UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

Proyecto de Investigación previo la Obtención del Título de Licenciada en Ciencias de la Educación, Mención Inglés

---

"Phonics Strategy and the Speaking Skill"

AUTHOR: Wendy Viviana Arcos Guangashi

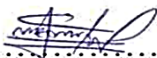**TUTOR:** Lcda. Mg. Lorena Fernanda Parra Gavilánez

Ambato – Ecuador

2019

TUTOR APPROVAL

CERTIFY:

I, Lcda. Mg. Lorena Fernanda Parra Gavilánez holder of the I.D No. 180310352- 0, in my capacity as tutor of the Research dissertation on the topic: "PHONICS STRATEGY AND THE SPEAKING SKILL" investigated by Ms. Wendy Viviana Arcos Guangashi with I.D. No. 180489100-8 confirming 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 Board of Directors.

....

Lcda. Mg. Lorena Fernanda Parra Gavilánez

I.D. 180310352-0

TUTOR

DECLARATION PAGE

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

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

....

Wendy Viviana Arcos Guangashi

I.D. 180489100-8

AUTHOR

APPROVAL OF THE DIRECTIVE COUNCIL

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "PHONICS STRATEGY AND THE SPEAKING SKILL" which is held by Wendy Viviana Arcos Guangashi undergraduate student from Carrera de Idiomas academic period September 2019 – February 2020 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, January, 2020.

REVISION COMMISSION

....
Mg. Edgar Guadia Encalada Trujillo
I.D. 050182417-1
REVISER

....
Lcda. Mg. Ana Jazmina Vera de la Torre
I.D. 180124934-1
REVISER

DEDICATION

This dissertation is dedicated to first of all to God whose mercy and love has always been with me and to my parents who always supported me to achieve a goal we both desired.

Wendy

ACKNOWLEDGEMENTS

"I can do all things through Crist who strengthens me"
Philippians 4: 13

First of all, I want to thank God because he gave me life and stood by my side in my most miserable and darkest moments, and kept loving me even when I did nothing to deserve it. My Lord glorified be your name. He also has given me a family to which I am thankful because they gave me the chance to pursue what I desired the most and in some way to achieve a dream of theirs, to have an undergraduate child.

! Papi, Mami, Daniel, and Damian I love you!

My dear Universidad Técnica de Ambato, I have not forgotten you, you have my gratitude and respect as well because you were the instrument of God to achieve what my heart desired, an excellent education, qualified professors, and classmates I will not forget. Last but not least, thanks to my tutor Mg. Lorena Parra for being my guide during this process and for teaching me all I needed to know to have an excellent study.

To all of you, thank you with all my heart.

TABLE OF CONTENTS

INDEX OF CHARTS AND FIGURES

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

THEME: "PHONICS STRATEGY AND THE SPEAKING SKILL"

AUTHOR: Wendy Viviana Arcos Guangashi
TUTOR: Lcda. Mg. Lorena Fernanda Parra Gavilánez

ABSTRACT

The present research took as objects of study students from the third year of Basic Education form Unidad Educativa Liceo Aleman, considering that the correct teaching of sounds (phonics) should have the importance it deserves.

The objective of this research is to determine if teaching phonics strategies can improve in some way students' speaking skills. The present investigation has various modalities such as bibliographical-documental, correlational, descriptive, field-setting, experimental, and pre-experimental. The research is also quantitative. Besides, ten days were necessary to collect data. The collected data was through applying pre and post-tests; and treatment to a one-group class of twenty-three third-grade students. The data was analyzed using the Wilcoxon Signed Rank Test and the SPSS software. The obtained results in this research showed an increase on students´ vocabulary acquirement and pronunciation. Also, results from the post-test demonstrated that using phonics as a strategy and as a means of instruction regarding the speaking skill makes students not only acquire vocabulary but also improve their interactive communication skills as an overall students' total expected average went from a 6,52 (43,5% out of 100%) to a 12,88 out of 15 (85,9% out of 100%).

Consequently, this research will benefit students in a way that their pronunciation will improve, as well as their speaking skills. Additionally, teachers will also benefit from this investigation, as they will use a convenient strategy to teach while keeping students engaged in the language.

KEY WORDS: Phonics, Phonetics, Pronunciation, Phonics Strategies, Speaking Skill.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Investigative Background

For this part of the research, it has taken into consideration five papers related to "Phonics Strategy and the Speaking Skill" even though exact information about the topic is challenging to find, research has been done to establish a relationship between phonics and the speaking skill.

The reports of the different papers are as follows.

To begin with, a dissertation by Nishikawa, (2016) called ***"First Grade Outcomes From a Phonological Awareness Intervention"*** talks about an experiment to evaluate the Phonological Awareness and Vocabulary Intensive Intervention (PAVII), its effects on first-grade students' phonemic recognition and phonics skills, and how it intervened in students phonemic awareness. The experiment was carried out with first-grade students in a suburban elementary school in Southern California who voluntarily participated in the study. Besides, to evaluate the PAVII, a regression discontinuity design was used by the author and treatment acceptability data, whether anonymous or not.

After a two-month study, the results were the following. The regression discontinuity design demonstrates that the main result of the study was that PAVII had no special effect on phonemic awareness or phonics skills of children. Also, the study showed that students with higher phonemic awareness benefited more than those who were not since they developed their reading skills even faster, as opposed to their counterpart who needed more specialized instruction or more intensive support, and more time to demonstrate improvements.

Following, the article ***"Nurturing Reading Proficiency of Pupils through Phonics: Entrepreneurial Opportunities for Early Childhood Educators in Nigeria"*** by Shoaga, Akintola, & OKPOR, (2017) discusses the relationship between reading and phonics, and how it improves the children's reading skills, and therefore to speak. To demonstrate what the influence of phonics in Nurturing Reading Proficiency of Pupils in Nigeria is, the authors experimented by applying an Ex-post facto survey design and adopting a proportionate random sampling technique for the study. Besides, they administered

structured questionnaires on three hundred pupils from twenty elementary schools, which were Ikorodu, Lagos, and Nigeria; and they used descriptive statistics of simple percentages for data analysis.

The results of the experiment demonstrated that there was an improvement in the children's reading skills and spelling through the use of phonics, and most of the pupils applied sounds of letters to pronounce new words. As a result, phonics in reading has helped children to imbibe a reading culture, to master letter sounds, to discriminate sounds and to blend sounds in spoken words hence they can read independently at an earlier age.

More articles come in handy when looking for information about phonics and the speaking skill even though there is not enough precise research about the relationship between them. The article ***"Tucker Signing as a Phonics Instruction Tool to Develop Phonemic Awareness in Children"*** by Valbuena, (2014) establishes a connection between phonics and speaking (at some grade) by implementing a program called Tucker Signing, with twenty-five first-grade students of a public school, but that has to do with speaking as well

Valbuena, (2014) used the Total Physical Response as a method, as students would see a word and do a movement with the left hand as a representation of the grapheme to then make the sound of it. Additionally, pre-tests and post-tests were used to compare results.

Final findings from applying the program showed that it helped children to develop phonemic awareness through the identification and the relationship between each of the twenty-seven English graphemes and most of their corresponding phonemes, but to achieve greater results more time is needed to reach the forty-four English phonemes because some phonemes were taught in a rush and as a consequence of that, those phonemes were easily forgotten by children. In addition, the results from the tests showed that before applying the program, some children had difficulty in pronouncing some phonemes like "j" causing a mispronunciation of most words. However, after applying the post-test still had some mistakes in pronunciation, but they were able to read aloud most of the words.

This next article, apart from having relation to the topic to be investigated, is unique. ***The Implementation of Phonic Method in Teaching Vocabulary in Speaking to Visually Impaired Students in SLB A (Visual Impairment)*** elaborated by Prakosha, Salim, & Sunardi, (2018) investigates the relationship between phonics, vocabulary and speaking in visually impaired students. This article is a qualitative research study, with a case study as well. This study was analyzed by using Miles and Huberman's model of analysis.

The results of this study showed that there were teaching documents that were used in the teaching-learning process of English to visually impaired students of SLB A Surakarta. They were, in fact, a curriculum, syllabus, and lesson plan, the same as in any other institution. However, to teach effectively, the teacher used some components to support the teaching process. For instance, the supporting components used in the teaching-learning activity related to the phonic method were a laptop, slate, and stylus, and JAWS (Job Access with Speech) and TALK Program. However, the study presented some drawbacks such as the time spent was not enough, sounds from outside disturbed students and a need for another method, approach, or model to complement the phonic method.

Finally, the last article to be presented is the ***Interference of First Language in Pronunciation of English Segmental Sounds*** by Chaira, (2015) in which the speaking part of the topic to be investigated was taken into account, since it focused on investigating the interlingual mistakes that students produced as a result of interference and at finding solutions as to how to avoid such interlingual errors through methods that can be applied by teachers.

For this research what has done by Chaira, (2015) was a process method that consisted of collecting data in the field using a hearing instrument, a recorder and a checklist, then selecting samples of English pronunciation, separating them into sound classifications and comparing them using phonetic transcriptions (Received Pronunciation and the International Phonetic Alphabet Transcription), and finally, analyzing the data using phonological theories using a Contrastive Analysis Theory. Students from Darul Ulum Islamic Boarding School in Aceh, Indonesia, participated in this study.

The results from the research showed that mispronounced sounds resulted indeed from the Indonesian interference are as follows: [ph], [th], [kh], [f] for grapheme "ph", [v], [θ],

3

[ð], [z] for grapheme "s", [ʃ], [ks] for grapheme "x", and [iː], [uː], [æ], and [e]. Besides, the lack of some phonemes affected student's pronunciation. For instance, the phoneme /ʃ/ is not available in Indonesian, so students pronounce it as [s]. There is also a confusion between longer sounds and shorter ones that seem to be identical in Indonesian and English. As a result, this mispronunciation could produce errors and misunderstandings in student's communications. Also, they could fossilize these errors and then face great difficulties trying to remedy these mispronunciations.

1.2 Problem Formulation

How does teaching phonics as a strategy at an early age influence and improve children's speaking skill?

Research Questions

- What are the strategies used for vocabulary learning in children?
- What are the children's response towards phonics?
- What are the differences between children's performances in a pre-test and post-test?

1.3 Objectives

General Objective

To determine teaching phonics strategies to improve children's speaking skill.

Specific Objectives

- To investigate how vocabulary words are acquired by children.

- To analyze the response children have towards phonics.

- To examine the differences between children's performances in a pre-test and post-test.

