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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Mind Maps and Speaking Skills

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DEDICATION

TO:

To my parents, who, although they followed different paths, were united in their love and dedication to see me grow and achieve the education they once dreamed of for me. Your unconditional support every step of the way has allowed me to reach this great achievement.

To my grandparents and the rest of my family, whom I hold close to my heart. Your love and encouragement have been my constant source of motivation.

To my cousin and sister in life, my companion of mischief in childhood and joys in college.

To my best friend, Jharol Esteban, who was a light during my college years, and to my beloved mascot, Kitty, who has been by my side since my first class.

From the bottom of my heart, I dedicate this achievement to all of you.

Karla.

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CARRERA PEDAGOGÌA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "Mind maps and speaking skills"
AUTHOR: Karla Anahi Segovia Villacis
TUTOR: Lcda. Ximena Alexandra Calero Sánchez Mg

ABSTRACT

Mind maps are effective tools for improving the organization of ideas, fostering creativity, and increasing confidence, which contributes significantly to improving speaking in English. This study aimed to evaluate the impact of the use of mind maps on the development of speaking skills. The participants consisted of 25 tenth-grade students from the Unidad Educativa Sagrada Familia, parallel 'A', including 10 females and 15 males. The research was conducted over two weeks in eight sessions, during which the students participated in learning activities specifically designed to improve their speaking skills through the use of mind maps. A pre-experimental design with a quantitative approach was used. To assess students' speaking performance, a pre-test and a post-test were administered using the speaking section of the Cambridge PET B1 Preliminary for Schools exam as the instrument. These tests were evaluated using a rubric that considered four main criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication. The results showed a statistically significant improvement in the students' speaking skills in all the criteria assessed, especially in interactive communication, as analyzed by a statistical test using the Statistical Package for Social Sciences (SPSS) program. Interventions, which guided students in the coherent organization of ideas through different mind map designs, among which Spider Mind Maps stood out as a favorite, as well as in the use of useful expressions and the strengthening of interactive communication through debates, presentations, and class presentations, were key to this progress. In conclusion, the study shows that mind maps have a positive and effective impact on improving oral expression. Not only do they help students to better organize their ideas, but they also increase their confidence and fluency in oral communication.

Keywords: mind maps, speaking skills, interactive communication, English language teaching, oral performance.

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RESUMEN

Los mapas mentales son herramientas eficaces para mejorar la organización de ideas, fomentar la creatividad y aumentar la confianza, lo que contribuye significativamente a la mejora de la expresión oral en inglés. Este estudio tuvo como objetivo evaluar el impacto del uso de mapas mentales en el desarrollo de las habilidades de expresión oral. Los participantes fueron 25 estudiantes de décimo grado de la Unidad Educativa Sagrada Familia, paralelo 'A', incluyendo 10 mujeres y 15 hombres. La investigación se llevó a cabo durante dos semanas en ocho sesiones, durante las cuales los estudiantes participaron en actividades de aprendizaje diseñadas específicamente para mejorar sus habilidades de expresión oral mediante el uso de mapas mentales. Se utilizó un diseño preexperimental con un enfoque cuantitativo. Para evaluar el rendimiento oral de los estudiantes, se administraron un pre-test y un post-test basados en la sección de expresión oral del examen Cambridge PET B1 Preliminary for Schools. Estas pruebas fueron evaluadas mediante una rúbrica que consideró cuatro criterios principales: gramática y vocabulario, gestión del discurso, pronunciación y comunicación interactiva. Los resultados mostraron una mejora estadísticamente significativa en las habilidades orales de los estudiantes en todos los criterios evaluados, destacando especialmente en la comunicación interactiva, según se analizó mediante una prueba estadística empleando el programa Statistical Package for Social Sciences (SPSS). Las intervenciones, que guiaron a los estudiantes en la organización coherente de ideas mediante diferentes diseños de mapas mentales, entre los cuales destacaron como favoritos los Spider Mind Maps, así como en el uso de expresiones útiles y el fortalecimiento de la comunicación interactiva a través de debates, presentaciones y exposiciones en clase, fueron clave para este progreso. En conclusión, el estudio evidencia que los mapas mentales generan un impacto positivo y eficaz en la mejora de la expresión oral. No solo ayudan a los estudiantes a organizar mejor sus ideas, sino que también incrementan su confianza y fluidez en la comunicación oral.

Palabras clave: mapas mentales, destrezas orales, comunicación interactiva, enseñanza del inglés, rendimiento

Chapter I. Theoretical Framework

1.1 Research Background

To carry out this research, a thorough review of scientific articles from reliable sources was conducted, focusing on mind mapping and speaking skills. This study was supported by academic databases such as Scopus, Google Scholar, ResearchGate, and ERIC. The use of these databases provided access to diverse perspectives from multiple authors on the topic, contributing a valuable contribution to the development of the study.

Setiyawan (2020) elucidated in detail how mind maps helped students improve their speech in idea generation. This research was conducted with students from Madrasah Muallimaat Muhammadiyah Yogyakarta denominational school in Indonesia. The study mentioned the difficulties that students face in idea generation when speaking in English, such as lack of vocabulary, concern about making grammatical errors, and difficulty in expressing their ideas. Several data collection tools were incorporated throughout the research, including a pre-test, post-test, and a rubric-based structured interview as an indicator of students' speaking performance. The mind mapping technique was used as a teaching strategy, in addition to new mind mapping concepts: Using drawings pictures, and Canva.com. The study showed that mind maps helped students remember the point or vocabulary they wanted to use when generating their ideas before speaking, as well as they were able to practice speaking. On the other hand, the mind maps were impactful for the students, as they were excited to make them on paper or canva.com.

Bsharat and Dweikat (2023) analyzed EFL teachers' perspectives on using the mapping strategy to develop their students' speaking skills. The problems they faced were difficulties in improving speaking skills, due to lack of exposure to English-speaking environments and weakness in speaking, even though they can read and write in English. The study used a comprehensive qualitative approach through semi-structured interviews. The sample consisted of 5 English teachers from Palestine. As a result of this study, it was determined that mapping positively impacts EFL learners' verbal performance, improving their speaking skills and self-esteem. By fostering critical thinking, it enhanced comprehension and improved speaking fluency as well as the thematic organization of learning situations.

Feng et al. (2023) presented a study that aimed to examine how mind mapping technique influenced vocabulary retention as well as willingness to communicate (WTC) of Iranian students learning English as a foreign language (EFL). The obstacles faced by the students were memorization difficulties and lack of motivation, which had a negative impact on their ability to express themselves effectively in spoken English. The study selected 98 EFL learners, who were assessed and divided into an experimental group (EG) and a control group (CG). Different instructional methods were applied: mind mapping for the EG and conventional methods for the CG. After 23 treatment sessions, tests and questionnaires were administered. The results showed that the EG improved more on vocabulary, motivation, and willingness to communicate compared to the CG. The implications of these findings were discussed. Furthermore, it is important to mention that the authors emphasized that the sample size was relatively small, meaning that the results may not be applied to a larger population of students.

Ayu and Ningsih (2023) explained the process of implementing mind maps to improve the speaking skills of a group of 30 10th-grade students from SMPN 10 Bandar Lampung Secondary School. The problem particularly focuses on poor pronunciation, lack of vocabulary, and self-confidence in speaking English. A quantitative approach was used, collecting numerical data by conducting surveys. The method in this research was a one-group pre-test and post-test experimental design. The technique used for this study was collection using a purposive sampling technique. The results show that mind maps help students express themselves orally by learning descriptive texts, improving their vocabulary, pronunciation, and creativity, and organizing their ideas. This technique is useful for planning speeches as it promotes a deeper understanding of the topics discussed.

Khodabandeh (2021) compared the impact of the mind mapping technique in improving the speaking ability of EFL learners in both traditional and flipped classes. The problem raised in this study is the influence of personality on student performance, focusing on speaking skills. Therefore, the hypothesis raised is that personality traits influence the techniques and methodologies to be used. For this purpose, 80 homogeneous students of English language teaching at Payam-e-Noor University were divided into four groups based on their personality type and assigned to either traditional or flipped classes. The traditional groups created mind maps on each topic, while the flipped groups used digital mind maps to generate ideas. The post-test results

showed significant improvement in pronunciation, grammar, vocabulary, fluency, and comprehension. Introverted students performed better in flipped classes, while extroverted students performed better in traditional classes. Furthermore, it was observed that the mind-mapping technique had positive effects on all groups.

In their study, Hoa and Trang (2020) highlighted the importance of speaking development as an essential productive skill. The aim was to investigate the use of mind mapping among 240 first-year English faculty students at the University of Foreign Language Studies by analyzing the frequency, speaking stages, and students' attitudes toward this technique. Students face challenges due to the traditional approach in Vietnamese high schools, which prioritizes reading and writing, limiting their speaking and listening skills. Using quantitative and qualitative research methods, the authors collected data through interviews and questionnaires. The results showed that 80% of the students used mind maps frequently, and 85% applied them in oral presentations. All students considered mind maps to be useful, with 40.42% rating them as extremely effective, suggesting a positive impact on their oral performance.

Nasution (2020) investigated the effectiveness of mind mapping in improving the speaking skills of 44 grade X-2 students in SMK N 1 Panyabungan, Sumatera Utara. Their objective was to explore the effectiveness of using mind maps as a technique to improve students' speaking skills. The students had difficulty speaking about descriptive texts due to comprehension problems, limited vocabulary, and grammatical errors, which affected their confidence in expressing themselves. To address this, mind maps, speaking tests, observations, and interviews were used, with quantitative and qualitative analyses. Results showed that mind maps significantly improved students' speaking, increasing scores in vocabulary (from 60.68 to 79.59) and grammar (from 56.59 to 65.58). Progress was also observed in pronunciation, fluency, and comprehension. In addition, students participated more actively in class, became less shy, and showed better concentration. In conclusion, mind maps proved to be an effective tool not only for improving speaking performance but also for positively influencing the overall teaching and learning process.

