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EXTRANJEROS MENCIÓN INGLÉS

THEME:

ENGAGING ASSESSMENT AND THE SPEAKING SKILL

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ABSTRACT

The main objective of the current research was to determine the effectiveness of engaging assessment in improving students' speaking ability. Given that today in this fast and changing world, students need to have better assessment in learning a second language, in this case Second year students from BGU at “Mario Cobo Barona High School”, due to the fact that their capacity of being fluent and speaking correctly in English has been affected by the absence of engaging assessment activities. Therefore, this way of assessment was considered for students to speak English better and being understandable to encounter real life scenarios in their present and future lifetime. Taking this context, experimentation with 40 students was proposed as a single group for the pre and posttest. Then, the development of speaking skill in students was evaluated using the SPSS program in which the T test was applied. Based on the pretest result some engaging assessment activities (reversed jeopardy, group charades, the classroom movie, rhyme time, pass the ball, presenting a story) were applied in 2 weeks. At the end of the application, the posttest was applied having as a result significant improvement in students' speaking skill, showing that the implementation of these activities, really helps students in the acquisition of English as a second language; especially at the moment to interact with others (students-students) or (teacher-students), noting a greater freedom and confidence at the moment of speaking. Concluding that what students really need are tools and support to assess and improve their own learning and motivation when learning a second language.

Keywords: activities, assessment, confidence, development, engaging, improvement, interaction, speaking, scenarios, skills.

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ENGAGING ASSESSMENT AND THE SPEAKING SKILL

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RESUMEN EJECUTIVO

El objetivo principal de la investigación fue determinar la efectividad de la evaluación participativa para mejorar la habilidad de hablar de los estudiantes. Dado que hoy en este mundo rápido y cambiante, los estudiantes necesitan tener una mejor evaluación en el aprendizaje de un segundo idioma, en este caso los estudiantes de segundo año de BGU en la Unidad Educativa “Mario Cobo Barona” porque no pueden hablar con fluidez y correctamente, lo que demuestra la falta de actividades de evaluación atractivas para ayudar a los estudiantes a hablar de forma libre, sin errores y comprensible. Tomando este contexto, se propuso la experimentación con 40 estudiantes como un solo grupo para el pre y pos test. El problema en el desarrollo de la habilidad oral en los estudiantes se evaluó mediante el programa SPSS en el que se aplicó la prueba T. Con base en el resultado de la prueba preliminar, se aplicaron algunas actividades de evaluación interesantes en 2 semanas (peligro invertido, charadas grupales, la película del aula, tiempo de rima, pasar la pelota, presentar una historia). Al final de la parte de aplicación se aplicó la pos prueba teniendo como resultado una mejora significativa en la habilidad del habla, demostrando que la implementación de estas actividades realmente ayuda a los estudiantes de manera positiva en la adquisición de un segundo idioma, especialmente en el momento de interactuar con otros Alumnos-Alumnos o Docente-Alumnos, notando una mayor libertad y confianza a la hora de hablar. Concluyendo que lo que realmente necesitan los estudiantes son herramientas y apoyo para evaluar y mejorar su propio aprendizaje y motivación al aprender una segunda lengua.

Descriptor: actividades, evaluación, confianza, desarrollo, atractivo, mejorar, interacción, hablar, escenarios, habilidades

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

First of all, to learn English as a foreign language living in a Spanish speaking country may sound challenging because learners probably have limited occasions to use the target language. Nevertheless, it cannot be minimized since there are several advantages to speak English at present. Indeed, a person who is bilingual might have better opportunities such as, studying abroad, knowing new cultures and getting ideal job positions in the future (Segura, 2018). Unfortunately, in Ecuador at public high school students do not have suitable environments to develop the four English skills, for example, students tend to memorize several grammar rules and repeat vocabulary words after the teacher, but they do not produce the target language. In other words, students are not practicing one of the most pivotal skills in EFL (English as a Foreign Language) which is speaking.

Additionally, sometimes students might feel encouraged to learn English as a foreign language, but the manner they are assessed may be considered as a punishment. Undoubtedly, the goal of assessment must be centered on students' performances during the learning process to support this process if necessary (Ministerio de educación, 2015) In this sense, sometimes some teachers believe that is a tough task to engage students in speaking activities since some of them are shy away from the task because they do not have the confidence for public speaking especially in the foreign language, students find the tasks inauthentic and lack of value to participate. Thus, it can be a strong reason that teachers are the center of the teaching-learning process and learners do not have opportunities to enhance their speaking skills. Zhang (2010) points out that Communicative competence in a broad sense refers to incorporation of the social and cultural factors into linguistic description. In other words, it is an ability to recognize when to speak, when to remain silent, what to talk about, and how to talk about in different circumstances. (p. 7)

The researcher's point of view emphasizes on peer activities relevance because when students work collaboratively, they learn from each other and that is part of their leaning process. Furthermore, engaging assessment is a relevant aspect into the learning process in order for students to get motivated to study English as a foreign

language. In this way, assessments that tap into students' higher order thinking skills, such as performance-based tasks, can support the development of students' deeper understanding of content and increase student engagement in learning. (Bae & Kokka, 2016).

Based on the researcher's teaching experience at "Mario Cobo Barona High School" which is located in Ambato Ecuador, it is undeniable that just few students have effective speaking skills in English for example, to introduce someone else or to start and follow a basic conversation. In fact, there are several factors which have been influenced to stop this skill development, some students come from the countryside and they have not studied English before; identify a central problem which refers to the low speaking skill proficiency in English as a foreign language because some students probably do not feel engaged in the way assessment is carried out.

This research project is focused to determine on how engaging assessment helps students to improve their speaking skill because this skill is considered as tough to be developed. The researcher considers if students feel engaged with assessment, they might become fluently and accurately learners in speaking English. Thus, to have a clear idea if what assessment means is the basis in order to obtain an effective learning outcome.

1.2 Justification

Teachers tend to use outdated assessment methods that make learning boring and monotonous, which is why this research is intended to change the ideas of assessment. Nowadays, students are passive learners and they do not have real opportunities to enhance the four English skills. For example, most of students are limited to parrot the teacher and memorize several grammatical rules.

The **interest** of his research began facing that, English is the world's language today, used in business and commerce, trade and travel and has been a key factor in the speed of globalization in the 20th century. Quezada and Sarmiento (2017) state that the importance of English language has become extremely essential for everybody who wants to be successful professionally. In this sense, in education field, English has not been the exception due to its relevance to communicate with people around the world. According to this, learning a foreign language is not an easy task because some factors play a crucial role.

The four English skills are difficult to be developed especially when students are not facing a suitable learning environment or when they do not feel the necessity to apply it that is why it is **important** to speak through a series of activities which is not the same as learning the knowledge, skills and strategies of speaking. According to Burns (2019) speaking should be taught explicitly in language classrooms – simply “doing”. Unfortunately, the traditional teaching methodology that is still applied to teach English as a foreign language has become a negative barrier in student’s learning process because they do not feel motivated to learn it. To develop speaking skill is required lots of practice, the goal is to simulate that the language has been used in real situations because students do not have appropriate learning scenarios. The **impact** of the research is that it has been believed that most students perceived assessment as a punishment because some of them confuse it with testing. Around the world, assessment and evaluation factors can either impede or aid in EFL for students. Biloon et al (2020) express that a lot of this can depend on the policies put into place by the country where foreign language learning is taking place.

Therefore, for teachers and students it is essential to be aware about the importance of assessment into the teaching-learning process due to it supports this process in order to achieve the desired learning outcome. The High School, Students but specially Teachers will **benefit**, through assessment because they will be able to give feedback to students during the learning process and if necessary, some adaptations may be done according to the students. Dugan (2017) argues that engaging assessments, according to Gardner, will ensure that learning is taking place. This aspect which plays a pivotal role into the teaching-learning process because if teachers apply engaging assessment, the teaching-learning process might be successful for students and the teacher. Assessing students must be focused on guiding their learning process rather than giving to them scores.

Finally, all types of assessment are relevant to support students’ speaking skills development due to their features are indispensable into this process. Thus, this present research work aims to apply engaging assessment to improve students’ listening skills in English as a foreign language.

1.3 Objectives

1.3.1 General objective

- To determine the effectiveness of engaging assessment to improve students' speaking skill in the students of second year of BGU at "MARIO COBO BARONA HIGH SCHOOL" during the academic year 2021-2022.

