( ) Never ( )

3. How often do you use the following resources in class …?
Video   Always ( ) Sometimes ( ) Never ( )
Computer and Internet   Always ( ) Sometimes ( ) Never ( )
Television   Always ( ) Sometimes ( ) Never ( )
Cartoons   Always ( ) Sometimes ( ) Never ( )
On-line tools   Always ( ) Sometimes ( ) Never ( )
Flip charts   Always ( ) Sometimes ( ) Never ( )

4. When you develop a speaking practice in class, do you take into consideration interactive communication?
Always ( ) Sometimes ( ) Never ( )

5. How often do you use the following strategies for oral expression in class?
Planning   Always ( ) Sometimes ( ) Never ( )
Execution   Always ( ) Sometimes ( ) Never ( )
Evaluation   Always ( ) Sometimes ( ) Never ( )

6. How often the following class activities are used for the development of oral expression?
Watch films   Always ( ) Sometimes ( ) Never ( )
Use technology   Always ( ) Sometimes ( ) Never ( )
Individual work   Always ( ) Sometimes ( ) Never ( )
Cooperative work   Always ( ) Sometimes ( ) Never ( )
Questioning   Always ( ) Sometimes ( ) Never ( )
Use picture prompts Always ( ) Sometimes ( ) Never ( )

7. How often do you emphasize in the following aspects to develop students' oral expression?

Pronunciation   Always ( ) Sometimes ( ) Never ( )

Stress   Always ( ) Sometimes ( ) Never ( )

Intonation   Always ( ) Sometimes ( ) Never ( )

Linking   Always ( ) Sometimes ( ) Never ( )

THANK YOU FOR YOUR HELP!

AUDIO-VISUAL MATERIALS FOR ORAL EXPRESSION SURVEY

Encuesta para estudiantes de 9no grado de Educación General Básica de la Unidad Educativa Vicente Anda Aguirre Mocha-Ecuador en el período académico 2018-2019.

Objetivo: Analizar el efecto del uso de materiales audiovisuales en el desarrollo de la expresión oral.

INSTRUCTIONES

Lea las preguntas y respóndalas marcando con una X en la opción que usted considere la mejor.

1. ¿Considera usted que el uso de materiales audiovisuales en clases motiva a los estudiantes en su desarrollo de la expresión oral?
Siempre ( )   A veces ( )   Nunca ( )

2. ¿Considera usted que el uso de materiales audio visuales es importante para promover el aprendizaje cooperativo entre los estudiantes?
Siempre ( )   A veces ( )   Nunca ( )

3. ¿Con qué frecuencia utiliza su profesor los siguientes recursos de enseñanza, para promover la expresión oral en clases?

Video	Siempre ( )	A veces ( )	Nunca ( )
Computadora e Internet	Siempre ( )	A veces ( )	Nunca ( )
Televisión	Siempre ( )	A veces ( )	Nunca ( )
Caricaturas	Siempre ( )	A veces ( )	Nunca ( )
Herramientas en línea	Siempre ( )	A veces ( )	Nunca ( )
Rotafolios	Siempre ( )	A veces ( )	Nunca ( )

4. Cuando su docente desarrolla una práctica de expresión oral en clase, él o ella enfatiza en la comunicación interactiva?
Siempre ( )   A veces ( )   Nunca ( )

5. ¿Con qué frecuencia su profesor enfatiza en las siguientes estrategias de expresión oral en clases?

Planificación	Siempre ( )	A veces ( )	Nunca ( )
Ejecución	Siempre ( )	A veces ( )	Nunca ( )
Evaluación	Siempre ( )	A veces ( )	Nunca ( )

6. ¿Con qué frecuencia su profesor utiliza las siguientes actividades en clase para el desarrollo de la expresión oral?

Ver películas	Siempre ( )	A veces ( )	Nunca ( )
Usar la tecnología	Siempre ( )	A veces ( )	Nunca ( )
Trabajo individual	Siempre ( )	A veces ( )	Nunca ( )
Trabajo cooperativo	Siempre ( )	A veces ( )	Nunca ( )
Cuestionamiento	Siempre ( )	A veces ( )	Nunca ( )
Indicaciones con imágenes	Siempre ( )	A veces ( )	Nunca ( )

7. ¿Con qué frecuencia, su profesor enfatiza en los siguientes aspectos para el desarrollo de la expresión oral?

Pronunciación	Siempre ( )	A veces ( )	Nunca ( )
Acento	Siempre ( )	A veces ( )	Nunca ( )
Entonación	Siempre ( )	A veces ( )	Nunca ( )
Unión	Siempre ( )	A veces ( )	Nunca ( )

GRACIAS POR SU COLABORACION!

ANNEX 2

PRE-TEST

OBJETIVO: Determinar el nivel de expresión oral de los estudiantes de 9no Año de Educación Básica de la Unidad Educativa Vicente Anda Aguirre – Mocha - Ecuador.

