



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Informe final del trabajo de Titulación previo a la obtención del título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme: Group dynamic assessment and speaking skills

Author: Alvarado Salinas Brenda del Rocío

Tutor: Chimbo Cáceres Elsa Mayorie

Ambato – Ecuador

2023

SUPERVISOR APPROVAL

CERTIFY:

I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 1802696458, in my capacity as supervisor of the Research dissertation on the topic: “GROUP DYNAMIC ASSESSMENT AND SPEAKING SKILLS” investigated by Miss Brenda del Rocío Alvarado Salinas with I.D No. 1803557659, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....

Dra. Mg. Elsa Mayorie Chimbo Cáceres

C.C. 1802696458

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled “**GROUP DYNAMIC ASSESSMENT AND SPEAKING SKILLS**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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

A handwritten signature in blue ink, reading "Brenda Alvarado", enclosed within a blue oval scribble.

.....

Brenda del Rocío Alvarado Salinas

I.D. 1803557659

AUTHOR

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

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic “GROUP DYNAMIC ASSESSMENT AND SPEAKING SKILLS” which is held by Brenda del Rocío Alvarado Salinas undergraduate student from Carrera de Idiomas, academic period April 2023- July 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, July 2023

REVISION COMMISSION

.....
Mg. Ximena Calero
REVISER

.....
Dra. Verónica Chicaiza
REVISER

COPYRIGHT REUSE

I, Brenda Del Rocio Alvarado Salinas with I.D. No. 1803557659, confer the rights of this undergraduate dissertation " GROUP DYNAMIC ASSESSMENT AND SPEAKING SKILLS IN FIFTH SEMESTER STUDENTS OF THE UNIVERSITY "INDOAMERICA" IN THE CANTON OF AMBATO, PROVINCE OF TUNGURAHUA ", and authorize its total reproduction or part of it, as long as it is by the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

A handwritten signature in blue ink, reading "Brenda Alvarado", enclosed within a blue oval scribble.

.....
Brenda del Rocío Alvarado Salinas

I.D. 1803557659

AUTHOR

DEDICATION

TO:

God gave me my beautiful life and I am tremendously grateful to everyone who supported me throughout the arduous process of my degree project. Specifically, my mother, Lorena, for relentlessly supporting and taking care of me during my hard work. Without her unwavering support, I would have never reached this far in my academic journey.

Additionally, I'd like to express my sincere appreciation to my grandparents, Asdrubal, and Lida, for being the pillars of strength during the most beautiful and grueling moments of my life. My sister, Estefy, who has always been my confidante and dearest friend, I cannot thank you enough for always being there for me.

I also want to give a big shout-out to Mg. Adriana Balseca is one of my role models and was a great support during this research. To my dear Diego, who has been my rock of support, and my lifelong friends, Lissette, Emi, Eli, Rachel, and Daya who have been my pillars of strength throughout my life. I cannot forget the friends I made in college; Sebas, Vero, Andres, and Dayana, who became my siblings. Thank you so much for being there for me through thick and thin, words are not enough to express my gratitude towards each of you.

Brenda.

ACKNOWLEDGMENTS

I begin by expressing my heartfelt gratitude to God, who has blessed me with life and continuously helped me to achieve my goals. I also want to express my deep appreciation to my family, especially my dear mother, for providing unwavering support and striving to provide me with an excellent education throughout my life.

I would like to extend my sincere gratitude to all my teachers, who have selflessly imparted their knowledge and expertise and have played a significant role in my academic and personal development. I am particularly grateful to Mg. Mayorie Chimbo, who stands out as one of the best teachers I have ever had the privilege of learning from.

Finally, I would like to thank my friends, who have been a constant source of support and encouragement throughout my journey. Your presence and unwavering support mean more to me than words can express.

Brenda.

TABLE OF CONTENT

SUPERVISOR APPROVAL	ii
DECLARATION PAGE.....	iii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN.....	iv
COPYRIGHT REUSE	v
DEDICATION	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENT	viii
INDEX OF TABLES	x
ABSTRACT	xi
RESUMEN.....	xii
B. CONTENT	1
CHARTER I. THEORETICAL FRAMEWORK	1
1.1 Research background	1
1.2 The theoretical foundation of the variables.....	9
1.2.1 Independent variable: Group dynamic assessment.	9
1.2.2 Dependent variable: Speaking skills.	18
1.3 Objectives.....	27
1.3.1 General objective	27
1.3.2 Specific objectives	27
1.3.3 Fulfillment of objectives	27
CHAPTER II. METHODOLOGY	29
2.1 Materials.....	29
2.2 Methods.....	29
2.2.1 Research approach	29
2.2.2 Modality	30
2.2.3 Type of research	31
2.2.4 Research design.....	31
2.2.5 Techniques/tools.....	32
2.2.6 Population	36
2.2.7 Data collection procedure	37
2.2.8 Hypothesis.....	43

CHAPTER III. RESULTS AND DISCUSSION	44
3.1 Analysis and discussion of the results.....	44
3.1.1 Pre-test results	45
3.1.2 Post-test results	47
3.2 Verification of the hypothesis	50
3.2.1 Nonparametric test	51
3.2.2 Wilcoxon statistic test.....	52
3.3 Survey results	53
CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS.....	58
4.1 Conclusions	58
4.2 Recommendations	60
C. REFERENCES	61
D. ANNEXES	69
Annex 1. Pre-test and post-test	69
Annex 2. Speaking rubric.....	72
Annex 3. Lesson plans	73
Annex 4. Satisfaction Survey	124
Annex 5. Urkund report	128

INDEX OF TABLES

Table 1: Population	36
Table 2: Pre-test scores	45
Table 3: Pre-test results	46
Table 4: Post-test scores	47
Table 5: Post-test results	48
Table 6: Pre-test and post-test comparison results	49
Table 7: Hypothesis test summary	51
Table 8: Wilcoxon statistics test	52
Table 9: Survey question one	53
Table 10: Survey question two	54
Table 11: Survey question three	56

**UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS**

THEME: Group dynamic assessment and speaking skills

AUTHOR: Brenda del Rocío Alvarado Salinas

TUTOR: Dra. Mayorie Chimbo

ABSTRACT

The general objective of this study was to analyze the impact of group dynamic assessment on speaking skills. In this research, a pre-experimental design was used where the population was twenty EFL students in the fifth semester of the university "Indoamerica" located in the city of Ambato downtown. Moreover, several instruments were used to collect data. First, a standardized Cambridge test (B1 preliminary speaking exam) was used as a pre-test and post-test to measure the intermediate level of the English language. This test was administered in three parts and was scored through the Cambridge "B1 Preliminary speaking rubric". Second, a three-question satisfaction survey was used at the end of the interventions. Instead, this research has a quantitative approach because it allowed the data collected with the instruments to be analyzed and discussed through tables. For the evaluation of the hypothesis, it was necessary to use the nonparametric test and the Wilcoxon statistic test. As the result of the first test was less than 0.05, the alternative hypothesis was accepted, and the null hypothesis was rejected. In the second test, students had a significant change of -3.220 when comparing pre- and post-tests. In addition, the survey results showed that most students enjoyed the activities, with "group discussion" standing out as the most popular. Finally, the findings of this research showed that the group dynamic assessment had a significant impact on the speaking skills of English as a foreign language student.

Keywords: G-DA, methods, approaches, group activities, speaking skills.

**UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS**

TEMA: Group dynamic assessment and speaking skills

AUTORA: Brenda del Rocío Alvarado Salinas

TUTORA: Dra. Mayorie Chimbo

RESUMEN

El objetivo general del presente estudio fue analizar el impacto de la evaluación dinámica de grupo en las habilidades de expresión oral. En esta investigación se usó un diseño pre-experimental donde la población fueron veinte estudiantes de Inglés como lengua extranjera de quinto semestre de la universidad "Indoamérica" sede en la ciudad Ambato centro. Complementariamente, se usaron varios instrumentos para recolectar datos. Primero, se utilizó una prueba estandarizada de Cambridge (B1 preliminary speaking exam) que se aplicó como pre-prueba y post-prueba para medir el nivel intermedio del idioma Inglés. Esta prueba se administró en tres partes y fue calificada a través de la rúbrica "B1 Preliminary speaking rubric" de Cambridge. Segundo, se usó una encuesta de satisfacción al finalizar las intervenciones que constó de tres preguntas. Por otro lado, esta investigación tiene un enfoque cuantitativo porque permitió que los datos recolectados con los instrumentos sean analizados y discutidos a través de tablas. Para la evaluación de la hipótesis, fue necesario utilizar la prueba no paramétrica y la prueba estadística de Wilcoxon. Como resultado de la primera prueba fue menor a 0.05, por lo que se aceptó la hipótesis alternativa y se rechazó la nula. En la segunda prueba, los estudiantes tuvieron un cambio significativo de -3.220 al comparar las pre y post-pruebas. Además, la encuesta demostró que la mayoría de estudiantes disfrutó de las actividades, destacando "group discussion" como la más popular. Finalmente, los resultados de esta investigación demostraron que la evaluación dinámica de grupo tuvo un impacto significativo en las habilidades de expresión oral de los estudiantes de Inglés como lengua extranjera.

Palabras clave: G-DA, metodos, enfoques, actividades en grupo, habilidades de expresión oral

B. CONTENT

CHARTER I. THEORETICAL FRAMEWORK

1.1 Research background

To support the current research, important information was collected from various academic sources such as Google Scholar, Scielo, and virtual libraries. Works such as scientific journals, academic articles, dissertations, and books provided similar concepts on the topic of group dynamic assessment and speaking skills.

Safdari and Fathi (2020) conducted a research study to determine the effect of dynamic assessment (DA) on the accuracy and fluency of the speech of English as a Foreign Language (EFL) learners. The researchers used a mixed approach and a quasi-experimental design as their research method. This study used some instruments such as a preliminary English test (PET), a speaking pre-test and post-test, a speaking fluency and accuracy rating scale, an “English vocabulary in English” text, and semi-structured interviews. The final population of the present study was 61 pre-intermediate EFL students of the "English Translation" major at the "Islamic Azad Karaj" University in Iran; then, they were divided equally into an experimental group and a control group.

Therefore, the data obtained from the pre-test and post-test were analyzed using the “ANCOVA” technique. The results of the collected data indicated that the dynamic assessment significantly influenced the speaking accuracy rather than the fluency of the participants compared to those who did not receive this treatment, and the results of the interviews also revealed that, in general, the participants had a positive perception of the effectiveness of dynamic assessing in improving speech accuracy. Finally, the researchers concluded that dynamic assessment has promising potential as a classroom practice, especially for pre-intermediate students in a remedial classroom.

Ghahderijan et al. (2021) carried out a research study to compare the effect of group dynamic assessment (GDA) and computerized dynamic assessment (C-DA) on students' complexity, accuracy, and fluency of speech (CAF). The researchers used a quantitative quasi-experimental design as their research approach. This study used some instruments such as the OQPT to check the level of competence of the participants; pre-test and post-test of PET oral expression; CAF speaking rating scale. The fine population was 90 EFL students from three private English language institutes in Ahvaz, Iran.

Afterward, the participants were randomly distributed into two experimental groups (GDA, n=30 and C-DA, n=30) and one control group (N-DA, n=30). The two groups of students who received the dynamic assessment treatment used the interactionist, interventionist, and sandwich models of DA. The data obtained from the pretest and posttest were analyzed using the "ANOVA" technique. Anova results indicated that C-DA and G-DA could significantly increase spoken CAF than conventional non-DA instruction with C-DA significantly better than G-DA. Finally, according to the results, the researchers proposed that the application of dynamic assessment, especially C-DA, can improve the oral CAF of L2 students.

Sohrabi and Ahmadi Safa (2020) carried out a study aiming to examine the impact of group dynamic assessment (G-DA) on EFL students' oral production, motivation, and classroom anxiety. The researchers used a quantitative and qualitative approach and a quasi-experimental design. Some instruments were used in this study, such as the IELTS speaking sample test (pre-post test); selected short 4-minute visual episodes from Speak Now: "communicate with confidence"; anxiety scale in the foreign language classroom; and the "student's motivational state" questionnaire.

The final population was 77 pre-intermediate and intermediate-level students from some English language institutes in Hamedan, Iran. Then, the participants were randomly distributed into 2 experimental groups: group A (G -DA, A2); group B (G-DA, B1); and 2 control groups: group C, (N-DA, A2); group D (N-DA, B1). The data obtained from the pre-test and post-test were analyzed using "ANOVA" and "ANCOVA" techniques.

The results of the data established a positive impact of G-DA on the development of oral competence and the reduction of anxiety in the classroom, but no positive impact on motivation in the students of the experimental group. Ultimately, the researchers conclude that G-DA is an effective procedure to reduce the level of anxiety and the oral production of foreign language students in the classroom context.

Pratolo and Zahrani (2020), conducted a research study focused on investigating the effect of dynamic assessment DA on improving the speaking skills of EFL students. The researchers used a qualitative approach and a descriptive design as their research method. The qualitative instruments consisted of stimulus information, pre-test, and post-test (without scoring), feedback, semi-structured interviews, and video recordings of participants' speech (with their permission) to obtain records and transcripts. Researchers investigated four first-semester EFL students as deliberately selected participants from "Yogyakarta" University in Indonesia. The qualitative data collected were analyzed and classified by categories: In the pre-test and post-test they were classified in recognition of their strengths, weaknesses, and needs when speaking; in the interviews and subsequent self-reflections, motivation, effort, and development of the participants in their performance of oral skills were classified to obtain a deeper description of the change.

Ultimately, selective and open coding was used as a technique to recognize the key points of the language, the reasons, the difficulties, the routine, and the efforts of the participants. This analysis and categorization showed some positive effects of DA on the oral performance of learners of English as a foreign language. In the interviews, the students showed positive experiences and attitudes toward AD. It was a comfortable, structured, practical, and meaningful platform for them to recognize their oral behavior, weaknesses, strengths, and needs. In addition, it also helped them get objective feedback with less anxiety. The researchers conclude that DA can be applied as an alternative primary assessment in English-speaking practice.

Al Fadda et al. (2020) researched a case study focused on examining how dynamic assessment can be used to develop EFL learners' speaking skills. The researchers used a qualitative approach and a descriptive design as their research method. The qualitative instruments consisted of the list of eight indications from the teacher to provide consistency in the quality and quantity of feedback provided to all participants during all interventions; the 'interaction grid' was used to record the number of interventions (0-8); finally, technological devices were used to record the audio of each intervention. The researchers investigated four EFL students at a primary school in Shanghai, China. Qualitative data was collected using an interaction grid which showed one student had the most interactions with 7, followed by two students who had 5, and finally a student with 4.

Meanwhile, the results of this observation showed that some students needed reduced levels of intervention in several interactions, except for students, who completely backtracked in the last intervention. The researchers conclude that how DA can be applied in the EFL classroom as a method to develop students' oral English skills will depend on the teacher and will be adapted to the needs of the students since this methodology is not static and does not follow strict procedures.

Malmir and Mazloom (2021) conducted a research study aimed to determine the impact of group dynamic assessment (GDA) compared to computerized dynamic assessment (C-DA) concerning Iranian students' pragmatic understanding of EFL. The researchers used a quantitative mixed design as their research method. This study used two data collection instruments, including an Oxford Placement Test (OPT) and a Pragmatic Listening Test. The final population was 52 intermediate EFL students from Iran selected by convenience sampling and then randomly divided into an experimental group and a control group.

In addition, the technique used to analyze the collected data was “ANCOVA”. Data analysis using “ANCOVA” showed that C-DA and G-DA could significantly increase the accuracy of pragmatic comprehension compared to conventional instruction

however C-DA is significantly better than G-DA. Finally, the researchers concluded that both C-DA and G-DA had positive effects and promoted the speed and practical comprehension of L2 learners, but C-DA was especially used by them.

Afshari et al. (2020) reached a study aimed to investigate the effects of applying cumulative group dynamic assessment (G-DA) procedures to support writing development in EFL college students in Iran. The study involved a mixed design that included a primary experimental phase and a secondary qualitative one. Various instruments were used in this study, including the IELTS tests (pre and post-test); the scale of Jacobs et al. (1981) to assess composition in English as a foreign language; open questionnaires; classroom observation; and video recording. The final population of this study was EFL 60 male students from Iran's "Teacher Education" University, who were selected by purposive non-random sampling. Then, they were randomly assigned to two G-DA (experimental) groups and comparison groups, each with 30 students and treatment for 12 interventions. To compare the differences in the collected data, both quantitative and qualitative, the t-test technique was used.

The results of the quantitative data showed that G-DA had a more significant effect on the development of EFL writing in the experimental group than in the control group. Instead, the results of the qualitative data collection confirmed that students were more responsive to G-DA, while students with low ability were the most receptive. Consistent with the quantitative and qualitative data, the results indicated that the effectiveness of G-DA in helping students' writing development was strongly supported. All in all, the researchers concluded that after the application of the G-DA procedures, they noticed a considerable decrease in the number of mediation incidents in the G-DA group throughout the interventions, which resulted in a significant advantage both for the ability student's writing skills and their independence from the teacher.

Bahador and Mofrad (2020) carried out a case study aimed to investigate the effects of dynamic assessment on improving students' oral production in intermediate EFL female students. The study followed an integrated quantitative design as the research method. The instruments that were used are PET oral expression tests (pre- and post-tests),

an oral assessment scale, and speaking tasks. The population of this study was EFL 50 female EFL students studying at the “Velayat” University of Iranshahr who were then randomly assigned to two groups of G-DA (experimental) and comparison groups, each containing 30 students and treatment for 12 interventions. For the collection and analysis of data to know the differences between the two groups EG and CG, techniques such as “ANCOVA” and the SPSS software were used. According to the results of the data collection, it was reported that the experimental group that was treated with the interactionist DA method outperformed the traditional teaching method, which was used with the control group, with a significant positive effect on the ability to speak of the students. In a nutshell, the researchers concluded that dynamic assessment has promising potential as a classroom practice to improve oral skills.

Azizi and Khafaga (2023) carried out a case study to demonstrate the effectiveness of scaffolding through group dynamic assessment (G-DA) and its effect on linguistic components, and psychological aspects such as motivation, the anxiety of learning (LA) and readiness to communicate (WTC) in EFL students from Iranian secondary schools. The study followed a true integrated experimental design. The instruments were: the Oxford quick placement test (OQPT), Attitude/Motivation Battery test questionnaire (AMTBQ), Foreign Language Classroom Anxiety Scale (FLCAS), readiness to communicate questionnaire (WTCQ). and “New interchange” level 2 student's book. The final population of this study was 46 11th-grade students from Shahid high-school in Borujerd, Iran, who were divided equally into two groups: the experimental group (30 students) and the control group. (30 students).

Therefore, the techniques used by the researchers to analyze the differences between the two GE and CG groups were: SPSS version 22, t-tests, “Levene” test, and Kolmogorov-Smirnov test. Based on data analysis, the results were significant as the experimental group compared to the control group showed a significant increase in motivation, learning anxiety was alleviated, and their WTC was significantly maintained.

Ultimately, the researchers concluded that the relevant stakeholders via G-DA had a positive impact on the psychological and linguistic constructs of secondary school

students, which makes it considered an alternative method that can be implemented in L2 classrooms.

Alshammari (2022) investigated the effectiveness of dynamic assessment in improving university EFL learners' speaking skills. This study aims to investigate the role of implementing a DA-based intervention in improving participants' speaking skills in four subcategories: fluency, lexical resources, accuracy, and pronunciation. This study involves a mixed method based on quantitative and qualitative data collection. The population of this research was 30 EFL students divided into two groups equally: 15 students were assigned to the experimental group and the other 15 to the control group. In this study, data were collected through the following instruments: pre-test, post-test, and an observation checklist based on the dynamic assessment. The t-test technique was used to analyze the data and to find out the statistical differences between the pre-test and post-test results of the population.

On the other hand, the data collected through the checklist, which aimed to collect data on the progress of both the student's oral performance and the level and quality of the instructor's commitment throughout the ten interventions of the observational study, were coded and analyzed qualitatively. Analysis of these results indicated that learners' need for immediate instructor mediation varied as a function of their level of oral proficiency in the four oral categories and changed over time as a function of their progression. Finally, the researchers concluded that EFL learners gradually improved their oral skills through DA-based intervention in the participants' four oral skills. They also recommended that feedback to learners who make errors should be immediate and focused on the level of each learner's weaknesses.