Kucharíková (2019) addressed challenges in the development of speaking skills among technical education students, especially in the context of English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL). The research was conducted with 20 intermediate and 30 advanced students from the Faculty of Mechanical Engineering at the Slovak

University of Technology, highlighting the need for effective techniques such as mind mapping to improve students' speaking proficiency, which has traditionally been linked to listening skills. Quantitative and qualitative research methods were employed, collecting data through questionnaires and classroom observations, using mind maps in response to speech inputs. Results showed that the use of mind maps significantly increased students' participation and speaking time; motivation increased by 50% in intermediate and 40% in advanced students. In conclusion, mind maps proved to be effective tools for improving speaking and organizing thoughts, especially for less advanced learners in ESP/CLIL settings.

Huong (2024) aimed to determine whether the application of mind mapping is suitable for helping students improve their speaking skills. For this purpose, 29 fourth-grade students at Newton Grammar School in Vietnam were involved. The methodology adopted a mixed approach, combining quantitative and qualitative methods, which included the use of questionnaires, observations, and pre-tests to assess students' current speaking skills before applying the mind maps. Questionnaire data and test scores were examined to assess the effectiveness of mind mapping in improving English-speaking outcomes. The results showed that the application of mind mapping improved the English-speaking scores of the students, who learned better with this tool. In conclusion, the study determined that while students were satisfied with the use of mind maps, they needed to be prepared with sufficient vocabulary, grammatical structures, and background knowledge related to the speaking topics.

Borysova (2023) addressed the effectiveness of the use of mind maps as a tool for improving communicative competence in the “Practical English Language Course”. The research focused on students studying at the faculties of foreign philology, specifically future philologists, and teachers of English at Hryhorii Skovoroda University in Pereiaslav. To conduct the research, a systematic analysis was employed to clarify the use of mind maps, and the argumentation of principles and objectives for forming communicative competence. In addition, empirical methods were used to generalize the pedagogical experience and compare the advantages of mind maps. The study showed that students used mind maps to create a schematic representation of the material studied, to activate oral expression, and to carry out brainstorming, discussions, debates, etc. The results showed that mind maps significantly improved cognitive performance, facilitated learning and students' speaking fluency, and served as effective tools for both teaching and knowledge

assessment. In conclusion, mind maps are powerful educational tools that improve students' cognitive performance and communication.

Polati and Yavu (2021) explored the experiences and conceptualizations of school, friendship, and play through Mind Maps. Participants were 18 preschoolers and 12 preschool teacher trainees in Turkey. By engaging both groups in creating mind maps on these topics, the research aimed to capture their experiences and conceptualizations. Qualitative data were collected through a phenomenological approach. The methodology involved brainstorming and collaborative drawing, which allowed participants to express their thoughts visually and verbally. Analysis of the mind maps revealed that this technique facilitated the effective expression of thoughts and feelings. Consequently, the study concluded that mind mapping is an effective method for engaging children in articulating their ideas, improving their language skills, and supporting memory and note-taking skills. Overall, the findings suggest that mind maps not only encourage active participation but also contribute significantly to the development of speech skills in children, making them a valuable educational tool in early childhood settings.

Wahyudi and Irawati (2020) examined the importance of developing students' speaking skills through the Mind Mapping Technique, conducted with 36 first-semester students of the Public Sector Accounting program at Politeknik Negeri Pontianak. The study used a pre-experimental design, employing both pre- and post-tests for data collection, as students faced challenges in conveying information in English effectively, struggling with idea generation and connecting to conversational topics, resulting in short and insufficient speeches. The methodology included a single group of students, where a pre-test, a treatment, and a post-test were conducted, using speaking tests to assess students' skills. The analysis of results consisted of comparing pre-test and post-test scores using appropriate statistical tests, revealing a significant improvement in the students' speaking skills, especially in their ability to generate ideas, use a larger vocabulary, and construct longer sentences. In conclusion, the Mind Mapping Technique proved to be effective in improving students' speaking skills by helping them organize their thoughts and ideas, suggesting that this technique should be integrated into teaching practices to further support the development of students' speaking skills.

Theoretical Foundation of the Variables

Independent Variable

English Language Learning

Hayati (2015) argued that learning is one of the various ways of understanding the world. In this process, some individuals exhibit the ability to quickly and effectively acquire knowledge across different disciplines. However, when difficulties arise, the approach given to the learner must be adapted to enhance the experience, regardless of the subject being studied. English language learning, in particular, involves the process by which non-native speakers acquire the necessary skills to communicate and function effectively using a second language after their mother tongue.

In the case of the English language, as it continues to grow globally and open many opportunities, the increasing interest in learning it has become more evident. The process of learning English depends on several factors. For instance, Lightbown and Spada (1997) suggested that certain personality traits of students can influence their acquisition of a non-native language. Similarly, López (2020) highlighted that emotions play a key role in communication processes; effectively managing them facilitates successful communication, which is the primary goal of language learning.

Tomlinson and Masuhara (2004) argued that language learning leverages an understanding of linguistic systems and language use, involving institutions, instructors, students, and economic resources. Additionally, the learning process requires the development of core skills, such as reading, writing, listening, and speaking, which should be integrated and practiced together.

As stated by Panggabean (2018), teaching English is perceived as a challenge in schools, universities, and specialized courses. This difficulty often arises because the methods employed may not be suitable for current circumstances, suggesting the need to explore alternative educational strategies. These strategies should aim to address factors such as motivation, access to adequate resources, exposure to authentic language contexts, and quality of instruction. Proficiency in English not only opens academic and professional opportunities but also facilitates interaction in an increasingly globalized world.

Learning Techniques

Stern (1992) recognized that the concept of learning techniques is based on the idea that learners consciously engage in activities to achieve specific goals. Learning techniques can be understood as intentional approaches or broadly stated learning strategies. These strategies involve not only the acquisition of specific knowledge but also the development of cognitive, metacognitive, and social skills that facilitate the learning process.

As noted by Murcia (2001), learning techniques are concrete actions or steps that learners use to facilitate their learning, such as identifying conversation patterns or motivating themselves to tackle complex language tasks. Additionally, learners adapt and modify their strategies based on the demands of the task, the educational context, and their individual learning styles. Thus, learning techniques are not static; they evolve with experience and reflect the learners' ability to manage their own learning process more autonomously and effectively.

In the view of Cherry (2024), understanding the best techniques for learning can help improve the outcomes of efforts to acquire new ideas, concepts, and skills. By identifying the methodologies that best suit their learning styles, learners can manage their time more efficiently and approach challenges with greater confidence, which, in turn, facilitates deeper and longer-lasting learning. Additionally, the use of appropriate learning techniques can serve as a motivator, encouraging learners to strive for continuous improvement and increasing their interest in acquiring knowledge and mastering the language.

According to the findings of Ju (2024), there are four common learning styles, and a prior diagnosis helps determine the most suitable technique for each group: Visual learners are individuals who prefer visual learning; they enjoy reading because they like to see words and letters in front of them. Auditory learners prefer conversing and interacting with others; they do not need to see written words. Tactile learners enjoy manipulating various learning materials while learning a language; they prefer hands-on activities. Kinesthetic learners have an affinity for taking frequent breaks and being physically active while learning English.

EFL Teaching

According to Braine (2010), learning English as a foreign language significantly enhances communication skills, enabling students to articulate ideas, emotions, and opinions effectively. It fosters participation in intercultural exchanges, promoting connections with individuals from diverse cultural backgrounds and facilitating the development of international networks. As a global lingua franca, English broadens learners' perspectives by providing access to varied viewpoints and deepening their understanding of different cultures. Furthermore, it unlocks academic, professional, and personal opportunities, granting access to extensive resources, including educational materials and digital content. Mastering English equips learners with indispensable tools to succeed in a globalized world, making it a cornerstone for personal and professional advancement.

Proficiency in English has become increasingly vital for career advancement in today's interconnected world. Employers frequently require candidates to demonstrate a certain level of English proficiency, even in non-English-speaking countries, to facilitate effective communication within multinational teams or with international clients. In the view of Seidlhofer (2013), learning English as a foreign language equips individuals with essential communication tools to excel in fields such as business, tourism, international relations, and global organizations. As a bridge language in the global job market, English proficiency significantly enhances employability, unlocks diverse professional opportunities, and enables individuals to thrive in a highly competitive and globalized economy.

Bardovi and Mahan (2003) observed that, while the advantages of learning English as a foreign language are extensive, addressing the challenges learners face is crucial, particularly those related to linguistic obstacles. The complex grammar rules, extensive vocabulary, and varied pronunciation patterns of English often present significant difficulties for students aiming to achieve fluency and accuracy. Differences between English and a learner's native language frequently lead to errors, such as incorrect grammar usage or mispronunciation. Overcoming these hurdles requires consistent practice, exposure to authentic language use, and tailored instructional strategies to help students build confidence and master the intricacies of English.

Visual Learning Techniques

Raiyn (2016) mentioned that visual learning involves the incorporation of information through visual formats; students often understand classroom information more effectively when they can observe it. These formats serve as an alternative to combat the theoretical monotony of study topics during any type of learning process. Incorporating visual learning techniques alongside other didactic methods, such as auditory or kinesthetic strategies, can create a more holistic and interactive learning experience.

Philominraj et al. (2017) stated that visual learning is the ability to interpret, organize, and make sense of the elements perceived through sight. A clear example of an advanced visual skill is the ability to read written texts, which is crucial for everyday activities such as recognizing faces, interpreting road signs, or analyzing visual graphics. Additionally, visual learning is closely related to visual memory, which helps us remember information presented in graphic or pictorial form, reinforcing its importance in cognitive development and problem-solving.

As highlighted by Aisami (2014), stimulating the mind with images and encouraging visual thinking has been shown to be an effective learning technique. By activating areas of the brain related to visual perception, it optimizes data processing and enhances the ability to remember, relate, and apply what is learned in different contexts. This technique is especially useful for complex subjects, as it allows information to be broken down in a clear and accessible way, thereby improving academic performance and cognitive development.