1.4 Technical – Scientific Foundation

1.5.1   Technical – Scientific Foundation of the independent variable:

The English Language

The history of English

English, as many other languages has its history, in which with the pass of time it has been changing into the language the entire globe know today.

According to the book HISTORY OF THE ENGLISH LANGUAGE by Verba, (2004) from the University of Uman in Ukraine, the English language does have an exact year in which it began, in 446, when coming to help their Celtic ally from oppression. (Verba, 2004)

More historians contribute to this assumption, as they all agree that English history traces back to the arrival of it to the British Isles from northern Europe, in the fifth century. Besides, English started to spread along Cornwall, Wales, Cumbria, and southern Scotland were the Celtic languages were more powerful. After that, English

made its way to America around 1584, but it encountered problems and failures due to the native people. However, it did not stop English to be spread, in 1607 were established the first permanent English settlements which arrived in Chesapeake Bay, in Southern Virginia. Later, more villages reached the coast and nearby islands like Bermuda. Then, a very mixed group of Puritans (later known as Pilgrim Fathers) arrived at Cape Cod Bay, in Northern New England, on November 1620 in seek of freedom from the church practices of England. (Crystal, 2003)

What is interesting about these two settlements is that they had different linguistic backgrounds. As the book mentions, in Chesapeake Bay, the voicing of /s/ sounds, and the /r/ were strongly pronounced after vowels; meanwhile, in New England, the /r/ sound was not vocalized.

History has allowed English to have three periods; Old, Middle, and Present-Day English. Nevertheless, the following tables will describe all periods in terms of the changes in vocabulary each of them had and their equivalence in the Present Day English, including a brief explanation of the periods as well as a brief history of phonology through the different periods.

Table 1: Old English Vocabulary and Phonology

Old English		Old English Phonology
From the fifth until the mid-eleventh century. OE has characterized itself when the Anglo-Saxons came to Britain and settle mainly in Kent, and established themselves as the dominant group.		The phonetic structure had a noticeable drift of the sound system, in other words, the stress was always on the first syllable. New short diphthongs appeared as a result of assimilative changes, and the system of consonants developed more pairs of voiced and voiceless fricative sounds. Vowel sounds had an impact as well, since Old English had six long and seven short vowels, and four short and four long diphthongs. However, the length of the vowels could have another meaning, for example, ʒod (god) and ʒōd (good), (Verba, 2004)
Vocabulary Words	**Equivalent PDE**	
drīfan	drive	
ʒōd	good	
bītan	bite	
hlæfdiġe	woman	
þǣre fare	journey	

(Hogg, 2002)

7

Table 2: Middle English Vocabulary and Phonology

Middle English		Middle English Phonology
It is believed to have begun from the year 1066, after the Scandinavian invasion in 1013. Mostly influenced by French and its borrowings.		French graphics were introduced, changing the Latin form into more European form, for example, the ȝ into g or y as in ȝreȝ for grey.
Vocabulary Words	**Equivalent PDE**	Some sounds were rendered as the sound dʒ in Old English for dg (bridge), the long ū for ou (hūs – hous), the long ō for oo (fōt – foot).
herte	heart	There is a change in the phonological system, the levelling of sounds – vowels in the unstressed syllables, in other words, the endings of words were merged into one single sound form as in cara, caru, care in just care.
herde	shepherd	
eyen	eyes	However, with stressed vowels the situation is different, in ME only short vowels are possible, the rest are invariably long as opposed to the OE were vowels were in any position either long or short. (Verba, 2004)
niht	night	
sterven	starve	

(Verba, 2004)

Table 3: Present-Day English Vocabulary and Phonology

Present-Day English	**Present-Day English Phonology**
PDE is traditionally distinguished in the history of the language because it was in this period that the rest of the grammatical categories came into use. Early New English was the period when borrowing of foreign words came not due to invasion (Anglo-Saxons and Scandinavians), but because the English language was already free from its xenophobic qualities, and surprisingly, scholarly language abounded in borrowings as well.	As in the ME the process of the levelling of endings continued. The neutral sound ə disappeared to be replaced with the sound [i] and marked by the letter *e* in the endings. However, the last systematic and cardinal change in the sound system occurred, the Great Vowel Shift. However, the reason of the shift had not been clarified. Some people have their reasons. For instance, some think that the shift resulted from intonation conditions, others because traditional phonemic quality of English sounds was no longer preserved, and others state it was due to the loss of unstressed words that a great number of monosyllabic words arose, and their length was the only distinctive feature as in god – good.

(Verba, 2004)

Source: Direct Research
Elaborated by: Arcos, W. (2019)

The English language teaching – learning process

There are so many methods and approaches that can be used by teachers in the classroom and that are beneficial for students because they make their learning more successful and some of most relevant are as follows:

Total Physical Response: It is a language teaching method based on coordination of speech and action (Richards & Rodgers, 2001). TPR as Lu, (2018) said in her journal *Total Physical Response and Its Classroom Application* is one of the most powerful tools we can use in a language classroom. The reason is that it is mainly used to teach

children, as it decreases stress levels, creates a positive attitude in the learner towards learning and therefore creates a significant learning environment.

Multiple Intelligences: It is based on the belief that humans learn in different ways. Howard Gardner, the creator, said that an individual has eight intelligences and they all work together in a unique way. Those intelligences are verbal/linguistic, logical/mathematical, visual/spatial, musical/rhythmic, bodily/kinesthetic, inter and intra personal and naturalistic. (Arulselvi, 2018) Children also have their own intelligence, but most of them have visual/spatial, musical/rhythmic and bodily/kinesthetic as they are in their preoperational stage, according to Piaget's stages of cognitive development, children do not think logically, but they use mostly images and words to refer to objects, ideas, as well as words.

Communicative Language Teaching: In CLT, language learning is learning to communicate; since the purpose of CLT is to have effective communication. By using CLT, students will exchange real information. As a result, language and phrases will develop according to the situation, either formal, informal or neutral. Besides, with CLT, students will have a lot of exposure to the language. The linguistic input they receive will provide them with opportunities to produce and use the language in any situation. (Toro, Camacho-Minuche, Pinza-Tapia, & Paredes, 2018)

Cooperative Language Learning: CLL is also known as Collaborative Learning (CL). According to Richards & Rodgers, (2001) CL is an approach to teaching that takes advantage of grouping learners as this motivates students to interact more as well as increases their opportunities to use the language. In the second edition of the book *The TKT course Modules 1, 2 and 3* by Spratt, Mary., Pulverness, Alan., & Williams, (2011); there are different ways of grouping learners, for example, whole class, individuals, open pairs, closed pairs, groups, teams, and mingles.

Language Teaching Strategies

For teaching a language, a teacher can use, implement, and or adapt many strategies to make students learn and to make them enjoy their learning, some of them are as follows:

Modelling:

According to Spratt, Mary., Pulverness, Alan., & Williams, (2011) modelling, is to give a clear example of the target language. Also, modelling can be done in two ways, orally or written. However, modelling language orally is more than enough in children who do not know how to write yet, as the teacher would ask students to repeat after him or her.

Jigsaw:

The Washoe County School District & Community Training and Assistance Center, (2015) defines jigsaw as a way to enhance cooperative and collaborative learning for long tasks. This type of strategy improves children's interaction and speaking skills among their classmates and the teacher as well. Students first are in groups reading some information and discussing it, to then share it with the rest. So, in the end, each of the groups has the necessary information.

Realia:

Realia, as its name shows, is real objects brought to the classroom. Realia is mostly used to teach vocabulary words, even though there are many strategies to teach vocabulary, for example, asking students to construct a picture or symbol representing the word (Käsper, Uibu, & Mikk, 2018); pronunciation, prompts (for practicing grammatical structures), and so on. Realia can work with most ages, but it best works with children as they are mostly visual, auditory and kinesthetic. Some examples of realia are: puppets, charts, flashcards, the teacher, and so on.

Phonics Strategy

Phonics can be used as a strategy to teach pronunciation even though it is mainly used to teach children to read. Phonics is a cutting-edge approach that is designed to help children comprehend letter sounds, discriminate sounds and blend sounds in spoken words, therefore, they can improve enormously their oral skills, as well as read independently at an earlier than average age. (Shoaga et al., 2017) However, explicit phonics is more effective to teach children of different ages, abilities, and socioeconomic backgrounds (Prakosha et al., 2018) than its counterpart implicit or analytic phonics.

Explicit phonics, also known as *Synthetic Phonics*, is to work first with parts to then form a whole. For instance, children learn the similarities between sounds (phonemes) and letters: for example, pronouncing each phoneme in shop /sh/-/o/-/p/ and then blending those phonemes to produce the word. (Hodgson, Buttle, Conridge, Gibbons, & Robinson, 2018)

Implicit Phonics, also known as *Analytic Phonics*, it goes more from general to specific, in other words, from whole-to-part. It makes children associate new word sounds to letters based on already learned ones. Implicit phonics helps children to analyze letter-sound correspondences in words they were already exposed to, to avoid in this way the pronunciation of words in isolation, on the contrary of Explicit Phonics. (Amadi & Offorma, 2019)

Embedded Phonics, is a type of phonics that focuses on spelling patterns as in the following example.

Hank pronounced "/sɪt/" for the word "set", and so do other low-achievers. The teacher then took out the phonics blending wheel for blending the letter *e* embedded in different words and asked every student to take turns to sound out the words on the phonics blending wheel. When the teacher took out the phonics blending wheel, Hank still was the first student to blend out the word. When he saw the word "hit", he said, "*h, h, h, /*h/, /h/, /h/, /it/, /h/+/it/, /hit/". This time, he did not wait for the teacher's guidance. (Chen, 2015)

What can be inferred from this example is that Embedded Phonics combines other letter-sounds around to influence on the pronunciation of a more specific sound. Embedded Phonics make learners realize the specific pronunciation of a letter by analyzing how others influence, in this case in the pronunciation of the vowel *e* between */s/* and */t/.*

Analogy Phonics, It is to teach children unknown words based on words they have already mastered. Sermier Dessemontet, Martinet, de Chambrier, Martini-Willemin, & Audrin, (2019) stated that Analogy Phonics uses parts of known written words or similarities of them like rimes or onsets to identify new words. For instance, if a learner comes across *dot, got, hot,* but already mastered the word *dot* that will help

the learner find a similarity, and therefore, be able to pronounce and read the new unknown words.

Phonics-through-spelling, it focuses on spelling the words phonemically by segmenting them. In that way, students learn to analyze the differences each letter-sound has. Learners in phonics-through-spelling are taught to break down the words into phonemes and to select letters for those phonemes**.** (Sidi, Yee, & Chai, 2017) For example, with the vowel "u", in English, the correspondent sound is like an "a". So, for the word bug, students will have to break that word into phonemes, to then fill the space with empty letters and their choices while pronouncing, writing and memorizing it.

