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EXTRANJEROS**

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I declare this undergraduate dissertation entitled "SIMULATION-BASED STRATEGY AND SPEAKING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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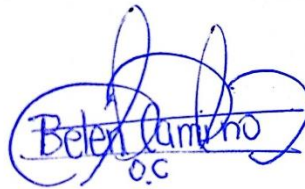
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DEDICATION

TO:

God, for granting me the patience and ability to continue day by day and never give up. Your guidance kept me on the path of goodness, my parents and my sister, who serve as the fundamental pillars of my life. Without their unwavering support and valuable advice, I could never have achieved what I have accomplished so far.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: “Simulation-based strategy and speaking skill”

AUTHOR: Odalis Belén Camino Cordero

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ABSTRACT

English is considered one of the most spoken languages around the world, which means that people must know how to unwrap themselves in the embedded language and manage their speaking skills and subskills properly. The present pre-experimental study investigates the effectiveness of a simulation-based strategy in enhancing speaking skills. The study focused on first-level students, consisting of 37 participants (17 males and 20 females) enrolled in the PINE program at Universidad Técnica de Ambato. Employing a quantitative approach, the research utilized the speaking section of the A2 KEY exam (KET) as the primary instrument. Both pre- and post-tests were administered, incorporating different content for each. Assessment was conducted through a rubric provided by Cambridge, evaluating grammar and vocabulary, pronunciation, and interactive communication. Eight interventions were executed, resulting in a statistically significant improvement in speaking skills as revealed by statistical analysis using IBM SPSS. The results underscored the effectiveness of the simulation-based strategy for several reasons: post-application, students demonstrated improved ability to engage in communication and carry out simple conversations. Moreover, the strategy contributed to the development of problem-solving subskills through each simulation. In light of these positive outcomes, it is recommended that teachers implement this strategy to enhance interactive skills and alleviate anxiety and nervousness during speaking activities.

Key words: simulation, effectiveness, speaking, skills

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RESUMEN

El inglés se considera uno de los idiomas más hablados en todo el mundo, lo que significa que las personas deben saber desenvolverse en la lengua incorporada y gestionar adecuadamente sus habilidades y sub habilidades orales. El presente estudio preexperimental investiga la eficacia de una estrategia basada en la simulación para mejorar las destrezas orales. El estudio se centró en estudiantes de primer nivel, compuesto por 37 participantes (17 varones y 20 mujeres) matriculados en el programa PINE de la Universidad Técnica de Ambato. Empleando un enfoque cuantitativo, la investigación utilizó la sección de expresión oral del examen KEY A2 (KET) como instrumento principal. Se administraron pruebas previas y posteriores, incorporando contenidos diferentes para cada una. La evaluación se llevó a cabo mediante una rúbrica proporcionada por Cambridge, que evaluaba la gramática y el vocabulario, la pronunciación y la comunicación interactiva. Se llevaron a cabo ocho intervenciones, que dieron como resultado una mejora estadísticamente significativa de las destrezas orales, según reveló el análisis estadístico realizado con IBM SPSS. Los resultados subrayaron la eficacia de la estrategia basada en la simulación por varias razones: tras la aplicación, los estudiantes demostraron una mejora de su capacidad para entablar una comunicación y mantener conversaciones sencillas. Además, la estrategia contribuyó al desarrollo de las sub habilidades de resolución de problemas a través de cada simulación. A la luz de estos resultados positivos, se recomienda que los profesores apliquen esta estrategia para mejorar las habilidades interactivas y aliviar la ansiedad y el nerviosismo durante las actividades de expresión oral.

Palabras claves: simulación, efectividad, habla, habilidades

CHAPTER I. THEORETICAL FRAMEWORK

1.1. Research Background

According to the EF EPI (2022), Ecuador demonstrates a low level of English proficiency, ranking 82nd out of 111 countries. The primary challenge faced by Ecuador is that students encounter difficulties in expressing themselves in a foreign language due to a lack of confidence. Rahman and Maarof (2018) supported the idea that the absence of practical communicative skills often stems from feelings of fear, anxiety, and low confidence when engaging in spoken interactions. That is why many pedagogists and educators have been designing different methods, techniques and strategies to improve English language skills, like speaking skills for communication. In the field of speaking skills, the implementation of a simulation-based strategy was included to enhance the improvement of the language skills for speaking. Simulation-based strategies involve the creation of simulated real-life scenarios wherein students actively participate, communicate, and interact using the target language. These strategies are designed to make students feel more relaxed during the speaking stage, allowing them to develop their speaking skills in a comfortable environment (Caniglia, 2019).

In order to bolster the research on the analysis of simulation-based strategy in speaking skills, some research papers, books, articles and journals were taken into consideration to gather substantial insights into the subject matter. The articles and papers listed below provide valuable information about to both the independent and dependent variables central to this investigation. This information has become essential for offering a comprehensive understanding of these variables, elucidating the research problem, and interpreting the results, thus coming to light on applying a simulation-based strategy to improve speaking skills. It is worth noting that the reliability of these sources is assured, as they were obtained from verified educational websites.

According to Hamad and Alnuzaili (2022), effective acquisition of speaking skills is crucial for effective communication. Hamad and Alnuzaili conducted research

aimed at identifying a reinforcement technique to aid students studying English as a foreign language in developing their speaking abilities. Specifically, this study explored the impact of employing a simulation-based strategy to enhance EFL speaking skills, with the support of a dedicated Telegram channel known as 'Oxford Bookworms Collection.' To investigate this, a quantitative approach with an experimental design was employed, involving a total of 50 students. These students were divided into two groups, comprising 25 participants each. Data collection involved pre-tests and post-tests, test results were analyzed using statistical software, specifically SPSS, and the Pearson correlation coefficient. The findings of this study revealed that the utilization of the simulation-based strategy had a positive impact on the development of speaking skills among the experimental group students. Additionally, it positively influenced various speaking micro-skills. Importantly, this approach also had the effect of motivating students.

Furthermore, Rahman and Maarof (2018) conducted a study that delved into the impact of applying role-play and simulation-based strategies on the oral communication skills of engineering students at Malaysian Polytechnics who are learning English as a Second Language (ESL). Employing a mixed-method design, both quantitative and qualitative data collection methods were employed. The quantitative data gathered from a quasi-experimental study involved 100 participants, which were acquired through a series of questionnaires, as well as pre-and post-tests. The questionnaire data were subjected to analysis using descriptive statistics, including percentages and means. The results revealed a significant difference in the post-test scores of the group exposed to role-play and simulation in comparison to the traditional group when compared to their pre-test scores. This suggests that students improved their performance in the post-test. An implication of this study is that incorporating role-play and simulation techniques can be considered a viable strategy for enhancing ESL oral communication skills among these students.

Professors of foreign learners face a high challenge in enhancing students' learning process, professors must determine appropriate activities where students learn

the real use of language. Despite this major challenge, Angelini and García-Carbonell (2019) found different ways to improve communicative skills in the target language. The authors carried out a study based on web-based strategies and simulation-based strategies. Moreover, the main aim of this application was to demonstrate that simulations define significant progress in oral language production. The participants of this pre-experimental research were university students in their third year of engineering major. The data of the research was taken from an oral pre-test and a post-test. Additionally, they followed a strict procedure where students had to answer different questions, a flipped learning phase where students watched some videos and read about the proposal, a web-based simulation and simulation scenario, the debriefing, and finally the oral posttest. As a result of the research, the findings showed that students had a significant improvement in their oral proficiency skills post-treatment.

Moreover, Razali and Ismail (2017) have recognized simulation and role play activities as practical tools for fostering speaking skills. They directed research that sheds light on the correlation between the utilization of simulation and role-play techniques to enhance students' speaking abilities and elucidates the advantages these activities offer. To achieve these objectives, a cohort of 40 students from Form 2A at (SAM) Muhammadiyah College in Sabak Bernam participated in performance tests and completed questionnaires. The researchers developed a combination of qualitative and quantitative approaches. As a result of these approaches, the quantitative data were collected from tests and questionnaires. Meanwhile, observation was the technique to collect qualitative data to analyze the natural students' behavior. The outcomes of this research underscore several positive outcomes among students, as they derived enjoyment from engaging in simulation and role-play activities. Through these activities, students were exposed to communication scenarios mirroring real-life situations, affording them opportunities to practice and expand their vocabulary, ultimately contributing to improve fluency.

In the field of speaking skill, Mores (2022) discussed that learner motivation plays a pivotal role in the language acquisition process. A notable challenge faced by English as a foreign language professor is the lack of enthusiasm displayed by their students. They have the feeling of incapacity. The study he conducted aims to assess the efficacy of oral communication strategies in fostering motivation among secondary school students learning English. To address this inquiry, pre-experimental research was carried out, including a qualitative approach which was administered to 47 ESO students to measure their classroom motivation levels. This assessment followed the introduction of a playful approach that incorporated selected strategies which aimed at enhancing motivation, particularly in terms of spoken English production. The findings indicate a notable improvement in students' oral English proficiency and motivation to actively engage in English communication within the classroom setting. The didactic proposal led to increase confidence among students in using the English language during class activities.

Additionally, Vitasmoro (2017) directed a study focused on assessing the application of a simulation-based teaching approach in the context of English-speaking instruction within the Management Program of the Economics Faculty at Kadiri University. Its primary objective was to evaluate the impact of this technique on student learning outcomes. The research was specifically conducted among third-semester students. The instruments for obtaining data were quantitative, the pretest and posttest, and qualitative, observation of the classroom. The researcher structured the study into two distinct cycles, each comprising four key phases: action planning, implementation, observation, and reflection. Considering these concerns, the researcher posits that employing simulation teaching methods is the most suitable strategy for enhancing their motivation to engage with the English language, particularly in verbal communication. The findings of the study demonstrated a noteworthy improvement in students' English-speaking proficiency through the utilization of simulation-based teaching methods.

Chernikova et al. (2020) explained that simulation-based learning in higher education presents a myriad of opportunities for the cultivation of intricate skills. In the meta-analysis applied by the author, an examination of the efficacy of distinct scaffolding methodologies and technology utilization within simulation-based learning environments was encompassed. The application of technology and scaffolding techniques also demonstrates favorable effects on the learning process. These findings exhibit resilience across various domains within higher education, encompassing disciplines such as medical, teacher education, and management. The analysis led to the conclusion that simulations promoted the acquisition of complex skills across different academic domains.

Using simulations can be highly important for increasing motivation in the speaking skill of language learners. Lufti et al. (2018) investigated the effectiveness of simulation-based strategy and role-play techniques for teaching speaking, especially among students with different levels of motivation. The research employed a quasi-experimental design, the independent variable was simulation and role-play techniques meanwhile, the dependent variable was speaking ability. Data collection involved tests, questionnaires, observations, and interviews with teachers and students. Results indicated that both techniques were effective for students with high and low motivation. The simulation technique yielded higher scores than role-play, and highly motivated students outperformed their less motivated peers. The study suggested that these techniques not only improved speaking competence but also motivated students and reduced feelings of shyness and lack of confidence in speaking English.

Nguyen and Thao (2023) proposed a study to assess the efficacy of applying simulation activities as a pedagogical tool for enhancing English-speaking skills. Participants were 10th-grade students at a gifted high school in Vietnam. These activities were developed based on the content of the English 10 Textbook used within the school curriculum. The study involved a cohort of 30 students who participated in an 8-week intervention program. During this period, they were asked to engage in two speaking activities per week and complete pre- and post-treatment survey

questionnaires. Additionally, these questionnaires were handed out to gather insights into the students' perspectives on the instructional materials. The results of the post-intervention survey demonstrated a significant improvement in the students' speaking abilities after they worked on the simulation activities. Furthermore, the feedback from the questionnaires indicated that the provided materials were suitable for 10th-grade students seeking to enhance their speaking skills and were aligned with their interests.

Regarding the impact of improving communication skills through simulation, the following study was carried out. Abdelrahman et al. (2022) explored the impact of simulation on EFL students in White Nile State secondary schools. The participants of the study were English language teachers and students working through a descriptive-analytical approach. Data collection utilized interviews and questionnaires: 25 teachers were interviewed, and 100 students completed questionnaires. After analyzing the data with SPSS and textual analysis, the results indicated that various types of simulation, such as roleplaying and dynamic simulations, positively affect EFL students' competencies but are underutilized. Based on these findings, the researchers recommended that the Sudanese Ministry of Education adopt new strategies for teaching EFL communication skills, provide adequate training for English language teachers in utilizing educational technologies like YouTube videos and language labs, and address the barriers hindering the use of simulation in teaching and learning EFL communication skills in educational institutions.

1.2.Theoretical foundation of the variables

Independent Variable: Simulation-based strategy.

Learning Theories

The study of learning theory aims to elucidate the intricate process of human learning, providing valuable insights that contribute to a comprehensive understanding (Muhajirah, 2020). According to Wellington (2020), Learning theories elucidate the mechanisms in which individuals absorb, analyze, and preserve information. These theories aim to clarify the processes through which our minds assimilate and store fresh knowledge, shaped by our encounters and engagements with the environment. They provide insights into how individuals construct mental frameworks when acquiring new information. In the realm of instructional design, learning theories play a crucial role, guiding the application of theoretical concepts to real-world scenarios and facilitating the development of enriching learning encounters for students.

Three primary perspectives

According to Zhou and Brown (2015), educational learning theories provide a framework for understanding how individuals acquire knowledge, skills, and attitudes in educational settings. These theories guide educators in designing effective teaching strategies and shaping learning environments. Schunk (2012) points out that the process of learning involves modifying skills and behaviors through different theories. Muhajirah (2020) describes three theories as primary perspectives, namely Behaviorism, Cognitivism, and Constructivism, form the foundation of learning theory. These perspectives intertwine, giving rise to various interpretations, core ideas, and notable figures, some of which may diverge into distinct theories.

Behaviorism

According to Zhou et al. (2020) Behaviorism focuses on the observable and quantifiable facets of human behavior, which means that this theory analyses how human beings come across different aspects of its behavior. Within the realm of

behaviorist learning theories, the emphasis lies in delineating alterations in behavior stemming from associations formed between stimuli and responses by the learner. The direction of behavior is influenced by stimuli, and an individual's choice of one response over another is shaped by previous conditioning and psychological drives present at the time of the action.

Furthermore, Appleby and Grimes (2012) point out behaviorism as a psychological paradigm, which has its roots in the concepts of reinforcement and punishment. In the behaviorist framework, learning is often grounded in the principles of rote learning, where repetition and memorization play a central role. The use of reinforcement, through rewards or positive outcomes, and punishment, through consequences for undesirable behavior, serves as the driving force behind the shaping and modification of behaviors within this theoretical framework.

Cognitivism

According to Michela (2020), cognitive learning theories center on the capacity of students to independently direct their learning through mental strategies. This theory is considered student-centered.

Cognitivism centers on the cognitive functions of the brain, conceptualizing the learner as a cognitive processor. It perceives learning as an internal journey directed by the learners themselves. The core of cognitivism is on various mental activities that transpire during the acquisition of new information. This process is deconstructed into distinct phases such as perception, executive processes, working memory, encoding, and long-term memory (Wellington, 2020).

Moreover, Muhajirah (2020) suggests that cognitivism is a psychological branch since it has a relation with the mental life as it relates to the way humans think in gaining knowledge, processing impressions that enter through the senses, solving problems, digging up memories of expertise and work procedures needed in everyday life. The implication is a concerted effort to impart knowledge to the learner in the most effective manner, aiming to alleviate the cognitive load during processing and ensure the encoding of information into long-term memory.

Constructivism

Constructivism posits that learning is connected to past experiences, forming new information which is assimilated and processed. The significance of prior experiences cannot be overstated, as they play a pivotal role in shaping the way learners perceive and engage with novel information. The learner's cognitive processes are influenced by their unique background, and constructivism highlights the dynamic interplay between past experiences and the acquisition of fresh knowledge (Appleby & Grimes, 2012).

Constructivism posits that learners actively construct their own knowledge through experiences and interactions with their environment. Socio-cultural theories highlight the importance of social interactions and cultural influences in the learning process. Additionally, the connectivist theory emphasizes the role of networks and technology in facilitating learning. These diverse theories offer valuable insights into the complex nature of education, catering to the diverse needs and learning styles of students (Bodner, 1986).

Prescriptive and descriptive theories

Muhajirah (2020) distinguishes learning theory as both prescriptive and descriptive. The prescriptive aspect implies that learning theory seeks to identify the most effective learning methods or strategies to achieve optimal outcomes. In essence, it involves efforts to manipulate specific variables within the learning environment to facilitate the learning process. On the other hand, descriptive learning theories articulate the processes through which learning unfolds and formulate models that facilitate the explanation and prediction of learning outcomes (Ullrich, 2008).

Constructivism

According to Brau (2020), constructivism represents a learning theory asserting that knowledge acquisition is most effective when achieved through a process of thoughtful reflection and active mental construction. Learners are encouraged to contemplate the information presented, incorporating their past

experiences, personal perspectives, and cultural background to formulate their interpretations.

Constructivism is a concept that involves the active engagement of the learner in the construction of both acquired knowledge and the methods employed for its acquisition. Through this process, the learner forms a personalized interpretation of reality based on their individual experiences. Subsequently, this constructed understanding becomes the framework through which the learner navigates and comprehends new experiences within the relevant field (Mishra et al., 2021).