1.3.2 Specific Objectives

- To examine the level of learners' speaking proficiency skill in the students of second year of BGU at "MARIO COBO BARONA HIGH SCHOOL" during the academic year 2021-2022.
- To analyze the types of assessment teachers use to develop the speaking skills in the students of second year of BGU at "MARIO COBO BARONA HIGH SCHOOL" during the academic year 2021-2022.
- To identify how engaging assessment enhances the speaking skill production in the students of second year of BGU at "MARIO COBO BARONA HIGH SCHOOL" during the academic year 2021-2022.

CHAPTER II

RESEARCH BACKGROUND

2.1. State of art

2.1.1. Engaging assessment

Holmes (2018) in his investigation engaging with assessment: Increasing student engagement through continuous assessment, in which the main objective of this research was to analyze the impact of the evaluations carried out on these two factors. This impact was measured through the activity of the students within the virtual learning environment. It was found that the introduction of electronic assessments led to a significant increase in the activity of the virtual learning environment compared to the activity of the virtual learning environment in that module the previous year, and also compared to the activity of the learning environment two other modules studied by the same cohort of students. The study concludes by noting that, as educational institutions move towards the implementation of online education, ensuring that virtual learning environments can foster high levels of participation in students will be a priority.

Curnow and Liddicoat (2008) conducted a research call Assessment as learning: Engaging students in academic literacy in their first semester in which mention that all the assessments applied within the basic language courses of the University of South Australia were redesigned with the purpose of responding to the needs of the students of each specialty. The research work relates the process of redesigning these evaluations. To this end, assessment items focused on the development of students' essay writing and critical reading skills. It is worth mentioning that the evaluation elements were developed in such a way that they allow integration with the knowledge acquired by the students, applying them to the specific areas of interest to the students. This allows students to acquire specific knowledge in their disciplines as well as academic literacy practices through an integrated approach to teaching and assessment.

Dugan (2018) Engaging Assessment in English Language Arts. Mentions that evaluation is one of the key tools within the implementation of an effective instructional process. Within the teaching of EFL, the interesting evaluation can become a difficult process due to the emphasis on the development of basic reading skills that it must have. On the other hand, learning how students decipher information

will reveal that each individual learns according to their type of intelligence. This research work analyzes Howard Gardner's theory of multiple intelligences, providing relevant information that allows us to identify the ways in which students learn. This research also focuses on the application of Gardner's theory within the development of strategies and assessments with the purpose of evaluating, in a precise and diverse way, the learning of students. The work concludes by pointing out that the term "evaluation" encompasses a number of instruments that allow documenting the academic evolution of students. This concept can be extended by applying Gardner's theory of multiple intelligences

Scott (2016) in his investigation Active engagement with assessment and feedback can improve group-work outcomes and boost student confidence, proposes the evaluation of a group-based learning method and develop with the purpose of allowing students to participate actively in the evaluation and feedback in order to improve the quality of their work in class. For this research, final year study students were selected who enrolled in BSc Zoology or BSc Marine and Freshwater Biology at a mainstream UK university. These results can be generalized to a broader field of students.

The main results found in this research were that, within the context of group work, individual students are able to use the evaluation criteria provided to accurately evaluate the work done by their group of peers, improving their ability to produce and recognize work as a consequence of a social dialogue that revolves around peer evaluation. The study concludes that the excessive evaluation of the students is going to focus on the superficial deficiencies of their work, but not on its own structure and content. Students with better grades and who do not take the assessment correctly do not trust their own abilities, but they find that feedback gives them the confidence they need in this regard.

Nininger and Abbott (2019) mentioned in their research Engagement Tools in the Online Classroom: Formative Assessment, so formative assessment as one of the main tools within interesting assessment. The opportunities to implement an online education model expand as technological development does the same, emerging the need for the student to be interested in this type of education. In this regard, the term "engagement" has many meanings within the educational context. This work proposes the use of formative assessment tools (self-tests, reflection questions, discussion

panels, etc.) to ensure that the assessment and, therefore, the subject in question can be interesting for students. The results of this study mention that the performance of self-evaluations allows teachers to know the real state of their students. On the other hand, the ease of access to personal self-assessments can inform about the content gaps that may exist in different areas.

In this research work, engaging with peer assessment in post-registration nurse education Welsh (2007) mentions that the use of student peer assessment within the context of higher education is considered an innovative aspect and full of new challenges. This evaluation mechanism can be perfectly articulated as the promotion of a deep approach to learning and the development of assisted evaluation skills. This research carries out a descriptive, bibliographic and documentary analysis, helping to prepare first-level students in the formation of knowledge, skills and attributes so that they are in accordance with the specialized practice of their respective careers. The study mentions that, although participating in the peer evaluation in this context was unquestionably difficult, the experience obtained could be synthesized into a viable approach that allows supporting and developing student learning.

In this research work, Engaging Student Stakeholders in Developing a Learning Outcomes Grace (2017) mention that the evaluation and alignment of learning results promote transparency, quality and progression of an educational program. This paper establishes a learning outcomes framework that aligns learning outcomes relative to course, specialty, program, and university level. For this research, senior undergraduate students were selected to analyze evaluations of eight core courses required for specializations in Molecular and Cellular Biology (MCB) at the University of Guelph.

The analysis was carried out with the purpose of developing tools that allow evaluating the learning outcomes of the MCB department and incorporating ideas shared by the perspective of the selected students. Around 1600 individual questions were analyzed, being coded, compiled and linked to the learning outcomes framework. After analyzing the questions, two undergraduate students evaluated the total of questions obtained in the eight main courses with an average of 93.2%. These data were used to generate evaluation profiles for individual courses and provide information on the corresponding study program. The work concludes by mentioning that a constructive

use of the framework of obtained learning results is implemented, showing the importance of taking advantage of the perspectives of undergraduate students in the discussions of learning outcomes within the context of higher education.

Bae and Kokka (2016) *Student Engagement in Assessments: What Students and Teachers Find Engaging*, mention that one of the main techniques to increase the active participation of students in classes is the creation of test items that lack context. This tactic has had the inadvertent result of diminishing students' opportunities to create meaning in tasks, as well as their motivation to cognitively invest in them, undermining students' opportunities to adequately demonstrate their knowledge and skills. The objective of this study is to provide guidance to educators, assessment developers, and policy makers on how to increase student participation in performance-based assessments.

This is a descriptive type investigation, which will define student participation taking as reference the following concepts: relevance, authenticity, autonomy, collaboration, higher order thinking skills and self-evaluation. The study concludes by mentioning that the six participation criteria previously mentioned are important within student participation in classes, adding an understanding of the nuances and characteristics of each one. On the other hand, the authors mention that student participation can be incorporated into evaluation tasks in a meaningful way, this in order to ensure that all students can commit and motivate themselves in class.

In this article Perkins (2014), *Engaging Students through Assessment: The Success and Limitations of the ASPAL (Authentic Self and Peer Assessment for Learning) Model*. Kearney, discuss a method for which they created a model and peer assessment known as Authentic Self-Assessment and Peer Assessment for Learning (ASPAL) in their attempt to improve participation and motivation in non-participating students. The model proposed by the authors focuses on an authentic assessment that contains tasks and encourages students to participate in each step within the process, from the formation of a criterion to the process of sharing ideas, this through working examples and teacher feedback. The aforementioned article analyzes the ASPAL process, verifying whether or not the students obtained a better level of motivation and participation in their studies as a result of applying the process in the classroom. Since the results of the mentioned model are not definitive, the study focuses mainly on the

majority of students who consider the process beneficial and are willing to participate in it again.

Andrews, Brown, and Mesher (2018) researched Engaging Students with Assessment and Feedback: Improving assessment for learning with students as partners, discuss teacher assessment and feedback to students. In this way, these aspects receive low levels of satisfaction from students who complete a feedback module and the National Student Survey (NSS) in the UK. There is evidence that suggests that the aforementioned problem occurs mainly in architecture students, particularly with assessments and feedback in design work. The article describes a reflective practice carried out at the School of Architecture in Portsmouth, United Kingdom, where the authors worked together with the students with the purpose of knowing the main problems presented.

The main objective of the research is to evaluate assessment and feedback strategies to create new and innovative “Assessment for learning” strategies, with students as main actors for this design. These tools include: a refined marking matrix, an improved ‘design review’ and a ‘lexicon’ for marking design projects to enhance understanding and autonomy. This case study also explores how alignment and enhancement of learning through assessment and feedback and the quality of assessment tools has the ability to increase students’ confidence and assessment literacy, their overall satisfaction and levels of autonomy.