Jolly Phonics, teaches the similarities between letters and their sounds so students can learn to read and write through these correspondences. Jolly phonics have five main skills related to letter sounds, letter formation, blending letter sounds, identifying sounds, and spelling tricky words. Students become engaged as the phonemes are combined with multisensory and kinesthetic activities like imitating a cat and a rat for the phoneme /æ/, songs, and stories. (Moodie-Reid, 2016)

Visual Phonics, is a strategy used with students who have communication disorders, who are struggling to make a connection with abstract letters or to build beginning literacy skills with young students. Visual Phonics has a multi-sensory nature as it represents what happens in the mouth when making a sound. In other words, it kinesthetically incorporates hand gestures, and if needed, written symbols into every sound and letter in the English Language to let learners know that every hand cue and written symbol is tied to the way the sound is produced by our mouths. (Dewes, 2017)

1.5.2   Technical – Scientific Foundation of the dependent variable:

English Language Skills

English has four skills divided into two groups, the receptive skills (Reading and Listening) and the productive skills (Writing and Speaking). Even if all of them are different, each of them supports one another to master a language.

Receptive Skills

Receptive skills or passive skills. As the name says the receptive skills receive information but do not produce. However, there is a relationship between receptive and productive skills because one set of skills naturally supports the other. For example, reading contributes to the development of writing, in the same way, that listening supports the improvement of speaking.

Reading Skill: Reading is an active cognitive process that requires reasoning to construct meaning from a written text and understanding it effectively and comprehensively. (Diab, Abdel-Haq, & Aly, 2018)

However, if reading involves making sense of a written text, children, therefore, cannot do it effectively at their young age because they are still even learning their language. That is why teachers should come with methods, strategies, activities that will make students accurately acquire this skill.

Listening Skill: Diab, Abdel-Haq, & Aly, (2018), in their study of *Using The Content and Language Integrated Learning (CLIL) Approach to Develop Student Teachers' EFL Receptive Skills* state that the first natural skill humans develop from an early age for communication needs is listening.

Listening involves making sense of the meaningful sounds of language (either the speeds of speech or the different accents) and interpreting them for a clear understanding. As stated before, each skill supports the other, the same is for listening. Listening involves the comprehension of the spoken language (Spratt, Mary., Pulverness, Alan., & Williams, 2011), and children do need to listen before they can speak. In a class, young learners listen to the teacher first, so then they can either repeat what the teacher has said or do what the teacher has asked them to do.

Teaching listening can be very simple. A teacher can use any song, nursery rhyme, chant, to teach pronunciation or vocabulary. Besides, the teacher can complement a listening task with activities that will reinforce the acquired knowledge like a matching activity, ordering activity, etc.

Productive Skills

The definition of productive or active skills is to produce language with the aim of communication, either written or spoken. Also, as established before, the productive

skills would not exist without the help of the receptive ones. They all support each other at the time of learning, receiving, and producing language.

Golkova & Hubackova, (2014) support this idea, since they say in their paper *Productive skills in second language learning,* that both types of skills are integrated and one cannot exist without the other. Besides, receptive skills are first, as the theory of the language, and then they are followed by practical application, in other words, the productive skills. For instance, if a student learns just three of the skills, that person's acquirement of language would be incomplete.

Writing Skill: It is one of the most difficult skills, as it is the representation of ideas in an accurate and meaningful way. It involves a series of symbols written on a surface to form words, sentences, paragraphs, linked together to communicate a message. However, if a student wants to master writing, a series of steps should be followed, developing ideas, organizing ideas, drafting, editing, proofreading, and re-drafting. (Spratt, Mary., Pulverness, Alan., & Williams, 2011) But, most importantly, spelling and punctuation otherwise misunderstandings will occur. Children, on the other hand, at their early stages of learning, will find it even more challenging to write, when they cannot write their names yet.

So, a teacher must teach writing to children little by little, making them notice which letter is each by saying them aloud (spelling) and with the correct pronunciation (phonics).

Speaking Skill

The second skill that humans develop after they are born is speaking. The purpose of it is to communicate meaning to others. Since infancy, people used speaking to say what their needs were. For instance, a child will find the necessity to speak to interact with others. Consequently, the child will gain or improve their vocabulary, pronunciation, and spoken grammar rules. (Oulladji, 2015)

Regarding speaking, teaching it is a matter of using the right strategies. According to Noviyenty, (2018) teaching speaking involves three types of strategies which are Metacognitive, Cognitive and Social/affective or Interactive.

Noviyenty, (2018) said that ***Metacognitive Strategies,*** deal with mental operations used by learners in the self-management of their learning. Also, Azis, (2019) stated that metacognitive strategies make students 'think' about their 'thinking' or to control or regulate processes such as planning (setting goals, directed attention, predict, self-Management), monitoring (selective attend, take notes, use imagery), problem-solving (inference, substitute, use resources), and evaluation (summarize, check goals, self-evaluation).

As a result, students become aware of how they learn, use processes to efficiently acquire new information, and grow as an independent thinkers*.*

According to Noviyenty, (2018), ***Cognitive Strategies,*** require direct study and use of language information, which covers repetition, resourcing, deduction, and inferencing. However, Amalia, Suparno, & Sunaryo, (2018) added more cognitive strategies such as grouping, substitution, elaboration, concluding, imagination, transferring, practicing, receiving and sending messages, and analyzing and expressing opinions.

Social/affective or Interactive Strategies are about interaction with other learners and care for the needs language learning generates, such as cooperation, questioning for clarification, and self-talk. (Noviyenty, 2018)

Apart from these strategies, various authors offer different strategies to teach the speaking skill.

Safura & Asro, (2017) proposed many teaching speaking strategies some of them are the following. ***Discussion,*** which is an arranged process of face to face group interaction in which people exchange ideas about a problem, ask and answer questions, enhance their knowledge, and understand, to reach a final decision. ***Problem-solving*** is a strategy that improves learners' speaking fluency, as it makes students to work collaboratively with others and to think of the best solution to a given problem or situation set by the teacher to gain new knowledge and to enable them to think critically. Lestari, (2016) also proposes more strategies to encourage learners to speak. Among those strategies one can find ***Brainstorming*** that is a strategy in which learners think of as many ideas as possible of a given topic. It is usually done to prepare them for the rest of the lesson. Brainstorming enhances students' teamwork and productivity. Besides, it makes them aware of a particular

topic. **Role-Play** is a strategy that encourages learners to use language in a real-life situation and general oral fluency. Role-plays provide a wide range of language generally used outside the classroom. It goes hand-in-hand with *Simulation*, another speaking strategy proposed by Lestari, (2016), in which learners play as themselves in a particular situation with a distinct role the same as in role-plays.

Despite the many strategies, one must take into thought the following:

Widyaningsih & Robiasih, (2018), suggest a teacher should **Set Clear Lesson Goals**. A teacher should be clear about what he or she wants students to learn in each and during the lesson. **Give Plenty of Practice**, practice makes perfect, and even more for the speaking skill. A teacher should give students lots of practice as learners will have more opportunities of verifying if they understood an instruction correctly, and to help them to retain knowledge. **Provide Students with Feedback**, this strategy focuses more on the task rather than the student, as it helps students to comprehend what they can improve, what they did well, or where they are regarding knowledge.

CHAPTER II. METHODOLOGY

2.1 Method

This study focuses on quantitative research as Creswell, (2014), states that it tests objective hypotheses by examining the relationship between variables as Crawford, (2014), also supports. An experimental design was used to compare the independent variable (Phonics Strategy) and the effect it had on the dependent variable (Speaking Skills). Instruments like Pre-tests or Post-tests were applied to a classroom, to obtain numbered data, so that it can be analyzed using statistical and, or analytical procedures. The final results and the set of circumstances (criteria) taken into consideration Mishra & Alok, (2017), were discussed, analyzed, explained, and interpreted, to accept or reject a hypothesis.

2.2 Resources

2.2.1 Participants

A sample of twenty-three students from Unidad Educativa Liceo Aleman, located in Ambato-Ecuador, will be taken into consideration, to establish a connection between theory and experiment. To be more specific, twenty-three third-graders will participate in the study. Their ages ranging from seven to eight years old, mostly female, as there will be fourteen female students and nine male students. One important thing to remark is the fact that there are four students with special educational needs, all of them female. Their special educational needs were low intellectual quotient, deafness, problems in writing, and problems in speaking.

2.2.2 Instruments

The instruments considered to be appropriate to use to measure whether Phonics improves students' speaking skills will be all gathered in a ten-day lesson plan in which there will be: a Pre-test and Post-test, a rubric for both tests, flashcards, kinesthetic activities, and handouts.

The Pre-Test and Post-Test have both the same structure, they were form Young Learners of English (YLE) from Cambridge English, which tests are already standardized, at the starter's level to measure their language proficiency. However, for research purposes, just the speaking section of the test will be assessed. The speaking

part of the test is about three to five minutes long, and comprehends four parts, in which, in part one, the student has to point to objects on a scene picture, to then point to two object cards, out of eight, and to place them in different locations on the scene picture. In part two, the learner has to answer questions about the image with short answers. Part three is about answering questions about some object cards with short answers. Finally, in part four, the student answers some personal questions on topics such as age, family, school, and friends with short answers as well. (Cambridge English, 2018)

The scoring method that will measure data is a rubric. The rubric, taken from the Cambridge English Qualification, will have an A2 level according to the CEFRL. But, it will be adapted by the researcher to assess the speaking performance of students with a Pre A1 level.

The following items will change to have an adequate rubric for the A1 level or below.

1. Criteria. Just three parameters will assess students' speaking skills. They will be vocabulary, pronunciation, and interactive communication. As opposed to the A2 level rubric, this one will not be considering grammar because the main focus of the study is how students acquire vocabulary, how they pronounce new words, and how they interact with the interlocutor, in this case, the teacher.

2. Bands. The rubric will have six bands from zero to five, as well as the score, with zero being the lowest and five the highest. But, descriptions for each criterion will vary for bands one, three, and five. So, it will indicate what a candidate will have to demonstrate at each band at a Pre A1 level. The descriptions from bands will be from Cambridge English Qualifications Pre A1 Starters and Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales.

The rubric will be added to the annexes section for further details.

After taking a Pre-test and a Post-test and measuring the collected data with a rubric, the researcher will also need other instruments, such as flashcards. Flashcards will evaluate characteristics such as the ability to remember not only the vocabulary word

but also the spelling and correct pronunciation of it, and to relate an image with a movement, proving that they are a great resource to use with young learners as their ability to recall information increases as well as their engagement towards the class. Additionally, for the study's sake, students will learn fifteen big colorful flashcards along with little cards for further use in some handouts.