Active learning is at the core of constructivism, where students are not mere recipients but actively involved in constructing knowledge rather than passively acquiring it. In this dynamic learning environment, educators take on the role of facilitators, guiding and supporting students in their journey of knowledge construction (Appleby & Grimes, 2012). Thus, Zhou and Brown (2017) highlight the emphasis on intrinsic motivation which serves as a driving force, encouraging students to engage with the subject matter on a personal level. Furthermore, philosophy underscores that the learning process itself holds equal importance to the product, such as assessments or exams, emphasizing a holistic understanding and appreciation of the educational journey.

Powell and Kalina (2009) suggest that in constructivist theory, teachers must identify in which learning point is located each student to ask them to create and construct personal meaning from previous experiences. Moreover, Powell and Kalina point out that the theory is divided into two primary schools of thought: cognitive and social constructivism. Brau (2020) remarks that the former, cognitive constructivism posits that the construction of knowledge hinges on an individual's subjective interpretation of their active experiences, meanwhile, the latter, social constructivism, contends that human development is inherently socially embedded, emphasizing that knowledge is shaped through interactive engagement with others.

Foundational psychologists

Brau (2020) mentions three foundational psychologists of constructivism. In an accordance with Modgil et al. (2013), Jean Piaget, was a Swiss psychologist and

pioneer in the field of developmental psychology. He is best known for his theory of cognitive development, which outlines the stages of intellectual growth in children. Piaget's theory suggests that children progress through four distinct stages. Brau exposes that Piaget aligns with cognitive constructivism, emphasizing the individual's active role in knowledge construction.

In contrast, Erbil (2020) mentions that Lev Vygotsky was a Soviet psychologist and the key proponent of the social constructivist theory in education. Vygotsky's work has had a profound impact on educational psychology, emphasizing the social and cultural context of learning. One of his central concepts is the "zone of proximal development" (ZPD), which refers to the range of tasks that a learner can perform with the help of a more knowledgeable person but cannot yet do independently. Bra (2020) states that Vygotsky focuses on the social dimensions of learning, emphasizing the importance of experiences in the educational process. John Dewey, situated between these two perspectives, incorporates elements from both camps, finding common ground. Moreover, their theories are grounded in real classroom experiences rather than controlled experiments in a laboratory, as seen in behaviorism.

Cognitive constructivism

According to Hruby and Roegiers (2012), the knowledge in cognitive constructivism is considered a product of mental processes rather than a passive reception from an external source. It challenges the notion that knowledge can be transmitted intact or accumulated incrementally, only to be reassembled later. Instead, this viewpoint asserts that knowledge is actively built or structured by the cognitive processes of the learner, with specific purposes and contextual constraints influencing the outcome.

Powell and Kalina (2009) point out that cognitive constructivism emphasizes the necessity of students acquiring substantial individual understanding in content or subject areas, moving beyond mere memorization. To achieve genuine comprehension, it is essential to create classroom situations and activities that foster individual learning. Piaget's theory of cognitive constructivism underscores the

significance of tailoring education to the unique needs of everyone, allowing them to gain knowledge at their own pace. Central to this approach is the observation of students and a comprehensive understanding of the challenges they face in the learning process.

Furthermore, Caruso (2021) states that cognitive constructivism is connected to Piaget's theory of cognitive development. In the realm of cognitive development, individuals engage in the organization of their experiences through schemes, facilitating comprehension and the attainment of equilibrium. However, if new experiences defy explanation within current frameworks, accommodation becomes imperative, necessitating a shift in cognitive processes. In cognitive constructivism, the meaningful integration of new experiences arises from the ability to explain them within our pre-existing understanding. Equilibrium is maintained if we can make sense of these novel encounters. Conversely, when our existing frameworks fail to elucidate new experiences, equilibrium is disrupted, prompting a motivational drive to restore cognitive balance.

Social constructivism

Social constructivism is advantageous for all students as it integrates collaboration and social interaction into the learning process. This constructivist approach emerged after Piaget's articulation of theories centered on individual or cognitive constructivism. Lev Vygotsky, credited as the progenitor of social constructivism, underscores the significance of social interaction as an integral component of the learning experience. Social constructivism revolves around a student's engagement in social interactions within the classroom, complemented by an individual critical thinking process (Powell & Kalina, 2009).

According to Akpan et al. (2020), Lev Vygotsky introduced social constructivism as a learning theory in 1968, positing that language and culture serve as the frameworks shaping human experiences, communication, and understanding of reality. According to Vygotsky, both language and culture play crucial roles in human intellectual development and influence how individuals perceive the world. In essence, learning concepts are conveyed through language, interpreted and comprehended

through experiences and interactions within a cultural context. The coalescence of language and culture is integral to constructing cognitive structures, emphasizing that knowledge is not solely socially constructed but co-constructed within a group of individuals.

Constructivism and experiential learning

Bartle (2015) defines experiential learning as a constructivist theory, revolves around the principle of 'learning by doing.' In this approach, the learner actively engages in the educational process, wherein learning unfolds through a perpetual cycle of inquiry, reflection, analysis, and synthesis.

According to Kolb and Kolb (2012), experiential learning, a pedagogical approach emphasizing direct engagement with real-world experiences, shares connections with both social and cognitive constructivism. In the realm of social constructivism, experiential learning thrives in collaborative and interactive environments, where learners actively participate in social contexts, share diverse perspectives, and collectively construct knowledge.

Through shared experiences, individuals not only learn from their own encounters but also benefit from the insights and contributions of others. On the cognitive constructivism front, experiential learning aligns with the idea that knowledge is actively built through the mental processes of learners. Hands-on experiences prompt individuals to engage in critical thinking, problem-solving, and reflection, fostering the construction of meaningful knowledge. Thus, experiential learning serves as a bridge between social and cognitive constructivism, emphasizing the importance of both collaborative social interactions and individual cognitive processes in the acquisition and construction of knowledge (Mishra et al., 2017).

Experiential Learning

Experiential learning was developed by Kolb in 1984. Its main goal is to learn through experience and evaluate learners with their previous experiences. Kolb (2015),

the pioneer of ELT, proposed experiential learning as its form of learning from life experience; perhaps applying methodologies with lecture and classroom learning. ELT is characterized by the active learning process that the learner has because he or she is straight in touch with the realities being studied (Keeton & Tate, 1978). Keeton and Tate refute that the learner who only gets input like reading or listening and does not put into practice in real scenarios, will never get in touch with the communicative skill. Kong (2021) exposes that learning through experience can be defined as learning through action, learning by doing, and learning through discovery and exploration.

Kong (2021) states that EL is a method of teaching that allows learners to learn while Do, Reflect, Think and Apply. It is considered an innovative pedagogical method that strongly emphasizes active, hands-on learning experiences. It encourages students to engage with the English language in real-life situations, fostering a deeper understanding of it and its practical application. Experiential learning, as a pedagogical approach, facilitates active and reflective learning processes among students. It entails a cyclical framework wherein learners engage in concrete experiences, reflect upon these experiences and related evidence, formulate theories based on their observations and information, and subsequently apply their insights to address specific problems or articulate assumptions (Fletcher, 2020).

Experiential Learning Theory

The inception of Experiential Learning Theory (ELT) stemmed from the objective of establishing a robust theoretical underpinning for the application of experiential learning, aligning with John Dewey's entreaty for a comprehensive theory of experience to steer educational advancements (Kolb & Kolb, 2017). It is a comprehensive framework that elucidates how individuals acquire knowledge, develop skills, and gain insights through firsthand experiences. Developed by David A. Kolb in the 1970s, ELT is deeply rooted in the work of John Dewey, Kurt Lewin, and Jean Piaget, among others, who emphasized the pivotal role of experience in the learning process (Kolb & Kolb, 2012).

Fundamental propositions

According to Kolb and Kolb (2012), ELT is assembled in six necessary propositions: 1) Learning should be conceptualized primarily as a dynamic process rather than solely as an endpoint. Therefore, learning must be considered as a whole process and forget only on the product. 2) Learning is essentially a form of relearning. It is most effectively facilitated by a pedagogical approach that elicits students' pre-existing beliefs and ideas regarding a particular subject matter. Sithara and Faiz (2017) explain that learning must construct by reviewing things like in the constructivist theory because learning is an active experience that they construct. 3) The acquisition of knowledge demands the resolution of conflicts that arise from the surrounding environment. 4) Learning is an all-encompassing process of adapting to the world. It transcends mere cognitive functions, involving the harmonious integration of the entire individual, including cognitive processes, emotional responses, sensory perceptions, and behavioral patterns. 5) Learning emerges through synergistic interactions between the individual and their environment. As per Piaget's conceptualization, Ojose (2008) mentions that learning unfolds through the equilibrium of dialectical processes: the assimilation of novel experiences into preexisting cognitive structures and the accommodation of existing cognitive structures to accommodate new experiences. 6) Learning embodies the process of knowledge creation. English Language Teaching (ELT) posits a constructivist theory of learning wherein communal knowledge is continually shaped and reshaped through the personal knowledge construction of the learner.

Learning Styles

Kolb's model of ELT identifies four distinct learning styles, each characterized by a preferred way of engaging with experiences:

Concrete Experience (CE): This style involves actively engaging with tangible, learning from realistic and specific experiences. Mcleod (2023) calls this style as diverging because people with this learning style develop themselves better in situations that are involved in generating ideas to solve a problem.

Reflective Observation (RO): Learners with this style prefer to observe and reflect upon their experiences from a detached perspective. Moreover, it can be defined as watching and thinking since learners need to identify the situations and analyze the possible future action (Mcleod, 2023).

Abstract Conceptualization (AC): This style involves the formulation of abstract concepts and theories based on reflective observations. Kolb (1984) suggests that this is an orientation style that focuses since the learner must use logic. It emphasizes being objective rather than subjective; critical thoughts are more important than feelings and opinions.

Active Experimentation (AE): Mcleod (2013) attributes that accommodating learning style is based more on doing 'hands-on' activities. This style trusts and follows intuition rather than logic. Those people are more practical; they are attracted by new situations instead of following a plan.

Learning Cycle

Kolb and Kolb (2012) mention that experiential learning posits a cyclical process of learning, known as the experiential learning cycle, which consists of four stages: Concrete Experience (CE): Engaging in a specific experience. Reflective Observation (RO): Reflecting on the experience and considering its implications. Abstract Conceptualization (AC): Formulating theories or concepts based on observations. Active Experimentation (AE): Applying newly acquired knowledge and testing it in different situations.

The learning cycle, therefore, serves as a mechanism for obtaining feedback, which serves as the foundation for subsequent actions and the evaluation of their outcomes. Learners are encouraged to traverse the cycle repeatedly, making it akin to a continuous spiral of iterative cycles. In summary, Kolb conceptualized the process of action research as an ongoing spiral encompassing four pivotal phases: planning, executing, observing, and reflecting (Healey & Jenkins, 2000).

Practical Implications

ELT encourages the use of techniques such as problem-based learning, case studies, role-playing, simulating, and hands-on activities to facilitate experiential learning (Kolb & Kolb, 2012). According to Garlick (2014), it involves active student engagement with the subject matter, promoting active learning instead of passive consumption of information. It can be implemented through various strategies like "Think-Pair-Share," conducting debates, initiating projects, and simulation-based strategies. Active Learning revolves around employing teaching methods that necessitate student interaction with the content, starting with generating an experience and encouraging reflection on that experience or prior ones.

Experiential Learning Theory has had a profound influence on educational practices, particularly in fields such as adult education, corporate training, and experiential education programs. It provides a holistic framework for understanding how individuals learn and offers practical guidance for creating effective learning experiences.

Simulation-based strategy

The experiential learning theory advocated simulation based as a strategy to confront and rectify students' misconceptions (Caniglia, 2019). Furthermore, ELT focuses on the development of higher-order cognitive skills, encouraging critical thinking capabilities and self-directed learning. Caniglia (2019) suggests that students in conventional lecture-based classes are less engaged in the subject matter than those working with experiential learning. An example of experiential learning utilized in both educational and community contexts is the use of simulations strategies, which actively involve participants in the learning process, facilitating peer-to-peer learning rather than relying solely on the traditional "instructor-centered" approach (Dorn, 1989).

According to Jones (2013), simulation-based strategy belongs to the category of experiential learning in EFL classrooms, since it reflects the real learner's interaction in real scenarios. It refers to an activity in which participants are assigned duties and are given enough information about the problem to perform those duties without play-acting or inventing key facts

A simulation is based on a representation of a model that imitates a real-world process or system. Key information is provided to carry out tasks, debate, negotiate from different points of view and solve a specific problem (Klabbers, 2009).

Pioneers

Although there isn't a single individual considered as the pioneer of simulation strategy for EFL (English as a Foreign Language) classrooms, several educators and researchers have contributed significantly to the development and promotion of simulation-based approaches in EFL instruction. The simulation strategy was initially applied to task-based language learning, and it played a significant role. According to Nunan (2010), simulations are considered complex tasks that must be developed through steps and tasks for the previous reason, task-based learning works together with simulations. Moreover, Byram and Masuhara (2013) apply simulations for intercultural competencies as projects where learners simulate different backgrounds regarding culture. It's important to note that the use of simulations in EFL classrooms is a dynamic and evolving field, and many educators and researchers have made valuable contributions to its development. While these individuals have played significant roles in promoting simulation strategies for language learning, the field benefits from a collective effort of researchers, practitioners, and educators worldwide.

Simulations in EFL classrooms

Simulation originally found its roots as a pedagogical approach within military training and the business sector. Jones (1986) provides a definition of simulation as the emulation of real-world functions within a simulated environment. Essentially, it involves replicating the behaviors of a particular situation or process by employing a suitably analogous phenomenon.

Fanous (2020) states simulations as the primarily conceived representations of reality manifested through problem-oriented tasks. These simulations create a communicative environment in which students, often in groups, actively engage in tasks or problem-solving activities based on predetermined background information

and contextual settings. What is crucial to note is that, within this simulation, the scenario effectively becomes reality, prompting students to actively immerse themselves in their designated roles and the task at hand. The focus here is primarily on generating language within the specific real-life context, with less emphasis on environmental details.

Difference between Simulations and Role Plays

Simulation entails active participation in a highly authentic learning experience closely mirroring a real-life environment. Such authentic contexts are achieved through the deployment of models, mannequins, or, in the case of role-play, actors, thereby saturating the educational encounter with realism. Notably, while simulation is gaining traction in various professional domains as a potent tool for enhancing comprehension and skill acquisition, its full integration into the broader educational sphere remains somewhat limited (Clapper, 2010).

These outcomes are achieved through the integration of active learning, emotional engagement, and reflective practices, which collectively serve as pivotal elements in engendering enduring understanding.

Regarding complexity, Razali and Ismail (2017) mention that simulations tend to be more complex and comprehensive, often involving multiple participants, variables, and elements. They may require participants to make decisions and observe the consequences over time, meanwhile, role plays are usually less complex and more focused. They emphasize specific interactions or dialogues between participants, and the scenarios are often shorter and less intricate.

Additionally, Simulation offers an effective structured practice with a form of creative engagement. Students tend to derive greater enjoyment from these activities as opposed to rote memorization or forced learning by heart. For young learners, especially at the primary level, dialogues and role-plays that involve physical actions prove particularly effective. (Nigora, 2021)

These simulated scenarios not only grant children a more profound comprehension of various life situations but also serve as a platform for honing their oral communication skills and nurturing self-assurance.

Benefits of simulation in EFL Classrooms

According to Caniglia (2019), the use of simulation in EFL (English as a Foreign Language) classrooms offers several benefits for language learners. These benefits contribute to an immersive and effective language learning experience. Here are some advantages of using simulation in EFL classrooms; Real-World Application, Mohammad (2019) suggests that simulations provide learners with opportunities to apply English language skills in practical, real-life scenarios. This helps bridge the gap between classroom learning and real-world communication.

Implementation of communicative skills, since they promote the development of effective communication skills, including listening, speaking, and understanding spoken English. Learner's practice using language for authentic purposes. Effective communication skills are vital for human interactions. The attainment of advanced English communication abilities can open doors to enhanced personal and professional prospects (Alshumaimeri & Alhumud, 2021). Furthermore, vocabulary expansion allows participants to encounter and use vocabulary specific to the simulated context, expanding their vocabulary and improving their ability to express ideas in various situations.

Simulations often involve cultural elements, helping learners understand cultural nuances and improving their intercultural communication skills. Regarding Blooms' taxonomy, simulation helps learners think critically and make decisions within the given context. This enhances problem-solving abilities and decision-making skills in English.

Besides the objective is to create an environment where students play a performance like real life with all the materials. Simulation-based strategy and speaking skill has a connotation on a methodology of improvement communication and speaking skill into ESL classrooms. The aim of this strategy is to expose the learner to the language for developing knowledge in the long-term memory. By incorporating simulation-based strategies, EFL educators provide learners with a dynamic and interactive platform to practice language skills, enhance problem-solving abilities, and build confidence in their English proficiency.