Sless (1981) conceptualized visual learning as 'the primary transmitter of our cultural heritage, second only to the spoken word.' It enables learners of all ages to more effectively manage learning objectives and achieve academic success. Visual learning significantly enhances the learning process through interactive elements and is used to consolidate the content studied. Visual aids can complement lectures and discussions by providing a point of reference to reinforce oral or written content. Visual learning is an excellent methodology because it increases students' interest in a specific topic, makes the process more engaging, and helps them maintain their attention for longer.

Rodger et al. (2009) asserted that visual information is provided in various formats, such as pictures, flow charts, graphs, videos, simulations, cartoons, coloring books, slide or PowerPoint

presentations, posters, films, games, and flashcards. These formats not only enrich the learning process but also allow students to connect abstract concepts with concrete representations. By using a variety of visual modalities, deeper understanding is promoted, and creativity is stimulated, resulting in a more engaging and interactive learning experience. Teachers can use the aforementioned formats to present large volumes of information in a comprehensible way, facilitating the identification of connections and patterns.

Wilfrid Laurier University (2008) presented that students who learn visually assimilate information through sight, so resources such as diagrams, graphs, images, and symbols can be fundamental to understanding new concepts. The visual approach can be particularly useful in academic environments where it is important to organize large amounts of information in a clear and accessible way, encouraging the identification of key patterns and relationships. Having something to look at helps maintain the learner's attention and makes the lecture more engaging. By integrating these visual techniques into academic environments, teachers can enhance student learning by facilitating the identification of patterns and encouraging active participation in the learning process.

As indicated by Doy (2004), visual resources capture students' attention, as representations of knowledge and lessons derived from visual culture reinforce the centrality of subjective experiences. Integrating visual culture into the educational process, fosters more meaningful learning and allows students to relate information to their own experiences and contexts, thus enriching their educational experience. These techniques are also related to other didactic tools, such as the use of flow charts, infographics, and mind maps.

Alabi (2024) stated to optimize the benefits of visual learning in education, educators can use a variety of methods tailored to visual learners. These strategies use tools such as visual aids, multimedia, and interactive resources to improve comprehension, engagement, and learning outcomes:

Using Diagrams and Flowcharts

Diagrams and flowcharts are key visual tools that help explain processes, hierarchies, and relationships. Diagrams simplify complex concepts, making them easier to understand. Flowcharts are especially useful for outlining step-by-step procedures, decision-making, or activity sequences.

These tools are widely used in fields such as science, math, and organizational studies, where interpreting visual information is critical.

Mind Maps and Concept Maps

Mind maps are a valuable technique for brainstorming, organizing ideas, and planning. They begin with a central theme and branch out, helping visual learners see connections and structure. Concept maps, in contrast, focus on illustrating relationships between different ideas within a subject. These visual tools are particularly useful for understanding interconnected topics in areas like science, history, and literature.

Infographics and Data Visualization

Infographics combine visuals such as graphs, charts, and icons with concise text to present information in an appealing and clear way. This method is especially effective in subjects like social studies and economics, where analyzing and communicating data is important. Data visualization tools, including interactive charts and maps, are also useful in fields like geography and sciences, where interpreting complex data visually aids comprehension.

Videos and Animations

Videos and animations bring concepts to life, making them ideal for demonstrating experiments, historical events, or abstract ideas. Videos provide immersive experiences, while animations break down complex topics like mathematical models or technological processes into simpler, visual explanations.

Interactive Tools and Virtual Reality (VR)

Interactive tools and VR technology are transforming visual learning by offering hands-on experiences. Virtual labs allow students to simulate experiments, while VR field trips transport them to distant locations or historical landmarks. These tools are particularly beneficial for understanding spatial relationships and dynamic processes in subjects such as geography, history, and STEM fields.

Mind Map

Erdem (2017) noted that Tony Buzan developed mind mapping as a note-taking technique, which can uncover the brain's thoughts on a topic from different perspectives. In addition, this tool promotes creativity by enabling the visualization of connections between ideas that might otherwise go unnoticed. Using mind maps improves understanding and analysis of issues by structuring information in a more accessible way and stimulates lateral thinking, which helps generate new ideas and innovative solutions.

As expressed by Buzan (2005), mind maps are also effective tools for memory, as they help you structure data and ideas in a way that allows the brain to work naturally from the start. By making it easier to visualize the connections between concepts, they promote deeper understanding and longer retention of information. Furthermore, by organizing thoughts clearly and hierarchically, they allow the learning process to be more intuitive and efficient, aligning with the way the brain processes information.

Farrand (2022) identified mind maps as a study tool that transforms information from various sources into a diagram that highlights the most relevant keywords related to a specific topic. The central topic is then subdivided into several branches that can detail more particular subtopics. This structure facilitates the analysis and understanding of information by showing the connections between concepts, which in turn improves retention and long-term recall. This method helps EFL learners visually organize new vocabulary, idiomatic expressions, and conversation strategies, facilitating recall and contextual application in speaking tasks.

Asrofin et al. (2022) specified that mind maps are the easiest way to introduce information into the brain and retrieve it later. This method is a creative, efficient, and innovative way of taking notes. In addition, the use of colors, images, and connections between concepts facilitates the understanding and retention of information. Mind maps not only help the note-taking process but also enhance active learning by promoting the association of ideas and the generation of new connections between the topics studied.

As observed by Garrido (2023), although the English cognitive psychologist Tony Buzan is said to have developed the mind map in the late 1960s as an effective technique to improve learning and note-taking, this tool was already in use earlier. Figures such as Leonardo Da Vinci

used it. This is evidenced in the Codex Leicester, one of the approximately 30 scientific texts left by Leonardo, handwritten with his characteristic mirrored calligraphy, and complemented, like the rest of his works, with sketches and explanatory drawings. By examining his writings, we can observe some of the characteristics that apply to mind maps: he wrote from right to left, reasoned from key ideas, and, above all, used images to communicate.

Miro (2024) suggested that graphic organizers are multifunctional resources used in various areas, such as education, project management, and business planning. They help to structure and visualize information, enabling more effective communication and understanding. One type of graphic organizer that is highly recommended for learning is the mind map, which is considered useful in brainstorming sessions and promotes creative thinking. Its design consists of a central node with branches illustrating connected subtopics.

Characteristics of mind maps

Anggraeni (2014) argued that by using a mind map, learners can generate a coherent, cohesive, clear, well-structured, and easy-to-remember oral discourse. This is because mind maps offer the possibility to describe, compare, classify, sequence, and make decisions effectively. These characteristics enable students to organize their ideas in a logical and comprehensible way, which facilitates both expression and understanding of the content. In addition, the use of this technique enhances synthesis and analysis skills, promoting more fluent and accurate communication, which contributes to the development of stronger and more versatile language skills.

As stated by Meilita (2021), it is recommended to complement the inquiry model because its function has been shown to help students construct knowledge through steps to organize various topics related to the problem. In addition, a mind map is also able to accommodate students to construct knowledge and activate the working steps of the brain. This is because students are free to create color, writing, shape, and size. This flexibility not only encourages information retention but also enhances students' ability to make connections between concepts, facilitating deeper and more effective learning.

On digital, researcher Afi Normawati (2020) defined the learning strategy that incorporates mind mapping and social networking as digital mind mapping. The adjective ‘digital’ is used

because of its relation to the use of computer technologies, particularly the Internet. Digital mind mapping refers to the creation of mind maps using digital tools, allowing their visualization, editing, and dissemination through online platforms, which facilitates interaction and collaboration between users connected to the Internet.

Advantages of mind maps

Nazarovna (2022) proposed that mind maps can be used at different stages of work and all levels of language proficiency. Also, mind maps promote critical thinking as they allow learners to explore the relationships between ideas in a deeper way, helping to identify patterns and connections that may not be evident with other study methods. During the presentation, memorization, and consolidation of new content, this method can significantly simplify any activity related to linguistic information.

Polat and Aydin (2020) explained that mind maps are one of the strategies that motivate the thinker to act, promoting the creation of new ideas and the incorporation of fresh knowledge into them. Mind maps, being visually structured, stimulate both the right (visual and creative) and left (logical and analytical) hemispheres of the brain. Their non-linear structure facilitates creative and critical thinking, promoting better information retention.

Muhammadiyah (2020) inferred that mind maps use visual and sensory stimuli to organize connected ideas into an outline. Mind maps are useful for learning as well as for problem-solving and creativity. By stimulating both hemispheres of the brain, mind maps encourage both logical and creative thinking, helping to generate new ideas or solutions. This tool helps students organize their thoughts by classifying and grouping them into related concepts.

Polati and Aksin (2022) claimed that mind mapping facilitates the process of remembering information more enjoyably, while allowing connections to be made in a more creative, analytical, and multi-perspective manner, in contrast to the traditional method of note-taking. By compiling ideas from books, articles, or lecture notes, this tool enables large volumes of information to be condensed into a single visual outline, which helps identify connections between different concepts.

Elements of Mind Maps

Núñez et al. (2019) expounded that the mind map acts as a reflection of thoughts, using a highly effective graphic process that unlocks the dynamic potential of the brain. Similarly, Sohn (2017) explained that mind mapping is a powerful tool to capture and organize ideas related to a topic in a visual way. This technique involves creating a radiant format in which keywords are used, either on paper or through specialized software, as thoughts emerge. To create an effective mind map, certain distinctive elements are used, which, based on the ideas of both authors, can be detailed below:

Mind Map Central Idea

The central idea is a picture, keyword, or a combination of both that represents the main theme. Ideally, it should be something personal that resonates and is deeply rooted in the learner's memories, serving as the foundation for building the rest of the mind map.

Mind Map Branches

Around the central idea, various branches are developed that represent the components of the main theme. Each branch can bifurcate into sub-branches that further break down the theme, creating a hierarchy of ideas that extend outward from the central idea.

