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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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"STUDENT-CENTERED APPROACH AND THE SPEAKING SKILL"

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TUTOR APROVAL

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Ximena Alexandra Calero Sánchez, holder of the I.D No. 1802884062, in my capacity as supervisor of the Research dissertation on the topic: "Student-Centered Approach And The Speaking Skill" investigated by Ms. Carol Alexandra Naranjo Núñez with I.D No. 180398721, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled “Student-Centered Approach and the Speaking Skill” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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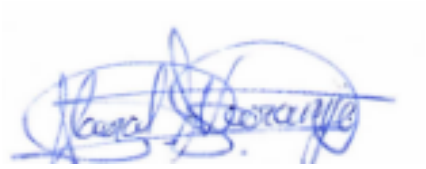

…….

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DEDICATION

I want to dedicate this investigation project to the people who have always supported me; My parents, especially my dad who was by my side during this important step in my life. My mom who has been someone really important for me to get over difficult moments. My friends who believed in me and my dreams and finally, my teachers who were my guides and shared with me their knowledge, experience and rewarding moments that have enriched me as a person and as a professional.

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CARRERA DE IDIOMAS

TOPIC: "STUDENT-CENTERED APPROACH AND THE SPEAKING SKILL"

AUTHOR: Carol Alexandra Naranjo Núñez

TUTOR: Mg. Ximena Alexandra Calero Sánchez

ABSTRACT

The Student-Centered Approach aims towards empowering students to create their own learning experience and to provide them with skills to challenge knowledge. The correct implementation of Student-Centered Approach can generate greater motivation to learn, greater retention of knowledge, deeper comprehension and more positive attitudes about language learning. Under this context the current study was developed with the objective of analyzing the Student-Centered Approach and speaking ability. The study was developed underneath a descriptive and correlational methodology that included 22 students of CEBI Educational Unit, who were divided into two groups: one the experimental and the control. The experimental group developed Student-Centered activities for three months and the control continued with curriculum planning. As a data collection instrument, PET (Preliminary English Test) was used, which was applied initially and finally in both groups to prove the students' progress level. Throughout the development of the research, it was possible to demonstrate that the Student-Centered Approach facilitates the development of speaking skill because the group under experimentation demonstrated greater development of this ability after its application, where the ability to speak and express themselves was developed and improved. It was evident a better pronunciation, coherence, use of grammar, vocabulary and interaction with peers and teacher.

Keywords: Student-Centered Approach, productive skills, speaking, teaching, learning.

CHAPTER I.

THEORETICAL FRAMEWORK

1.1.Investigative Background

Before presenting and analyzing the research background about Student-Centered learning and the ability to speak, it is necessary to conceptualize the variables in order to expand the level of knowledge around them.

STUDENT-CENTERED APPROACH

In the educational system, teachers can apply either a method, an approach or a mixture of both. Therefore, when an instructional design includes a specific level of application in terms of objectives, teacher and learner roles and classroom activities, it is referred to as a method (Richards, 2013). In other words, it is possible to say that an approach is more flexible and general in terms of application than a method where everything is almost settled down and expected for teachers to fulfil.

For Cukierman (2014), the traditional approach of education, centered on the teacher, expresses the transmission of knowledge. On the other hand, in the ACE, the focus is on what the student does to learn and the teacher is the guide or "facilitator" since, from his knowledge and experience, his teaching role and the discipline in question, configures the strategies and actions necessary for the student to build knowledge. There are those who, from ignorance or prejudice, assume that this approach implies a devaluation of the teaching role. On the contrary, this approach requires the teacher's action that is important and decisive for the educational process because it cannot be limited to teaching, but must generate the activities that allow students to learn and, in addition, ensure that it happens through an effective evaluation.

The characteristics of Student-Centered approach are:

- Subject to more active than passive learning.
- Emphasis on deep learning and comprehension.
- Increase student responsibility.

- Strengthening the sense of autonomy of the student.
- Interdependence of the teacher and the student.
- Mutual respect in the framework of the student-teacher relationship
- Reflective approach to the teaching and learning process of both the teacher and the student

This assumes that the Student-Centered approach:

> Is an instructional approach where students influence content, activities, materials and the pace of learning. This learning model puts the student at the center of the learning process. The instructor gives students the opportunity to learn independently and from each other and teach them the skills they need to do so effectively. (Cukierman, 2014, p. 30).

As it was explained before, this is quite flexible for teacher referring to aims and students roles and activities Student-Centered approaches derive from constructivist views of education, in which the construction of knowledge is shared and learning is achieved through students' engagement (Kain, 2003). The role of the teacher is facilitator and guide. The one who creates the knowledge is the learner based on the material and activities the teacher gives. As the name of the approach suggests, this is focused on the learner as the main character in the language learning process. In this approach, the learner's interest and expectations are taken into account. There are many different ways in which a teacher could take advantage of it, but some external factors are essential for knowledge being acquired. One of the most important factors is learners' motivation, interaction patterns and the development of the skills.

To determine if the approach was successfully applied both sides, teacher and learner, will create a success criteria to be measured through assessment; this ensures that students can identify, understand, and track the quality of their work with the support of their educational community (Jay, 2016).

As mentioned before, motivation plays a fundamental role in teaching specially in applying this approach where the learner needs to be involved in the process, behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation (Lile, 2002). There are two kinds of motivation; extrinsic motivation and intrinsic motivation. Extrinsic motivation is called when the learner feels engaged with what he is learning, the material is interesting, his attitude is the best to

face learning challenges and so on. Intrinsic motivation has to do with the fact that the learner has the willingness to learn something new. A simple technique to motivate students inside the class is to apply their needs and interests into the class. A good example could be video games, comics, hobbies, etc., other way to keep students motivated is to break the routine applying different activities.

SPEAKING SKILL

Speaking skill is one of the most important skills learners need to develop due to the human necessity of communication. For teachers, it is important that learners develop their skill because it is a productive skill which means that learners have to produce language instead of just receive an input. In order to help learners develop confidence, the teacher could apply eliciting, that means to give students clues to help them organize their ideas and speak.

Speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. Speaking is an interactive process of meaning creation that involves producing, receiving and processing information and is a crucial part of a second language. (Fayzeh, 2016).

Speaking is one of the most important skills of the English language considering that, for an individual to be accepted as competent in a foreign language, he must be able to express himself properly because speaking is more than forming grammatically correct sentences; but also fulfill mechanical, pragmatic and social interaction functions. (Kurum, 2016).

Speaking is operationally defined as the ability of students to express themselves orally, in a coherent, fluid and appropriate manner in a meaningful context given to serve both transactional and interactional purposes using the correct pronunciation, grammar and vocabulary, and by adopting the pragmatic and rules of speech of the spoken language. (Fattah, 2016).

To Fatmawaty & Arief (2016) the speaking skills are:

Pronunciation: is the way that students produce clearer language when they are speaking. English pronunciation does not equate to mastering a list of isolated sounds or words but to learn and practice how to make a speaker's thoughts easy to understand and follow.

Grammar: it is necessary for a conversation to be organized correctly and can be understood. This is done through a set of rules or principles that can be used to generate all well-formed or grammatical expressions in the language.

Vocabulary: it is essential for the successful use of the second language because without an extensive vocabulary, effective communication cannot be initiated. Having a broad vocabulary will allow the expression of ideas, feelings and thoughts both orally and writing. However, in spoken language, vocabulary tends to be familiar and daily.

Interactive communication: refers to the ability to interact with the interlocutor and others by initiating and responding appropriately and at the speed and regularity required according to the context.