Drawbacks of simulation

According to Bijani and Abbasi (2022), if students want to master proficient English, they must have the willingness to communicate, it is considered one of the most important variables that determine success in the embedded language. The aim of simulation is to increase the willingness to communicate and create the feeling of necessity for learners to speak English, through real scenarios, despite its goal, simulation presents some notable drawbacks. Chang et al. (2020) suggested that simulations can allow learners to misunderstand new structures since their focus is on the completion of the simulation. Another remarkably weakness of simulation is the participants, it works best with learners who can deal with the target language, not with beginners (Pariafsai, 2016). Additionally, Pariafsai (2016) highlighted that simulations required a lot of time to be applied since they must follow stages of planning, preparation, adaptation and performing.

The role of the teacher

Jones et al. (2012) determines that the role of the teacher is not well defined, because it is a learner centered strategy where the core of the activity is students. Some breakdowns of the teacher's role in such a classroom are acting as a facilitator who guides students through the simulation activities. Furthermore, professors work as designers, they must design or select appropriate scenarios or simulations that align with the learning objectives. In many simulations, students are assigned specific roles or characters to play. The teacher assigns these roles and provides background

information to each student, helping them understand their character's perspective, responsibilities, and goals.

Stages and duration of simulations

According to Fanous (2020), simulation strategies must follow four stages which are: Preparation, where students must assess their interests and needs as well as select and organize the simulation, Introduction, where students can share different information and create the background. Activity is the next step where students must solve the problem or complete the previous task, and Debriefing, which consists of assessing the performance, highlighting errors and providing feedback.

Bijani y Abbasi (2022) state that simulation can last short terms and long terms. Short-term simulations are typically conducted over a relatively brief period, often within a single class. The purpose of short-term simulations is the reviewing of specific topics or language skills, meanwhile, long-term simulations unfold over an extended period, spanning multiple class sessions or even weeks or months. They require ongoing engagement and commitment from students. The purpose is to immerse students in a more comprehensive and immersive language-learning experience. They provide learners with a chance to develop a deeper understanding of language, culture, and real-world applications.

Process of simulations in simulation-based strategy

According to Fanous (2020), the process of simulation-based strategy typically involves several key steps, encompassing the use of simulation techniques to model and analyze strategic scenarios for decision-making.

Firstly, it is crucial to define clear objectives and activate students' schemata by clarifying the class topic, such as "visiting another country," and introducing necessary grammar and vocabulary. Additionally, the development of a simulation model should be undertaken, with tips provided for success in representing key elements of the strategic environment.

In the preparation phase, students must design or adapt to the scenario, preferably presented with at least two scenarios to prevent monotony and similar responses. It is imperative that students prepare for the simulation by outlining how they will approach it and assigning different roles, emphasizing that scripting is not allowed in this context.

The activity stage involves the execution of the simulation, with students working to solve the presented problem. Multiple iterations may be necessary to explore a range of possibilities. Following the activity, the debriefing stage is designed to assess individual and group performance. Here, students reflect on their experiences during the simulation, evaluate its ease or difficulty, identify areas for improvement, and express what they aim to learn for future simulations.

Feedback and Iteration are essential components where errors are highlighted, and feedback is provided on grammatical, lexical, and pronunciation mistakes. This step contributes to continuous improvement and learning.

In conclusion, simulation-based strategy offers a dynamic and flexible approach to strategic planning, enabling organizations to test and refine their strategies in a simulated environment before committing to real-world decisions. This approach provides a valuable bridge between theory and practice, fostering experiential learning and enhancing decision-making skills.

Dependent Variable: Speaking Skill

Language Learning

Language

Amberg and Vause (2009) define language as a tool for communication, and communication typically occurs within specific social contexts. Therefore, successful communication necessitates an appreciation and acknowledgment of the intricate relationships between a language and its users. These connections involve a level of complexity.

Language serves as a vital means of communication for individuals in their everyday lives, enabling the conveyance of information and opinions. In this context, it is impossible to divorce language from culture, as language reflects the identity of a nation and maintains a close association with the attitudes and behaviors of its speakers (Rabiah, 2012).

Learning

De Houwer et al. (2013) suggest that learning is the process of acquiring knowledge, skills, attitudes, or behaviors through experience, study, or teaching, leading to a lasting change in an individual's understanding or capacity.

Educational psychologists have offered varied definitions and interpretations of learning. Some characterize it as a measurable expansion of knowledge involving the memorization of facts, skills, and methods for future application. Others perceive learning as the process of deriving meaning, connecting elements of a subject to one another and to real-world contexts, interpreting and comprehending reality, and reshaping knowledge through reinterpretation (Behlol & Dad, 2010).

Language Learning

Moeller and Catalano (2015) point out that language serves as the essential conduit for meaningful human interactions, contributing to a deeper comprehension of both one's native language and culture. Getting proficiency in another language opens the door to diverse perspectives beyond one's own, enhances the capacity to recognize connections across various subject areas, and fosters an interdisciplinary outlook, all while fostering intercultural understanding.

English Language Learning

The English language is a global linguistic powerhouse, spoken by over 1.5 billion people worldwide and serving as a lingua franca for international communication. English Language Learning

Cronquist and Fiszbein (2017) exposes that English language learning, often abbreviated as ELL or ESL (English as a Second Language), refers to the process of acquiring proficiency in the English language by individuals who are not native speakers. According to Ahmadi (2018), this learning process can take place in various contexts and cater to different purposes, such as academic, professional, or social communication. Here are some key aspects of English language learning.

English language learning covers a wide range of learners, including immigrants, refugees, international students, and anyone seeking to enhance their English language skills. ELL programs and initiatives are designed to support these individuals in becoming proficient in listening, speaking, reading, and writing in English (Alizadeh, 2016).

English language learning occurs in a variety of settings, including formal educational institutions (such as schools, colleges, and language institutes), informal language exchange groups, online courses, and self-study (Cronquist & Fiszbein, 2017). In agreement with Ahmed (2015), the goals of English language learning can be diverse, ranging from achieving fluency for everyday communication to obtaining advanced language skills for academic or professional purposes.

English as a Foreign Language (EFL)

Teaching a language as a foreign language involves the instruction and guidance provided to individuals who are learning a language that is not the primary or official language in their region or country (Anastassiou & Andreou, 2020). The initial foreign language typically introduced in many educational institutions is English. Consequently, English has evolved into a global means of communication and a facilitator for the cultivation of intercultural competencies.

According to Quimosing (2022) English as a Foreign Language (EFL), refers to the learning of English by individuals residing in regions where English is not the primary language of communication. In such environments, learners often have limited opportunities to encounter English for communication beyond the confines of the classroom.

Difference between English as a Foreign Language (EFL) and English as a Second Language (ESL)

EFL is used when English is taught to individuals in a country where English is not the native or official language. Meanwhile, ESL is used when English is taught to individuals in a country where English is the native or official language, but it is not the first language of the learners.

In summary, the key distinction lies in the context: EFL is taught in a non-English-speaking country, while ESL is taught in an English-speaking country to individuals whose first language is not English.

The Importance of English language learning

McGee et al. (2015) exposes that English is often referred to as the "global language" because of its prominence in international communication, trade, science, technology, and culture. It is the primary or secondary language in many countries and is used as the medium of instruction in education and business. Proficiency in English can open numerous opportunities for individuals, as it enhances their ability to access

information, collaborate with people from diverse backgrounds, and participate in the global economy (Gilakjani, 2017). English is also the dominant language on the internet, making it crucial for digital literacy and online communication.

Teaching and Learning English

Lee and Heinz (2016) mention that the process of teaching and learning English is a multifaceted endeavor that can take place in various settings, such as schools, language institutes, and through self-study. Effective teaching involves a combination of language skills, including listening, speaking, reading, and writing. Additionally, Gilakjani and Sabouri (2016) conclude teachers employ various methods and techniques, adapting their approach to the needs and proficiency levels of their students. Technology has revolutionized English language learning, with online resources, language apps, and virtual classrooms providing accessible and interactive platforms for learners.

Challenges and Benefits of Learning English

Gilakjani (2017) mentions learning English can be challenging, especially for non-native speakers, due to its complex grammar rules and pronunciation variations. However, the benefits of proficiency in English are substantial, including improved job prospects, increased access to educational resources, and enhanced cultural exchange (McGee et al., 2015). It promotes a global perspective and fosters cross-cultural understanding, contributing to a more interconnected and communicative world.

English is an influential language that holds great importance in today's globalized society. The teaching and learning of English continue to evolve with advancements in technology and pedagogical approaches, making it more accessible and effective for learners worldwide (Musa et al., 2012). Proficiency in English offers individuals a wide range of opportunities and benefits, contributing to personal and professional growth while also promoting intercultural understanding on a global scale.

English language skills

Clement and Murugavel (2018) mention that the ability to communicate effectively in English is an invaluable skill in today's globalized world. English is not only the primary language of international business, but it also serves as a bridge between cultures, facilitating connections and understanding among people from diverse backgrounds (Xhaferi & Xhaferi, 2011). English language skills encompass both productive and receptive skills, each playing a vital role in achieving proficiency. Those skills provide benefits for becoming fluent and capable of interacting in the target language.

Spratt et al. (2011) describe that English language skills refer to the proficiency in using the English language for effective communication in both written and spoken forms. These skills encompass various aspects, including listening, speaking, reading, and writing, and they are essential for personal, academic, and professional development. Proficient English language skills enable individuals to express themselves clearly, comprehend information accurately, and engage in meaningful conversations with others.

Receptive Skills

Bozorgian (2012) explains that receptive skills involve understanding and interpreting information delivered through spoken or written language. These skills are essential for comprehending and responding to communication from others.

Listening: According to Vadivel (2021), effective listening is more than just hearing words; it involves active engagement and comprehension. Proficient listeners are skilled at understanding accents, recognizing context, and inferring meaning from tone and body language. Listening skills are particularly important in conversations, meetings, lectures, and when consuming audio content like podcasts or audiobooks.

Reading: Reading comprehension is fundamental for acquiring knowledge and staying informed. Readers must navigate through a wide range of materials, from newspapers and textbooks to online articles and fiction. Strong readers can extract key information, discern the author's intent, and critically analyze texts. Vocabulary development and reading strategies like skimming and scanning are essential for improving reading skills (Noble et al., 2019).

Productive Skills

Productive skills in English include speaking and writing. These skills enable individuals to express their thoughts, ideas, and emotions clearly and coherently.

Writing: Written communication is equally important, especially in academic and professional settings. Well-structured and coherent writing is essential for reports, essays, emails, and various other forms of written correspondence. Dockrell and Connelly (2009) propose that effective writers have a command of grammar, vocabulary, and organization. They can tailor their writing style to different purposes, whether it is persuasive, informative, or creative.

Speaking: The ability to speak fluently in English is crucial for effective verbal communication. A proficient speaker not only conveys information but also engages listeners through tone, intonation, and body language. Moreover, speaking allows for immediate feedback, enabling speakers to adapt their message based on their audience's responses (Brooks & Wilson, 2014). Developing strong speaking skills involves practicing pronunciation, vocabulary, and grammar, as well as gaining confidence in public speaking situations.

Speaking skill

According to Rao (2019), this productive skill understands a set of competencies that enable individuals to express themselves coherently, persuasively, and confidently using spoken language. These skills involve not only the verbal

aspects of communication, such as vocabulary and grammar, but also the skillful use of intonation, rhythm, and pacing to engage and connect with an audience. Effective speaking skills enable individuals to convey messages with impact, adapt their communication style to different contexts, and build rapport with others (McCormack et al., 2014).

Burn (1998) determines that speaking is considered as the process of building utterances in someone's mind and then producing the idea with verbal and non-verbal communication. Speaking skill in English is considered as one of the most important skills because it involves subskills such as word stress, intonation, rhythm, fluency, pronunciation, interaction and the use of individual sounds.

According to Soltani and Bahrani (2012), speaking proficiency has received the greatest attention among both the language teachers as well as the language learners. This is because speaking is a crucial part of the language-learning process. The major goal of teaching speaking skills is communicative efficiency. Language learners should be able to make themselves understood by using their current proficiency. They should try to avoid confusion in the message because of faulty pronunciation, grammar, or vocabulary.

In the same line, a common characteristic of many language classes is a heavy focus on the language system. Vocabulary and grammar seem to gain far more attention than the skills needed to use this vocabulary and grammar. To help students develop communicative efficiency in speaking, instructors can use activities that combine language input and communicative output. Additionally, it allows the speaker to practice accuracy and basic English knowledge. Speaking is an essential part of second language learning and teaching. Nevertheless, one requirement of today's world is to achieve the goal of teaching speaking to students to enhance communicative skills (Ilham et al., 2020).

Aspects of speaking

In due course, it becomes imperative to examine the components of the speaking skill and give them due deliberation. These facets present certain hurdles and offer a framework for comprehending this aptitude, thus facilitating the development

of educational interventions aimed at equipping students with the ability to engage effectively in real-world communication scenarios.

A. Speaking is interactive

Torky (2006) points out that speaking is recognized as interactive due to the dynamic flow of information exchanged among individuals. In contrast to passive communication modes like reading or listening, speaking demands active participation and engagement. Participants contribute at opportune moments, avoiding unnecessary gaps or simultaneous speaking. Turn-taking, a prominent aspect of interaction, naturally becomes a part of regular conversation, occurring unconsciously as individuals engage in dialogue.

B. Speaking happens in real time

Real conversations are unplanned. They happen spontaneously, the speakers do not reflect on the grammar usage, they concentrate on producing the idea. Real-time conversations influence the ability to plan, organize, or control language use, for the same reason speakers commonly change their mind midway during the conversation Torky (2006). According to Stone (2019), real time interaction is experiential, speakers have a natural experience with real problems or changes.

Purpose of speaking

Speaking is considered a means of conveying thoughts, ideas, information, and emotions to others. It allows individuals to exchange information and engage in meaningful interactions with one another. Furthermore, speaking enables people to express their thoughts, feelings, and opinions. It serves as a vehicle for sharing personal experiences, beliefs, and perspectives. Speaking is essential for socialization and building relationships. It allows individuals to engage in conversations, build rapport, and connect with others on a personal and social level. Torky (2006) argues that speaking can have different purposes depending on its form, speaking can be even transactional or interactional.

Importance of Speaking

The acquisition of a foreign or second language places significant emphasis on the development of speaking skills, which is widely regarded as the foremost among the four fundamental language abilities. According to Rao (2019), in real-life scenarios, one's proficiency in speaking is often the yardstick for assessment. Despite its paramount significance, the teaching of speaking skills has frequently been overlooked, with a substantial number of EFL/ESL educators focusing on rote memorization of dialogues and repetitive drills in their instruction.

Additionally, speaking proficiency offers a valuable benefit in the form of increased self-assurance for the speaker. In essence, this implies recognizing that students often face challenges and obstacles when it comes to expressing themselves in English. By honing their speaking skills through extensive practice, students can boost their confidence, ultimately ensuring that their command of the English language becomes both proficient and persuasive (Sudarmo, 2021).

Speaking Subskills

Speaking subskills, also known as oral communication skills, are the abilities and competencies required for effective spoken language communication. According to Ibna and Habina (2021), students must possess proficiency in verbal communication, encompassing several critical components. These skills are essential for voicing personal perspectives, formulating arguments, providing clarifications, disseminating knowledge, and leaving lasting impressions on individuals in diverse realms, spanning personal relationships, future careers, social engagements, and political undertakings.

According to Lackman (2010), to foster speaking proficiency, it is essential to cultivate sub-skills that equip learners with effective strategies for enhancing their communicative abilities. These sub-skills typically encompass grammar, vocabulary, pronunciation, and fluency, collectively contributing to overall language development.

Grammar is considered the rules that speakers must follow to produce accurate utterances in other languages (Lobina, 2013). Furthermore, Spratt et al. (2011) expose that grammar refers to a combination and organization of words to make sense an idea. Grammar is used unconsciously in the four-language skills emphasizing form. Grammar possesses a lot of grammatical forms divided into parts of speech such as nouns, verbs, adjectives, adverbs, determiners, prepositions, pronouns, conjunctions and exclamations (Spratt et al., 2011)

According to Susanto (2017), vocabulary stands as a foundational element of language, encompassing the entirety of words and expressions that individuals employ for effective communication. It serves as the essential unit facilitating the expression of ideas, thoughts, and comprehension of information. Lopez (1995) points out that a diverse and extensive vocabulary not only refines one's ability to articulate thoughts precisely but also contributes to a more profound understanding of various subjects and concepts.

Cook (2016) points out that pronunciation refers to how a word or a language is spoken. It involves articulating sounds, stress, intonation, and rhythm a speaker uses to convey meaning. Moreover, Munawarah et al. (2018) suggest that pronunciation involves an accurate and clear articulation of words to convey a message, additionally, they state that correct pronunciation is crucial for effective communication, as it contributes to clarity and understanding in spoken language. Additionally, Kranjec (2020) points out rhythm as a key element of pronunciation, contributing to the natural cadence and pace of speech, enhancing overall engagement.

Fluency signifies the ability to speak seamlessly, maintaining a coherent flow of speech without frequent pauses or hesitations. Thomson (2015) supports that fluency in language refers to the smooth and natural flow of speech, demonstrating a speaker's ability to express ideas coherently and effortlessly. It goes beyond mere vocabulary and grammar, encompassing the pace and overall ease with which someone communicates in a given language

Moreover, Rao (2019) attributes body language, including gestures, posture, and facial expressions, serves as nonverbal cues that support and reinforce spoken communication. These cues play a crucial role in enhancing the listener's

understanding and interpretation of the message. Additionally, a broad vocabulary is essential, representing the range of words and expressions a person can use to convey meaning and ideas effectively. Together, these elements collectively form a comprehensive framework for expressive and impactful verbal communication.