Children have their intelligence, but most of them are visual-spatial, musical-rhythmic, and bodily-kinesthetic as they are in their preoperational stage, according to Piaget's stages of cognitive development. In the classroom, children like to move around, and a great way to control them while being focused on a specific task is with the use of kinesthetic activities, they will help the researcher to teach phonics strategies, especially Jolly Phonics.

The activities to use will be the following: games, such as Simon says, first with the vocabulary and then with phonics. For instance, the researcher will say Simon says spell camera phonetically. More activities the investigator will implement like a specific movement for a phonetic sound. For example, students will learn twenty-one letters, according to the vocabulary words, with their corresponding phonetic sound, but they will also learn a particular action, so that, they can memorize them better if they have something to recall that information.

Another activity is the use of rhythm. This activity will complement each phonetic sound. As a result, students will acquire not only vocabulary at the end but also how to spell phonetically in an interactive manner.

Students will need to use handouts, another not new, but useful indeed instrument that will consolidate each part of the language they will improve, especially speaking.

The investigator will elaborate on four handouts for the ten days of the experiment according to specific criteria (age, level, and theory).

For handout number one, students will receive a handout and a set of cards (with names), in which the researcher will spell a word, and students will have to stick it to the correct picture.

For handout number two, students will have a worksheet in which they will listen to some letter-sounds (5 words in total), they will have to cut and order them to form words, to then stick them onto another worksheet.

For worksheet number three, students will have to work in groups. They will have to cut the correct picture cards and then try to spell the words and write them down onto another worksheet.

For example, if one student spells doll, the rest of the group will have to write the word, and then they will have to pronounce it.

For the last handout, students will have to listen to the spelling of the new vocabulary words. They will have to circle the correct words, to finally match them to their corresponding picture.

2.2.3 Data Collection Procedure

Data was collected in the following way:

First, students took the Pre A1 starters speaking test from Cambridge English as Pre-test and Post-test. Results were collected from a rubric, with a score over five, for both tests. In this respect, it is worth mentioning that it was used different adapted criteria from Cambridge English, (2018) to assess the speaking skill. They were: Vocabulary, Pronunciation, and Interactive Communication.

Learners participated in the experiment under their consent and in Spanish Language and literature classes. Participants worked as one group for ten days, one hour class (40 minutes) a day, to relate fifteen vocabulary flashcards with their correspondent kinesthetic actions. For example, the instructor taught students the word clock with a movement in which students have to raise both hands and mimic the clock's hands while doing its sound with their mouths. Then, to differentiate the name of a letter and its sounds, individually, twenty-one letter-sounds in total. To recognize and remember those sounds with more kinesthetic activities, such as games, as Simon Says. For instance, the instructor says /d/ and students have to make a D with their bodies; or the instructor says Simon says, and makes an A with his body, students have to say the corresponding sound and vice versa. To blend those sounds to form words. The instructor writes a word, separated by just letters, on the board (S-E-A-G-U-L-L). Then makes students spell those letters individually, and to blend them to form a whole (Seagull). At the end of the experimentation, students answered questions, with short answers, using the vocabulary words they learned as part of the Post-test.

2.2.4 Data Analysis

Once the theory was applied to a particular experimental group of students, the collected quantitative data was analyzed through SPSS (Statistical Package for the Social Sciences), a statistics software to obtain the normality of the data to determine which type of test to use, in this case the Related-Samples Wilcoxon Signed Rank Test, to analyze the frequency of the data to confirm it within a histogram, and to whether validate the alternative hypothesis or reject it and accept the null hypothesis.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

3.1.1 Pretest-Posttest Contrastive Analysis of Results

To analyze and contrast results from the Pre-test and Post-test, one has to test the normality of data. Two types of tests for testing for normality can be used, such as the Kolmogorov-Smirnov Test or the Shapiro-Wilk Test. However, the SPSS statistic software can test both of them at the same time. And the results are as follows.

Table 4: Tests for Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	.401	23	.000	.670	23	.000
POST TEST	.237	23	.002	.797	23	.000

a. Lilliefors Significance Correction

Source: SPSS Computer Package.
Elaborated by: Arcos, W. (2019)

Once the SPSS analyzed the results from both the Pre-test and Post-test, it showed that data was not normal, meaning that to be normal, they had to be higher than 0.05 in sig. (significance), which was not the case, they were lower than 0.05 in this case from 0.00 to 0.002 in both Tests. So, out of two common types of test to use, which were T-student and Wilcoxon, Wilcoxon was the best option with this type of normality.

In order to determine whether teaching phonics strategies improve children's speaking skills, a pre-test and post-test were applied to third-grade students at Unidad Educativa Liceo Aleman, where vocabulary, pronunciation, and interaction were evaluated over a total of 5 and analyzed in the pre-test and post-test results.

These parameters were audio-recorded for further evaluation and understanding of them in both the pre-test and post-test respectively.

Table 5: Pre-Test and Post-Test Comparison of Results

PARAMETERS	Pre-Test	Post-Test	Expected Average
Vocabulary	1	4.26	5.00
Pronunciation	3.17	4.26	5.00
Interaction	2.35	4.36	5.00
Total	6.52	12.88	15.00

Source: Pre-Test and Post-Test Results
Elaborated by: Arcos, W. (2019)

Figure 1: Contrastive Analysis of Results
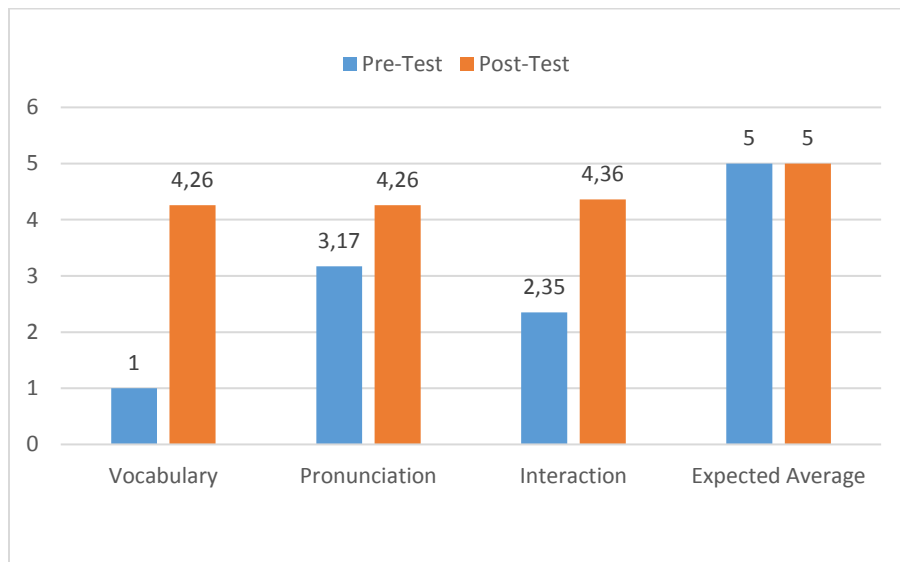
Source: Pre-Test and Post-Test Results
Elaborated by: Arcos, W. (2019)

Analysis and interpretation: According to table 6 and graphic 3 displayed above, the analysis and interpretation of each parameter of both Pre-test and Post-Test are the following:

First, the Vocabulary acquirement patterns improve from 1 out of 5 at the moment of taking the Pre-Test to 4.26 out of 5 after the introduction of Phonics. Therefore, these results show that students cannot only memorize some vocabulary words but to use them to answer questions and to recognize them through some kinesthetic activities. For instance, students first relate to vocabulary words through movements. The word clock,

for example, students had to make the sound of it together with the mimic of the clock's hands with students' arms. That made students recognize the correct pronunciation of the word for further results regarding Jolly Phonics. After students could relate what they learned with movements, vocabulary words were reinforced with handouts that engaged them more to identify the words they were starting to learn to complement them to the rest of the parameters established beforehand in the Pre-test and Post-Test Speaking rubric.

Second, once students learned vocabulary, it was also important to remark on their pronunciation and that they learned 21 letter-sounds to distinguish them in 15 words. Overall in the Pre-Test, the total score was 3.17 out of 5, something that is above average, but that can be improved. After taking the Post-Test, there was an improvement with a total of 4.26 out of 5, students themselves shown that Phonics indeed worked. Several Phonics strategies were used to improve learners' pronunciation. They were Jolly Phonics, Phonics-through-spelling, and Explicit Phonics. (Placed in order of usage) Jolly Phonics was helpful at the beginning of the lessons because learners could recognize sounds better if they relate it with something else, in this case, with games like Simon says and other kinesthetic activities.

Besides, Jolly Phonics served as a means of understanding difficult letter-sound combinations as in the word fish, and tricky pronunciation of sounds as in ball. Phonics-through-spelling was one of the strategies that was present almost all the time. Students first learned to identify sounds by spelling the name of letters in question one by one. Then, they were taught the sounds of each letter alongside Jolly Phonics as learners had a movement for each of the letters. (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, R, S, T, U, W) Explicit Phonics also played an important role in the improvement of learners' speaking skill, as once they mastered sounds individually, they were ready to join those sounds to form a whole word and to recognize various changes in pronunciation as in the words cake and seagull.

Finally, learners do not only need theory but practice. Interactive communication among the interlocutor (teacher) and the candidate (student) is an essential part of the

speaking ability as well. In the Pre-Test, students showed signs of nervousness as they did not know the examiner, and did not know how to answer questions correctly. That affected them enormously and with a 2.35 as a result of that. So, to correct that, students were introduced to interaction patterns, which means that they had to work under diverse settings. Either learners had to work alone, pairs, or in groups or the whole class. That little strategy helped students to become more comfortable during the entire phonics experience.

As a result, after taking the Post-Test, knowing more about how to answer questions, and practicing for almost ten days, students felt more relaxed, and their final mark of 4.36 out of 5 confirmed that.

In general, students' results are better in the Post-Test after phonics is introduced as an alternative to improve students' English speaking skills.

3.2 **Verification of Hypotheses**

3.2.1 Hypothesis Verification

As stated before, to verify the hypothesis, it was necessary to run a test to see first the normality of data and to determine which type of test to use, whether T-student or Wilcoxon Test. So, with the results given, a Wilcoxon test was the best option to decide if Phonics was effective or not.