After this article's review, it was demonstrated that group dynamic assessment is an effective and positive model to improve English as a foreign language learning skill, especially speaking skills. The collection of information from these works has been essential for the development of the theoretical framework about two variables of this research and at the same time validate it to obtain new information. By reviewing previous studies, were identified some strategies used for the planning and execution phase of the

research. In addition, it is important to highlight that one of the patterns that are repeated in previous investigations is the pre-intermediate and intermediate level of EFL students in English as a learning mediation strategy. Also, most of these research projects used quantitative research and applied pre-test and post-tests. Therefore, this research project was developed using the same type of research and with the application of both tests and was taken as a reference to the pre-intermediate level of English language proficiency.

1.2 The theoretical foundation of the variables

1.2.1 Independent variable: Group dynamic assessment.

Theories of language learning

According to WGU (2020), the most important theories of language learning are five: Behaviorism which focuses on observable behaviors and reinforcement; Cognitivism which emphasizes mental processes such as attention and memory; Connectivism which suggests that learning is a process of connecting and networking; Humanism that emphasizes the unique needs and abilities of learners; Constructivism which posits that learners actively construct their knowledge and meaning from their experiences. The focus of the present study is on the latter theory, which relates the concept of constructivism to the individual and group learning process of the students.

Constructivism theory

Constructivism is a theory of knowledge that describes how knowledge is formed and how one comes to know (Fosnot, 2013). On the other hand, this theory maintains that some cognitive and social processes of behavior result from the creation of the individual's interaction with their environment, as mentioned by some authors (Bada & Olusegun, 2015).

For instance, in a constructivist classroom, students can cooperate in groups to solve a problem, exchanging personal viewpoints and concepts to develop a common comprehension of the answer (Ormrod, 2017). In addition, same author mentioned that the teacher would take on the role of a facilitator, offering direction and help as required while letting the pupils take the initiative in their learning. Among the concepts of interaction as a major component of the learning process is the sociocultural theory, which suggests that human learning is largely a social process and that our cognitive functions are shaped by our interactions with "more skilled" individuals (Cherry, 2023).

Socio-cultural theory

According to Alkhudiry (2022), socio-cultural theory (SCT) is a concept of the Russian psychologist Lev Vygotsky (1978), who hypothesized that the mental and cognitive capacity of a person depends on the communication and interaction of his social environment. This means that learning depends on your social environment (Malmir & Mazloom, 2021). For example, today, people write notes to help their memory remember something because they know how to write and read, but in ancient pre-literate societies they had other strategies to remember, such as tying knots in a rope or carrying pebbles (McLeod, 2023).

In addition, an important concept derived from this socio-cultural theory is the zone of proximal development, which focuses on explaining that a person's knowledge and skills that he or she cannot yet understand or perform on his or her own are capable of being learned with guidance (Cherry, 2023).

Zone of proximal development theory.

The zone of proximal development is a theory based on Vygotsky's sociocultural theory and it is defined as the distance between the actual level of development (the capacity to solve problems independently without the help of other people) and the level of potential development (the capacity to solve them with help by an adult or another more qualified student) while performing a learning activity (Kinging, 2022).

Malmir and Mazloom (2021) said that learners learn when they are proximal in their three developmental zones: the first zone contains information that learners have already mastered; the second zone contains information that learners can understand with the help of a "more knowledgeable other (MKO)" assistance; and the third zone consists of information that is outside the learners' current level of understanding, even with help.

According to Cherry (2023), the range of tasks that a learner can perform with the guidance and support of a more knowledgeable learner but cannot yet perform independently. In a nutshell, the zone of proximal development theory describes the gap

between what a learner can achieve independently and what they can achieve with the guidance of an expert peer, with the term "proximal" referring to the skills that the learner is close to mastering (Main, 2023).

Assessment views

An assessment view seeks to understand how the learner learns, what he can or cannot do, and makes some deliberations and decisions on how to help him learn as the constructivist view; on the other hand, an approach stems from a view that also emphasizes the learning process as assessment for learning (AfL) that derives from the constructivist view (Berry & Kerry, 2008).

Assessment approaches

According to Berry and Kerry (2008), the most recognized assessment approaches are three:

- *Assessment of learning (AoL)*: this approach collects evidence at the end of learning to make judgments on student achievements against goals and standards and in addition this approach usually involves formal types of assessment such as standardized tests and exams.
- *Assessment as learning (AaL)*: this approach gets students to collect information about their learning; students reflect on their learning and make plans to improve it and in addition the assessment methods are usually informal, such as self and peer assessment.
- *Assessment for learning (AfL)*: this approach collects information during learning through collaborative and interactive tasks to make decisions about what kinds of actions are needed to help improve teaching and learning that can help improve student learning through quality feedback taking both formal and informal types of assessment.

This last approach is directly related to the theory of constructivism, according to which students learn best in cooperative and interactive activities, a concept on which the present research is based.

Positive washback

Positive washback consists of providing comments or information that highlights what an individual or group is doing well and how their behavior or actions have led to a successful outcome (Kuang, 2020). According to Ahmmed and Rahman (2019), it is important because students can improve self-efficacy, motivation, and commitment to the task or goal at hand, which in turn can lead to better performance and goal achievement. To give positive washback in class, it is important to focus on specific behaviors that you want to reinforce, express clearly and directly what was done well, and give a concrete example to support the praise (Al Hinai & Al Jardani, 2021).

Traditional assessment vs alternative assessment

According to Ahmad et al., (2020), the concepts of Alternative and traditional assessment are fundamental to knowing which form of assessment can be adequate within the student process. First, traditional assessment is a form of assessment that typically involves paper-and-pen tests, quizzes, or exams that have standardized, objective questions to assess students' recall and recognition of information (Ecole Globale, 2022).

On the other hand, alternative assessment is defined as a form of performance-based assessment that requires students to apply their learning in real-world situations or scenarios and is designed to test students' understanding and ability to apply knowledge in practical and meaningful contexts (Ecole Globale, 2022). In addition, alternative assessment is very important because here we have a process-oriented assessment that emphasizes the assessment of students' learning processes rather than just their washback or results and there are two important components: interaction between students and teachers and participants with an active role and intervention (Ebadi & Asakereh, 2017). All of this develops speaking skills and cognition.

In a nutshell, traditional is based on behaviorism theory which can be defined as the mechanical process of relating stimulus to response, which in turn gives rise to new behavior; while alternative assessment is based on constructivist theory, as it requires a shift from traditional models of assessment to alternative forms in which collaboration between teachers and students is also involved, and prioritizes continuous feedback and self-reflection, rather than a simple assessment of correct or incorrect answers (Ahmad et al., 2020). Atmojo (2021) demonstrated that while washback is the effect after activity and occurs in all types of assessment, mainly positive washback is obtained when using especially authentic assessment, in which EFL students who experienced in-class instructions with real experiences expressed their knowledge in their way using the different Intelligences.

Summative assessment vs formative assessment

According to Dixson and Worrell (2016), formative assessment is an ongoing process used during the learning process to monitor student progress and provide immediate feedback to improve their learning through quizzes, class discussions, peer assessment, and teacher observations; on the other hand, summative assessment is used to make decisions about student achievement at the end of a unit or course to assess the extent to which students have learned the material and whether they have met specific learning objectives such as standardized tests, final exams, and performance assessments.

Formal assessment vs informal assessment

According to the blog post Voxco (2021), formal assessments are standardized tests or assessments that are administered to students, usually with a specific format and rubric as they usually have established procedures for administration and scoring, and the results are used to compare students to standards or benchmarks; informal assessments, on the other hand, are less structured and usually consist of student observation or self-assessment where the results are often used to inform instruction or provide feedback to students.

Assessment strategies

According to Dochy et al., (1999), some assessment methods used in higher education to improve student motivation, engagement, and achievement:

- *Co-assessment*: This type of assessment is about students working collaboratively to assess their own or their peers' work to promote teamwork and to help students develop social interaction and communication skills.
- *Self-assessment*: This type of assessment involves students assessing their work or performance to help develop their autonomy and metacognitive skills, as well as to help them identify areas in which they need to improve.
- *Peer-assessment*: This type of assessment involves students assessing the work or performance of their peers to promote active learning and to help students develop critical thinking, communication, and collaboration skills.

Current “hot topics” in langue assessment

According to Brown and Abeywickrama (2019), the most popular topics today in the field of language assessment concern the improvement of communicative and performance-based assessment rubrics to improve the tests that students take accompanied by several stimulating themes that are shaping our understanding of effective assessment with dynamic assessment being one of the main ones. Likewise, the same authors define dynamic assessment as “an alternative form of assessment focused on assessment for learning (AfL), which is closely aligned with formative assessment practices, draws on Vygotskian educational approaches, and emphasizes the zone of proximal development (ZPD), which considers the potential capabilities of learners beyond their actual performance on a task” (Brown & Abeywickrama, 2019, p. 18).

Dynamic assessment

Dynamic assessment is a process of assessing students that focuses on their learning process and their cognitive mechanisms through test, teach and retest (Peña, 2022). When a test-teach-retest approach is used, a pretest is administered to assess the

student's level of knowledge; then is followed by a teaching phase, where the examiner teaches the student a skill that he or she was unable to perform adequately on the pretest; finally, after the teaching phase, a post-test is administered (Petersen et al., 2020).

According to Malmir and Mazloom (2021), dynamic assessment is based on three important principles: in sociocultural theory and zone of proximal development (ZDP) refer to the difference between what a learner can do without help and what learners can achieve with help; scaffolding refers to the help given to learners to perform tasks they cannot do on their own; and mediation refers to the guidance and support provided by a "more knowledgeable other" (MKO) to improve learners understanding and language skills.

In addition, Poehner (2008) mentioned two types of models of dynamic assessment for mediation: the "interventionist dynamic" which emphasizes pre-packaged mediation to address specific areas of need, and the "interactionist dynamic," which is more collaborative and involves joint problem-solving between the mediator and the learner and is more in line with Vygotsky's sociocultural theory, which emphasizes the important role of social interaction in learning and cognitive development.

Group dynamic assessment

Malmir and Mazloom (2021) emphasized that emergence of different educational approaches and orientations based on Vygotsky's SCT and categorized into interventionist vs interactionist dynamic assessment models resulting in the development of different DA models, including Test-teach-test assessment; Feuerstein's learning potential assessment device; testing-the-limits assessment; group dynamic assessment (GDA); computerized dynamic assessment and others. In addition, the difficulty in implementing DA in one-on-one interactions leads to the use of group dynamic assessment (G-DA) that follows the same principles used in individualized interaction of dynamic assessment but this time in a group (Malmir & Mazloom, 2021). The difference lies in the procedures used for implementation. Additionally, GDA requires teachers to provide interaction and mediation not only for individuals but also for the entire class (Phoener, 2009).

On the other hand, group dynamics assessment (G-DA) is defined as a type of non-traditional assessment that focuses on understanding how individuals interact with each other in a group within the context of the L2 classroom to improve their skills (Sohrabi & Ahmadi, 2020). Azizi (2023) mentioned that through the G-DA interaction the secondary interactant benefited from the primary interactant, which refers to the idea that when a student (primary interact) receives scaffolding or support from the teacher or another student, it not only benefits his learning but also has a positive impact on the learning of his peers (the secondary interactants).

Furthermore, student achievement due to collaboration with the teacher or a more capable peer is positive as it provides feedback to the group or individual, highlighting strengths and areas that represent the student's potential future progress without assistance which means that is more summative than formative assessment approach (Daneshfar & Moharami, 2018). If an assessment is characterized as summative rather than formative and its function is to help the student learn from the real context of his or her teacher through feedback, the approach to which it belongs is assessment for learning (Cherry & Berry, 2008).

Group dynamic assessment phases

According to Sohrabi and Ahmadi (2020), group dynamic assessment (G-DA) consists of three phases:

- *Pre-interaction:* In this phase, learners have described the task, which involved the use of English language skills. For example, ask students to brainstorm in their groups on an interesting topic to prepare for their participation in the interaction phase.
- *Interaction:* In this phase, students practice the use of the target language through a group task. For example, each group is given a reading with a topic of interest (which they previously brainstormed) to discuss and exchange ideas with the other group members. During this phase, the researcher observed the interactions among the students and assessed their oral production using a rubric. The students then

received feedback on their performance, which included positive comments and suggestions for improvement.

- *After the interaction:* In this phase, learners could reflect on their performance and assess the contributions of their group members. This phase aimed to facilitate learners' metacognitive awareness of their learning process and their motivation.

Advantages in students that work in group dynamic assessment

According to Daneshfar and Moharami (2018), some advantages of DA are:

- DA is beneficial in applied learners because it improves student achievement through collaboration, teacher-student relationships, and intervention that results in student success.
- It improves the child's cognitive ability through a collaborative activity rather than an independent measure of performance through traditional intelligence tests.
- The student solves questions beyond his or her mental age with some cooperation and at the same time helps him or her progress in his or her level of learning.
- The student's abilities are identified after collaborative work in which the examiner can continue to push those characteristics.

1.2.2 Dependent variable: Speaking skills.

Foreign language learning

According to Moeller and Catalano (2015), a language is considered a foreign language if it is largely learned in the classroom and not spoken in the target society where it is neither an official language nor a mother tongue, to enable the learner to communicate effectively in real-life situations with a perspective of intercultural understanding. Linguists distinguish between acquisition and learning: "Acquisition" refers to the process of learning a first and second language naturally without formal instruction, while "learning" refers to the formal acquisition of a second or foreign language in the classroom (Ford, 2020).

According to Reinhardt (2019), there are five theories and approaches most commonly mentioned when discussing learning a foreign language: Nativist theory, which holds that humans are born with the ability to learn languages; Behaviorist theory, which holds that which language is learned through imitation and repetition of patterns; Cognitive theory, which holds that language acquisition requires learners to be exposed to mental tasks as a problem-solving process; Sociocultural theory, which implies that learners are exposed to their environment, cultural context, and social contact; and Constructivist theory, which holds that learners must actively and meaningfully interact with the language to construct their knowledge of it.

These theories are highly relevant when explaining how language learning occurs and what it involves. However, the present research has focused on the theories of cognitivism and behaviorism, which are fundamental to second language acquisition, because both approaches have in common the idea that learning is an active process, externally and internally influenced.

Cognitivism theory

According to Santander University (2023), cognitivism is a current of psychology that focuses on the study of human cognitive processes, i.e., how the mind processes and

stores information. This theory is based on the idea that L2 students' beings actively process information, using their previous knowledge and constructing new knowledge from this previous knowledge (Villagra, 2020). Cognitivism seeks to understand the mental processes involved in perception, thinking, memory, attention, language, reasoning, and problem-solving (Santander University, 2023).

Behaviorism theory

According to Western Governors University (2020), behaviorism is a theory within foreign language learning that focuses on measuring and observing students' behavior and how they learn through interaction with their environment, making it a cumulative process of association between stimuli and responses. On the other hand, the behaviorism concept holds the idea that learning involves changing students' behavior so that they can produce oral or written products, while the teacher's role is to manipulate the stimuli and the learning environment to change expectations (WGU, 2020). For instance, significant changes are positively rewarded while those who do not show significant changes are penalized (Budiman, 2017).

English language teaching and learning

English language learning becoming increasingly popular around the world, yet the gap in the quality of second language learning among learners is widening among students (Villegas, 2016). Additionally, the English language is a recognized way to improve education and employment opportunities globally as it can be used in almost every country for communication purposes (Ilyosovna, 2020).

Besides, English language teaching and learning includes a variety of methods and approaches aimed at helping individuals develop their English language skills such as grammar, vocabulary, pronunciation, and other aspects of the language, as well as providing opportunities for practice and communication in real-life situations (Wiriyachitra, 2002).

Current approaches and methods in English language teaching

Due to the growing need for communicative skills in English, there is currently a strong demand for an appropriate teaching methodology (Altasan, 2016). According to Ouixtan (2023), the methods and approaches related to communicative skills development are the task-based approaches, content and language-integrated learning, project-based approach, the natural approach, total physical response, lexical syllabus, and suggestopedia which have been adapted to current times.

- *Task-based Approach:* It is an approach focused on students practicing their target language through tasks that awaken their motivation, as well as receiving feedback from their teacher to improve learning (Renau, 2016).
- *Content and Language Integrated Learning:* It is a method focused on teaching a subject, such as mathematics or social sciences, through a foreign language (Richards, 2014).
- *Project-based Approach:* It is an approach that aims to cater to students' personal needs through real-world projects, typically involving hands-on activities and problem-solving, to learn new concepts and skills (Ouixtan, 2023).
- *The Natural Approach:* It is a pedagogical approach focused on natural, communicative language acquisition and comprehension, without focusing so much on grammar (Richards, 2014).
- *Total Physical Response:* It is a teaching method that focused on student's learning process through physical movements (Renau, 2016).
- *Lexical Syllabus:* It is an approach focused on developing students' ability to understand and use vocabulary effectively and naturally in everyday use (Ouixtan, 2023).
- *Suggestopedia:* It is a teaching method that focused on both the teaching content and the learning environment (Richards, 2014).

Productive skills

According to Sreena and Ilankumaran (2018), the productive skills are writing and speaking which are the skills that learners can produce and communicate orally or in writing; for instance, students practice their productive skills by writing and speaking a

poem written by themselves after reading and listening to the poems that their teacher presented to them in class. Therefore, the teaching of a second or foreign language covers, in one way or another, the teaching of speaking skills where most students who start learning a foreign language generally seek to improve their mastery of productive skills, especially writing and speaking (Kürüm, 2016).

Speaking skills

According to Pakula (2019), speaking is defining as the act of emitting language through the mouth, i.e., it is an interactive process in which the listener shares information and, if necessary, acts accordingly. Speaking is the best skill for an individual to be accepted as competent in a foreign language (Leong, & Ahmadi, 2017). Speaking skills are important in the context of learning because they help students express their emotions, and ideas, tell stories, ask, speak, discuss, and show the various functions of language; they are also of vital importance outside the classroom because students who speak English fluently may have a better chance of improving their education, finding good jobs, and getting promotions (Leong & Ahmadi, 2017). To conclude, Hussain (2017) mentioned that if the students want to improve their speaking skills, especially pronunciation, and fluency, it is important to mention that the study plans should focus on the ability to speak and pronounce that the teacher be a master of speaking English.

Speaking components

- *Fluency*: BINUS University (2018) said that it measures a speaker's competence and confidence when using the English language and time and duration are also taken into consideration, along with demonstrating that you grasp the ideas you are attempting to communicate.
- *Accuracy*: Brown (2000) mentioned that one of the three key elements of speaking ability, together with fluency and complexity, is accuracy. As a means of achieving effective communication, accuracy is not speaking's primary purpose, according to Brown. It is crucial to strike a balance between accuracy and other factors like fluency and pragmatics.

- *Pronunciation*: BINUS University (2018) stated that the speaker's pronunciation should focus and apply pronunciation sub-skills to increase the impact of his speech's communicative effect and several components such as phonics, rhythm, intonation, and emphasis of words and phrases are the sub-skills of pronunciation.
- *Grammar*: Britannica (2022) said that it is the rules and principles that govern the structure of a language that is related to sound, vocabulary, and how words are used and combined to form sentences; therefore, is an important component of effective communication because conveying meaning and understanding between speakers and writers.
- *Vocabulary*: Babcock (2023) mentioned that it is the set of words that a person knows and understands in a particular language as well as the ability to use them correctly when speaking and writing clearly and precisely; In addition, a larger vocabulary can also help people understand and interpret spoken and written language more easily.

Group dynamic assessment and speaking skills activities

Ghahderijani (2021) mentioned that during the G-DA intervention, the main tasks and tools used during this method were interaction, formative testing, feedback, scaffolding, cooperation, collaboration, and meditation. In addition, in the DA application, most of the activities will take the form of discussion, where the teacher will intervene when is necessary to correct mistakes (Alshammari, 2022). On the other hand, speaking activities are those that encourage foreign language learners to speak, interact with others, answer questions, give their point of view, and make a request, among other language functions fundamental to communication (Turner, 2022). Following the above concepts, some activities that can be used in group dynamic assessment and speaking skills are:

- *Group discussion*: Group discussion is a guide practice task in which communication is the principal component it consists of a small group of people getting together to discuss a topic and question that the teacher provided them, share ideas and opinions, and come to a common understanding or decision, to improve students' speaking skills (Bohari, 2020).