Drawbacks and Challenges of Speaking

The role of speaking within the hierarchy of language skills has undergone significant changes throughout history. Aleksandrak (2021) identifies the following challenges of speaking. Anxiety and nervousness, especially in public or unfamiliar social settings, can impede the expression of thoughts and ideas with confidence. A lack of confidence in one's speaking abilities contributes to self-doubt and hesitancy, hindering effective communication.

In agreement with Darmawan (2023), language barriers, prevalent among non-native speakers or those learning a new language, pose challenges with pronunciation, vocabulary, and grammar, impacting clear communication. Miscommunication arises when speakers fail to be clear or precise, leading to confusion and unintended consequences. Moreover, the fear of public speaking, known as glossophobia, is a common hurdle that may deter individuals from engaging in public speaking engagements, such as presentations, debates, or speeches. Overcoming these obstacles is crucial for fostering effective and confident communication.

Everything considered, looking at speaking skills shows that it involves more than just talking. It implies how well you know the language, communicate effectively, and use speaking strategies. After careful review, getting better at speaking is not just about language but a dynamic process that includes improving grammar, vocabulary, pronunciation, and talking with others. These skills are crucial for real-life situations, making them essential for good personal and professional communication.

The relationship between simulation-based strategies and speaking skills is subtle yet interconnected. Engaging in simulations fosters decision-making ability, adaptability, and strategic thinking—essential components of effective speaking. The capacity to navigate dynamic scenarios, collaborate within teams, and address challenges in simulations mirrors the hurdles faced by proficient speakers. Thus, the

connection between simulation-based strategies and speaking skills contributes to a well-rounded set of competencies, empowering individuals to excel in both strategic decision-making and compelling communication. Throughout this research, the primary focus was to identify the effectiveness of simulation-based strategy and speaking skills.

1.3.Objectives

General objective

- To determine the effectiveness of the simulation-based strategy in speaking skills.

Specific objectives

- To establish the importance of simulation-based strategies on speaking skills.
- To diagnose the students' level of speaking skills through a pretest.
- To evaluate the development of speaking skills through the use of a simulation-based strategy.

1.4.Fulfillment of objectives

The main objective of the research was "To determine the effectiveness of the simulation-based strategy in speaking skills", it involved conducting a comprehensive assessment to evaluate the impact and efficacy of employing simulation-based strategy on the development of speaking skills. This process entails implementing the simulation-based strategy within the study or educational context, collecting relevant data through pre-established criteria or assessments, and analyzing the results to draw conclusions regarding the strategy's effectiveness in enhancing oral communication abilities.

Regarding the first specific objective, it was accomplished through a comprehensive exploration of the impact of simulation-based strategies on enhancing

speaking skills. Practical applications and real-world scenarios were seamlessly integrated, underscoring the relevance and significance of simulation-based approaches in fostering robust speaking skills.

The pretest served as a diagnostic tool to assess the baseline proficiency of students' speaking skills. This diagnostic phase provided valuable insights into the diverse linguistic competencies within the student cohort, enabling us to tailor subsequent interventions to address unique needs. The data gathered from the pretest played a pivotal role in customizing instructional approaches, ensuring a targeted and responsive strategy to elevate each student's speaking proficiency.

The objective of evaluating the development of speaking skills was achieved by implementing simulation-based strategies throughout the course. Regular assessments, reflective exercises, and simulated speaking scenarios were strategically immersed into the progress and measure skill advancement. These evaluations provided both formative and summative feedback, allowing students to witness their growth and educators to adapt instructional methodologies dynamically.

CHAPTER II. METHODOLOGY

This chapter provides a deep analysis of the research methodology. Patel and Patel (2019) suggested that research methodology is considered the science of studying how a profile is conducted scientifically. Furthermore, the methodology from this profile explains how simulation-based strategy helps to enhance speaking skills.

2.1. Materials

In this study, diverse resources were taken into account, encompassing materials, economic resources, and human resources. The human resources comprised first-level students from the "Universidad Técnica de Ambato." Financial resources, including worksheets, printouts, copies, and cardboard, were also considered essential for the effective execution of the research. Additionally, physical resources such as students' notebooks, classroom supplies, laptops, and cell phones were utilized to support and enhance the research process.

2.2. Methods

2.2.1. Research approach

This study was conducted through a quantitative approach since the research collected data and designed statistics to analyze if a simulation-based strategy helps learners improve their speaking skills. Bloomfield and Fisher (2019) remark that a quantitative approach in research involves the collection and analysis of numerical data to answer research questions and test hypotheses. This approach is characterized by its emphasis on objective, measurable, and structured data. It is commonly used in fields such as social sciences, natural sciences, economics, and psychology. The quantitative approach deals with numbers, data, and all the features that can be measured systematically to give a solution to the phenomena (Rahman, 2016). This research collected data in all the stages, moreover, this approach helped to verify the status of the hypothesis.

2.2.2. Pre-experimental research

According to McBurney and White (2019), pre-experimental research is represented by a treatment that will be applied to one group of students. In agreement with Bin-Hady et al. (2020), pre-experimental research is a type of research design in the field of psychology and social sciences that involves limited control over variables and lacks randomization.

It typically consists of a single group or subject and focuses on exploring initial relationships or effects without a true experimental design. Pre-experimental studies are often used for preliminary investigations, generating hypotheses, or examining simple cause-and-effect relationships (Muamar et al., 2022).

This research employed a pre-experimental design, involving a singular group comprising first-semester students enrolled in the Pedagogía de los Idiomas Nacionales y Extranjeros program. The assessment of participants was conducted using the Cambridge A2 KET exam, with a particular focus on the speaking section to evaluate students' speaking abilities, conducted at the initiation and conclusion of the treatment, respectively as a pre-test and post-test. The purpose of these assessments was twofold: to showcase the progress made during the investigation and to ascertain the feasibility of incorporating simulation-based strategies for the enhancement of speaking skills.

2.2.3. Modality

The modality applied in this study was field and bibliographic research as the researcher was present at the location where the data was collected, specifically in a classroom setting. Data was obtained from both pre and post-tests, analyzing the students' results. The researcher, who also served as a teacher, collected data during each intervention using rubrics and other related activities. According to Fadul (2019), field research is considered as a methodological approach with the core of observing behavior under different conditions.

The research employed a bibliographic approach, wherein the researcher sought information and findings related to the effectiveness of the simulation-based strategy on speaking skills. Additionally, the aim was to support the theoretical foundation of the variables involved. Grazziotin et al. (2022) defined bibliographic research as any information needed or gathered for any published work or research by other people. It is literature-based since the information was obtained from other investigations.

2.2.4. Type of research

Exploratory research

The previous investigation employed exploratory research as it concentrated on addressing a question regarding the effectiveness of the simulation-based strategy. According to Singh (2021), exploratory research is a study that seeks to answer a question. It has a connotation of describing general information related to both variables. According to Kişi (2022), the primary objective of exploratory research is to explore and familiarize oneself with the subject matter, identify potential variables, generate hypotheses, and provide a foundation for more in-depth research in the future. It additionally assessed the correlation between the two variables and illustrated whether the independent variable (simulation-based strategy) exhibited a positive or negative impact on the dependent variable (speaking skill).

Correlational research

The last level of the research was correlational because it tested one variable to enhance or approve the other. Seeram (2019) pointed out that correlational research represents a non-experimental research approach wherein a researcher gauges two variables. The term "correlational" generally denotes a research design investigating the interrelation between variables or measures. Similarly, the nature of the research in this study was correlational as it concentrated on the application of a "simulation-based strategy" to assess "speaking skills." Consequently, the study aimed to explore

the correlation between the use of the aforementioned strategy and the specific outcomes in speech, classifying it as a correlational study.

2.2.5. Instruments

To analyze the effectiveness of the simulation-based strategy, the standardized instrument that was applied for the pre- and post-test was the A2 Key (KET) exam. The A2 Key (KET) exam is one of the Cambridge English Qualifications, designed to assess the English language proficiency of individuals at the elementary level. The A2 Key exam assesses listening, reading, writing, and speaking skills . During this research, only the speaking section of the Cambridge English A2 Key (KET) exam was considered, as the primary focus was on identifying students' strengths and weaknesses in speaking skills.

The speaking portion of the A2 Key exam consisted of two parts. Part 1 involved an interview with the researcher, where candidates answered information questions. In Part 2, candidates engaged in a long turn conversation with another candidate, developing a dialogue based on provided pictures. This section aimed to assess a candidate's ability to communicate in everyday spoken English. The rubric for evaluating students' performance in the Key exam included criteria such as grammar and vocabulary, pronunciation, and interactive communication. Assessment was done by an interlocutor using a scale of 0 to 5 for each criterion.

The overall testing process, including both pre-test and post-test, comprised two phases and lasted 8-10 minutes. The tests were scored on a scale of 10 points.

2.2.6. Data collection

The process of data collection included conducting pre-test and post-test assessments. The acquired data from both assessments was systematically arranged and visually represented in descriptive tables using Microsoft Excel. These tables delineated students' performance across various assessment criteria, encompassing aspects such as grammar and vocabulary, pronunciation, and interactive communication content. Furthermore, a comparative table was meticulously

constructed to facilitate a side-by-side comparison of scores between the pre-test and post-test evaluations.

Subsequently, the research hypothesis was scrutinized using the Statistical Package for Social Sciences (SPSS). This software allowed for a thorough examination of both the null and alternative hypotheses, facilitating the acceptance or rejection of these hypotheses.

2.2.7. Procedure

The information-gathering process extended over 8 interventions, 2 for the pre- and post-test and 6 for the different lessons, each lasting 60 minutes. The goal of each intervention was to create a simulation centered around topics derived from the connectivity book.

Pre-Test

Initially, a pre-test was administered to establish a baseline for the participants' initial oral expression skills. The pre-test was conducted in pairs, with the researcher recording each test after obtaining permission. Part 1, lasting 3 to 4 minutes, involved the researcher introducing herself and initiating a conversation with the candidate. Questions about the candidate's personal information, such as their name, place of origin, and interests, were asked in this section, designed to help the candidate feel more comfortable and ease into the speaking test (Cambridge, 2020).

Part 2, lasting around 5 to 6 minutes, presented candidates with a picture or a set of pictures. They were then asked to speak about the content of the picture for approximately 1 minute. Candidates were encouraged to provide detailed descriptions, explain what they saw, and express their opinions or preferences related to the images. This task aimed to assess the candidate's ability to describe, compare, and provide reasons for their choices (Cambridge, 2020).

Moreover, the procedure followed a CLT (Communicative Language Teaching) approach. Rambe (2017) implied that the emphasis of CLT is the

development of communicative competence, the ability to use language effectively in real-life situations. Additionally, the interventions followed the stages suggested by the TKT book. Spratt et al. (2011), in unit 8 of the TKT book, proposed the following stages: lead-in, practice activities and post-task activities. Additionally, two stages were added, warm up and wrap-up. Lastly, the lessons were specifically focused on instructing students on how to develop simulations.

Stage 1: Warm up

During the warm-up stages, students developed preparatory activities before engaging in the main topic of the lessons. Some activities were discussions, guessing games of musical genres, asking and answering questions, checklists, picture descriptions. This stage helped the researcher to introduce the topic of the class.

Stage 2: Lead-in

During this stage, the researcher activated students' schemata. According to Spratt et al. (2011), in this stage, it was necessary to introduce the new topic of the class as well as some activities regarding the new language or vocabulary introduced. During the interventions, the activities changed according to the topic. In all the sessions, students checked some tips to succeed in the simulations.

In the second session the topic was inviting someone to an event, so students reviewed vocabulary about leisure activities as well as reminded the use of prepositions of time and place, to check understanding, learners completed a worksheet.

In the third session, students checked vocabulary for giving directions as well as some phrases that could be helpful for developing the simulation. Students completed an information transfer activity.

During the fourth session, students checked music genres, moreover, they reviewed some phrases for expressing preferences. Also, they checked their comprehension with an online activity.

In the fifth session, students reviewed the use of the modal ‘can’ for abilities. They checked their understanding with a worksheet. Additionally, they checked some vocabulary regarding abilities.

In the sixth session, the teacher presented some ailments, then students checked their understanding with a worksheet. As a complement to the topic, the teacher shared the use of should and should not. Additionally, they checked some vocabulary regarding abilities.

During the lead-in stage on the seventh session, the teacher presented vocabulary about feelings. To reinforce the previous topic, the teacher handed out a worksheet and finally she shared some idioms to express people’s feelings.

Stage 3: Practice activities

During the practice activity, the teacher divided the class into groups of four, then the teacher presented different problems that students had to solve during the simulation concerning the class topic, for instance, in intervention two, students had two types of problems. In the first one, tickets were sold out and in the second one, there was bad weather, groups had to solve the different complaints, looked for a solution and performed everything in front of the class. The teacher presented the rubric for the simulation before they started working. The rubric contained the following criteria problem-solving, content, preparation and roles. The teacher gave 10 mins for choosing the character and solving the different problems. It was important to clarify that they could not create a script. After that, the teacher asked each group to come up to the board and develop the simulation in 2 minutes.

Stage 4: Post-task activities

During this stage, students developed the debriefing part. According to Şahin y Başak (2021), debriefing serves as an instrument for participants' critical thinking by fostering reflective contemplation. The central emphasis during debriefing sessions in EFL simulations was to actively engage the facilitator and participants in thoughtful

discussion and reflection on the simulated activities. There, students had to discuss their experiences and challenges in pairs, and what they learned from the simulation.

Stage 5: Wrap-up

Finally, in the wrap up stage, the teacher provided short feedback about students' mistakes during the simulations.

Post-test

A post-test was administered to identify the improvement of oral expression skills. The post-test was conducted in pairs, with the researcher recording each test after obtaining permission. The test applied belong to Cambridge and it had the same structure from the pre-test with the only difference that the content changed.

2.2.8. Population

The population of this pre-experimental research comprised 37 students enrolled in the first level of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato, among them, 20 students were women and 17 men. The ages ranged from 18 to 22. The focus of this study centered on the investigation of simulation-based strategy and its impact on enhancing speaking skills among these university students. The diversity within the student population in terms of gender offered an opportunity to explore how this teaching approach may affect both men and women and may provide valuable insights into the potential gender-specific aspects of its effectiveness in improving speaking abilities.

Table 1. Population

Population		
Population	Number of students	Percentage
Female	20	54,05%
Male	17	45,94%
Total	37	100 %

2.3.Hypothesis

H1: The use of a simulation-based strategy is effective for enhancing speaking skills and subskills.

H0: The use of a simulation-based strategy is not effective for enhancing speaking skills and their subskills.

2.4.Variable identification

Simulation-based strategy (Independent variable)

Speaking skill (Dependent variable)

CHAPTER III. RESULTS AND DISCUSSION

2.5. Analysis and discussion of the results

In this chapter, an extensive examination and discussion are presented on the data derived from the KET A2 pre and post-test exams. The focus of the analysis lied in assessing the English-speaking proficiency of the 37 participants. The results, data meticulously presented in tables include a thorough analysis and interpretation. A key aspect of the study involved the comparison of pre-test and post-test results, aiming to measure the efficacy of a simulation-based strategy in enhancing speaking skills. The evaluation criteria encompassed three elements: Grammar and vocabulary, interactive communication, and pronunciation, derived from the Cambridge English Assessment Rubric for A2 level.

The study subjected its hypothesis to testing through the utilization of SPSS, a statistical package for social sciences, with the aim of determining whether the hypothesis was accepted or rejected.

Data interpretation

The evaluation of the intervention's effectiveness and impact heavily relied on the utilization of pre- and post-test results as crucial assessment tools. These tests were specifically crafted to gauge the knowledge, skills, or abilities of individuals both before and after the intervention took place. In this section, it was undertaking the interpretation of the data obtained from these tests, providing a detailed analysis of the results.

The following interpretation presents the outcomes of both the pre- and post-tests, highlighting the frequency of results for each criterion, and drawing a comparison between the pre- and post-test results. Additionally, the verification of the hypothesis is included to illustrate the effectiveness of the simulation-based strategy on enhancing speaking skills.

Table 2. Pretest results

N	Valid	3
		7
	Missing	0
Mean	4,711	
Minimum	2,0	
Maximum	8,0	

Note: The table shows the results of the 37 students over 10 points.

Analysis and interpretation

Table 2 illustrates the results from pre-test. The assessment was conducted based on the Cambridge Speaking Rubric. The primary objective of the pre-test was to measure the students' proficiency in speaking. Analysis of the data in Table 2 reveals that the average score attained by students was 4.71 out of 10 points. The lowest grade recorded was 2.0 out of 10 points, while the highest was 8.0 out of 10 points. Consequently, it is evident from the results that students exhibited deficiencies in speaking proficiency.

The English proficiency level, as indicated by the test results, was low, with a mean score of less than five points. This suggests a limited mastery of the three criteria and an inability to communicate actively in English.