3.2.2 Hypothesis Approach

For hypothesis verification, the following logical model was conducted:

3.2.3 Null Hypothesis

H_0: Teaching phonics strategies DO NOT improve children's speaking skill

3.2.4 Alternative Hypothesis

H_1: Teaching phonics strategies DO improve children's speaking skill.

3.2.5 Selection of Level of Significance

In order to verify this hypothesis, the following level of significance was chosen: 5% ($\alpha = 0.05$)

26

3.2.6 Statistical Specifications

Table 6: Wilcoxon Signed-rank Hypothesis Verification

Ranks

		N	Mean Rank	Sum of Ranks
POST TEST - PRE TEST	Negative Ranks	0[a]	.00	.00
	Positive Ranks	23[b]	12.00	276.00
	Ties	0[c]		
	Total	23		

a. POST TEST < PRE TEST
b. POST TEST > PRE TEST
c. POST TEST = PRE TEST

Test Statistics[a]

	POST TEST - PRE TEST
Z	-4.221[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Source: SPSS Excel Package

For the hypothesis verification, a Wilcoxon singed-rank and non-parametric test was applied allowing the comparison between the Pre-Test and Post-Test getting a mean range of 12.00 along with a negative –z value and a singed rank of 0.000. Since the given value is lower than 0.05, the null hypothesis is rejected and the alternative accepted.

3.2.7 Rule of Decision

Table 7: Summary of Hypothesis Verification

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between PRE TEST and POST TEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.
Source: SPSS Excel Package

In the summary table displayed above, based on the Wilcoxon Test for two correlated samples which included both results from the Pre and Post-Test, a level of significance of 0.000 was obtained; being this result lower than 0.050 this allows in the rejection of the null hypothesis but the acceptance of the alternative hypothesis instead.

3.2.1   Frequency

Figure 2: Hypothesis Verification Histogram
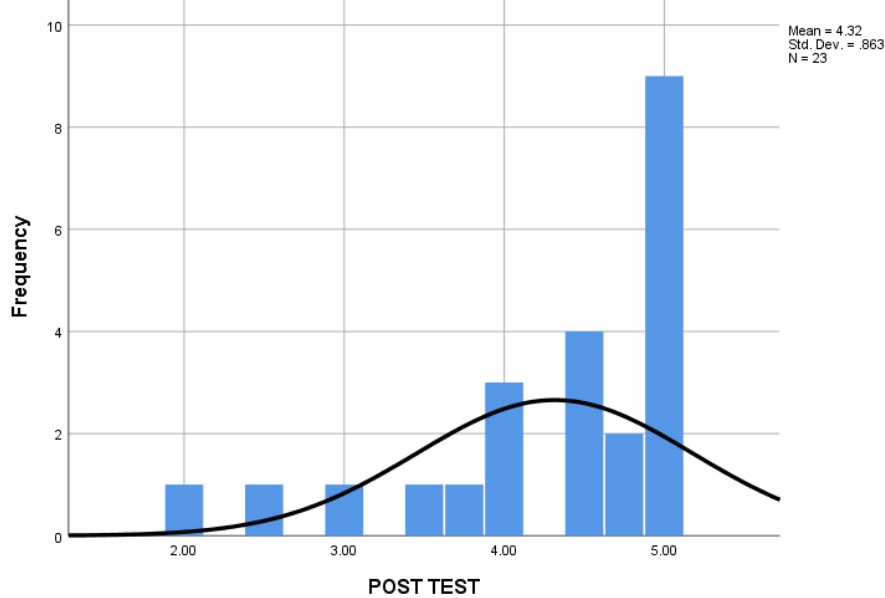
Source: SPSS Computer Package
Elaborated by: Arcos, W. (2019)

The final statement related to the hypothesis verification was analyzed and based on the results from the analysis and interpretation of data gathered from both Pre and Post-Test collected from "Unidad Educativa Liceo Aleman" with a level of significance of 0.05, and through the use of SPSS, a statistical software, the frequency histogram displayed above shows the following: a mean of 4.32, a typical standard deviation of 0.863, as well as the result form the Wilcoxon Test of two correlated samples of 0.000 that is lower than

0.05 where the following decision is drawn: Teaching phonics strategies do improve children's speaking skill, applied to 3th grade students of "Unidad Educativa Liceo Aleman", Ambato; rejecting the null hypothesis and accepting the alternative hypothesis.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This research has demonstrated that teaching Phonics strategies to young learners of English certainly improves students' speaking skills. The discussion of the final results are the following.

- First, phonics improved the way learners acquire vocabulary words. Phonics made use of the Total Physical Response strategy as learners had to make a certain action when they saw a specific flashcard, and when they had to move when they heard a particular letter-sound (kinesthetic activities). That helped them to improve the way they learn vocabulary, keeping them engaged and eager to know what the researcher will do next. Also, realia had a grand impact on students, and it worked indeed to teach students new vocabulary, such as seagull. It made it easier for them to know what it was without translation into their L1, in the case of flashcards and a picture for both of the tests; besides, realia made students feel more comfortable at the speaking section of the tests as it helped them to remember the words they needed, along with the correct pronunciation, demonstrating an improvement.

- Second, children and even children with special educational needs positively reacted to Phonics if the right phonics strategies were applied. They were Jolly Phonics, Phonics-through-spelling, and Explicit Phonics. Every strategy was made for students to interact and care for theirs or others' language learning not even caring of their own limitations. For instance, they were willing to work with the rest whether or not they have special educational needs. Jolly Phonics engaged students as they learned phonemes combined with multisensory and kinesthetic activities like imitating a clock and drinking milk for the phoneme /k/. Phonics-through-spelling helped students to focus on spelling words phonemically by segmenting them to differentiate various sounds a letter or vowel can have. What is surprising is that students started to develop their cognitive skills once they were trying to understand the different sounds for just one letter. Explicit phonics was the next step in which learners improved as once they learned to spell

phonemically, they needed to blend those phonemes to produce the word. Learners were delighted to the idea of reaching a goal after working for so long and so hard. Additionally, the statistical part of the research is a reflection of students' attitudes to Phonics, contributing to the improvement of pronouncing words correctly and making students confident in using them to speak daily, with neither fear nor hesitation, to improve also their vocabulary, and spoken grammar rules.

- Finally, the final results of the Post-test, in contrast to, the Pre-test were positive towards the influence of teaching phonics to young learners, and its effects on their speaking skills. The three criteria, vocabulary, pronunciation, and interactive communication showed to improve when learners took the Post-test. Vocabulary increased radically, from 1 to 4.26, whereas Pronunciation to a 4.26 as well, and Interactive Communication from 2.35 to 4.36, all of them out of an expected average of 5. Nevertheless, students did not notice how much they were learning as they did not focus on just learning but in discovering new things (Discovery Learning). Additionally, the results showed that vocabulary had an influence on speaking and on the rest of the skills because students will use it for almost all contexts whether spoken or not.

  Overall, according to the results of this research teaching phonics strategies to young learners can certainly improve their speaking skills, increasing their opportunities to speak with no hesitation or any mistakes with a probability to become fossilized.

4.2 Recommendations

Recommendations were born out of limitations the researcher faced during the experiment.

- More time it is required to give feedback and to clarify students' doubts about some sounds, as learners got confused with the sound /c/ that sounded if not the same, similar to the sound /k/. They were not able to write those letter-sounds neither to spell them. Besides, time was needed to fulfill tasks as problems

31

between the local teachers took it out, and noisy next-door classrooms with no teacher were a disadvantage for learners to listen and comprehend phonemes.

- Further research is needed on how to teach phonics to students with special educational needs, as there were learners with low intellectual quotient, deafness, and problems on whether writing, speaking, or both. This affects their learning, as some of them were excluded from the experiment because of the learners' local tutor. In addition, more research is also needed on teachers towards students with special educational needs.

- An adequate space for taking the tests is needed. The place was relatively small, and the students had to take the test in the class itself, where they could hear the other learners making even the smallest noise, affecting in some way their final score on both tests. Besides, noise was a key factor for distractions for both the investigator and the students taking the test, as while taking the test, the other students were whether taking other subjects at the same time, or the teacher's voice was loud enough to distract them both. So, an adequate place for taking the tests where noise and space is not a matter of distraction is needed.

BIBLIOGRAPHY

Amadi, E. A., & Offorma, G. C. (2019). Effects of Two Phonics Instructional Modes on English as Second Language Lear ners ' Achievement in Reading, *7*(2), 236–245. https://doi.org/10.22158/selt.v7n2p236

Amalia, M. N., Suparno, S., & Sunaryo, S. (2018). Penggunaan Strategi Kognitif Mahasiswa Critical Language Scholarship 2018 pada Keterampilan Berbicara. *Jurnal Pendidikan*, *3*(12), 1624–1631. Retrieved from http://journal.um.ac.id/index.php/jptpp/article/view/12557/5820

Arulselvi, E. (2018). Incorporating Multiple Intelligences in the English Classroom. *The Excellence in Education Journal*, *7*(2), 101–121. Retrieved from https://files.eric.ed.gov/fulltext/EJ1208657.pdf

Azis, N. I. (2019). *THE IMPLEMENTATION OF METACOGNITIVE STRATEGIES IN TEACHING SPEAKING IN INDONESIAN EFL CLASSROOM*. Universitas Negeri Makassar. Retrieved from http://eprints.unm.ac.id/id/eprint/14926%0A

Cambridge English. (2018). Handbook for teachers: Starters Movers Flyers, 66. Retrieved from https://www.cambridgeenglish.org/images/153612-yle-handbook-for-teachers.pdf

Chaira, S. (2015). INTERFERENCE OF FIRST LANGUAGE IN PRONUNCIATION OF ENGLISH SEGMENTAL SOUNDS. *English Education*, *6*(4), 469–483. Retrieved from http://jurnal.unsyiah.ac.id/EEJ/article/view/2856

Chen, I.-C. (2015). *The Effects on an Integrative Phonics Remedial Instruction Program on Six Taiwanese Elementary School Low-Achievers' English Phonics and Spelling Performance*. National Pingtung University. Retrieved from http://140.127.82.166/retrieve/22852/103NPTU0238008-001.pdf

Crawford, M. A. (2014). STRENGTHS AND LIMITATIONS OF CORRELATIONAL DESIGN, 15. https://doi.org/10.13140/RG.2.1.4195.7920

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (V. Knight, J. Young, K. Koscielak, B. Bauhaus, M. Markanich, & A. Hutchinson, Eds.) (4th ed.). Nebraska: SAGE. Retrieved from http://englishlangkan.com/produk/E Book Research Design Cressweell 2014.pdf

Crystal, D. (2003). *English as a global language* (Second Edi). New York: Cambridge University Press. Retrieved from http://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_