According to Lackman (2010), the speaking subskills are:

- **Fluency:** when speaking logically and fluently without planning or rehearsing.
- **Precision:** words, structures and pronunciation are used accurately.
- **Using functions:** use of specific phrases for specific purposes such as giving advice, apologizing, etc.
- **Appropriation:** use of language for various situations, involves making decisions about formality and choice of grammar or vocabulary.
- **Skills to take turns:** it implies ways of interposing, causing an interjection or preventing a conversation.
- **Relevant length:** talk long and appropriate to a situation.
- **Interaction:** conversation management, giving and asking for answers.
- **Repair and repetition:** it implies the repetition or reformulation of parts of a conversation when it is not understood.

Speaking activities based on Student-Centered approach

- **Debates.** These activities motivate students specially if the topic is about something they are interested in. The teacher’s role is just to be a moderator.

- **Mingling activities**. Learners have to stand up and talk to each other about a topic. This foster communication and interaction between classmates.
- **Open-houses.** To make expositions about different topics is also something accurately to make students speak.
- **Projects.** Projects presentations could enhance students' speaking skills development and also their confidence.

According to the above, it can be assumed that oral expression is one of the most difficult skills for the language learning. Therefore, it merits active strategies where the student has greater prominence, as the Student-Centered approach that through various activities such as those mentioned above, he achieves significant learning.

There are several researches found after a literary review, highlighting the importance of the Student-Centered approach to language learning and especially in the English language, the most important are the following:

The research titled "Learner-Centeredness and EFL Instruction in Vietnam: a case study" developed by Van (2006) explores how to use a Student-Centered perspective in language schools in Vietnam. The study is based on data generated by teachers and students of an advanced English class through classroom observations, interviews in depth, group discussions and document reviews.
Its most important result is the fact that the student-based methodology has been widely applied in teaching worldwide, but this approach has only been adopted cautiously in English as a foreign language, underestimating its importance. Nonetheless, Student-Centered learning is an active and dynamic process throughout students develop a deep level of understanding and take responsibility for their own learning. The Student-Centered activities allow students to participate in the construction of learning content relevant to their needs, interests and ability.

The article "A learner-centered approach to the teaching of English as an L2" written by Sánchez (2007) has the objective to point out the main elements of this methodology to teaching a second language, in addition to evidencing the consequences that it can have for both teachers and students. It concludes that the Student-Centered Approach to teaching is gaining ground in the second language methodology, and increasingly, teachers begin to subordinate teaching to learning.

There is no doubt that the Student-Centered Approach provides a practical and viable alternative to the traditional approach because the teachers, who focus their attention on the student, pay more attention to the students' needs when they prepare the study program and material. The author makes emphasis to realize that the Student-Centered Approach to teaching a second language offers a stimulating, effective and rewarding alternative but it requires a lot of time, for those teachers who are willing to try something different and promising instead of going on the same old family ground.

According to the publication done by the International Journal of Teaching and Learning in Higher Education "Student-Centered Learning in Higher Education" Brown (2011), where a bibliographic search was carried out and several classic and current authors who address the topic were considered as reference; teacher's innovations used in the academic and professional spectrum of a second language were analyzed.

Furthermore, it was mentioned that the Student-Centered Approach has been successful when properly applied in the classroom and concludes saying students must be the center of education, so their participation in the Learning process should be considered in each activity. Additionally, the author emphasizes that the roles of teachers and students have to be modified making teacher goes from being "wise" to a guide and who sees in the students not empty containers to fill with knowledge, but that together build knowledge for proper intellectual development.

The article entitled "Student-Centered Teaching of English at the Catholic University of Cuenca, campus Cañar in Ecuador", developed by Diaz (2012), states the results of the author's experiences in the creation of a new teaching-learning culture of English which led to a teaching-learning process focused on students and their cognitive and emotional needs exploiting interactive tasks in order to reflect on the structure of the English language system and interactions.

The study concludes that Student-Centered teaching implies a change in the Pedagogical culture and in the Psychology of educators, students and directors because education history around the world has been full of authoritarianism and formalism, and it is necessary to train other generations capable of communicating intentionally, facing universal phenomena. Therefore, education must be transformed and students should have greater prominence in order to generate a positive attitude that reduces the strengthening of emotions, motivations, energy, confidence, expectations and time for learning the English language.

In the article “The impact of Student-Centered learning on academic achievement and social skills” developed by Mohammad, Mohammad & Zarepour (2012) the effects of Student-Centered learning on academic performance and social skills were analyzed, after application of the cooperative approach for three months. The results showed that this approach was successful and effective as a Student-Centered technique because they provide the opportunity for social acceptance, self-confidence and also improve the mental capacity.

Hence, it is concluded that Student-Centered learning allows the construction of its own meaning when speaking, listening, writing, reading and reflecting on content, ideas and problems. The author underlines that Student-Centered learning environments should not

promote individual work but as a team because interrelationships promote and sustain learning. Therefore, it is recommended to involve parents and the community in general in the teaching-learning process.

The article “Brainstorming as a Way to Approach Student-Centered Learning in the ESL Classroom” explores the use of brainstorming activities to promote oral participation in the classroom as a Student-Centered way of learning, encouraging them to take an active role in the learning process. The author shows that brainstorming is one of the ways to approach Student-Centered learning because it is an open exchange activity, which is usually done in small groups to encourage participation.

However, he alludes that students are often reluctant to speak voluntarily in the classroom of English as a second language and require motivating activities. The results show that brainstorming activities through word lists, word mapping and images are also commonly used in conversation tasks, contributing to increase motivation, confidence and student participation, as reflected in the positive behavior of students during the observations in the classroom (Unin & Bearing, 2016).

Marwan (2017) in his study “Implementing Learner-Centered Teaching in an English Foreign Language (EFL) Classroom” sets the objective to examine if the Student-Centered methodology is effective, where a teacher and several students participated. Resulting that the implementation of this Student-Centered teaching framework makes a significant difference in student learning, but it emphasizes that the teacher's comprehension of its implementation is still limited, which creates inconsistencies in its operation.

The study concludes that, although the Student-Centered Approach has a positive effect on learning, several studies have not obtained the expected results because teachers have experienced confusion about the proper application of the teaching approach. The root of the problem is the lack of professional development that can help teachers achieve the necessary skills to effectively deliver Student-Centered English teaching. Hence, the importance of teacher preparation for the application of new learning strategies allowing the development of necessary skills in every student.

In the article “Learner-centered instruction: An approach to develop the speaking skill in English” which aimed to analyze the effect of Student-Centered instruction on the development of speaking ability in the classroom of English as a foreign language by means of a literature review of 900 documents, it was found that Student-Centered instruction is an approach that develops oral expression through the performance of meaningful and authentic tasks.

The research concludes that this approach has a great impact on the development of the ability to speak because through the completion of tasks, students learn by doing and, when it happens, learning is more meaningful and lasting. Therefore, it requires a change in the role of the teacher, where he acts more a facilitator than the person who speaks more. (Villacís & Hidalgo, 2017).

In the study of Ive (2017) entitled “Teacher-centered or Student-Centered Learning Approach to Promote Learning?” where the student and teacher-based approach was analyzed through a comparative study between several subgroups of ages, levels and institutions, the author found that such approaches should be analyzed and updated because both the student-based or the teacher-based approach may be insufficient. Therefore, the study suggests reducing gaps between them for success in learning because both can be used to generate significant learning at different levels. The author concludes that in English teaching, a pure approach does not work because there is no single teaching and several methods must be used to meet all the students’ needs.