Table 3. Frequency of pretest results

		Frequency	Percent	Valid percent	Cumulative percent
Valid	2,0	2	5,4	5,4	5,4
	2,6	2	5,4	5,4	10,8
	3,3	7	18,9	18,9	29,7
	4,0	3	8,1	8,1	37,8
	4,6	8	21,6	21,6	59,5
	5,3	5	13,5	13,5	73,0
	5,5	1	2,7	2,7	75,7
	6,0	4	10,8	10,8	86,5
	6,6	1	2,7	2,7	89,2
	7,3	2	5,4	5,4	94,6
	8,0	2	5,4	5,4	100,0
	Total	37	100,0	100,0	

Note: The table shows the overall frequency of speaking pre-test results.

Analysis and interpretation

Table 3 provides a more detailed analysis of the pre-test results, presenting the frequency distribution of various scores obtained. It indicates that eight students, constituting 21.6% of the population, achieved a score of 4.6 out of 10 points. Additionally, 18.9% (7 students) obtained a grade of 3.3 points, while 5 students (13.5% of the population) secured a score of 5.3 points. The preceding results highlight that a significant proportion of students fell below the minimum grade. Specifically, only four students, two with 7.3 points and two with 8 points, attained a score exceeding 7, indicating a limited number of individuals with higher speaking competencies.

Table 3 presents a comprehensive analysis of the results, revealing that over half of the students received a grade below seven, indicating their inability to pass the test. Despite being classified within the first level, these students were anticipated to possess a B2 level proficiency, given their exposure to English classes during primary

and secondary education, but they neither had an A2 level. However, it is evident that they do not currently possess the required proficiency level.

Table 4. *Students' pretest criteria*

Assessing speaking competence score over 15 and 10					
	Grammar and vocabulary	Pronunciation	Interactive communication	Total average over 15	Total average over 10
	2,08	2,48	2,32	6,88	4,7
Percentage	30,3%	36%	33.7%		

Note: Average of each part in the pre-test of 37 students

Analysis and interpretation

Table 4 delineates the outcomes of the pre-test, showcasing data encompassing grammar and vocabulary, pronunciation, and interactive communication. Specifically, grammar and vocabulary scored 2.8, equivalent to 30.3%. Pronunciation achieved a rating of 2.48, representing 36%, while interactive communication garnered 2.32 points, corresponding to 33.7%. The overall average, calculated over 15, was 6.88 points, and the average scaled to 10 was 4.7 points.

The preceding table illustrates the analysis of results based on the pre-test criteria. It is apparent that both grammar and vocabulary received scores below ten, indicating a lack of proficiency in basic grammatical structures and vocabulary among students. Although pronunciation yielded comparatively better results, they still fall short as they constitute less than half of the maximum score. Furthermore, the most critical criterion, interactive communication, performed poorly in relation to their proficiency level. Consequently, the communicative competence of the students is considered deficient.

Table 5. Post-test results

N	Valid	37
	Missing	0
Mean	7,42	
Minimum	4,6	
Maximum	9,3	

Note: The table shows the results post treatment over 10 points.

Analysis and interpretation

Table 5 shows 37 valid tests, administered to assess students' speaking skills using the KET A2 Cambridge test. The primary objective of the post-test was to measure the students' proficiency in speaking post treatment. Analysis of the data in Table 5 reveals that the average score attained by students was 7,42 out of 10 points. The lowest grade recorded was 4,6 out of 10 points, while the highest was 9,3 points out of 10 points. Consequently, it is evident from the findings that students show an improvement in their speaking skill proficiency.

Following the intervention, the post-test results indicated a mean increase beyond the passing grade of seven. The test outcomes suggest that the strategy implemented effectively enhanced the participants' speaking skills after eight interventions.

Table 6. Frequency of results from the post-test

		Frequency	Percent	Valid percent	Cumulative percent
Valid	4,6	1	2,7	2,7	2,7
	5,3	1	2,7	2,7	5,4
	5,6	1	2,7	2,7	8,1
	6,0	1	2,7	2,7	10,8
	6,6	10	27,0	27,0	37,8
	7,3	9	24,3	24,3	62,2
	8,0	4	10,8	10,8	73,0
	8,6	5	13,5	13,5	86,5
	9,3	5	13,5	13,5	100,0
	Total	37	100,0	100,0	

Note: The table shows the overall frequency of speaking post-test results.

Analysis and interpretation

Table 6 presents a detailed examination of the post-test outcomes, illustrating the distribution of scores across various categories. Specifically, 27% of the student population, comprising 10 individuals, attained a score of 6,6 out of 10 points. Furthermore, 24,3% of students, totaling 9 individuals, achieved a score of 7,3 points, and 10,8% of the population, represented by 4 students, secured an 8-point score. Moreover, 5 students received a grade of 8,6 and another 5 students obtained a grade of 9,3. These results underscore that 23 students surpassed the minimum passing grade, while only 14 students scored below the required threshold. Suggesting a noticeable improvement in students' speaking competencies.

Table 6 provides a thorough analysis of the frequency of post-test results, indicating that slightly over a quarter of the population received a grade below 7, although they were close to achieving the passing grade. Meanwhile, the majority obtained a grade equal to or higher than the passing grade. These findings suggest that students reached an A2 level in the speaking section, showcasing the effectiveness of the strategy in enhancing their abilities.

Table 7. Students' post-test criteria

Assessing communicative competence performance score over 15 and 10					
	Grammar and vocabulary	Pronunciation	Interactive communication	Total average over 15	Total average over 10
	3,48	3,56	4,16	11,20	7,4
Percentage	31,3%	31,78%	37,14%		

Note: Average of each part in the pre-test of the population.

Analysis and interpretation

Table 7 provides a comprehensive breakdown of post-test results, delineating performance across key language domains: grammar and vocabulary, pronunciation, and interactive communication. Notably, grammar and vocabulary attained a score of 3,48, translating to 31,3% of the total. Pronunciation secured a rating of 3,56, constituting 31,74%, while interactive communication excelled with 4,16 points, representing 37,14%. The overall average, computed across the three categories, amounted to 11,20 points out of 15, with a scaled average of 7,4 out of 10. These figures indicate a marked enhancement in students' speaking proficiency, aligning with national educational standards. Furthermore, the results underscore a positive trajectory in students' oral communication skills.

The table above depicts the analysis of results based on the pre-test criteria. Notably, students demonstrated improvement in each criterion, with at least a one-point increase across all three areas. In terms of grammar and vocabulary, students exhibited enhanced proficiency in grammatical structures and acquired new vocabulary. Moreover, there was a substantial increase in the average score for interactive communication. These outcomes suggest that students were successful in enhancing their speaking subskills.

Table 8. Comparison of criteria-Grammar and vocabulary

Grammar and vocabulary- Score over 5			
	Pre-test	Post-test	Expected average
	2,08	3,48	5
Percentage	41,6%	69,6%	100%

Note: Grammar and vocabulary comparison of mean between pre and post-test

Analysis and interpretation

Table 8 reveals insights from the pre-test and post-test assessments of Grammar and vocabulary. In the pre-test, students achieved an average score of 2,08 points out of 5, equivalent to 41,6% of the total. Conversely, the post-test results showed a notable improvement, with students securing an average of 3,48 points out of 5, representing 69,6%. This signifies a positive shift of 1,4 points, translating to a 28% increase from the pre-test to the post-test.

Upon comparing the average scores between the pre-test and post-test, it is evident that most students showed improvement following the interventions. While the improvement may not have been substantial, students gained an understanding of the application of basic grammatical features and acquired new vocabulary. Consequently, they have developed the ability to construct appropriate utterances.

Table 9. Comparison of criteria-Pronunciation

Pronunciation- Score over 5			
	Pre-test	Post-test	Expected average
	2,48	3,56	5
Percentage	49,6%	71,2%	100%

Note: Pronunciation comparison of mean between pre and post-test

Analysis and interpretation

Table 9 exposes insights from the pre-test and post-test assessments of Pronunciation. In the pre-test, students achieved an average score of 2,48 points out of

5, equivalent to 49,6% of the total. Conversely, the post-test results showed a notable improvement, with students securing an average of 3,56 points out of 5, representing 71,2%. This signifies a positive shift of 1 point, translating to a 21,6% increase from the pre-test to the post-test.

Upon evaluating the average scores from both the pre-test and post-test, it becomes apparent that students generally did not encounter significant challenges with pronunciation. However, a slight improvement is noticeable in the post-test results.

Table 10. Comparison of criteria- Interactive communication

Interactive communication- Score over 5			
	Pre-test	Post-test	Expected average
	2,32	4,16	5
Percentage	46,4%	83,2%	100%

Note: Interactive communication comparison of mean between pre and post-test

Analysis and interpretation

Table 10 exposes insights from the pre-test and post-test assessments interactive communication. In the pre-test, students achieved an average score of 2,32 points out of 5, equivalent to 46,4% of the total. Conversely, the post-test results showed a notable improvement, with students securing an average of 4,16 points out of 5, representing 83,2%. This signifies a positive shift of 1,84 point, translating to a 36,8% increase from the pre-test to the post-test.

Upon scrutinizing the average scores, a significant percentage increase becomes apparent for this criterion. This was attributed to students engaging in conversations during each intervention, where they were required to address real-world problems. This suggests a notable improvement in students' proficiency during the post-test.

Table 11. Comparison of pre-test and post-test

Comparison- Score over 10			
	Pre-test	Post-test	Expected average
	4,7	7,4	10
Percentage	47%	74%	100%

Note: Comparison of results over 10 between pre and post-test.

Analysis and interpretation

According to Table 8, the outcomes before and after implementing the simulation-based strategy were examined. The collective average of 37 students in the pretest, graded on a scale of 10 points, stood at 4,8 points, equivalent to 47%. In the post-test, students exhibited notable progress, achieving 7,4 points out of 10, representing a substantial increase to 74% of the overall percentage.

This observation highlights the advancement in students' speaking proficiency facilitated by English language simulations, resulting in a significant improvement of 2,7 points. Consequently, a substantial difference of 27% was observed between the pretest and posttest.

In conclusion, the implementation of simulation-based strategies played a pivotal role in enhancing speaking proficiency, leading to commendable scores in the post-test.

2.6.Verification of hypotheses

During the investigation, the hypothesis underwent validation utilizing IBM SPSS, a dedicated statistical software. Initial scrutiny involved assessing the normal distribution of the data, determining the necessity for either a parametric or non-parametric test. A comparative analysis of these tests ensued through the utilization of Student's Mean T-test. Ultimately, the hypothesis accepted in this study was identified and confirmed by applying the t-test statistic in the concluding step.

Null hypothesis

The use of the simulation-based strategy doesn't enhance the speaking skill.

Alternative hypothesis

The use of the simulation-based strategy enhances speaking skill.

Table 12. Test of Normality

	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,122	37	,183	,960	37	,200
POST-TEST	,163	37	,014	,941	37	,048

a. Lilliefors Significance Correction

Note: Shapiro Wilk and Smirnov Normality test- Taken from SPSS

HO=Sig>0,05=The values are normally distributed

Ha=Sig<0,05=The values are not normally distributed

Analysis and interpretation

Table 12 displays the outcomes of a normality assessment conducted to ascertain the conformity of the data to a normal distribution. Given the sample size fewer than 50 participants, both the Shapiro-Wilk and Kolmogorov-Smirnov statistical normality tests were considered. However, as the study involved only 37 students, the Shapiro-Wilk test was specifically chosen for the analysis. The findings indicated a significant level of 0,200 for the pre-test and 0,048 for the post-test, suggesting that both datasets adhered to a normal distribution. Assessing the "Sig" parameter, it can be inferred that both results surpassed the 0,05 threshold. To validate this observation, a non-parametric test (Wilcoxon signed-rank test) was conducted to determine whether the hypothesis should be accepted or rejected.

Table 13. Non-parametric test

Hypothesis Test Summary				
1	Null Hypothesis	Test	Sig. a,b	Decision
	The median of differences between PRETEST and POSTTEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.
The significance level is ,050				
Asymptotic significance is displayed.				

Note: Non-parametric test. Taken from SPSS

Analysis and interpretation

Table 12 presents the outcomes of a non-parametric test, revealing a median of differences between the Pretest and Posttest equal to zero, with a significance level of 0,001. The significance level being less than 0 leads to the rejection of the null hypothesis. Consequently, the alternative hypothesis is accepted, leading to the conclusion that the utilization of the simulation-based strategy has a positive impact on students' speaking skills following the treatment.

Table 14. Related sample test

Paired Samples Statistics					
		Mean	N	Std. deviation	Std. Error Mean
Pair 1	PRETEST	4,705	37	1,5501	,2548
	POST-TEST	7,424	37	1,1857	,1949

Note: T-test paired Sample Statistics-mean comparison. Taken from SPSS

Analysis and interpretation

Table 13 illustrates a comparison of mean scores in a paired samples statistic between a pre-test and post-test. Notably, the pre-test recorded a mean score of 4.705

among 37 students, while the post-test exhibited a higher mean score of 7.424. This signifies a substantial increase of 2.719 points out of 10 between the pre-test and post-test, indicating a significant improvement. The obtained results support the acceptance of the alternative hypothesis and the rejection of the null hypothesis, suggesting the effectiveness of the simulation-based strategy in enhancing speaking skills.

Discussion

After examining and understanding the previous data provided, noteworthy findings have emerged, providing compelling evidence that the implementation of a simulation-based strategy has a positive impact on the oral proficiency of first-semester students at Universidad Técnica de Ambato. The ensuing discussion will delve into the principal outcomes.

Firstly, the results suggest that implementing a simulation-based strategy proved to be effective in enhancing oral communication abilities, as demonstrated by a notable rise in scores from the pre-test to the post-test. This investigation established that the utilization of the simulation-based strategy had a beneficial impact on cultivating speaking skills in novice learners. The results demonstrated that students improve their speaking subskills, the core was to help students into the development of interactive skills where they increased more than a point in the interactive communication criteria, as well as to reduce fear and nervousness. Students managed better themselves during the part two of the post-test exam which was the conversation activity. Positive outcomes were evident in students' post-test performance following the implementation of interventions. Additionally, Hamad and Alnuzaili (2022) pointed out that through effective management of speaking skills, the interaction will become better, the results of their study showed that simulation-based strategy has a positive influence on the enhancement of speaking skills. Furthermore, it positively affected various speaking micro-skills. Significantly, this approach also proved to be motivating for the students. Per the results obtained by Ayudhya (2015) indicated that the utilization of the simulation-based strategy serves to support and enhance students' comprehension, progressing them from fundamental proficiency to advanced skill levels. This attribute of the simulation strategies proves particularly beneficial for assisting students with lower proficiency levels in grasping acquired skills, including

proficiency in English language speaking. The researcher obtained results that showed the improvement on speaking subskills.

Secondly, the simulation-based strategy offers positive reinforcement to strengthen critical thinking skills through problem-solving activities. As students were engaged in solving various problems during each intervention, they enhanced their cognitive abilities, enabling them to seek solutions in diverse environments. The results from each intervention proved that students learn how to solve real-life problems during nowadays conversations. Gerace (2020) exposed the findings from his investigation indicating that elevating the complexity of a task influences the problem-solving process, resulting in a heightened cognitive load. Engaging in a simulation learning activity provides learners with the chance to navigate and handle scenarios that impact cognitive load within a secure environment. Furthermore, Abdelrahman et al. (2022) indicated through the results, that the previous simulation helps students

Moreover, the findings revealed notable advancements in all three criteria after the treatment. Although students exhibited only a marginal one-point increase in the grammar and vocabulary criterion, their progress in the interactive criteria was markedly higher, registering an improvement of 1.8 points. This underscores the efficacy of the strategy in fostering the development of learners' oral communication skills in social contexts. After the interventions, students become more confident to interact about different topics regarding their personal experiences. Rahman and Maarof (2018) mentioned that the strategy motivates students to acquire a new language creatively and efficiently, during their research they noticed a significant improvement into fluency and pronunciation speaking subskills. Through it, students can respond and communicate spontaneously, contributing significantly to the enhancement of their confidence levels. Meanwhile, Nguyen and Thao (2023) stated that after the application students they exhibit heightened motivation and interest in practicing English speaking, a skill they commonly perceive as challenging and anxiety-inducing. The strategy, tailored to their characteristics, effectively bolstered their motivation and confidence in their speaking abilities.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

After analyzing the data collected regarding simulation-based strategy and its impact on writing skills, the following conclusions and recommendations emerged from the study.

3.1. Conclusions

- After carrying out the research, it is concluded that the utilization of simulations as a pedagogical tool to enhance speaking skills is effective, since it facilitates the integration of English knowledge with real word applications. The implementation of simulated scenarios in EFL classroom serves to provide a meaningful learning experience. This deliberate emulation of authentic situations enables students to exercise and apply their speaking proficiency in contexts closely resembling real-life scenarios. The strategic incorporation of simulations holds intrinsic value, as it substantively contributes to the authentic and comprehensive development of students' speaking, giving them more confidence and reducing the lack of interaction.
- After assessing the speaking proficiency of students, the results of the pre-test indicated a low level of competence in their oral communication abilities. This diminished proficiency manifested in challenges related to the speaking subskills of the English language, including grammar and vocabulary, pronunciation, fluency, and interactive communication. Examination of the data demonstrated shortcomings in grammar and vocabulary usage, with students struggling to construct well-formed utterances. While pronunciation received higher scores, it fell short of meeting the criteria for proficiency at the A2 level. The results indicated the necessity for students to enhance their speaking skills and subskills. Furthermore, addressing issues of nervousness and bolstering confidence emerged as critical components for improvement in oral communication proficiency.