Global_Language_-_David_Crystal.pdf

Dewes, K. R. (2017). The Impact of See the Sound Visual Phonics Has on Beginning Readers. *Master's Theses & Capstone Projects*. Retrieved from http://nwcommons.nwciowa.edu/education_masters/27/

Diab, A. A. M., Abdel-Haq, I. M., & Aly, M. A.-S. (2018). Using the Content and Language Integrated Learning (CLIL) Approach to Develop Student Teachers' EFL Receptive Skills., 1–43. Retrieved from https://eric.ed.gov/?q=receptive+skills&ft=on&id=ED582321

Golkova, D., & Hubackova, S. (2014). Productive Skills in Second Language Learning. *Procedia - Social and Behavioral Sciences*, *143*, 477–481. Retrieved from https://www.sciencedirect.com/science/article/pii/S1877042814044486

Hodgson, J., Buttle, H., Conridge, B., Gibbons, D., & Robinson, J. (2018). Phonics instruction and early reading : professional views from the classroom, 1–19. Retrieved from https://uwe-repository.worktribe.com/output/869771

Hogg, R. (2002). *An Introduction to Old English*. (H. Giegerich, Ed.). Edinburgh: Edinburgh University Press Ltd. Retrieved from https://www.uibk.ac.at/anglistik/staff/herdina/an-introduction-to-old-english.pdf

Käsper, M., Uibu, K., & Mikk, J. (2018). Language teaching strategies' impact on third-grade students' reading outcomes and reading interest. *International Electronic Journal of Elementary Education*, *10*(5), 601–610. https://doi.org/10.26822/iejee.2018541309

Lestari, I. W. (2016). What Teaching Strategies Motivate Learners To Speak? *Journal of Foreign Language, Teaching & Learning*, *1*(1), 73–81. Retrieved from http://journal.umy.ac.id/index.php/FTL/article/view/2028/pdf_6

Lu, H. (2018). Total Physical Response and Its Classroom Application. *Chinese Language Teaching Methodology and Technology*, *1*(3), 32–38. Retrieved from https://engagedscholarship.csuohio.edu/cgi/viewcontent.cgi?article=1024&context=cltmt

Mishra, S. B., & Alok, S. (2017). Types of Research. In *Handbook of Research Methodology: A Compendium for Scholars & Researchers* (1st ed., p. 160). India: EDUCREATION. Retrieved from https://www.researchgate.net/publication/319207471_HANDBOOK_OF_RESEARCH_METHODOLOGY

Moodie-Reid, L. E. (2016). *Teachers' Perceptions of the Impact of the Jolly Phonics Program*

on Students' Literacy. *Walden University ScholarWorks*. Walden University. Retrieved from

http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,cookie,uid&db=eric&AN=ED568037&site=ehost-

live&scope=site%0Ahttp://gateway.proquest.com/openurl?url_ver=Z39.88-

2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri:pqm&rft_dat=xr

Nishikawa, C. M. (2016). First Grade Outcomes From a Phonological Awareness Intervention, 122. Retrieved from https://escholarship.org/uc/item/22n7t41j%0A

Noviyenty, L. (2018). Strategies in Learning and Techniques in Teaching English Speaking. *ENGLISH FRANCA : Academic Journal of English Language and Education*, *2*(1), 35–48. https://doi.org/10.29240/ef.v2i1.454

Oulladji, F. Z. (2015). *DEVELOPING THE PRODUCTIVE SKILLS: SKILLS : Case of Third Year pupils At BekkeyAbd Allah Secondary School, Tounane*. UNIVERSITY ABOU-BAKR BELKAID TLEMCEN. Retrieved from http://dspace.univ-tlemcen.dz/handle/112/7973

Prakosha, D., Salim, A., & Sunardi. (2018). The Implementation of Phonic Method in Teaching Vocabulary in Speaking to Visually Impaired Students in SLB A (Visual Impairment). *ICSAR*, *2*(1), 57–61. Retrieved from http://journal2.um.ac.id/index.php/icsar/article/view/2430

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (Second Edi). New York: Cambridge University Press.

Safura, S., & Asro, K. (2017). Teaching Strategy on Speaking Skills Toward Celpad Iium Students. *LEKSEMA: Jurnal Bahasa Dan Sastra*, *2*(2), 171–178. https://doi.org/10.22515/ljbs.v2i2.915

Sermier Dessemontet, R., Martinet, C., de Chambrier, A. F., Martini-Willemin, B. M., & Audrin, C. (2019). A meta-analysis on the effectiveness of phonics instruction for teaching decoding skills to students with intellectual disability. *Educational Research Review*, *26*, 52–70. https://doi.org/10.1016/j.edurev.2019.01.001

Shoaga, O., Akintola, O. A., & OKPOR, C. I. (2017). Nurturing Reading Proficiency of Pupils through Phonics : Entrepreneurial Opportunities for Early Childhood Educators in. *Education and Practice*, *8*(11), 103–108. Retrieved from https://files.eric.ed.gov/fulltext/EJ1139599.pdf

Sidi, J., Yee, L. F., & Chai, W. Y. (2017). Interactive English Phonics Learning for Kindergarten Consonant-Vowel-Consonant (CVC) Word Using Augmented Reality. *Journal of Telecommunication, Electronic and Computer Engineering*, *9*(3), 85–91. Retrieved from http://journal.utem.edu.my/index.php/jtec/article/view/3189/2290

Spratt, Mary., Pulverness, Alan., & Williams, M. (2011). *The TKT Course Modules 1, 2 and 3* (Second). Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9781139062398.003

Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2018). The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills. *English Language Teaching*, *12*(1), 110. https://doi.org/10.5539/elt.v12n1p110

Valbuena, A. C. (2014). Tucker Signing as a Phonics Instruction Tool to Develop Phonemic Awareness in Children. *Gist Education and Learning Research*, *8*, 17. Retrieved from https://files.eric.ed.gov/fulltext/EJ1062635.pdf

Verba, L. (2004). *History of the english language*. (D. E.F.Rictio, Ed.). Ukraine: NOVAKNYHA. Retrieved from https://library.udpu.edu.ua/library_files/400177.pdf

Washoe County School District, & Community Training and Assistance Center. (2015). Instructional Strategies List, 1–10. Retrieved from https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/228/Instructional Strategies List July 2015.pdf

Widyaningsih, D., & Robiasih, R. H. (2018). TEACHER'S STRATEGIES IN TEACHING SPEAKING SKILL FOR ELEVENTH GRADE STUDENTS AT SMA BOPKRI 2 YOGYAKARTA. *Journal of English Language and Language Teaching (JELLT)*, *2*(1), 46–58. Retrieved from http://jurnal.ustjogja.ac.id/index.php/JELLT/article/view/2714

ANEXES
Pre-Test: Cambridge English Pre A1 Starters Speaking Test (Vol.1)

1/1

1/2

1/3

1/4

1/5

1/6

1/7

1/8
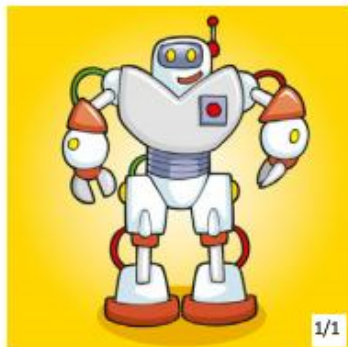
Post-Test: Cambridge English Pre A1 Starters Speaking Test (vol. 2)

39
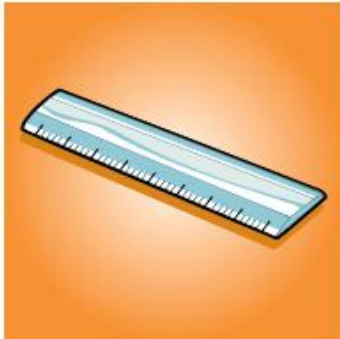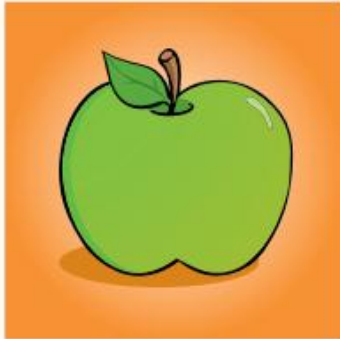
STARTERS SPEAKING. Scene picture

TEST ONE

Scoring Rubric for Pre and Post-Test

Speaking Rubric Pre A1 Starters

Name:

Date:

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Handout # 1

Name:

_____

__ **Date:** _____

- Listen to your teacher and choose the correct word to stick it with the correct picture.

1

2

3

4

5

6

42
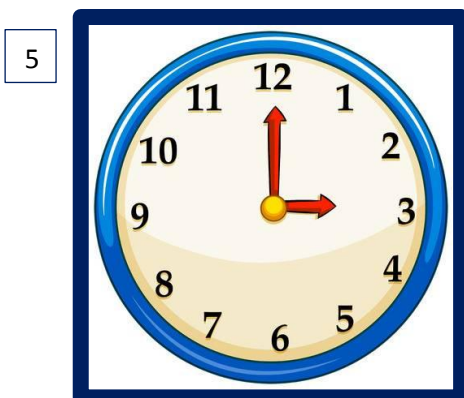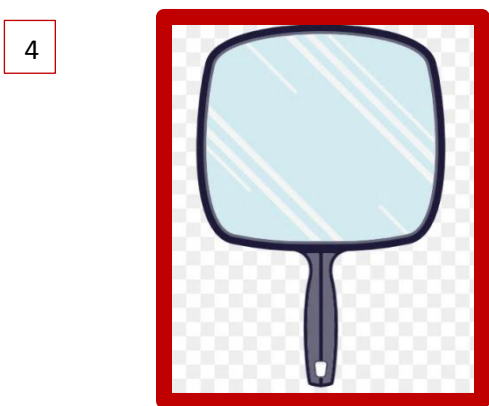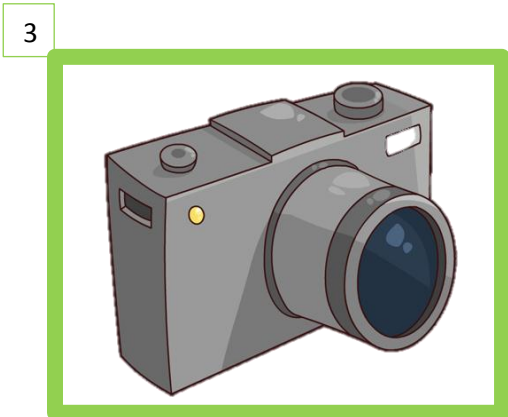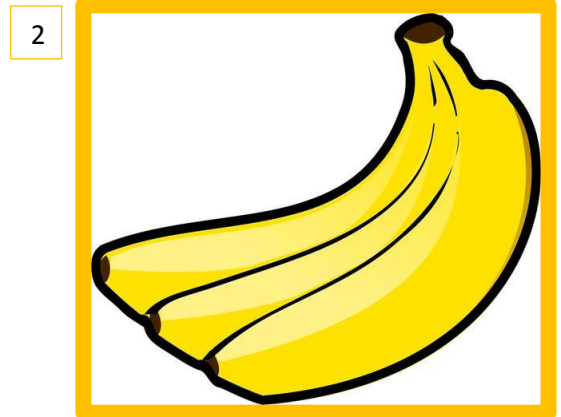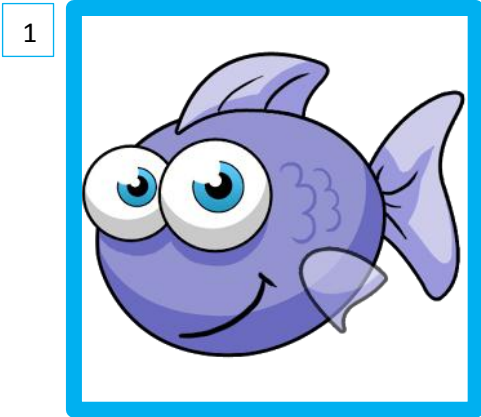
Word list