2.1.2. Speaking skills

Ebadi and Asakereh (2017) studied the way in which students' speaking skills are developed through dynamic assessment. This type of evaluation is theoretically based on the sociocultural theory proposed by Vygotsky, being a relatively a new evaluation method in relation to other applied evaluation methods. This method helps improve student performance by increasing their reading skills. The main objective of this research was to analyze the impact that dynamic evaluation produced on students' speaking skills. A beginning student and an advanced English language student were used to analyze this impact. To collect the data necessary for this study, each participant narrated a set of stories. During the narration, each participant received mediation based on their Proximal Development Zone (ZPD).

After collecting the results, a microgenetic and thematic analysis was used in order to identify some type of change within the cognitive development of both participants. It should also be noted that the speech given by each participant was considered as an evaluation factor for the self-regulation of each one of them. The results of the study mention that there was significant cognitive development in each of the participants, allowing them to have better self-regulation. On the other hand, the results of the thematic analysis of the unstructured interviews applied to the participants after the test indicated that there is satisfaction in the application of the dynamic evaluation. Finally, the study concludes by noting that the results obtained must be taken into account by teachers as well as by those in charge of preparing teaching materials in order to adapt the classes and materials to be used to the reality of the students

Shafipoul et al (2018) mainly focus on community study “Buildup of speaking skills in an online learning community: a network-analytic exploration”. It is mentioned that studies in learning communities have made it possible to observe that the existing interactions between community partners have a high contribution to the final results of the student decade performance. To improve this performance, one of the most important competencies is the ability of students to communicate ideas effectively. The main objective of the aforementioned study was to explore the effects of interaction between online classmates on the development of speaking skills. Evidence is presented that allows for the gradual accumulation of skills within small learning groups.

This type of evaluation requires analyzing the objective evaluation model. For this purpose, 158 participants were selected who recorded a video narrating a speech for 10 days. After that, comments and ratings are exchanged between colleagues. After this evaluation, two questions were asked: Is there a gradual accumulation of speaking skills in the communities towards homogeneity? And, are the students' grades affected by their interaction patterns with their peers? To analyze the data obtained, tools from the emerging field of Graphic Signal Processing (GSP) were used. The results of the analysis indicated that the rating differences of the participants decrease over time, while the mean ratings for each of them increase, that is, the ratings tend to be the same for the entire community

Widyawan and Hartati (2016) *Improving Students' Speaking Skill by using their Spoken Audio Recording in the Middle School*, take as a reference the phenomenon present in eighth grade students of SMP Bopkri Godean. Many of the students of this institution were shy or discouraged when speaking in English because they did not have enough topics or some notion of what they should speak in this language. The main objective of this study is to improve students' ability to speak using their own recordings. For the collection of information, observation techniques were used in the classroom in order to evaluate the evolution of the students. The main results of this study indicated that within the pre-cycle, the average grade of the students was 41.96; while for the students of the first cycle it was 60.93. This value indicates that there is a marked improvement in the progress of students' speaking skills using their spoken audio recording. Finally, the study concludes noting that the method used allowed the improvement of the students, allowing them to express themselves in a better way.

Rahimi and Quraishi (2019) *Investigated EFL Students' Poor Speaking Skills at Kandahar University* they studied the main causes that make EFL students have very poor speaking skills. The EFL students at Kandahar University were taken as a reference. This study used a quantitative approach by applying a structured questionnaire to the students, which consisted of 15 questions with response options based on the Likert scale. Data was taken from two university faculties, covering a total of 100 students, divided into 81 men and 19 women. The data collected were analyzed and interpreted based on the mean and standard deviation for each question by using the SPSS statistical data package. The results of this study mention that the main causes for the existence of a poor level of speaking skills in students with shyness in classes, nervousness to speak the English language with other people, lack of motivation among classmates and existing fear when speaking.

Parmawati and Inayah (2019) in their research *improving students' speaking skill through English movie in scope of speaking for general communication* mention that speaking skills should be a compulsory subject for EFL students. This research focuses on IKIP Siliwangi students, who present problems in the aforementioned skills. For these skills to improve, the teacher must use the necessary and appropriate means of communication to achieve this objective. This research used Collaborative Classroom Action Research (CAR) as a methodology. The objectives of the study are: 1) to find out whether or not English Movie can improve students' ability to speak 2) to find out

the situation in the classroom when English Movie was implemented in public speaking class. Observational instruments, tests, and questionnaires were used to collect data. The results showed that the use of films in English was an effective tool and that it allowed improving the speaking skills of the students in the classroom. A comparison was made between the marks before using English films and after using English films. Before using films in English, the average grade for the course was 70.5; while after using films in English, the average grade for the course was 81. This study concludes that the use of films in English can improve students' speaking skills.

Aliia et al (2019) in the analysis of *The Impact of Task-Based Instruction on Tabuk University EFL Students' Speaking Skills*, raise the main objective of examining the impact of Task Based Instruction (TBI) on the speaking skills of EFL students at the University of Tabuk. For this study, an experimental methodology was applied. For this purpose, two courses were selected based on their average EFL grade. Both groups were pre-tested before starting the study. This experimental study lasted for four weeks, dividing the groups. One group received classes with TBI, while the other received classes with normal teaching methodology. After completing the four weeks, an oral test was administered to the students of both groups.

This test was similar to the pretest done before starting the study. In addition to this test, the students responded to a structured questionnaire. For the analysis of the results obtained, the Student-T test was used in order to verify whether the difference between the previous and subsequent results has a significant difference. The results of the tests indicated that the experimental group had a better score due to the application of the TBI methodology, in relation to the group where this methodology was not applied. The study concludes by noting that the application of the TBI methodology had a positive impact on the speaking skills of the selected students.

Kusmaryani et al (2019) refer to assisted learning by mobile technology, pointing out that this type of learning offers many benefits and some challenges within the optimization of the results obtained in the students within the proposed learning objectives. The influence of mobile applications on students' speaking skill and critical thinking in English language learning. The main objective of this research was to investigate the influence that mobile applications have on the learning of the English language, as well as the help that these applications can provide to the development of

students' speaking skills. This research had a mixed parallel convergent approach, employing qualitative and quantitative data collection methods. Data were collected from a sample of 38 students from the public speaking class of the English department of the University of Borneo Tarakan in Indonesia over one semester. The mobile applications used were online dictionaries, language translators, critical thinking, WhatsApp, Google Chrome, YouTube, and Gmail. The results obtained in this research indicate that critical thinking obtained a significant difference ($p = 0.00$), this means that the mobile applications used allowed to improve the speech skills of the students as well as the improvement of critical thinking within the learning of the English language. The interview reveals that the students were very enthusiastic about exploring and practicing mobile learning apps, even though they had problems with the unstable internet connection. Technology in the form of mobile learning applications offers opportunities for both teacher and students to improve the quality of teaching and learning. It is applicable to any topic by selecting suitable mobile learning applications

Lumettu and Runtuwene (2017) in this research work, developing the Students' English-Speaking Ability through Impromptu Speaking Method, point out that English speaking skills should be prioritized over other skills. This ability cannot be separated from the ability to listen. One of the most important ways to develop these skills is improvised speech, this being a method that will only depend on the experience and insight of the student through improvisation. The main objectives of this research are to know the need to speak in an improvised way within the teaching and learning process and to know how improvised speech can develop speech skills in students. The research method used is the qualitative method, using observation, interview and documentation techniques for data collection. The results obtained in the study indicate that there is a strong correlation between the speech skills of the students and the improvised speech method. The research concludes that through the use of improvisation, students are better prepared to interact more quickly, naturally and spontaneously with other people, allowing their vocabulary and general knowledge to be enriched.

Nteli and Zafiri (2017) address the issue of the development of speech skills in students through the use of the Immersion Teaching Model (ITM), this being a way of differentiation between other processes. The main objective of this research is to

analyze whether the ITM intervention within the context of EFL teaching is going to have a considerable impact on the development and motivation of speech in students, also allowing to know the viability of the application of this method teaching. For this purpose, a fifth-grade class from a Greek state primary school was used, implementing an action investigation. The main results of the research showed that there will be an improvement in speaking skills for students who have, at least, a minimal notion of the English language; however, no significant difference was noted in students who have no notion of the English language. The work concludes by pointing out that the ITM method is flexible and can be adapted to the different educational needs that may arise.

Boonkit (2010) mentions in his research Enhancing the development of speaking skills for non-native speakers of English, that Speaking is one of the four macro skills that must be developed to achieve efficient communication in the context of the mother tongue and the second language. In relation to EFL (English as a Foreign Language), the pedagogical environment of the same is analyzed, analyzing the way in which the speech competence and confidence of undergraduate students can be improved as a crucial issue among teachers. In this way, a qualitative research methodology is applied, designed from an action study in a regular course with a task-based approach. The main results of the study indicate that confidence, creativity of the topics to be discussed and oral competence are the aspects to improve to improve the ability of students to speak at the time they will address the public.