- *Debate competition:* It is a guided task consisting of using structured arguments and counterarguments in a formal discussion or debate as a pedagogical strategy; students are divided into two opposing teams to present their arguments and rebuttals on a specific topic, likely a social or political issue, over several rounds and a set amount of time (Somjai & Jansem, 2015).
- *Fishbowl activity:* According to Rahma (2015), it is a guided task consisting of forming a circle in the center of the classroom for a select group of students to discuss a specific topic, surrounded by a larger group that observes and takes notes during the conversation; at the end, the observing group takes their turn in the center circle to converse, creating an interactive learning experience that is valuable because it provides opportunities to practice speaking in a comfortable environment and receive feedback from their peers.
- *Role-play games:* Role-playing is a free learning activity in which students can take on the role of a given person or represent a given situation in a creative way, which can help them develop their communication and problem-solving skills. (Neupane, 2019).
- *Jeopardy game:* According to Wulantini (2016), it is a quiz game in which players are presented with answers to various categories, such as history, pop culture, science, and literature, and must answer the corresponding question; if played as a group, players are divided into teams and compete against each other to accumulate the most points at the end of the game where knowledge is tested and teamwork is encouraged and it is management by teacher it means that is guided practice.
- *Collaborative guessing game:* According to Hwang and Huang (2023), this type of free practice activity students is usually divided into teams and each team is given a set of vocabulary words or concepts to guess based on clues provided by the teacher or other students. The same authors mentioned that the game can consist of guessing the correct word based on a definition, a picture, or other visual or audio clues and can be a useful tool for language learning, as they encourage

active participation and interaction among learners, and can help reinforce vocabulary and deepen understanding of language concepts.

- *Storytelling*: According to Zuhriyah (2017), storytelling is the description of an event, real or fictitious, to persuade and entertain the viewer. In addition, the author suggests that storytelling is an effective tool for improving students' speaking ability because it provides a rich, interesting, and meaningful context for oral discourse, as it is also based on human interaction, which helps students develop social skills.
- *Speed dating*: According to the blog Writeonwithmissg (2020), is an activity in which students rotate in pairs and converse with each other for a set amount of time, to get to know each other better and practice their oral communication skills in a fun environment under pressure.
- *Four corners*: According to Games4esl (2019), is an activity in which the classroom is divided into four corners and a poster representing a position is placed in each corner: "I agree", "I disagree", "I neither agree nor disagree", "I don't know"; then a question, issue or statement is posed, and students must move to the corner that corresponds to their opinion; once there, they discuss with their peers in that corner and share their point of view. Four Corners can be used as a tool to help improve students' oral communication skills in the classroom while encouraging critical thinking and discussion (Asmara, 2019).
- *Theater games*: According to Alvarado (2017), using drama and theatrical techniques in class can be an effective way to foster students' English-speaking skills. The same author mentioned that some activities may include improvisation games, such as "Heads Up, Heads Down," or group exercises such as construction assembly and dramatic circle.
- *Team building activities*: According to Indeed (2023), team building activities can be effective tools for improving speaking skills in the workplace or educational setting because they involve communication and require participants to engage in dialogue with their peers. For example, activities such as concentric circles, truths and lies, and building a bridge involve discussion and collaboration, which can

help individuals improve their ability to communicate and express themselves effectively (Malas, 2023).

- *Oral presentation:* Oral presentations are formal presentations of ideas or information in front of an audience and the purpose of these presentations can vary from informing to convincing the audience on a given topic (Unir, 2023).
- *Make collages:* Collage-making in the classroom involves combining different materials such as papers, photographs, fabric, and other found objects into a new work of art for various purposes such as presentations, schoolwork, or to display a collection of memories (Guerrero, 2023).
- *Balloon questions:* The activity consists of writing questions about a given topic on balloons inflated; the balloons are then released to the group and each participant takes one and answers the question found on the balloon they took (Gray, 2011).
- *Board games:* According to Hidayatullah and Haerazi (2021), board games, such as word games or quiz games, can improve speaking and language skills in general; they can be adapted for different skill levels and can be used in a wide variety of educational contexts.
- *Mingle activity:* According to Carreño (2020), it is a social interaction activity in which participants must move around the classroom and talk to different classmates in a wide variety of conversational situations to practice speaking skills.
- *Brainstorming technique:* According to Santos (2022), brainstorming is a technique used to generate new and creative ideas by bringing together a group of people and encouraging them to come up with ideas that relate to a particular topic or problem, no matter how absurd or unconventional they may seem. Furthermore, Fitriah et al., (2022) mentioned that brainstorming is an effective strategy for improving confidence and English language speaking skills as students felt more comfortable and confident speaking in English after participating in such an activity.

1.3 Objectives

1.3.1 General objective

To analyze the impact of group dynamic assessment on EFL students' speaking skills from the fifth semester of "Indoamerica" University.

1.3.2 Specific objectives

To identify the impact of the methodology on the speaking skills of students who received positive washback.

To establish the level of students' speaking skills before and after group dynamic assessment treatment.

To investigate the speaking activities that are suitable for group dynamic assessment.

To measure the satisfaction degree of the students during the group dynamic assessment and speaking skills interventions.

1.3.3 Fulfillment of objectives

To carry out this investigation several activities on group dynamic assessment and speaking skills were carried out in the target population with the main objective: to analyze the impact of group dynamic assessment on EFL students' speaking skills from the fifth semester of "Indoamerica" University. To achieve the general objective, it was necessary to do it into three specific objectives:

Firstly, to identify the impact of the methodology on the speaking skills of the students who received a positive washback was necessary to use assessment instruments before each intervention. These assessment instruments were either self-assessment, co-assessment, or peer assessment and were selected depending on the activity. For instance, a group speaking activity in which one student per group played as the mediator and gave a positive washback after their partner speaking interventions.

Secondly, to establish the level of students' speaking skills before and after the group dynamic assessment, the selected population needed to take a pre-test and post-test on speaking skills. The Cambridge B1 speaking sample test was used and three parts out of four were originally applied. Also, the Cambridge B1 preliminary speaking rubric was considered as a reference to rate the characteristics of the students' speaking skills. The rubric contained four important parameters totaling 60 points which equaled a score out of 10. Ultimately, the data collected from the pre-test and post-test were tested nonparametric test which allowed us to reach the conclusions of this objective.

Third, to investigate the appropriate speaking activities for group dynamic assessment, it was necessary to rely on the concepts of the literature on this topic. That meant finding the appropriate activities according to the age and knowledge of the experimental population. For example, one of the activities was the “group discussion” which shares concepts and parameters of group dynamic assessment and speaking skills since they must interact orally in small groups. This way each student could be assessed.

Ultimately, to measure the degree of student satisfaction during the group dynamic assessment and speaking skills a survey was used. This survey had 3 parts where they were asked how they liked the activities they participated in according to a Likert scale; then they were presented with some of the activities they participated in and asked to rate them from 1 to 5; finally, they were presented with other activities they would like to practice in the next class using group dynamic assessment and speaking skills.

CHAPTER II. METHODOLOGY

2.1 Materials

During the research, different types of resources were considered, such as human resources, technological resources, institutional resources, and materials. First, among the human resources is the population of 20 fifth-semester students at the University "Of Indoamerica" in the city of Ambato. Second, the technological resources include laptops, cell phones, printers, and the Internet. Third, the institutional resources were the University "Indoamerica" located in the center of the city of Ambato, desks, smart screens, and WIFI. Finally, among the material resources were Cambridge English students' online book "Envole 3", printed worksheets, pens, pencils, and pens.

2.2 Methods

2.2.1 Research approach

Quantitative

The quantitative approach employs statistics and mathematics to demonstrate the frequency or incidence of a phenomenon or action in the testing of theories or hypotheses and includes the use of measurement instruments, the manipulation of variables, and the presentation of results in quantities, percentages, probabilities, etc. (Pereyra, 2022). The present study is quantitative since numerical data was collected and analyzed using T-test as a statistical method and the comparison between results of the pre-test and post-test and the hypothesis on the effectiveness of the use of group dynamics assessment in the Conversation Skills of fifth semester EFL students at the University "Indoamerica" were verified.

Qualitative

The qualitative research approach employs subjective assessments of attitudes, opinions, and behaviors through the researcher's perceptions and impressions through techniques such as interviews and surveys in focal groups (Kothari, 2017). The present research has qualitative data since its purpose is to observe the qualities and behavior of EFL fifth-semester students before the application of the methodology through techniques such as pre-test, post-test, and rubrics. In addition, a satisfaction survey was applied to know the personal opinions of the students during the interventions.

2.2.2 Modality

Bibliographic

Bibliographic research is based on the analysis and study of different bibliographic sources, which may include books, scientific articles, specialized journals, and doctoral theses, among others, and its purpose is to compile existing and/or updated information on a specific topic, to make a critical assessment and generate new knowledge (Ocampo, 2019). The present research has a bibliographic approach since the definition of each variable of the topic "group dynamic assessment and speaking skills" was compiled through the previous review and analysis of the existing literature and other sources of information such as books, journal articles, reports, and online resources.

Field

According to Pereyra (2022), a field modality collects information directly from the people involved in the event which requires the collection of data at the place of origin, in the natural context in which the phenomenon to be studied occurs. The present study has a field modality since primary data was collected through interaction and observation

with EFL students in the fifth semester from “Indoamerica” University during six interventions of one hour to know the effects of the two variables.

2.2.3 Type of research

Experimental

According to Pereyra (2022), experimental research is a systematic and controlled process with the following characteristics: first, it involves the formulation of two variables, one dependent and the other independent, to be proved or disproved in the study; second, its purpose is to verify the validity of a hypothesis, law or theoretical model and to predict and control facts, with the induction of empirical relationships between two or more variables; finally, the subjects of the experiment are chosen at random to guarantee objectivity and control of the process. The present research has experimental research because the relationship between the two variables "Group dynamic assessment" as the independent variable and "speaking skills" as the dependent variable was established; the hypothesis was validated and tested; and finally, the universe was chosen at random, the subjects being fifth semester students of the “Indoamerica” University.

2.2.4 Research design

Pre-experimental

Pre-experimental research is used to make a first approximation to a phenomenon or situation, observing the variation of a single variable in a single group, without having a control group to rule out other factors that may influence the results (Kothari, 2017). The present research has a pre-experimental design since it determined that a single experimental group in this case fifth semester EFL students at the "Indoamerica" University were subjected to six interventions of group dynamic assessment to test the

effects of their speaking skills through the comparison of the results of the quantitative data of pre-test and post-test.

2.2.5 Techniques/tools

Pre-test and post-test

The Cambridge B1 preliminary speaking test was used to administer the pre-test and post-test according to the pre-intermediate and intermediate levels of the fifth-semester students of “Indoamerica” University. This speaking test is a component of the B1 preliminary Exam, which is one of the Cambridge English qualifications for assessing the ability of a pre-intermediate and intermediate candidate to communicate effectively in English in a face-to-face conversation with an examiner (KSE Academy, 2022).

For the pre-test and post-test, students were asked to choose a partner, as the tests were administered in pairs (face-to-face mode), where each student was asked for permission to be audio-recorded during the pre-test and post-test, data which were transcribed and decoded for later analysis. Second, the B1 speaking test usually consists of three to four parts, which include tasks such as presentations, asking and answering questions, and giving personal opinions on various topics. In the present investigation, three important parts were considered for the pretest and posttest, which are detailed below.

- Part 1: This was the introductory part of the test where the examiner asked general questions to each student about his or her life, interests, and experiences such as: *What is your full name? Where do you live? Where do you live/come from? How do you get to university every day? Do you usually travel by car/bus/taxi? (Why/Why not?) What do you do yesterday evening? Do you think that English will be useful for you in the future? Do you live with friends/family?* Each student answered two random questions.

- Part 2: In this middle part, the students interacted with each other for which they were given an image with the title "*Activities to help the man relax*" with the purpose that they talk among themselves about the activities that the man in the image does to relax. The examiner told them that they have one minute to analyze the image before speaking.
- Part 3: In this final part, the students had to answer personal questions but with the same theme as the previous part, such as: *What do you do when you what to relax? (Why?) Do you prefer to relax with friends or alone (Why?) Is it important to do exercise in your free time (Why/Why not?) It is useful to learn new skills in your free time? (Why/Why not?) Do you think people spend too much time working/studying these days? (Why/Why not?)*. Each student answered a random question.

Finally, the content was used for the pre-test and post-test which were taken in the first and eighth interventions respectively and required a total of 4 to 6 minutes per couple during their intervention.

B1 preliminary speaking test rubric from Cambridge

According to KSE Academy (2022), the Cambridge B1 preliminary speaking rubric, the students' scores were based on the following areas:

- *Grammar and vocabulary*: The student's ability to use appropriate grammatical structures and vocabulary to convey meaning was measured.
- *Discourse management*: The student's ability to organize his or her ideas coherently and effectively in an interactive environment was measured.
- *Pronunciation*: The student's ability to produce sounds and speech patterns accurately was measured.
- *Interactive communication*: The student's ability to engage in a meaningful exchange with the examiner, ask and answer questions appropriately, express and justify opinions, and negotiate meanings was measured.

Each of these areas was assessed on a scale of 0 to 5 per part and the scores of the experimental group were combined to obtain an overall score for the pre-test and post-test, which were compared.

Tools for the group dynamics assessment and speaking skills interventions.

For the six group dynamics and speaking skills assessment interventions, checklists, forms, or matrices were used as mediation and formative assessment strategy. They were alternated and adapted according to the group activity:

- *Co-assessment:* This matrix consisted of assessing the group discussion with some parameters for each student: contributed to the discussion; listen to others; referenced ideas; substantiated ideas with reasoning; made inferences; and a space to write notes or other observations (Butler & McMunn, 2014). One of the supervising partners assessed the rest of his or her peers as they talked and interacted by placing a checkmark on the parameters each met. In addition, the partner selected to give feedback supervised by making observations on speech errors they noted, e.g., mispronounced words. Finally, this matrix was used in the first and third interventions of this study.
- *Self-assessment:* This form of self-assessment of the discussion consisted of assessing the following parameters: I developed an informed opinion; I explained or justified my opinion; I considered new information; I was aware that I changed my opinion; I used textual evidence to support my opinion; I appropriately challenged others' opinions; I asked questions; and Next time I need to work on the following objective: (Butler & McMunn, 2014). Here each student had to put a checkmark on the parameters they believed they met in their group activity (often, sometimes, or not often). In addition, they could write in the comments section something they wanted to improve next time. In summary, this matrix was used in the second and fourth interventions of this study.

- *Peer-assessment:* This group discussion checklist consisted of assessing the following parameters of a group: each group member presents information during the discussion; accurate data on a topic; the presentation of information shows logical organization; presenters show enthusiasm for the topic; courtesy is shown to other group members and the audience; presenters respond to an audience question with accurate and factual information; the group self-assessed their discussion and sets goals for future presentations; and notes (Butler & McMunn, 2014). This instrument was used for activities where two groups performed their intervention as in the fishbowl technique, where one group assessed the other group's intervention among all its members and vice versa. In addition, each assessed group gave feedback and corrected speech errors such as mispronunciation. Finally, this checklist was used in the fifth and sixth interventions of this study.

Survey

This research technique is carried out by applying a questionnaire to a sample of people, to collect information, data, and comments through a series of specific questions (Khothari, 2017). In the present investigation, a survey was applied to measure the satisfaction of the fifth-semester students at the "Indoamerica" University during G-DA and speaking skills application. This survey was done through the web Google Forms and the link was shared with students via WhatsApp. In addition, this survey consisted of 3 questions below.

- Question 1: *How much did you like the activities done in class during the 6 interventions of "Group dynamic assessment and speaking skills"?* with 5 response options according to the Likert scale: I loved it; I liked it a lot; I neither liked it nor disliked it; I did not like it very much; I did not like it at all.
- Question 2: students were asked to rate some activities from 1 to 5 in which the students were involved, where 1 was the lowest rating and 5 was the highest rating.

Among the activities that were rated are mingle activity, board game, jeopardy game, group discussion, four corners, heads up, heads down! and oral presentations.

- Question 3: students were asked to choose some activities that they would like to perform in a future class. Among these activities were debate competitions, fishbowl activities, role-play games, collaborative guessing games, storytelling, theater games, and team-building activities.

2.2.6 Population

The total population of this research was 20 EFL students studying their fifth semester at the "Indoamerica" University located in Ambato City. Among the female population, 13 students between 18 and 26 years of age were found. On the other hand, among the male population, 7 students between 18 and 26 years of age were found.

Table 1.
Population

Population	Number of students	Percentage
Female	13	65%
Male	7	35%
Total	20	100%

Note: This table demonstrated the populations from the fifth semester at "Indoamerica" University.

2.2.7 Data collection procedure

The duration of present research had a procedure of six interventions of sixty minutes, which lasted four weeks. The pre-test and post-test were administered before and after interventions. On the other hand, from the second intervention to the seventh intervention the model G-DA and speaking skewers were applied with content from the student book "Envole 3" from Cambridge through three phases inspired by task-based learning (TBL) lesson plan: pre-task, during the task and post-task.

Before starting with the presentations, the students took the pre-test Cambridge B1 preliminary speaking test) in pairs to find out their speaking level and their scores depended on the parameters of the rubric (Cambridge B1 preliminary speaking rubric).

In the first intervention, the purpose of the first group dynamic assessment and speaking skills activity was for students to be able to talk about their collections using “describing a possession” vocabulary and present perfect tense.

Firstly, for warmup, a group question competition was used where students had to make groups of 4 members, who answered questions about the vocabulary describing possession and the grammar present perfect. Then, students watched a video with the title "Collection, old, and New" to introduce the activity.

Secondly, students made a collage/presentation on the "Jamboard" link that the teacher shared with them about the objects they have collected as children, teens, and now. Then, they worked with the same groups in which they played in the warmup phase. Each one had to orally present their collage/presentation with the help of the oral presentation guide "collections, old and new" using describing possessions vocabulary and present perfect tense. Then one student selected by the teacher oversaw assessing the rest of the peers through the speaking matrix presentation and at the end giving positive feedback to the rest of the group members from his or her point of view. Thereafter, each member in

charge of assessing their partners shared their results with the teacher and the teacher highlighted the strengths and weaknesses that the students were presenting at the time.

Lastly, the teacher randomly selected two students to come to the front and orally present their collage/presentation. The teacher assessed their presentation using the oral presentation rubric. Finally, the teacher highlighted the students' most common errors in pronunciation, vocabulary, and grammar and gave a correct explanation.

In the second intervention, the purpose of the group dynamic assessment and speaking skills activity was for the students to be able to talk about things they have had for a while using “describing a possession” vocabulary and using present perfect tense.

Firstly, for warmup, a “heads up, heads down” game was used where all students had a circle around the class. When the teacher said "heads down" all students had to look down (at the floor) while if the teacher said "heads up" all students looked up at one of their classmates to their right, left, or in front of them. If a pair of students stared at each other, they were selected to make a question and an answer using the present perfect tense (ever, never).

Secondly, students had to description about a possession they owned for a while using the present perfect and describing possession vocabulary and add a representative image in the "Padlet" link their teacher shared with them. Then, students practiced their speaking skills in the "speed dating" task. Here, they were placed in pairs to exchange information about the possession they have had for 3 rounds of 3 minutes. After that, each student assessed the three peers with whom he or she exchanged information using the rubric “peer-assessment speaking”. Each student then shares the results of their assessment with their peers, mentioning the strengths and weaknesses they presented.

Lastly, the teacher randomly selected two students to come to the front to talk about the possession they have had for a while. The teacher assessed their presentation using the oral presentation rubric. Finally, the teacher highlighted the students' most

common errors in pronunciation, vocabulary, and grammar and gave them a correct explanation.

In the third intervention, the purpose of the group dynamic assessment and speaking skills activity was for the students to be able to talk about things they own while using tech features vocabulary and using present perfect tense (ever, never, since, for, already, yet).

Firstly, for warmup a “corners: agree or disagree” game was used where students had to choose if they agreed to get up from their seats and go to the right-hand side otherwise if the student disagreed, they got up and went to the left-hand corner. The students then explained their reasons for their decisions. Then, the teacher presented a short review of the previous content.

Secondly, the students completed a printed worksheet (do you agree with these statements?) that their teacher gave them where they ordered some questions about tech features using present perfect. When the students finished sorting these jumbled questions, they completed that worksheet with information from four of their peers (mingle activity). Each student assessed the answers of the four students interviewed through a “peer assessment rubric”.

Lastly, the teacher has chosen some students randomly to explain the information collected about their peers. These students were assessed by the open-question rubric.

In the fourth intervention, the purpose of the group dynamic assessment and speaking skills activity was for the students to be able to talk about their while using describing possessions, and tech features and switch from one topic to another vocabulary and using present perfect tense (ever, never, since, for, already, yet).

Firstly, for warmup, a “balloon questions” game was used where all students had a circle around the class and answered questions about describing possessions, tech

features and switching from one topic to another vocabulary and using present perfect tense (ever, never, since, for, already, yet). The teacher presented a short review of the previous content.

Secondly, the students were divided into random groups to perform the "board game" task. The students were given some materials such as a board with numbers and penances, a sheet with writing questions and penances, tokens for each member of the group, and a die. Students took turns rolling the dice and orally answering questions about the vocabulary and grammar seen in Unit 2. Finally, students self-assessed their knowledge through the self-assessment checklist.