1.   Fish   Dish

2.   Banana Bandana

3.   Camera   Camara

4.   Mirror Mirrored

5.   Clock   Tock

6.   Doll Ball

Handout # 1 Answer Key

- Listen to your teacher and stick the words with the correct pictures.

1

Fish

2

Banana

3

Frog

4

Train

Clock

Doll

44
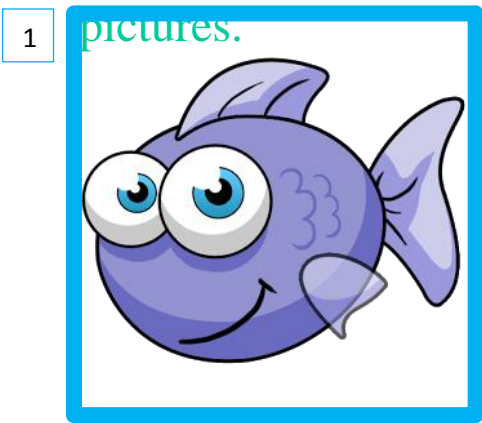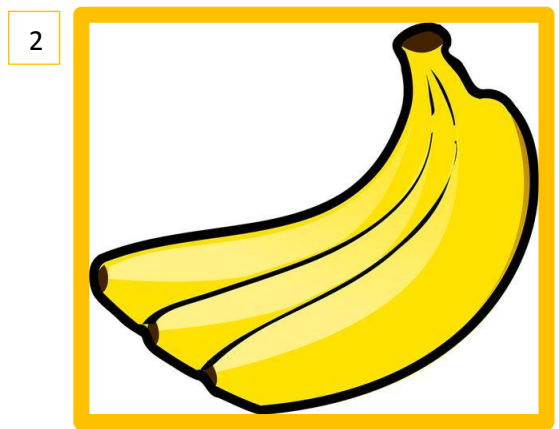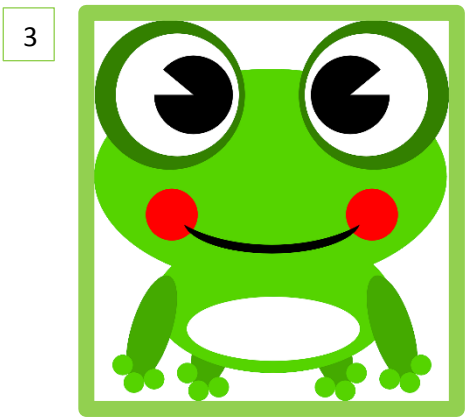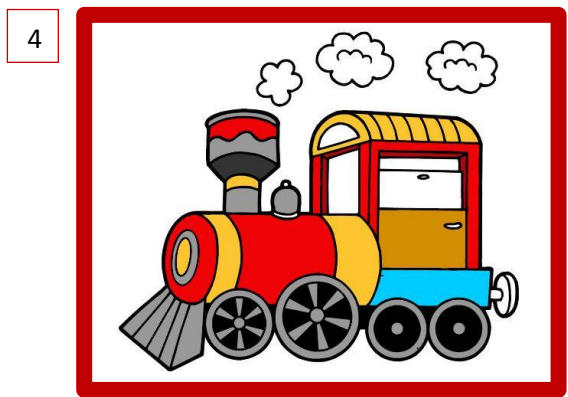
Handout #2

Name:

_____

_____

Date:

_____

___

- **Listen to your teacher spelling some words, order the words, and stick them.**
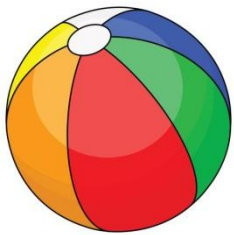
Words

1. M

2.	H
3.	C
4.	F
5.	J
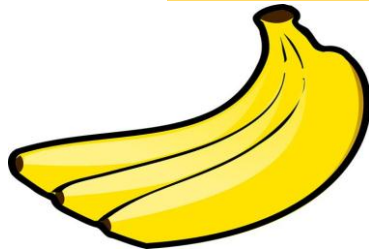
OF WORDS

M   I   L   K

H   I   P   P   O

C   L   O   C   K

F   L   O   W   E   R   S

J   A   C   K   E   T

Handout #2 Answer Key

- **Listen to your teacher spelling some words, order the words, and stick them.**
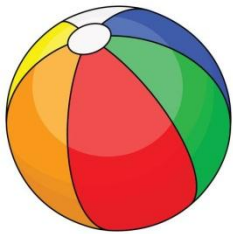
Words
1.Milk
2.Hippo

3.Clock
4.Flowers
5.Jacket
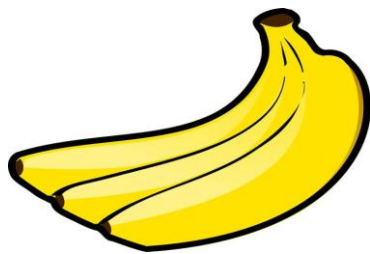
Handout #3

- Cut the cards and glue them in another paper. Then, take turns to spell and blend the words.
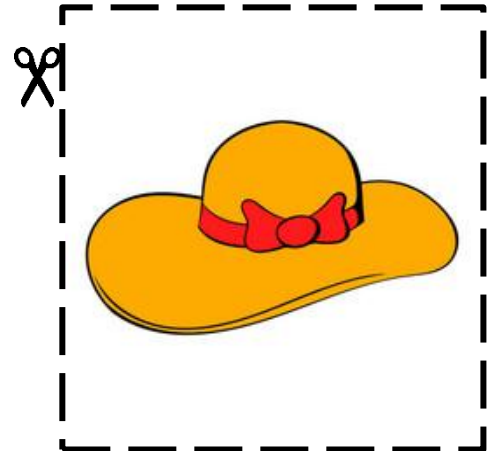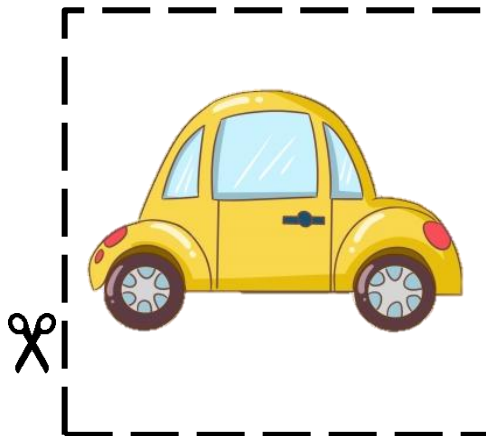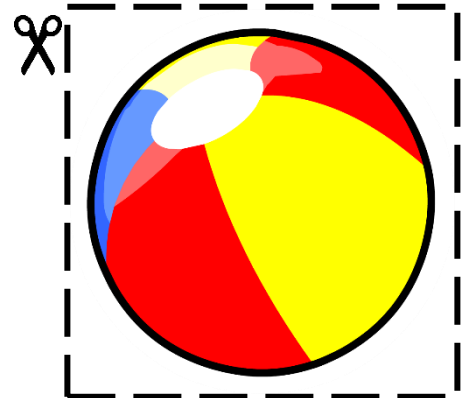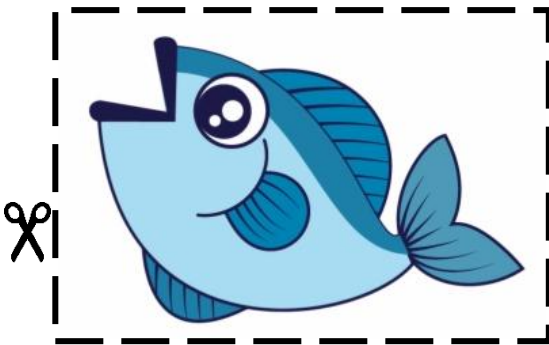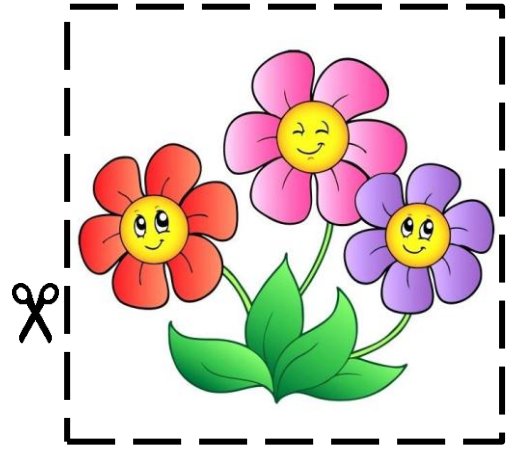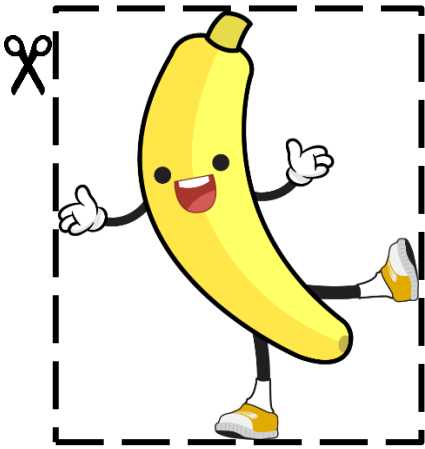
Name:

_____

Date: _____

spelling of the cards.