Keywords

Keywords are summaries of the content of each branch in two or three words. They should be carefully chosen and meet certain criteria:

- **Unique combination:** There should be no ambiguity about their meaning; their message should be clear when read.
- **Grouping of concepts:** Each branch can have multiple sub-branches, limited only by physical space or creativity.
- **Representativeness:** They should evoke images, sensations, or memories related to the concept they represent.

Images, Drawings, and Icons on the Mind Map

Images, drawings, and icons serve as visual support, making it easier for the brain to process information faster than with text alone. They are used on branches to illustrate key words and are most effective when connected to personal memories. Images should complement, not overshadow, the branches.

Relationships between Ideas in the Mind Map

Relationships between ideas are represented with dashed lines or arrows, indicating similarities between concepts in different parts of the map. Thin dotted lines should be used and placed close together to avoid confusion by crossing too many branches.

Clouds

Clouds are visual representations that group ideas or highlight similarities between various branches. They are drawn with a soft background of a different color that encompasses nearby branches. Generally, they are used for ideas originating from the same branch, although they can also be applied in exceptional cases.

Attachments, References, Notes, or Links

Mind maps are tools for organizing ideas and making decisions, but their radial format does not allow for excessive detail. The information is organized by levels, and references can be included in notes or software through attachments, notes, or links. This allows the creation of a larger hierarchical structure, where each node can represent a mind map, thus facilitating classification and access to more detailed information or an overview.

Types of Mind Maps

Elmansy (2015) analyzed mind maps in general terms, concluding that there are three main categories of mind maps, each designed according to the specific objective of the projects in which they are used.

Library Mind Maps: These maps are ideal for organizing and tracking information efficiently. Their structure allows for storing relevant data that can be easily consulted, which is especially useful in research or the collection of extensive information.

Presentation Mind Maps: Primarily used to present ideas in a clear and attractive way, these maps facilitate the communication of complex concepts to a diverse audience. By organizing information visually, they help listeners retain and understand the message.

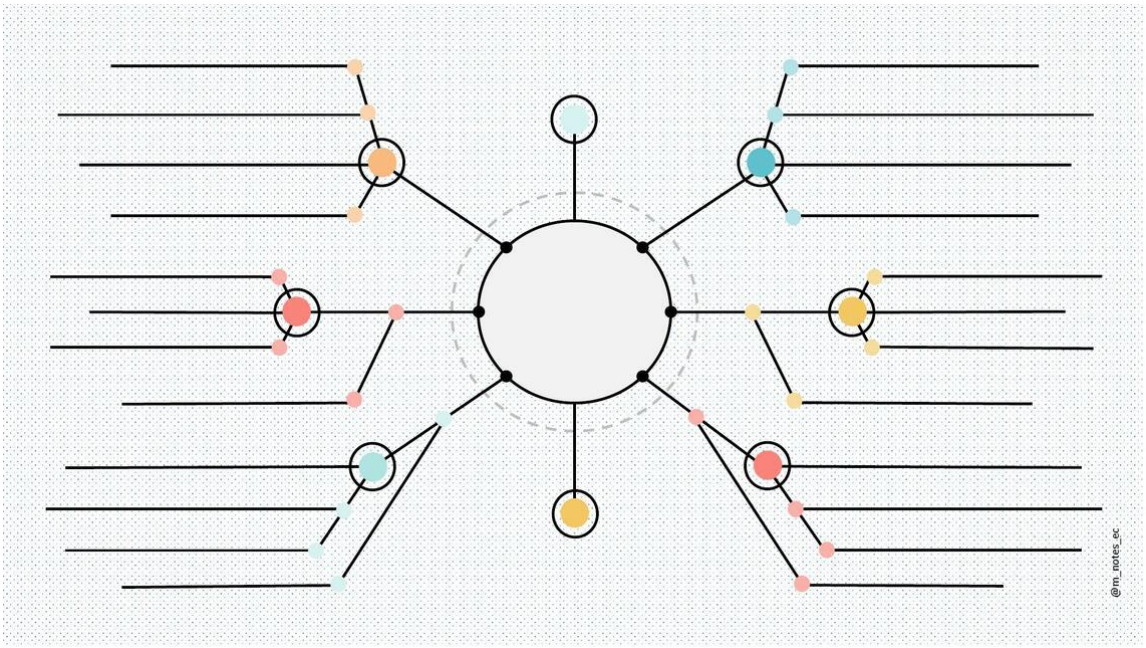
Tunnel Timeline Mind Maps: These maps are used to plan and structure projects, providing a clear view of the stages and tasks to be performed. Their design helps to identify deadlines and dependencies between activities, which is crucial for the success of any project.

Other authors, such as Álvarez (2022) classified mental maps "based on their composition, the relationship between their elements or concepts, and their information," which the author specifies can be as follows:

Spider: This characteristic design presents a main word in the center, from which the most important concepts radiate around it. From these sub-themes, other sub-concepts emerge indefinitely, giving the structure a spider-like appearance.

Figure 1

Spider Mind Map

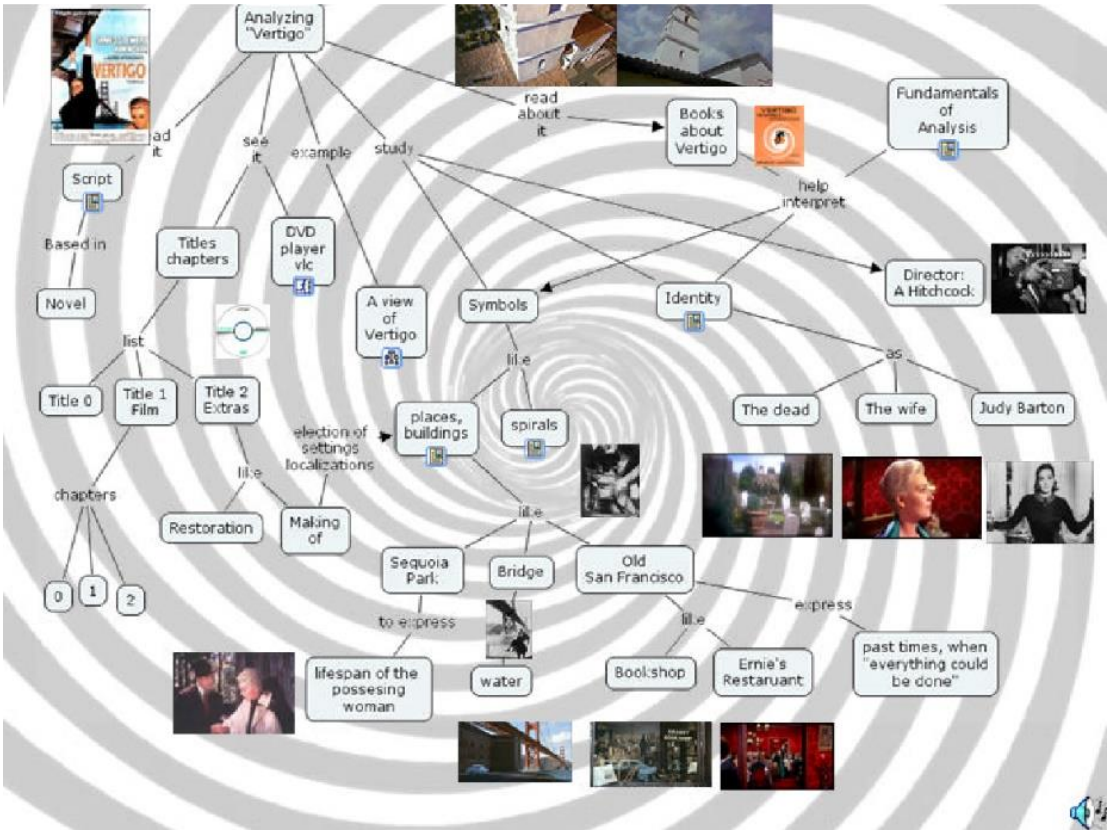


Note. Information is organized radially, with a central idea and branching subtopics. Taken from: uDocz (2024).

Hypermedial: These are maps that incorporate links to more detailed information. This type of map can only be created using modern tools for generating mind maps, such as specialized programs and applications.

Figure 2

Hypermedia mind map

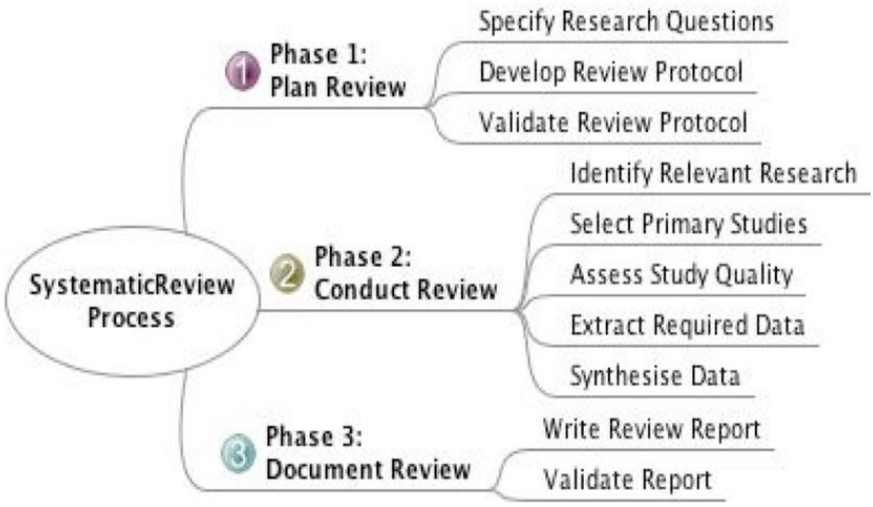


Note. It incorporates multimedia links (e.g., images, videos, sounds, web links) for dynamic navigation. Taken from Fernández (2004).

Systematic: Similar to an organization chart, this type of map is more complete, as it allows establishing relationships between elements. Images can be added, and bidirectional connections between crossed concepts can be created. This type of map favors logical thinking but can be complicated to read. They are particularly useful in scientific contexts.

