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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

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EXTRANJEROS**

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Título de Licenciada en Pedagogía del Idioma Inglés.**

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Theme:

**Mobile Game-Based Learning Approach and The Speaking Skill**

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Ambato – Ecuador

2022

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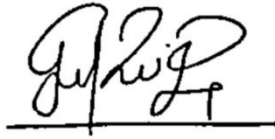
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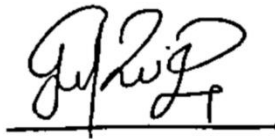
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## DEDICATION

*To my dear parents and brother who were the engine that gave me the strength to resist the bad days and celebrated with me every step of my academic life. To my boyfriend who supported me from the first day to the last. I'm sure they always feel my happiness as their own.*

*-Priscila Velasco Bautista*

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*“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. But the great teacher inspires.”*

*William Arthur Ward*

*I want to extend my gratitude to all my teachers, especially to Mg. Dorys Cumbe, for being my inspiration to become the teacher everyone loves, admires, and respects. To my friends and colleagues, who never hesitated to share their knowledge with me. Finally, I want to thank my maternal family for giving me their love and support.*

*-Priscila Velasco Bautista*

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IDIOMAS NACIONALES Y EXTRANJEROS**

**TITLE:** “Mobile Game- Based Learning Approach and The Speaking Skill”

**AUTHOR:** Priscila Elizabeth Velasco Bautista

**TUTOR:** Lcda. Mg. Dorys Maribel Cumbe Coraizaca

**ABSTRACT**

The objective of this study was to evaluate the influence of mobile game-based learning approach in the speaking skill in students of the first semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. It is a bibliographic study with a quantitative approach, and a quasi-experimental design. The students were divided into a control group with 14 students and an experimental group with 11. A pre-test was applied, which was taken as a post-test at the end of the process. For this, the Cambridge A2 KEY exam speaking paper was used, from which the second phase of the first part and the first phase of the second part were taken. The lowest scoring students were chosen to be part of the experimental group. This group was exposed to twelve virtual treatments divided equally by criteria: grammar, vocabulary, pronunciation, and interactive communication. Each session lasted 1 hour. During this process, mobile game applications and web-based learning games focused on developing students' speaking skills were used. To corroborate the hypothesis, a t-test was performed using the SPSS program. Finally, it was concluded that the implementation of the MGBL approach did influence the development of the speaking skill of the students of the experimental group. In addition, it was evidenced that the criterion that obtained the best results was vocabulary, followed by interactive communication, grammar and pronunciation, respectively.

**Keywords:** M-learning, games, learning, speaking sub-skills, motivation.

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**RESUMEN**

El objetivo de este estudio fue evaluar la influencia del enfoque de aprendizaje basado en juegos móviles en la destreza oral en estudiantes del primer semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeras de la Universidad Técnica de Ambato. Se trata de una investigación bibliográfica con un enfoque mixto, y un diseño cuasi-experimental. Los estudiantes se dividieron en un grupo control con 14 estudiantes y un grupo experimental con 11. Se aplicó un pre-test, el cual se tomó como post-test al final del proceso. Para ello, se utilizó la prueba de habla del examen Cambridge A2 KEY, de la que se tomó la segunda fase de la primera parte y la primera fase de la segunda parte. Los estudiantes con puntajes más bajos fueron elegidos para formar parte del grupo experimental. Este grupo estuvo expuesto a doce tratamientos virtuales divididos equitativamente por criterios: gramática, vocabulario, pronunciación y comunicación interactiva. Cada sesión duró 1 hora. Durante este proceso, se utilizaron aplicaciones de juegos móviles y juegos de aprendizaje basados en la web enfocados en desarrollar las habilidades orales de los estudiantes. Para corroborar la hipótesis se realizó una prueba T mediante el programa SPSS. Finalmente, se concluyó que la implementación del enfoque MGBL sí influyó en el desarrollo de la habilidad de hablar de los estudiantes del grupo experimental. Además, se evidenció que el criterio que mejores resultados obtuvo fue el vocabulario, seguido de la comunicación interactiva, gramática y pronunciación, respectivamente.

**Palabras clave:** aprendizaje móvil, juegos, aprendizaje, sub destrezas orales, motivación.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Research Background

The first research study belongs to an article under the name of “Evaluating listening and speaking skills in a mobile game-based learning environment with situational contexts”. In this research, Hwang et al. (2016) wanted to prove if game-based learning activities facilitate students’ listening and speaking skills. A quasi-experimental design was used, there were divided into two groups, where the experimental group uses a mobile system and the control group used traditional methods. The results showed that the students in the experimental group meaningfully outperformed the control-group students on the verbal post-test. In conclusion, game-based learning activities can improve students' speaking skills if delivered via a mobile system.

Another similar study labeled “Mobile Game-based Learning for Online Assessment in Collaborative Learning”, where Zakaria et al. (2018) investigated if mobile game-based learning increases the level of engagement in learning. The approach applied was single-group experiment, and a pre- and post- test was applied. The results demonstrate that there are three types of learners in mobile game-based learning like: high achievers, gradually increasing learners and gradually decreasing learners It can be concluded that the different types of learning in mobile game-based learning can be used to increase the level of student participation in the learning process.

“Mobile Game- Based Learning with a Mobile App: Motivational Effects and Learning Performance” is an investigation that was developed in 2017. In this study, Huang et al. (2017) applied a mobile application game to learn English vocabulary with the objective of analyzing how, and to what extent mobile game- based learning influences the participant’s performance and learning motivational effects. 100 university students used this app during 2 weeks. It was applied a pre-questionnaire and post-test. The results showed positive effects in students’ performance.

An investigation called “Collaboration and fuzzy-modeled personalization for mobile game-based learning in higher education” was produced in 2020. The objective of this research was to determine how mobile learning and game-based learning can be used in higher education and to analyze how to adopt them in the educational process. Within the research methodology Troussas et al. (2020) designed and implemented C#. Quiz Time! which is a mobile game-based smart learning app to assess and advance Knowledge of students of a higher education institution during an academic semester. In addition, it was evaluated by students and computer science experts using an established framework and statistical hypothesis testing. As a result, the computer experts validated the pedagogical suitability of this application and the students highlighted its positive impact on learning and its usefulness. The conclusion of this research is that the incorporation of personalization and collaboration in learning based on mobile games can help higher education students to advance their level of knowledge.

In order to understand the relationship between the students' gaming activities and the results of these activities, a game called “NoCredit, GameOver!®” (NCGO) was applied in 181 secondary students. This study was named "Mobile game-based learning in secondary education: Students’ immersion, game activities". For this, Huizenga et al. (2019), developed questionnaires for students to record their team play and character assignment activities. This last point was relevant for the investigation since it was observed that the students empathized with the characters in the game and this seemed to be negatively related to their interest and knowledge of the subject. In addition, perceived content authenticity was negatively related to students' smart spending of money. On the other hand, "visiting organizations", which was one of the scheduled game activities, showed a positive relationship with team play performance. As a conclusion, implications for teaching with games and future research were suggested.

A conference paper named "Mobile game based-learning to inspire students’ motivation" was developed in 2014 with the aim of combining game-based learning and m-learning to develop an application on an Android smartphone. Students used this in a fragmented time. In this learning model, Lin et al. (2014) made the students

find themselves in a mobile learning environment. Also, the students learned the contents of the course by using their fingers to touch the screen to change something. The result showed that students share the way of using mobile game-based learning. Consequently, a greater learning motivation was obtained, making the students feel hooked with this way of learning.

"Mobile game-based learning as a solution in COVID-19 era: Modeling the pedagogical affordance and student interactions" is a study that was conducted in 2022 by Akrivi Krouska, Christos Troussas, and Cleo Sgouropoulou with the purpose of investigating learners' intention to use MGBL as an alternative educational practice during the COVID-19 pandemic. This was done by modeling the pedagogical performance of this technology and student interactions with it. An MGBL application was used for C# programming language instruction in higher education during the 2020 lockdown period. The results reveal that MGBL technology has a positive and significant impact on student academic performance.

Another investigation named "A review of Game-based Mobile E- Learning Applications" was conducted in 2021 by Carlo Hernandez Godoy. The study aimed to facilitate the reorganization of TESDA E-learning program using a method called Game-Based Learning. To achieve this goal, several applications were reviewed to give an idea of how game-based learning is developed as a complementary tool. This study focused on the language skills institute and the TESDA vocational-technical program. The database used in the methodology is Google Scholar. Finally, as a result, 4 applications were selected as representation since it is a bibliographic review. It was concluded that mobile games have instructional potential, with the ability to evolve teaching.

There is also an investigation called "The Application Of M-Learning in Improving Speaking Skills Among EFL Learners" In this study, Abdulrahman et al. (2019) focused on examining the importance of mobile devices specifically for foreign language learners seeking to improve their performance in the target language. Furthermore, this research sought to establish the contribution of mobile phones to

adequately improve English language learning among students, focusing on speaking skills. For this, previous studies were analyzed and their results clarified. The data was obtained through a survey and the results affirm the effectiveness of M-Learning in improving English speaking skills among learners of English as a foreign language.

Finally, Moayeri and Khodareza (2021) developed an investigation whose title is “The effect of mobile- assisted language learning on speaking accuracy of EFL learners”. The purpose of the research was to explore the effectiveness of Mobile assisted language learning (MALL) to provide students with opportunities to promote their speaking skill. We worked with a total of 35 students of English as a foreign language (EFL) in two groups. In the experimental group confirmed by 16 students who were asked to participate in ACO as a mobile-assisted interactive application, while in the control group with 19 students, no application was made to them. The findings of the statistical analysis revealed the positive effects of MALL, highlighting its motivational approach.

All these previous investigations were an important source for the development of this study. The analysis of these resources has been vital for the establishment and understanding of the variables and their relationship. These bibliographic sources not only contribute to the development of the theoretical framework but also contribute to the veracity and validity of this research since they serve as a precedent for the creation of new information. In addition, scientific research enhances the knowledge of education as a social phenomenon that has been changing over the years.

## **1.2 Theoretical Framework**

It is essential to know the technological advances that contribute to education to allow its development. In this case, the relationship between the Mobile Game-Based Learning approach (MGBL) and the development of the speaking skill will be established through theoretical foundations. The internet has made possible to access to information that contributes to the development of knowledge about the established variables. After having analyzed some scientific resources, it has been feasible to develop the theoretical framework of this research work.



### **1.2.1 Independent variable**

#### **Technology in Education**

In conformity with Raja and Nagasubramani (2018), technology makes or work easier and less time consuming. Nowadays, technology can be used for different purposes. It depends on what people want to use it for. In the wrong hands, this resource can cause global problems. However, if it is used with intelligence and responsibility, it can improve the user's living conditions. The development of technology is deeply linked to the progress of other social aspects (Cloete, 2017). Starting from the fact that education is a social element, it can be established that technology has a close link with its development. Bulman and Fairlie (2016) stated that there are two contexts in education in which technology may be applied: in classrooms and at home by students.

#### **Information and Communication Technology (ICT)**

As time went by, technology invades the world. Every time the devices become more sophisticated and useful for society. Technological progress does not follow a linear pattern, its direction is defined by extreme changes or, in turn, by long-term stagnation (Letchman, 2017). These aspects make technology play an important role in a society full of changes and stagnation at the same time. Ratheeswari (2018) mentioned that Information and Communication Technology (ICT) refers to the technology that gives access to information through a digital communication channel. Likewise, Alkamel and Chouthaiwale (2018) supported that ICT are forms of technology used to exchange and share information by electronic means. These authors definitions have in common that the ICT basis is focused on the dissemination of information for communicative purposes.

As reported by Alkamel and Chouthaiwale (2018), Information and Communication Technologies (ICTs) are a broad set of technological resources and tools used to create, communicate, disseminate, store, and manage information. These ICT tools are divided into two groups: non-web-based and web-based or browser-based tools. Warren (2021) referred that a browser-based (or web-based) may be referred to as

an app or program that requires internet connection to be used or found; most of them are downloaded and run on a remote server. These kinds of resources can make communication easier. They also allow users to share and get information speedily.

### **Web 3.0**

It is important to start by analyzing basic related terms to understand what web 3.0 is. For about three decades, the World Wide Web (WWW) is being known as a resource to make internet users life easier. According to the BBC (2019), this tool was invented by Tim Berners- Lee in 1989 for the purpose of exchanging data between scientists. Web 1.0 was the first generation of web that lasted from 1989 to 2005 (Choudhury, 2014). It was considered by his inventor as the web to “read only” because the users could not interact. It was just a static page, without images, videos, and colors (Khanzode & Sarode, 2016).

Web 2.0 is the second implementation of the web. It is a platform where users can design, share, and re-write information. In other words, people can participate and collaborate with others (Choudhury, 2014). Finally, for Rudman and Bruwer (2016), the Web 3.0 has integrated the experience where the machine is able to catalogue and understand data similar to a human. In conformity with Khanzode and Sarode (2016), the basis of Web 3.0 is to create more effective integration, automation, accessibility, and management of mobile internet.

Web 3.0 is also known as “semantic web” because it creates meaningful information for transmission (Acikgul & Selcuk, 2020). As reported by Robin (2011), Web 3.0 technologies provide student support, keeping and evaluating records. For Chisega-Negrila (2013), individuals can be responsible of their own learning, set aims and made decisions of the way in which they learn. This statement is supported by Acikgul and Selcuk (2020) because in these technological environment students play an active role in the construction of their own knowledge through learner-centered instruction.

## **Mobile game based-learning approach**

The teaching-learning process is conducted by a scientific guideline. As stated by the BBC (British Broadcasting Corporation), an approach is a way of looking at teaching and learning. Any language teaching approach is a theoretical view of what language is, and of how it can be learned in an appropriate way. According to Chong (2018), there are new tendencies in the learning approaches and innovations that could improve the English language such as: Blended learning, Game-Based learning and Gamification, Mobile Learning, Inquiry-Based Learning, Embodied learning, and some others. Those new tendencies change the traditional way of learning and teaching, making this process more effective and interesting.

For Binti et al. (2022), Mobile Game Based- Learning (MGBL) approach is a result of the combination of Mobile Assisted Language Learning (MALL) and Game- Based Learning (GBL). Conforming to Almarshadi et al. (2019), MALL is the use of mobile devices for teaching and learning. Moreover, in accordance with Moayeri and Khodareza (2020), MALL provides an environment that allows students to learn a second language beyond the traditional classroom setting. On the other hand, GBL is the application of games to enhance the learning process (Cózar & Sáez, 2016). In the same sense, Sousa and Rocha (2017), defined GBL as an approach that can foster students' skills and provide many learning contexts.

## **Advantages of MGBL approach**

In consonance with Huang et al. (2017) the most important advantage of MGBL is that promotes learners' motivation. It can allow teachers to have a group of students who want to participate in the learning process, and in that way, it can give positive learning results. In agreement with Almarshadi et al. (2019), another positive impact of MGBL is the usability because learners can use their mobile devices at any time and in any place they want. In the bargain, for Binti et al. (2022), MGBL encourage teachers and students to avoid traditional and boring approaches.

This approach also promotes the student- centered learning that support students to construct their own knowledge by active engagement. As stated by Krahenbuh (2016), It is an essential component for engaging in best educational practices. For Binti et al. (2022), the learning environment in MGBL that fosters collaboration and interaction it is also part of social constructivist learning. For Clark (2018), it focuses on the fact that individuals respond to some type of external stimuli. In addition, as state in Binti et al. (2022), this pedagogical approach stresses on practice, reinforcement and motivation. According to Huang (2017), the categories of learning motivation are classified into two parts: academic purposes and pleasure purposes. That is why for Binti et al. MGBL it contributes to the motivation of learners making the learning process enjoyable and interesting.

MGBL approach provides opportunities where students can learn and test their knowledge using mobile devices (Troussas, et al., 2022). The implementation of learning games is the best way to encourage students' participation and collaboration. For Huang et al. (2017), MGBL is workable and acceptable for university learners, because it provides motivational effects and promote the student's participation and interest.

### **Disadvantages of MGBL approach**

According to Piki et al. (2020), one of the challenges in the implementation of mobile game-based learning in the classroom is to establish a direct relationship between the game and the educational content. Another disadvantage in the application of MGBL is the cost of some game apps because not all of them are free (Epper et al., 2012). Finally, as stated in Binti et al. (2022), it is difficult to change the point view of traditional educators that think that games are often related to non-academic activities and they do not have enough training in innovative education.

### **Web-based learning tools**

### **Mobile game applications**

In conformity with Islam and Mazumder (2010), mobile applications are a segment of the global Information and Communication Technology. Nowadays, mobile applications are more involved in the global world for entertainment, education or facilitating people's lives. According to Zhang (2009), mobile game applications are used in portable electronic devices, these could be smartphones, cellphones and tablets which are accessible for software programs and people can access them with or without internet connection. Mobile game applications cover the necessity for increasing learning satisfaction and motivation (Huang et al., 2017).

### **Web-based learning games**

As stated by Abd Jabara (2016), online web-based games are played using internet in any mobile device. In these sites learners have the opportunity to play educational funny games in order to practice or improve their skills. In line with Acosta et al. (2018), web accessibility seeks to guarantee satisfactory web access to the majority of people regardless the devices they use. According to Iseri (2017), web sites have a higher level of accessibility that means that users can easily play any online game.