SPEAKING PART 1, 2, AND 3 PET TEST

Paper 3: Speaking	Part 1 2–3 minutes

Phase 1
Interlocutor

[to both students]	Good morning/afternoon/evening. Can I have your mark sheets, please? *(Students hand over the mark sheets to the Assessor.)* I'm .... and this is .... He / She is just going to listen to us.
[to student A]	Now, what's your name? .... Thank you.
[to student B]	And what's your name? .... Thank you.

Back–up prompts

B	Candidate B, what's your surname? How do you spell it? Thank you.	How do you write your family/second name?
A	And, Candidate A, what's your surname? How do you spell it? Thank you.	How do you write your family/second name?

(Interlocutor asks the following questions. Use candidates' names throughout. Ask Candidate A first.) Where do you live/come from? Do you study English at school? Do you like it? Thank you. *(Repeat for Candidate B.)*	Do you live in ...? Do you have English lessons?

(1)

Phase 2

Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

Back-up prompts

Do you enjoy studying English?

Do you like studying English?

How will you use English in the future?

What did you do during your last school holiday?

Did you do anything in your last school holiday? What?

What do you like doing when you're not at school?

Tell us about your family.

Thank you.

(Introduction to Part 2)

In the next part, you are going to talk to each other.

②

Interlocutor

[to both students]:

I'm going to describe a situation to you.

You're both going on a three-day school **walking** trip in the **countryside**. Talk together about the things you will **need**, and decide which are the most important things to **take** with you.

Here is a picture with some ideas to help you.

*[give students **Part 2 booklet**]*

I'll say that again.

You're both going on a three-day school **walking** trip in the **countryside**. Talk together about the things you will **need**, and decide which are the most important things to **take** with you.

All right? Talk together.

Candidates complete the task without intervention.

Prompt only if necessary, by repeating parts of the question.

Thank you. (Can I have the booklet please?)

Retrieve Part 2 material.

③

④

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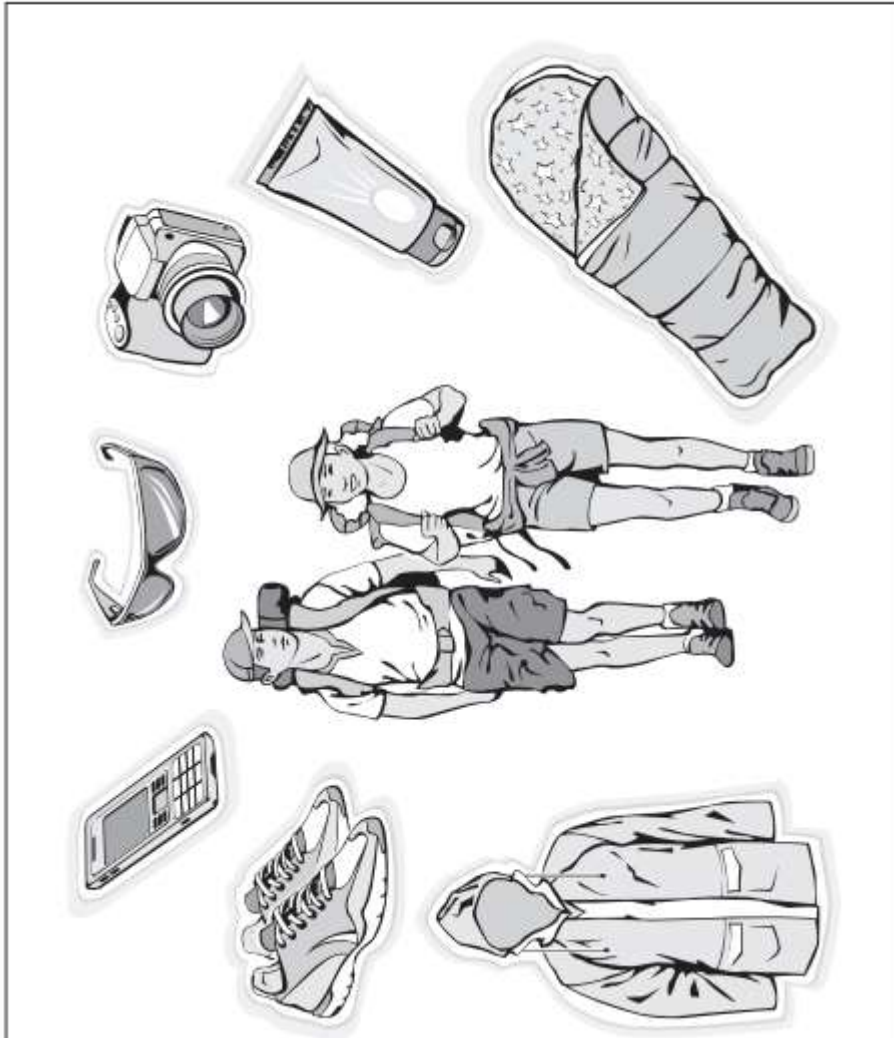
Interlocutor

[to both students]:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of **people wearing special clothes**.