2.2. Independent variable- Engaging assessment

2.2.1. Student Engagement

Within the current educational context, the term "assessment" has become synonymous with written or oral tests. However, there are different forms of evaluation beyond those mentioned above. For this reason, the term evaluation “refers to the wide variety of methods or tools that educators use to evaluate, measure and document the academic preparation, learning progress, skill acquisition or educational needs of students” (The Glossary of Education Reform, 2015).

Unfortunately, the wide variety of methods or tools that educators use is often extremely limited, as many teachers rely on generalized assessment methods as the primary form of assessment. This narrow focus stems from a combination of the

government's focus on standardized testing and the ease of creating one test for all students. (Bae & Kokka, 2016). The problem with education today is that Assessments too often focus on a singular task (i.e., multiple-choice tests with bubbles and blank exams) without considering the importance of a wide variety of assessments being used to assess and facilitate the progress and learning of students effectively.

The main error that occurs in assessments is the belief that if a student has understood the material used in class or the skill, and then the student should be able to show their level of understanding immediately, regardless of the form of assessment. In this regard, Gardner affirms that there are eight different types of intelligences that are used by human beings to process information instead of a single intelligence. (Gain, 2016). These eight intelligences are the following: verbal-linguistic intelligence, logical, mathematical intelligence, visual-spatial intelligence, musical intelligence, naturalistic intelligence, body-kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence

On the other hand, Lunenburg and Lunenburg (2014) mention that by "using the multiple intelligences approaches in your classroom, you will provide opportunities for authentic learning based on the needs, interests and talents of students."

2.2.2. How Do People Learn?

Bae and Kokka (2016) argue that the approach used when assessing student learning should focus, first of all, on the way in which students learn. As mentioned earlier, there are eight different types of intelligences found in individuals. Each type of intelligence will have unique characteristics, which are detailed below.

- Verbal learning: In this type of learning, the individual has the ability to analyze information and produce work that involves oral and written language. He is a student who can easily connect with reading, writing strategies, listening and speaking during the learning process. For these types of students, activities or assessments that contain reading and writing will be very interesting.
- Logical-mathematical learning: In this type of learning, students have the ability to develop equations and tests through mathematical models, being able to solve abstract problems. Miller (1993) points out that puzzles, diagrams, graphic organizers, inquiry, among others, can be used as evaluation methods for these students.

- Visual-spatial intelligence: This intelligence is linked to the development of diagrams, images and the understanding of all kinds of graphic information. These students generally enjoy any type of visual aids, but visual aids are not the only methods that help spatial students learn. Miller (1993) provides multiple strategies for visually-spatially engaging students in the English class, including: "color schemes, mind mapping / grouping, cartoons, mnemonic devices, making models, taking notes with symbols and pictures, illustrating pictures books, make bulletin boards or displays, give visual presentations and create costumes for a time in history or famous person "
- Musical intelligence: This intelligence focuses on auditory methods. In other words, students who learn music enjoy rhythm, melody, and any type of audio-based learning. Although the task of engaging musically learners in English class seems daunting, Miller (1993) provides multiple strategies that engage such students. Among the main strategies applied are music composition, singing, background music while working, talking about the words of a song.
- Naturalistic intelligence: This intelligence is related to the ability to identify and distinguish between different types of plants, animals and climate formations found in the natural world. In other words, students who are naturalistic learners enjoy learning about living things and natural events. In this sense, Campbell (1997) affirms that data collection, observation of nature, classification of items found in nature, among others, are strategies that can be used to involve students of this type of intelligence when English language learner.
- Kinesthetic intelligence: In this type of intelligence, students use their own body to create products or solve problems. Movement in a traditional English class seems inappropriate, yet movement is easily incorporated into even the most serious lecture-based classrooms. In this sense, Miller (1993) mentions that role-playing games, pantomime, drama, plays and dramatizations can be very helpful to involve students with this type of intelligence in learning the English language.
- Interpersonal intelligence: This type of intelligence "reflects the ability to recognize and understand other people's moods, desires, motivations and intentions. Interpersonal learners excel when working in groups, sharing,

comparing, and cooperating with others. In this regard, Miller (1993) mentions that the main strategies that can be used are those of collaborative learning.

- Intrapersonal intelligence: This type of intelligence allows recognizing and evaluating moods, desires, motivations and intentions in the student. Intrapersonal students work best when they are given the opportunity to work alone, being independent, organized, and able to set individual goals. In this regard, Armstrong (2010) points out that one-minute reflection periods, connections, choice time, feeling moments, and goal-setting sessions are strategies that can be used with this type of student.

2.2.3. How should students' knowledge be assessed?

According to Bae and Kokka (2016), one of the main ways to measure the amount of knowledge acquired by students is evaluation. This term refers to the wide variety of methods or tools that educators use to assess, measure and document the academic preparation, learning progress, acquisition of skills or educational needs of students The Glossary of Education Reform (2015). In order to understand how and why students should be assessed, the different methods used for this purpose should be analyzed. The approach within English language learning must be taken into account, for this reason, the following types of assessments will be taken into account: Pre-assessments, post-assessments, formative assessment and summative assessment.

- **Pre-evaluations**

These assessments are typically done at the beginning of a new lesson, unit, or course. Students are not expected to obtain a high grade with this type of evaluation because the main purpose of it is to know the level of knowledge that students have in relation to the subject to be covered. According to the Glossary of the Educational Reform (2015), the pre-evaluation has the following characteristics:

- Establish the baseline from which teachers should start when teaching a new topic.
- Determine the general academic preparation for a course, program or academic level that students must have in the new cycle.

- **Post-evaluations**

These types of evaluations are used in conjunction with pre-evaluations. They are used to determine to what extent each and every one of the students met their objectives. Bae and Kokka (2016) for the assessment of learning, one must have a baseline or pre-assessment of what students should know before instruction and an indication of what they should know after instruction.

- **Formative assessments**

These types of assessments are used during the course of the lessons. In general, these types of assessments are usually small and informal, which help teachers understand the level of knowledge that students have captured both individually and collectively. Another objective that can be given to this type of evaluation is “to give feedback within the educational process to teachers about what students are learning so that the educational approaches, teaching materials and academic support can improve” (The Glossary of Education Reform, 2015).

Without this type of evaluation, the teacher would not be able to know the real learning status of the students until the application of a summative evaluation, a situation that would be detrimental for both students and teachers.

- **Summative assessments**

Summative assessments are used at the end of a unit or cycle of study. These assessments measure the skills and knowledge that students have acquired throughout the unit or cycle of studies, comparing the information with what the teacher expected of the students. These types of evaluations have the following characteristics, The Glossary of Education Reform (2015):

- They are used to assess learning at the end of a cycle.
- These types of assessments are usually graded tests, assignments or projects that are used to determine whether students have learned what they were expected to learn during the study cycle

2.2.4. How to engage students in the assessment?

After examining the types of multiple intelligences that exist as well as the different forms of evaluation, it is necessary to analyze how to use each of them to involve

students in the evaluation. To this end, it is necessary to consider Gardner's theory of multiple intelligences discussed above.

According to Lunenburg & Lunenburg (2014), “using the multiple intelligences approach within a classroom will provide opportunities for authentic learning based on the needs, interests and talents of the students”. If the goal is to create an engaging and authentic assessment, educators need to focus on incorporating multiple intelligence theory into the classroom. These authors also mention that the ultimate goal of the theory of multiple intelligences is to increase students' understanding of the subject. To this end, teachers must be willing to take risks and try to implement different strategies and ways of evaluating their students. On the other hand, teachers should also feel comfortable evaluating students.

2.2.5 Engaging assessment

To apply this type of evaluation within the educational context, certain aspects must be considered. First of all, it should be noted that teachers sometimes find it difficult to engage students in speaking activities. Some students avoid homework because they do not have the confidence to speak in public, especially in the second language, or they simply find that homework is not authentic and therefore find little value in participating.

However, studies related to the subject mention that the poor participation of students in activities related to the development of speaking skills is greater than in other skills (such as writing and reading). In this regard, Juzwik, Borsheim-Black, Caughlan, and Heintz (2014) mention that, although the main objective of any educational task is the conversation directed and centered on the student, always the conversation directed by the teacher tends to be the dominant one. in every task.

On this way, the conversation conducted by the teacher is always necessary and required as an organizing tool, but when it dominates, it deprives students of the opportunity to participate and improve their speaking skills.