Lastly, the teacher randomly selected some students to orally explain the answers to the questions in the board game they previously played with their groups. Teachers assess their answers through an "oral open question" rubric.

In the fifth intervention, the purpose of the group dynamic assessment and speaking skills activity was for the students to be able to ask and answer questions about their city using city features vocabulary and express their own opinions.

Firstly, the students were presented with a real-time map of the city of Ambato where they brainstormed orally the most visited places in the city. Subsequently, the teacher shared a link to the online platform "Nearpod" so that they could answer the survey with the question: in your opinion, what is the top 1 feature of Ambato city? The entire class discussed the reasons for the student's choice.

Secondly, students wrote on a collaborative whiteboard on the above-mentioned platform their top 5 favorite places in their city. The teacher asked some students to read their answers. Afterward, the teacher gave them a printed worksheet "top city features", where students wrote their top 5 favorite places in their city and the reasons why they like them. After that the students formed groups of 4 members randomly to discuss their top city features, they listened to the answers of their group mates and voted for the best city

feature they heard, and at the end of the worksheet, they wrote the reason for their choice. Finally, the students assessed themselves through the speaking self-assessment checklist.

Lastly, the teacher randomly selected some students to orally explain the city feature they liked the most and the reason for their choice. Teachers assess their answers through an “oral open question “rubric.

In the sixth intervention, the purpose of the group dynamic assessment and speaking skills activity was for the students to talk about their city's advice using city features and public transportation vocabulary, and modal verbs.

Firstly, for warmup, a Jeopardy game was used where students had to make groups of 4 members, who answered questions about the city's advice using city features and public transportation vocabulary, and modal verbs. The teacher reminded them of some grammar points especially modal verbs: should, could, and would.

Secondly, students wrote 2 tips for tourists visiting their city using modal verbs in the printed worksheet “My city” their teacher gave them. Then, students were randomly divided into groups of 4 members where they shared their information orally with the rest of their group members without reading your answers. At the end of each intervention, students mentioned the attraction they liked the most about their partner. Then one student selected by the teacher oversaw assessing the rest of the peers through the oral presentation matrix and at the end giving positive feedback to the rest of the group members from his or her point of view.

Lastly, the teacher randomly selected two students to talk about the most useful tip their partner gave them when visiting their city and assessed their participation with the open-question rubric. Finally, the teacher highlighted the students' most common mistakes in pronunciation, vocabulary, and grammar and gave them a correct explanation.

After finished all interventions, students took the post-test Cambridge B1 preliminary speaking test) in pairs to find out their speaking level and their scores depended on the parameters of the rubric (Cambridge B1 preliminary speaking rubric).

2.2.8 Hypothesis

Null hypothesis (H0)

The application of group dynamic assessment does not influence students' English language learning.

Alternative hypothesis (H1)

The application of group dynamic assessment does influence students' English language learning.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter, the results obtained in the present research on group dynamic assessment and speaking skills were analyzed and discussed. To present the results obtained from the B1 preliminary and speaking test in a clear and precise way, tables were used through Excel software which is a specialized tool for the manipulation of numerical and textual data where the frequency and percentages of students' gradewide highlighted after applying the pre-test and post-test respectively as shown in table 2 and table 4.

The experiment was applied to a population of 20 EFL students in the fifth semester of the "Indoamerica" University, students who study careers such as business administration and law. The pre-test and post-test were administered to this population in face-to-face mode.

The total points obtained by the students after taking the pre-test and post-test were graded out of 60 points each, which were converted into a score out of 10 as shown in Tables 3 and 5. For each part of the test, four categories were considered, ranging from 0 to 5 points each and giving a total of 20 points for each part of the exam according to the rubric provided in the Cambridge B1 preliminary speaking exam. Then, the final averages obtained from the pre-test and the post-test out of 10 respectively were compared and analyzed with the help of IBM SPSS software which is a specialized digital tool for processing numerical and text data as shown in Table 6.

On the other hand, for the analysis and interpretation of the satisfaction survey of the group dynamic assessment and speaking skills activities measured the frequency of choices for each question as shown in tables 7, 8, and 9 using IBM PSS software. Each question consisted of several response options based on the Likert scale and multiple choice. This survey was also administered to the 20 fifth-semester students.

In this way, the impact of the six dynamic group assessment interventions on the participants' speaking skills as reflected in the post-test results was analyzed. This part also discusses the limitations of the study and implications for future research in this field.

3.1.1 Pre-test results

Table 2.

Pre-test scores

	Score out of 10	Frequency	Valid percent
	1,5	1	5,0
	3,0	5	25,0
	3,3	2	10,0
	3,7	2	10,0
	3,8	1	5,0
	4,0	2	10,0
Valid	4,3	1	5,0
	4,5	1	5,0
	5,0	1	5,0
	7,5	1	5,0
	8,5	1	5,0
	8,7	1	5,0
	9,2	1	5,0
	Total	20	100,0

Note: This table demonstrated the pre-test scores from the fifth semester at "Indoamerica" University.

Table 3.

Pre-test results

Part 1 out of	Part 2 out of	Part 3 out of	Total out of	Average out of
20	20	20	60	10
10,5	7,85	8,6	26,95	4,5

Note: This table demonstrated the pre-test results per part from the fifth semester at "Indoamerica" University

Analysis and interpretation

According to the pre-test scores, the most common scores received by students were 3.0 (25% frequency), followed by 3.3 and 4.0 (both with 10% frequency) as Table 2 showed. In addition, table 3 shows the pre-test results broken down into three parts, with a maximum score of 20 points each. The total maximum score for the test is 60, and the mean score out of 10 is also provided. The students obtained a mean score of 4.5 out of 10. Overall, the results suggest that students did not perform very well on the pre-test, with most students scoring between 3.0 and 4.0 out of 10. However, there is some variation in scores, with some students scoring as high as 9.2 out of 10. The breakdown of scores by test parts in Table 3 suggests that students may have had more difficulty with Parts 2 and 3 than with Part 1.

3.1.2 Post-test results

Table 4.

Post-test scores

	Score out of 10	Frequency	Valid percent
Valid	2,7	1	5,0
	3,3	1	5,0
	3,5	1	5,0
	3,7	3	15,0
	4,0	2	10,0
	4,3	2	10,0
	4,7	3	15,0
	5,0	1	5,0
	5,3	1	5,0
	5,8	1	5,0
	8,7	1	5,0
	8,8	1	5,0
	9,5	1	5,0
	9,8	1	5,0
	Total	20	100,0

Note: This table demonstrated the post-test scores from the fifth semester at "Indoamerica" University.

Table 5.

Post-test results

Part 1 out of	Part 2 out of	Part 3 out of	Total out of	Average out of
20	20	20	60	10
11,6	10,0	9,7	31,25	5,2

Note: This table demonstrated the post-test results per part of the fifth semester at "Indoamerica" University.

Analysis and interpretation

The results in Table 4 show that the most frequent score was 3.7 (with a frequency of 15%), followed by 4.7 (also with a frequency of 15%). Most students scored above 3.0, suggesting a significant improvement in their speaking skills.

On the other hand, table 5 shows the maximum total score for the test is 60, and the average score out of 10 is also provided. Students scored an average score of 5.2 out of 10, indicating an improvement compared to the pre-test. Part 1 had an average score of 11.6 out of 20, part 2 had an average score of 10 out of 20, and part 3 had an average score of 9.7 out of 20. The total score obtained by the students on the post-test was 31.25 out of 60.

In summary, the students obtained an average score of 5.2 out of 10 on the post-test, indicating an improvement compared to the pre-test. The results broken down by parts suggest that students performed similarly on all parts of the test. These results can help identify areas where students need more help to further improve their speaking skills.

Table 6.

Pre-test and post-test comparison results

Results	Pre-test	Post-test	Difference
Average	4,5	5,2	0,7

Note: This table demonstrated the pre-test and post-test scores and their difference from the fifth semester at "Indoamerica" University.

Analysis and interpretation

Table 6 results show that the average score on the pre-test was 4.5, while on the post-test it was 5.2. This indicates that there was an average improvement of 0.7 points between the pre-test and post-test.

Discussion of the results

These results suggest that students improved their English skills after taking the post-test compared to their previous skills on the pre-test. This improvement in the average score is a positive indicator that students are learning and improving their speaking skills through group dynamic assessment interventions. However, it is important to note that these results are based on a sample of 20 students in the 5th semester at "Indoamerica" University, so they cannot be generalized to other populations or contexts

3.2 Verification of the hypothesis

Some statistical procedures of the IBM SPSS tool such as non-parametric test to determine whether there was a level of significant among pre-test and post-test scores. On the other hand, a Wilcoxon statistic test was used to know if the variables meet the assumption of normal distribution. Then the results reached from these two statements were analyzed and discussed:

Null hypothesis

H₀: The application of group dynamic assessment does not influence students' English language learning.

Alternative hypothesis

H₁: The application of group dynamic assessment does influence students' English language learning.

3.2.1 Nonparametric test

Table 7.

Hypothesis test summary

Null Hypothesis	Test	Sig.	Decision
The median of differences between the pre-test and post-test equals 0.	Related-Samples Wilcoxon Signed Rank Test	,001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Note: This table demonstrated the hypothesis test summary results taken from IMB SPSS nonparametric test.

Analysis and interpretations

The result of the nonparametric test is that the null hypothesis is rejected, so there is sufficient statistical evidence to conclude that the median of the differences between the pre-test and post-test is not zero and the asymptotic significance is .001. This means that the application of group dynamic assessment does influence students' English learning.

3.2.2 Wilcoxon statistic test

Table 8.

Wilcoxon statistic test

	Pre-test – Post-test
Z	-3,220 ^b
Asymp. Sig. (2-tailed)	,001
Wilcoxon Signed Ranks Test	
Based on negative ranks.	

Note: This table demonstrated *Wilcoxon statistic test* results taken from IMB SPSS.

Analysis and interpretations

The results of the normality test for the data of the difference between the scores obtained before and after the test. The z-value is -3.220 and the asymptotic significance (2-tailed) is 0.001. This indicates that the data do not follow a normal distribution, since the significance is less than 0.05 (commonly used). This implies that the post-test shows an impact compared to the pre-test.

Discussion of the results

After applying activities related to group dynamic assessment the students showed a positive impact on their speaking skills. According to Safdari and Fathi (2020), the students who underwent the dynamic assessment experiment significantly influenced their speaking accuracy and in general, they had a positive perception of the tests they underwent. As a result, the present study supports the authors' theory that there is a positive impact on EFL students' speech accuracy in speaking. Additionally, it was

evidenced that through these activities students were more motivated to practice vocabulary and grammar.

On the other hand, Sohrabi and Safa (2020) point out that the application of group dynamic but in groups (G-DA) has a positive impact on the development of oral competence and the reduction of anxiety in the classroom. In summary, it can be established that G-DA is an effective procedure for reducing students' anxiety levels and speaking production while interacting within groups within the classroom.

3.3 Survey results

Table 9.

Question 1: How much did you like the activities done in class during the 6 interventions of "Group dynamic assessment and speaking skills"?

Answers	Frequency	Percent
I love it.	10	50,0
I liked it a lot.	9	45,0
I neither liked it nor disliked it.	1	5,0
I did not like it very much	0	0,0
I did not like it at all.	0	0,0
Total	20	100,0

Note: This table demonstrated the results of question one taken from the satisfaction survey.

Analysis and interpretations

The results indicate that 50% of the students surveyed chose "I loved it" as their response option, which means that 10 students enjoyed the activities very much. In addition, 45% of the students chose the option "I liked it very much", meaning that 9 students were satisfied with the activities performed. Only one student (5%) chose the option "I neither liked nor disliked". No student selected "I did not like it very much" or "I did not like it at all".

Table 10.

Question 2: Please rate from 1 to 5 the following activities:

Activity	Rates:	Frequency					Total of students
		1	2	3	4	5	
Mingle activity.		0	0	3	10	7	20
Mario Bros board game.		1	0	0	8	11	20
Jeopardy game.		0	1	1	6	12	20
Group discussion.		0	1	0	6	13	20
Four corners.		1	0	0	9	10	20
Heads up, heads down!		0	0	1	7	12	20

Note: This table demonstrated the results of question two taken from the satisfaction survey.

Analysis and interpretations

The results indicate that the highest-rated activity by students was "board game" with a total score of 11, followed by "mingle activity" with a total score of 7. "jeopardy" and "group discussion" received a high rating, with a total score of 12 and 13 respectively. "Four corners activity" received a moderate rating, with a total score of 10. "Mingle activity" and "heads up, heads down" received the lowest ratings with a total score of 7 and 12 respectively.

Table 11.

Question 3: Among the following activities you would like to be included in an upcoming class on "group dynamic assessment and speaking skills".

Activity	Frequency	Percent
Debate competition	4	20,0
Fishbowl activity	2	10,0
Role-play game	3	15,0
Collaborative guessing game	3	15,0
Storytelling	1	5,0
Theater games	2	10,0
Team building activities	5	25,0
Total	20	100,0

Note: This table demonstrated the results of question three taken from the satisfaction survey

Analysis and interpretations

Table 11 shows the number of students who chose each activity, in terms of frequency and percentage. The results show that 25% (5 students) of the respondents chose "team building activities", indicating that they would like to participate in activities that encourage team collaboration and 20% (4 students) chose "debate competition". "Theater games" and "collaborative guessing games" were chosen by 10% (2 students) each. "Role play game", "fishbowl activity" and "storytelling" were selected by 5% (1 student) each.

Discussion of the results

Overall, the results of the satisfaction survey of the activities that were administered to the G-DA and speaking skills population had favorable results in terms of what they liked, what their favorite activity was, and what activity they would like to do

in an upcoming class. First, most of the students quite enjoyed the activities done during the 6-group dynamic assessment and speaking skills interventions. Second, most students rated all activities positively, with a special preference for group discussion, a Jeopardy game, and heads up, heads down. Finally, the activities: "team building activities" and the "debate competition" as activities they would like to see included in an upcoming class on group dynamic assessment and speaking skills.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing, interpreting, and discussing the results obtained from the application of group dynamic assessment and speaking skills, the following conclusions were reached:

- Considering the theoretical literature review, it is important to mention that the group dynamic assessment of the speaking skills of students who received positive washback had a helpful impact. This means that they became aware of their strengths and weaknesses in speaking and improved themselves. Ahmmed and Rahman (2019) stated that students who receive positive washback can increase their self-efficacy, motivation, and dedication to the task or goal at hand, which can improve performance and goal achievement. Therefore, it could be evidenced that the integration group dynamic assessment provides a positive washback on speaking skills.
- The level of speaking skills of EFL students of "Indoamerica" University was established through the Cambridge B1 preliminary test. After the application of the pre-test, the students showed that they have a lot of difficulties interacting with other peers when speaking. However, after the application of interventions with activities containing small group language practice such as group discussion, Mario Bros board game, mingle activity, and other, the students' speaking performance was observed. According to Sohrabi & Ahmadi (2020), working with group dynamics allows understanding how individuals interact with each other in a group within the L2 classroom context to improve their skills. Finally, according to the comparison of the pre-test and post-test results, a significant improvement of 0.7 was found.
- The speaking activities that were suitable for group dynamic assessment involved group interaction and speaking skills practice in a variety of ways. According to

Ghahderijani (2021), the primary tasks and resources employed throughout the G-DA intervention were interaction, formative testing, feedback, scaffolding, cooperation, collaboration, and meditation. After investigating and applying the interventions it was evident that most of them were enjoyed by the students according to the satisfaction survey, that was applied in the present study. The results of this research showed that one of the most appropriate activities for group dynamic assessment and speaking skills was the “group discussion,” since is way to practice language and interact in small groups.

- The satisfaction degree of the students during the group dynamic assessment and speaking skills interventions was measured through a survey. According to (Khothari, 2017), one of the best ways to collect data to know if a treatment was successful in a population is through a survey. After six interventions using the methodology of this study, a satisfactory survey was applied to all students who received the treatment. The results showed that most students were satisfied after receiving the group dynamic assessment and speaking skills interventions. They also mentioned that the tasks related to G-DA and speaking skills that they would like to practice in a future class are team-building activities and group discussions. Finally, since the activities were varied and interactive in groups allowed students to feel more motivated in practicing their speaking skills.

4.2 Recommendations

Group dynamic assessment contributed to the improvement of the student's speaking skills. Therefore, it is suggested that the following advice:

- To give a positive washback to the students after group dynamic assessment and speaking skills interventions. To assess students' speaking and group skills performance is necessary to use some tools such as rubrics, matrices, or checklists dynamically and avoid repeating them. It means the teacher can provide these self-assessment, peer-assessment, or co-assessment tools interspersed throughout each intervention.
- To apply the same methodology to other populations of different levels and ages who are learning English as a foreign language. In this way, it will be possible to establish if the positive impact is only on intermediate-level university students or if this impact could be on preschool beginners. Additionally, apply this methodology in other areas of English language learning to improve other skills.
- To use activities that involve group interaction to improve students' speaking skills. These activities should be varied to avoid routine for students. Because students prefer activities such as board games in groups or group discussions to speak the English language and at the same time have fun with their peers.
- To practice speaking skills with activities that motivate group interaction such as team-building activities and debate discussions. Team building activities are used to motivate and encourage language practice, especially in groups. On the other hand, debates with important topics such as the death penalty or environmental pollution (age-appropriate topics) will provide the perfect space to argue ideas and above all to practice speaking skills.

C. REFERENCES

- Afshari, H., Amirian, Z., & Tavakoli, M. (2020). Applying group dynamic assessment procedures to support EFL writing development: Learner achievement, learners', and teachers' perceptions. *Journal of Writing Research*, 11(3). <https://doi.org/10.17239/jowr-2020.11.03.02>
- Ahmad, S., Sultana, N., & Jamil, S. (2020). Behaviorism vs constructivism: A paradigm shift from traditional to alternative assessment techniques. *Journal of Applied Linguistics and Language Research*, 7(2), 19-33.
- Ahmed, R., & Rahman, K. A. (2019). Review of Empirical Studies of Washback in language testing. *BMJ*, 3(1), 150-162.
- Al Fadda, H., Afzaal, M., & Haberman, P. J. (2020). Dynamic Assessment in Education: A Case-Study of Chinese-Speaking EFL Classroom. *Universal Journal of Educational Research*, 8(12), 6967-6977. DOI: 10.13189/ujer.2020.081264
- Al Hinai, M. K., & Al Jardani, K. S. (2021). Washback in language testing: An exploration with a focus on a specific EFL context in Oman. *International Journal of English Linguistics*, 11(1), 68-74.
- Alkhudiry R. (2022). The contribution of Vygotsky's sociocultural theory in mediating L2 knowledge co-construction. *Theory and Practice in Language Studies*. 2022;12(10):2117-2123. <https://doi.org/10.17507/tpls.1210.19>.
- Alshammari, H. A. (2022). The effectiveness of dynamic assessment in improving speaking skills of undergraduate EFL students. *Journal of Positive School Psychology*, 6(2), 3936-3953. <https://www.journalppw.com/index.php/jpsp/article/view/2605>
- Altasan, A. (2016). *Current Language Teaching Approaches*. GRIN. <https://www.grin.com/document/344431>
- Alvarado, J. S. (2017). The use of theater and drama techniques to foster speaking skills in the English class. *Revista de Lenguas Modernas*, 26, 305-317.
- Asmara, R. (2019). FOUR CORNERS: A STRATEGY TO ENHANCE SPEAKING. *Language and Education Journal*, 4(2), 106-112.

- Atmojo, A. E. P. (2021). Facilitating positive washback through authentic assessment in EFL assessment. *Acitya: Journal of Teaching and Education*, 3(2), 226-233. <https://doi.org/10.30650/ajte.v3i2.2219>
- Azizi, Z., & Farid Khafaga, A. (2023). Scaffolding via Group-dynamic Assessment to Positively Affect Motivation, Learning Anxiety, and Willingness to Communicate: A Case Study of High School Students. *Journal of Psycholinguistic Research*, 1-21 <https://doi.org/10.1007/s10936-023-09935-6>
- Babcock, L. (2023). Grammar vs. Vocabulary (Differences and Examples). Om Proofreading. <https://omproofreading.com/grammar-vs-vocabulary/>
- Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66-70. <https://iosrjournals.org/iosr-jrme/papers/Vol-5%20Issue-6/Version-1/I05616670.pdf>
- Bahador, H., & Mofrad, M. H. (2020). Classroom Dynamic Assessment of EFL Learners' Oral Production: A Case of Female Intermediate Learners. *Language Teaching Research Quarterly*, 18, 83-97. <https://eric.ed.gov/?id=EJ1270031>
- Berry, R. (2008). *Assessment for learning (Vol. 1)*. Hong Kong University Press.
- Bohari, L. (2020). Improving speaking skills through small group discussion with eleventh-grade students of SMA Plus Munirul Arifin NW Praya. *Journal of Languages and Language Teaching*, 7(1), 68-81
- Britannica, T. (2022). grammar. *Encyclopedia Britannica*. <https://www.britannica.com/topic/grammar>
- Brown D. & Abeywickrama P. (2019) *Language Assessment_ Principles and Classroom Practices 3rd Edition-Pearson Education ESL*. Scribd. <https://www.scribd.com/document/492582793/H-Douglas-Brown-Priyanvada-Abeywickrama-Language-Assessment-Principles-and-Classroom-Practices-3rd-Edition-Pearson-Education-ESL-2019>
- Brown, H. D. (2000). *Principles of language learning and teaching (Vol. 5)*. New York: Longman.