- Upon analyzing both pre- and post-test outcomes in this study, the development of speaking skills and sub-skills showed improvement, revealing a notable correlation between the implementation of the simulation-based strategy and students' enhanced speaking abilities. This approach not only enables students to refine their speaking skills but also demonstrates substantial efficacy in evaluative criteria, including grammar and vocabulary, pronunciation, and interactive communication. Concerning grammar and vocabulary, the progress exceeded a point in the total average. Although not exceptionally high, it indicated improvement in various grammatical features. Interactive communication was a criterion that yielded better results, with an increase of almost two points, indicating enhanced interactive abilities among students who utilized the strategy. Of particular significance is the strategy's markedly positive impact on the latter three criteria, all of which exhibited improvement of more than a point. These results underscore students' proficiency in utilizing their oral communicative, interactive, and problem-solving skills.

3.2. Recommendations

- Based on the findings of this research, it is strongly recommended to actively incorporate simulations as a pedagogical tool for augmenting speaking skills. The significance lies in real-world applications for learners. Introducing simulated scenarios into the EFL classroom is particularly beneficial as it offers students a meaningful and immersive learning experience. As a result, students gain increased confidence and a reduction in the barriers to interaction, fostering a more dynamic and effective learning environment.
- Based on the comprehensive assessment of students' speaking proficiency, it is recommended that interventions be implemented to address the identified inadequacies. The observed challenges in articulate expression, language matters, and content the pressing need for focused improvement in grammar and vocabulary usage. While pronunciation exhibited relative strength, there

remains a gap in meeting the A2 proficiency criteria. It is imperative for students to actively engage in dedicated efforts toward the development, practice, and refinement of their speaking skills and subskills. Moreover, recognizing and addressing issues of nervousness and confidence are crucial components for significant enhancement in oral communication proficiency.

- Based on the deeper analysis of both pre and post-test outcomes in this study, it is recommended to integrate and further explore the benefits of the simulation-based strategy for the enhancement of speaking skills and subskills. The discerned improvement in students' speaking abilities is notably associated with the adoption of this strategy, showcasing a positive correlation. This approach not only enables students to refine their speaking proficiency but also exhibits substantial efficacy in evaluative criteria such as grammar, vocabulary, pronunciation, and interactive communication.

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D. ANNEXES

Annex 1:



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD

Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 934

Ambato-Ecuador

Ambato 03 octubre 2023
Res. N° FCHE-CD- 2485 -2023

Señores/as

CAMINO CORDERO ODALIS BELÉN

Estudiante de la Carrera de Pedagogía de los Idiomas Nac. y Extr., Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 03 octubre del 2023 en atención a la solicitud presentada por el/la estudiante **CAMINO CORDERO ODALIS BELÉN** sobre el tema **"SIMULATION-BASED STRATEGY AND SPEAKING SKILL"**, por usted propuesto resuelve:

DESIGNAR A LA DOCENTE **MG. XIMENA CALERO** COMO TUTOR DEL TRABAJO DE TITULACION QUIÉN OBLIGATORIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL **ART.17 "REGLAMENTO PARA LA TITULACIÓN DE GRADO EN LA UNIVERSIDAD TÉCNICA DE AMBATO ESTIPULA:** Artículo 17.- Del tiempo para el desarrollo del trabajo de titulación. – El estudiante deberá asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de titulación, concluir y aprobar la modalidad de titulación escogida en el período académico destinado en la malla curricular. Se entenderá que el estudiante concluye y aprueba su trabajo de titulación únicamente cuando haya realizado la sustentación de este.

SE RECOMIENDA QUE EN LA EJECUCION DEL TRABAJO DE TITULACIÓN SE TOME EN CUENTA LA REDACCIÓN, ORTOGRAFIA, EL NOMBRE DE LA CARRERA Y EL TITULO A OBTENER CORRECTO.

Atentamente,



Dr. Mg. Víctor Hernández del Salto
PRESIDENTE

C.C DIRECTOR DE PROYECTO Adj: Proyecto
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL
ARCHIVO NUMERICO CONSEJO DIRECTIVO

Annex 2:

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 06 de septiembre 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Simulation-based strategy and speaking skill" propuesto por el/la estudiante Camino Cordero Odalis Belén, portador/a de la Cédula de Ciudadanía, 185046014-6 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

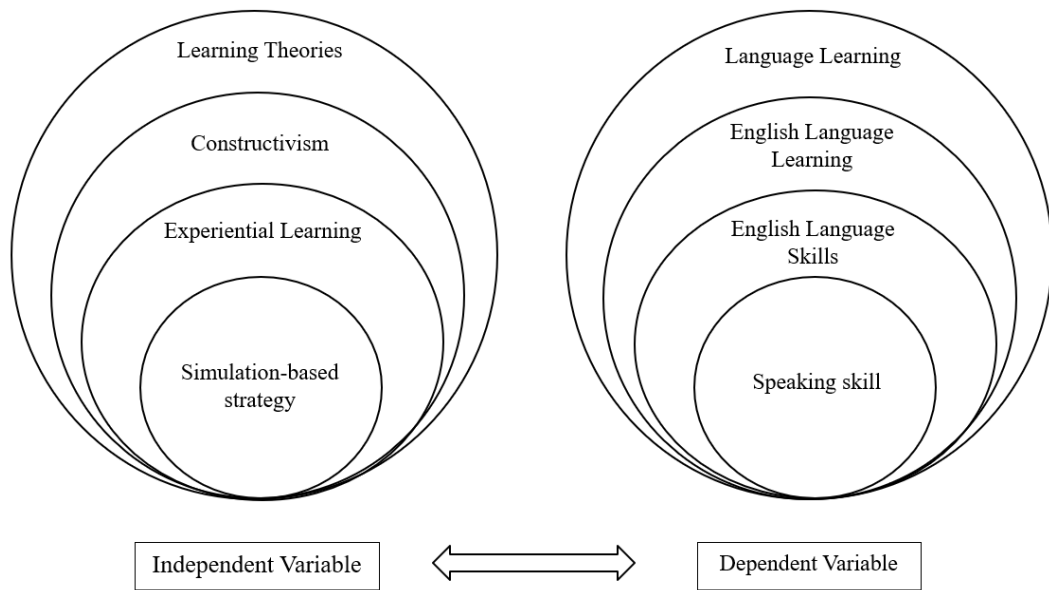
Atentamente,



Leda Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
0984060528
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Key Categories



Annex 3: Pre-test



Universidad Técnica de Ambato
 Facultad de Ciencias Humanas y de la Educación
 Pedagogía de los Idiomas Nacionales y Extranjeros
 Cambridge English First: Ket Exam
 Pre-test



Candidates' names: _____ Time: 8 min

Test: Eating

Research title: Simulation-based strategy and speaking skill

Phase 1
Interlocutor
To both candidates Good morning / afternoon / evening.
 Can I have your mark sheets, please?
Hand over the mark sheets to the Assessor.
 I'm, and this is

To Candidate A What's your name?
To Candidate B And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?
	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?

Phase 2

Interlocutor

Now, let's talk about **friends**.

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now **A**, please tell me something about one of your friends.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Part 2 (5-6 minutes)

Phase 1

Interlocutor

□ 3-4

minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of

candidates. Here are some pictures that show **different**

places to eat.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates

.....
□ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor / Candidates

Use appropriate. Ask each candidate at least one question

Do you think...
...eating on the beach is fun?
... eating in restaurants is expensive?
...eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?
Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

□ Allow up to

2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?)

(Why?) Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



A2 KEY exam, speaking section.
Source: This rubric was taken from Cambridge English qualifications.
<https://www.cambridgeenglish.org/exams-and-tests/key/preparation/>

Annex 4: Post-test



Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la Educación
Pedagogía de los Idiomas Nacionales y Extranjeros
Cambridge English First: Ket Exam
Posttest



Candidates' names: _____

Time: 8 min

Test 2- Posttest: Holidays

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

I'm

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Thank you. Do you live in ... (name of district / town etc.)?
	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?

Phase 2

Interlocutor

Now, let's talk about **music**.

A, how often do you listen to music?

What music do you like best?

B, what is your favorite instrument?

Where do you like listening to music?

Extended Response

Now **A**, please tell me something about your favorite singer or group?

Interlocutor

Now, let's talk about **shopping**.

B, where do you like to go shopping?

What do you like to buy with your money?

A, who do you like to go shopping with?

friends? What can you buy near your house?

Extended Response

Now, **B**, please tell me something about presents you buy for your friends.

Back-up prompts

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

Back-up questions

Where is your favorite singer from?

Why do you like them?

Do your friends like them too?

Back-up prompts

Do you like to go to shopping centers?

Do you like to buy clothes with your money?

Do you like to go shopping with your

Can you buy food near your house?

Back-up questions

Where do you buy presents?

Do you like giving presents?

Have you bought a present recently?

Part 2 (5-6 minutes)

Phase 1
Interlocutor
 □ 3-4
 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2b**, in front of candidates. Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

Candidates

.....
 □ Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

Interlocutor / Candidates
 Use as appropriate.
 Ask each candidate at least one question.

Do you think....
 ...beach holidays are fun?
 ...city holidays are interesting?
 ...camping holidays are exciting?
 ...walking holidays are expensive?
 ...holidays in the mountain are boring?

Optional prompt
 Why? /Why not?
 What do **you** think?

Interlocutor

So, **A**, which of these holidays do you like best?
 And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2
Interlocutor
 □ Allow up to 2
 minutes

Now, do you prefer to go on holidays with your friends or with your family, **B**? (Why?)

And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

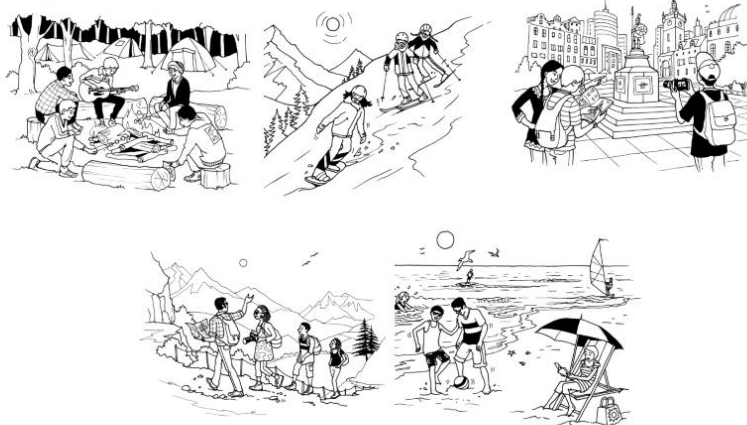
Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?)

(Why?) Thank you. That is the end of the test.

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Do you like these different holidays?



A2 KEY exam, speaking section.
 Source: This rubric was taken from Cambridge English qualifications.
<https://www.cambridgeenglish.org/exams-and-tests/key/preparation/>

Annex 5: Rubric

Rubric for the pre and post-test:

Speaking assessment subscales for A2

Candidate name: _____

A2	Grammar and Vocabulary	Pronunciation	Interactive communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5.		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1.		

Rubric to evaluate the pre and post-test.

Source: This rubric was taken from Cambridge writing rubric.

<https://www.cambridgeenglish.org/Images/563269-a2-key-for-schools-speaking-assessing-speaking-performance.pdf>

Annex 6: Lesson Planning

Lesson plan 2

Universidad Técnica de Ambato

CLASS: First semester "PINE program" Teacher's name: Belén Camino	Topic: Event and places Number of students: Time: 60 minutes
<p>Lesson Objectives</p> <p>MAIN AIM:</p> <p>By the end of the lesson, students will be able to develop a simulation about inviting someone to an event.</p> <p>SUBSIDIARY AIM:</p> <p>Student will be able:</p> <p>To recognize activities that they can do in an event. To determine the use of prepositions of time. To identify the chunks to invite someone to an event.</p>	

Method: Communicative language teaching (CLT)		
Unit: 2		
Lesson: 1: Invite someone to an event.		
ANTICIPATED PROBLEMS Students won't remember the use of prepositions of time and place	POSSIBLE SOLUTIONS: The teacher should give a short review of prepositions of time and place.	
PROCEDURE		
Stages and Time	Teacher's activities	Materials
Warm up 5 min	-Teacher asks the question: "Which type of activities do you prefer?" Students scan a Qr code with the different activities and they discuss with their partners their preference. <u>Annex 1</u>	Slides Padlet Qr code Flashcards
Lead in 20 min	-The teacher presents the vocabulary from the previous activity with Flashcards (<u>Annex 2</u>) Vocabulary <ul style="list-style-type: none"> - <i>A classical music concert</i> - <i>A late-night movie at a theater.</i> - <i>A rock concert at a stadium.</i> - <i>An art exhibit at a museum.</i> - <i>A play with my favorite actors.</i> - <i>A basketball game.</i> - <i>A dance performance.</i> -The teacher makes a short review of prepositions of place and time: <i>In, on and at</i> then she hands out worksheet 1 (<u>Annex 3</u>) to practice. -Teacher shares useful phrases for the simulation <ul style="list-style-type: none"> - <i>Sounds good!</i> - <i>I'm in!</i> 	

	<ul style="list-style-type: none"> - <i>Sorry. That's not for me.</i> - <i>[I'm/I'm not] a huge fan.</i> - <i>That's (way) past my bedtime. I'm in the mood for [a concert]. That's more my style!</i> <p>Accept an invitation</p> <ul style="list-style-type: none"> - <i>Sure!</i> - <i>Definitely!</i> - <i>Sounds like fun!</i> <p>Decline an invitation</p> <ul style="list-style-type: none"> - <i>Sorry, I'd love to, but I'm busy then</i> <p>-Teacher shares some tips to conduct a good simulation. <u>Annex 4</u></p> <p>Tips</p> <ul style="list-style-type: none"> - <i>Understand your role</i> - <i>Use English Actively</i> - <i>Prepare Adequately</i> 	
Practice activities 30 min	<p>-The teacher presents different problems that students must solve during the simulation. (Annex 5)</p> <p>-The teacher divides the class into groups of four.</p> <p>-The teacher presents the rubric for the simulation. <u>Annex 6</u></p> <p>-The teacher gives 10 min for choosing the character and solving the different problems.</p> <p>-The teacher clarifies that students can't create a script.</p> <p>-Teacher asks each group to come up to the board and develop the simulation in 2 minutes.</p>	Rubric Cardboards
Post-task activities	Debriefing	Worksheet

Simulation 5 min	Students discuss in pairs their experiences, challenges, and what they learned from the simulation.	
Wrap up 5 min	The teacher provides some feedback on the previous speaking task.	

Annexes

Slides:

https://docs.google.com/presentation/d/1eTHyBwunw6TubEp8OZ_u0Px39R9E1WSb9csYPHGHoQY/edit?usp=sharing

Annex 1:

WHAT'S MORE YOUR STYLE?

Scan the code and answer the questions.


Vocabulary words

- A concert
- A play
- A movie
- An exhibit
- A game
- A performance
- A talk


Annex 2:

WHAT'S MORE YOUR STYLE?


A late-night movie at a theater




A rock concert at a stadium




A basketball game




A dance performance




A classical music concert



A play with my favorite actors



An exhibition to the museum



Vocabulary words

- A concert
- A play
- A movie
- An exhibit
- A game
- A performance
- A talk

Annex 3: Worksheet 1

AT - IN - ON

2 possible answers for 11.

Fill in the blanks with the right preposition. Say if it is "time" or "place".

1 The cat is ... the basket.	2 The ghost appears ... midnight.	3 Mr Frosty comes ... December.	4 The dog sleeps ... his master's bed !
5 The frog is ... a big leaf.	6 Let's go the restaurant ... Monday.	7 Harry is waiting ... the station.	8 The birds are NOT ... a cage.
9 Can the boy take his puppy ... school ?	10 The music lesson starts ... 10am.	11 His birthday present arrived just ... time !	12 The cat is sitting ... the roof.
13 Who is reading ... the library ?	14 Tom has breakfast ... 8 o'clock.	15 Owls hunt mice only ... night.	16 Where do you go ... summer ?
17 Halloween takes place ... October.	18 We play tennis ... Saturdays.	19 The vase is ... the bookshelf.	20 Walt Disney was born ... 1966.



Annex 4:

https://www.canva.com/design/DAFw9nE2E28/Fmf_NZiTs_LIKHtaHO63jA/edit?ut

[m_content=DAFw9nE2E28&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton](https://www.dafw9nE2E28&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Annex 5: Problems statements

Situation 1:

Problem Statement: Tickets are sold out

You and your friends, who want to chill out, decide to invite one friend who arrives from another country. You must choose the event and the place according to what you checked in the lesson. Your challenge is to have everyone agree but a sudden unexpected event has thrown a wrench into your plans.

Instructions:

Event Planning: Begin by selecting a date and time.

Inviting someone else: Talk to a foreign friend and invite him or her.

Problem: You receive unfortunate news that the tickets are sold out.

Solution: What can you do?

Remember to use prepositions of time and place, and the suggested language.

Through this simulation, you will improve your ability to plan events with a focus on prepositions of time and place, adapt to unexpected changes, and make crucial decisions under pressure. These skills are essential in event management and organizational roles.