**Table 1** *MGBL tools*

| <b>Mobile game applications</b> | <b>Web-based learning games</b> |
|---------------------------------|---------------------------------|
| LanGeek                         | Wordwall.                       |
| English listening and speaking  | Mes Games                       |
| Elsa Speak                      | Tinytap                         |
| Say it                          | Games4esl                       |
| Twistify                        | Eslgamesplus                    |
|                                 | Esolcourses                     |
|                                 | Baamboozle                      |

**Note:** Mobile game applications and web-based learning games used in this research. Elaborated by Velasco, P. (2022)

### **1.2.2 Dependent variable**

#### **English language**

Language is the expression of words to communicate, either orally, in writing or in gestures. English language began in Anglo-Saxon England and during fifth and sixth centuries was classified as a "pure" language that had not been exposed to foreign elements and produced new words based on its own compounds (Wrenn, 2009). Nevertheless, over the years it has been acquiring characteristics of other languages, thus becoming the most dominant language in the world. Today, the English language is known as the language of business, economics and politics.

#### **English language skills**

It is important to develop some faculties to learn or acquire a language, in this case they will be called "skills". According to Husain (2015), "A skill may be called the ability to do something well, (...). Language is a complex skill involving four sub-skills, which are: speaking, writing, listening and reading" (p. 2). Learning these language skills facilitate both the understanding and the production of it. These four skills, which in turn have many sub-skills, are considered the basis for developing a language either by acquisition (L1) or by learning (L2).

## **Productive skills**

According to Putri et al. (2017), the language skills are distributed in two sub-categories according to their function. On the one hand we have the receptive skills which are listening and reading, these two are considered passive in nature because the learner receives information. Whilst, “Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing” (Husain, 2015, p. 3). For Masduqi (2016), the productive skills are essential because they are observable evidence of language learning. The more language a person produces, whether it is spoken or written, the more knowledge they have.

## **Speaking skill**

Oral communication ability is what has allowed humanity to keep in touch over the years (Aliyu, 2017). Although it is true, language can also be transmitted in writing and through gestures, notwithstanding oral production is the fastest way to convey a message (Salamonson et al., 2019). Speaking is an interactive process where information is shared (Brown, 1994). For this reason, it is important to do it effectively so that the listener can understand the message and produce an effective response as well, thus allowing communication to fulfill its role which is to transmit information.

As stated by Almatarneh (2019), the speech apparatus is responsible for producing the sounds that come out of our mouth, however the ability to speak is much more than that. As specified by Chastain (1998), speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct. For Aliyu (2017), to achieve an effective oral production, it is necessary to connect all the thoughts in the brain and then externalize them in a matter of seconds. This is why for many of the speakers of English as a second language it is not an easy task.

According to Ihsan (2016), the brain is conditioned to the native language of the speaker, that is why there can be a controversial clash when learning a new language but learning to speak correctly, fluently and effectively is difficult but not impossible.

Based on Hossain (2015), “Learners often evaluate their success in language learning on the basis of how well they feel they have improved in their spoken language proficiency” (p. 11). For Rojas et al. (2019), to achieve this goal there are several factors a student must focus on if they want to improve their speaking skills.

### **Speaking sub- skills**

According to BINUS university (2018) there are four speaking sub- skills that are: fluency, vocabulary, grammar, and pronunciation. While for Harris (1969), there are five speaking sub- skills that are: pronunciation, grammar, vocabulary, fluency, and comprehension. Both sources coincide in their statements except that for Harris there is one more sub-skill that is comprehension. For this author, it is important to comprehend what is being said in order to avoid misunderstandings.

### **Strategies to asses speaking sub-skills**

According to Cambridge (2020) the criteria to asses speaking performance in A2 level are: grammar and vocabulary, pronunciation and interactive communication.

### **Grammar**

Grammar is the functional command of sentence structure that allow us to understand and produce language (Freeman & Freeman, 2004). To asses grammar is important to focus the attention in the degree of control of grammatical forms. For Cambridge, grammatical forms are: words, phrases, basic tenses and simple clauses.

### **Vocabulary**

Vocabulary is a set of words that make up a language (Chima & Ezechuckwu, 2019). Being a good speaker means having a constantly growing vocabulary. The more interesting words the student knows, the stronger his speaking skills will be. To asses vocabulary evaluator have to analyze the level of appropriacy of vocabulary that



according to Cambridge is the use of words and phrases that fit the context of the given task.

### **Pronunciation**

Pronunciation is defined as a production of sounds that a person uses to make meaning (Grant & Brinton, 2014). It is a sound system which doesn't interfere with communication (Abbas, 2016). It means that it is not necessary to handle this criterion perfectly to be understood, however it is important that the speaker has the ability to produce sounds in a way that it does not interfere with the sense of the message. In other words, it needs to be intelligible. To assess pronunciation, the evaluator has to take into account phonological features that Cambridge define as the pronunciation sounds, word and sentence stress and intonation.

### **Interactive communication**

As stated by Taylor (2003), interactive communication is the spoken interaction that involves some features like physical proximity, body language, facial expressions, tonality, eye contact, etc. According to Cambridge, to evaluate and assess interactive communication the evaluator has to analyze aspects like: initiating and responding, prompting and supporting, turn and simple exchange.

### **1.2.3 Objectives**

#### **General Objective**

To evaluate the influence of mobile game-based learning approach in the speaking skill in students of first semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of Universidad Técnica de Ambato.

#### **Specific Objectives**

- To assess learners' speaking skills before and after implementation of the mobile game-based learning approach.
- To identify the mobile learning apps and websites that contribute to the development of speaking skills.
- To determine which speaking assessment rubric criteria are most developed through mobile game based-learning approach.

### **Fulfillment of objectives**

This investigation was carried out in order to determine the influence of Mobile Game-Based Learning approach in the speaking skill. For that reason, the SPSS program was used to obtain the numerical results. Moreover, it was used a pre and post-test to achieve the specific objectives. It was also necessary to analyze the pre and post-test results to establish which speaking assessment rubric criteria are most developed. In that way, it was available to demonstrate which mobile learning apps and websites contributed to the development of speaking sub skills.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Methods**

##### **2.1.2 Approach**

###### **Quantitative approach**

The current study had quantitative approach, because the data collected precise the numerical system of research (Brannen & Coram, 2016). According to Newman and Benz (1998), quantitative approach refers to theories in which data is analyzed using statistical techniques. In this research, it was used the SPSS program, it permitted to obtain congruent results through statistical data. Moreover, for Miller (2020), quantitative findings are more reliable and detailed because they are tested with statistical analysis calculations.

##### **2.1.3 Research modality**

###### **Bibliographic**

This research was bibliographic because it was justified with scientific information (Schmidt, 2020). Scientific articles, books, magazines, videos, conference papers and web sites have been used and analyzed to have a basis for the current study. It is important to explore these previous works because it allows researchers to transform it into new useful information (Méndez & Astudillo, 2008). There was a relevant scientific contribution to this research, especially for the independent variable because M-learning is having more prominence in the educational field. The scientific educational community is showing interest in topics related to new trends and approaches that can innovate the educational process.

## **2.1.4 Type of research**

### **Quasi- Experimental research**

According to Rogers and Revesz (2019), quasi-experimental research is characterized by the lack of random assignment of population and sample. In other words, the researcher can select the population according to the study needs. Gopalan et al. (2020) define this type of research as an experimental variation with emphasis on the independent variable. This research was conducted in a group of students without controlling the variables but with the established purpose of determining results.

This study also has a control and experimental group. In conformity with Kothari (2004), when a group is exposed to usual conditions is called “control group”. On the other hand, a group that is exposed to special conditions (treatments) is called “experimental group”. In this research, the researcher applied a pre-test, after having the scores, students with the highest and lowest scores were identified. The latter were chosen to be part of the experimental group. This was done in order to analyze whether the independent variable can achieve that the least scored reach the level of the most scored.

## **2.2 Resources**

### **2.2.1. Population**

The participants who were involved in this study were 25 first-semester students from the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato (18 women and 7 men). This group was divided into the control group with 14 students and the experimental group with 11.

**Table 2** *Population*

| <b>Sex</b>    | <b>Number</b> | <b>%</b> |
|---------------|---------------|----------|
| <b>Female</b> | 18            | 49%      |
| <b>Male</b>   | 7             | 19%      |
| <b>Total</b>  | 25            | 100%     |

**Note:** This table shows the number and percentages of participants of the research

**Table 3** *Control and Experimental groups participants*

| <b>Groups</b>             | <b>Participants</b> | <b>%</b> |
|---------------------------|---------------------|----------|
| <b>Control Group</b>      | 14                  | 56%      |
| <b>Experimental Group</b> | 11                  | 44%      |
| <b>Total</b>              | 25                  | 100%     |

**Note:** This table shows the number and percentage of participants in each group

### **2.2.2 Instruments**

A standardized Cambridge exam was taken in order to assess the speaking skills of the students before and after the application of the Mobile Game Based Learning approach. The test that corresponds to level A2 according to the Common European Framework is the KEY EXAM. This exam has 3 papers: reading and writing (50%), listening (25%), and speaking (25%). In this research was used just the speaking paper that is evaluated in pairs.

#### **Type and number of questions**

Speaking paper has 2 parts with 2 phases each. The second phase of the first part and the first phase of the second part were taken to evaluate students. The first part corresponds to the interview. In the second phase of this part, examinees have to answer questions related to everyday life. The examinees respond to the interlocutor's open-ended questions. There are three questions for each candidate. In case the

students cannot answer the questions, the interlocutor uses back-up prompts that are close-ended questions that can help students to understand the previous question.

The second part corresponds to the discussion. In the first phase, the candidates have to interact with each other by making a conversation based on a question and a set of images showed by the interlocutor. At the end of the conversation, the interlocutor can ask each candidate a question.

**Part 1 → Phase 2 (2-3 min)**

**Part 2 → Phase 1 (2 min)**

The pairs of candidates were randomly organized between students from the control group and the experimental group without distinction. There were 11 pairs of candidates and a group of 3 people. In addition, there were two exam models which were used with an intercalated frequency, being “Form 1” for pairs 1,3,5,7,9, and 11 and “Form 2” for pairs 2,4,6,8, and 10. For the pre-test and the post-test, the same test was used but with a different form for each pair.

**Table 4** *Test number forms distribution*

| <b>Pair</b>  | <b>Pre-Test</b> | <b>Post-Test</b> |
|--------------|-----------------|------------------|
| 1,3,5,7,9,11 | Form 1          | Form 2           |
| 2,4,6,8,10   | Form 2          | Form 1           |

**Note:** This table shows the form of test that participants had to take in the pre and post-test

The rubric of the speaking part of the A2 KEY exam of Cambridge was used to assess the performance of candidates. The rubric criteria are vocabulary, grammar, pronunciation, and interactive communication. The rubric has 6 levels of performance rated by bands with being 5 the highest and 0 the lowest. In this sense, the total score is out of 20.

Other complementary resources were also used during the application of the treatments, which are: zoom platform, WhatsApp, Youtube Vocaroo, and Google Drive. All these tools were useful for the development and operation of the treatments applied with the experimental group.

### **2.2.3 Procedure**

The treatments were organized in 12 virtual sessions of 60 minutes each. These 12 interventions were divided equally according to the assessment criteria of the Cambridge KEY exam 2020 rubric as follows: the first three classes were focused on vocabulary learning and practice, the next three on grammar, the next three on pronunciation, and finally, the last three interventions were focused on the development of interactive communication. In this way, the treatments were applied in an equitable manner in order to achieve one of the specific objectives, which was to establish which of the criteria of the rubric obtained the best results through the application of the MGBL approach. The method applied in the planification of the classes was Presentation, Practice and Production (PPP).

In the first session corresponding to the development of the vocabulary criterion. As a warm-up, the students wrote the verbs they know on the zoom board and explained the definition. The teacher explained how to use the LanGeek application. Later, in the practice part, the students reviewed the definition of several verbs from the list of "verbs I need" from the app corresponding to level A2. Students completed fill-in-the-blank and multiple-choice question activities through games in the app. Finally, in the stage of production, the students recorded an audio in which they had to make a sentence using 10 verbs learned in the app.

In the second session the students played the game "Mes shoot-out" on the website "Mes Games" to identify the members of the family. In the practice activity, the students and the teacher played the Tinytap web site, which consists of several interactive games to learn how to describe people's appearance and personality. They also practiced the adjectives in the Englishclub website, in this activity they had to match the adjectives with their opposite. In the production activity, the students had to

play "just a min talk" in which they had to record a one-minute audio describing a member of their family or a friend. For this, the teacher used the random wheel of Wordwall.

In the third and final session focused on vocabulary, the students used the Game4sl website to practice and learn vocabulary related to parts and furniture of a house. In this game the students had to look and learn the vocabulary of a house, then an object disappeared and the students had to name the missing one. In the practice stage, the students played 3 more games on the same website: drag and drop, memory game and spelling game. Finally, as a production activity, the students recorded an audio in Vocaroo answering the questions established by the teacher.

In the fourth session and first class focused on grammar, students learned to use the grammar of the verb "prefer" to talk about preferences, likes and dislikes. The students played a matching activity on the "Eslgames+" website. Subsequently, the students played two games on Wordwall, the first consisted of matching images with the corresponding musical genres. The second game is called "open the box". In this game, students had to choose a box number and answer the question using the verb prefer. As a production activity, the students worked in pairs, they recorded a video talking about musical tastes using the grammar learned in class.

In the fifth session and second with a grammatical focus. The students learned to use superlatives and comparatives through a game on the tiny tap web site. For this, the students used their mobile devices to play. In the practice stage the students played a game on the "Esolcourses" website. In the game, learners had to match corresponding words and pictures. After that the students played "let's go shopping in the space" in this game the students had to connect the stores with the things that are bought in them. As a production activity, the students recorded a role play in which they had to pretend to be sellers and buyers and use superlatives and comparatives.

In the sixth intervention and the third and last one with a grammatical focus, the students learned to talk about hobbies and interests. In the presentation stage the



students played a game on the "games4sl" website. In this game, students guessed the hobby that gradually appeared on the screen. In the practice scenario, the students played on the same website. In this game, they had to use a virtual die to complete the sentences using adverbs of defined frequency. In the next game, the students used the Wordwall platform and played a percentage game of adverbs of indefinite frequency. As a last practice activity, the students used the "English Listening and Speaking" app. In this mobile app, students played at being part of a conversation about hobbies and interests. Finally, as a productive activity, the students recorded an audio in "Vocaroo" answering questions about their daily life with adverbs of frequency.

In the seventh and first session with a focus on pronunciation, the students played a quiz on YouTube to introduce the vocabulary of the class. In the presentation stage, students played two games in the Elsa Speak app. In these games, they record audio practicing the pronunciation and getting a grade. They practiced the topics "Travel" and "Places". After, the students used "Say it" app to practice the pronunciation of words. As a productive activity, they used the Elsa Speak application to record the audios and send the evidence.

In the eighth session, the teacher practiced a fun activity to analyze if the google speech recognition tool can understand the pronunciation of the students. In the practice stage, the students used Elsa Speak to practice pronunciation. This time, they chose "Lifestyle" (music and culture) from the list of available topics. Subsequently, students used "English Listening and Speaking" app to practice spoken conversations with games. They could choose a role (A or B) they wanted being in the conversation. In the production activity, they used the "Say it" app to practice the pronunciation of 15 words and recorded an audio in "Vocaroo".

In the ninth session, the teacher used the Cambridge Dictionary to practice the pronunciation of some words. After this, a video about tips to improve pronunciation was watched, they talked about tongue twisters and the students expressed her point of view. As a practice activity, students practiced various tongue twisters at different levels and submitted their scores as evidence. Finally, in the stage of production, the

students chose 2 short and 3 long tongue twisters and sent the screenshots of the scores to the teacher.

In the tenth session and the first with a focus on interactive communication, students watched a video about secrets to be better in interactive communication and they discussed it together. In practice, the teacher presented a game on Wordwall website that is called “open the box”. This game showed some statements about random topics. These statements were hidden in a box with a number. The teacher asked students to say a number and they used the virtual emojis of zoom to show agreement of the disagreement. Then, teacher asked some students to say the reason for their answers. As a production activity, the students worked in pairs and recorded a video discussing one of the game's statements.

In the eleventh session, the students watched a video about expressions to give their opinion. Subsequently, the teacher presented a game on Bamboozle website. The teacher divided the class into 2 teams. This game presented some statements about random topics and useful phrases to express opinion. Each student of the groups participated choosing a number and answering the question. They gained or lost points based on their answers. Finally, the students recorded a discussion about a statement assigned by the teacher.

In the twelfth and last session, the students watched a video about a simulation of the speaking part of A2 KEY exam. After that, they played a zombie game on Eslgameplus where they learned and practiced experiences to give their opinion and ask questions. Finally, the teacher presented a set of images in which different hobbies were showed. The students recorded a video in pairs giving their opinions about these images.

## **2.3 Hypothesis**

### **Alternative Hypothesis**

Mobile Game Based Learning approach influences in the development of speaking skill in students of first semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato.

### **Null Hypothesis**

Mobile Game Based Learning approach does not influence in the development of speaking skill in students of first semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato.

### **2.4 Variable Identification**

**Independent variable:** Mobile Game Based Learning Approach

**Dependent variable:** Speaking Skill

## CHAPTER III

### RESULTS AND DISCUSSION

This chapter is focused on showing a detailed analysis of the results obtained from the pre-test and post-test that were the instruments used in this investigation. To achieve a better understanding, the results are presented through tables and figures organized according to the needs and objectives of the study.

In first place, the information exposes the average score out of 20 of the control group and the experimental group in the pre-test. Second, the average of the post-test of the control and experimental group after the application of the MGBL approach in the experimental group. As a third point, the comparison before and after the test between the control group and the experimental group in order to show the progress obtained by the students of the experimental group. Subsequently, the averages obtained by the students in each criterion of the rubric in the pre and post-test are showed. This in order to analyze which were the criteria that obtained the best results after the application of MGBL. Finally, it was used the Statistical Package for Social Sciences (SPSS) to make the hypothesis validation and to demonstrate if the use of the MGBL approach has an influence on the improvement of the speaking skill of the learners.