Figure 3

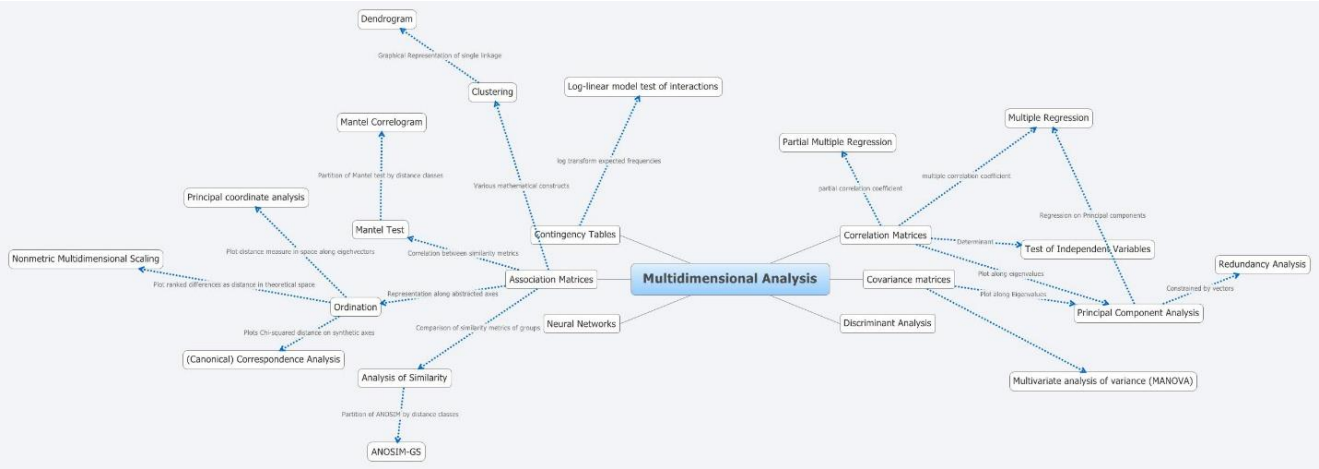
Systematic Mind Map



Multidimensional: These maps begin with a two- or three-dimensional representation that allows breaking down each section and explaining its parts in detail. A good example would be a representation of the planet Earth, detailing each of its layers and subsoils.

Figure 4

Multidimensional mind map

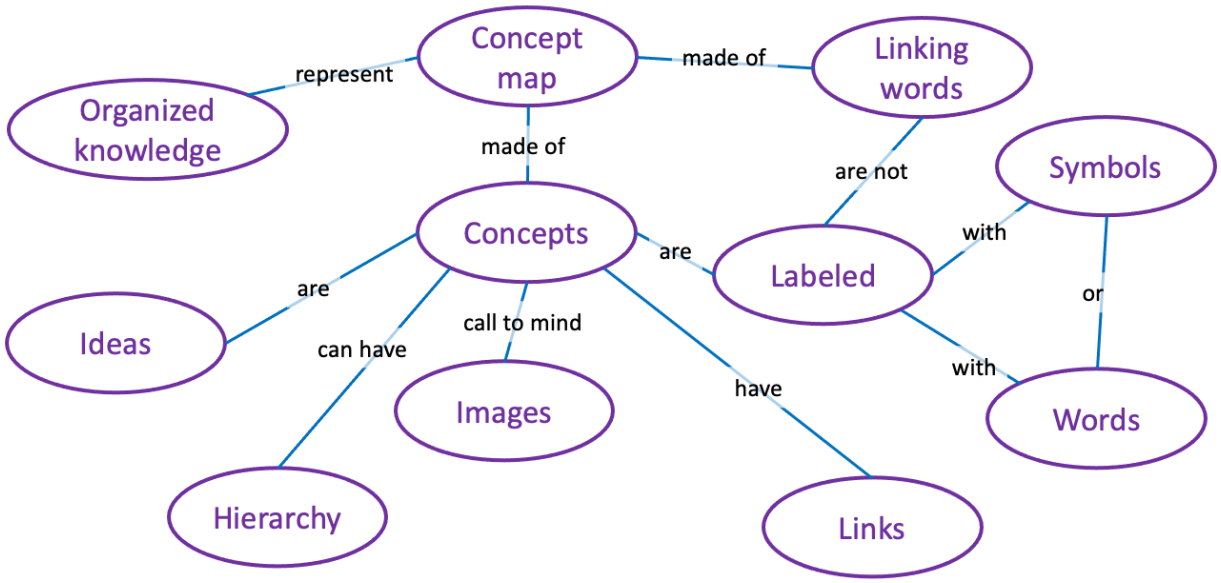


Note. Represents information multidimensionally, showing complex ideas with interrelated perspectives. Taken from: Xmind (2024).

Hierarchical: The main concept is placed at the top, and increasingly specific subtopics follow. This structure facilitates easy reading, although it does not allow for establishing relationships between concepts. They are commonly used for timelines or to represent hierarchical organizations, whether business or otherwise.

Figure 5

Hierarchical mind map

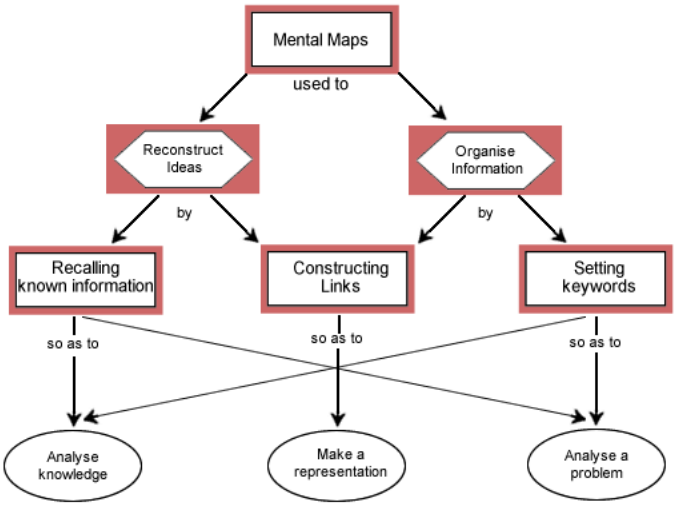


Note. Organizes information hierarchically, with a central idea at the center and branching levels. (Sumeracki, 2020)

Flowchart: The main topic is located at the top, from where subcategories are immediately broken down. The reading follows a top-to-bottom structure and is intended to be practical and clear, using concise text. This type of diagram does not allow elements to be related to each other, only vertically. They are frequently used to represent the corporate hierarchy or the structure of an organization.

Figure 6

Flowchart mind map



Note. Combines mind map structure with flowchart logic, using boxes and arrows for processes and decisions. (Christodoulou, 2010)

How to create a mind map

According to Ward (2023), before starting the mind map, it is important to choose a tool that allows it to be developed freely, whether it is a virtual application with sufficient features or a board with enough space for the development of ideas. The following steps are recommended:

First, establish the central theme of the study, such as a word, short phrase, or image (e.g., 'improve team morale' or 'work culture'). The title should summarize the theme strikingly and understandably, without deviating from the original idea of the study.

Next, choose three to five subtopics related to the central concept. These will form the initial branches of the mind map, which can later be expanded as necessary and useful.

The determination of the most relevant topics for the objective and the reorganization of the mind map will reflect the priorities, helping to focus the knowledge around the main concept.

It is advisable to use lines or colors to connect related ideas, as this helps visualize patterns and connections that are not evident in traditional lists. Adding notes, images, or text can highlight common themes.

Finally, expand each idea with further research and resources to make the mind map more informative, ensuring that no important details are left out.

Ubaydullaev et al. (2021) stated that a mind map is organized like a tree, with the main concept occupying the center, serving as a starting point for the development of ideas. From this central concept, branches extend in different directions, establishing links between the concepts. These connections not only represent the relationships between ideas but also help visualize the hierarchy, showing which concepts are the broadest and most relevant. By following these connections, it becomes easier to understand the relationships between ideas, identify key concepts, and see how they integrate to form a coherent whole. This process can be executed both physically and digitally.

Use of mind maps as a tool to facilitate oral expression

Parker (2021) explained that practicing verbal communication through sentences and responses not only enhances fluency but also helps speakers adapt to different conversational contexts. Creating mind maps with common sentences and responses can be a valuable tool for structuring thinking and facilitating improvisation during interactions. These skills are crucial for engaging in meaningful dialogue, as they enable individuals to express their ideas clearly and coherently, fostering better understanding and connection with others.

Based on Vaginakovich (2022), the most important components of improving speaking skills with mind maps are:

Immersion method: This approach involves complete immersion in an environment where the target language is spoken. Mind maps can be a useful tool to organize and visualize vocabulary and phrases learned in such an environment. By creating a mind map that includes words and expressions encountered in everyday conversations, students can reinforce their learning and better retain language in practical contexts.

Knowledge of idioms and fixed expressions: These expressions are common in everyday speech and can be challenging for non-native speakers. Familiarity with them not only helps students sound more natural but also improves their ability to understand native speakers. Mind maps allow students to visually group idioms and fixed expressions. By categorizing them on a

map, students can identify connections and see how they are used in different contexts, making it easier to understand and apply them in conversation.

Reading scientific articles: This type of reading exposes students to more technical and formal vocabulary, which is useful in academic or professional contexts. While reading scientific articles, students can create mind maps that summarize the main ideas and arguments presented. This helps to organize information and practice articulating complex concepts when discussing the content, thus improving their ability to speak on academic topics.

Vocabulary and lexical resources: A broad vocabulary enables speakers to express themselves with precision and nuance. Regular practice with new words and phrases, as well as their use in appropriate contexts, is essential for consolidation. Mind maps are ideal for expanding vocabulary. Students can create maps that include synonyms, antonyms, and related phrases, helping them visualize and retain vocabulary more effectively. This regular practice in using new terms in the right contexts is vital for improving fluency and accuracy in speaking.