- Budiman, A. (2017). Behaviorism and foreign language teaching methodology. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 1(2), 101-114. DOI: <http://dx.doi.org/10.29240/ef.v1i2.171>
- Butler, S. M., & McMunn, N. D. (2014). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. John Wiley & Sons, Incorporated.
- Cambridge Assessment English. (n.d.). B1 preliminary exam format | Cambridge English. <https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/>
- Carreño, D. L., (2020). *Mingle activities and speaking skills* (Bachelor's thesis, Universidad Técnica de Ambato-Facultad de Ciencias Humanas y de la Educación-Carrera de Idiomas).
- Daneshfar, S., & Moharami, M. (2018). Dynamic assessment in Vygotsky's sociocultural theory: Origins and main concepts. *Journal of Language Teaching and Research*, 9(3), 600-607.
- Dixson, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory into practice*, 55(2), 153-159
- Dochy, F., Segers, M., & Sluijsmans, D. (1999). The use of self-, peer, and co-assessment in higher education: A review. *Studies in Higher Education*, 24(3), 331-350. <https://doi.org/10.1080/03075079912331379935>
- Ebadi, S., & Asakereh, A. (2017). Developing EFL learners' speaking skills through dynamic assessment: A case of a beginner and an advanced learner. *Cogent Education*, 4(1), 1419796. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2017.1419796>
- Ecole Globale (2022). Traditional assessment vs alternative assessment. <https://www.ecoleglobale.com/blog/traditional-assessment-vs-alternative-assessment/>
- English BINUS University (2018) The four speaking skills <https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/>
- Fitriah, F., Nuraida, I., & Amalia, L. (2022). The Use of Brainstorming Technique in Increasing Student Confidence in English Speaking Skills at SMAN 4 Kota Serang. *English Education, Linguistics, and Literature Journal*, 1(2), 87-95.

- Ford, K. (2020). Language Acquisition: An Overview. Colorín Colorado. <https://www.colorincolorado.org/article/language-acquisition-overview>
- Fosnot, C. T. (2013). Constructivism: Theory, perspectives, and practice. Teachers College Press.
- Games4esl. (2019). How To Play the Four Corners Game [Video]. YouTube. <https://www.youtube.com/watch?v=QdVCoUFbekQ>
- Ghahderijani, B. H., Namaziandost, E., Tavakoli, M., Kumar, T., & Magizov, R. (2021). The comparative effect of group dynamic assessment (GDA) and computerized dynamic assessment (C-DA) on Iranian upper-intermediate EFL learners' speaking complexity, accuracy, and fluency (CAF). *Language Testing in Asia*, 11(1), 1-20. <https://doi.org/10.1186/s40468-021-00144-3>
- Gray, D. (2011). Question Balloons – Gamestorming. <https://gamestorming.com/question-balloons/>
- Guerrero, A. (2022). 3 Ways to Make a Collage - wikiHow. wikiHow. <https://www.wikihow.com/Make-a-Collage>
- Hidayatullah, H., & Haerazi, H. (2021). Exploring the Use of Various Board Games to Enhance Speaking Skills Viewed from Students' Phonology Awareness: Speaking Skills; Phonology Awareness; Games. *Journal of Language and Literature Studies*, 1(2), 93-102.
- Hussain, S. (2017). Teaching speaking skills in communication classroom. *International Journal of Media, Journalism and Mass Communications*, 3(3), 14-21.
- Hwang, W. Y., Manabe, K., & Huang, T. H. (2023). Collaborative Guessing Game for EFL Learning with Kinesthetic Recognition. *Thinking Skills and Creativity*, 101297.
- Ilyosovna, N. A. (2020). The importance of the English language. *International Journal on Orange Technologies*, 2(1), 22-24. <https://media.neliti.com/media/publications/333378-the-importance-of-english-language-2c7b6d03.pdf>
- Indeed. (2023). 8 Fun Team-Building Activities for Improving Communication. Indeed.com. <https://www.indeed.com/career-advice/career-development/communication-team-building-activities>

- Kinginger C. (2022) Defining the Zone of Proximal Development in US Foreign Language Education, *Applied Linguistics*, Volume 23, Issue 2, Pages 240–261. <https://doi.org/10.1093/applin/23.2.240>
- Kothari, C. (2017). *research methodology methods and techniques* by CR Kothari. Published by New Age International (P) Ltd., Publishers, 91.
- KSE Academy. (2019). *Speaking B1 Preliminary (PET): Guía Completa con Ejemplos.* KSE Academy®. KSE Academy®. <https://kseacademy.com/cambridge/b1-preliminary-pet/speaking/>
- Kuang, Q. (2020). A Review of the Washback of English Language Tests on Classroom Teaching. *English Language Teaching*, 13(9), 10-17.
- Kürüm, E. Y. (2016). Teaching speaking skills. *Annals of the University of Oradea: Economic Science*, 25(1), 264-273.
- Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skills.
- Malas, F. (2023). 34 Team Building Activities for Work in 2023. ClickUp. <https://clickup.com/blog/team-building/>
- Malmir, A., & Mazloom, P. (2021). The impact of group dynamic assessment (GDA) vs. computerized dynamic assessment (C-DA) on Iranian EFL learners' pragmatic comprehension. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 9(1), 65-92.
- Malmir, A., & Mazloom, P. (2021). The impact of group dynamic assessment (GDA) vs. computerized dynamic assessment (C-DA) on Iranian EFL learners' pragmatic comprehension. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 9(1). <http://dx.doi.org/10.22049/jalda.2021.26985.1222>
- McLeod, S., Ph.D. (2023). Vygotsky's Sociocultural Theory of Cognitive Development. *Simply Psychology*. <https://simplypsychology.org/vygotsky.html>
- Moeller, A. K., & Catalano, T. (2015). *Foreign language teaching and learning.* <https://digitalcommons.unl.edu/teachlearnfacpub/200/>
- Musfirah, Y. (2019). The use of peer assessment in speaking skill. *English Education Journal*, 10(1), 67-79.

- Neupane, B. (2019). Effectiveness of role-play in improving speaking skills. *Journal of NELTA Gandaki*, 1, 11-18.
- Ocampo, D. S. (2019). Investigación bibliográfica. *Investigalia*.
<https://investigaliacr.com/investigacion/investigacion-bibliografica/>
- Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2017). *Educational psychology: Developing learners*. Boston, MA: Pearson.
<https://files8.webydo.com/9582458/UploadedFiles/D29E2731-51EA-10AE-1F86-18A7255260CE.pdf>
- Pakula, H. M. (2019). Teaching speaking. *Apples-Journal of Applied Language Studies*, 13(1), 95-111. <https://apples.journal.fi/article/view/97940>
- Peña, E. (2022). Dynamic Assessment: Module 1 [Video]. YouTube.
<https://www.youtube.com/watch?v=sahMtIz7IgA>
- Pereyra, L. (2022). *Metodología de la investigación*. Klik.
- Petersen, D. B., Tonn, P., Spencer, T. D., & Foster, M. E. (2020). The classification accuracy of a dynamic assessment of inferential word learning for bilingual English/Spanish-speaking school-age children. *Language, Speech, and Hearing Services in Schools*, 51(1), 144-164.
- Poehner, M. E. (2008). *Dynamic assessment: A Vygotskian approach to understanding and promoting L2 development* (Vol. 9). Springer Science & Business Media.
- Pratolo, B. W., & Zahrani, N. A. (2020). Dynamic Assessment Effect on Speaking Performance of Indonesian EFL Learners. *International Journal of Evaluation and Research in Education*, 9(3), 778-790. DOI: 10.11591/ijere.v9i3.20466
- Quixtan, N., (2023). 8 Methods of Teaching English to Transform Your Lessons. *FluentU English Educator Blog*. <https://www.fluentu.com/blog/educator-english/new-methods-of-teaching-english/>
- Rahma, D. M. (2015). The fishbowl method to improve the students' speaking skills. *Register Journal*, 8(2), 173-194.
- Renau, M. L. (2016). A review of the traditional and current language teaching methods. <https://repositori.uji.es/xmlui/bitstream/handle/10234/162491/71818.pdf?sequence=1&isAllowed=y>

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
- Safdari, M., & Fathi, J. (2020). Investigating the role of dynamic assessment on speaking accuracy and fluency of pre-intermediate EFL learners. *Cogent Education*, 7(1), 1818924 <https://www.tandfonline.com/doi/pdf/10.1080/2331186X.2020.1818924>
- Santander University. (2023). Cognitive learning: what it is, process, benefits, and examples. Santander Scholarships. <https://www.becas-santander.com/es/blog/aprendizaje-cognitivo.html>
- Santos, J., (2022). Qué es un brainstorming y cómo te ayuda. Blog de Inbound Marketing y Ventas | RD Station. <https://www.rdstation.com/blog/es/brainstorming-que-es/>
- Sreena, S., & Ilankumaran, M. (2018). Developing productive skills through receptive skills—a cognitive approach. *International Journal of Engineering & Technology*, 7(4.36), 669-673.
- Sohrabi, S., & Ahmadi Safa, M. (2020). Group dynamic assessment and EFL learners' oral production, motivation, and classroom anxiety. *English Teaching & Learning*, 44(4), 353-376. https://www.researchgate.net/publication/345252529_Group_Dynamic_Assessment_and_EFL_Learners'_Oral_Production_Motivation_and_Classroom_Anxiety
- Somjai, S., & Jansem, A. (2015). The use of debate techniques to develop the speaking ability of grade ten students at Bodindecha (Sing Singhaseni) school. *International Journal of Technical Research and Applications*, 13(13), 27-31.
- Turner, C. (2022). Give Your Students the Gift of Gab: 11 Fun TEFL Speaking Activities. BridgeUniverse - TEFL Blog, News, Tips & Resources. <https://bridge.edu/tefl/blog/tefl-speaking-activities/>
- Unir, V. (2023). Actividades de expresión oral: algunas ideas para llevar a cabo en el aula. UNIR. <https://www.unir.net/educacion/revista/actividades-expression-oral/>
- Villagra, J. (2020). ¿Qué es el cognitivismo y cuáles son sus principios? *Mente Asombrosa - Literatura, reflexiones y cultura*. <https://www.menteasombrosa.com/que-es-el-cognitivismo-y-cuales-son-sus-principios/>
- Villegas, J. D. C. S., García-Santillán, A., & Escalera-Chávez, M. E. (2016). Variables que influyen sobre el aprendizaje del inglés como segunda lengua. *Revista*

- Internacional de Lenguas Extranjeras/International Journal of Foreign Languages, (5),79-94. <https://revistes.urv.cat/index.php/rile/article/view/1004>
- Voxco. (2021). Formal vs Informal assessment: differences and similarities - Voxco. <https://www.voxco.com/blog/formal-vs-informal-assessment-differences-and-similarities>
- Western Governors University, (2020). What is the behavioral learning theory? Western Governors University. <https://www.wgu.edu/blog/what-behavioral-learning-theory2005.html>
- Wiriyachitra, A. (2002). English language teaching and learning in Thailand in this decade. Thai TESOL focus, 15(1), 4-9.
- Writeonwithmissg (2020). 6 Ways to Use Speed Dating in Your Classroom. Write on With Miss G. <https://writeonwithmissg.com/2020/02/02/6-ways-to-use-speed-dating-in-your-classroom/>
- Wulantini, W. (2016). The implementation of the Jeopardy game to improve students' speaking in the eighth grade of MTS Darul Falah Ponorogo in the academic year of 2015/2016 (Doctoral dissertation, universitas muhammadiyah ponorogo).
- Zuhriyah, M. (2017). Storytelling to improve students' speaking skills. English Education: Jurnal Tadris Bahasa Inggris, 10(1), 119-134.

D. ANNEXES

Annex 1. Pre-test and post-test

B1 preliminary speaking sample test 2020 from Cambridge

Part1

**B1: Preliminary
Speaking Test**

Part 1 (2–3 minutes)

Phase 1

Interlocutor

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

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A What's your name? Where do you live/come from?
Thank you.

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

Note: Source: B1 Preliminary sample test. Speaking test. Done by: University of Cambridge

Phase 2
Interlocutor

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

How do you get to work/school/university every day?
What did you do yesterday evening/last weekend?
Do you think that English will be useful for you in the future? (Why/Why not?)
Tell us about the people you live with.
Thank you.

Back-up prompts

Do you usually travel by car? (Why/Why not?)
Did you do anything yesterday evening/last weekend? What?
Will you use English in the future? (Why?/Why not?)
Do you live with friends/your family?

Note: Source: B1 Preliminary sample test. Speaking test. Done by: University of Cambridge

Part 2

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

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

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


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

Here are some activities that could help him relax.

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

All right? Now, talk together.

Candidates

 approx. 2–3 minutes

Note: Source: B1 Preliminary sample test. Speaking test. Done by: University of Cambridge

Activities to help the man relax



Note: Source: B1 Preliminary sample test. Speaking test. Done by: University of Cambridge

PART 3

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

Part 4

Interlocutor *Use the following questions, as appropriate:*

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

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

Note: Source: B1 Preliminary sample test. Speaking test. Done by: University of Cambridge

Annex 2. Speaking rubric

B1 preliminary speaking rubric from Cambridge

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

Note: Source: B1 Preliminary speaking sample test. Speaking Rubric. Done by:
University of Cambridge

Annex 3. Lesson plans

LESSON PLAN 1

Institution:	Universidad Indoamerica	Date:	11/05/2023
Teacher:	Brenda Alvarado	Lesson #:	1
Time:	1:30 hours	Grade:	5th semester

Level and the number of learners/class profile	<ul style="list-style-type: none"> ● 21 EFL students ● College students ● B1 level 			
Topic:	Collections, old and new			
Bibliography:	<p>Unit 2: So much stuff Lesson 2.1: My garage Book: Envole student's book 3 https://content.cambridgeone.org/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/index.html?rootPath=/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/#/preview/242306?page=undefined</p>			
Timetable fit	Students already know describing possessions.			
Main aim(s)	By the end of the lesson, students will be able to talk about their collections using “describing possessions” vocabulary and present perfect tense.			
Subsidiary aim(s)	<ul style="list-style-type: none"> - To describe possession of things in the garage. - To interact in small group work things collections using present perfect tense. 			
Personal aim(s)	<ul style="list-style-type: none"> - To engage all students. - To pace the lesson and ensure the lesson covers 60 minutes. - To drill pronunciation. 			
Anticipated problem	<ul style="list-style-type: none"> - Students forget some word vocabulary about describing possessions. - Students may mispronounce words or make present simple tense errors in sentences they express in speaking fluency. 			
Possible solution:	<ul style="list-style-type: none"> - If necessary, the teacher will introduce some adjectives to describe possessions. - If necessary, the teacher will correct grammatical, fluency, and pronunciation inaccuracies. 			
Stage/ Timing	Procedure	Aids	Materials	Interaction pattern
Pre-task	Jeopardy game	-To practice	Group quiz	Work in

<p>40 min</p>	<p>-Before starting the game, the students should be divided into groups.</p> <ul style="list-style-type: none"> - Students should choose a name for their group. - Each group should choose one participant for the first round. - The select participants must face the challenge of who takes the bottle first. The first student to complete the bottle challenge must answer a question about "describing possessions" (vocabulary) and "present perfect tense" (grammar). Peers in select student groups can help him. - If the group answers correctly, they accumulate a point, otherwise, the other groups can answer correctly, and the point will go to them. - The group that gets the most points wins. 	<p>describing possessions vocabulary.</p>	<p>competition https://view.genial.ly/645aa41658792b001a684c7c/i-interactive-content-quiz-cuanto-sabes</p>	<p>groups Whole class</p>
<p>Task 50 min</p>	<p>Phase one: Students watch the video about “Collections, old and new”</p> <ul style="list-style-type: none"> - Students should watch the video "Collections, old and new" which is about why people collect things and what kinds of things they collect. - To watch the video, students must access the “nearpod” platform with a code or link that the teacher will provide. - Every so often, the video will pause for students to answer a question about what they are seeing: What types of things do people collect? Why do people collect things? Do you think collecting things can be a great business? Why do people keep things that are not useful? - At the end of the video there is an open-ended question: what about you? Have you ever collected 	<p>To introduce the topic “collections old and new” using describing possession (vocabulary) and present perfect tense (grammar).</p>	<p>Nearpod interactive video (Collection old and new): https://np1.nearpod.com/sharePresentation.php?code=bb9b0ff69f48f98379217db561c0e996-1&oc=user-created&utm_source=link</p>	<p>Individual work</p> <p>Working in groups</p>

	<p>anything? This question will be discussed with the whole class.</p> <p>Phase two: students make a presentation and use an oral presentation guide.</p> <ul style="list-style-type: none"> - Students must individually answer the question Have you ever collected anything based on their own experience through an online presentation. - To do this, the teacher shares a jamboard link for everyone to make an online presentation. - Students should be guided by the teacher's example, which is divided into three sections: the first section has to describe the possessions you collected as a child; the second section has to describe the possessions you collected as a teenager; finally, describe the possessions you collect now. - Students should add some images. - Finally, students should fill out the "oral presentation" guide with questions such as: Explain which of all the things you have collected, has been the most important to you. why? - How long have you been collecting _____? Using the present perfect tense. <p>Phase Three: Selection of students to mediate the discussion.</p> <ul style="list-style-type: none"> - Students should work in the same groups selected in the warm-up. - The teacher selects one student per group to oversee evaluating the oral intervention of the rest of their classmates through a matrix "group discussion matrix: formative use" given by the 	<p>To make a presentation describing possession and use present perfect tense</p> <p>To establish the mediator students.</p> <p>To observe how each student discusses and speaks within a group about</p>	<p>Jamboard link to make online presentations.</p> <p>https://jamboard.google.com/d/1C_D0EZR_WNtK_O7xlyPio0OL_Ab9Mefn9tbNyhFD_grb4/edit?usp=sharing</p> <p>Oral presentation guide.</p> <p>Group discussion matrix for assessing students</p>	
--	---	---	--	--

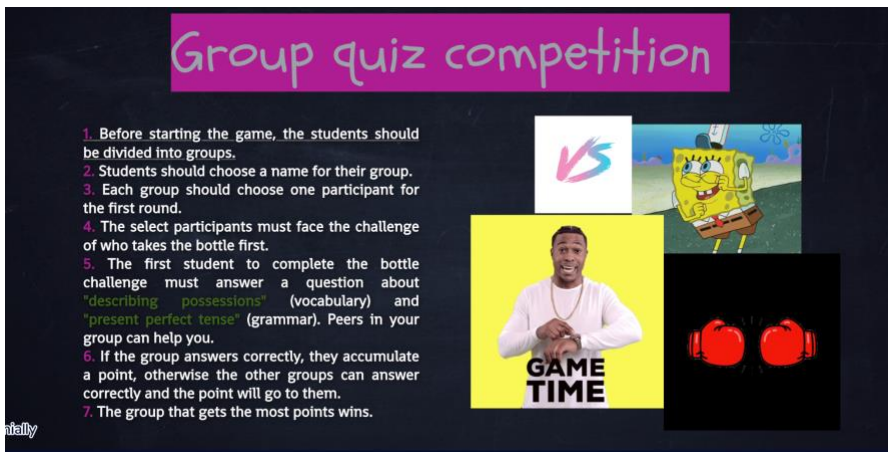
	<p>presentations most appealed to them and why.</p> <ul style="list-style-type: none"> - The teacher assesses the student's oral presentation through the rubric "oral presentation rubric" 	speaking and group interactions.		
--	--	----------------------------------	--	--

ANNEXES:

Group quiz competition about “describing possession” vocabulary:

Link:

<https://view.genial.ly/645aa41658792b001a684c7c/interactive-content-bottle-flip-game-unit-2-lesson-21>







Note: Source: Genially website. Done by: Alvarado (2023)

Group scores

Link:

https://docs.google.com/document/d/1iZgZBWpcZXpdVtkgKujMdebez_s_lMFGfGw8fd8rUVeM/edit

How much do you know about describing possession and the present continuous?