#### 3.1 Analysis and discussion of the results

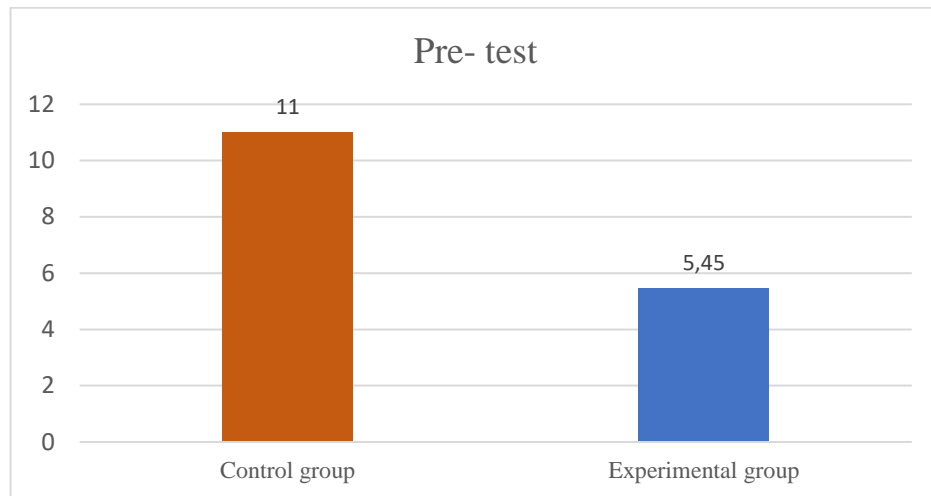
##### 3.1.1 Pre-test from control and experimental groups

**Table 5** *Pre-test from control and experimental group*

| Test      | Control group | Experimental group | Difference |
|-----------|---------------|--------------------|------------|
| Pre- test | 11            | 5,45               | 5,55       |

**Note:** Average score out of 20

Figure 1 *Pre-test from control and experimental group*



### **Analysis and interpretation**

Table number 5 shows the results obtained in the pre-test by both the experimental group and the control group. It can be seen that the control group obtained a score of 11 points out of 20, unlike the experimental group with an average of 5,45. The difference between the results is 5,55. In addition, taking into account that the average score is out of 20, neither of the two groups reaches the numerical standards established in the Cambridge level A2 rubric.

Figure number 1 shows the significant difference between the averages obtained by the control and experimental groups. The control group shows superiority in speaking skill over the experimental group. This may be due to the difference in knowledge obtained in their previous educational institutions. However, based on the results, it is evident that the two groups have obtained a grade that shows that they do not reach the standards established at level A2. The groups have been categorized according to the results obtained in the pre-test. That is, the students who obtained low grades become part of the experimental group.

The students show low levels of performance in the criteria of the speaking skill rubric before the application of the MGBL approach. The grades obtained in the pre-test showed that it was feasible to use a teaching strategy that helps the students of the experimental group reach the level of the students of the control group.

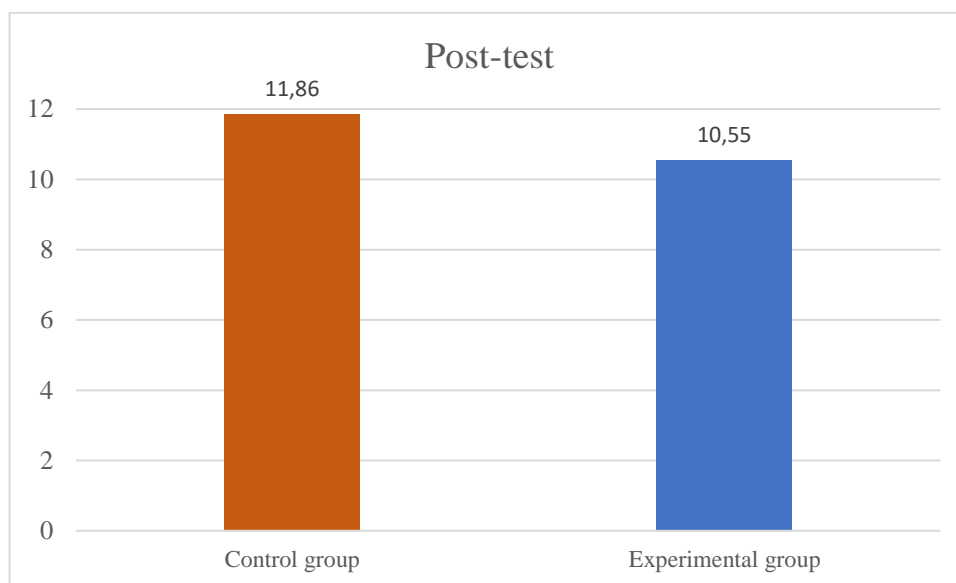
### 3.1.2 Post-test from the experimental and control groups

**Table 6** *Post-test from the experimental and control group*

| Test       | Control group | Experimental group | Difference |
|------------|---------------|--------------------|------------|
| Post- test | 11,86         | 10,55              | 1,31       |

**Note:** Average score out of 20

**Figure 2** *Post-test from the experimental and control group*



### Analysis and interpretation

Table number 6 represents the averages obtained in the post-test by both the experimental group and the control group. The results show that the control group obtained an average of 11,86, while the experimental group has an average of 10,55

out of 20. With a difference of 1,31 points between the two groups results. The data obtained in this table show an average of all the criteria of the rubric over 20 points.

Based on these results, and in accordance with figure number 2, it can be seen that the averages obtained by the two groups are more similar after the application of MBGL in the experimental group. Statistical data show that the application of mobile games as a learning strategy has allowed students in the experimental group to improve their speaking skills.

The post-test score averages showed that the Mobile Game-Based Learning approach contributed to the improvement of the speaking sub-skills in the experimental group. The control group was still better than control group in the post-test but there was an amelioration in the speaking skill performance of participants of experimental group.

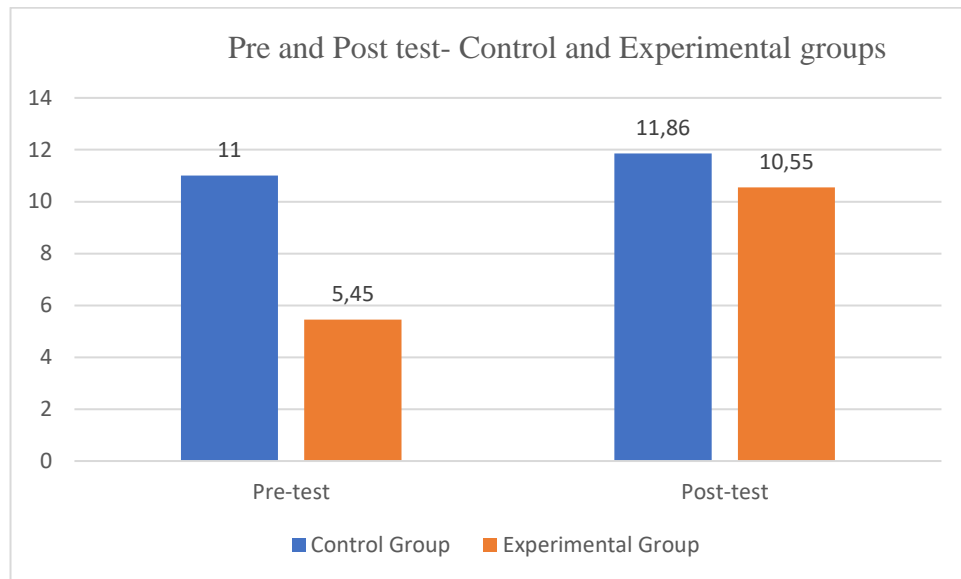
### 3.1.3 Pre-test and post-test between control and experimental groups

**Table 7** *Pre-test and post-test between control and experimental group*

| <b>Control Group</b> |                  | <b>Experimental group</b> |                  |
|----------------------|------------------|---------------------------|------------------|
| <b>Pre-test</b>      | <b>Post-test</b> | <b>Pre-test</b>           | <b>Post-test</b> |
| 11                   | 11,86            | 5,45                      | 10,55            |

**Note:** Average score out of 20

**Figure 3** *Pre-test and post-test between control and experimental group*



### **Analysis and interpretation**

Table number 7 shows the averages obtained both in the pre-test and in the post-test of the experimental and control groups. The numerical differences in the post-test of the two groups also showed a difference of 1,31. The experimental group progressed by 5,1 over 20 in relation to the pre-test. On the other hand, the control group improved in 0,86 out of 20.

In figure number 3, a more equitable relationship of the bars was observed. There is a significant improvement in the speaking skill in the experimental group after the application of the MGBL approach. It is shown that the difference between the results of the control group and the experimental group is much lower than the results obtained in the pre-test.

In this way, it is confirmed that MGBL contributed to the improvement of the scores of the participants of the experimental group. However, the results show that both the experimental group and the control group do not reach a level necessary to master the speaking skill at an A2 level according to the Common European Framework even after the application of MGBL in the experimental group.



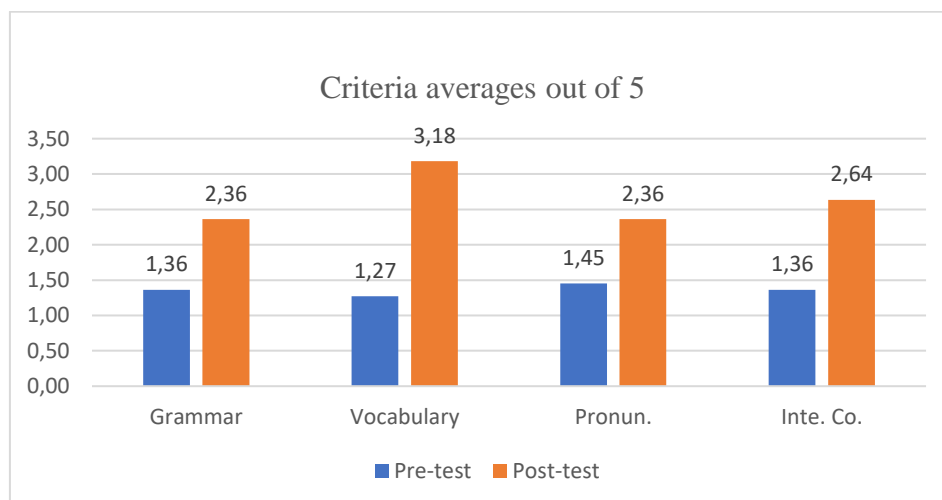
### 3.1.4 Assessment rubric criteria averages experimental group

**Table 8** *Assessment rubric criteria averages*

| <b>Criteria</b>   | <b>Grammar</b> | <b>Vocabulary</b> | <b>Pronun.</b> | <b>Inte. Co.</b> |
|-------------------|----------------|-------------------|----------------|------------------|
| <b>Pre-test</b>   | 1,36           | 1,27              | 1,45           | 1,36             |
| <b>Post-test</b>  | 2,36           | 3,18              | 2,36           | 2,64             |
| <b>Difference</b> | <b>1,00</b>    | <b>1,91</b>       | <b>0,91</b>    | <b>1,27</b>      |

**Note:** Average score out of 5

**Figure 4** *Assessment rubric criteria averages*



### Analysis and interpretation

The table number 8 shows the averages obtained by the experimental group in each of the criteria of the Cambridge A2 KEY exam speaking skill rubric. It is important to mention that the average is evaluated on 5. In addition, the table represents the differences between averages before and after the application of MGBL, that is, in the pre and post-test.

In the grammar criterion, the students obtained a score of 1,36 in the pre-test, while in the post-test the average was 2,36 out of 5. This means that there is a difference of 1

out of 5 between the two averages. In the vocabulary criterion, the students obtained an average of 1,27 in the pre-test and 3, 18 in the post-test with a difference of 1,91 out of 5, becoming the best scored criterion. For its part, the average score of pronunciation in the pre-test is 1, 45, while in the post-test it is 2,36 with a difference of 0,91, becoming the criterion with the least progress. Finally, in the interactive communication criterion, the students reached an average of 1,36 in the pre-test and 2, 64 in the post-test, with a difference of 1,27.

Based on these numerical representations and according to their representation in figure number 4 It is evident that the most developed criterion through the application of the MGBL approach in the experimental group is vocabulary. In second place is the interactive communication criterion, followed by grammar in third place. In last place is pronunciation, thus becoming the criterion in which the MGBL approach had the least impact. It is important to emphasize that all the criteria had the same number of treatments and that for this reason a more objective comparison can be made.

### **3.2 Hypothesis verification**

The use of the SPSS software was necessary to present the results of the pre-test and post-test of the experimental group. It was performed to prove or reject the alternative hypothesis which is "Mobile Game Based Learning approach influences in the development of speaking skill in students of first semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato." t-test inferential statistics was used to demonstrate the 'mean' gathered from both tests as well as the standard deviation, and the correlation between the two elements.

**Table 9** *Paired Sample Results*

|                        | Mean  | N  | Std. Deviation | Std. Error Mean |
|------------------------|-------|----|----------------|-----------------|
| <b>Pair 1 Pre test</b> | 5,45  | 11 | 1,968          | ,593            |
| <b>Post test</b>       | 10,55 | 11 | 2,067          | ,623            |

**Note:** This table shows the paired sample results obtained by the experimental group

**Table 10** *Paired samples correlations*

|                                       | N  | Correlation | Sig. |
|---------------------------------------|----|-------------|------|
| <b>Par 1 Pre test &amp; Post test</b> | 11 | ,105        | ,759 |

**Note:** This table shows the correlation significance of the experimental group between the pre and post test

**Table 11** *t-test*

|                                    | Paired differences |                |                 |   |        |        | T  | Df   | Sig. (tail ed) |
|------------------------------------|--------------------|----------------|-----------------|---|--------|--------|----|------|----------------|
|                                    | Mean               | Std. Deviation | Std. Error mean | 95% confidence interval of the difference |        |        |    |      |                |
|                                    |                    |                |                 | Lower                                     | Upper  |        |    |      |                |
| <b>Pair 1 Pre test - Post test</b> | -5,091             | 2,700          | ,814            | -6,905                                    | -3,277 | -6,253 | 10 | ,000 |                |

**Note:** This table shows the p-value and the paired differences between the pre and post-test of the experimental group.

## **Analysis and interpretation**

The previous tables show the results obtained when analyzing the scores of the experimental group to accept or reject the hypotheses raised in the methodology according to t-test. In the first place, the table 9 shows that there is a significant variation between them. The mean obtained in the pre-test was 5,45 and the mean in the post-test was 10,55.

The SPSS program also calculated the results of the correlation between the pre and post-test. There are some elements such as the confidence interval of the difference in which the lower is -6.905 and the upper is -3.277. It is relevant to know the P-value to verify the hypothesis, also known as the significance value represented in table number 11. According to the t-test theory, if the significance value is greater than 0.05, the null hypothesis is accepted, and the alternative hypothesis is rejected. Whereas, if the significance value is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. As can be seen in table number 11 the significance value is 0,000. Consequently, and taking into account that the value is less than 0, 05, the null hypothesis is rejected and alternative is accepted

### **3.3 Discussion**

According to the results obtained in the current investigation, it can be determined that Mobile Game Based Learning approach contributed to the development of the speaking skill in the students of the experimental group. Moreover, in the pre-test the students of this group showed a big difference in the average in relation to the control group. At the end of the treatments, they had the possibility to reach the level of the control group. Nevertheless, the learners of the control group still have the highest score average.

On the other hand, Hwang et al. (2016) named “Evaluating listening and speaking skills in a mobile game-based learning environment with situational contexts” it was determined that there was not a significant difference in scores in the listening skill in

the pre and post-test. But, on the other hand, there was positive impact of MGBL approach in speaking skill. Therefore, they obtained a p value of 0,005 in the speaking skill t-test. According to that result they confirm that students who learn through mobile game-based learning approach showed more prominent improvement in speaking skill.

In this way, it is re-confirmed based on this research that the use of the MGBL approach has a positive and significant impact on the levels of speech skill development. The criterion that has the best results in the present study that was vocabulary. The tools that contribute to the positive result were: LanGeek, English listening and speaking, wordwall, mes games, tinytap, games4esl and eslgamesplus that are apps and websites that were created by others. While Hwang et al. (2016) used “Hello environment”. This system aimed to improve students experience in vocabulary learning process as well and was developed by Hwang et al. (2012). In this sense, it can be considered as an authentic material.

Considering that the process of improving a skill takes time and effort, it is important to accredit the merit of MGBL in the contribution of speaking skill improvement. Even when the students of the control group continue to obtain the highest average, it is necessary to emphasize the contribution of this approach in the improvement of the assessment of speaking skill criteria.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After having evaluated and analyzed the results obtained from the application of the Mobile Game Based Learning approach, it can be concluded that it had an influence on the development of the speaking skill in the students of the first semester of the career. This study has showed the positive impact that the implementation of MGBL can have on the productive ability of speech development. Moreover, an increase in the levels of motivation and interest in the students was observed. The application of games in the class was a good alternative to engage learners with the content. It was demonstrated that students improved their speaking subskills.

Through the analysis of the results obtained in the pre and post-test, the experimental group progressed by 5,1 over 20 in relation to the pre-test. The pre-test showed that the participants did not have the A2 level according to the Common European Framework of Reference. It was determined that the implementation of the MGBL approach generated a significant difference between the results obtained before and after its application. In the post-test, the participants of the control group obtained better grades than in the pre- test. Based on the rubric taken from the A2 KEY speaking exam, an improvement was showed in each of the established criteria.