Based on the paragraphs mentioned above, the idea of the concept of student participation in evaluation was born. This concept was born with the idea of, firstly, increasing student participation in assigned tasks and, secondly, to help students to be able to take ownership of their own learning through activities related to real life. This

concept is complemented by what was mentioned by Tarighat and Khodabakhsh (2016), who observed that when encouraging students to use the meta skills of reflection, self-evaluation and peer evaluation, a closer follow-up could be observed, thus increasing the awareness towards class structure. Students also expressed a positive equal opportunity attitude that these methods allowed all members of the class to speak. In general, there are several general evaluation methods, among which those that will be mentioned below can be highlighted.

2.2.6. Holistic assessment

This type of assessment is defined as a general impression of students' ability, which is reflected by a single score. The main advantages of this type of evaluation are its speed, practicality and profitability. This type of evaluation allows greater freedom for the subjective assessment of the rater (Cabezas, 2015).

Within the study carried out by Tarighat and Khodabakhsh (2016), an analysis was carried out on 17 students of advanced English language. The results of this study revealed that, in general, students were happy with their classmates' assessment and found it useful to improve their speaking skills, but they were also concerned about the possibility of prejudice, injustice or harshness in their classmates' rating.

In this sense, holistic evaluation within the processes of improving speech skills can be useful, as long as the indications given by experts in the field are followed. On the other hand, another type of evaluation that allows better performance and results is analytical evaluation.

2.2.7. Analytical assessment

This type of evaluation considers important and independent aspects of the oral performance of the students, evaluating each criterion separately. The final score is the sum of the scores awarded to each of these criteria (Tuan, 2012). Due to its detailed examination of speaker performance, analytical assessment is more efficient in providing an interpretable assessment in the sense that it offers diagnostic information on students' speaking skills.

This type of evaluation considers a list of different evaluation categories; however, within each category there are other detailed criteria. Among the main criteria mentioned by Knight (1992) the following can be mentioned:

- Fluency
- Precision
- Lexical complexity
- Syntactic complexity
- Non-verbal skills
- Conversational skills
- Sociolinguistic skills

This list of assessment criteria allows teachers the opportunity to choose the different areas that students should focus on when self-assessing and peer reviewing. This mentioned opportunity also allows teachers to give a purpose to the evaluation to apply.

2.3. Depended variable-Speaking skills

2.3.1. Speaking skills

Before talking about speaking skills, it is necessary to talk about the definition of speaking. There are different definitions for this term, highlighting the one presented by Thornbury (2005), who mentions that speaking is the activity carried out in real life by the narrator to share ideas with others. These types of activities are not planned and its continuity is based on the situations presented daily and at the time the activity is developed.

On the other hand, Cameron (2001) mentions that speaking is about understanding the feelings of the person who communicates a message through an act of communication using language. As people interact with others, they convey their emotions, knowledge, feelings, ideas, and desires. On the other hand, Alfi (2015) points out that speaking is a basic act of communication between people who live together within a society. Speaking is considered when this tool serves as a natural means of communication between members of a community that allows them to express their ideas and feelings about a common topic.

On this way, it can be mentioned that speaking is the action or activity in which two or more people interact with each other through the use of oral language. This activity allows the exchange of information between the individuals who participate in the activity.

Within this activity, fluency and pronunciation are considered as important factors when talking about a good management of speaking by the students. At this point, creep is considered a point of high difficulty for EFL students. In order to communicate in a good way with others, they must master two types of skills within speaking: micro and macro skills. Within the research work of Alfi (2015) the following micro-skills are mentioned:

- Produce chunks of language of different lengths.
- Orally produce differences among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor your own oral production and use various strategic devices – pauses, filters, self-corrections, backtracking – to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
- Express a particular meaning in different grammatical forms.
- Appropriately accomplish communicative functions according to situations, participants and goals.
- Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2.3.2. Functions of Speaking

The importance of speaking lies in the daily communication that people have within society. You can recognize an educated person or not through their way of expressing themselves and speaking. Students will better understand opinions, ideas and

information from other people or classmates. Starting from this definition, three important aspects of speaking can be considered, Alfi, (2015):

- **Talk as interaction**

This point refers to the normality with which people carry out a conversation, describing the interaction between the elements of the environment, which act as a primary social function. When people interact with each other they exchange greetings, encouraging and producing a small talk. The focus of the conversation is mostly on the people who are speaking and the way they present themselves to others through their oral expression

- **Talk as transaction**

This point refers to situations where the main focus is on the way things are said. The main point of this section is that the message can be understood clearly and accurately by the participants of the conversation. As such, two types of speech can be mentioned as a transaction. The first type refers to situations where the main focus of the conversation is to give and receive information and where the participants focus on what was said; while the second type focuses on the language used in obtaining a product or service, such as registering at a hotel, as an example.

- **Talk as performance**

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

3.1. Location

The current research was applied at “Mario Cobo Barona High School”, that is responsible of training little children from preschool to young adults from high school; this establishment has two schedules in the morning and in the afternoon. The establishment belongs to Ecuador zone 3, District 2 from Ambato and is located in the Province of Tungurahua, Ambato City, Urban Area, on Los Shyris and Rumiñahui Avs. The population of this institution is around 3080 students, whose age ranges from four to eighteen years old. The institution is located in a very heat and temperate atmosphere because it is located in the center of Ambato, its students are characterized by having a medium-low socioeconomic situation, youngsters of farmers residing in the rural and urban area of Ambato.

3.2. Material and Equipment

For the event of this research, a series of resources were required, that attain the projected objective, and the most important are highlighted below:

- A pre-test designed to establish a baseline regarding the level in speaking skills level.
- A post-test designed to determine to what extent engaging assessment influenced the improvement in speaking skills.
- Technological-telecommunications: Laptop, flash memory, Cellphone, Internet.
- Materials: Books, Photocopies, Bond paper, sheets.

3.2.1. Human Resources

It requires the support of the whole institution: authorities, academic and administrative staff, who work in the “Mario Cobo Barona High School”.

3.2.2. Institutional Resources

“Mario Cobo Barona High School” belonging to Tungurahua (Zona 3) Distrito 2 of Ambato.

3.3. Research Method

Due to the topic this research used quantitative researches Associate investigate the findings. Apuke (2017) affirms that "Quantitative research involves the gathering of knowledge in order that the data will be quantified and subjected to applied math treatment so as to support or refute claims of different knowledge" This study is non-experimental correlational. For this reason, this sort of procedure is taken once the variables to be investigated cannot be assigned. Carvajal, (2021) Correlational research is taken into account non-experimental as a result of it focuses on the statistical relationship between two variables however does not embrace the manipulation of an independent variable.

Therefore, the researcher applied math methods to investigate the initial (pre-test) and final (post-test) results. There is a 2th BGU course within the institution with 40 students. Therefore, no style of randomness will be used between the variables to be investigated. Sections already established will be taken, the non-experimental state of affairs or known as committed designs, which are satisfactorily applied in instructional research. This can be thanks to the actual fact that this sort of atmosphere that does not enable the choice of the sample in a very random way, since in the establishment it is troublesome to handle randomness and during this case due to the quantity with which they are handled.

3.4. Hypothesis- Research Question- Idea to Defend

To determine if there is a big distinction within the pre-test and therefore the post-test a T test was applied for this research. Garth (2008) indicates that “researchers will have a similar subject to research by taking the same instrument at two totally different times to determine the veracity and how stable their responses are”. This to the very fact that it permits to spot a variation chiefly in the means of the information obtained, that identifies whether or not the applied study has been roaring or not. However, a test to validate the applied instrument was distributed to carry out a statistical test.

Substantiating an instrument allows us to spot that the data have a similar distribution in the test and that the data is real. For this case, the Shapiro Wilk validation test will be used, the same one that enables decisive if the studied data correspond to a standard distribution in getting the arithmetic means, since the study sample is a smaller amount than or adequate to forty individuals. Tarasinska (2016) mentions that Shapiro Wilk test tries to reject the null hypothesis at the importance level.

Hypotheses

H1: The uses of Engaging assessment develop the speaking skills in students of Second year of BGU.

H0: The uses of Engaging assessment do not develop the speaking skills in students of Second year of BGU.