Finally, in the publication of Larasati (2018) “Student-Centered learning: an approach to develop speaking skill in EFL classroom”, the importance of a Student-Centered Approach to learn to speak is highlighted. The author emphasized that the student's voice is fundamental to the learning experience, so specific activities must be designed that allow the student greater participation in the classroom recommending the use of role play, debate, seminar, group discussion, pair work, narrating stories, language games, narrative incidents, interpreting data, interview and extempore speeches.

This article concludes that Student-Centered learning must be based on the needs, abilities, interests and learning styles of students, where teachers act as learning facilitators. Within

the classroom, this teaching method recognizes that the student's participation is fundamental to the learning experience of each. Additional, the relationship between the Student-Centered Approach and the ability to speak is relevant because the method allows developing the ability to talk through the completion of tasks which are designed together with the students considering their needs and characteristics.

1.2.Objectives

General Objective:

- To analyze the Student-Centered Approach and speaking skill in the CEBI Bilingual Education Unit.

Specific Objectives:

- To evaluate the initial and final level of English speaking ability in the sixth year students of the CEBI Bilingual Education Unit to determine the significance of the activities applied.
- To identify the effectiveness of the Student-Centered approach in the development of the speaking skill.
- To establish the relationship between the Student-Centered approach and the speaking ability to determine if activities under this approach help develop oral productive skills.

CHAPTER II

METHODOLOGY

2.1 Resources

As a research resource, the Preliminary English Test (PET) for schools was used. It is a similar version to general PET, but with contents of interest to students of school age. PET is the second level of Cambridge English exam, which denotes an intermediate level called B1 in the Common European Framework of Reference for Languages.

The test speaking section consists of 4 blocks: reading, writing, listening and speaking, but the contents are referring to the objective of this study, which is speaking skill. This ability is subdivided into 4 sections, the first is a conversation with the examiner about personal information, experiences and future plans. In the second part, where using photos or description of situations, positive or negative aspects are highlighted the speaker must talk about it. In the third part, photos are also used to describe situations. Finally, in the fourth part there is a debate about related issues.

The resource was applied to 22 sixth grade students individually and in group in order to assess the ability of speaking, and based on this, to develop Student-Centered activities.

2.2 Methods

In order to analyze the Student-Centered approach and speaking skill, the qualitative-quantitative approaches were applied. Qualitative approach was used to make an interpretation of the data that was collected based on the observation of behaviors, and quantitative because it was performed a numerical or quantifiable data management to be able to make generalizations about the study phenomenon. According to Elkatawneh (2016), qualitative research is a descriptive technique of data collection while quantitative based its claims on numerical and statistical analysis.

Basic research modality

Bibliographic research

Bibliographic research is based on existing evidence in books which aims to obtain results or answer questions (Garcés, 2000).

This research is bibliographic type because theoretical-scientific information from sources such as books, magazines, publications and reports was required for the support and rationale of the variables in the theoretical framework section, as well as the basis for the discussion of investigative results.

Field research

"The field research is the one carried out in the geographical place where the events occur" (Garcés, 200, p. 72). This was a field research because direct contact was made with people under study, that are the sixth-year students of CEBI Bilingual Educational Unit and their teachers in order to the application of the data collection instruments allowing learning about the development of speaking ability and the need to implement a Student-Centered approach.

Levels and types of research

Exploratory

According to Arias (2012), exploratory research "is that carried out about an unknown subject or object, so that, its results constitute an approximate vision of the stated object which is a superficial level of knowledge" (p. 23).

Due to the lack of information on the topic there is no research background related to the investigation of speaking skill and the Student-Centered approach in CEBI Bilingual Educational Unit, exploratory research was required to get closer to the reality of study. Through observation and evaluation, it was possible to identify the existence of difficulties regarding the ability of speaking in the English language and the use of methodologies for this purpose.

Descriptive

> Descriptive research consists in the characterization of a fact, phenomenon, individual or group, in order to establish its structure or behavior. The results of this type of research are located at an intermediate level as far as the depth of knowledge concerned. (Arias, 2012, p. 24).

In the current study, descriptive research was used because it aims to describe situations or events around the study population in their natural environment without inferring in any way. In order to obtain real data about the speaking skill in students of sixth year, researchers described bellowed were applied:

Correlational

> Correlational research determines the grade of relationship or association (non-causal) existing between two or more variables. In these studies, the variables are measured first and then, using correlational hypothesis tests and the application of statistical techniques, the correlation is estimated. Although correlational research does not directly establish causal relationships, it can provide clues about the possible causes of a phenomenon. (Arias, 2012, p. 24).

The research was correlational because it intended to relate the variables; Student-Centered approach and speaking ability. Due to the theoretical evidence presented above, it revealed the importance of including this methodology to improve the development of basic skills in the English language and especially speaking.

Population and sample

Population

The sixth-year children of CEBI Bilingual Educational Unit, teachers and institutional principal were considered as study population. This information is detailed in the following table:

Table 1 Population

Item	Strata	Frequency	Percentages
1	Students	22	94%
2	Teachers	1	3%
3	Institutional Principal	1	3%
TOTAL		24	100%

Source: CEBI institutional Secretariat

According to Arias (2012), "if the population, due to the number of units that comprise it, is fully accessible, it will not be necessary to extract a sample" (p. 83). Considering the concept mentioned above, the sample calculation is not carried out and the entire population is taken as a sample, therefore, this study worked with 24 people.

Data collection plan

The investigation required an intervention plan for the fulfillment of the specific objectives set, which are detailed below:

For the achievement of the first specific objective that was: to determine the importance of the Student-Centered approach in the development of English language skills, it is proceeded as follows:

- Review, collection and selection of information about the Student-Centered approach.
- Analysis of previous research about the advantages and disadvantages of the Student-Centered approach in the development of English language skills.

For the accomplishment of the second specific objective that was: To evaluate the level of development of the ability to speak English in the students, the following steps were carried out:

- Authorization to the Educational Unit: Request for authorization for the development of this research project to the rector of CEBI Educational Unit. Using it, was possible to coordinate curricular activities with those of the research project.
- Subsequently, the instrument was selected to assess speaking ability in sixth-year students, where after a critical analysis, PET school was chosen due to its relevance in content and feasibility in its application.
- Additionally, an observation sheet was applied to the sixth-grade teacher to determine the methodology used in teaching English as a foreign language.

For the completion of the third objective that was to determine how the Student-Centered approach facilitates the acquisition of speaking ability, it was performed:

- Taking the diagnostic evaluation process as a starting point, the flaws regarding the speaking ability in students were determined, to later design and apply activities under the Student-Centered approach. As the students develop their skill in math, language , science and social studies, the activities applied are according to these subjects, these activities included:

Brainstorming: it was developed with 3 topics: adverbs, What is a debate?, What do we know about the Earth?. In the first one, the teacher started asking the class: what is an adverb?. Students gave ideas about the topic to activate prior knowledge. In the second topic, students gave ideas about what could be the rules to have a good debate and also give examples about it. In the third topic, students gave ideas about what they know about the Earth. (characteristics, essential information, etc). These activities were applied in three different sessions to generate greater student participation on various topics, promoting the ability to speak and vocabulary use.

Role play: this activity was developed in a session about the topic: the society at the beginning of the Republic, where students performed a role play using the vocabulary presented in class about the beginning of the republic. At the end of the presentation the whole class discussed the differences between actual and ancient time differences in the society.

Oral lessons: activity applied in a session on verbs and tenses, where the students conjugated the verbs given by the teacher and also conjugated it in the tense that the teacher decided by using it in a sentence.