It was concluded that the mobile applications that contributed to the development of the speaking skill were: LanGeek, English listening and speaking, Elsa Speak, Say it and, Twistify. These apps were useful to learn and practice the speaking subskills through games. In addition, the web-based learning games that also proved to have a positive impact on students were: Wordwall, Mes games, Tinytap, Games4esl, Eslgamesplus, Esolcourses, and Baamboozle. These websites showed better results during the process because of their accessibility and content.

Finally, it was determined that the criterion of the A2 KEY speaking exam rubric that developed the most after the application of the MGBL approach was vocabulary with 1,91 over 5 of difference between the pre and post-test, followed by interactive communication with 1, 27, grammar with 1, and finally pronunciation with 0,91. These speaking skill assessment criteria have been of fundamental importance during the application and for the results, since they evidenced the performance of students before and after the application of the MGBL approach

#### **4.2 Recommendations**

- It is suggested to implement the MGBL approach as an innovative strategy in the classroom and avoid the traditional teaching process. This, in order to improve more efficiently the speaking skills of students. Teachers are recommended to have more training in the knowledge of new educational technology strategies since it has been showed that technology is an ally of both teachers and students.
- It is highly suggested that teachers take a quiz before starting to apply the MGBL approach in their classes. This will allow them to know the initial level of knowledge of their students and later evaluate their improvement.
- It is advisable to review the applications and websites that are going to be used in the classes since many of them have flaws which could be counterproductive for the teaching-learning process.
- It is recommended that teachers use free access mobile applications and web sites for students. If they have the necessary resources, teachers could also develop their own tools in order to generate more personalized learning adapted to the needs of their students.

- It is suggested to let students build their own knowledge and feel motivated to use mobile tools on their own. It is important to avoid the limitation of knowledge inside and outside the classroom.
- It is recommended to develop future investigations on the MGBL approach and its relationship with vocabulary skills and interactive communication in the speaking skill. Based on the results of this study, it is possible that the vocabulary learned through games has a close relationship with the ability to interact more fluidly.



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## 5.2 Annexes

Urkund report



### Document Information

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|                   |   |
|-------------------|---|
| Analyzed document | Final titulation project.pdf (D142244917) |
| Submitted         | 7/20/2022 7:02:00 PM                      |
| Submitted by      |   |
| Submitter email   | pvelasco2980@uta.edu.ec                   |
| Similarity        | 0%  |
| Analysis address  | dm.cumbe.uta@analysis.orkund.com          |

Sources included in the report

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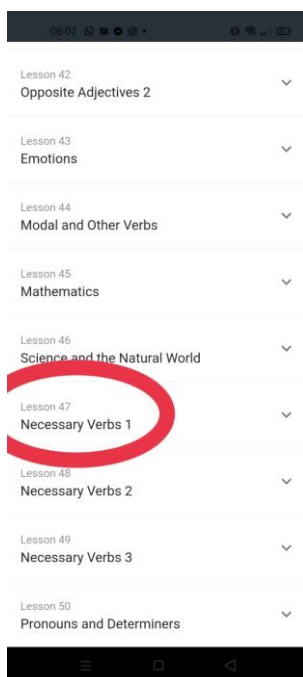
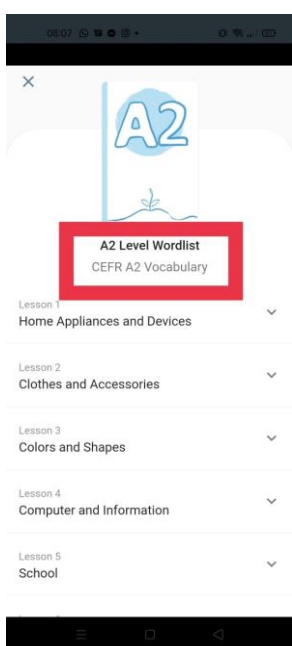


| Lesson plan #1  |  |  |
|---|--|--|
| <b>Teacher</b>  | Priscila Velasco Bautista <b>Level:</b> A2   |  |
| <b>Unit</b>   | “Necessary verbs” <b>Date:</b> 25/05/2022  |  |
| <b>Topic/Theme:</b>   |  |  |
| <b>Age of ss:</b>   | 18-20 <b>Number of ss:</b> 13  |  |
| <b>Main aim:</b> To make spoken sentences using common verbs.   |  |  |
| <b>Subsidiary aims:</b>   |  |  |
| <b>Personal aims:</b>   |  |  |
| <ul style="list-style-type: none"> <li>To use “LanGeek” to learn vocabulary.</li> <li>To use the vocabulary learned to produce sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to learn words independently.</li> </ul> |  |
| <b>Materials</b>  | <b>Class resource, internet, cellphones and computer.</b>  |  |
| <p><b>Anticipated problems</b><br/>The links of the tasks do not open.<br/>Lack of motivation</p> <p><b>Possible solutions:</b><br/>The teacher can send a link from Google Drive to upload the activities.<br/>The teacher tries to make a fun class.</p>  | <b>Interaction patterns</b>  | <b>TIMING</b><br><b>60 min</b>           |
| <p><b>STAGE: PRESENTATION (Introduction of content of the language)</b></p> <p><b>Procedures:</b><br/><b>Greetings</b><br/>Warm up:</p> <ul style="list-style-type: none"> <li>The teacher asks students to write down some common verbs in Zoom board.</li> <li>The teacher asks students to give the definition of the verbs of the list. If students can’t give an answer, the teacher explains the meaning of the verb.</li> </ul> <p>Presentation:</p> <ul style="list-style-type: none"> <li>The teacher explains to the students how to use “LanGeek” app.</li> <li>The teacher asks students to download the app in their mobile devices.</li> <li>The teacher asks students to select A2 vocabulary level- Lesson #47 whose topic is “Necessary verbs”.</li> <li>The teacher uses “Random wheel” from “Wordwall” to ask students to read each necessary verb with the definition.</li> </ul> | <p><b>T-S</b></p> <p><b>T-Ss</b></p> <p><b>T-S</b></p>   | <p><b>5 min</b></p> <p><b>15 Min</b></p> |
| <p><b>STAGE: PRACTICE (Students work with the content and language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>The students will complete the first activity in “LanGeek” where they need to listen to the verb and read the definition and then complete the word in the gap.</li> </ul>   | <b>SS</b>  | <b>25 min</b>                            |

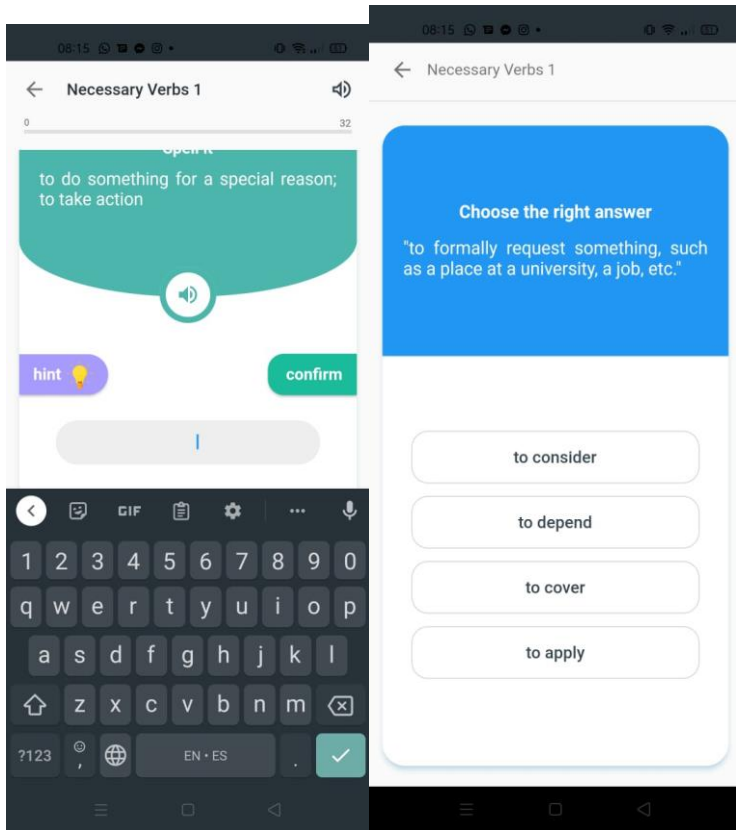
|  |    |        |
|--|----|--------|
| <ul style="list-style-type: none"> <li>The students will take the multiple-choice quiz in “LanGeek”.</li> </ul>  |    |        |
| <p><b>STAGE: PRODUCTION (students internalize and produce language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>The students will select 10 verbs and they have to record and audio in “Nearpod” making one sentence with each verb.</li> </ul> | SS | 15 min |

ANNEXES:

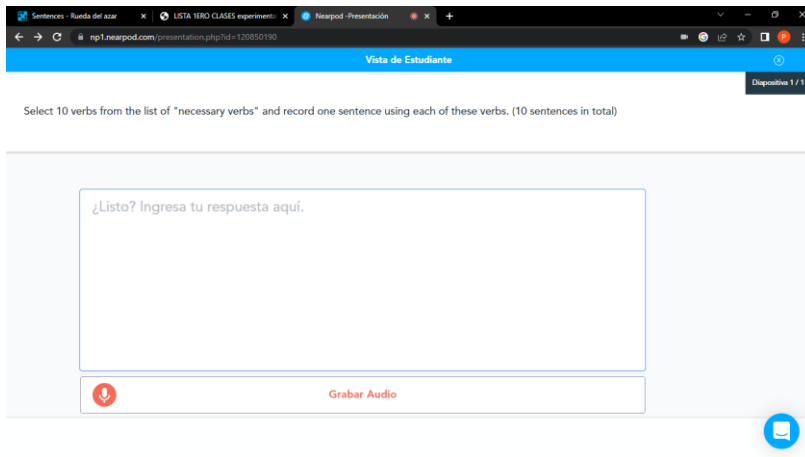
**Presentation:**



**Practice:**

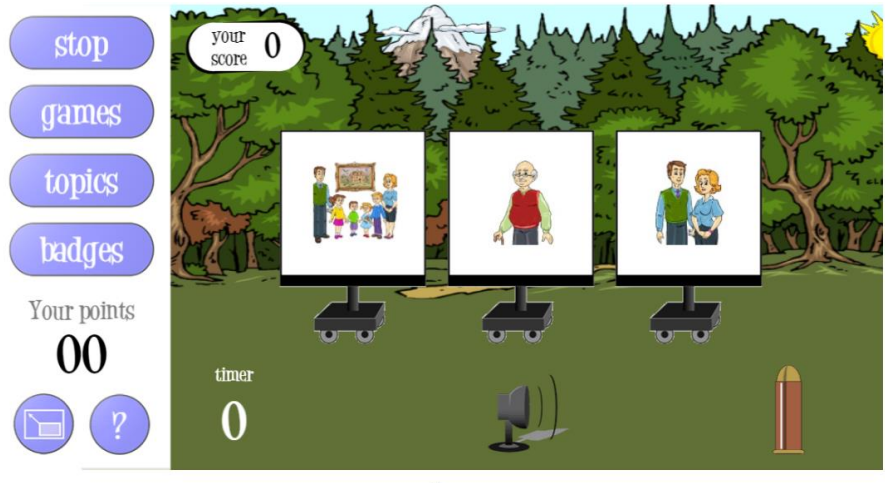


## Production:



| Lesson plan #2   |  |   |
|--|--|---|
| <b>Teacher</b>   | Priscila Velasco Bautista <b>Level: A2</b>   |   |
| <b>Unit Topic/Theme:</b>   | “Describing people” <b>Date: 26/05/2022</b>  |   |
| <b>Age of ss:</b>  | 18-20 <b>Number of ss: 13</b>  |   |
| <b>Main aim:</b> To use adjectives to describe people appearance and personality.  |  |   |
| <b>Subsidiary aims:</b>  | <b>Personal aims:</b>  |   |
| <ul style="list-style-type: none"> <li>To use “Mes Games” and “ Tinytap” platforms for practicing and learning vocabulary.</li> <li>To use the vocabulary learned to ask and answer simple questions.</li> </ul>   | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to learn words independently.</li> </ul> |   |
| <b>Materials</b>   | <b>Class resource, internet, cellphones and computer.</b>  |   |
| <p><b>Anticipated problems</b><br/>The links of the tasks do not open.<br/>Lack of motivation</p> <p><b>Possible solutions:</b><br/>The teacher can send a link from Google Drive to upload the activities.<br/>The teacher tries to make a fun class.</p>   | <b>Interaction patterns</b>  | <b>TIMING</b><br><b>60 min</b>          |
| <b>STAGE: PRESENTATION (Introduction of content of the language)</b>   |  |   |
| <p><b>Procedures:</b><br/><b>Greetings</b><br/>Warm up:</p> <ul style="list-style-type: none"> <li>The teacher sends a link from “ Mes Games” and explain the game “Mes Shoot-out”. In this game, students must identify the family member they hear, load the gun and shoot accordingly.<br/><a href="https://www.mes-games.com/family.php">https://www.mes-games.com/family.php</a></li> </ul> <p>Presentation:</p> <ul style="list-style-type: none"> <li>The teacher explains to the students how to use adjectives to describe people and give some examples.</li> </ul>  | <p><b>SS</b></p> <p><b>T-Ss</b></p>  | <p><b>5 min</b></p> <p><b>5 Min</b></p> |
| <b>STAGE: PRACTICE (Students work with the content and language)</b>   |  |   |
| <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Teacher will share the screen and the whole class will play a game in “tinytap”. In this online game they have to match the adjectives with the people following the instructions of the speaker.<br/><a href="https://www.tinytap.com/activities/g3ctc/play/magic-describing-words-people">https://www.tinytap.com/activities/g3ctc/play/magic-describing-words-people</a></li> <li>Students will use a website to practice synonym and opposite adjectives. In this virtual activity they have to match the adjective with its opposite or similar word.</li> </ul> | <p><b>T-S-S</b></p> <p><b>SS</b></p>   | <p><b>30 min</b></p>                    |





Practice



EnglishClub : Learn English : ESL Games : Grammar : Adjectives : Matching

### Matching Adjectives : Similar Meanings Game 1

Drag each word on the right to its pair on the left that means the same or similar. When you have finished, click the Check button.

|           |  |        |
|-----------|--|--------|
| delicious |  | fast   |
| quick     |  | large  |
| tired     |  | little |
| big       |  | glad   |
| happy     |  | sleepy |
| small     |  | tasty  |

[Check Score](#)

### Matching Adjectives : Opposite Meanings Game 1

Drag each word on the right to its pair on the left that means the opposite. When you have finished, click the Check button.

|       |  |        |
|-------|--|--------|
| good  |  | bad    |
| small |  | big    |
| loud  |  | short  |
| wide  |  | soft   |
| fast  |  | narrow |
| tall  |  | slow   |

Check Score

Next Game →

### Evidence of student work sample

<https://drive.google.com/drive/folders/1AXBE0qIdIovTLf0Ta2C51pvDCN2UNanx?usp=sharing>

EnglishClub : Learn English : ESL  
Matching Adjectives : Opposite Meanings Game 1  
Drag each word on the right to its pair on the left that means the opposite. When you have finished, click the Check button.

|       |        |  |
|-------|--------|--|
| good  | bad    |  |
| small | big    |  |
| loud  | soft   |  |
| wide  | narrow |  |
| fast  | slow   |  |
| tall  | short  |  |

Check Score

Next Game →

### Interaction patterns key

#### INTERACTION PATTERNS IN AN ES/FL CLASSROOM

- ◉ T - Ss: Teacher talking to the whole class
- ◉ T - S: Questions and answers (dialogues) between the teacher and a student
- ◉ T - S - S: Teacher initiated dialogues with more than one student
- ◉ S - T: Student initiated conversation between a student and the teacher

#### INTERACTION PATTERNS IN AN ESL CLASSROOM

- ◉ S - Ss: One individual student talking to the whole class
- ◉ Ss/Ss: Students working in small groups
- ◉ S - S: Two students work in pairs
- ◉ SS: Students doing their work individually

| Lesson plan #3  |  |  |
|---|--|--|
| <b>Teacher</b>  | Priscila Velasco Bautista <b>Level: A2</b>   |  |
| <b>Unit Topic/Theme:</b>  | “Parts of the house” <b>Date: 30/05/2022</b>   |  |
| <b>Age</b>  | 18-20 <b>Number of ss: 13</b>  |  |
| <b>Main aim:</b> To produce simple oral sentences talking about the parts of the house.   |  |  |
| <b>Subsidiary aims:</b>   |  |  |
| <ul style="list-style-type: none"> <li>To use “Games4esl” platform for practicing and learning vocabulary.</li> <li>To use “vocaroo” to record and send audios talking about their houses.</li> </ul>   | <b>Personal aims:</b> <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to learn words independently.</li> </ul> |  |
| <b>Materials</b>  | <b>Class resource, internet, cellphones and computer.</b>  |  |
| <b>Anticipated problems</b><br>The links of the tasks do not open.<br>Lack of motivation<br><b>Possible solutions:</b><br>The teacher can send a link from Google Drive to upload the activities.<br>The teacher tries to make a fun class.   | <b>Interaction patterns</b>  | <b>TIMING</b><br><b>60 min</b>                         |
| <b>STAGE: PRESENTATION (Introduction of content of the language)</b><br><b>Procedures:</b><br><b>Greetings</b> <ul style="list-style-type: none"> <li>The teacher will give general feedback about the audios that students recorded the last class.</li> </ul> Warm up: <ul style="list-style-type: none"> <li>As a connected lesson activity (last class- family members) the teacher will ask each of the students with whom they live in their house. The students will answer orally to whole class using the vocabulary learned.</li> </ul> <b>Presentation:</b> <ul style="list-style-type: none"> <li>Teacher will share the screen and the whole class will play a game in “Games4esl”. In this online game, students will see various objects and furniture you can find in a house. Students should listen and repeat the words. Then, one of the objects will disappear and students should guess what’s missing before the time runs out.</li> </ul> <a href="https://games4esl.com/esl-classroom-games/parts-of-the-house-vocabulary/">https://games4esl.com/esl-classroom-games/parts-of-the-house-vocabulary/</a> | <b>T-Ss</b><br><br><b>T-S-S</b><br><br><b>T-S-S</b>  | <b>5 min</b><br><br><b>10 Min</b><br><br><b>15 Min</b> |
| <b>STAGE: PRACTICE (Students work with the content and language)</b><br><b>Procedures:</b>  | <b>T-S-S</b>   |  |



|  |           |                   |
|--|-----------|-------------------|
| <p><a href="https://games4esl.com/english-exercises/vocabulary-exercises/parts-of-the-house/">https://games4esl.com/english-exercises/vocabulary-exercises/parts-of-the-house/</a></p> <ul style="list-style-type: none"> <li>• The teacher will show the virtual flashcards, students have to say the name of the furniture, object or room. It is an interactive flashcard exercise in which students will learn and practice words.</li> <li>• Students will work individually in the same link. They have to play games 2-3-4:</li> </ul> <p><b>Game 2</b> is a ‘drag and drop’ activity in which students must place the words under the correct picture.</p> <p><b>Game 3</b> is a memory game in which students must find the matching pairs.</p> <p><b>Game 4</b> is a spelling practice activity in which students must type in the correct spelling of the different parts of the house.</p> <p>Note: As evidence, students have to upload a capture of their progress including their email identification to their Google Drive folders.</p> | <b>SS</b> | <b>25<br/>min</b> |
| <p><b>STAGE: PRODUCTION (students internalize and produce language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Students will record a short audio in “Vocaroo” talking about their house. The audio must include the following information: <ul style="list-style-type: none"> <li>- Number of rooms and what are they.</li> <li>- Favorite room and the reason.</li> <li>- Favorite place to watch TV and the reason.</li> </ul> </li> </ul>  | <b>SS</b> | <b>5<br/>min</b>  |

Annexes:

Presentation

## Parts Of The House Vocabulary Game



Practice:

← → ↻ | games4est.com/english-exercises/vocabulary-exercises/parts-of-the-house/

### Exercise 1

#### Flashcards

Check which words you already know. Look at the picture and guess the word. Then, click on the answer button to check the answer.