Group name:	Points		Group name:	Points
 Capybaras	R1= R2= R3= R4= R5= Total:	vs	 Lions	R1= R2= R3= R4= R5= Total:
 Camels	R1= R2= R3= R4= R5= Total:	vs	 Elephants	R1= R2= R3= R4= R5= Total:

Note: Source: Google drive website. Group scores. Done by: Alvarado (2023)

Video “Collections, old and new”

Link:

https://np1.nearpod.com/sharePresentation.php?code=bb9b0ff69f48f98379217db561c0e996-1&oc=user-created&utm_source=link



Note: Source: Nearpod website. Video “collections, old and new”. Done by: Alvarado (2023)

Key answers

1. coins, comic books, old photos, stamps
2. books, stamps
3. B. stamps/ 1840s / 4 million
4. concert tickets/ airplane tickets/greeting cards /postcards
5. FALSE
6. TRUE
7. TRUE
8. You can collect anything you like.
9. Answer may vary

Make a presentation

Link:

https://jamboard.google.com/d/1C_D0EZRWNtK_O7xlyPio0OLAb9Mefn9tbNyhfD_grb4/edit?usp=sharing

Note: Source: Jamboard website. Online presentation. Done by: Alvarado (2023)

Oral presentation guide
Worksheet for printing:

Oral presentation guide: "Collections, old and new"

Name: _____ Date: _____

PART 1: Questions before presentations

1. Make a collage or a presentation with the things you have collected during your life. Use the "JAMBOARD" link.
2. Then, speak about each of them.

Child: _____

Teen: _____

Now: _____

3. Explain which of all the things you have collected, has been the most important to you. Why?

4. How long have you collected _____?

PART 2: Questions after oral presentations:

1. What is the most interesting thing your partner has collected?

2. Why is it important to him/her?

3. How long has he/she collected it?

Note: Source: Worksheet for printing. Oral presentation guide. Done by: Alvarado (2023)

Oral presentation example: "collections"

PART 1

1. Speak about each of them.

Child: When I was a child I used to collect: dinosaur stickers, barbie dolls, and rocks

Teen: When I was a teenager, I collected: magazines for young people and rubber bracelets.

Now: Now, I collect many invoices for my purchases, bags, and care creams.

2. Explain which of all the things you have collected, has been the most important to you. Why?

Of all the things I **have collected** in my life, the most important **is** my skincare products **because** I consider them very useful for me.

3. How long have you collected _____?

I **have collected** skincare products **since** I was 19 years old.

I **have collected** skincare products **for** 4 years.

PART 2

Questions before presentations:

1. What is the most interesting thing your partner has collected?

I think the most interesting thing my partner **has collected** is _____.

I consider that _____

In my opinion, _____

2. Why is it important to him/her?

It is important to him/her because _____.

3. How long has he/she collected it?

She/ he **has collected** skincare products **since** I was 19 years old.

She/ he **has collected** skincare products **for** 4 years.

Group presentation

Matrix for printing:

ORAL PRESENTATION MATRIX: FORMATIVE USE

Questions during presentations:

- Make a collage or a presentation with the things you have collected during your life.
- Then, speak about each of them.
- Explain which of all the things you have collected, has been the most important to you. Why?
- How long have you collected _____?

Questions after all presentations:

- What is the most interesting thing your partner has collected?
- Why is it important to him/her?
- How long has he/she collected it?

Group Name:	Students					
	Myself					
Listen to others and contributed opinions about his/ her peers' presentations.						
Answer the questions about your presentation.						
Substantiated ideas with reasoning.						
Use vocabulary words describing possessions.						
Use present perfect tense (since and for)						
Notes or other observations:						

Note: Source: A teacher's guide to classroom assessment. Oral presentation matrix. Done by: Butler and & McMunn (2014).

Oral presentation rubric:

Link:

<https://mcb.unco.edu/pdf/communications-rubrics/Oral-Rubric.pdf>

Oral Presentation Rubric

	0 (Unacceptable)	1 (Marginal)	2 (Good)	3 (Excellent)	Score
Body Language	No movement or descriptive gestures.	Very little movement or descriptive gestures.	Movements or gestures enhance articulation.	Movements seemed fluid and helped the audience visualize.	
Eye Contact	No eye contact with audience.	Minimal eye contact with audience.	Consistent use of direct eye contact with some audience.	Holds attention of entire audience with the use of direct eye contact.	
Speaking Skills	<ul style="list-style-type: none"> inaudible or too loud rate too slow/fast speaker seemed uninterested and used monotone 	<ul style="list-style-type: none"> some mumbling uneven rate little or no expression 	Clear articulation but not as polished	<ul style="list-style-type: none"> Poised, clear articulation proper volume steady rate good posture enthusiasm confidence 	
Organization	<ul style="list-style-type: none"> displays neither clear introductory nor closing remarks does not present the segments of the body of the presentation in a coherent manner irrelevant statements are made leaves the audience wondering where the presentation is headed. 	<ul style="list-style-type: none"> displays some level of organization with discernible theme, but the presentation is not organized clearly or in a coherent manner. introductory and closing remarks are missing. 	<ul style="list-style-type: none"> displays introductory or closing remarks, but segments of the body of the presentation are not presented in a coherent manner. presents the segments of the body of the presentation in a coherent manner, but introductory or closing remarks are missing. 	<ul style="list-style-type: none"> delivers clear opening and closing remarks that capture the attention of the audience and set the mood provides a "road map" for the audience each segment relates to the others according to a carefully planned framework 	
Voice	Consistently uses a monotone voice	Displays some level of inflection throughout delivery.	Satisfactory use of inflection, but does not consistently use fluid speech.	Use of fluid speech and inflection maintains the interest of the audience.	
Visuals	Used no visuals.	<ul style="list-style-type: none"> ran too quickly through visuals and spoke more to the screen than to the audience visuals did not detract from the presentation. 	<ul style="list-style-type: none"> gave audience almost enough time to absorb material, but occasionally read the slide visuals added to the presentation. 	<ul style="list-style-type: none"> gave audience ample time to absorb information on visual spoke to the audience, not the screen visuals greatly enhanced presentation. 	
Language	Multiple grammar errors and use of inappropriate vocabulary.	<ul style="list-style-type: none"> one or two minor grammar errors. vocabulary use is too elementary or not effective 	<ul style="list-style-type: none"> correct grammar vocabulary mostly appropriate for the purpose and the audience 	<ul style="list-style-type: none"> correct use of grammar use of some advanced language effective use of appropriate vocabulary for the purpose and for the audience 	
Totals					

Assessed by: _____

Note: Source: Unco website. Done by: University of Northern Colorado (n.d)

LESSON PLAN 2

Institution:	Universidad Indoamerica	Date:	19/05/2023
Teacher:	Brenda Alvarado	Lesson #:	2
Time:	1 hour	Grade:	5th semester

Level and the number of learners/class profile	<ul style="list-style-type: none"> ● 21 EFL students ● College students ● B1 level 			
Topic:	My garage			
Bibliography:	Unit 2: So much stuff Lesson 2.1: My garage Book: Envole student's book 3 https://content.cambridgeone.org/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/index.html?rootPath=/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/#/preview/242306?page=undefined			
Timetable fit	Students already know to describe possession and use present perfect with “since” and “for” sung present.			
Main aim(s)	By the end of the lesson, students will be able to talk about things they have had for a while using describing possession vocabulary and using present perfect tense.			
Subsidiary aim(s)	<ul style="list-style-type: none"> - To describe possession using vocabulary words. - To interact in small group work what sort of thing people collect using “describing possession” vocabulary and present perfect tense. 			
Personal aim(s)	<ul style="list-style-type: none"> - To engage all students. - To pace the lesson and ensure the lesson covers 60 minutes. - To drill pronunciation. 			
Anticipated problem	<ul style="list-style-type: none"> - Students forget some word vocabulary about describing possessions. - Students may mispronounce words or make present simple tense errors in sentences they express in speaking fluency. 			
Possible solution:	<ul style="list-style-type: none"> - If necessary, the teacher will introduce some adjectives to describe possessions. - If necessary, the teacher will correct grammatical, fluency, and pronunciation inaccuracies. 			
Stage/ Timing	Procedure	Aids	Materials	Interaction pattern
Pre-task 20 min	Warm-up: Heads up, heads down <ul style="list-style-type: none"> ● The class stands up and forms a 	-To introduce the topic	heads up heads down!	Whole class

	<p>circle.</p> <ul style="list-style-type: none"> • The class should play the group dynamic "heads up, heads down" for 10 rounds. • The pair of students looking at each other will be selected to ask a question using present perfect and the other must answer it. • The last person in the circle wins a prize. 	<p>“collections old and new” using describing possession vocabulary and present perfect tense.</p>	<p>game link: https://www.canva.com/design/DAFjUEGGJ50/70sGHXzlf0-vYmaq0UesfQ/edit</p>	<p>peer work</p>
<p>Task 30 min</p>	<p>Phase one: students describe a possession using the present perfect tense.</p> <ul style="list-style-type: none"> • Students should think of one of the objects they have had at home for a long time. • Then, they should describe it on the “padlet” link shared by the teacher and use the present perfect with "since" and "for" with at least 5 words from the list: <ul style="list-style-type: none"> -brand new -in good condition -plain -outdated -special -useless -useful - common -modern -fancy • Additionally, they must add a representative image. • Students are guided by the teacher's example. <p>Phase Two: “speed dating” task.</p> <ul style="list-style-type: none"> • Students are placed in pairs to exchange information about the possession they have had for a period of 3 rounds of 3 minutes. When the 3 minutes are up, an alarm will sound and the students 	<p>To describe old possession using vocabulary words and present perfect tense.</p> <p>To practice their speaking skills with a variety of different people.</p>	<p>Padlet link: https://padlet.com/balvara-do7659/describing-possessions-and-the-present-perfect-since-and-for-uoz68kbbk1ji0tung</p>	<p>Individual work</p> <p>Peer- work</p>

	<p>will rotate partners for a new round, and so on.</p> <ul style="list-style-type: none"> ● In each round, each pair must exchange information about their own possession that they previously described in the "padled" link. ● Students answers the next questions: How long had you had it? How did you get it? What it is important to you about it? ● The student should make a quick drawing of what their partner has described and take notes on the "Taking-notes format" format shared by their teacher. <p>Phase three: student assessment (Peer-assessment).</p> <p>The student will have to assess the 3 interventions of his/her classmates through the "peer-assessment speaking rubric" given by his/her teacher where he/she will write down if he/she complied with the parameters requested by the teacher: describe possession with at least 5 vocabulary words and if he/she used correctly present perfect tense orally.</p> <p>Phase four: positive feedback</p> <ul style="list-style-type: none"> ● Each student gives his or her rubric to the student he or she has evaluated so that each student can reflect on his or her oral intervention. ● After a few moments, the teacher collects the rubrics. 	<p>.</p> <p>To determine students' weaknesses and strengths when communicating with others, describing possessions and use present perfect tense.</p> <p>To recognize the effect on students after the peer assessment task and activity.</p>		<p>Peer-work</p> <p>peer work</p>
Post-task	<ul style="list-style-type: none"> ● The teacher randomly selects a 	To reinforce	Whiteboard	

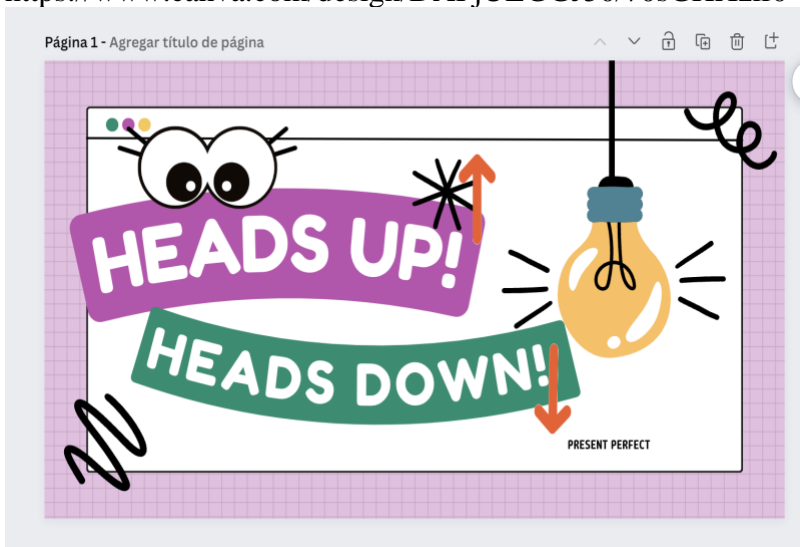
10 min debate	few students to explain orally which possession most caught their attention and why. <ul style="list-style-type: none"> The teacher evaluates the answer to the open-ended question through an “open-question rubric (co-assessment)”. 	students' weaknesses in speaking and group interactions.	Markers Tv Open-question rubric	Whole class
------------------	--	--	--	-------------

ANNEXES:

Heads up heads down! game

Link:

<https://www.canva.com/design/DAFjUEGGJ50/70sGHXzlf0-vYmaq0UesfQ/edit>

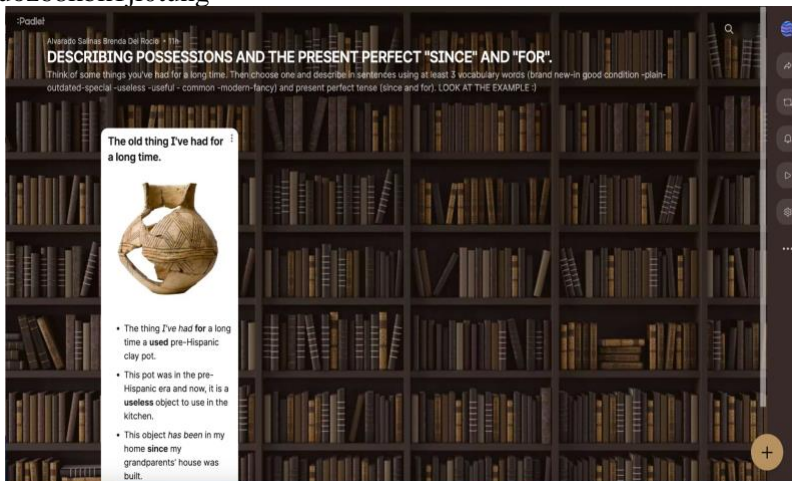


Note: Source: Canva website. Heads up, heads down game. Done by: Alvarado (2023)

Make descriptions:

Link:

<https://padlet.com/balvarado7659/describing-posessions-and-the-present-perfect-since-and-for-uoz68kbnk1ji0tung>



Note: Source: Padlet website. Describing possessions. Done by: Alvarado (2023)

Taking-notes format of peer interventions

Worksheet for printing:

Taking-notes format

Name: _____ Date _____

Topic: Describing possessions and present perfect tense.

Indications:

1. Think of some things you've had for a long time. Make brainstorm in "padlet" link.
2. Discuss your description with a peer and take note of the description they give you using vocabulary words (useful, damage, new brand, useless, etc..)
3. Ask your partner the following question:
 - **How long had you had them?**
 - **How did you get them?**
 - **What is important to you about them?**Then write she/he answers.
4. Draw what your partner described.

STUDENT'S NAME	POSSESSIONS CHARACTERISTICS	DESCRIPTIONS	DRAW

Note: Source: Worksheet for printing. Taking notes format. Done by: Alvarado (2023)

EXAMPLE:

Taking-notes format

Name: _____ **Date** _____


Topic: Describing possessions and present perfect tense.

Indications:

5. Think of some things you've had for a long time. Make brainstorm in “padlet” link.
6. Discuss your description with a peer and take note of the description they give you using vocabulary words (useful, damage, new brand, useless, etc..)
7. Ask your partner the next question:
 - **How long had you had them?**
 - **How did you get them?**
 - **What is important to you about them?**

Then write she/he answers.

8. Draw what your partner described.

STUDENT'S NAME	POSSESSIONS CHARACTERISTICS	DESCRIPTIONS	DRAW
Brenda A.	Clay pot <ul style="list-style-type: none"> ● useless ● special ● damage 	<ol style="list-style-type: none"> 1. She has had this pre-Hispanic clay pot for 23 years. 2. She and her family have got this object since her grandparent's house was built. 3. Despite its years of creation, it has deteriorated over time. 	

Note: Source: Worksheet example. Taking notes format. Done by: Alvarado (2023)

Peer-assessment checklist:

Speaking checklist				
Name: _____		Date: _____		
Topic: Describing possessions and present perfect tense.				
	Strong (2.5 points)	Good (1.5)	Need work (0.5)	Total for area
Vocabulary content “describing possessions”				
Grammar content Present perfect “since and for”				
Organization main idea supporting ideas conclusion				
Delivery Good pronunciation Voice volume				
TOTAL:				

Note: Source: The use of peer assessment in speaking skill. Speaking checklist. Done by: Musfirah (2019)

Open-question rubric (co-assessment): speaking rubric

Link:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Speaking/Speaking_rubric_mm2281932o

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Note: Source: Liveworksheets website. Speaking rubric. Done by: Zambrano (n.d)

LESSON PLAN 3

Institution:	Universidad Indoamerica	Date:	25/05/2023
Teacher:	Brenda Alvarado	Lesson #:	3
Time:	1: 30 hour	Grade:	5th semester

Level and the number of learners/class profile	<ul style="list-style-type: none"> ● 21 EFL students ● College students ● B1 level 			
Topic:	Tech features			
Bibliography:	Unit 2: So much stuff Lesson 2.2: So many features Book: Envole student's book 3 https://content.cambridgeone.org/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/index.html?rootPath=/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/#/preview/242306?page=undefined			
Timetable fit	Students already know about tech features vocabulary and use present perfect with “ever, never, since, for, already, yet”.			
Main aim(s)	By the end of the lesson, students will be able to talk about things they own while using tech features vocabulary and using present perfect tense (ever, never, since, for, already, yet).			
Subsidiary aim(s)	<ul style="list-style-type: none"> - To describe possession using vocabulary words. - To work with peers about what sort of thing people collect using “tech features” vocabulary and present perfect tense. 			
Personal aim(s)	<ul style="list-style-type: none"> - To engage all students. - To pace the lesson and ensure the lesson covers 90 minutes. - To drill pronunciation. 			
Anticipated problem	<ul style="list-style-type: none"> - Students forget some word vocabulary about tech features. - Students may mispronounce words or make present perfect tense errors in sentences they express in speaking fluency. 			
Possible solution:	<ul style="list-style-type: none"> - If necessary, the teacher will introduce some adjectives to describe possessions. - If necessary, the teacher will correct grammatical, fluency, and pronunciation inaccuracies. 			
Stage/ Timing	Procedure	Aids	Materials	Interaction pattern
Pre-task 20 min	Corners: agree or disagree -Students should say whether they	-To introduce the topic	Corners: agree or	Whole class

	<p>agree with some of the tech features that the teacher presents to them.</p> <ul style="list-style-type: none"> -Students who agree should get up from their seats and stand on the right side. On the other hand, those who do not agree to stand up and go to the left side. -Students should give reasons why they agree or disagree. 	<p>“collections old and new” using describing possession vocabulary and present perfect tense.</p>	<p>disagree statements https://www.canva.com/design/DAFjvuii6ii6OY/jXreZ7xScOwTrM6u-87VTw/edit?utm_content=DAFjvuii6OY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	
<p>Task 30 min</p>	<p>Phase one: jumble questions</p> <ul style="list-style-type: none"> - Students should order the questions in jumbled order on technological features and present perfect tense in the printed format “ DO YOU AGREE WITH THESE STATEMENTS? <p>Phase Two: Mingle activity</p> <ul style="list-style-type: none"> - Students should then get up from their seats and ask 4 different partners "Do you agree with this statement: _____". Then they must put an X in the 'agree' or 'disagree' box. - Students should then ask the questions they have pre-ordered and record their answers. - For their partners' large answers, they should use the present perfect tense with since/for/never/already/ yet. <p>Phase three: student assessment (Peer-assessment).</p> <ul style="list-style-type: none"> - Each student should evaluate the partner he/she interviewed with the help of the “Peer-assessment checklist”. 	<p>To describe tech features vocabulary and use the present perfect tense.</p> <p>To practice their speaking skills with a variety of different people.</p> <p>To determine students' weaknesses and strengths when communicating with others, describing possessions and use present</p>		<p>Individual work</p> <p>Peer- work</p> <p>Peer-work</p> <p>peer work</p>

	<p>Phase four: positive feedback</p> <ul style="list-style-type: none"> - Each student gives his or her checklist to the student he or she has evaluated so that each student can reflect on his or her oral intervention. - After a few moments, the teacher collects the checklist. 	<p>perfect tense.</p> <p>To recognize the effect on students after the peer assessment task and activity.</p>		
<p>Post-task 10 min debate</p>	<ul style="list-style-type: none"> ● The teacher randomly selects some students to explain orally the answers of the classmates he/she interviewed. ● The teacher evaluates the answer to the open-ended question through an “open-question rubric (co-assessment)”. 	<p>To reinforce students' weaknesses in speaking and group interactions.</p>	<p>Whiteboard Markers Tv Open-question rubric</p>	<p>Whole class</p>

ANNEXES:

Do you agree with these statements?