Debates: the first on Should homework be banned in schools? where the class is going to be divided into two groups; one group is going to agree in the fact that homework should be banned in schools and the other group is going to disagree on that.

Debates: it was developed in 2 sessions, the first one about: Should homework be banned in schools? where the class was divided in two groups. One group agreed on the fact that homework should be banned in schools and the other group disagreed on that. They used the vocabulary presented in class about giving opinions and agreeing.

The second session was developed about: Should we take care of the soil? the whole class was divided into two groups; one group agreed on taking care of the soil and the other agreed on the fact that it is not necessary at all taking care of the soil.

Task-based activities: activity settled in two sessions, the first one was done on making a survey, where students created a survey about students' common likes and dislikes, and the second one was done about illustrations convey meaning where in groups of 5, students created their own advertising poster and explained the message they wanted to convey to people and why they chose that illustration / material.

Open houses: activity established in a single session, with the theme Easter eve traditions. Where on groups of 5 people, students talked about traditions.

Project: activity raised in a session about taking care of a living thing where students planted a plant and took care of it, analyzing their changes each week. At the end, they presented their conclusions to the class.

The presented activities, formed 11 class sessions in which the Student-Centered approach was promoted to improve the ability to speak (Planification-Appendix 1)

- The activities proposed were applied for 3 months within the English language teaching schedule. During this process, a checklist was applied to corroborate the progress regarding speaking ability, contemplating pronunciation, coherence, grammar use, vocabulary and student interaction.

- Finally, once the Student-Centered approach was applied, a post-test was applied to carry out a comparative analysis and determine the level of progress of the students, regarding the development of speaking ability.

Information Processing Plan

Once data was collected, it was processed throughout the following sequence:

- Collection of data detached from the application of instruments.
- Data processing and analysis.
- Data tabulation and presentation of results in absolute and relative frequencies.
- Analysis and interpretation of data.
- Discussion of results.
- Development of conclusions.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

PET Results (PRETEST)

Table 1 Pretest results of experimental group

Criteria	Experimental Average
Grammar and vocabulary	1,72
Discourse management	1,99
Pronunciation	1,81
Interactive communication	2,08
Total	**1,90**

Source: PET (speaking).

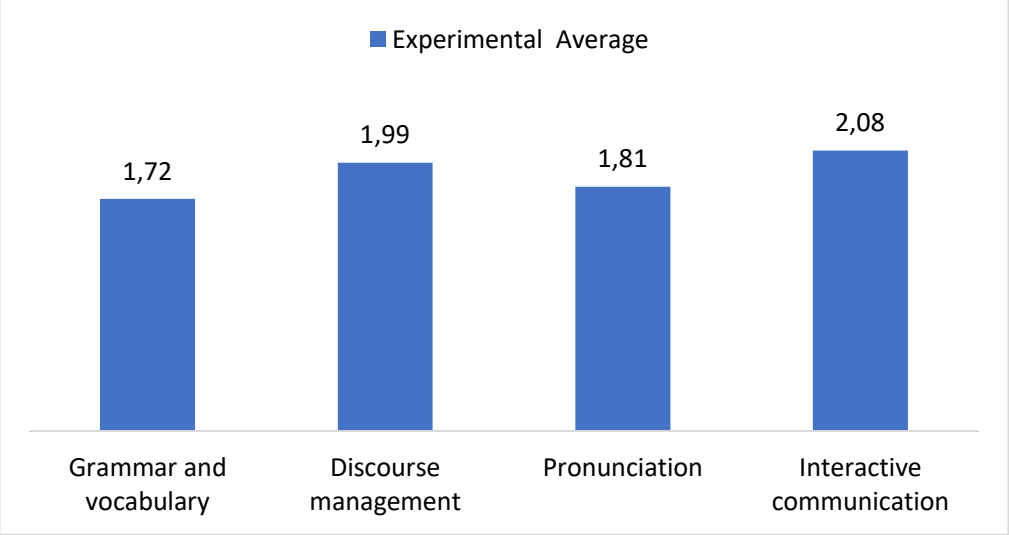

Figure 1 Pretest results of experimental group
Source: PET (speaking).

Analysis and interpretation:

The PET used as a pre-test (Annex 2) was rated considering the aspects established by Cambridge (Annex 4) where a score of 0 to 5 points is assigned to each criterion (Grammar and vocabulary, speaking, pronunciation and interactivity). Therefore, in order to know the level reached by the group of students, the scores achieved in each of them were averaged.

Considering the above, with the application of the pretest (Annex 2), the sixth-year students of CEBI Bilingual Educational Unit presented a poor performance with respect to speaking skills, since a general average of 1.90 was obtained. In grammar and vocabulary the average reached was 1.72, in discourse management was 1.99, pronunciation was 1.81 and in interactive communication was 2.08.

With the above, it can be assumed that the students who were part of the experimental group revealed poor performance at the level of grammar and use of vocabulary, pronunciation, and a regular performance regarding interactive communication. However in general, poor performance can be assumed because an average between 1 and 2 points denotes the inappropriate use of grammar, a reduced vocabulary, limited phonological characteristics and requires support to interact.

Table 2 Pretest results of control group

Criteria	Control

	Average
Grammar and vocabulary	1,83
Discourse management	1,99
Pronunciation	1,90
Interactive communication	2,08
Total	**1,95**

Source: PET (speaking).

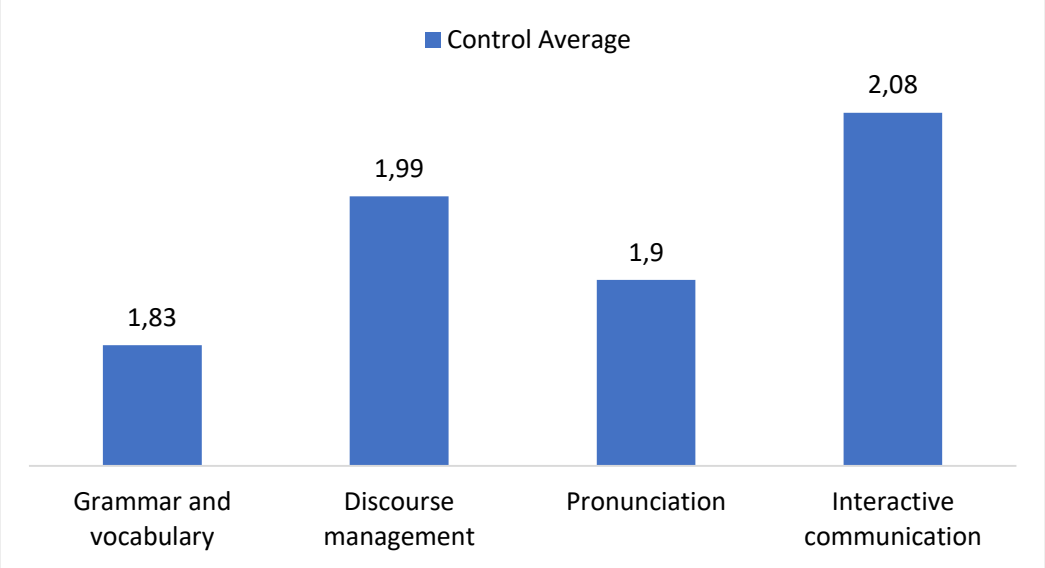

Figure 2 Pretest results of control group
Source: PET (speaking).

Analysis and interpretation:

The evaluation of the control group was developed in a similar way to the experimental group. The results obtained in pretest demonstrated a general performance level of 1.95; in grammar and vocabulary an average of 1.83 was obtained, in the discourse management of 1.99, in pronunciation of 1.90 and in interactive communication of 2.08.