[START](#)

### Exercise 2

#### Matching





Check which words you remember. Click and drag the words to place them under the correct picture.

[START](#)

## Exercise 1

Check which words you already know. Look at the picture and guess the word. Then, click on the answer button to check the answer.

### Match The Word To The Picture

|                  |                 |   |   |   |  |
|------------------|-----------------|---|---|---|--|
| <b>table</b>     | <b>bed</b>      |  |  |  |  |
| <b>oven</b>      | <b>chair</b>    |  |  |  |  |
| <b>fridge</b>    | <b>sofa</b>     | Games4est.com   |   |   |  |
| <b>microwave</b> | <b>wardrobe</b> |   |   |   |  |

[Check Answers](#)

### Best Quizzes

- Of The Week Quiz
- True Or False Quiz
- Passive Voice Quiz (With Free PDF)
- The Year Quiz (With Free PDF)
- Actions Quiz (With Free PDF)
- Speech Quiz (With Free PDF)
- Halloween Quiz
- Media Logo Quiz


### Find The Matching Pairs



### How Do You Spell These Words?

Type In The Correct Word

1 / 10



Your answer

Production

*Vocaroo* 

Vocaroo - El servicio superior de grabación de voz.

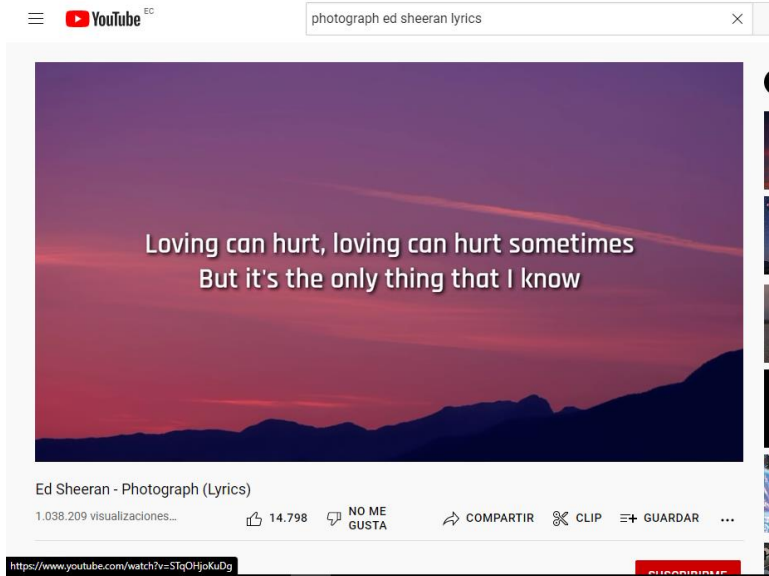


¡Presiona el botón para empezar a grabar!

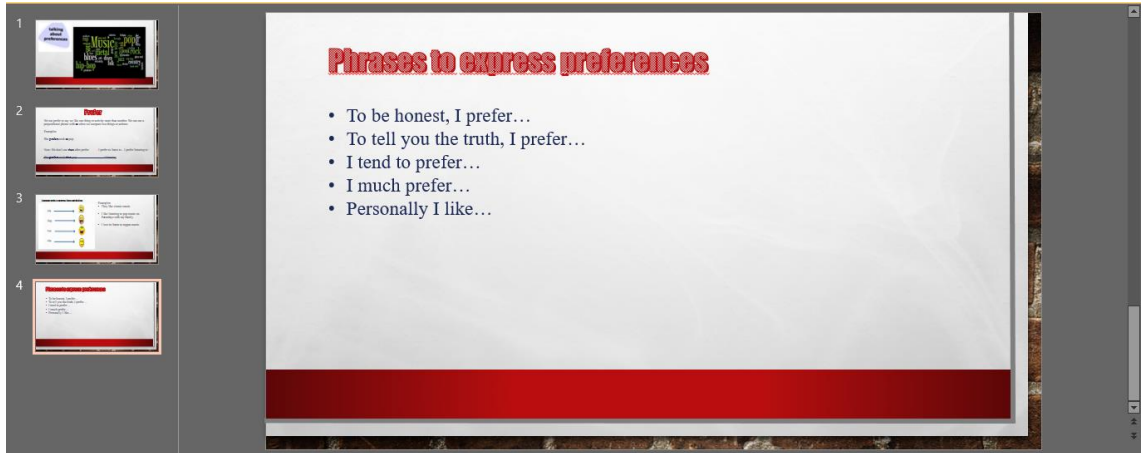
| Lesson plan #4  |   |                                   |
|---|---|-----------------------------------|
| <b>Teacher</b>  | Priscila Velasco Bautista<br><b>Level:</b> A2   |                                   |
| <b>Unit Topic/Theme:</b>  | “Talking about preferences” <b>Date:</b> 01/06/2022   |                                   |
| <b>Age</b>  | 18-20 <b>Number of ss:</b> 13   |                                   |
| <b>Main aim:</b> To express and explain personal preferences in music.  |   |                                   |
| <b>Subsidiary aims:</b>   | <b>Personal aims:</b>   |                                   |
| <ul style="list-style-type: none"> <li>To create a conversation about their musical tastes.</li> <li>To use “wordwall” and “eslgames+” to learn and practice vocabulary and grammar.</li> </ul>   | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to learn vocabulary and grammar independently.</li> </ul> |                                   |
| <b>Materials</b>  | <b>Class resource, internet, cellphones and computer.</b>   |                                   |
| <b>Anticipated problems</b><br>The links of the tasks do not open.<br>Lack of motivation<br><b>Possible solutions:</b><br>The teacher can send a link from Google Drive to upload the activities.<br>The teacher tries to make a fun class.   | <b>Interaction patterns</b>   | <b>TIMING</b><br><b>60 min</b>    |
| <b>STAGE: PRESENTATION (Introduction of content of the language)</b><br><b>Procedures:</b><br><b>Greetings</b><br>Warm up:<br><a href="https://www.youtube.com/watch?v=wSy5W5T0HzM">https://www.youtube.com/watch?v=wSy5W5T0HzM</a><br>Teacher and students will sing.<br><b>Presentation:</b> <ul style="list-style-type: none"> <li>The teacher will share a power point presentation to teach students the common verbs (prefer, love, hate, enjoy and like) that are usually used to talk about preferences, likes and dislikes.</li> </ul> | <b>Whole class</b><br><br><b>T- Ss</b>  | <b>5 min</b><br><br><b>10 Min</b> |
| <b>STAGE: P</b><br><b>PRACTICE (Students work with the content and language)</b><br><b>Procedures:</b> <ul style="list-style-type: none"> <li>Students will play an interactive game in “eslgames+” In this activity they have to recognize and match musical instruments.</li> </ul> <a href="https://www.eslgamesplus.com/musical-instruments-esl-vocabulary-memory-game/">https://www.eslgamesplus.com/musical-instruments-esl-vocabulary-memory-game/</a>   | <b>SS</b><br><br><b>SS</b>  | <b>10 Min</b><br><br><b>5 Min</b> |

|  |               |               |
|--|---------------|---------------|
| <ul style="list-style-type: none"> <li>Students will play a game on “Wordwall” platform. In this game they have to match the music genre name with its corresponding picture.<br/><a href="https://wordwall.net/es/resource/29430601/music-genres-game">https://wordwall.net/es/resource/29430601/music-genres-game</a></li> <li>Teacher and students will ask and answer questions about using the verb prefer. For that, teacher will use “open the box” game from “Wordwall” and students will participate randomly using the “random wheel” game.<br/><a href="https://wordwall.net/es/resource/33177387/do-you-prefer">https://wordwall.net/es/resource/33177387/do-you-prefer</a></li> </ul> | <b>T-S--S</b> | <b>10 min</b> |
| <p><b>STAGE: PRODUCTION (students internalize and produce language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Students will work in pairs; they will be sent to small zoom groups and they must record a role play talking about music tastes and preferences. They have to use the grammar and vocabulary they learned in the class.<br/>They can upload the video to “YouTube” platform or in their google drive folders.<br/>(Just one ss)</li> </ul> <p><b>Rubric:</b><br/>Grammar: 2.5<br/>Vocabulary: 2.5<br/>Pronunciation: 2.5<br/>Interactive communication: 2.5</p>   | <b>S-S</b>    | <b>20 Min</b> |

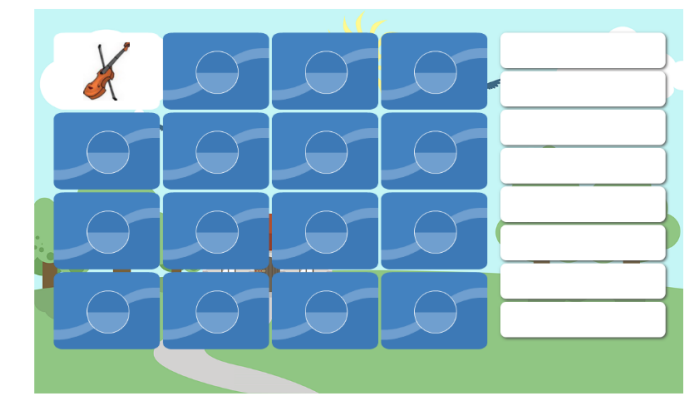
Annexes:  
Warm up



Presentation:



Practice:



Wordwall Inicio Características Q Comunidad Mis Actividades Mis Resultados Crear Ad

0:32

# CLASSICAL MUSIC

MUSIC GENRES GAME

por Paulinarodrigue1

¿Restaurar almacenados automáticamente: Do you prefer...??

Compartir Más

0:30 Foca una para abrirla

**electronic  
or classical  
music?**

**make a  
question for  
one of your  
classmates?**

1:02

Gírala

| Lesson plan #5  |  |   |
|---|--|---|
| <b>Teacher</b>  | Priscila Velasco Bautista <b>Level:</b> A2   |   |
| <b>Unit Topic/Theme:</b>  | “Shopping” <b>Date:</b> 02/06/2022   |   |
| <b>Age</b>  | 18-20 <b>Number of ss:</b> 13  |   |
| <b>Main aim:</b> To produce simple oral sentences talking about shopping.   |  |   |
| <b>Subsidiary aims:</b>   | <b>Personal aims:</b>  |   |
| <ul style="list-style-type: none"> <li>To use “esolcourses” and “tynytap” platforms for practicing and learning vocabulary and grammar.</li> <li>To use comparatives and superlatives to talk about shopping.</li> </ul>  | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to learn words independently.</li> </ul> |   |
| <b>Materials</b>  | <b>Class resource, internet, cellphones and computer.</b>  |   |
| <p><b>Anticipated problems</b><br/>The links of the tasks do not open.<br/>Lack of motivation</p> <p><b>Possible solutions:</b><br/>The teacher can send a link from Google Drive to upload the activities.<br/>The teacher tries to make a fun class.</p>  | <b>Interaction patterns</b>  | <b>TIMING</b><br><b>60 min</b>                        |
| <p><b>STAGE: PRESENTATION (Introduction of content of the language)</b></p> <p><b>Procedures:</b><br/><b>Greetings</b><br/>Warm up:</p> <ul style="list-style-type: none"> <li>The teacher will present a video about shopping to introduce the grammar point.<br/><a href="https://www.youtube.com/watch?v=746cLh1e14c">https://www.youtube.com/watch?v=746cLh1e14c</a></li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>The students will watch a video in order to analyze and understand the use of comparatives and superlatives.<br/><a href="https://www.youtube.com/watch?v=GAa1Ney3Cg">https://www.youtube.com/watch?v=GAa1Ney3Cg</a></li> <li>The teacher will share the screen and the whole class will play a game in “Tynytap”. In this game students have to listen to the explanation of comparatives and superlatives and then they have to play the game choosing the best option to fill the gap.<br/><a href="https://www.tynytap.com/activities/g3jxj/play/comparatives-and-superlatives">https://www.tynytap.com/activities/g3jxj/play/comparatives-and-superlatives</a></li> </ul> | T-Ss<br><br>Whole class<br><br>Whole class   | <b>5 min</b><br><br><b>5 Min</b><br><br><b>10 min</b> |
| <p><b>STAGE: PRACTICE (Students work with the content and language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>The teacher will ask students to read the definition of each word. <a href="https://www.esolcourses.com/uk-english/adult-">https://www.esolcourses.com/uk-english/adult-</a></li> </ul>  | T-S-S  |   |

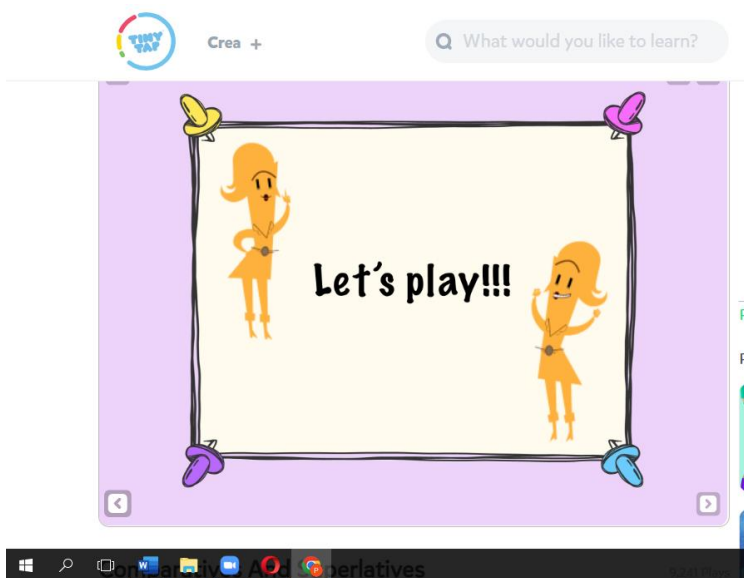


|   |                     |                      |
|---|---------------------|----------------------|
| <p><a href="https://www.esolcourses.com/uk-english/adult-esol/shopping/vocabulary/english-words-for-going-shopping.html">esol/shopping/vocabulary/english-words-for-going-shopping.html</a></p> <ul style="list-style-type: none"> <li>The students will play a game in “esolcourses” platform. In this game they have to match up the words and pictures that go together.</li> </ul> <p><a href="https://www.esolcourses.com/uk-english/adult-esol/shopping/vocabulary/shopping-memory-game.html">https://www.esolcourses.com/uk-english/adult-esol/shopping/vocabulary/shopping-memory-game.html</a></p> <ul style="list-style-type: none"> <li>The students will play the game “let’s go shopping in the space” in “wordwall” platform. They have to connect the shops with the things that they can buy there.</li> </ul> <p><a href="https://wordwall.net/es/resource/15536458/lets-go-shopping">https://wordwall.net/es/resource/15536458/lets-go-shopping</a></p> | <p>SS</p> <p>SS</p> | <p><b>25 min</b></p> |
| <p><b>STAGE: PRODUCTION (students internalize and produce language)</b></p>   |                     |                      |
| <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Students will work in pairs; they will be sent to small zoom groups and they must record a role play about shopping. It will be similar to the video that teacher presented at the beginning. One student will be the seller and the other one will be the customer. They have to use the grammar and vocabulary they learned in the class.</li> </ul> <p>They can upload the video to “YouTube” platform or in their google drive folders. (Just one ss)</p> <p><b>Rubric:</b><br/> Grammar: 2.5<br/> Vocabulary: 2.5<br/> Pronunciation: 25<br/> Interactive communication: 2.5</p>  | <p>SS</p>           | <p><b>15 min</b></p> |

Annexes:  
Warm up




Presentation:



Practice:


Here is a list of English words we often use when we shopping.