Brandner (2013) postulated that mind maps, especially in their digital versions, offer a more efficient way to manage large volumes of vocabulary. They facilitate the creation of thematic collections and the incorporation of new words that are relevant to each topic. Their radial design effectively represents the connections the brain makes to link different ideas. Furthermore, the author emphasized that mind maps are an ideal tool for consolidating all grammar rules in one place. The main advantage of these maps lies in the clarity and overview they provide. With grammar mind maps, users can quickly and easily visualize all the rules, exceptions, and examples related to a specific topic.

Virtual mind maps

Debbağ et al. (2021) explored the use of mind mapping in the context of technology-based education. Their study found that students achieved more effective learning through this methodology compared to traditional teaching approaches. This enhancement in educational effectiveness was attributed to the reinforcement gained from active task completion and ideation, which are key elements in the learning process. Incorporating digital mind mapping into education not only transforms the way students learn but also provides them with valuable tools for their future academic and professional development.

Adani (2022) found that reading improved significantly, with a noticeable enhancement in students' reading comprehension. This progress led to an enrichment of vocabulary, which is crucial for the development of speaking skills. Such improvement was achieved through the implementation of a methodology involving a digital mind-mapping application. Hasriadi et al. (2023) suggested that younger generations are more prepared and open to adopting technology in their academic training. By enabling students to organize their ideas and the relationships between concepts, digital mind maps become a powerful tool for enhancing information retention and fostering creativity in learning.

Technological tools to create mind maps

Canva: This platform offers cross-platform accessibility, enabling users to work from anywhere, and making learning more dynamic and collaborative. Launched in 2012 as a simplified graphic design platform, Canva features an intuitive drag-and-drop interface. With access to an extensive library of images, icons, and templates, it has been used by millions worldwide to create over 400 million designs. One of its most prominent features is the ability to design digital mind maps, a crucial tool for enhancing learning (Sugiarni et al., 2024).

Coggle: According to Debbağ et al. (2021), Coggle.com is an online tool that allows users to collaboratively create mind maps. This platform is particularly useful for visualizing ideas and organizing information, which enhances learning and fosters creativity. Users can add notes, links, and multimedia to their maps, enriching the learning experience and improving the understanding of concepts. The authors emphasize that, despite the many advantages offered by mind maps, such as ease of use, collaborative opportunities, and clear visualization of ideas, some users may feel constrained when creating their maps. This limitation can stem from factors like the pressure to follow a specific format or the influence of others' expectations.

Miro: Aston (2023) suggested that Miro is an online collaborative whiteboard offering over 1,000 templates, including mind maps. The platform supports seamless communication through features such as chat, comments, and automatic organization of content. Miro allows onsite, remote, and hybrid teams to brainstorm, plan projects, design information architectures, create organizational charts, and develop sales strategies. Additionally, communication within Miro is streamlined with options for chat and comments, enhancing the collaborative experience.

Ayoa: Griffiths (2019), the creator of this tool, stated that Ayoa replicates the natural thought process through organic mind mapping. It is the only mind-mapping software to integrate artificial intelligence, along with the ability to perform freehand mind mapping. Ayoa combines whiteboard, task management, and mind mapping features, making it versatile for brainstorming, note-taking in meetings, teaching, and project planning. It allows the incorporation of free text, documents, notes, images, and lists, and facilitates the creation of diagrams, flowcharts, and integrations with other whiteboards. Despite its robust features, it remains user-friendly, making it an ideal tool for generating ideas, conducting meetings, and planning various projects.

FigJam: According to Aston (2023), FigJam is a digital whiteboard platform created by Figma, designed to facilitate online idea generation and mind mapping. It functions like a virtual playground for ideas, offering users the freedom to draw, write, and move elements as if using a traditional whiteboard. FigJam is ideal for anyone needing to organize their thoughts, from designers and developers to project managers and educators. Thanks to its real-time collaboration features, FigJam becomes a versatile tool for mind mapping in project meetings or weekly follow-up sessions. Users can invite teammates to join the whiteboard and view their cursors moving in real-time, creating a collaborative, in-person-like experience. Additionally, it allows users to add comments and reactions to others' ideas, making the brainstorming process more dynamic and engaging.

Dependent Variable

English language

Universitetet i Oslo (2005) articulated language as a distinctly human trait and the primary means of communication. While humans can convey emotions through body language, vocalizations, or physical movements, language remains central to human interaction. Language is defined as a system of communication-based on words and their combination into sentences, emphasizing its structured and rule-governed nature. This structure allows individuals to construct meaning and facilitates cooperation, learning, and creativity. Furthermore, language plays a crucial role in the teaching-learning process, as its systematic nature aligns closely with didactics and educational methodologies.

English is a widely spoken language that serves as a global means of communication. As indicated by Brown (2002), learning and teaching English is a social process that fosters connections and facilitates interactions among individuals. As the most widely used language worldwide, English has become a global phenomenon, with people across different cultures striving to learn it. Teaching English is essential, as acquiring a second language not only enhances students' communication skills but also broadens their understanding of the world. Moreover, learning a second language enables students to share values, beliefs, and experiences, fostering cultural awareness. It also equips them with the ability to express themselves more effectively in a new cultural context, using colloquial expressions and vocabulary commonly employed by native speakers in everyday conversations.

Lidz (2018) asserted that a critical factor in the language learning process is the ability to recognize and leverage statistical patterns within one's environment. This capability to identify and derive meaningful insights from the statistical regularities present in language is further supported by non-linguistic cognitive abilities. These include perceptual skills, which shape how sounds are interpreted as linguistic input, and conceptual skills, which underpin the understanding of word and sentence meanings. By analyzing statistical information in their surroundings, individuals can discern recurring structures, sequences, and associations within language. This process enables them to extract significant information and gain an understanding of the rules and conventions that govern language usage.

Beltrán (2019) stated that, in Ecuador, English has historically not been regarded as an essential subject, despite numerous educational reforms introduced since 1950. It is often perceived as a language accessible only to individuals of higher social standing. Nevertheless, English is included in the curriculum of all public and private schools, aiming to provide students with better academic opportunities. Ecuador's multicultural nature contributes to its linguistic diversity, with Spanish as the dominant language, while indigenous communities in various regions also speak Kichwa, Shuar, and other languages. Auccahuallpa (2017) highlighted that English education faces significant challenges in rural areas due to a lack of financial, human, and material resources. In some regions, English is not even a compulsory subject. Teachers primarily focus on developing students' English skills, as these are considered essential for achieving fluency and proficiency in the language.

English language skills

Husain (2015) argued that language is fundamentally a skill, rather than being primarily focused on content, as is the case with other fields of study such as biological, social, or exact sciences. The goal of these other fields is to impart information and fill the human mind with knowledge, whereas language is a skill that naturally falls within the realm of psychomotor abilities. A skill is the ability to perform a task proficiently and can be defined as inherent in human development—skills that people practice and refine after acquiring them. This author views language as a practical skill that is honed with practice and experience, much like other physical and cognitive skills that humans develop. Emphasis is placed on language as a means of communication and interaction, rather than as a vehicle for transmitting knowledge.

Chater (2018) outlined that, from the perspective of language as a skill, the language learner is developing a set of procedures or techniques for understanding and generating language. In skill learning, negative feedback is often not very informative. More generally, the view of language as a skill naturally explains the conservative nature of language development. The learner's initial utterances closely follow the linguistic information to which they have been exposed, based on the repetition of phrases common in their environment. At first, they reproduce and adapt specific linguistic constructions that are often linked to particular lexical items.

Delahunty and Garvey (2010) emphasized that English language skills must be acquired during the learning process, as they are essential for successful language use. Students should improve their skills with the guidance of their teachers. Therefore, in education, it is crucial how teachers manage students' skills and assess them through activities that enhance each skill. This approach allows educators to determine if students are effectively learning the second language. The use of mind maps can positively influence the learning process, particularly in oral communication.

As Keidler (1997) suggested to develop learners' proficiency, interaction with their environment is necessary. This perspective suggests that if learners are isolated, they may limit their potential, as they are unable to practice the language in real situations and lack the opportunity for pronunciation or vocabulary corrections. Conversely, when learners interact with others, they can develop their skills by practicing and experimenting with the language. Interaction with peers is crucial for developing social, academic, and professional skills. Phuong (2019) identified several

factors that contribute to language proficiency and influence an individual's ability to understand, produce, and use language effectively. These factors include:

Learners' learning autonomy: Learning autonomy is key to the development of English proficiency. It involves learners taking responsibility for, planning, organizing, and monitoring their learning process. Autonomous learners recognize their strengths and weaknesses, which fosters progress in the target language and increases their level of proficiency.

Socioeconomic factors: Socioeconomic status can impact language proficiency due to differences in educational opportunities, access to language resources, and exposure to academic language. Individuals from disadvantaged backgrounds may face challenges in language acquisition and development, requiring targeted interventions and support.

Learners' motivation and attitude toward English language learning: Motivation and a positive attitude toward learning English are essential for success. Motivated learners, driven by clear goals and consistent effort, tend to overcome anxiety and improve their proficiency, whereas negative attitudes can hinder progress in language acquisition.

Learner learning strategies: Learning strategies are central to language proficiency. The most effective learners employ a variety of strategies, such as memory, cognitive, metacognitive, compensatory, affective, and social strategies, achieving better results. Their efficient use distinguishes proficient learners from less effective ones. Instruments like the SILL (Strategy Inventory for Language Learning) help identify and classify these strategies to optimize learning.

Productive Skills

As stated by Rijal (2017), English encompasses four fundamental language skills: listening, speaking, writing, and reading. Speaking and writing are categorized as productive skills because they involve the active production of language. Conversely, listening and reading are classified as receptive skills, as they focus on understanding and interpreting incoming messages rather than producing language output. These skills collectively form the foundation for effective language proficiency.

Spratt et al. (2011) pointed out that speaking is one of the four essential language skills: reading, writing, listening, and speaking. As a productive skill, it requires the active creation of

language to convey ideas, unlike receptive skills such as listening and reading, which focus on understanding input. Speaking enables individuals to express thoughts, share information, and communicate meaning effectively with others through spoken language.