What suggests that the initial level of oral performance in students is similar to the experimental group, since the average in each of the criteria was between 1 and 2 points, which makes clear the deficiencies that students present in speaking.

PET Results (POS-TEST)

Table 3 Pos-test results of experimental group

Criteria	Experimental Average
Grammar and vocabulary	3,02
Discourse management	3,13
Pronunciation	3,11
Interactive communication	3,31
Total	**3,14**

Source: PET (speaking).

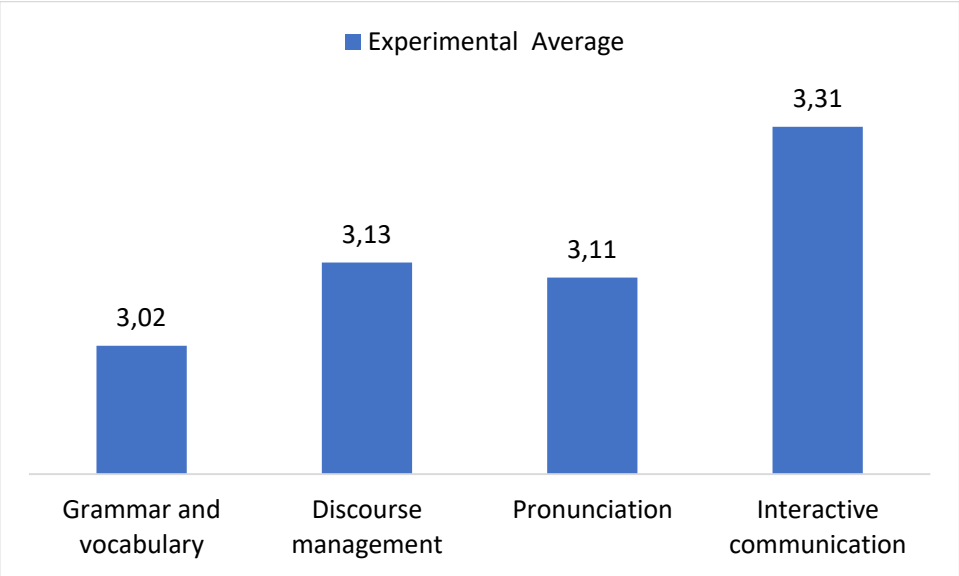

Figure 3 Pos-test results of experimental group
Source: PET (speaking).

Analysis and interpretation:

After applying the activities under the Student-Centered approach during three months, a new PET evaluation was applied (Annex 3) that allowed to know that the students had a progress level compared to the initial PET, because as Figure 3 showed, the overall average performance was 3.14. Regarding grammar and vocabulary use, an average of 3.02 was obtained, in discourse management 3.13, in pronunciation 3.11 and in interactive communication 3.31.

This permits to assume that the sixth year students of the CEBI Bilingual Educational Unit have a good level of performance (3 points), since there is a better grammatical use, the vocabulary of the students and their use has increased, a short speech is handled with coherence and can interact with classmates and teachers in a better way.

Table 4 Pos-test results of control group

Criteria	Control Average
Grammar and vocabulary	2,40
Discourse management	2,36
Pronunciation	2,22
Interactive communication	2,47
Total	**2,36**

Source: PET (speaking).

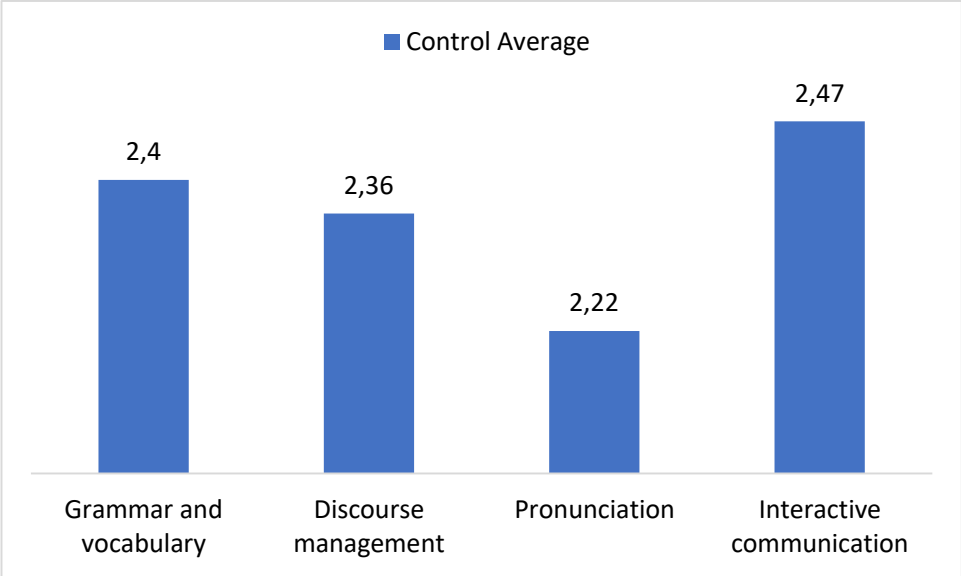

Figure 4 Pos-test results of control group
Source: PET (speaking).

Analysis and interpretation:

The control group was also evaluated after three months, however, the 11 students who formed this group did not develop any specific activity and continued with the curricular contents of the Educational Unit.

In figure 4, the averages reached in the post-test can be observed, at the grammar and vocabulary level a 2.4 was reached, in discourse management 2.36, in pronunciation 2.22 and in communication and interactivity 2.47.

According to this, it is assumed that the control group had an advance compared to the first test, but this was not significant, since problems persist especially in pronunciation, fluency and, in general, in handling conversation or speech.

Comparative pretest-posttest Results

Table 5 Comparative results

Criteria	Experimental Average		Control Average	
	Initial	**Final**	**Initial**	**Final**
Grammar and vocabulary	1,72	3,02	1,83	2,40
Discourse management	1,99	3,13	1,99	2,36
Pronunciation	1,81	3,11	1,90	2,22
Interactive communication	2,08	3,31	2,08	2,47
Total	**1,90**	**3,14**	**1,95**	**2,36**

Source: PET (speaking).