[to student A]

Candidate A, here is your photograph (Task 1A). Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

Thank you. *[take back booklet]*

Now, Candidate B, here is your photograph (Task 1B). It also shows **someone wearing special clothes**. Please show it to Candidate A and tell us what you can see in the photograph.

Thank you. *[take back booklet]*

Part 4 3 minutes

Interlocutor

[to both students]:

Your photographs showed people wearing special clothes. Now, I'd like you to talk together about the different kinds of clothes you might wear for different occasions.

The interlocutor will allow enough time to complete the task without intervention. They may ask further questions if candidates do not fill the time available.

Thank you. That's the end of the test.

Back-up prompts

1 Talk about what fashions you like.

2 Talk about your favourite clothes.

3 Talk about what your perfect school uniform would be.

4 Talk about what colours you like to wear.

(6)

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ANNEX 3

RUBRIC

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.

2	Performance shares features of Bands 1 and 3.			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	Performance below Band 1.			

Source: http://www.cambridgeenglish.org/images/168618-assessing-speaking-performance-at-level-b1.pdf

POST-TEST

Preliminary English Test for Schools
Speaking Test

Part 1 (2-3 minutes)

Phase 1
Interlocutor

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B I'm .... and this is ....
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

Back-up prompts

B Candidate B, what's your surname?
How do you spell it?

Thank you.

| How do you write your family / second name? |

A And, Candidate A, what's your surname?
How do you spell it?

Thank you.

| How do you write your family / second name? |

(Ask the following questions. Ask Candidate A first.)

Where do you live / come from?

Do you study English at school?
Do you like it?

Thank you.

(Repeat for Candidate B.)

| Do you live in ...? |
| Do you have English lessons? |

Phase 2
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

(Introduction to Part 2)
In the next part, you are going to talk to each other.

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Interlocutor
Say to both candidates:

I'm going to describe a situation to you.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.

Here is a picture with some ideas to help you.

*Place **Part 2 booklet**, open at **Task 1**, in front of candidates.*

Pause

I'll say that again.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.
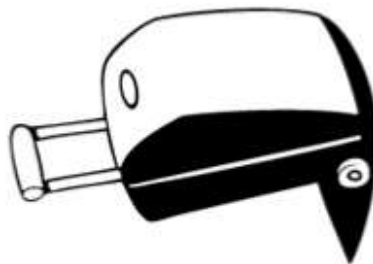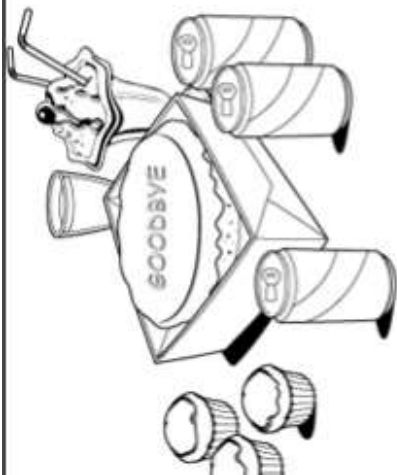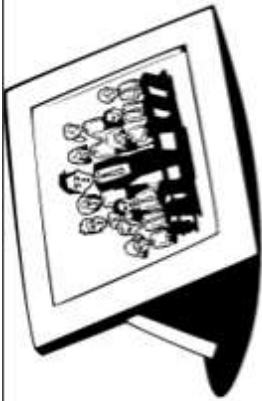
All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Thank you. (Can I have the booklet please?)

Retrieve Part 2 booklet.

About **2-3 minutes** (including time to assimilate the information)

Speaking Test 1 (Teenage bedroom)

Part 3 (3 minutes)

Interlocutor
Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their **bedrooms at home**.

Candidate A, here is your photograph. *(Place **Part 3 booklet**, open at **Task 1A**, in front of Candidate A.)* Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Interlocutor

Now, Candidate B, here is your photograph. It also shows a teenager in his **bedroom at home**. *(Place **Part 3 booklet**, open at **Task 1B**, in front of Candidate B.)* Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate B.

Part 4 (3 minutes)

Interlocutor
Say to both candidates:

Your photographs showed teenagers in their **bedrooms at home**. Now, I'd like you to talk together about the things you have in **your** bedrooms at home **now** and the things you'd like to have in your bedrooms in the **future**.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Thank you. That's the end of the test.

🕐 **Parts 3 & 4** should take about **6 minutes** together.

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%C3%AD%20materi%C3%A1ly/PET%20for%20schools/PET_schl_Spk_Sample_Paper.
pdf

ANNEX 5

RUBRIC FOR SPEAKING PERFORMANCE

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.

2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			