Link:

https://www.canva.com/design/DAFjyuii6QY/jXreZ7xScOwTrM6u-87VTw/edit?utm_content=DAFjyuii6QY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Buy many tech devices and new models.

The Apple company has turned its users into impulsive buyers.

Have you **ever** bought something about this tech brand?

1 if you agree, stand to the right.

2 if you disagree, stand to the left.

What Is The Apple Ecosystem?

Note: Source: Canva website. Do you agree with these statements? Done by: Alvarado (2023)

Mingle activity.

Answer:

1. Have you ever tried Tinder?
2. How long have you used Instagram?
3. Have you organized your documents in folders yet?
4. Have you already turned off the Google microphone feature?

DO YOU AGREE WITH THESE STATEMENTS? Mingle activity

Name _____ Date _____

- Order the following questions.
- Then, you have to get up from your seat and ask 4 different partners "Do you agree with this statement: _____". Place an X in the 'agree' or 'disagree' box. Then ask them the questions you ordered and write down their answer.
- For your partner's large answers, use the present perfect with: since/for/never/already/ yet

Questions 🙄	Name 👤👤	Agree 👍	Disagree 👎	Large answers 😊
<p>Example 🙄:</p> <p>Statement: The phone storage gets full of junk content very quickly.</p> <p>Question: Have/ deleted/ you/ junk images from the photos album?/ already</p> <p>Correct question: <u>Have you deleted your photo album already?</u></p>	Pamela A.	X		<p>She has already deleted junk images from the photos album.</p> <p style="text-align: center;">or</p> <p>She hasn't deleted junk images from the photos album yet.</p>
<ul style="list-style-type: none"> • Snapchat is a good app for making friends. • you/ for making friends?/ tried Snapchat/ Have/ ever <p>Correct question: _____</p>				
<ul style="list-style-type: none"> • Making reels every day for Instagram can make you trendy. • How long/ used Instagram?/ have/ you <p>Correct question: _____</p>				
<ul style="list-style-type: none"> • An organized person saves his or her documents in folders. • Have/ you/ your documents in folders/ yet?/ organized <p>Correct question: _____</p>				
<ul style="list-style-type: none"> • Companies like Google steals personal info through the microphone. • already/ the Google microphone feature?/ Have/ turned off/ you <p>Correct question: _____</p>				

Note: Source: Worksheet for printing. Mingle activity. Done by: Alvarado (2023)

Peer-assessment checklist:

Speaking checklist				
Name: _____		Date: _____		
Topic: Describing possessions and present perfect tense.				
	Strong (2.5 points)	Good (1.5)	Need work (0.5)	Total for area
Vocabulary content “tech features”				
Grammar content Present perfect “since, for, already, yet”				
Organization main idea supporting ideas conclusion				
Delivery Goog pronunciation Voice volume				
TOTAL				
Student 1: _____				
Student 2: _____				
Student 3: _____				
Student 4: _____				

Note: Source: The use of peer assessment in speaking skill. Speaking checklist. Done by: Musfirah (2019)

Open-question rubric (co-assessment): speaking rubric

Link:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Speaking/Speaking_rubric_mm2281932o

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Note: Source: Liveworksheets website. Speaking rubric. Done by: Zambrano (n.d)

LESSON PLAN 4

Institution:	Universidad Indoamerica	Date:	31/05/2023
Teacher:	Brenda Alvarado	Lesson #:	4
Time:	1 hour	Grade:	5th semester

Level and the number of learners/class profile	<ul style="list-style-type: none"> ● 21 EFL students ● College students ● B1 level
Topic:	“So much stuff” review
Bibliography:	<p>Unit 2 review: So much stuff</p> <p>Book: Envole student’s book 3</p> <p>https://content.cambridgeone.org/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/index.html?rootPath=/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/#/preview/242306?page=undefined</p>
Timetable fit	<ul style="list-style-type: none"> - Students already know about describing possessions, tech features and switches from one topic to another vocabulary. - Students already use present perfect with “ever, never, since, for, already, yet”.
Main aim(s)	<ul style="list-style-type: none"> - By the end of the lesson, students will be able to talk about their own while using describing possessions, tech features and switch from one topic to another vocabulary and using present perfect tense (ever, never, since, for, already, yet).
Subsidiary aim(s)	<ul style="list-style-type: none"> - To describe possessions. - To use the present perfect with <i>for</i> and <i>since</i>. - To talk about tech features. - To use the present perfect with <i>already</i> and <i>yet</i>. - To switch from one topic to another.
Personal aim(s)	<ul style="list-style-type: none"> - To engage all students. - To pace the lesson and ensure the lesson covers 90 minutes. - To drill pronunciation.
Anticipated problem	<ul style="list-style-type: none"> - Students forget some word vocabulary about tech features and describing possession. - Students may mispronounce words or make present perfect tense errors in sentences they express in speaking fluency.
Possible solution:	<ul style="list-style-type: none"> - If necessary, the teacher will introduce some adjectives to describe tech features and possession. - If necessary, the teacher will correct grammatical, fluency, and pronunciation inaccuracies.

Stage/ Timing	Procedure	Aids	Materials	Interaction pattern
Pre-task 20 min	<p>Warm-up: Ballon questions</p> <ul style="list-style-type: none"> -All students stand up and form a circle. -Students should brainstorm the topics on describing possessing possession and tech features vocabulary and present perfect tense that their teacher mentions while holding a balloon with a lit wick in their hands. -If the balloon pops in a student's hand, that round will end and a new round will begin with a new topic, and so on for 6 rounds. <p>-The teacher gives a reminder about the vocabulary and grammar seen during unit 2.</p>	-To remember the content seen during unit 2.	<p>Canva: question Ballons and unit 2 review</p> <p>https://www.canva.com/design/DAFjwE5hsP0/6JREUToxwSSkSgxLoJCrtO/edit?utm_content=DAFjwE5hsP0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton.</p>	Whole class
Task 30 min	<p>Phase one: Group forming</p> <ul style="list-style-type: none"> -The students form 5 groups of 4 students each randomly. <p>Phase Two: board game</p> <ul style="list-style-type: none"> - Each group is given a board game board and a die. - Each group is given a sheet with the rules of the game and 10 questions about vocabulary and 10 questions about grammar. - One student per group will be selected to read the rules and ask questions to their peers depending on where they are placed. - Students must roll the die and advance to the space they have been given and answer the question orally. - The first group to finish the game wins an extra point. 	<p>To form groups for work with random students.</p> <p>To practice their speaking skills using vocabulary about describing possession, tech features, and using present perfect tense.</p>	<p>Board Game:</p> <p>https://www.canva.com/design/DAFkWtW2GGs/NAvifr0A/edit?utm_content=DAFkWtW2GGs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	Group work Group work

	<p>Phase three: student assessment (Self-assessment).</p> <ul style="list-style-type: none"> - Students must self-assess themselves with the "Self-assessment checklist" that their teacher will give them. <p>Phase four: positive feedback</p> <ul style="list-style-type: none"> - Students comment on their weaknesses and strengths in learning unit 2. 	<p>.To determine individual students' weaknesses and strengths when communicating with others, describing possessions, and tech features, and using present perfect tense.</p> <p>To recognize the effect on students after the peer assessment task and activity.</p>		<p>Individual-work</p> <p>Whole class</p>
<p>Post-task 10 min</p>	<ul style="list-style-type: none"> ● The teacher randomly selects some students to orally explain the answers to the questions in the board game they previously played with their groups. ● The teacher evaluates the answer to the open-ended question through an "open-question rubric (co-assessment"). 	<p>To reinforce students' weaknesses in speaking and group interactions.</p>	<p>Whiteboard Markers Tv Open-question rubric</p>	<p>Whole class</p>

ANNEXES:

Warm-up: balloon questions

Link:









https://www.canva.com/design/DAFjwE5hsP0/6JREUToxwS5kSgxLoJCrtQ/edit?utm_content=DAFjwE5hsP0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

QUESTIONS

Vocabulary	Grammar
1. Describe the condition of your shoes or sneakers.	2. Ask a friend a question using: ever, work, in a restaurant
3. Describe the condition of your phone.	6. Complete the sentences with your own information and <i>already</i> : <i>I've _____ today.</i>
5. Give your opinion about the most useful features of a phone.	8. Complete the sentences with your own information and <i>for</i> . <i>I've _____ for _____.</i>
13. Give your opinion about the most useless features on a phone.	10. Ask a friend a question using: ever, buy, an iPhone
19. Complete the statement expressions (by the way/ anyway/ you know/ guess what) to introduce a new topic : ★ _____ I'm interested in old coins. And _____! I've bought a new one.	12. Complete the sentences with your own information and <i>yet</i> : <i>I haven't _____.</i>
21. Complete the statement expressions (by the way/ anyway/ you know/ guess what) to change the subject : ★ Yes Jordi, I've traveled to the moon. _____, I start classes on Monday.	14. Complete the sentences with your own information and <i>for</i> . <i>I've _____ for _____.</i>
23. Give your opinion about the most useful features of a smartwatch.	16. Ask a friend a question using: ever, collect, rocks
29. Complete the statement expressions (by the way/ anyway/ you know/ guess what) to stay on track : ★ I didn't expect her to say "yes," but I asked her _____.	18. Complete the sentences with your own information and <i>since</i> : <i>I've _____ since _____.</i>
	20. Complete the sentences with your own information and <i>already</i> . <i>I've _____ today.</i>
	24. Ask a friend a question using: ever, make, a snowman
	26. Complete the sentences with your own information

	and since: I've _____ <i>since</i> _____.
	28. Complete the sentences with information of your classmate and <i>for</i> : She/ He has _____ <i>for</i> _____.

Note: Source: Worksheet for printing. Questions. Done by: Alvarado (2023)

Penances			
Start the game again.		Moves back three places	
Go back to box 14.		Roll the dice again.	
Moves up one place		You lose a turn!	
Moves up three places		You have won a chocolate!	

Note: Source: Worksheet for printing. Penances. Done by: Alvarado (2023)

Self-assessment checklist:

Speaking self-assessment checklist
Name: _____ Date: _____
Now I can:
<ul style="list-style-type: none">● Describe possessions.● Use the present perfect with <i>for</i> and <i>since</i>.● Talk about tech features.● Use the present perfect with <i>already</i> and <i>yet</i>.● Switch from one topic to another.
The aspects of this unit that I have to improve are:

Note: Source: Envole 3 student's book. Progress checklist. Done by: University of Cambridge

Open-question rubric (co-assessment): speaking rubric

Link:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Speaking/Speaking_rubric_mm2281932o

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Note: Source: Liveworksheets website. Speaking rubric. Done by: Zambrano (n.d)

LESSON PLAN 5

Institution:	Universidad Indoamerica	Date:	06/06/2023
Teacher:	Brenda Alvarado	Lesson #:	5
Time:	1:30 hour	Grade:	5th semester

Level and the number of learners/class profile	<ul style="list-style-type: none"> ● 21 EFL students ● College students ● B1 level 			
Topic:	City features			
Bibliography:	Unit 3.1: Ins and outs Book: Envole student's book 3 https://content.cambridgeone.org/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/index.html?rootPath=/cup1/products/evpel3_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/#/preview/242306?page=undefined			
Timetable fit	<ul style="list-style-type: none"> - Students already know about city features vocabulary. - Students already express their opinions about their cities. 			
Main aim(s)	<ul style="list-style-type: none"> - By the end of the lesson, students will be able to ask and answer questions about their city using city features vocabulary and express their own opinions. 			
Subsidiary aim(s)	<ul style="list-style-type: none"> - To talk about city features. - To express opinions. - To discuss in a group and agree on a mutual agreement. 			
Personal aim(s)	<ul style="list-style-type: none"> - To engage all students. - To pace the lesson and ensure the class covers 90 minutes. - To drill pronunciation. 			
Anticipated problem	<ul style="list-style-type: none"> - Students forget some word vocabulary about city features - Students may mispronounce words when expressing their own opinions orally. 			
Possible solution:	<ul style="list-style-type: none"> - If necessary, the teacher will introduce some adjectives to describe city features vocabulary - The teacher will correct grammatical, fluency, and pronunciation inaccuracies if necessary when expressing opinions orally. 			
Stage/ Timing	Procedure	Aids	Materials	Interaction pattern
Pre-task 20 min	Warm-up:	To talk about city features.	Nearpod: Introductory	Whole class

	<ul style="list-style-type: none"> - Students must access the online class on the Nearpod platform with the link that their teacher shares with them. - Students must identify the city features that their teacher shows them. - Students must observe the map of the city of Ambato where they must mention the most important features they know about the city. - Students should answer the poll about "What is the top 1 feature city of Ambato?". - Students should discuss whether they agree with the poll results. 		<p>questions</p> <p>Ambato City 3D map.</p> <p>Nearpod: Poll about Ambato city's top features.</p>	
Task 50 min	<p>Phase one: Students make a personal top 5 city features.</p> <ul style="list-style-type: none"> - Students should think of the features they like most in the city where they live. - Students should write a top 5 of their favorite features of the city they live in on the Nearpod collaborative board. - Some students are chosen to talk about the reasons for their top 5. - Students use the format "The top city features" to write the reasons they chose each city feature from their top 5. <p>Phase Two: Group forming and discussion</p> <ul style="list-style-type: none"> - The students form 5 groups of 4 students each randomly. - Each member of the group expresses their top 1 city feature and the reason why they like the most. - The rest of the students listen to others. 	<p>To practice vocabulary about city features and express personal opinions.</p> <p>To form groups for work with random students.</p> <p>To practice speaking skills using city features vocabulary and expression to</p>	<p>Nearpod collaborative board.</p> <p>Printed format Personal Ambato city's features: Individual work:</p> <p>Printed format Personal Ambato city's features: Group vote</p> <p>Printed format Personal Ambato</p>	<p>Individual work</p> <p>Group work</p>

	<ul style="list-style-type: none"> - Students must then vote for the city feature they consider to be the best in the city. - Students write down the result of the vote and why they think that city feature is the one they like the most. - Finally, students must record audio on Nearpod platform explaining their “Top 1 group decision” about city features. <p>Phase three: student assessment (Self-assessment).</p> <ul style="list-style-type: none"> - Students must self-assess themselves with the "Self-assessment checklist" that their teacher gives them. <p>Phase four: positive feedback</p> <ul style="list-style-type: none"> - Students comment on their weaknesses and strengths in learning about city features. 	<p>show personal opinions.</p> <p>To determine individual students' weaknesses and strengths when communicating with others.</p> <p>To recognize the effect on students after the group assessment task.</p>	<p>city's features: Group vote result</p> <p>Nearpod record audio: Top 1 group decision about the best city feature.</p> <p>Self-assessment checklist.</p>	<p>Individual work</p> <p>Whole class</p>
<p>Post-task 20 min</p>	<ul style="list-style-type: none"> ● The teacher randomly selects some students to orally explain their “Top 1 group decision” about city features. ● The teacher evaluates the answer to the open-ended question through an “open-question rubric (co-assessment”). 	<p>To reinforce students' weaknesses in speaking and group interactions.</p>	<p>Open-question rubric (co-assessment): speaking rubric</p>	<p>Whole class</p>

ANNEXES:

Introductory questions

Link:

https://np1.nearpod.com/sharePresentation.php?code=5fd33e3be19bbbe660490c09cf76c647-1&oc=user-created&utm_source=link

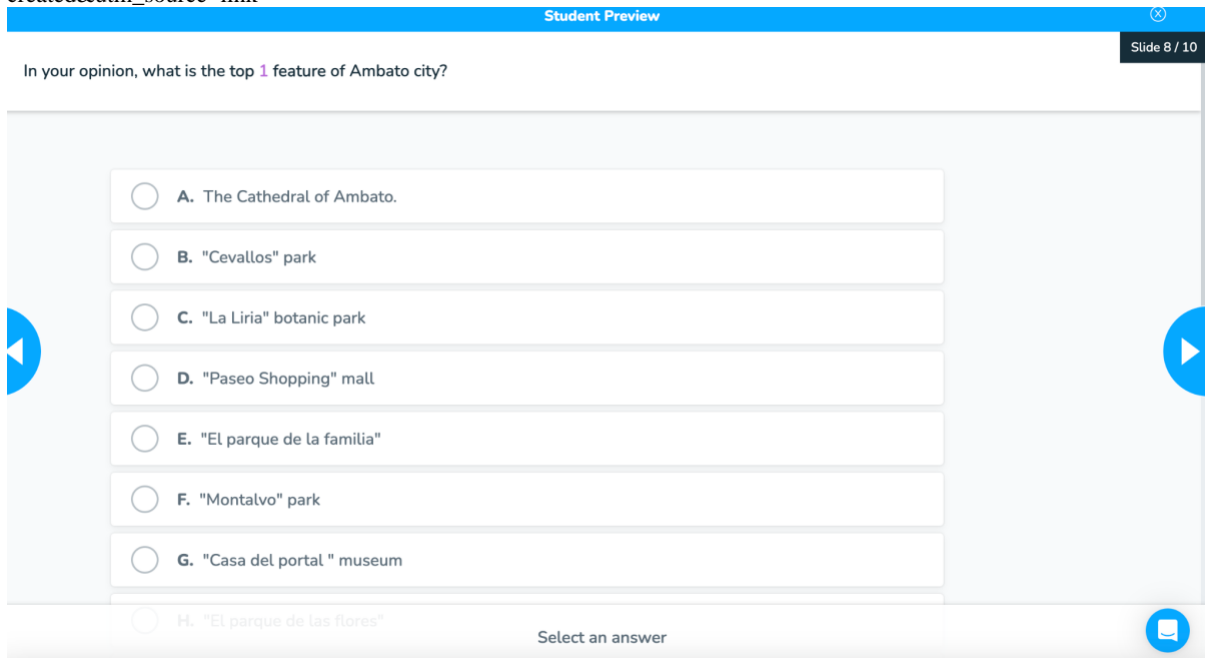


Note: Source: Nearpod website. City features. Done by: Alvarado (2023)

Nearpod: Poll about Ambato city's top features.

Link:

https://np1.nearpod.com/sharePresentation.php?code=5fd33e3be19bbbe660490c09cf76c647-1&oc=user-created&utm_source=link

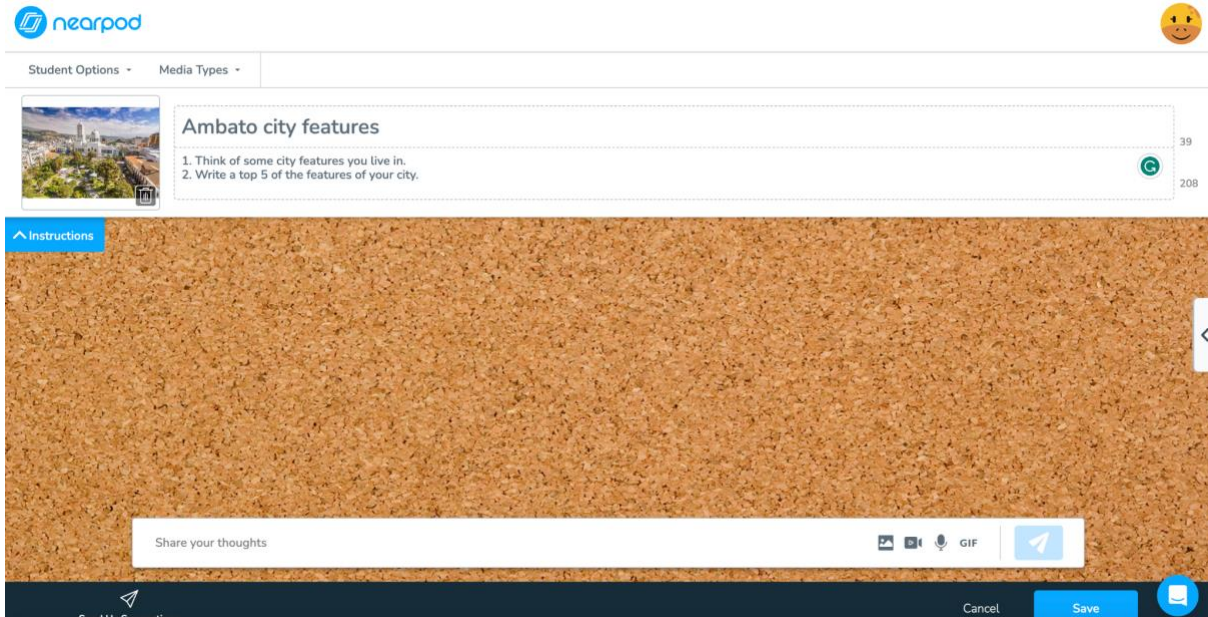


Note: Source: Nearpod website. City features. Done by: Alvarado (2023)

Nearpod collaborative board: Personal Ambato city's top features.