**A SHOP**

A **shop** is a place where you can buy things. There are many different kinds of **shops**.


Small shops are called **corner shops**, or **local shops**. Big shops that sell food and household goods are called **supermarkets**.



**A SHOPPER**

A **shopper** is a person who buys things.

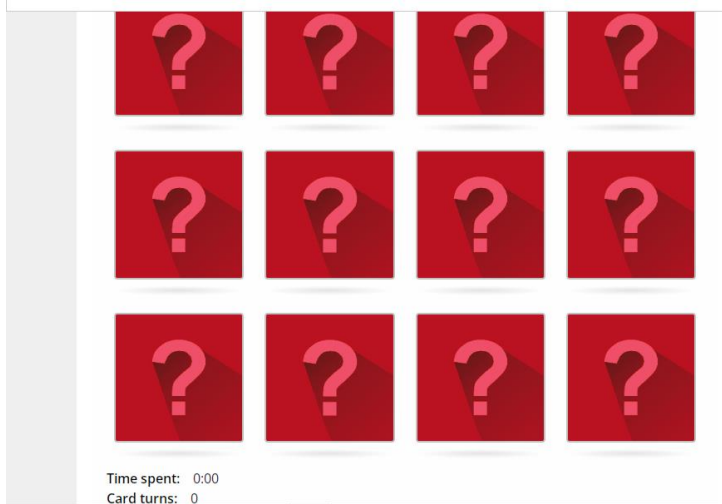
When we **go shopping**, we choose the things we want to buy, and then pay for them.



**A SHOPPING BASKET**

A basket is a container for things. A **shopping basket** is a basket you use for shopping.

74



0:58

|               |                      |   |
|---------------|----------------------|---|
| greengrocer's | <input type="text"/> | In this place I can buy USB cables          |
| sports shop   | <input type="text"/> | In this place I can buy bananas and oranges |
| supermarket   | <input type="text"/> | In this place I can buy high heels          |
| clothes shop  | <input type="text"/> | In this place I can buy milk and pasta      |
| computer shop | <input type="text"/> | In this place I can buy cupcakes            |
| shoe shop     | <input type="text"/> | In this place I can buy football shoes      |
| baker's       | <input type="text"/> | In this place I can buy a dress             |
| bookshop      | <input type="text"/> | In this place I can buy a detective's story |

Enviar Respuestas

Let's go shopping

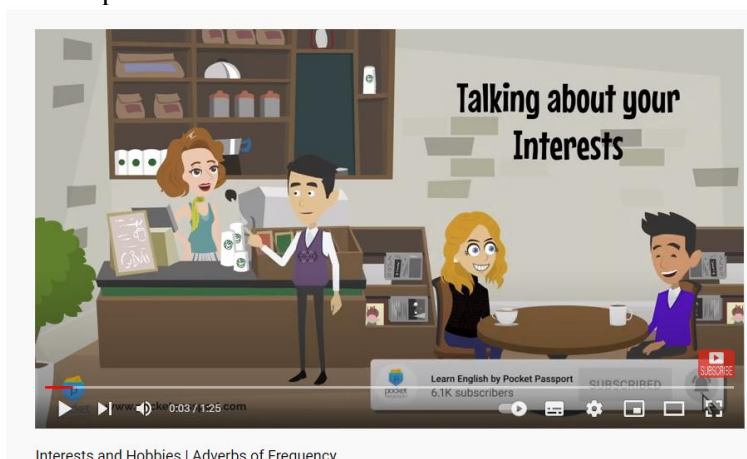
Compartir

| Lesson plan #6  |   |  |
|---|---|--|
| <b>Teacher</b>  | Priscila Velasco Bautista<br><b>Level:</b> A2   |  |
| <b>Unit Topic/Theme:</b>  | “Talking about interests and hobbies”<br><br>Date: 06/06/2022   |  |
| <b>Age</b>  | 18-20 <b>Number of ss:</b> 13   |  |
| <b>Main aim:</b> To produce simple oral sentences talking about interests and hobbies.  |   |  |
| <b>Subsidiary aims:</b>   | <b>Personal aims:</b>   |  |
| <ul style="list-style-type: none"> <li>To use “ games4esl” platform and “English Listening and Speaking” app for learning and practicing vocabulary and grammar.</li> <li>To use adverbs of frequency to talk about hobbies and interests.</li> </ul>   | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To use technological resources and mobile devices to teach grammar and vocabulary.</li> </ul> |  |
| <b>Materials</b>  | <b>Class resource, internet, cellphones and computer.</b>   |  |
| <p><b>Anticipated problems</b><br/>The links of the tasks do not open.<br/>Lack of motivation</p> <p><b>Possible solutions:</b><br/>The teacher can send a link from Google Drive to upload the activities.<br/>The teacher tries to make a fun class.</p>  | <b>Interaction patterns</b>   | <b>TIMING</b><br><b>60 min</b>           |
| <p><b>STAGE: PRESENTATION (Introduction of content of the language)</b></p> <p><b>Procedures:</b><br/><b>Greetings</b><br/>Warm up:</p> <ul style="list-style-type: none"> <li>The teacher will present a video about interests and hobbies.<br/><a href="https://www.youtube.com/watch?v=jQCQPsuy31s">https://www.youtube.com/watch?v=jQCQPsuy31s</a></li> <li>The teacher will ask students simple content questions about the video.</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>The teacher and the students will play a game in “games4esl” platform. In this game students have to guess what hobby is being presented in the screen and then they have to make a simple oral sentence. The teacher will ask students to participate randomly.<br/><a href="https://games4esl.com/esl-classroom-games/hobbies-esl-activity/">https://games4esl.com/esl-classroom-games/hobbies-esl-activity/</a></li> </ul> | <p><b>T-S-S</b></p> <p><b>T-S-S</b></p> <p><b>T-Ss</b></p>  | <p><b>5 min</b></p> <p><b>10 min</b></p> |

|  |                                      |   |
|--|--------------------------------------|---|
| <ul style="list-style-type: none"> <li>The teacher will explain the difference between definite and indefinite frequency.</li> </ul>   |                                      |   |
| <p><b>STAGE: PRACTICE (Students work with the content and language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>The teacher and the students will play a game in “games4esl” platform. This game is for definite adverbs of frequency. In this game students will have a question “How often do you...?” with different sentence complements. Then, the students have to roll the virtual dice in their cellphones and make the complement of the answer according to the game rules. (Orally)<br/> <a href="https://games4esl.com/esl-classroom-games/how-often-do-you-exercise/">https://games4esl.com/esl-classroom-games/how-often-do-you-exercise/</a></li> <li>Virtual dice:<br/> <a href="https://freeonlinedice.com/">https://freeonlinedice.com/</a></li> <li>Students will play a game in “wordwall” platform about indefinite adverbs of frequency.<br/> <a href="https://wordwall.net/es/resource/15596924/frequency-adverbs-percentage">https://wordwall.net/es/resource/15596924/frequency-adverbs-percentage</a></li> <li>The students will use “English Listening and Speaking” app to practice spoken conversations. In the app students will choose the options: Daily topics- Hobbies- Your hobby. In this game the students have to listen to a conversation. Then, they have to choose a role (A or B) and record the conversations with their own voices. For this, they have and option to practice before recording.</li> </ul> | <p><b>T-S-S</b></p> <p><b>SS</b></p> | <p><b>15 min</b></p> <p><b>15 min</b></p> |
| <p><b>STAGE: PRODUCTION (students internalize and produce language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Students will record an audio in “vocaroo” answering to the following questions: <ul style="list-style-type: none"> <li>How often do you go on vacation?</li> </ul> </li> </ul>   | <p><b>SS</b></p>                     | <p><b>15 Min</b></p>                      |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>- How often do you go to restaurants?</li> <li>- How often do you listen to music?</li> <li>- How often do you see your best friend?</li> </ul> |  |  |
|--|--|--|

Annexes:  
Warm up



Interests and Hobbies | Adverbs of Frequency

Presentation:

### Hobbies Vocabulary Game

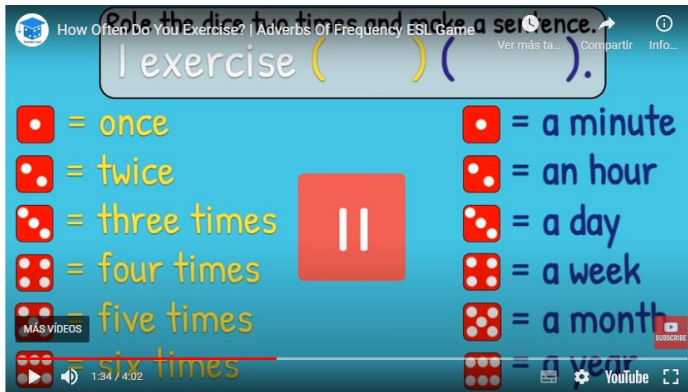


### ESL Hobbies Game

To play this game, simply show the video in class. There are ten pictures of hobbies

Esperando a securepubads.g.doubleclick.net...

Practice:




Adverbs Of Frequency Game

**FreeOnlineDice**

Online Dice & Coin Flip

---

## Roll Die



Click the button or the dice to roll it

How many sides do you want your die to have?

Busca la coincidencia

## Frequency Adverbs Percentage



Toca en la respuesta correspondiente para eliminarla. Repite hasta que todas las respuestas se hayan ido.

Usually      Never


**Conversations**

26 Topics - 2 Levels - Easy to learn      Unread ◀◀  
 History ◀◀  
 Last Updated ◀◀

Daily Topics

Easy

Intermediate



American English (1) 

American English (2)

---
















**Short Stories**

2 Levels - Audio supported      Unread ◀◀

|   |   |
|---|---|
|  |  |
| Services  | Law and Crime   |
|  |  |
| Health  | Hobbies   |
|  |  |
| Fashion - Clothes   | Science - Technology  |

← Hobbies

Search lessons

- Skating experience   
 Hobbies and Interests  
- Watching documentary [2].   
 Hobbies and Interests  
- Watching documentary [3].   
 Hobbies and Interests  
- Your hobby   
 Hobbies and Interests  
- Music 1   
 Hobbies and Interests  

your free time?

A variety of things really. But recently, I've been drawing and painting a lot.

I didn't know that you knew to draw and paint!

Well now you know.

You surprise me every day! When did you learn to do that?

Well, back in high school I attended an art class. I loved it.

You are very talented.

Play | Stop 00:00 Start Recording

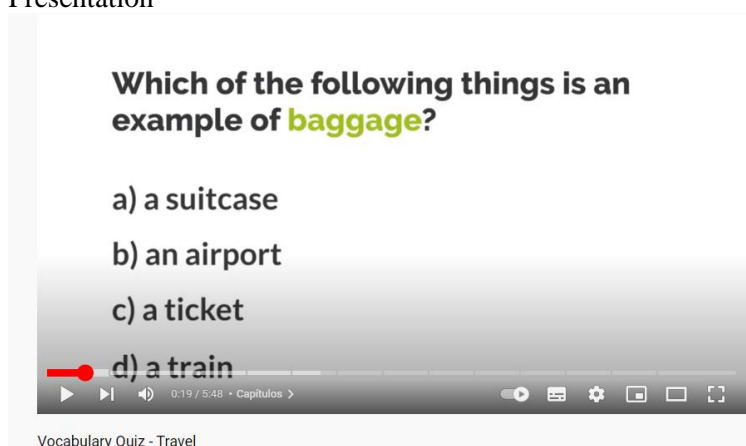


| Lesson plan #7  |   |                             |                                |   |   |
|---|---|-----------------------------|--------------------------------|---|---|
| <b>Teacher</b>  | Priscila Velasco Bautista <span style="float: right;"><b>Level: A2</b></span>   |                             |                                |   |   |
| <b>Unit Topic/Theme:</b>  | “Travel” <span style="float: right;"><b>Date: 08/06/2022</b></span>   |                             |                                |   |   |
| <b>Age</b>  | 18-20 <span style="float: right;"><b>Number of ss: 13</b></span>  |                             |                                |   |   |
| <b>Main aim:</b> To improve the pronunciation of words and phrases related to travel.   |   |                             |                                |   |   |
| <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"><b>Subsidiary aims:</b></td> <td style="width: 50%; vertical-align: top;"><b>Personal aims:</b></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>To use “Elsa Speak” and “Say It” apps for practicing pronunciation.</li> <li>To practice the pronunciation of some words.</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to practice pronunciation independently.</li> </ul> </td> </tr> </table>  |   | <b>Subsidiary aims:</b>     | <b>Personal aims:</b>          | <ul style="list-style-type: none"> <li>To use “Elsa Speak” and “Say It” apps for practicing pronunciation.</li> <li>To practice the pronunciation of some words.</li> </ul> | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to practice pronunciation independently.</li> </ul> |
| <b>Subsidiary aims:</b>   | <b>Personal aims:</b>   |                             |                                |   |   |
| <ul style="list-style-type: none"> <li>To use “Elsa Speak” and “Say It” apps for practicing pronunciation.</li> <li>To practice the pronunciation of some words.</li> </ul>   | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to practice pronunciation independently.</li> </ul> |                             |                                |   |   |
| <b>Materials</b>  | <b>Class resource, internet, cellphones and computer.</b>   |                             |                                |   |   |
| <p><b>Anticipated problems</b><br/> The links of the tasks do not open.<br/> Lack of motivation</p> <p><b>Possible solutions:</b><br/> The teacher can send a link from Google Drive to upload the activities.<br/> The teacher tries to make a fun class.</p>  |   | <b>Interaction patterns</b> | <b>TIMING</b><br><b>60 min</b> |   |   |
| <p><b>STAGE: PRESENTATION (Introduction of content of the language)</b></p> <p><b>Procedures:</b><br/> <b>Greetings</b><br/> Warm up:</p> <ul style="list-style-type: none"> <li>The teacher will present a video about the importance of pronunciation in speaking.<br/> <a href="https://www.youtube.com/watch?v=5l-fo-d0gt8">https://www.youtube.com/watch?v=5l-fo-d0gt8</a></li> <li>The teacher will ask students simple content questions about the video.</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>The teacher will play a game quiz in “YouTube” platform to introduce the topic. In this game students must answer multiple-choice questions about travel vocabulary.<br/> <a href="https://www.youtube.com/watch?v=BTuQgbxjo4c">https://www.youtube.com/watch?v=BTuQgbxjo4c</a></li> </ul> |   | T-S-S                       | 5<br>min                       |   |   |
| <p><b>STAGE: PRACTICE (Students work with the content and language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>The students will use “Elsa Speak” app to practice pronunciation. They will choose “Travel” and “Places” from the list of available topics. In this app they have to listen and record an audio simulating the correct pronunciation and accent.</li> <li>Free practice:<br/> The students will use “Say it” app to practice the pronunciation of words. In this app they can write</li> </ul>   |   | SS                          | 30<br>min                      |   |   |

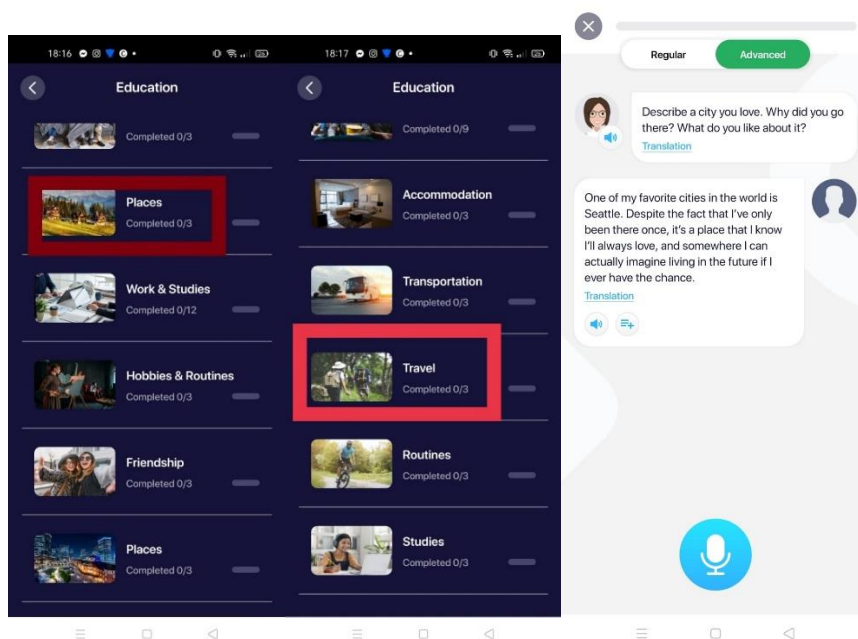
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|--|----|--------|
| the word that they want to learn. (At least 15 words)  |    |        |
| <p><b>STAGE: PRODUCTION (students internalize and produce language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>- The students will select “Places” (#2) in “Elsa Speak”. In this part they are going to describe a public place to visit. They have to listen to the audio and record their responses simulating the pronunciation.</li> </ul> | SS | 15 Min |

Annexes:

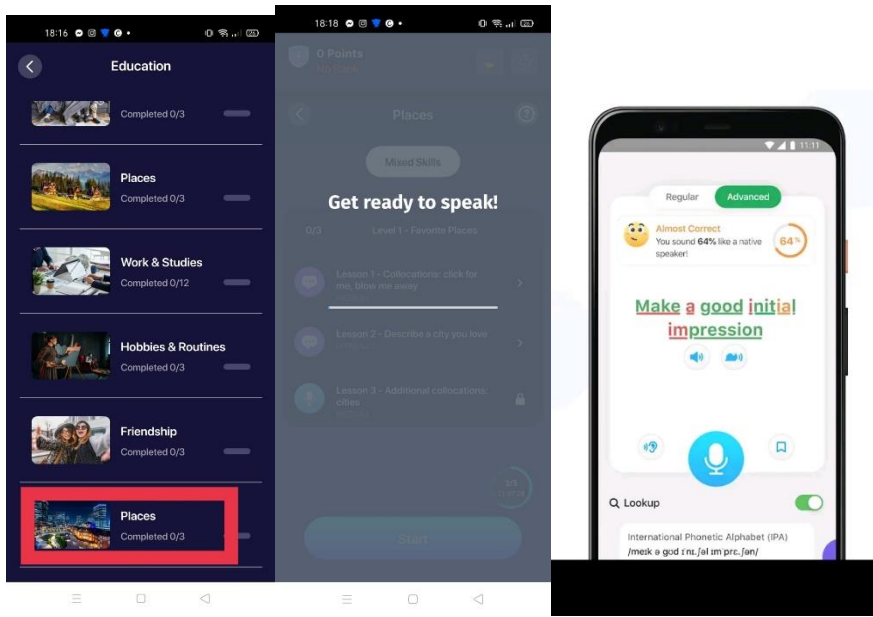
Presentation



Practice



# Production



| Lesson plan #8  |   |   |
|---|---|---|
| <b>Teacher</b>  | Priscila Velasco Bautista                                 | <b>Level:</b> A2  |
| <b>Unit Topic/Theme:</b>  | “Lifestyle”   | <b>Date:</b> 08/06/2022   |
| <b>Age</b>  | 18-20   | <b>Number of ss:</b> 13   |
| <b>Main aim:</b> To improve the pronunciation of words and phrases related to lifestyle topics.   |   |   |
| <b>Subsidiary aims:</b>   |   | <b>Personal aims:</b>   |
| <ul style="list-style-type: none"> <li>To use “Elsa Speak” and “English Listening and Speaking” apps for practicing pronunciation.</li> <li>To practice the pronunciation of some words.</li> </ul>   |   | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to practice pronunciation independently.</li> </ul> |
| <b>Materials</b>  | <b>Class resource, internet, cellphones and computer.</b> |   |
| <p><b>Anticipated problems</b><br/>The links of the tasks do not open.<br/>Lack of motivation</p> <p><b>Possible solutions:</b><br/>The teacher can send a link from Google Drive to upload the activities.<br/>The teacher tries to make a fun class.</p>  |   | <p><b>Interaction patterns</b></p> <p><b>TIMING</b><br/>60 min</p>  |
| <b>STAGE: PRESENTATION (Introduction of content of the language)</b>  |   |   |
| <p><b>Procedures:</b><br/><b>Greetings</b><br/>Warm up: The teacher will present a video about a commo error in pronunciation for Spanish speakers.<br/><a href="https://www.youtube.com/watch?v=DERX7US1hbk">https://www.youtube.com/watch?v=DERX7US1hbk</a></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>Google speech recognition tool: each student will share the screen on google they will search about any lifestyle topic. The teacher will send the topic via zoom chat, they will use the speech recognition tool. If google understand their words it will be because they pronounce it correctly. The students will be selected using the “random wheel” from “Wordwall”</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>- Benefits of exercising.</li> <li>- What to do if my refrigerator doesn't work?</li> <li>- The best places to visit with my family.</li> <li>- Tourist places in Ecuador</li> <li>- How to give advice to a friend?</li> <li>- The ten best countries to visit</li> <li>- Interesting outdoor activities</li> <li>- Is coffee dangerous for health?</li> <li>- How to dress for a romantic dinner?</li> </ul> |   | <p><b>T-S-S</b></p> <p><b>5 min</b></p> <p><b>T-S-S</b></p> <p><b>10 Min</b></p>  |

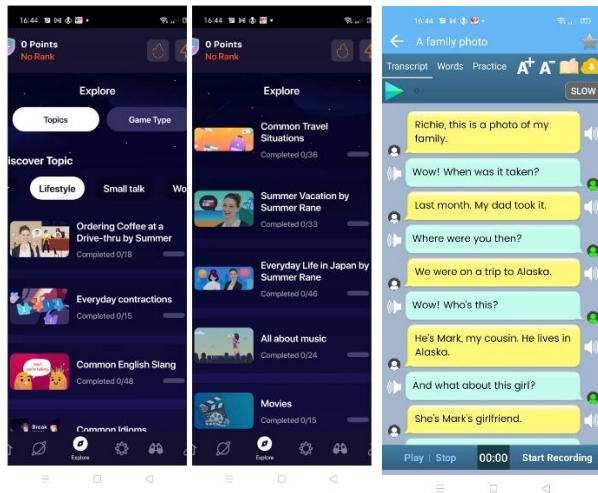
|   |           |               |
|---|-----------|---------------|
| <ul style="list-style-type: none"> <li>- What are the most luxurious television brands?</li> <li>- How to know the culture of a country without visiting it?</li> <li>- Advances in science and technology</li> <li>- Benefits of eating healthy.</li> </ul>  |           |               |
| <p><b>STAGE: PRACTICE (Students work with the content and language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• The students will use “Elsa Speak” app to practice pronunciation. They will choose “Lifestyle” (Music and Culture) from the list of available topics. In this app they have to listen and record an audio simulating the correct pronunciation and accent.</li> <li>• The students will use “English Listening and Speaking” app to practice spoken conversations. In the app students will choose the options: Daily Topics -People and Lifestyle- A family photo. In this game the students have to listen to a conversation. Then, they have to choose a role (A or B) and record the conversations with their own voices. For this, they have an option to practice before recording.</li> </ul> | <b>SS</b> | <b>30 min</b> |
| <p><b>STAGE: PRODUCTION (students internalize and produce language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>- The students will use “Say it” app to practice the pronunciation of these 15 words related with “Lifesyle”. The students will record an audio in “Vocaroo”. And they will pronounce the words correctly.</li> </ul> <ol style="list-style-type: none"> <li>1. interesting</li> <li>2. leisure</li> <li>3. around</li> <li>4. coffee</li> <li>5. dangerous</li> <li>6. decision</li> <li>7. expensively</li> <li>8. fruit</li> <li>9. happiness</li> <li>10. mixed</li> <li>11. month</li> <li>12. parent</li> <li>13. thing</li> <li>14. university</li> </ol>   | <b>SS</b> | <b>15 Min</b> |

15. pleasant

Annexes:  
Warm up:



Practice:



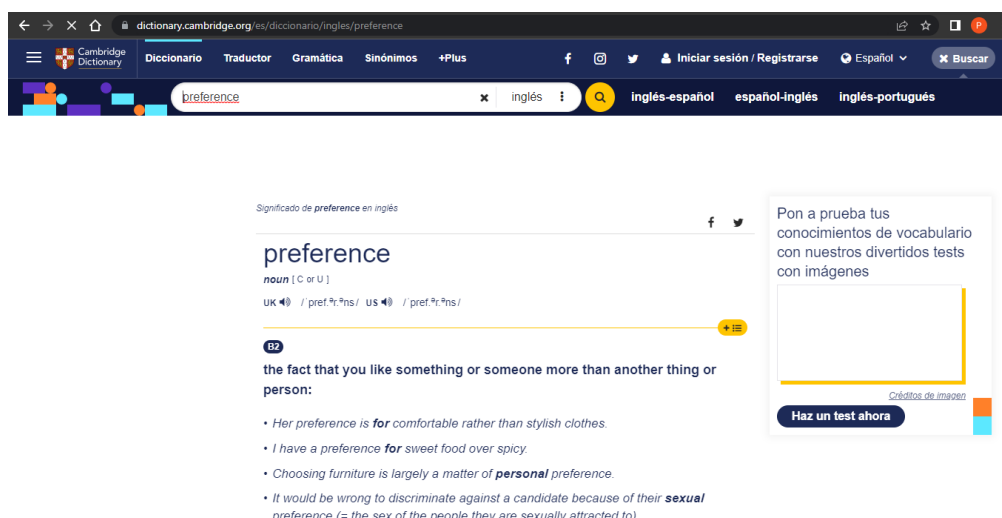
Production



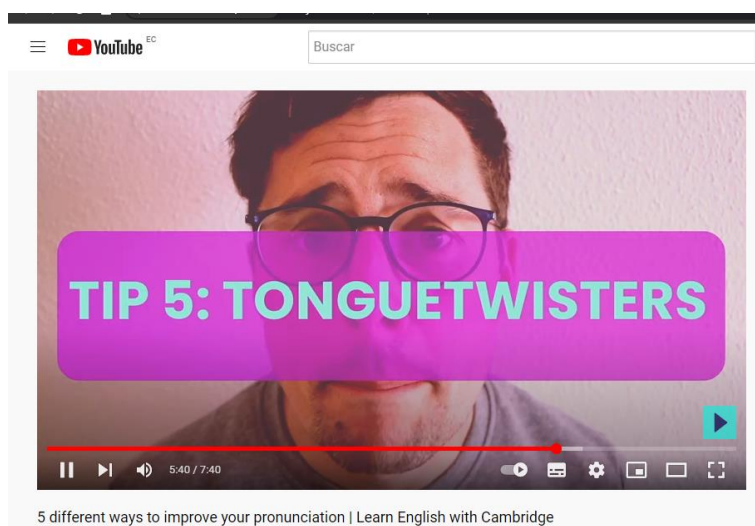
| Lesson plan #9  |   |                                |
|---|---|--------------------------------|
| <b>Teacher</b>  | Priscila Velasco Bautista <b>Level: A2</b>  |                                |
| <b>Unit Topic/Theme:</b>  | “Tongue twister” <b>Date:</b><br>13/06/2022   |                                |
| <b>Age</b>  | 18-20 <b>Number of</b><br>ss: 13  |                                |
| <b>Main aim:</b> To improve the pronunciation of words and phrases.   |   |                                |
| <b>Subsidiary aims:</b>   |   |                                |
| <b>Personal aims:</b>   |   |                                |
| <ul style="list-style-type: none"> <li>To use “Twistify” app for practicing pronunciation.</li> <li>To practice the pronunciation of similar words in the same phrase.</li> <li>To differentiate similar sounds.</li> </ul>   | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to practice pronunciation independently.</li> </ul> |                                |
| <b>Materials</b>  | <b>Class resource, internet, cellphones and computer.</b>   |                                |
| <b>Anticipated problems</b><br>The links of the tasks do not open.<br>Lack of motivation<br><b>Possible solutions:</b><br>The teacher can send a link from Google Drive to upload the activities.<br>The teacher tries to make a fun class.   | <b>Interaction patterns</b>   | <b>TIMING</b><br><b>60 min</b> |
| <b>STAGE: PRESENTATION (Introduction of content of the language)</b><br><br><b>Procedures:</b><br><b>Greetings</b><br>Warm up: <ul style="list-style-type: none"> <li>The teacher will use the Cambridge Dictionary website to play a game. The teacher will search for random words and ask each student to pronounce the word. Then the teacher will play the audio to check the pronunciation.</li> </ul> <b>Presentation</b> <ul style="list-style-type: none"> <li>The teacher will present a video about ways to improve pronunciation.<br/> <a href="https://www.youtube.com/watch?v=plzvlrixDA8">https://www.youtube.com/watch?v=plzvlrixDA8</a></li> </ul> | T-S-S<br><br>T-Ss   | 5 min<br><br>10 Min            |
| <b>STAGE: PRACTICE (Students work with the content and language)</b><br><br><b>Procedures:</b> <ul style="list-style-type: none"> <li>The students will use “Twistify” app to practice pronunciation. They will choose “Short” tongue twisters and they will select training to practice the pronunciation of words individually.</li> <li>The students will increment the difficulty in the level of tongue twisters and they will send the score as evidence. For that, they will use WhatsApp.</li> </ul>  | SS  | <b>30 min</b>                  |

|  |                  |                      |
|--|------------------|----------------------|
| <p><b>STAGE: PRODUCTION (students internalize and produce language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>- The students will play the same in “Twistify” they will choose 2 short and 3 long tongue twisters. They have to send the screenshots of the scores to the teacher.</li> </ul> | <p><b>SS</b></p> | <p><b>15 Min</b></p> |
|--|------------------|----------------------|

ANNEXES  
Warm-up

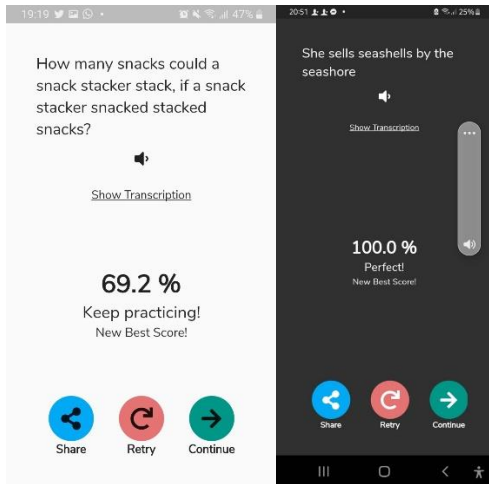


Presentation



Practice and Production



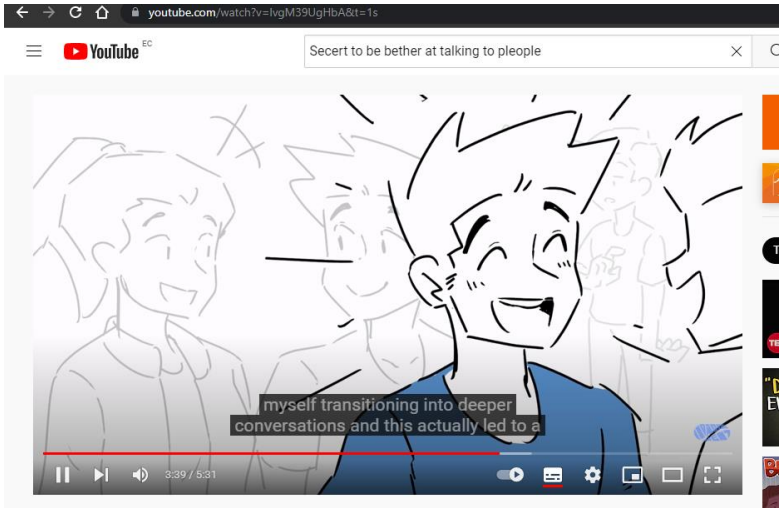


| Lesson plan #10  |   |   |                                |
|--|---|---|--------------------------------|
| <b>Teacher</b>   | Priscila Velasco Bautista                                 | <b>Level:</b> A2  |                                |
| <b>Unit Topic/Theme:</b>   | “Talking together 1”                                      | <b>Date:</b> 15/06/2022   |                                |
| <b>Age</b>   | 18-20   | <b>Number of ss:</b> 13   |                                |
| <b>Main aim:</b> To improve interactive communication.   |   |   |                                |
| <b>Subsidiary aims:</b>  |   | <b>Personal aims:</b>   |                                |
| <ul style="list-style-type: none"> <li>To use “Wordwall” website for practicing interactive communication.</li> <li>To express ideas showing agreement or disagreement.</li> </ul>   |   | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to practice interactive communication.</li> </ul> |                                |
| <b>Materials</b>   | <b>Class resource, internet, cellphones and computer.</b> |   |                                |
| <b>Anticipated problems</b><br>The links of the tasks do not open.<br>Lack of motivation<br><b>Possible solutions:</b><br>The teacher can send a link from Google Drive to upload the activities.<br>The teacher tries to make a fun class.  |   | <b>Interaction patterns</b>   | <b>TIMING</b><br><b>60 min</b> |
| <b>STAGE: PRESENTATION (Introduction of content of the language)</b><br><br><b>Procedures:</b><br><b>Greetings</b><br>Warm up: <ul style="list-style-type: none"> <li>The teacher talks about the importance of interactive communication and motivates students to talk together.</li> </ul> <b>Presentation</b> <ul style="list-style-type: none"> <li>The teacher will present a video about secrets to be better in interactive communication.<br/> <a href="https://www.youtube.com/watch?v=lvGM39UgHbA&amp;t=1s">https://www.youtube.com/watch?v=lvGM39UgHbA&amp;t=1s</a></li> <li>Teacher and students talk together about the information of the video.</li> </ul> |   | T-Ss  | <b>5 min</b>                   |
| <b>STAGE: PRACTICE (Students work with the content and language)</b><br><br><b>Procedures:</b> <ul style="list-style-type: none"> <li>The teacher will present a game on bamboozle website. The teacher will divide the class into 2 teams. This game presents some statements about random topics and useful phrases to express opinion. Each student of the groups is going to participate choosing a number and answering the question. They will get or lose points according to their answers.</li> </ul>   |   | T-S-S   | <b>30 min</b>                  |
| <b>STAGE: PRODUCTION (students internalize and produce language)</b><br><br><b>Procedures:</b>   |   | S-S   | <b>15 Min</b>                  |