Once the applied statistical analysis has been allotted, it is accepted the alternative hypothesis, that specifies that there is a big distinction between the analysis criteria within the development of speaking skills in grammar and vocabulary, pronunciation, interaction and communication before and once applying engaging assessment . In order for to decide which hypothesis was selected as true, it was based on the following criteria:

If the probability obtained P-value $\leq \alpha$, H0 is rejected (H1 is accepted)

If the probability obtained P-value $> \alpha$ H0 is not rejected (H0 is accepted)

3.5. Population or sample

For this research was considerate the forty students of the 2th year of BGU of “Mario Cobo Barona High School”, being the full universe to perform this study which is distributed in:

Table 1

Population and sample

GENDER	NUMBER
Masculine	13
Feminine	27
TOTAL	40

Prepared by: Jorge Flores (2021)

3.6. Data collection

A pre-test was applied to spot the extent of the scholars in terms of speaking skills. While a post-test was wanted to show the extent of scholars at the end of the treatments. It should be noted that at the beginning students had A1 level and at the end of the study they reached from A2 to B1 level. For the preparation of the instruments, a planning was administered, which helps to the structure and effectiveness of the tests and rubric. These data showed how the initial results changed when applying engaging assessment. The pre and posttest was adapted from the original Cambridge test Flyers speaking part for levels between A1 and B2, also they were validated so as to make sure if the contents immersed in them are in accordance with what is established.

Three professionals who regularly teach in English Careers and Masters acted as experts to review the relevance and validity of those instruments. The professionals agreed that the test include two parts, the primary describe the picture: with one question per picture (Can you tell me please. What can you see in the picture?), the second Information exchange: with four questions per picture (What's the name of Robert's Mother/Father? How many members of the family are there? Is it a small or large family? Are small families better than large families? Why?).

The evaluation rubric taken from Cambridge evaluation, contained three evaluation criteria grammar and vocabulary, pronunciation, interactive communication which the score by bands from one to five which is the highest. In the implementation some Engaging Activities based on speaking skills (Reverse Jeopardy, Group Charades, the classroom movie, Rhyme time and Pass the ball) were implemented during a two – week's period, since June 7th until 18th, to the 2th BGU students within the English hours on Mondays, Tuesdays and Wednesdays an hour per day.

3.7 Data Processing and Analysis

The current research has been developed through a kind of quantitative, non-experimental investigation. For this sort of study, Statistical Product and repair Solution (SPSS) version 25 was used. Garth (2008) mentions that “the internal consistency coefficient is an indicator of how well different tests measure an equivalent problem” This author emphasizes the importance of internal consistency, being that the reagents of a test need to be focused on the variables to be measured.

the interior consistency shows an Alpha Coefficient for the pre-test of 0.34 and for the post-test of 0.10, which suggests that the reliability in both instruments is suitable.

3.8 Response Variables or Results

A bilateral significance value of 0.000 has been obtained, with a confidence level of 95%, a significance level of 0.05 and with 28 degrees of freedom, supporting the statistical criteria of the T student test for this study; it is considered to simply accept the alternative hypothesis. This is often because the bilateral singularity value or "P value" is 0.000 but $\alpha = 0.005$, as is represented in the nest tables:

Table 1

T TEST

Statistics of paired samples					
	Mean	N	Standard deviation	Std. Error mean	
Final Grades Pretest	23,8667	40	2,95570	,52763	
Final Grades Posttest	39,2667	40	2,58656	,46216	
Paired sample correlations					
		N	Correlation	Sig.	
Final Grades Pretest & Final Grades Posttest		40	,515	,004	
Paired samples test					
	Matched differences				
	Mean	Standard deviation	Std. Error mean	95% confidence interval of the difference	
Final Grades Pretest - Final Grades Posttest	-16,70000	2,69877	,49272	-18,40660	
Paired samples test					
	Matched differences		t	gl	Sig. (bilateral)
	95% confidence interval of the difference				
	Upper				
Final Grades Pretest - Final Grades Posttest	-15,39231		-35,215	28	,000

Source: Results of T test (SPSS)

CHAPTER IV

RESULTS AND DISCUSSION

The study consisted of applying a pretest and a posttest to a group of 40 students in their English class. The info of the present research is processed by means of the Statistical Program SPSS Statics using descriptive statistics for related samples. The evaluation administered on each student consisted of two parts, also as for the “Pretest” and therefore the “Posttest”. Each part considered analyzing the extending and the production of English in terms of speaking skills of the scholars we identify some weakness in the “Pretest and it will help students in the future to become independent learners and produce the language effectively. The test was tested through a rubric made from three evaluation criteria. Each part was weighted with a maximum band of five. In consideration of the above, the individual parts that structure each test were analyzed to work out the typical and therefore the individual statistical trend of every evaluation parameter within the students and help them with language and the fact how students speak thought a natural way.

4.1. Pretest results

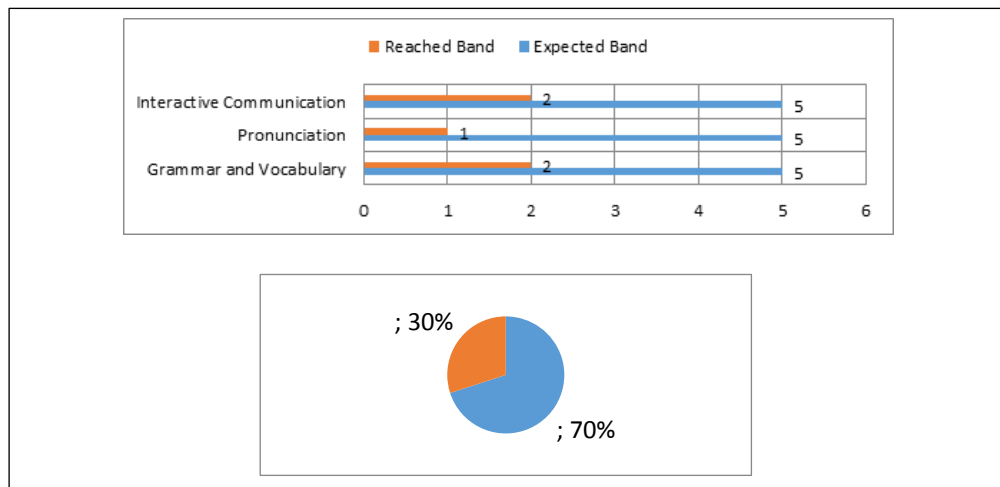
Table 2:

PRETEST

	Pretest Grammar and Vocabulary	Pretest Pronunciation	Pretest Interactive Communication
Valid	40	40	40
Lost	0	0	0
Mean	2,0668	1,8000	1,9668
Median	2,0000	2,0000	2,0000
Mode	2,00	2,00	2,00
Standard deviation	,58330	,40685	,18258
Variance	,341	,167	,034

Source: Pretest Results (SPSS)

Figure 1
Pretest Results (SPSS)



Source: Pretest Results (SPSS)

The pretest part 1 band varies from band 1 to band 2. In the evaluation criteria Interactive and Communication students got a band 2, in Pronunciation got band 1 and Grammar and Vocabulary got band 2 according to the rubric attached in the annex part. Denoting the acquisition of a second language in a 30 percent with a deficiency in the language of the 70 percent, framing a 40 percent difference. Highlighting, that students are not able to describe orally a picture and that they cannot exchange information despite the help of the teacher because they are afraid of communicating in a different language thinking that they will commit mistakes or have low grades.

It can also be inferred that grammar and vocabulary have been taught in isolation, and memorization of grammar rules and vocabulary have become a habit in the classroom. Furthermore, pronunciation mistakes have not been corrected, or given feedback at the time of presenting a speaking activity, which lessen the opportunity for students to be proficient at the moment of talking or interacting in English. Finally, interactive communication activities have not been applied, which diminishes the advancement to encounter situations they will face in real life.

4.2. Posttest Results

Table 4

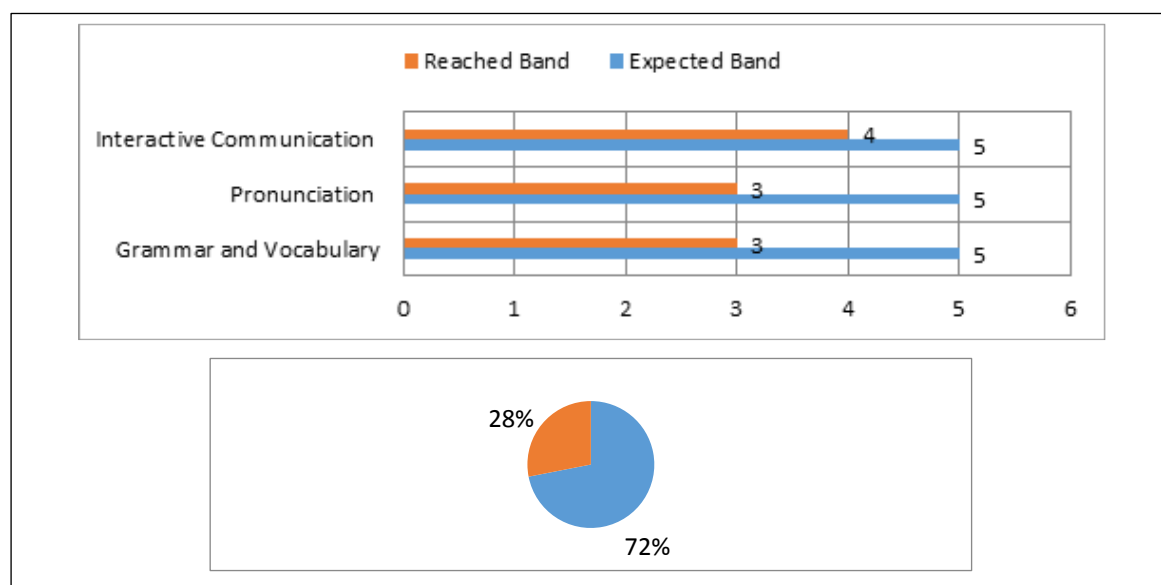
POSTTEST

	Posttest Grammar and Vocabulary	Posttest Pronun ciation	Posttest Interactive Communication
Valid	40	40	40
Lost	0	0	0
Mean	3,4345	3,2687	3,3687
Mediana	3,0000	3,0000	3,0000
Mode	3,00	3,00	3,00
Standard deviation	,50402	,44979	,49014
Variance	,255	,203	,241