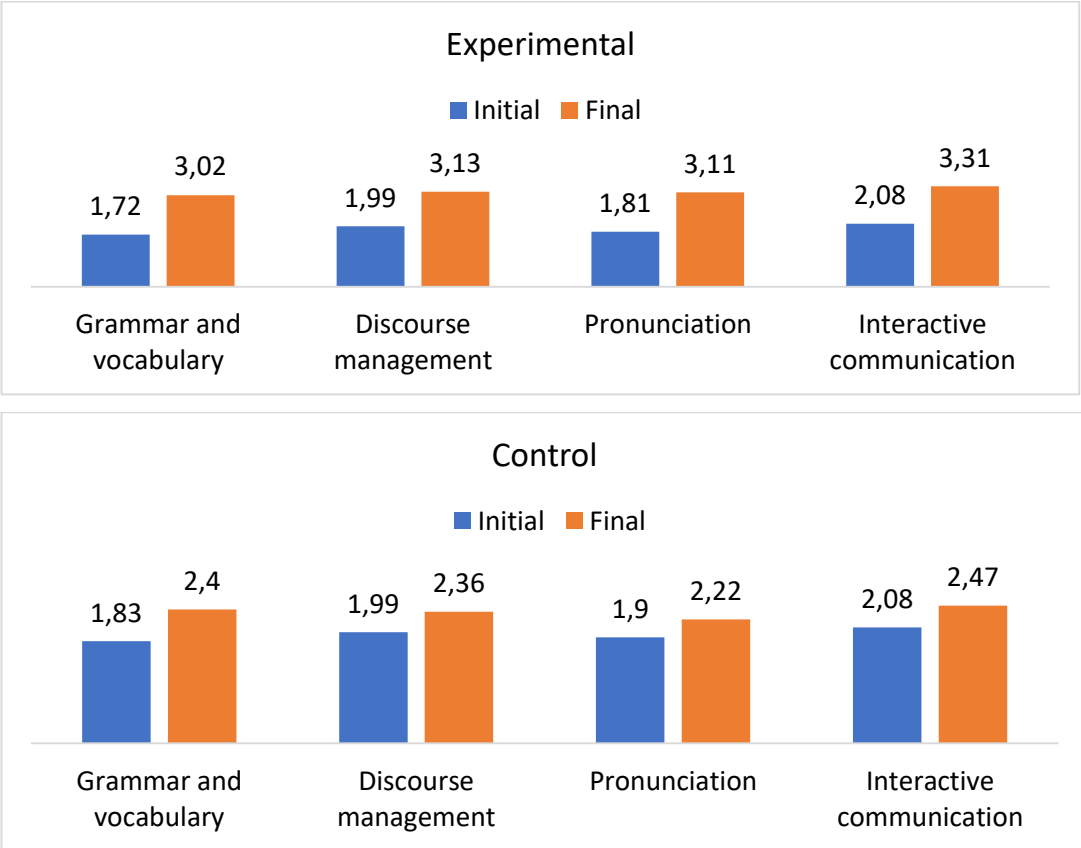

Figure 5 Comparative results
Source: PET (speaking)

Analysis and interpretation:

As part of the research, it was necessary to develop a comparative analysis of the results of both the experimental group and the control group, in order to establish the significance of the proposed strategy.

In figure 5, it can be seen that the experimental group showed a low performance in the speaking ability, especially at the grammar and vocabulary level, where it started with an average of 1.72 and at the end of the experimentation the level of progress was evidenced with 1.3 because they reached a 3.02. At the level of discourse management, an average of 1.99 was initially obtained, and at the end of 3.13, presenting an advance of 1.14. With respect to pronunciation, it began with an average of 1.81 and at the end of 3.11 noting an advance of 1.93. And finally in communication and interactivity it went from a 2.08 to a 3.31 (level of advance of 1.23).

In this way, it is assumed that the progress was similar in the 4 aspects evaluated, but it is a prominence, although not significantly, a greater pronunciation advance (1.99), due to the fact that the proposed activities allowed the student to express themselves and improve their pronunciation through feedback.

On the other hand, when comparing the progress level of the control group, a level of progress can be observed. However, this is not significant in any of the four aspects evaluated, so for example in grammar and vocabulary it goes from 1.83 to 2.4 (advanced level of 0.57), in speaking management from 1.99 to 2.36 (0.37), in pronunciation from 1.9 to 2.22 (0.32) and in interactive communication from 2.08 to 2.27 (0.39).

Based on the above, it can be assumed that the Student-Centered approach does favor the ability to speak, because after the application of activities under this pedagogical strategy, progress was made in grammar, pronunciation, discourse management and the communicative process. This information is supported by the study developed by Villacís & Hidalgo (2017) who assumed that the Student-Centered approach has a positive impact on the development of the ability to speak because by gaining prominence in class assignments, students learn by doing and, thus, learning is more meaningful and lasting. In addition, this

approach allows the construction of its own meaning when speaking, listening, writing, reading and reflecting on content, ideas and problems. (Mohammad, Mohammad & Zarepour, 2012).

Henceforth, it is important to recognize the importance of the Student-Centered approach in the development of speaking ability. To be affective, it must be considered needs, abilities, interests and learning styles of students, where teachers act as learning facilitators because this teaching method recognizes that student participation is fundamental to the learning experience of each one within the classroom. (Larasati, 2018).

Results of the observation sheet

Table 6 Observation in class.

	YES		**NO**	
LINGUISTIC BEHAVIOR	**F**	**%**	**F**	**%**
The teacher allows the student to be an active part of the class and get involved in the learning process.	5	50%	5	50%
The teacher's role is just to be a guide for the students.	2	20%	8	80%
The student's skill development (thinking, solving problems, making decisions) is encouraged.	5	50%	5	50%
The class motivates the student to learn.	6	60%	4	40%
Individual and collective work is encouraged.	8	80%	2	20%
The student's talk time is longer than the teacher's talk time.	7	70%	3	30%
The teacher motivates the student's oral expression.	5	50%	5	50%
The teacher uses didactic strategies in order to the student can express himself verbally.	5	50%	5	50%

Source: Observation
Made by: Naranjo, C. (2020)

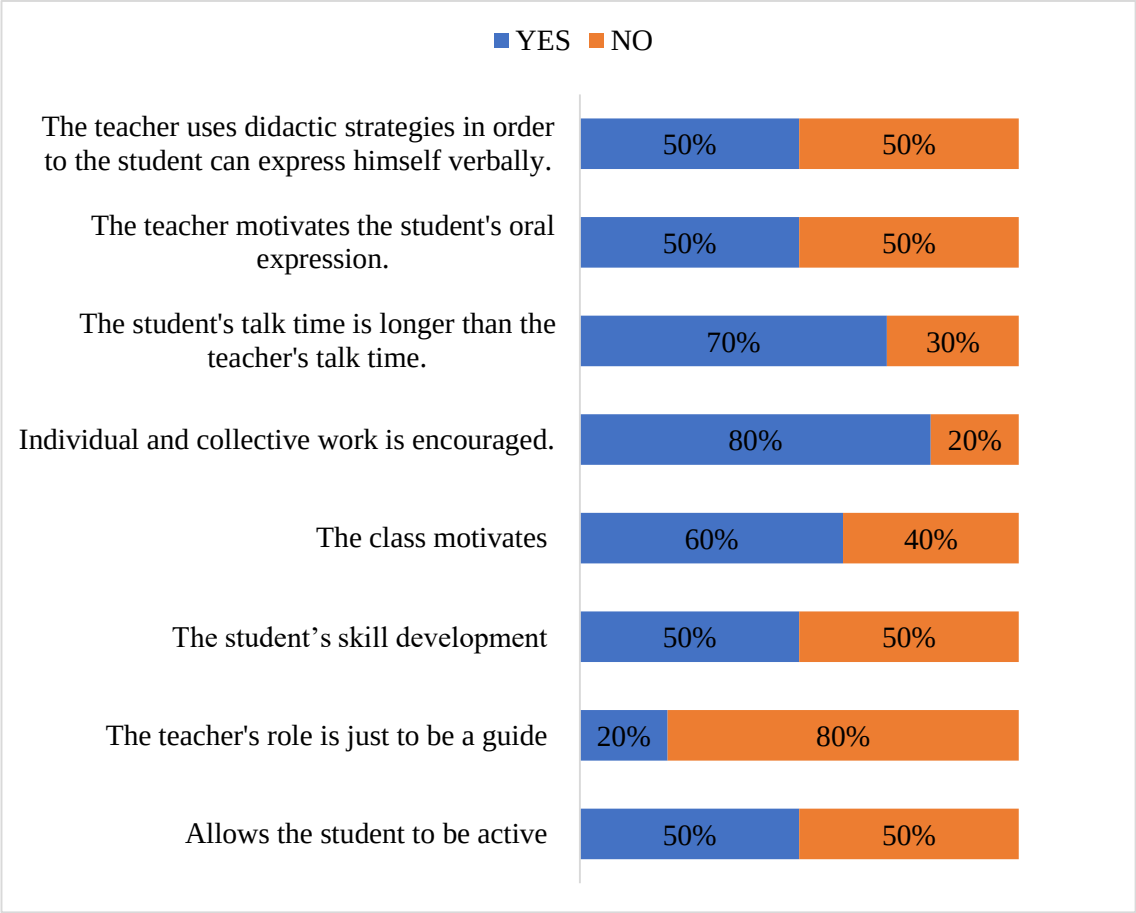

Figure 6 Observation in class.
Fuente: Observation.
Made by: Naranjo, C. (2020)