✂ 📎Pictures	✏ hat is it? It is a…
	1.
	2.
	3.

4.

5.

6.

	7.
	8.
	9.

Handout #4

Name:

_____

_____

Date:

_____

_____

- Listen to your teacher spelling new words, circle those words, and match them with the correct picture.
  Example:

  Flower – Clover – Milk – Frog – Tree -

- -

1. Apple – Car – Fish – Bar – Jacket – Dress

2. Bake – Frog – Sand – Cake – Mirror – Table

54

3. Ball – Doll – Apple – Tall – Hippo – Pen

4. Fish – Hat – Banana – Cake – Rat – Sun – Shell
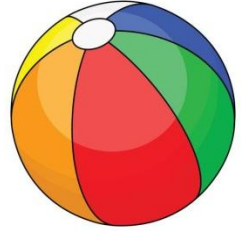
5. Sea lion – Sand – Flowers – Seagull – Sea – Park
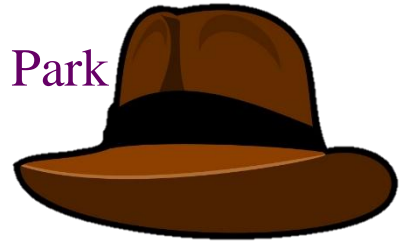
Handout #4 Answer Key

- Listen to your teacher spelling new words, circle those words, and match them with the correct picture. **Example:**

Flower – Clock – Milk – Frog

1. Apple – Car – Fish – Train

2. Banana – Frog – Sand – Cake

3. Ball – Doll – Apple – Clock

4. Fish – Hat – Banana – Cake

5. Car – Sand – Flowers – Seagull
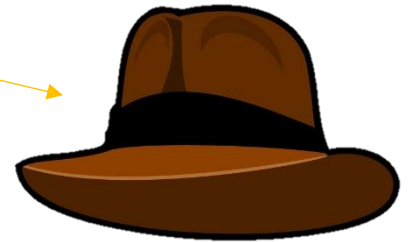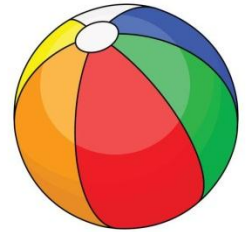
Pre-Test

Speaking Rubric Pre A1 Starters

Name: Martina Sánchez Arias

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	Performance shares features of Bands 3 and 5.		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	Performance below Band 1.		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

2,75

Name: José Antonio Chávez Bonilla

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

0,75

● Name: Emily Manobanda Chicaiza

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

Name: Solange Reyes Cordovilla

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

60

Pre-Test

Speaking Rubric Pre A1 Starters

2,75

Name: Steven Torres Daquilema

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

2,75

x1,75

Name: Bárbara Duménica Morales. De la Ese Zumbana

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels.	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

Name: Dominica Jumbo Diaz

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

63

Pre-Test

2,75

Speaking Rubric Pre A1 Starters

Name: Isaac Garcés

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

Name: Emily Salomé Moposita Guanin

Date: 6 Nov, 2019

2,75

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

2,75

Name: Analía Torres Lara

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

2,75

Name: Carlos Emilio Escobar Manobanda

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

Name: Ivanna Perec Medina (Sofía)

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

Martín

Name: Alex Castillo Morales

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

Name: Ian Guananga Muquinche

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

70

Pre-Test

Speaking Rubric Pre A1 Starters

1,75

Name: Jusafat Naranjo

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

Name: Micaela Rosales Querada

Date: 6 Nov, 2014

2,75

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	Performance shares features of Bands 3 and 5.		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	Performance below Band 1.		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

2,75

Name: *Daniel Alexander Rivera Rabaline*

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

2,75

Name: Alexis Analuiza Tubón

Date: 6 Nov. 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

2,75

Name: ~~Valeria~~ Samantha Soria Tubón

Date: 6, Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

1,75

Name: Giana Sánchez Ulloa

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

2,75

Name: Danna Mayorga Villacís

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

Name: Awy Yanchapanta

Date: 6 Nov, 2019

2,75

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Pre-Test

Speaking Rubric Pre A1 Starters

Name: Georgina Zumbana

Date: 6 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	Performance shares features of Bands 3 and 5.		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	Performance below Band 1.		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Especial needs girl
Pre-Test in L1 (spanish)
100% accurate in 1

Post-Test

Speaking Rubric Pre A1 Starters

3,5

Name: Martina Arias

Date: 21 Nov. 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	Performance shares features of Bands 3 and 5.		
3	• Uses a vocabulary of isolated words and phrases	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	Performance below Band 1.		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: José Antonio Bonilla

Date: 21 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Speaking Rubric Pre A1 Starters

25

Name: Emily Chicaiza

Date: 21 Nov, 2014

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Solange Cordovilla

Date: 21 Nov, 2019

5

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	Performance shares features of Bands 3 and 5.		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	Performance below Band 1.		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

4

Speaking Rubric Pre A1 Starters

Name: Steven Doquilema

Date: 4 Nov. 2014

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Bárbara de la Ese

Date: 21 Nov, 2019

5

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

3,75

Speaking Rubric Pre A1 Starters

Name: Dominica Díaz

Date: 11 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Isaac Garcés

Date: 11 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	Performance shares features of Bands 3 and 5.		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	Performance below Band 1.		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Speaking Rubric Pre A1 Starters

Name: Emily Guanin

Date: 21 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels.	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Arelia Lara

Date: 21 Nov. 2019

5

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Emilio Morobanda

Date: 21 Nov, 2024

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Ivanna Medina

Date: 11 Nov, 2019

45

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

91

Post-Test

4,75

Speaking Rubric Pre A1 Starters

Name: Martín Morales

Date: 11 Nov, 2014

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

45

Speaking Rubric Pre A1 Starters

Name: Ian Muquinche

Date: 4 Nov 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Josefat Naranjo

Date: 21 Nov, 2014

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	Performance shares features of Bands 3 and 5.		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	Performance below Band 1.		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

45

Speaking Rubric Pre A1 Starters

Name: Micaela Querada

Date: 21 Nov 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	Performance shares features of Bands 3 and 5.		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	Performance below Band 1.		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Daniel Rubaliro

Date: 11 Nov, 2019

45

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Alexis Tubón

Date: 21 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	Performance shares features of Bands 3 and 5.		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	Performance below Band 1.		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Valeria Tubón

Date: 21 Nov. 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Speaking Rubric Pre A1 Starters

Name: Gianna Ullou

Date: 11 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Speaking Rubric Pre A1 Starters

Name: Donna Villacis

Date: 21 Nov, 2019

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

100

Post-Test

4,75

Speaking Rubric Pre A1 Starters

Name: A wy Yancha ponta

Date: 14 Nov, 2014

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerate difficulty in the control of phonological features and is unintelligible.	• Has considerate difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Post-Test

Name: Georgina Zumbana

Date: 21 Nov 2019

2

Pre A1	Vocabulary	Pronunciation	Interaction
5	• Uses a range of appropriate vocabulary when answering questions despite the lack of control of a few simple grammatical forms.	• It mostly intelligible, and has some control or phonological features at both utterance and word levels	• Maintains simple exchanges, despite some difficulty. • Can understand simple sentences about things around them. • Can respond to personal questions.
4	*Performance shares features of Bands 3 and 5.*		
3	• Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Requires additional prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Uses a minimal amount of vocabulary words.	• Has considerable difficulty in the control of phonological features and is unintelligible.	• Has considerable difficulty maintaining simple exchanges.
0	*Performance below Band 1.*		

Adapted from: Cambridge English Qualifications Pre A1 Starters

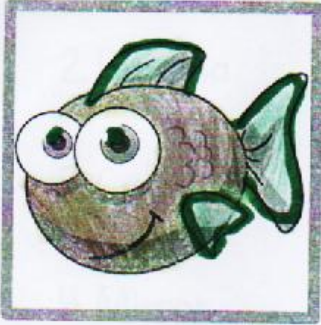Cambridge English Qualifications Assessing Speaking Performance – Level A2

Cambridge English Preliminary Handbook for teachers for exams from 2016 Overall Speaking scales

Handout # 1
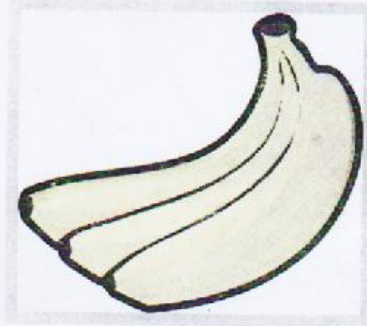
Name: _Martin Morales_   Date: _08-11-2011_

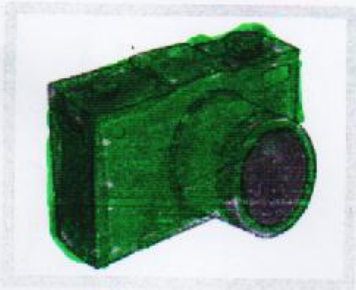○ Listen to your teacher and choose the correct word to stick it with the correct picture.

1

fish

2

Banana

3

camera

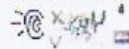**4**

mirror

5

clock

6

Doll

103

Handout #2

Name: Gianna Ulloa

Date: 13 Nov 2019

• Listen to your teacher spelling some words, order the words, and stick them.

Words

1. M ilk
2. H ippo
3. C lokala
4. F lower
5. J aket

HANDOUT #3

Name: _Gianna Ulloa_ Date: _15 Nov, 2014_

- Stick the cards your classmate chose and write the spelling of the cards.

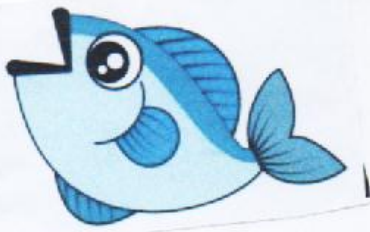| ✂ ⋮ Pictures	✏ What is it? It is a...
	1. clok
	2. Banana
	3. Fish

Handout #4

Name: Emily Guanin

Date: 19 Nov., 20 19

- Listen to your teacher spelling new words, circle those words, and match them with the correct picture.

Example:

(Flower) – Clover – Milk – Frog – Tree –

- -

1. Apple – (Car) – Fish – Bar – Jacket – Dress

2. Bake – Frog – Sand – (Cake) – Mirror – Table

Mine?

3. (Ball) – Doll – Apple – Tall – Hippo – Pen

4. Fish – – banana – Cake – Rat – Sun –

5. Sea lion – Sand – Flowers – (Seagull) – Sea – Park

106