Link:

https://np1.nearpod.com/sharePresentation.php?code=5fd33e3be19bbbe660490c09cf76c647-1&oc=user-created&utm_source=link



Note: Source: Nearpod website. City features. Done by: Alvarado (2023)

The top city features format:

Top city features

Name: _____ Date: _____



Individual work:

- Think of some city features you live in.
- Make a top 5 of the features of your city.
- Mention the reason you like each one of them.

My city is: _____

	Features	Reasons
Example: 😊	“Juan Leon Mera” bridge.	I like “Juan Leon Mera” bridge because it has colorful nights at night.
Top 1		
Top 2		
Top 3		
Top 4		
Top 5		

Group discussion and vote:

- Form a discussion group.
- Each student should propose their top 1 city feature. Each member must explain the reason why it is the best city feature.
- All members must vote and discuss which is the best city feature of a city and explain why.
- All members must record audio mentioning your **“Top 1 group decision”**

Group Members:	Myself				
I vote for					

Group vote result:

Top 1 group decision

Note: Source: Worksheet for printing. Top city features. Done by: Alvarado (2023)

EXAMPLE:

Top city features

Name: _____

Date: _____



Individual work:

- Think of some city features you live in.
- Make a top 5 of the features of your city.
- Mention the reason you like each one of them.

My city is: _____

	Features	Reasons
Example: 😊	“Juan Leon Mera” bridge.	I like “Juan Leon Mera” bridge because it has colorful lights at night.
Top 1		
Top 2		
Top 3		
Top 4		
Top 5		

Group discussion and vote:

- Form a discussion group.
- Each student should propose their top 1 city feature. Each member must explain the reason why it is the best city feature.
- All members must vote and discuss which is the best city feature of a city and explain why.
- All members must record audio mentioning your “**Top 1 group decision**”

Group Members:	Myself	Vero S.	Lili P.	Cami P.	Daya A.
I vote for:		X			

Group vote result:

Top 1 group decision

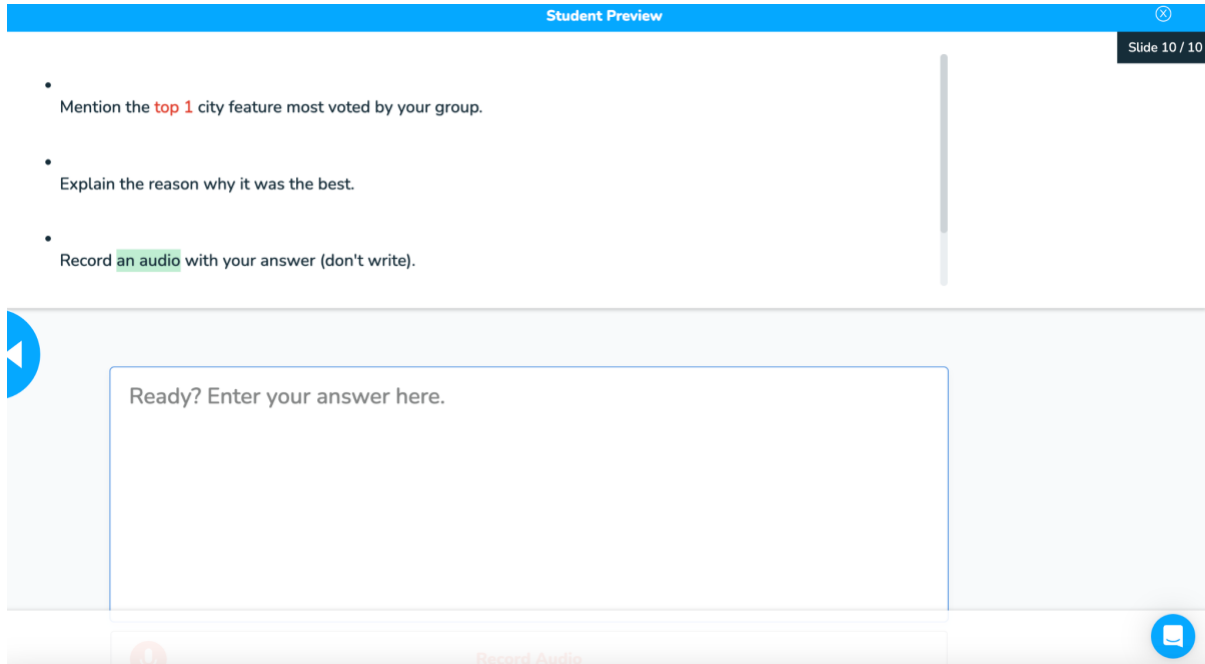
Group 4, we consider the top 1 of Ambato city feature is _____ because _____.

Note: Source: Worksheet example. Top city features. Done by: Alvarado (202

Nearpod record audio: Top 1 group decision about the best city feature.

Link:

https://np1.nearpod.com/sharePresentation.php?code=5fd33e3be19bbe660490c09cf76c647-1&oc=user-created&utm_source=link



Self-assessment checklist:

Speaking self-assessment checklist
Name: _____ Date: _____
Now I can:
<ul style="list-style-type: none">● Talk about city features.● Use specific phrases to express opinions (I think that; my opinion is; frankly; etc..)● I can explain the reasons why I like the city's features (I like__because____.)● I contribute with ideas when working in a group.
The aspects of this lesson that I have to improve are:

Note: Source: Envole 3 student's book. Progress checklist. Done by: University of Cambridge

Open-question rubric (co-assessment): speaking rubric

Link:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Speaking/Speaking_rubric_mm2281932o

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Note: Source: Liveworksheets website. Speaking rubric. Done by: Zambrano (n.d)

LESSON PLAN 6

Institution:	Universidad Indoamerica	Date:	07/06/2023
Teacher:	Brenda Alvarado	Lesson #:	6
Time:	1:00 hour	Grade:	5th semester

Level and the number of learners/class profile	<ul style="list-style-type: none"> ● 21 EFL students ● College students ● B1 level
Topic:	My city
Bibliography:	<p>Unit 3.1: Ins and outs Book: Envole student's book 3 https://content.cambridgeone.org/cup1/products/evpe13_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/index.html?rootPath=/cup1/products/evpe13_1559048570161/7/assets/online/1579528691372/wrapper/wrapper/#/preview/242306?page=undefined</p>
Timetable fit	<ul style="list-style-type: none"> - Students already know about describing possessions and tech features vocabulary. - Students already know about the present perfect tense with ever, never, since, for, already, and yet. - Students already know about city features and public transportation vocabulary. - Students already about articles and modal verbs.
Main aim(s)	<ul style="list-style-type: none"> - By the end of the lesson, students will be able to talk about their city's advice using city features and public transportation vocabulary, and modal verbs.
Subsidiary aim(s)	<ul style="list-style-type: none"> - To talk about their city's features. - To express city advice. - To share personal opinions.
Personal aim(s)	<ul style="list-style-type: none"> - To engage all students. - To pace the lesson and ensure the class covers 90 minutes. - To drill pronunciation.
Anticipated problem	<ul style="list-style-type: none"> - Students forget some word vocabulary about city features and public transportation vocabulary. - Students may mispronounce words when expressing their modal verbs.
Possible solution:	<ul style="list-style-type: none"> - If necessary, the teacher will introduce some adjectives to describe city features vocabulary and public transportation. - The teacher will correct grammatical, fluency, and pronunciation inaccuracies if necessary when expressing modal verbs.

Stage/ Timing	Procedure	Aids	Materials	Interaction pattern
Pre-task 20 min	<p>Warm-up: Jeopardy questions</p> <ul style="list-style-type: none"> - Each student will receive a yellow, brown, green, or red chocolate. Depending on which color they get, they will form groups. - The teacher will project on the screen a set of questions about Unit 3. - Each student in the group should choose a category such as: describing possession vocabulary, present perfect grammar, the city features vocabulary, articles, or modal verbs. - If the student answers correctly, he/she will earn points for his/her group (students can check the answer with the rest of the group members). On the other hand, if they answer wrong, the points will go to the opposing team. - The team with the most points wins. - The teacher reminds them of some grammar points especially modal verbs: should, could, and would. 	<p>To practice unit 2 and unit 3 content.</p> <p>To make a general review of unit 2 and unit 3 content.</p>	<p>Different color chocolates.</p> <p>Jeopardy online game</p> <p>Laptop Projector</p> <p>Canva presentation</p>	<p>Group Work</p> <p>Whole class</p>
Task 50 min	<p>Phase one: Students write about their cities.</p> <ul style="list-style-type: none"> - Each student should fill out a worksheet answering the following questions: <i>What is your city?</i> <i>Where is located?</i> <i>What are the main attractions in your city? (Mention 2 of</i> 	<p>To write about their own city using city features vocab and modals verbs.</p>	<p>My city-printed worksheet</p>	<p>Individual work</p>

	<p><i>them)</i> <i>What advice do you give tourists if they want to visit your city? (Mention 2 advice by using SHOULD, COULD, or WOULD)</i></p> <p>Phase Two: Group forming and discussion.</p> <ul style="list-style-type: none"> - Students should work with the members of the groups formed in the warm-up. - Students should orally share information about their cities with the rest of the group members. - Students must not read their answers. - At the end of each intervention, students have to mention the most liked attraction about their partners. <p>Phase three: student assessment (Self-assessment).</p> <ul style="list-style-type: none"> - A selected student evaluates the oral interventions of the rest of their team members through the rubric: "Oral presentation (peer assessment): speaking matrix" that their teacher gives them. <p>Phase four: positive feedback</p> <ul style="list-style-type: none"> - The student selects comments on the weaknesses and strengths of their partners and shares their opinions with the teacher. 	<p>To form groups for work with random students.</p> <p>To practice speaking skills using about their own city using city features vocab and modals verbs.</p> <p>.</p> <p>To determine individual students' weaknesses and strengths when communicating with others.</p> <p>To recognize the effect on students after the group assessment task.</p>	<p>Printed oral presentation speaking matrix</p>	<p>Group work</p> <p>Individual work</p> <p>Whole class</p>
Post-task	<ul style="list-style-type: none"> ● The teacher randomly selects 	To reinforce		

20 min	<p>some students to talk about their cities.</p> <ul style="list-style-type: none"> The teacher evaluates the answer to the open-ended question through an “open-question rubric (co-assessment)”. 	students' weaknesses in speaking and group interactions.	Open-question rubric (co-assessment): speaking rubric	Whole class
--------	---	--	---	-------------

ANNEXES:

Jeopardy questions game Unit 2 and Unit 3

Link:

<https://jeopardylabs.com/play/unit-2-and-unit-3-review-3>

Describing possessions and tech features	Present perfect with ever, never, for, since, already and yet	City features and public transportation	Articles	Modals for advice
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Team 1
 0
 + -

Team 2
 0
 + -

Team 3
 0
 + -

Note: Source: Jeopardy website. Review of unit 2 and 3. Done by: Alvarado (2023)




Unit 3 presentation review




Link:

https://www.canva.com/design/DAFk-xgbsTo/w7A0CO7RMsOT-RoVeoQ6qA/edit?utm_content=DAFk-xgbsTo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Página 29 - Agregar título de página

MODALS FOR ADVICE

 SHOULD [ʃʊd]	Advice- Make a firm , assertive recommendation I think you should buy the blue one. You shouldn't smoke. It is unhealthy
 COULD [kʊd]	Make a light, friendly suggestion- To express that something is possible. You could give her a call when you are feeling calmer
 WOULD [wʊd]	For statements giving advice , I would take the subway



Note: Source: Canva website. Review of unit 2 and 3. Done by: Alvarado (2023)

“My City” printed worksheet

MY CITY

Name: _____ Date: _____



- Read the following questions about **your hometown**.
- Answer the questions **carefully**.

What is your city? _____

Where is located? _____

What are the main attractions in your city? (mention **2** of them)

1. _____

2. _____

What advice do you give tourists if they want to visit your city? (Mention **2** advice by using **SHOULD, COULD, or WOULD**)

1. _____

2. _____


- Share your information **orally** with the rest of the members of your group.
- Try to **not read** your answers.
- At the end of each intervention, **mention** the attraction you liked the most about your partner.

Note: Source: Worksheet for printing. My city. Done by: Alvarado (2023)

EXAMPLE:

MY CITY

Name: _____ Date: _____



- Read the following questions about your hometown.
- Answer the questions carefully.

What is your city? _____ *Quito* _____

Where is located? _____ *It's located in Pichincha province.* _____

What are the main attractions in your city? (mention 2 of them)

3. _____ *Virgen del Panecillo* _____
4. _____ *La mitad del mundo* _____

What advice do you give tourists if they want to visit your city? (Mention 2 advice by using SHOULD, COULD, or WOULD)

1. *You should take a bus tour with a guide to visit all the tourist places and you could take many photos of each of them.* _____
2. *You wouldn't spend a lot of money if you bring your own lunch.* _____

- Share your information orally with the rest of the members of your group.
- Try to not read your answers.
- At the end of each intervention, mention the attraction you liked the most about your partner.

_____ *The most attraction that I liked is Montañita because tourists could try delicious food like ceviche y encebollado.* _____

Note: Source: Worksheet example. My city. Done by: Alvarado (2023)

Oral presentation (peer assessment): speaking matrix

ORAL PRESENTATION MATRIX: FORMATIVE USE

Questions after presentations:

- *What is your city?*
- *Where is located?*
- *What are the main attractions in your city? (mention 2 of them)*
- *What advice do you give tourists if they want to visit your city? (Mention 2 advice by using **SHOULD, COULD, or WOULD**)*

Presentations:

- *Share your information orally with the rest of the members of your group.*
- *Try to not read your answers.*

Questions after all presentations:

- *At the end of each intervention, mention the attraction you liked the most about your partner.*

Group Name:	Students				
	Myself				
Listen to others and contributed opinions about his/ her peers' oral interventions.					
Answer the questions about their city.					
Substantiated ideas with reasoning.					
Use vocabulary words about city features					
Give some advice to tourists using modals verbs (should, could, would)					
Notes or other observations:					

Note: Source: A teacher's guide to classroom assessment. Oral presentation matrix. Done by: Butler and & McMunn (2014).

Open-question rubric (co-assessment): speaking rubric

Link:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Speaking/Speaking_rubric_mm2281932o

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Note: Source: Liveworksheets website. Speaking rubric. Done by: Zambrano (n.d)

Annex 4. Satisfaction Survey

Link:

<https://forms.gle/XwG2EieHPFirbMe26>

Encuesta de satisfacción de las actividades "Group dynamic assessment and speaking skills"

Durante seis sesiones, fuiste participante de varias actividades que involucraron la evaluación dinámica de grupo y habilidades de expresión oral, más conocida como "group dynamic assessment and speaking skills", en las clases de la materia de inglés. Por esta razón, es necesario que llenes la siguiente encuesta de satisfacción voluntariamente con total honestidad.

Gracias de antemano por tu colaboración! 😊

brenda1999cucicuci@gmail.com [Cambiar cuenta](#)

No compartido

* Indica que la pregunta es obligatoria

He leído previamente el párrafo anterior. Participaré voluntariamente en este proyecto de investigación mediante esta encuesta. *

SI

NO

E-mail *

Texto de respuesta breve

GENERO *

Femenino

Masculino

Otro

Edad *

17-19

20-22

23-25

26-28

Note: Source: Field Research.

Sección 2 de 4

En esta parte, menciona cuánto te gustaron las actividades de las que fuiste participante. ✕ ⋮

😊

Descripción (opcional)

⋮

¿Cuánto te gustaron las actividades realizadas en clase durante las 6 sesiones de "Group dynamic assessment and speaking skills"? *

Me encantó 😊

Me gustó mucho 🥰

Ni me gustó ni me disgustó 😐

No me gustó mucho 😞

No me gustó en absoluto 😞

Preguntas Respuestas Configuración

Sección 3 de 4

Por favor, califica las siguientes actividades ✕ ⋮

Por favor, califica del 1 al 5 las siguientes actividades:

1.No me gustó en absoluto 😞

2.No me gustó mucho 😞

3.Ni me gustó ni me disgustó 😐

4. Me gustó mucho 🥰

5. Me encantó 😊

⋮

"Mingle activity" (Los estudiantes llenaron una hoja impresa con preguntas en desorden, con contenido de gramática y vocabulario. Luego, ellos tuvieron que pararse de sus asientos a buscar 4 compañeros distintos para llenar esa información.) *

1

2

3

4

5

"Mario Bros board game": Los estudiantes trabajaron en grupos pequeños. Se les entregó un tablero con números, un dado y una cartilla con las preguntas sobre vocabulario y gramática. Adicionalmente, una cartilla con las penalizaciones (regresa un espacio, pierde un turno, avanza un turno, ganaste un chocolate, etc.).

1

2

Note: Source: Field Research.

"Jeopardy game": Los estudiantes trabajaron en grupos pequeños. Se les compartió en la pantalla el juego "Unit 2 and 3 Review", donde eligieron casilleros con valores (200 puntos, 500 puntos, etc.) y respondieron preguntas de gramática y vocabulario. El grupo con más puntos ganó.

- 1
- 2
- 3
- 4
- 5



⋮

"Group discussion": Los estudiantes se reunieron en grupos pequeños para discutir temas como "top 1 city features of my city" y llegar a un acuerdo.

- 1
- 2
- 3

"Four corners": A los estudiantes se les presentó una serie de afirmaciones, donde si estaban de acuerdo se paraban en la parte derecha del aula, y si estaban en desacuerdo, se paraban en la parte izquierda del aula. Luego se discutían las razones de su elección.

- 1
- 2
- 3
- 4
- 5



⋮

"Heads up, heads down": Todos los estudiantes se reunieron en un círculo. Cuando el maestro decía "heads down", ellos bajaban su mirada, y cuando decían "heads up", ellos miraban hacia arriba, pero si su mirada coincidía con la de su compañero, los dos eran elegidos para hacer una pregunta y responderla.

- 1
- 2

Note: Source: Field Research.

...

"Make a presentation/collage": Los estudiantes hicieron un collage en línea en la plataforma "Jambaord" y luego lo presentaron oralmente en grupos pequeños.

1

2

3

4

5

Después de la sección 3 Ir a la siguiente sección

Preguntas Respuestas **20** Configuración

Sección 4 de 4

¿Qué otras actividades le gustaría que se incluyeran en una próxima clase sobre "group dynamic assessment and speaking skills"? 🤔

Descripción (opcional)

...

¿Qué actividades le gustaría que se incluyeran en una próxima clase sobre "group dynamic assessment and speaking skills"? *

"Debate competition": se divide a la clase en dos o más grupos para debatir sobre un tema controversial ...

"Fishbowl activity": se divide a la clase en dos grupos en donde el primer grupo estará en el centro discu...


"Role-play game": los estudiantes crean un guion y luego los personifican en clase.

"Collaborative guessing game": consiste en que algunos estudiantes adivinen personajes o palabras con l...

"Storytelling": el maestro provee varias imágenes en donde los estudiantes deben crear una historia basa...

"Theater games": actividades para hacerlas al inicio de clases. Por ejemplo, "Try Not To Laugh", donde el ...

"Team building activities": actividades para fomentar la interacción en grupos. Por ejemplo, "Building spag...



Note: Source: Field Research.



Annex 5. Urkund report

Document Information

Analyzed document	Informe final urkund, G-DA and speaking skills.docx (D171483152)
Submitted	6/28/2023 10:10:00 PM
Submitted by	
Submitter email	balvarado7659@uta.edu.ec
Similarity	4%
Analysis address	elsamchimbo.uta@analysis.orkund.com



Dra. Mayorie Chimbo Cáceres
DOCENTE TUTOR TRABAJO TITULACIÓN

W	URL: https://repositori.uji.es/xmlui/bitstream/handle/10234/162491/71818.pdf?sequence=1&isAllowed=y Fetched: 6/28/2023 10:11:00 PM	 1
W	URL: https://www.rdstation.com/blog/es/brainstorming-que-es/ Fetched: 6/28/2023 10:11:00 PM	 1