Analysis and interpretation:

As part of the investigation, an observation sheet (applied in 10 sessions) was applied to the English teacher responsible for the sixth-year group of the CEBI Bilingual Educational Unit in order to diagnose the teaching methodology, which is shown in Figure 4. Where it can be observed that in 80% of classes, individual and collective work is encouraged, in 70% of the time, the student's talk time is greater than the teacher's talk time and in 60% of classes, the student is motivated to learn.

But only in 50% of classes the teacher makes use of didactic strategies for verbal expression. In the same way, only on 50% of occasions, the development of skills such as think, solve problems and make decisions is encouraged, allowing the students to be an active part of the learning process.

On the other hand, 80% of the time the teacher does not fulfill the role of being only a guide in the teaching-learning process, which limits the chances that the student develops his productive skills such as speaking. Hence, it is necessary to mature interventions that highlight the weaknesses of the students and give way to solid interventions that fit the institutional educational plan which is to promote quality bilingual education.

3.2 Verification of hypotheses

Null hypothesis: The Student-Centered approach does not facilitate the acquisition of speaking skill.

Alternative hypothesis: The Student-Centered approach facilitates the acquisition of speaking skill.

Chi Square Calculus

Table 7 Chi square test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17,417[a]	4	,002
Likelihood Ratio	12,891	4	,012
Linear-by-Linear Association	7,508	1	,006
N of Valid Cases	11		

a. 8 cells (88,9%) have expected count less than 5. The minimum expected count is ,09.

For the verification of the research hypothesis, the chi-square test was used, which aims to test the hypothesis through the level of significance, so if the value of significance is greater

than or equal to the *Alpha* (0.05), the null hypothesis is accepted, but if it is smaller it is rejected and the alternative hypothesis is accepted.

According to the data observed in the table, it can be shown that when P is obtained with a value of 0 (bilateral), and this is less than 0.05, the null hypothesis is rejected, so is accepted the hypothesis alternative, that is, the Student-Centered approach facilitates the acquisition of speaking skill.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- It was determined that the initial level of mastery of the ability to speak in the students was low, but after the application of the activities based on the Student-Centered approach it was demonstrated that students got an improvement in the four evaluated areas. In the grammar and vocabulary section, students have shown an increase of 1.3 from the original score, in speaking management there was an increase of 1.14, in pronunciation it was 1.93 and in communication it was an improvement of 1.23 more than the original grade. Thus, students had a better performance in the speaking skill after the application of Student-Centered activities.
- Throughout the current investigation, Student-Centered Approach is effective in the development of the speaking skill, since in the activities applied they were aimed at empowering students to create their own learning experiences, develop autonomous thinking and significant learning, which were achieved through activities where the student had greater prominence such as debates, brainstorming, role play, oral lessons, open houses and projects. The student passed from being a spectator to being the center of attention.
- It was possible to demonstrate that the Student-Centered approach enhances the development of speaking skill because the group under experimentation demonstrated greater development of this ability after its application. A better pronunciation, coherence, use of grammar, vocabulary and interaction with peers and teacher was evident. In addition, the students were confident and more active during class development.

RECOMMENDATIONS

- Productive skills such as speaking, require a Student-Centered approach so that the student is able to integrate theory and practice, therefore consolidating learning. Therefore, activities based on experiences, real situations or where imagination, creativity and active participation can be put into play should be promoted.

- Students will feel engaged and motivated if the topics to be studied come from their interests, experiences and abilities. Hence, it is important to give students some control over the learning processes. For this, the teacher must change his traditionalist approach where only knowledge is transmitted.

- Teachers must be open-minded guides who are completely willing to innovate and adopt innovative teaching schemes that allow them to achieve quality education where both educators and students fulfill their roles. Therefore, it is necessary for teachers to change their approach to teaching and give greater prominence to the student so that he is an active part of learning and build knowledge under the guidance of the educator.

- The Student-Centered approach involves countless activities that must be designed and analyzed by the teacher according to the students' psychophysical characteristics in the classroom to take advantage of the capacities that have already been consolidated as part of its evolutionary and educational process and facilitate those that are in process.

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ANNEXES

APPENDIX 1: ACTIVITIES' PLAN

ACTIVITY	TOPIC	DEVELOPMENT	DURATION	DATE

Brainstorming	Adverbs	Teacher starts asking the class what it is an adverb. Students must give ideas about the topic to activate prior knowledge	10 minutes	
	What is a debate?	Students must give ideas about the topic to activate prior knowledge. They must give ideas about what could be the rules to have a good debate and also give examples about it.	10 minutes	
	What do we know about the Earth?	Students give ideas about what they know about the Earth. (characteristics, essential information, etc)	10 minutes	
Role play	The society at the beginning of the Republic	Students are going to perform a role play using the vocabulary presented in class about the beginning of the republic. At the end of the presentation the	10 minutes for the performance and 15 minutes to discuss and get conclusions	

		whole class is going to discuss the differences between actual and ancient time differences in the society.		
Oral lessons	Verbs and Tenses	Each class students have oral lessons about verbs. In the oral lesson the students must conjugate the verbs given by the teacher and also conjugate it in the tense the teacher decides by using it in a sentence.	5 minutes per student.	
Debates	Should homework be banned in schools?	The class is going to be divided in two groups. One group is going to agree in the fact that homework should be banned in schools and the other group is going to disagree on that. They should use the vocabulary presented in class about giving	35 minutes	

		opinions and agreeing		
	Should we take care of the soil?	The whole class is going to be divided in two groups. One group is going to agree on taking care of the soil and the other is going to be agree on the fact that is not necessary at all taking care of the soil.	35 minutes	
Task-based activities	Making a survey	Students are going to create a survey about students' common likes and dislikes.	70 minutes	
	Illustrations convey meaning	In groups of 5, students are going to create their own advertising poster and they are going to explain the message they want to convey to people and why they chose that illustration/material.	105 minutes	
Open houses	Easter eve traditions	On groups of 5 people, students are going to talk about	70 minutes	

		traditions on Easter Eve		
Project	Taking care of a living thing	Students are going to plant a plant and they are going to take care of it analyzing their changes each week. At the end they are going to present their conclusions to the class.	4 weeks	

APPENDIX 2: PRE-TEST

B1: Preliminary
Speaking Test

Part 1 (2–3 minutes)

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? Where do you live/come from? Thank you.
To Candidate B	And what's your name? Where do you live/come from? Thank you.

	Back-up prompts
B, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And **A**, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

	Back-up prompts
How do you get to work/school/university every day?	Do you usually travel by car? (Why/Why not?)
What did you do yesterday evening/last weekend?	Did you do anything yesterday evening/last weekend? What?
Do you think that English will be useful for you in the future? (Why/Why not?)	Will you use English in the future? (Why?/Why not?)
Tell us about the people you live with.	Do you live with friends/your family?
Thank you.	