Productive skills enable students to effectively express and communicate their thoughts and ideas by combining meanings. Several factors highlight the importance of these skills in English language learning. First, speaking skills enable learners to engage in real-time communication with others. Second, learners can express themselves fluently and accurately in spoken English, which is essential for social interactions, participating in discussions, delivering presentations, and engaging in everyday conversations. Finally, developing speaking skills helps learners increase their confidence and improve their pronunciation (Hamzah & Baa, 2022).

Speaking skills play a critical role in interpersonal communication. The development of speaking skills encompasses several stages and factors that influence this area. Some key aspects mentioned by Leong and Ahmadi (2017) include:

Phonetics and Pronunciation

Escobar (2018) argued that phonetics is the scientific discipline that examines the production, articulation, perception, and acoustic properties of speech sounds used for communication. It focuses on practical data and aims to provide an objective and systematic description of how speech sounds are produced and understood. As a foundational field in linguistics, phonetics is essential for analyzing the nuances of spoken language across different languages and dialects. By bridging theory and practice, phonetics offers valuable tools for understanding and enhancing human communication.

Vocabulary and Grammar

Expanding a rich vocabulary and understanding grammatical structures are critical for fluency and coherence in spoken language. Vocabulary acquisition through reading, listening, and intentional practice significantly improves speaking skills. Similarly, understanding grammatical rules and patterns supports accurate and meaningful expression (Hilton, 2008).

Fluency and Accuracy

Karadağ (2022) explained that fluency refers to the ability to verbally express feelings and thoughts effectively, organizing them in the mind and delivering them with smooth and intentional pauses, avoiding significant interruptions in the flow of communication. While pauses can occur in fluent speech, they should happen naturally and not disrupt the overall coherence of the conversation. Accuracy, on the other hand, involves the correct use of linguistic structures, including syntax, vocabulary, and pronunciation, in spoken communication. It reflects the speaker's ability to construct sentences that adhere to grammatical norms, utilize appropriate vocabulary, and demonstrate clear articulation. Speech accuracy ensures that the message is not only grammatically correct but also comprehensible and precise, contributing to effective communication.

Speaking Skills

Hymes (1971) conceptualized communicative competence as a linguistic concept that encompasses both a language user's grammatical knowledge such as syntax, morphology, and phonology, and their social understanding of how and when to use language appropriately in various contexts. This competence outlines what a speaker of a language must know to interact effectively with others. By emphasizing the integration of linguistic knowledge and practical communicative skills, educators can guide learners in developing the ability to use language meaningfully and appropriately. This comprehensive approach fosters the growth of learners as competent communicators, enabling them to participate confidently in diverse social and professional interactions.

Richards (2002) explained that speaking is a fundamental component of communication in teaching English as a second language (ESL). This skill requires careful attention and specialized instruction. To foster effective interaction, ESL teachers must thoroughly analyze the factors, conditions, and elements that influence the development of speaking proficiency. By providing appropriate linguistic input and designing activities that encourage speaking, educators can support learners in gradually achieving fluency and accuracy in English.

Kenjali (2022) emphasized that the development of oral expression is a crucial aspect of primary education and serves as the foundation for formal learning. At this early stage, students

acquire essential skills and knowledge that support their future academic growth. To foster effective communication skills, educators must assess students' levels of understanding and interests, which are often shaped by their personal and social experiences. Teachers play a pivotal role in providing appropriate guidance and motivating students to engage with learning English a globally significant language recognized for its broad applicability and importance across various domains.

Speaking Subskills

Spratt et al. (2011) emphasized that effective communication requires the development of multiple subskills, which together enable fluent speaking. In addition, they noted that a competent speaker adapts his or her language to diverse audiences and contexts, demonstrating the ability to adjust to different registers and improving communicative appropriateness. According to the authors, these sub-skills encompass several essential aspects that are key to achieving a fluent and engaging speech. In total, they identified five main speech subskills, which are:

- **Making use of grammar, vocabulary and functions:** Spratt et al. (2011) emphasized that this skill requires not only an understanding of grammatical structures and a wide-ranging vocabulary but also the ability to use them purposefully to express intended meanings. Effective communication relies on mastering the interaction between grammar, vocabulary, and functions in spoken English. (Murphy et al., 2018) said that by navigating these linguistic elements skillfully, speakers enhance clarity, encourage engagement in conversations, and foster better understanding.
- **Making use of register to speak appropriately:** Spratt et al. (2011) highlighted that mastering register is vital for adapting language to suit various contexts and audiences. Effective spoken communication requires speakers to select the appropriate tone, vocabulary, and style depending on whether they are addressing colleagues, superiors, or acquaintances. Registers can range from formal to informal, including neutral tones. By skillfully using register, individuals can navigate social subtleties, build connections, and enhance the overall effectiveness of their interactions.
- **Using features of connected speech**: Spratt et al. (2011) emphasized that incorporating elements of connected speech is essential for achieving fluency and naturalness in spoken English. This ability includes blending words, adjusting pronunciation, and applying

rhythm and intonation patterns typical of native speakers. Mastering these features allows students to express ideas seamlessly, enhancing the flow of communication and ensuring better understanding between participants.

- **Using body language**: Ali (2024) explained that leveraging body language is a key element of effective spoken communication. Nonverbal signals, including gestures, facial expressions, and body postures, add depth to verbal messages, clarifying meaning and expressing emotions. Spratt et al. (2011) suggested that incorporating body language into speech enhances expressiveness, captivates audiences, and strengthens connections with listeners.
- **Producing different text types**: Spratt et al. (2011) pointed out that proficiency in creating various text types increases communicative flexibility and effectiveness in spoken English. This involves adapting language and structure to suit different purposes, such as engaging in conversations, making phone calls, sharing stories, delivering presentations, or debating. Garg (2023) added that mastering diverse text types enables speakers to tailor their speech for specific objectives, maximizing impact and engagement.
- **Oral fluency**: Spratt et al. (2011) argued that oral fluency involves the capacity to articulate ideas clearly and spontaneously, avoiding excessive pauses or repetition. Fluent speakers achieve a steady flow of speech by integrating linguistic elements smoothly and adjusting rhythm and intonation to match the context. They emphasize that developing this skill enables students to participate in engaging and dynamic conversations, enhancing communicative competence and facilitating meaningful exchanges.
- **Using interactive strategies**: According to Spratt et al. (2011), the use of interactive strategies plays a vital role in maintaining interest and encouraging participation during spoken communication. This involves employing techniques like asking questions, rephrasing ideas, and practicing active listening to promote dialogue. By integrating these strategies, speakers can foster an environment of collaboration and inclusivity, enriching conversations and deepening listener engagement.

Elements of Speaking

Kumar (2023) argued that a fluent speaker must possess control over various sub-skills related to speaking. These skills are categorized into linguistic skills and communicative skills, including negotiation skills.

- **Linguistic Skills**

Linguistic skills essential for oral production include:

Phonological Skills: Also referred to as pronunciation skills, these involve the production of both segmental (phonemes, syllables, words) and suprasegmental features (stress, intonation, rhythm). Mastery of these skills is critical for articulating words clearly, conveying accurate meanings, and effectively communicating grammatical, attitudinal, and contextual information.

Grammatical Skills: These skills entail the correct use of lexical items (morphology), the construction of appropriate sentence patterns (syntax), and the combination of these elements to convey unambiguous meanings (semantics).

Pragmatic and Sociolinguistic Skills: These encompass the ability to perform precise speech acts (e.g., asking for permission, expressing gratitude, giving instructions), mastering various discourse types (e.g., lectures, debates, interviews), using discourse markers to organize ideas, structuring coherent and cohesive oral texts, and producing speech that adheres to the sociocultural conventions of the target language.

- **Communicative Skills**

Communicative skills are vital for managing interactions and ensuring effective communication. Key aspects include:

Employing Communication Strategies: Using techniques to bridge language gaps, such as paraphrasing, asking for clarification, or using gestures to facilitate understanding.

Making Decisions and Implementing Smoothly: Taking appropriate communicative actions and executing them efficiently during real-time conversations.

Responding Appropriately: Reacting effectively to verbal and non-verbal cues, adapting tone, language, or content to suit the context and audience.

Exploring for Phrases: Actively searching for or improvising expressions to convey ideas effectively, even when language proficiency is limited.

Types of Spoken Language

Sahu (2021) identified two primary types of spoken language:

Monologues: Monologues occur when individuals express their thoughts aloud, revealing their inner voice and emotional state while often hinting at future events. Commonly used in plays and films, monologues resemble poetry in that they are directed toward the audience and may also be overheard by other characters.

Dialogue: Dialogue involves interaction between two or more speakers and can be categorized into two main types:

- **Interpersonal Dialogue**: Focused on fostering social relationships and building connections between individuals.
- **Transactional Dialogue**: Aimed at conveying propositional or factual information to achieve a specific purpose or outcome.

Characteristics of Spoken Language

Brown (2001) identified several features of spoken language that can either simplify or complicate oral interpretation:

Agglomeration: Fluent speech is typically organized into phrases rather than isolated words. Learners often group their speech cognitively and physically (e.g., in breathing groups) to enhance fluency.

Redundancy: Spoken language allows for repetition or restatement of ideas, which aids in clarifying meaning. Learners can leverage this feature to communicate more effectively.

Reduced Forms: Contractions, elisions, and vowel reductions present challenges in teaching spoken English. Without mastering these, learners may sound overly formal or unnatural in their speech.

Performance Variables: Speaking involves thinking on the spot, leading to pauses, hesitations, and self-corrections. Teaching learners to use filler words such as "um," "well," or "you know" can help make their speech sound more natural.

Colloquial Language: Familiarity with informal words, idiomatic expressions, and phrases is crucial. Encouraging students to practice colloquial language improves their ability to communicate effectively in casual or natural contexts.

Rate of Delivery: Fluency is closely associated with the speed of speech. A fundamental aspect of teaching spoken English is helping learners achieve an appropriate speaking pace in conjunction with other fluency skills.