Situation 2:

Problem Statement: Bad weather

You are planning an outing with your family, decide which activity you want to invite them to do, the date and the time. Someone of the members decline the invitation and you must choose another event. When everybody gets an agreement, you notice that it's raining cats and dogs and the event you had chosen is outside and you can't go. Your challenge is to take a decision, what can you do?

Instructions:

Event Planning: Begin by selecting a date and time.

Inviting someone else: Talk to your family and get an agreement.

Problem: The weather is bad.

Solution: What can you do?

Remember to use prepositions of time and place and the suggested language

Through this simulation, you will improve your ability to plan events with a focus on prepositions of time and place, adapt to unexpected changes, and make crucial decisions under pressure. These skills are essential in event management and organizational roles.

Annex 6: Rubric

Simulation Assessment Rubric:

Criteria	Exemplary 2,5	Proficient 2	Competent 1,5	Developing 1	Inadequate 0,5
Problem Solving	Consistently demonstrates exceptional problem-solving skills by critically analyzing and offering creative, effective solutions.	Effectively uses problem-solving skills to analyze situations, identify key issues, and generate suitable solutions.	Demonstrates adequate problem-solving abilities but may occasionally lack in-depth analysis or creativity in solutions.	Shows limited problem-solving skills, struggles to analyze situations comprehensively, or generates ineffective solutions.	Lacks problem-solving skills, does not effectively address challenges or provide viable solutions.
Content	Demonstrates a strong understanding of subject matter. Uses language properly and correct vocabulary.	Demonstrates a strong understanding of the subject matter, language presents some mistakes but is easy to understand.	Shows an adequate understanding of the subject matter, with occasional inaccuracies or irrelevant content.	Has a limited understanding of the subject matter, often the language implemented presents many mistakes	Lacks a fundamental understanding of the subject matter, a lot of grammar mistakes.
Preparation	Exhibits thorough preparation, comprehensive planning, and effective resource management. Strategies and plans are clear and well-	Demonstrates solid preparation, including research, planning to overcome communication challenges.	Preparation is sufficient but may lack depth in comprehensive planning. Resource management and communication may be inconsistent.	Shows limited preparation, with notable gaps in planning, and communication is often unclear.	Lacks essential preparation, resulting in significant deficiencies. Communication is ineffective.

	communicated.				
Roles	Engages deeply in assigned roles, consistently maintaining person and character traits, collaborating effectively with others, and adding creative elements to enhance simulations	Immerse themselves in assigned roles, generally maintaining role consistency, collaborating with others, and displaying creativity in the simulation	Adequately engages in assigned roles, but role consistency may falter occasionally, and collaboration may have some disruptions.	Struggles to engage fully in assigned roles, often failing to maintain role consistency or collaborate effectively. Creativity is lacking.	Fails to engage in assigned roles, leading to inconsistency, collaboration issues, and a lack of creativity in role-play.

Lesson plan 3

Universidad Técnica de Ambato

CLASS: First semester “PINE program” Teacher’s name:	Topic: Event and places Number of students: Time: 60 minutes
<p>Lesson Objectives</p> <p>MAIN AIM:</p> <p>By the end of the lesson, students will be able to give directions to different parts of the city.</p> <p>SUBSIDIARY AIM:</p> <p>Student will be able:</p> <ul style="list-style-type: none"> To recognize phrases people used to give directions. To determine the different locations of places. To identify the phrases for asking and giving directions. 	

Method: Communicative language teaching (CLT)		
Unit: 2		
Lesson: 2 Giving directions		
ANTICIPATED PROBLEMS Students would get confused about how they can get to different places.		POSIBLE SOLUTIONS: The teacher should give a short practice of the different chunks.
PROCEDURE		
Stages and Time	Teacher's activities	Materials
Warm up 5 min	<ul style="list-style-type: none"> -The teacher asks students to discuss how to get to different places near the university. -The teacher asks one or two students to answer. 	Slides
Lead in 5 min	<ul style="list-style-type: none"> -The teacher presents some vocabulary for asking and giving directions and locations. <p>Vocabulary</p> <ul style="list-style-type: none"> -<i>Turn left on...</i> -<i>Go two blocks...</i> -<i>Go to the corner of...</i> -<i>...on the left...</i> -<i>...across the street...</i> -<i>...down the street...</i> <ul style="list-style-type: none"> -Students practice how to get to some places with an information transfer activity. Annex 1 Students complete the worksheet in pairs. -Teacher shares useful phrases that students could use for the simulation and some tips to conduct a good simulation. Annex 2 <p>Useful phrases</p> <ul style="list-style-type: none"> - <i>Excuse me! How do I get to the...?</i> 	Slides Worksheet

	<ul style="list-style-type: none"> - • <i>Excuse me! Where's the ...?</i> - • <i>Excuse me! Is there a ... near here?</i> - • <i>Excuse me! Can you tell me the way to the...?</i> <p>Tips</p> <ul style="list-style-type: none"> - <i>Negotiate and Collaborate</i> - <i>Be Adaptable</i> - <i>Stay In Character</i> - <i>Manage Time Wisely</i> 	
Practice activities 30 min	<p>-The teacher presents different problems that students must solve during the simulation. (Annex 3)</p> <p>-The teacher divides the class into groups of four.</p> <p>-The teacher presents the rubric for the simulation. Annex 4</p> <p>-The teacher gives 10 min for choosing the character and solving the different problems.</p> <p>-The teacher clarifies that students can't create a script.</p> <p>-Teacher asks each group to come up to the board and develop the simulation in 2 minutes.</p>	Slides Cardboards
Post-task activities Simulation 5 min	<p>Debriefing</p> <p>Students discuss in pairs their experiences, challenges, and what they learned from the simulation.</p>	

Wrap up 5 min	The teacher provides some feedback on the previous speaking task.	
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Annexes

Slides:

https://docs.google.com/presentation/d/1SN3OHAfwUF_mPt_GszTuBA3NWIDK1oeZu-JcASdEzBQ/edit?usp=sharing

Annex 1: Worksheet 1

Student A

Ask your partner for directions to the following places (e.g. How do I get to...?) and mark the locations on the map.

1. the hair salon
2. the museum
3. the hospital
4. the pub
5. city hall
6. the book store
7. the dentist's
8. the bakery
9. the art gallery

Useful language:

Go straight... Turn left/right. Go past... Go across/over... next to On the corner opposite/across from

Student B

Ask your partner for directions to the following places (e.g. How do I get to...?) and mark the locations on the map.

1. the bank
2. the mall
3. the library
4. the post office
5. the pharmacy
6. the court
7. the cafe
8. the hotel
9. the subway

Useful language:

Go straight... Turn left/right. Go past... Go across/over... next to On the corner opposite/across from

Annex 2: Tips for the simulation

https://www.canva.com/design/DAFw9_mgK1Y/wPaEHb_YpzVutWkJiSZRaQ/edit?utm_content=DAFw9_mgK1Y&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Annex 3:

Problems with the simulation.

Situation 1:

Problem Statement: Lost in a big city

You are a group of Colombian students who are studying at New York, unfortunately your cellphones are out of battery, you are lost, and you must get to the museum at 9 and it's 8:45. You must solve this problem by asking someone how to get to that place. Remember to take notes.

Instructions:

Character choice: Design who will be the students and who will be the helper.

Asking for help: Ask for help to any person in the city

Problem: Your cellphones are out of battery, and you do not know how to get to the museum.

Solution: What can you do?

Remember to use vocabulary for asking for/giving directions.

Through this simulation, you will improve your ability to ask and give directions, adapt to unexpected changes, and make crucial decisions under pressure.

Situation 2:

Problem Statement:

You are a hotel clerk but it's your first day of work. A group of tourists need directions to some places in the city. They ask you how to get to the white palace and to the Mexican restaurant, but you don't know anything about these places. Your challenge is to find a solution to this problem. What can you do?

Instructions:

Character choice: Design who will be the clerk and the tourists.

Problem: It's your first day of work and you don't know how to help them since you do not live there.

Solution: What can you do?

Remember to use vocabulary for asking for/giving directions.

Through this simulation, you will improve your ability to ask and give directions, adapt to unexpected changes, and make crucial decisions under pressure.

Lesson plan 4

Universidad Técnica de Ambato

CLASS: First semester “PINE program” Teacher’s name: Belén Camino		Topic: Event and places Number of students: Time: 60 minutes
Lesson Objectives		
MAIN AIM:		
By the end of the lesson, students will be able to talk about musical preferences.		
SUBSIDIARY AIM:		
Student will be able:		
To recognize the different musical genres.		
To identify the exponents for expressing preferences.		
To solve problems through simulations.		
Method: Communicative language teaching (CLT)		
Unit: 2		
Lesson: 3: Talk about musical preferences.		
ANTICIPATED PROBLEMS Students won’t identify the different musical genres.		POSIBLE SOLUTIONS: Teacher should provide a previous explanation of each one
PROCEDURE		
Stages and Time	Teacher’s activities	Materials
Warm up 5 min	-Teacher asks students to talk about the different musical genres through a guessing game. -The teacher displays different songs and asks students to guess which genre it is.	Slides Songs
Lead in 10 min	-The teacher presents flashcards with the different music genres. Annex 1 Music genres – <i>hip-hop /rap</i>	Flashcards Slides

	<ul style="list-style-type: none"> - <i>jazz</i> - <i>classical</i> - <i>folk</i> - <i>pop</i> - <i>rock</i> - <i>heavy metal</i> <p>-The teacher presents different phrases for expressing preference. (Slides)</p> <p>Phrases</p> <ul style="list-style-type: none"> - <i>I prefer...</i> - <i>I like... better than...</i> - <i>I would rather...than...</i> - <p>Teacher shares some tips to succeed in the simulation. (Slides)</p> <p>Tips</p> <ul style="list-style-type: none"> - <i>Provide Constructive Feedback</i> - <i>Reflect and Learn</i> - <i>Practice Active Listening</i> - <i>Use Appropriate Non-Verbal Communication</i> 	
<p>Practice activities 30 min</p>	<p>-The teacher presents different problems that students must solve during the simulation. (Annex 2)</p> <p>-The teacher divides the class into groups of four.</p> <p>-The teacher presents the rubric for the simulation. Annex 3</p> <p>-The teacher gives 10 min for choosing the character and solving the different problems.</p>	<p>Cardboards Rubric</p>

	-The teacher clarifies that students can't create a script. -Teacher asks each group to come up to the board and develop the simulation in 2 minutes.	
Post-task activities Simulation 5 min	-On a piece of paper students must write another solution to the problem provided by the professor. Students must share their options with the class.	Paper
Wrap up 5 min	-The teacher provides some feedback on the previous speaking task.	

Annexes

Slides:

<https://docs.google.com/presentation/d/1U900W0q8U8v4Y4wi3T6H2UIcKB-311YRKSwb7R6JB98/edit?usp=sharing>

Annex 1: Flashcards

<https://quizlet.com/ec/838376254/musical-genres-flash-cards/?i=2wriuj&x=1jqt>

Annex 2: Problems with the simulation.

Situation 1:

Problem Statement: Music Store Dilemma:

You and your group of friends are shopping for music at a record store, but you have a limited budget. Your friends prefer one genre, while you prefer another. How can you decide which albums to buy?

Instructions:

Character choosing: In your group, choose your favorite musical genres, one of you must be the shop assistant.

Problem: You have different preferences and a limited budget, try to adjust your budget or change preferences.

Solution: What can you do?

Remember to use musical genre vocabulary and the suggested phrases. Consider the tips.

Situation 2:

Problem Statement: Radio Station Dispute

You and your friend are working on a radio station, you must play some music during the advertising space, your co-worker wants to listen to pop but you prefer folk. When you get an agreement, a listener calls you and asks for any difference that is heavy metal. What would you do, are you going to listen to the call or are you going to maintain your decision?

Instructions:

Character choosing: In your group, choose the workers on the radio station, and the 2 callers.

Problem: You must play music during the advertising space, but you cannot choose a musical genre.

Solution: What can you do?

Remember to use musical genre vocabulary and the suggested phrases. Consider the tips.

Annex 3: Rubric

Simulation Assessment Rubric:

Criteria	Exemplary 2,5	Proficient 2	Competent 1,5	Developing 1	Inadequate 0,5
Problem Solving	Consistently demonstrates exceptional problem-solving skills by critically analyzing and offering creative, effective solutions.	Effectively uses problem-solving skills to analyze situations, identify key issues, and generate suitable solutions.	Demonstrates adequate problem-solving abilities but may occasionally lack in-depth analysis or creativity in solutions.	Shows limited problem-solving skills, struggles to analyze situations comprehensively, or generates ineffective solutions.	Lacks problem-solving skills, does not effectively address challenges or provide viable solutions.
Content	Demonstrate a strong understanding of subject matter. Uses language properly and correct vocabulary.	Demonstrates a strong understanding of the subject matter, language presents some mistakes but is easy to understand.	Shows an adequate understanding of the subject matter, with occasional inaccuracies or irrelevant content.	Has a limited understanding of the subject matter, often the language implemented presents many mistakes	Lacks a fundamental understanding of the subject matter, a lot of grammar mistakes.
Preparation	Exhibits thorough preparation,	Demonstrates solid preparation,	Preparation is sufficient but may	Shows limited preparation, with notable	Lacks essential preparation,

	comprehensive planning, and effective resource management. Strategies and plans are clear and well-communicated.	including research, planning to overcome communication challenges.	lack depth in comprehensive planning. Resource management and communication may be inconsistent.	gaps in planning, and communication is often unclear.	resulting in significant deficiencies. Communication is ineffective.
Roles	Engages deeply in assigned roles, consistently maintaining person and character traits, collaborating effectively with others, and adding creative elements to enhance simulations	Immerse themselves in assigned roles, generally maintaining role consistency, collaborating with others, and displaying creativity in the simulation	Adequately engages in assigned roles, but role consistency may falter occasionally, and collaboration may have some disruptions.	Struggles to engage fully in assigned roles, often failing to maintain role consistency or collaborate effectively. Creativity is lacking.	Fails to engage in assigned roles, leading to inconsistency, collaboration issues, and a lack of creativity in role-play.

Lesson plan 5

Universidad Técnica de Ambato

CLASS: First semester “PINE program” Teacher’s name:		Topic: Identify people’s ability. Number of students: Time: 60 minutes
Lesson Objectives		
MAIN AIM:		
By the end of the lesson, students will be able to talk about their abilities.		
SUBSIDIARY AIM:		
Student will be able:		
To recognize the use of can or can’t for ability.		
To identify the different abilities that someone can have.		
To solve problems through simulations.		
Method: Communicative language teaching (CLT)		
Unit: 3		
Lesson: 1: Identify people’s ability,		
ANTICIPATED PROBLEMS Students could face problems during the problem-solving activity.		POSIBLE SOLUTIONS: Teacher should walk around the class to help them with any doubt.
PROCEDURE		
Stages and Time	Teacher’s activities	Materials
Warm up 5 min	-Teacher asks students to talk about what they can or can’t do. -Students must complete an abilities checklist (Annex 1) and share it with their partners.	Slides Checklist
Lead in 10 min	-Teacher presents the use for ability or possibility with can.	Flashcards Slides Worksheet

	<p>-The teacher provides a worksheet about the use of can for ability. Annex 2</p> <p>-Teacher presents some vocabulary about different abilities they can use for the simulation. (Slides)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> - <i>Sing</i> - <i>Dance</i> - <i>Draw</i> - <i>Act</i> - <i>Do magic tricks</i> - <i>Juggle</i> - <i>Do odd jobs</i> <p>-Teacher shares some tips to succeed in the simulation.</p> <p>Tips</p> <ul style="list-style-type: none"> - <i>Reflection</i> - <i>Research and Analysis</i> - <i>Stay calm under pressure.</i> 	
<p>Practice activities 30 min</p>	<p>-The teacher presents different problems that students must solve during the simulation. (Annex 2)</p> <p>-The teacher divides the class into groups of four.</p> <p>- The teacher presents the rubric for the simulation. Annex 3</p> <p>-The teacher gives 10 min for choosing the character and solving the different problems.</p> <p>-The teacher clarifies that students can't create a script.</p>	<p>Cardboards Rubric</p>

	-Teacher asks each group to come up to the board and develop the simulation in 2 minutes.	
Post-task activities Simulation 5 min	-Debriefing Students discuss in pairs their experiences, challenges, and what they learned from the simulation.	Paper
Wrap up 5 min	The teacher provides some feedback on the previous speaking task.	

Annexes

Slides:

https://www.canva.com/design/DAFxbT2Rsao/yf7jtiYvzGa7Fo5yg1afQ/edit?utm_content=DAFxbT2Rsao&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Annex 1: Checklist

Checklist

What can you do?

- I can dance
- I can play the piano
- I can draw
- I can paint
- I can play the guitar
- I can cook
- I can play the violin
- I can drive
- I can play soccer
- I can play tennis.

😊 😞 😡

Annex 2: Worksheet

CAN OR CAN'T

Simon



Sarah



Dave



Rosy



A. Complete the sentences with can or can't.

- Sarah _____ play the guitar.
- Simon _____ drive.
- Rosy and Dave _____ swim.
- They _____ play tennis.
- Sarah _____ paint.
- She _____ (skil).
- Simon _____ ride a horse.
- He _____ skateboard.