Source: Posttest Results (SPSS)

Figure 2

Posttest Results (SPSS)



Source: Pretest Results (SPSS)

The posttest part 1 band varies from band 3 to band 4. In the evaluation criteria Interactive and Communication students got band 4, in Pronunciation got band 3 and Grammar and Vocabulary got band 3 according to the rubric attached in the annex part. Highlighting the increase in the acquisition of a second language by 72 percent with a deficit of 28 percent and a positive difference of 44 percent. The results got showed that level of knowledge increased favorably with the use of engaging activities during the English classes.

Students participated using new vocabulary and grammar in context which allowed them to really understand the activities performed feeling confident to speak. Pronunciation also improved since students' mistakes were corrected and given feedback in a friendly way. Moreover, students interacted with each other better and they were able to communicate using their second language within confidence.

4.3. Final Analysis pre and posttest

Table 5

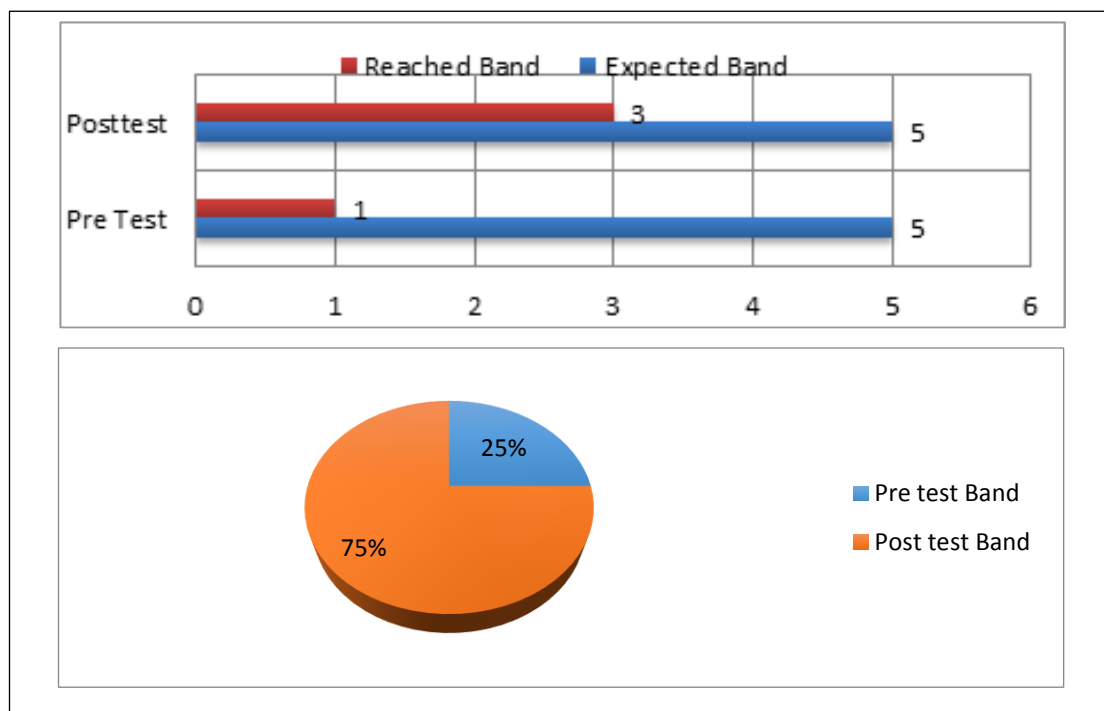
PRE AND POSTTEST ANALYSIS AND VARIATION

	Final Grades Pretest	Final Grades Posttest
Valid	40	40
Lost	0	0
Mean	22,8687	40,2687
Mediana	25,0000	40,5000
Mode	25,00	40,00
Standard deviation	2,94480	2,47666
Variance	8,673	6,135

Source: Results of pre and posttest (SPSS)

Figure 3

Pre and posttest analysis Results of pre and posttest (SPSS)



Source: Pretest Results (SPSS)

The difference between the level band reached in the pretest and posttest showed an improvement from band 1 to band 3. Registering a progress in the evaluation criteria (Grammar and Vocabulary, Pronunciation and Interactive Communication) creating a variation of 75 % obtained in the posttest and the 25% obtained in the pretest. Giving the idea that the implementations of engaging activities in order to improve the speaking skill allow students to acquire their second language easily. They learned more vocabulary, and grammar in context, as well as they improved their pronunciation significantly by getting correct feedback. Students also felt comfortable at the time they wanted to communication because they have more tools to practice English.

In fact, throughout this research, it can be highlighted that while students are exposed to the language they are learning, and are assessed differently, they can really make a big effort to produce the language and communicate easily. It is significant to mention that assessing students' speaking skill is not a matter of being afraid at the moment speaking, there are engaging activities as the ones presented, which draw students' attention and change their mind when taking an English exam, test, or evaluated activity. They become courageous and confident that even if they make mistakes, they will be provided some feedback and avoid committing the same mistakes as in the past.

Finally, the results presented in the current research pretest and posttest prove that engaging assessment activities can greatly increase students' speaking ability through the real exposure to the language, practice, and use of English in context with friendly, fun, and interesting methods.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Regardless the circumstance that every day students´ carried out in learning a second language especially when doing an oral activity, for that a study was carried out to examine the level of learners speaking proficiency. Statistically, it was found that the level of English in speaking skills in both parts 1 and 2 of the pretest was very low from band 1 and 2, noting that teachers had an inefficient control in speaking skills, activities, strategies and abilities.
- One of the purposes of the research was to analyze the types of evaluation used by English teachers, in which, through the observation technique (annex 3), it was possible to identify every teacher has their own type of assessment, but talking about speaking skills most of us used the common ones: pre and post-assessment, formative and summative assessment. Considering that students avoid having homework and participate in class especially if they have to speak, maybe they do not have the confidence and also feel shy and frustrated. Finding a new assessment, in this case engaging assessment, gave a new perspective in the students, at the time of the results in the post test students reached a band of 3 and 4 which changes these misconceptions and opens the possibility of capturing the attention and predisposition of students.
- It is identified that the use of engaging assessment had a positive impact in students, participation increases with the use of engaging activities (Reverse Jeopardy, Group Charades, The Classroom movie, Rhyme time and Pass the ball) within the learning environment. This leads to a significant increase in participation, interaction and exchange of ideas orally (rubric), resulting in an increase to 75% in the post-test, improving the band to 3 and 4 in both parts 1 and 2.
- In fact, the interaction is the most important result of the evaluation, reaching the best scores in ban 4 post-test, which involves the students; unless students

find inspiration to care about learning and hope to improve; excellence and high achievement remain the domain of a select group. Teachers often fall into the trap of simply saying; "Must try" without giving students specific goals, feedback, time to review, and a purpose for quality work. What students really need are tools and support to assess and improve their own learning and motivation to do so.

5.2 Recommendations

- To encourage teachers to perform engaging assessment and continuing investigating new types of activities, strategies and methods to change the idea and the degree of difficulty with which English is seen, transform it into an opportunity to open new directions to achieve new and positive goals even more in education.
- To motivate teachers and students to use English throughout engaging assessment, participating and interacting in the classroom, among classmates or student-teacher in order to develop better oral skills so that students put aside their limitations, their shyness when issuing an oral criterion.
- To invite teachers, investigate and use engaging assessments, techniques, strategies, methods and technology to create a good learning environment inside the class, to let students feel comfortable to commit mistakes and learn from them.
- To expand this investigation to qualitative research to collected and analyze non-numerical data to understand concepts, opinions and experience from students and teachers. In this way, carrying out an investigation of a documentary and bibliographic nature, exposing and contrasting theories, laws and various criteria related to the variables used.