Speaking Test 1 | **Part 2 (2–3 minutes)**

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language.**

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

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
approx. 1 minute

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

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

1B At a party

Interlocutor B, here is your photograph. It shows **people at a party.**

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

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
approx. 1 minute

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

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

1A

1B

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates.*

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates ..... *approx. 2–3 minutes*

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **What do you do when you want to relax? (Why?)**
- **Do you prefer to relax with friends or alone? (Why?)**
- **Is it important to do exercise in your free time? (Why?/Why not?)**
- **Is it useful to learn new skills in your free time? (Why?/Why not?)**
- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Reference: (Cambridge English, 2016)

APPENDIX 3: POS-TEST

Preliminary English Test for Schools
Speaking Test

Part 1 (2-3 minutes)

Phase 1
Interlocutor

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

(Hand over the mark sheets to the Assessor.)

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

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

B And what's your name?
Thank you.

		Back-up prompts
B	Candidate B, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?
A	And, Candidate A, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?
	(Ask the following questions. Ask Candidate A first.) Where do you live / come from? Do you study English at school? Do you like it? Thank you. *(Repeat for Candidate B.)*	Do you live in ...? Do you have English lessons?

Phase 2
Interlocutor

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

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

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

Part 2 (2-3 minutes)

Interlocutor
Say to both candidates:

I'm going to describe a situation to you.

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

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

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

All right? Talk together.

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

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

Retrieve Part 2 booklet.

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

Speaking Test 1 (Teenage bedroom)

Part 3 (3 minutes)

Interlocutor *Say to both candidates:*	Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their **bedrooms at home**. Candidate A, here is your photograph. *(Place **Part 3 booklet**, open at **Task 1A**, in front of Candidate A.)* Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment. Candidate A, please tell us what you can see in your photograph.
(Candidate A)	*Approximately one minute* *If there is a need to intervene, prompts rather than direct questions should be used.* Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet from Candidate A.*
Interlocutor	Now, Candidate B, here is your photograph. It also shows a teenager in his **bedroom at home**. *(Place **Part 3 booklet**, open at **Task 1B**, in front of Candidate B.)* Please show it to Candidate A and tell us what you can see in the photograph.
(Candidate B)	*Approximately one minute* Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet from Candidate B.*

Part 4 (3 minutes)

Interlocutor *Say to both candidates:*	Your photographs showed teenagers in their **bedrooms at home**. Now, I'd like you to talk together about the things you have in **your** bedrooms at home **now** and the things you'd like to have in your bedrooms in the **future**. *Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.* Thank you. That's the end of the test.

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

Reference: (Cambridge English, 2016)

APPENDIX 4: Assessment

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	Performance below Band 1.			

Reference: (Cambridge English, 2016)

APPENDIX 4: Rating Assignment

PRE-TEST	Section 1				Section 2				Section 3				Section 4			
	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication
1	3	2	2	3	2	2	2	2	2	2	2	2	1	2	1	1
2	3	3	3	2	3	3	3	2	1	3	2	2	1	2	2	2
3	2	2	2	3	2	2	2	3	2	2	2	1	2	2	1	1
4	3	3	2	2	3	3	2	2	2	1	2	2	2	1	2	2
5	1	2	3	3	1	2	3	3	1	2	1	1	1	2	1	1
6	2	2	2	2	2	2	2	2	1	2	2	2	1	2	2	2
7	2	2	2	3	2	2	2	3	2	1	1	3	2	1	1	2
8	2	3	2	2	2	2	1	2	2	2	1	2	2	2	1	2
9	1	2	2	3	1	2	2	3	1	1	2	1	1	2	2	2
10	2	3	3	2	2	2	2	2	1	2	2	2	1	2	2	2
11	2	2	1	3	2	2	1	2	1	1	1	1	1	1	1	2
%	**2,09**	**2,36**	**2,18**	**2,54**	**2**	**2,18**	**2**	**2,36**	**1,45**	**1,72**	**1,63**	**1,72**	**1,36**	**1,72**	**1,45**	**1,72**
12	2	2	2	3	2	2	2	2	2	1	2	2	2	2	2	1
13	2	3	1	2	3	3	3	2	1	3	2	2	1	2	2	2
14	2	2	2	3	3	2	2	3	2	2	2	2	2	2	1	1
15	3	3	2	2	3	3	2	2	1	1	2	2	2	2	2	2
16	3	2	3	3	1	1	3	3	1	2	1	1	1	1	1	1
17	2	2	2	2	2	2	2	2	1	2	2	2	1	1	2	2
18	2	2	2	3	1	2	2	3	2	1	1	3	2	1	2	2
19	2	3	2	2	2	2	1	3	2	2	1	1	2	2	1	1
20	3	2	3	3	1	3	2	3	1	1	2	1	1	2	2	2

21	2	3	3	2	2	2	2	2	1	2	1	2	3	2	2	2
22	2	2	3	3	3	2	3	3	1	2	1	1	1	2	1	1
%	**2,27**	**2,36**	**2,27**	**2,54**	**2,09**	**2,18**	**2,18**	**2,54**	**1,36**	**1,72**	**1,54**	**1,72**	**1,63**	**1,72**	**1,63**	**1,54**

Experimental	
Control	

POSTEST	Section 1				Section 2				Section 3				Section 4			
	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication
1	3	3	3	3	4	3	4	4	3	3	3	3	3	4	3	3
2	4	3	4	3	3	3	3	4	3	3	3	2	3	3	3	4
3	3	3	2	4	3	3	3	3	3	4	3	3	2	3	3	3
4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	3
5	3	3	4	3	3	4	3	3	3	3	3	3	3	4	3	3
6	2	3	3	3	4	3	3	4	3	2	3	4	3	4	4	4
7	3	4	2	3	3	3	3	3	3	4	3	4	3	3	3	4
8	3	3	3	3	2	3	3	3	4	3	3	3	4	3	3	4
9	3	3	3	3	3	3	4	4	3	2	3	3	3	2	4	3
10	2	3	3	4	2	3	4	3	3	3	2	3	4	4	4	3
11	4	4	3	4	4	3	3	3	2	3	2	4	3	3	3	4
%	**3**	**3,18**	**3**	**3,27**	**3,09**	**3,09**	**3,27**	**3,36**	**3**	**3**	**2,81**	**3,18**	**3**	**3,27**	**3,36**	**3,45**
12	3	2	3	3	2	3	3	3	3	3	3	3	2	2	3	1
13	3	3	3	3	3	3	3	2	2	3	2	2	1	2	2	2
14	3	2	3	3	3	2	2	4	3	3	2	3	2	2	1	2
15	3	3	2	2	3	3	2	2	2	1	2	2	2	2	2	2
16	3	2	3	3	2	2	3	3	2	2	1	1	2	2	2	1
17	3	3	2	4	3	3	2	3	3	2	2	2	2	2	2	4
18	3	2	2	3	2	3	2	3	2	2	1	3	2	1	3	3
19	2	3	2	2	2	2	3	3	2	2	1	2	3	3	1	1
20	3	3	3	3	2	3	2	3	2	2	2	1	2	2	2	2
21	2	3	3	2	3	2	2	4	2	2	1	2	4	3	2	2
22	2	2	3	3	3	3	4	3	1	2	2	2	2	2	2	2

%	**2,72**	**2,54**	**2,63**	**2,81**	**2,54**	**2,63**	**2,54**	**3**	**2,18**	**2,18**	**1,72**	**2,09**	**2,18**	**2,09**	**2**	**2**

Experimental	
Control	