B. Look at the pictures and complete the sentences with the correct words.

- Rosy and Dave can _____, _____, _____ and _____.
- They can't _____, _____ or _____.
- Sarah can _____, _____ and _____.
- She can't _____, _____ or _____.
- Simon can _____, _____ and _____.
- He can't _____, _____ or _____.

liveworksheets.com

Situation 1:

Problem Statement: political party

Imagine that your political party is in power, and you're facing a significant economic downturn and a rising unemployment crisis in your country. The citizens are concerned about job losses, business closures, and the overall state of the economy. Your party needs to formulate a comprehensive plan to address this problem, you need to take into consideration the abilities of each member, you must simulate the meeting to solve the problem and provide a solution to citizens.

Instructions:

Ability definition: Define each member's ability.

Solution: Think of some abilities to solve your problem.

Remember to use can or can't for abilities.

Situation 2:

Problem Statement: Job interview

You and your friends are in an interview to get a job. You need to present your CV with all your abilities, when you present your CV, you notice that you are more creative people, and they need someone more analytical, and your abilities are not according to what they want. What can you do?

Instructions:

Character choosing: Choose the interviewer and the group.

Problem: Your abilities do not fit what they want.

Solution: What can you do?

Remember to can or can't for abilities and possibilities.

Annex 3: Rubric

Simulation Assessment Rubric:

Criteria	Exemplary 2,5	Proficient 2	Competent 1,5	Developing 1	Inadequate 0,5
Problem Solving	Consistently demonstrates exceptional problem-solving skills by critically analyzing and offering creative, effective solutions.	Effectively uses problem-solving skills to analyze situations, identify key issues, and generate suitable solutions.	Demonstrates adequate problem-solving abilities but may occasionally lack in-depth analysis or creativity in solutions.	Shows limited problem-solving skills, struggles to analyze situations comprehensively, or generates ineffective solutions.	Lacks problem-solving skills, does not effectively address challenges or provide viable solutions.
Content	Demonstrate a strong understanding of subject matter. Uses language properly and correct vocabulary.	Demonstrates a strong understanding of the subject matter, language presents some mistakes but is easy to understand.	Shows an adequate understanding of the subject matter, with occasional inaccuracies or irrelevant content.	Has a limited understanding of the subject matter, often the language implemented presents many mistakes	Lacks a fundamental understanding of the subject matter, and there are a lot of grammar mistakes.
Preparation	Exhibits thorough preparation, comprehensive	Demonstrates solid preparation, including	Preparation is sufficient but may lack depth	Shows limited preparation, with notable gaps in	Lacks essential preparation, resulting in

	ve planning, and effective resource management . Strategies and plans are clear and well-communicated.	research, planning to overcome communication challenges.	in comprehensive planning. Resource management and communication may be inconsistent.	planning, and communication is often unclear.	significant deficiencies. Communication is ineffective.
Roles	Engages deeply in assigned roles, consistently maintaining person and character traits, collaborating effectively with others, and adding creative elements to enhance simulations	Immerse themselves in assigned roles, generally maintaining role consistency, collaborating with others, and displaying creativity in the simulation	Adequately engages in assigned roles, but role consistency may falter occasionally , and collaboration may have some disruptions.	Struggles to engage fully in assigned roles, often failing to maintain role consistency or collaborate effectively. Creativity is lacking.	Fails to engage in assigned roles, leading to inconsistency, collaboration issues, and a lack of creativity in role-play.

Lesson plan 6-Simulation

Universidad Técnica de Ambato

CLASS: First semester “PINE program” Teacher’s name:		Topic: Identify people’s ability. Number of students: Time: 60 minutes
Lesson Objectives		
MAIN AIM:		
By the end of the lesson, students will be able to give advice to someone who doesn’t feel well.		
SUBSIDIARY AIM:		
Student will be able:		
To distinguish the common ailments.		
To provide advice with should.		
To solve problems through simulations.		
Method: Communicative language teaching (CLT)		
Unit: 3		
Lesson: 1: Give advice to someone who doesn’t feel well.		
ANTICIPATED PROBLEMS Students could face problems during the problem-solving activity.		POSIBLE SOLUTIONS: Teacher should walk around the class to help them with any doubt.
PROCEDURE		
Stages and Time	Teacher’s activities	Materials
Warm up 5 min	-Teacher asks students how they feel. -The teacher shows some pictures (emotions) and asks students to describe each one.	Slides
Lead in 5 min	-The teacher presents some ailments that people can have. <i>Ailments</i> – A cold	Slides Worksheet Links

	<ul style="list-style-type: none"> - <i>A headache</i> - <i>A runny nose</i> - <i>An earache</i> - <i>A cough</i> - <i>A fever</i> - <i>A sore throat</i> - <i>A stomachache</i> - <i>A toothache</i> - <i>A backache</i> <p>-The teacher provides a worksheet to review ailments. (Annex 1)</p> <p>-The teacher shares with the class the use of should and shouldn't to give advice.</p> <p>-Students work on an online activity to practice should and shouldn't (Annex 2)</p> <p>-Teacher shares some tips to succeed in the simulation.</p> <p><i>Tips</i></p> <ul style="list-style-type: none"> - <i>Teamwork</i> - <i>Time Management:</i> - <i>Critical Thinking</i> 	
Practice activities 30 min	<p>-The teacher presents different problems that students must solve during the simulation. (Annex 3)</p> <p>-The teacher divides the class into groups of four.</p> <p>-The teacher presents the rubric for the simulation. Annex 4</p> <p>-The teacher gives 10 min for choosing the character</p>	Cardboards Rubric

	<p>and solving the different problems.</p> <p>-The teacher clarifies that students can't create a script.</p> <p>-Teacher asks each group to come up to the board and develop the simulation in 2 minutes.</p>	
<p>Post-task activities Simulation 5 min</p>	<p>-The teacher asks students to discuss different advice for ailments and to give their opinion about the simulation activity.</p>	Partners
<p>Wrap up 5 min</p>	<p>-The teacher provides some feedback on the previous speaking task.</p>	

Annexes

Slides:

https://www.canva.com/design/DAFxcZl2YWU/8ULJhCbEUd6lmMLZl0nXOw/edit?utm_content=DAFxcZl2YWU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Annex 1: Worksheet: Ailments

1- Label the pictures

fever - headache - backache - toothache - sore throat - stomachache - coughing - earache

2- Write sentences following the example

What's the matter ?

- My head hurts → I have a headache
- My tooth hurts →
- → I have an earache
- → I have a sore throat
- My stomach hurts →
- My back hurts →

3- It's horrible when you feel ill, isn't it? There are some things we can do to stay fit and healthy. For example:

- We must wash our hands regularly.
- We must brush our teeth.

What else can we do? Can you think of other things we can do to stay healthy? Write and tell us about them .

Taken from: iSLCOLLECTIVE, minor ailments.

Annex 2: Online activity

<https://wordwall.net/es/resource/35343923>

Annex 3:

Situation 1:

Problem Statement: Allergic reaction

Imagine that you are a group of novice doctors. 2 people arrive with an allergic reaction, and you don't know what you can do. Try to help those people by giving them different advice.

Instructions:

Character choosing: Two of you are the patients and two of you are the doctors. Patients must decide which are their ailments.

Solution: Doctors are not experts and they do not know what they can do.

Remember to use different ailments and should for giving advice.

Situation 2:

Problem Statement: Camping disaster

You and your friends are camping, one day you get up and notice that some of them have different ailments. You are the only one who can help them. As you are in a green meadow, you cannot use your phone or call someone because of the lack of signal. What can you do? Which advice can you give?

Instructions:

Character choosing: Choose the ones who are sick and choose their ailments. Think of different solutions.

Problem: You must help them, but you don't know, and you cannot call anybody.

Solution: What can you do?

Remember to use the different ailments and should give advice.

Annex 4: Rubric

Simulation Assessment Rubric:

Criteria	Exemplary 2,5	Proficient 2	Competent 1,5	Developing 1	Inadequate 0,5
Problem Solving	Consistently demonstrates exceptional problem-solving skills by critically analyzing and offering creative, effective solutions.	Effectively uses problem-solving skills to analyze situations, identify key issues, and generate suitable solutions.	Demonstrates adequate problem-solving abilities but may occasionally lack in-depth analysis or creativity in solutions.	Shows limited problem-solving skills, struggles to analyze situations comprehensively, or generates ineffective solutions.	Lacks problem-solving skills, does not effectively address challenges or provide viable solutions.
Content	Demonstrate a strong understanding of subject matter. Uses language properly and correct vocabulary.	Demonstrates a strong understanding of the subject matter, language presents some mistakes but is easy to understand.	Shows an adequate understanding of the subject matter, with occasional inaccuracies or irrelevant content.	Has a limited understanding of the subject matter, often the language implemented presents many mistakes	Lacks a fundamental understanding of the subject matter, a lot of grammar mistakes.
Preparation	Exhibits thorough preparation,	Demonstrates solid preparation,	Preparation is sufficient but may	Shows limited preparation, with notable	Lacks essential preparation,

	comprehensive planning, and effective resource management. Strategies and plans are clear and well-communicated.	including research, planning to overcome communication challenges.	lack depth in comprehensive planning. Resource management and communication may be inconsistent.	gaps in planning, and communication is often unclear.	resulting in significant deficiencies. Communication is ineffective.
Roles	Engages deeply in assigned roles, consistently maintaining person and character traits, collaborating effectively with others, and adding creative elements to enhance simulations	Immerse themselves in assigned roles, generally maintaining role consistency, collaborating with others, and displaying creativity in the simulation	Adequately engages in assigned roles, but role consistency may falter occasionally, and collaboration may have some disruptions.	Struggles to engage fully in assigned roles, often failing to maintain role consistency or collaborate effectively. Creativity is lacking.	Fails to engage in assigned roles, leading to inconsistency, collaboration issues, and a lack of creativity in role-play.

Lesson plan 7-Simulation

Universidad Técnica de Ambato

CLASS: First semester “PINE program” Teacher’s name: Belén Camino	Topic: Adjectives for feelings Number of students: Time: 60 minutes	
Lesson Objectives		
MAIN AIM:		
By the end of the lesson, students will be able to describe feelings.		
SUBSIDIARY AIM:		
Student will be able:		
To identify the different emotions		
To recognize phrases to express how people feel.		
To solve problems through simulations.		
Method: Communicative language teaching (CLT)		
Unit: 3		
Lesson: 3: Describe feelings		
ANTICIPATED PROBLEMS Students could face problems during the problem-solving activity.	POSIBLE SOLUTIONS: Teacher should walk around the class to help them with any doubt.	
PROCEDURE		
Stages and Time	Teacher’s activities	Materials
Warm up 5min	-The teacher presents images about different events and asks students how they feel about those events. Annex 1	Slides
Lead in 20 min	-The teacher presents some adjectives to describe feelings. <i>Adjectives</i> – <i>Angry</i> – <i>Happy</i> – <i>Sad</i> – <i>Depressed</i>	Slides Worksheet

	<ul style="list-style-type: none"> - <i>Bored</i> - <i>Anxious</i> - <i>Excited</i> - <i>Scared</i> <p>-The teacher hands out a worksheet to review adjectives for feelings. Annex 3</p> <p>-The teacher shares some phrases for expressing how people feel. Phrases</p> <p><i>Fear</i></p> <ul style="list-style-type: none"> - <i>...frozen with horror...</i> - <i>...trembling with fear...</i> <p><i>Happy</i></p> <ul style="list-style-type: none"> - <i>...was over the moon...</i> - <i>...jumping with joy</i> <p>The teacher shares some tips to succeed in the simulation.</p> <p><i>Tips</i></p> <ul style="list-style-type: none"> - <i>Stay calm under pressure</i> - <i>Enjoy experience</i> - <i>Review and Debrief</i> 	
Practice activities 30 min	<p>-The teacher presents different problems that students must solve during the simulation. (Annex 3)</p> <p>-The teacher divides the class into groups of four.</p> <p>-The teacher presents the rubric for the simulation.</p>	Cardboards Rubric

	<p>Annex 4</p> <p>-The teacher gives 10 mins for choosing the character and solving the different problems.</p> <p>-The teacher clarifies that students can't create a script.</p> <p>-Teacher asks each group to come up to the board and develop the simulation in 2 minutes.</p>	
<p>Post-task activities Simulation 5 min</p>	<p>Teacher asks students to write the following questions on a sheet of paper:</p> <p><i>How do you feel before, during and after the simulation?</i></p> <p><i>What do you think you can improve for the following simulation?</i></p> <p>And share answers with the class.</p>	<p>Sheet of paper</p>
<p>Wrap up 5 min</p>	<p>The teacher provides some feedback on the previous speaking task.</p>	

Annexes

Slides:

https://www.canva.com/design/DAFxudxIXmA/yiLQ4IGt5VKvHHAK2qHqyg/edit?utm_content=DAFxudxIXmA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Annex 1:



Annex 2: Worksheet

How do you feel when you....?



How do you feel when you dance?
I feel **free!**

Match the feelings with the pictures and then complete the sentences below:

- | | | | |
|------------|--------------|-------------|---------------|
| 1. scared | 5. proud | 9. angry | 13. terrified |
| 2. happy | 6. relaxed | 10. worried | 14. lost |
| 3. excited | 7. thankful | 11. bored | 15. sad |
| 4. shy | 8. confident | 12. puzzled | 16. ashamed |



- When I have a date with my boyfriend/ girlfriend I feel _____.
- When I can't find the place I need to go I feel _____.
- When I know I have friends I can count on I feel _____.
- When I take a long bath I feel _____.
- When nobody invites me for a party I feel _____.
- When my dog gets a bone it feels _____.
- When I watch a terror film I feel _____.
- When I get an "A" on an exam I feel _____.
- When I see a snake looking at me I feel _____.
- When I find out my computer has just broken I feel _____.
- When I have to speak in public I feel _____.
- When I have nothing interesting to do I feel _____.
- When I do something that people laugh at me I feel _____.
- When I have a very difficult test the next day I feel _____.
- When I know I can do something I feel _____.
- When I have many problems to solve I feel _____.



Taken from:

Situation 1:

Scenario 1: you are detectives trying to solve a mystery, where someone kill an old woman. You find her on the floor with some pills and one note, but the letters are strange. Solve the crime and find the guilty. Describe how you feel as you solve the crime.

Instructions: Choose who are the detectives, who is the victim and the murderer.

Solve the crime according to what you think.

Use adjectives to convey your emotions and phrases to express the emotions.

Situation 2:

Scenario: You are a parent waiting for your children's report card. One of your 2 children got bad grades and he or she is in trouble, meanwhile the other is a good student. Talk to them and try to find a solution to how you can help your child. Describe your emotions as you develop the simulation.

Instructions: Choose who are the parents and the children.

Solve the problem.

Use adjectives to convey your emotions and phrases to express the emotions.

Situation 3

Scenario: You are a group of hikers exploring a dense forest, and you realize you are lost. Find the way back. Describe how you feel as you try to find your way back.

Instruction

Decide the location that you are.

Solve the problem.

Use adjectives to express your emotions, such as "panicked," "confused," "determined," "anxious," or "vulnerable."

Situation 2:

Problem Statement: Camping disaster

You and your friends are camping, one day you get up and notice that some of them have different ailments. You are the only one who can help them. As you are in a green meadow, you cannot use your phone or call someone because of the lack of signal. What can you do? Which advice can you give?

Instructions:

Character choosing: Choose the ones who are sick and choose their ailments. Think of different solutions.

Problem: You must help them, but you don't know, and you cannot call anybody.

Solution: What can you do?

Remember to use the different ailments and should for giving advice.


Annex 3: Rubric

Simulation Assessment Rubric:

Criteria	Exemplary 2,5	Proficient 2	Competent 1,5	Developing 1	Inadequate 0,5
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	creative elements to enhance simulations	the simulation		
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Annex 7: Turnitin Report



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UNIVERSIDAD TÉCNICA DE AMBAIO
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA
 PEDAGOGÍA DE LOS DEBIDOS NIVELES Y EXTRADEBIDOS

TÍTULO: "Simulación de la ortografía y la gramática"

AUTOR: Odalis Belén Camino
 TUTOR: Lcda. Yanyis Alexander Cordero Sánchez

ABSTRACT

English is considered one of the most spoken languages around the world, which means that people must have been learning to speak it since they were born. However, not everyone has the same level of fluency and accuracy in their speaking skills and vocabulary. One of the reasons is the influence of technology. Therefore, the main objective of this research is to determine the effectiveness of the simulation-based strategy in the speaking skills of first-level students in the BPS program of Universidad Técnica de Ambato. The research, following a quantitative design with a qualitative approach, analyzed the speaking content of 40 EFL students (20 in the experimental group and 20 in the control group) who were evaluated using the IELTS test after 8 weeks. The results, with a sample of 37 students (17 males and 20 females), showed that the simulation-based strategy was more effective than the traditional method. The research was conducted using a rubric provided by Cambridge, evaluating grammar and vocabulary, pronunciation, and interactive communication. Significant differences were observed even for males, emphasizing that simulation-based strategies are more effective in enhancing speaking skills. Statistical analysis using IBM SPSS revealed a significant improvement in speaking skills following the intervention, supporting the effectiveness of simulation-based strategies in fostering enhanced oral proficiency.

Key words: simulation, effectiveness, speaking, skills

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