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5.4 Annexes

Annex 1

Ambato, 12 de julio del 2020.

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Yo, Luis Fabian Beltrán Barona portador de la cédula de ciudadanía N° 180212971-6 en mi calidad de Rector de Unidad Educativa Mario Cobo Barona ciudad de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "ENGAGING ASSESSMENT AND THE SPEAKING SKILL" propuesto por la estudiante Jorge Leonardo Flores UBIDIA, portadora de la Cédula de Ciudadanía N° 1802878338, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.





DR. Luis Fabian Beltrán Barona
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A2 Flyers Speaking
Summary of procedures
Topic: Family

The usher introduces the child to the examiner. The examiner asks the child what his/her name and surname is and how old he/she is.

1. The examiner shows the child the candidate's copy a picture. The child is initially shown the examiner's copy as well, but then encouraged to look at the candidate's copy only. The examiner then listens to the child description and takes notes. e.g. (examiner) 'In my picture, the man is pointing at a cloud on the map.'
2. The examiner shows the child the candidate's copy of the Information Exchange. The child is initially shown the examiner's copy as well, but then is encouraged to look at the candidate's copy only. The examiner first asks the child questions related to the information the child has, e.g. 'What's the name of Robert's Mother?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Mary's father?' and the examiner answers.



A2 FLYERS SPEAKING. DESCRIBE THE PICTURE



A2 FLYERS SPEAKING. DESCRIBE THE PICTURE



Rober's family	
Mother's Name	Clara
Father's Name	John
Members of the family	4
Large/small family	small

A2 FLYERS SPEAKING. Infarmation Exchange



Mary's family	
Mother's Name	Melissa
Father's Name	Ben
Members of the family	7
Large/small family	large

A2 FLYERS SPEAKING. Information Exchange

Assessing Speaking Performance – Level A2

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		



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Facultad de Ciencias Humanas y de la Educación
Maestría en Pedagogía de los Idiomas Nacionales y
Extranjeros Mención Inglés





Posgrado



Objective: To analyze the types of assessment teachers use to develop the speaking skills.

Type of evaluation	Always	Sometimes	Never
Diagnostic			
Summative			
Formative			
Quantitative			
Qualitative			
Normative			
Engaging			

Annex 4

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "EVALUACIÓN ESTUDIANTIL" PERTENECIENTE A LA INVESTIGACIÓN: ENGAGING ASSESSMENT AND THE SPEAKING SKILL.

PARAMETROS PREGUNTAS	pertinencia de las preguntas del instrumento con los objetivos				pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
PART 1 <ul style="list-style-type: none"> Can you tell me please what can you see in the picture? 				✓				✓				✓				✓
				✓				✓				✓				✓

PART 2														
<p>PICTURE A</p>  <p>Robert's family Mother's Name Clara Father's Name John Members of the family 4 Large/small family small</p> <ul style="list-style-type: none"> • What's the name of Robert's mother/Father? • How many member of the family are there? • Is it a small or large? • Are small families better than large families? Why? 			✓				✓			✓				✓
<p>PICTURE B</p>  <p>Mary's family</p>			✓				✓			✓				✓

Mother's Name Melissa Father's Name Ben Members of the family 7 Large/small family large																				
• What's the name of Mary's mother/Father?																				
• How many member of the family are there?																				
• Is it a small or large?																				
• Are small families better than large families? Why?																				

Note: it worth to say that the speaking section of the real Cambridge test for A2flyres consist of 3 parts, even though for this research only parts 1 and 2 have been considered part 3 do not fulfill the complexity level participants need to achieve

Observaciones:



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POSGRADO

MAESTRÍA PEDAGOGÍA DE LA ENSEÑANZA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2019
Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “EVALUACIÓN ESTUDIANTIL” PERTENECIENTE A LA INVESTIGACIÓN: : ENGAGING ASSESSMENT AND THE SPEAKING SKILL.

TÍTULO DEL TRABAJO


AUTOR/A: Lic. Jorge Flores

1D- DEFICIENTE

2R- REGULAR

3B- BUENO



4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
PART 1 <ul style="list-style-type: none"> Can you tell me please what can you see in the picture? 																



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Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

																		
PART 2																		
<p style="text-align: center;">PICTURE A</p>  <p>Rober's family Mother's Name Clara Father's Name John Members of the family 4 Large/small family small</p>																		
<ul style="list-style-type: none"> What's the name of Robert's mother/Father? 																		



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POSGRADO

MAESTRÍA PEDAGOGÍA DE LA ENSEÑANZA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2019
Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

<ul style="list-style-type: none"> How many member of the family are there? 															
<ul style="list-style-type: none"> Is it a small or large? 															
<ul style="list-style-type: none"> Are small families better than large families? Why? 															
<p style="text-align: center;">PICTURE B</p>  <p>Mary's family Mother's Name Melissa Father's Name Ben Members of the family 7 Large/small family large</p>															
<ul style="list-style-type: none"> What's the name of Marys mother/Father? 															



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 POSGRADO

MAESTRÍA PEDAGOGÍA DE LA ENSEÑANZA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2019
Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

<ul style="list-style-type: none"> • How many member of the family are there? 																				
<ul style="list-style-type: none"> • Is it a small or large? 																				
<ul style="list-style-type: none"> • Are small families better than large families? Why? 																				

Note: it is worth to say that the speaking section of the real Cambridge test for A2 flyres consist of 3 parts, even though for this research only parts 1and 2 have been considered part 3 do not fulfill the complexity level participants need to achieve

Observaciones:


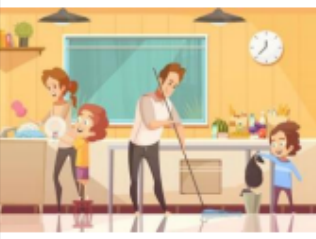
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 SULCA GUALE**

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FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “EVALUACIÓN ESTUDIANTIL” PERTENECIENTE A LA INVESTIGACIÓN: ENGAGING ASSESSMENT AND THE SPEAKING SKILL.

PARÁMETROS PREGUNTAS	Relevancia de las preguntas del instrumento con los objetivos				Relevancia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	ID	2R	3B	4O	ID	2R	3B	4O	ID	2R	3B	4O	ID	2R	3B	4O
PART 1 <ul style="list-style-type: none"> Can you tell me please what can you see in the picture? 				X				X				X				X
				X				X				X				X

PART 2				X				X				X				X
PICTURE A																
 <p>Rober's family Mother's Name Clara Father's Name John Members of the family 4 Large/small family small</p>																
<ul style="list-style-type: none"> • What's the name of Robert's mother/Father? 																
<ul style="list-style-type: none"> • How many member of the family are there? 																
<ul style="list-style-type: none"> • Is it a small or large? 																
<ul style="list-style-type: none"> • Are small families better than large families? Why? 																
PICTURE B				X				X				X				X
 <p>Mary's family</p>																

Mother's Name Melissa Father's Name Ben Members of the family 7 Large/small family large																				
• What's the name of Mary's mother/Father?																				
• How many member of the family are there?																				
• Is it a small or large?																				
• Are small families better than large families? Why?																				

Note: it worth to say that the speaking section of the real Cambridge test for A2flyres consist of 3 parts, even though for this research only parts 1and 2 have been considered part 3 do not fulfill the complexity level participants need to achieve

Observaciones:



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	<ul style="list-style-type: none"> • Rather than one person acting out, the entire group acts it out, and one person guesses. • In the group charades worksheet, there are tons of ideas to get started. <p>Day 3</p> <ul style="list-style-type: none"> • Students make up their own English movie ideas. • Students start taking control of their own fate, their own English improves 10 fold. • Students create in groups a script • students classify the characters • students perform the movie 	<p>The Classroom Movie: Dialogue Practice</p>
--	--	--

	<ul style="list-style-type: none"> • Someone starts with a ball. When they come up with a word, they pass the ball to another student. This process continues but they can't repeat something that has already been said. • When the music stops, whoever is holding the ball loses. And the punishment can be anything. <p>Day 3</p> <p>My family</p> <p>Write a short paragraph of 50-70 words describing your definition of the word "family". Pay close attention to your tenses. Use vocabulary and grammar accordingly.</p> <p>Students present their paragraphs.</p>	<p>Presenting a story</p>
--	---	----------------------------------