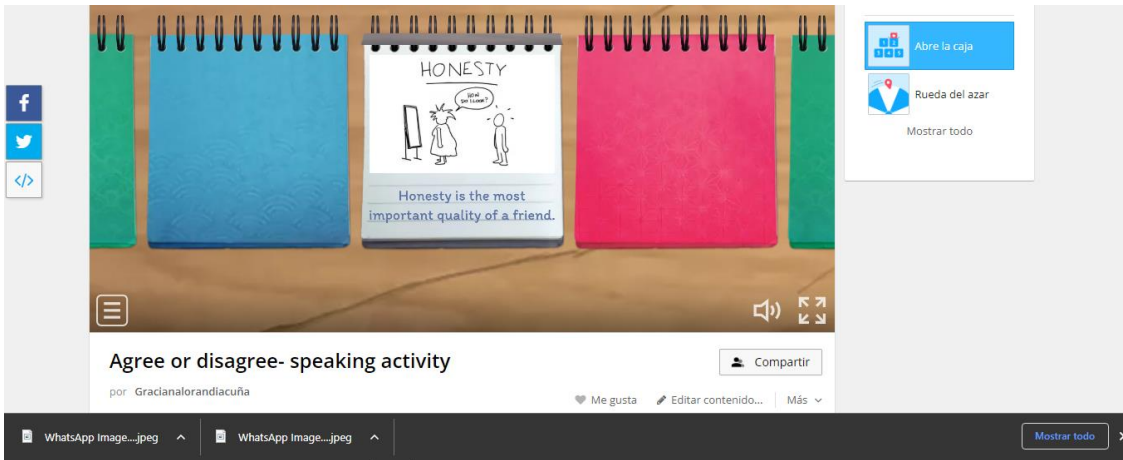
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| <ul style="list-style-type: none"> <li>The students will work in pairs and in a group of 3. They will have a debate expressing opinions about this statement:<br/>Beach holidays are more fun than mountain ones.</li> </ul> <p>One student is going to show agreement and the other disagreement. They are going to record a video and to send it to the teacher.</p> |  |  |
|--|--|--|

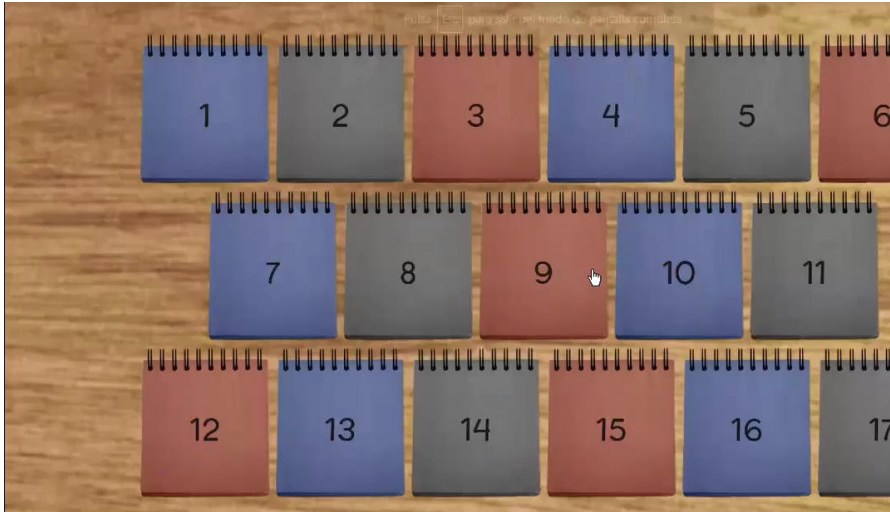
ANNEXES

Presentation



Practice and Production



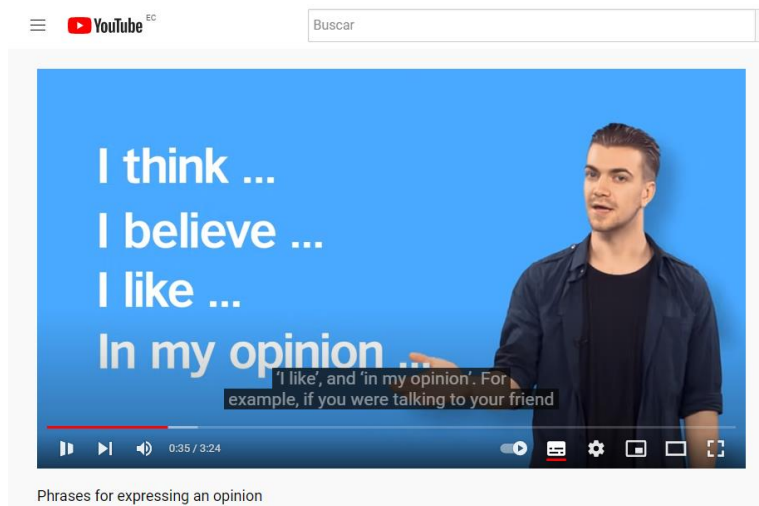


| Lesson plan #11  |   |                                   |
|--|---|-----------------------------------|
| <b>Teacher</b>   | Priscila Velasco Bautista   | <b>Level:</b> A2                  |
| <b>Unit Topic/Theme:</b>   | “Talking together 2”  | <b>Date:</b> 16/06/2022           |
| <b>Age</b>   | 18-20   | <b>Number of ss:</b> 13           |
| <b>Main aim:</b> To improve interactive communication.   |   |                                   |
| <b>Subsidiary aims:</b>  |   | <b>Personal aims:</b>             |
| <ul style="list-style-type: none"> <li>To use “Baamboozle” website for practicing interactive communication.</li> <li>To express ideas showing agreement or disagreement.</li> </ul>   | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to practice interactive communication.</li> </ul> |                                   |
| <b>Materials</b>   | <b>Class resource, internet, cellphones and computer.</b>   |                                   |
| <p><b>Anticipated problems</b><br/>The links of the tasks do not open.<br/>Lack of motivation</p> <p><b>Possible solutions:</b><br/>The teacher can send a link from Google Drive to upload the activities.<br/>The teacher tries to make a fun class.</p>   | <b>Interaction patterns</b>   | <b>TIMING</b><br><b>60 min</b>    |
| <p><b>STAGE: PRESENTATION (Introduction of content of the language)</b></p> <p><b>Procedures:</b><br/><b>Greetings</b><br/>Warm up:</p> <ul style="list-style-type: none"> <li>The teacher presents a list of common phrases to use to show agreement or disagreement.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>The teacher will present a video about phrases for expressing an opinion.<br/><a href="https://www.youtube.com/watch?v=I517e6oW-GM">https://www.youtube.com/watch?v=I517e6oW-GM</a></li> <li>Teacher and students talk together about the information of the video.</li> </ul> | T-Ss<br><br>T-S-S   | <b>5 min</b><br><br><b>10 Min</b> |
| <p><b>STAGE: PRACTICE (Students work with the content and language)</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>The teacher will present a game on bamboozle website. The teacher will divide the class into 2 teams. This game presents some statements about random topics and useful phrases to express opinion. Each student of the groups is going to participate choosing a number and answering the question. They will get or lose points according to their answers.</li> </ul>  | T-S-S   | <b>30 min</b>                     |
| <p><b>STAGE: PRODUCTION (students internalize and produce language)</b></p> <p><b>Procedures:</b></p>  | S-S   | <b>15 Min</b>                     |

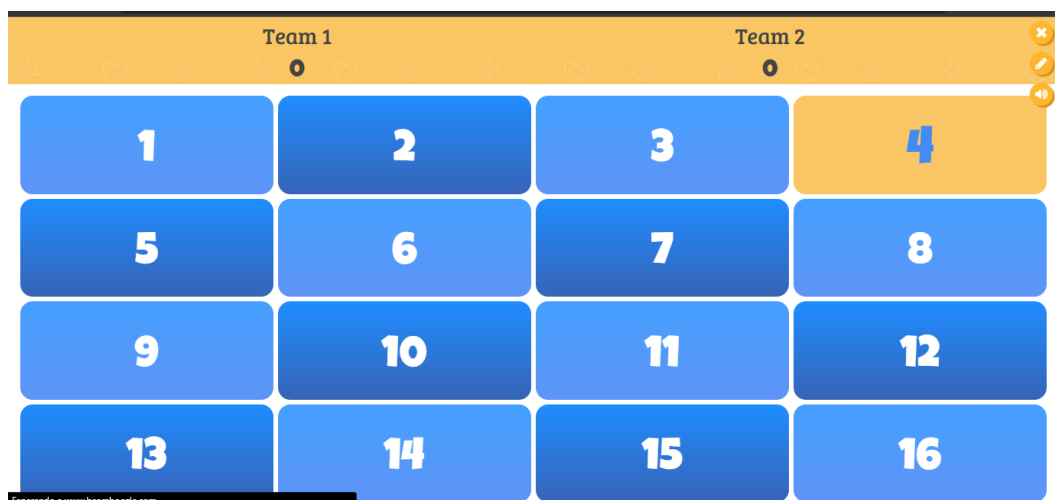
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|--|--|--|
| <ul style="list-style-type: none"> <li>The students will work in pairs and in a group of 3. They will have a debate expressing opinions about this statement:<br/>Beach holidays are more fun than mountain ones.</li> </ul> <p>One student is going to show agreement and the other disagreement. They are going to record a video and to send it to the teacher.</p> |  |  |
|--|--|--|

ANNEXES

Presentation




Practice



Team 1 0 Team 2 0

15



Snow is better than sand.

agree / disagree

Oops! Okay!

| Lesson plan #12   |   |   |
|---|---|---|
| <b>Teacher</b>  | Priscila Velasco Bautista<br>A2                           | <b>Level:</b>   |
| <b>Unit Topic/Theme:</b>  | “Talking together 3”                                      | <b>Date:</b> 20/06/2022   |
| <b>Age</b>  | 18-20   | <b>Number of ss:</b> 13   |
| <b>Main aim:</b> To improve interactive communication.  |   |   |
| <b>Subsidiary aims:</b>   |   | <b>Personal aims:</b>   |
| <ul style="list-style-type: none"> <li>To use “eslgamesplus” website for practicing interactive communication.</li> <li>To express ideas and opinions.</li> </ul>   |   | <ul style="list-style-type: none"> <li>To give clear instructions.</li> <li>To provide students opportunities to practice interactive communication.</li> </ul> |
| <b>Materials</b>  | <b>Class resource, internet, cellphones and computer.</b> |   |
| <b>Anticipated problems</b><br>The links of the tasks do not open.<br>Lack of motivation<br><b>Possible solutions:</b><br>The teacher can send a link from Google Drive to upload the activities.<br>The teacher tries to make a fun class.   |   | <b>Interaction patterns</b><br><br><b>TIMING</b><br><b>60 min</b>   |
| <b>STAGE: PRESENTATION (Introduction of content of the language)</b><br><br><b>Procedures:</b><br><b>Greetings</b><br>Warm up: <ul style="list-style-type: none"> <li>The teacher gives feedback about student’s videos.</li> </ul> <b>Presentation</b> <ul style="list-style-type: none"> <li>The teacher will present a video about speaking part of A2 KEY exam.<br/> <a href="https://www.youtube.com/watch?v=j1VyqUDUv5A">https://www.youtube.com/watch?v=j1VyqUDUv5A</a></li> <li>Teacher and students talk together about the information of the video.</li> </ul> |   |   |
| <b>STAGE: PRACTICE (Students work with the content and language)</b><br><br><b>Procedures:</b> <ul style="list-style-type: none"> <li>The students will play a zombie game on eslgames+ website. This game presents useful phrases to express opinion.<br/> <a href="https://www.eslgamesplus.com/useful-interview-expressions-spin/">https://www.eslgamesplus.com/useful-interview-expressions-spin/</a></li> </ul>  |   | <b>T-Ss</b><br><br><b>T-S-S</b><br><br><b>SS</b><br><br><b>30 min</b>   |
| <b>STAGE: PRODUCTION (students internalize and produce language)</b><br><br><b>Procedures:</b> <ul style="list-style-type: none"> <li>The students will work in pairs and in a group of 3. They will record a video talking about some pictures of hobbies.</li> </ul>  |   | <b>5 min</b><br><br><b>10 Min</b><br><br><b>15 Min</b>  |

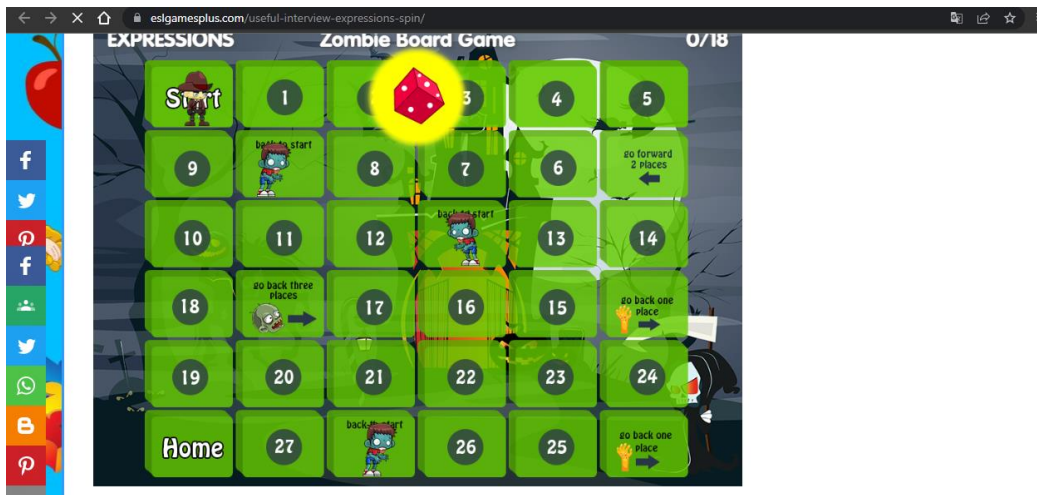


## ANNEXES

### Presentation



### Practice



### Production

Do you like these different hobbies?



## Test 1 (Form 1)

### Part 1- Phase 2 (2-3 min)

|   |  |
|---|--|
| <p><b>Interlocutor</b><br/>To both candidates</p> <p>To Candidate A<br/>To Candidate B</p> <p><b>Interlocutor</b></p> <p>Now, let's talk about <b>friends</b>.</p> <p><b>A</b>, how often do you see your friends?<br/>What do you like doing with your friends?</p> <p><b>B</b>, where do your friends live?<br/>When do you see your friends?</p> <p><b>Extended Response</b><br/>Now <b>A</b>, please tell me something about one of your friends.</p> <p><b>Interlocutor</b><br/>Now, let's talk about <b>home</b>.</p> <p><b>B</b>, who do you live with?<br/>How many bedrooms are there in your house / flat?</p> <p><b>A</b>, where do you watch TV at home?<br/>What's your favourite room in the house?</p> <p><b>Extended Response</b></p> | <p>Good morning!</p> <p>What's your name?<br/>And what's your name?</p> <p><b>Back-up prompts</b><br/>Do you see your friends every day?<br/>Do you like going to the cinema?</p> <p>Do your friends live near you?<br/>Do you see your friends at weekends?</p> <p><b>Back-up questions</b><br/>Do you like your friend?<br/>Where did you meet your friend?<br/>Did you see your friends last weekend?</p> <p><b>Back-up prompts</b><br/>Do you live with your family?<br/>Are there three bedrooms in your house / flat?</p> <p>Do you watch TV in the kitchen?<br/>Is your bedroom your favourite room?</p> <p><b>Back-up questions</b><br/>Do you like cooking at the weekends?<br/>Do you play computer games at the weekends?</p> |
|---|--|

|  |   |
|--|---|
| <p>Now, <b>B</b>, please tell me something about the things you like doing at home, at the weekends.</p> | <p>What did you do at home, last weekend?</p> |
|--|---|

**Part 2- Phase 1**

**Interlocutor**

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

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. **(1min)**



**Interlocutor (1min)**

**A**, do you think eating in restaurants is expensive?

**B**, which of these places do you like best?

Thank you.

## Test 2 (Form 2)

### Part 1 – Phase 2 (2-3 min)

|   |  |
|---|--|
| <p><b>Interlocutor</b><br/>To both candidates</p> <p>To Candidate A<br/>To Candidate B</p> <p><b>Interlocutor</b></p> <p>Now, let's talk about <b>music</b>.</p> <p><b>A</b>, how often do you listen to music?<br/>What music do you like best?</p> <p><b>B</b>, what is your favourite instrument?<br/>Where do you like listening to music?</p> <p><b>Extended Response</b><br/>Now A, please tell me something about your favourite singer or group?</p> <p><b>Interlocutor</b></p> <p>Now, let's talk about <b>shopping</b>.</p> <p><b>B</b>, where do you like to go shopping?<br/>What do you like to buy with your money?</p> <p><b>A</b>, who do you like to go shopping with?<br/>What can you buy near your house?</p> | <p>Good morning!</p> <p>What's your name?<br/>And what's your name?</p> <p><b>Back-up prompts</b><br/>Do you listen to music every day?<br/>Do you like rock music?</p> <p>Do you like the piano?<br/>Do you like going to concerts?</p> <p><b>Back-up questions</b><br/>Where is your favourite singer from?<br/>Why do you like them?<br/>Do your friends like them too?</p> <p><b>Back-up prompts</b><br/>Do you like to go to shopping centres?<br/>Do you like to buy clothes with your money?</p> <p>Do you like to go shopping with your?<br/>Can you buy food near your house?</p> <p><b>Back-up questions</b></p> |
|---|--|

|  |  |
|--|--|
| <p><b>Extended Response</b><br/>         Now, B, please tell me something about presents you buy for your friends.</p> | <p>Where do you buy presents?<br/>         Do you like giving presents?<br/>         Have you bought a present recently?</p> |
|--|--|

**Part 2- Phase 1**

**Interlocutor**

Now, in this part of the test you are going to talk together. 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. (1min)



**Interlocutor (1min)**

A, do you think.... ..beach holidays are fun?

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

Thank you



## Cambridge Assessment English

| A2 | Grammar   | 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 intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly | Maintains simple exchanges. Requires very little prompting and support.                              |
| 4  | <i>Performance shares features of Bands 3 and 5.</i>        |   |  |  |
| 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  | <i>Performance shares features of Bands 1 and 3.</i>        |   |  |  |
| 1  | Shows only limited control of a few grammatical forms.      | 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  | <i>Performance below Band 1.</i>                            |   |  |  |

By: Cambridge Assessment