Stress, Rhythm, and Intonation: These elements are essential for effective English pronunciation. The stress-timed rhythm and distinct intonation patterns in English play a key role in conveying meaning, emotion, and intent.

Interaction: Speaking is most effective in dynamic, interactive conversations. Practicing language in isolation, without meaningful interaction, limits learners' ability to develop conversational skills and engage in creative negotiation during communication.

How to Learn to Speak a Language

Rivers (1981) posited that speaking a language is best learned through active engagement in speaking. Some educators believe that exclusively using the target language in the classroom will inevitably lead students to achieve fluency. However, this approach overlooks a key aspect of language acquisition: children learn to speak their native language through consistent practice. This process involves making mistakes and being exposed to adapted forms of language that facilitate communication and fulfill their needs.

According to Nemat (2016), fostering oral communication skills in a foreign language is crucial for students' academic and social development. Employing the communicative approach as a teaching strategy promotes interactive learning, enabling students to acquire the language more efficiently. This method prioritizes real-life communication scenarios, encouraging active participation while enhancing fluency within a meaningful and engaging educational environment.

Burns (2019) emphasized that teachers play a pivotal role in guiding students through structured and sequential activities. These activities help students recognize the competencies, skills, and strategies required for effective interaction and communication. By leveraging the communicative approach, educators foster meaningful language acquisition through dynamic and contextualized learning experiences. This perspective highlights the active and dynamic nature of the learning process. Rather than passively absorbing language, learners actively engage with linguistic input, utilizing their statistical learning abilities to identify patterns and extract essential information for developing their language proficiency.

Key Aspects of Assessing Speaking Ability

The assessment of speaking ability encompasses three main components:

Fluency: Rivers (1981) defined fluency as the capacity to express thoughts smoothly and without unnecessary hesitation. It reflects a speaker's ability to maintain a natural flow of communication.

Accuracy: Brown (2001) described accuracy as the ability to use the target language with correct pronunciation, grammar, and vocabulary. Achieving accuracy involves focusing on phonological elements, grammatical structures, and appropriate word usage to ensure clarity and precision in communication.

Comprehensibility: Comprehensibility refers to the ability to convey and understand messages effectively. This includes demonstrating a solid grasp of the topic, utilizing repetition, and rephrasing when necessary to enhance understanding and ensure clear communication.

Principles for Teaching Speaking

Nguyen (2015) identified the following principles for teaching speaking effectively:

Motivation: Motivation is crucial for learner engagement and success. It involves a combination of effort, desire, and positive attitudes toward learning. Teachers should cultivate interest by introducing relevant topics and maintaining a relaxed, supportive classroom atmosphere.

Opportunities to Practice: Students require frequent chances to use the target language in meaningful and realistic contexts. Regular practice helps solidify their speaking abilities and confidence.

Balance Between Fluency and Accuracy: Instruction should prioritize fluency while gradually integrating activities that focus on accuracy. This ensures that learners can communicate effectively while refining their linguistic precision over time.

Interaction: Meaningful communication arises from interaction, which includes both verbal and nonverbal exchanges. Interaction enhances learners' ability to use language for social and transactional purposes.

Participation: Encouraging equal participation ensures that all students have opportunities to speak. This approach builds their confidence and promotes inclusivity in the learning process.

Exposure: Immersing students in authentic language environments provides them with valuable models to emulate, facilitating natural language acquisition and use.

In summary, the theoretical exploration of the sub-concepts related to mind mapping and oral skills highlighted the critical role of instructional strategies in learning English as a foreign language. By examining diverse author perspectives and empirical studies, this research provided a solid foundation for understanding and implementing interventions designed to enhance vocabulary retention, integrate mind mapping technology tools, boost motivation, facilitate idea association, improve pronunciation, refine mind map designs, ensure clarity of expression, and promote timely practice. The findings demonstrated that, through the use of mind maps, students improved their oral communication skills in a more interactive and engaging way during speaking activities.

Objectives

General Objective

- To assess the effectiveness of using mind maps in enhancing speaking skills.

Specific Objectives

- To identify the theoretical elements of mind maps for developing speaking skills.
- To evaluate the level of speaking development of students.
- To determine the usefulness of mind maps.

Fulfillment of the objectives

Speaking skills are essential for effective communication, especially in academic and social settings. The primary objective of this study was to assess the effectiveness of using mind maps in enhancing the speaking skills of tenth-grade students from "Sagrada Familia High School," specifically in parallel A. To achieve this, three specific objectives were carefully addressed throughout the research process.

To fulfill the first specific objective, which aimed to identify the theoretical elements of mind maps for developing speaking skills, a comprehensive literature review was conducted. The study explored the cognitive and pedagogical principles underlying mind maps, emphasizing their role in enhancing language learning through visual organization, idea structuring, and the promotion of logical connections. These findings informed the design of classroom activities and the integration of various types of mind maps, such as spider mind maps, presentation mind maps, and hypermedia mind maps.

The second specific objective focused on evaluating the level of speaking development of the students. To achieve this, a pre-test and post-test were administered, using the speaking section of the Preliminary English Test (PET). The evaluation was based on four specific criteria: Grammar and Vocabulary, Pronunciation, Interactive Communication, and Discourse Management. The students' performance was analyzed to identify measurable improvements in their speaking abilities after the implementation of mind maps.

Finally, the third specific objective sought to determine the usefulness of mind maps. Various engaging activities, such as debates, presentations, and discussions, were implemented to encourage students to use useful expressions in their oral presentations. Students also created their mind maps using technological tools like Canva and Coggle, enhancing their ability to visually organize ideas while boosting their confidence in speaking. Throughout the intervention, particular attention was given to reinforcing Interactive Communication, as this criterion showed consistent improvement in every session.

Chapter II. Methodology

2.1 Materials

To carry out this study, various types of resources were used: human, economic, and material. The human resources consisted of tenth-grade students from class "A" at Unidad Educativa Sagrada Familia. Economic resources covered expenses related to printing worksheets and conducting research activities. Finally, material resources included tangible items such as books, pencils, markers, a board, and technological devices, which were essential for the project's development.

2.2 Methods

2.2.1 Research approach:

Pyo et al. (2023) stated that quantitative research focuses on verifying the validity of hypotheses formulated by the researcher to identify causal relationships in a particular phenomenon and to discover principles that allow for the prediction of that phenomenon. Thus, the quantitative approach offered a complementary perspective by objectively measuring the impact of mind mapping on students' speaking skills. This study adopted a quantitative approach because the researcher compared the results of the pre- and post-tests to statistically analyze changes in variables such as fluency, coherence, and structure in speaking.

2.3 Level or Type of Research

Pre-experimental

Schneider and Rohmann (2021) explained that this type of research involves the study of a single group of participants to measure the variables under investigation. This approach allows the treatment or analysis to be carried out in a natural environment without external interventions. In this study, the use of mind maps as a pedagogical tool was analyzed in a group of tenth-grade students to measure its impact on the development of oral expression skills. Through the collection of pre-test and post-test data, it was possible to observe whether the use of this technique influenced the fluency, coherence, and organization of oral discourse, without introducing external variables that affected the results.

2.4 Techniques and tools

To achieve the main objective of the research, a key pre-test and post-test instrument were used during the interventions with the students. This instrument was based on the speaking section of the PET (Preliminary English Test), and it was divided into four parts. In Part 1, the examiner asked personal questions about familiar topics such as home, family, studies, or hobbies. In Part 2, candidates interacted with each other, describing a picture they were given and talking about it. In Part 3, candidates participated in a collaborative discussion based on a task that included suggestions and decision-making. Finally, in Part 4, a more in-depth discussion related to the topic of Part 3 took place, in which personal opinions and experiences were explored. Additionally, a rubric was used to objectively and consistently evaluate the candidates' speaking skills. The rubric allowed evaluators to score four main criteria:

- **Grammar and Vocabulary**: assessed the correct use of grammar and vocabulary variety.
- **Pronunciation**: assessed the clarity of pronunciation and intelligibility.
- **Interactive Communication**: measured the ability to maintain the conversation, respond appropriately, and collaborate.
- **Discourse Management**: overall assessment of communicative ability in conversation.

Each criterion was scored on a range of 0 to 5.

Furthermore, comparative analysis of results using descriptive or inferential statistics, such as comparative tables of pre-test and post-test results, helped assess the difference in speaking skills before and after the intervention. Direct observation was used to monitor how students interacted, expressed themselves, and applied the mind maps during the classes.

2.5 Procedure

Session 1: Pre-test

In the first session, students took a pre-test based on the speaking section of the PET exam to assess their initial speaking skills. The pre-test, conducted in pairs, lasted approximately 15 minutes. Afterward, their responses were evaluated using a standardized rubric. After the evaluation, students received a brief explanation of the purpose of the experiment and its objectives, along with general feedback on common errors that were addressed during the following sessions.

Session 2

During the second session, the elaboration of a presentation mind map focused on personal description using adjectives was addressed. The class was developed in three phases. In the first, students practiced physical and personality adjectives using flashcards and completed a worksheet in groups. The concept of mind mapping was also explained, and a model was presented that included adjectives, useful phrases, and keywords to enhance their presentations. In the second phase, each student received a sheet with these phrases and words to use as support in their work. Finally, the students elaborated their own mind map and presented it in pairs to the rest of the class.

Session 3

The objective of the third session was to describe daily routines using a spider mind map. The class began with the projection of a two-minute video on daily routines, followed by questions related to the content. Then, each student received a worksheet to fill in the blanks with information from the video. Afterwards, the teacher explained the concept of spider mind maps and presented a model based on the topic of daily routines. Sheets with useful phrases and words were also handed out to support the development of the activities. In pairs, students practiced asking questions about their daily routines, using the phrases provided. They then developed their mind maps in pairs and presented them through a storytelling activity. Finally, the teacher provided feedback, focusing on pronunciation and fluency errors.

Session 4

The objective of the fourth session was to create a multidimensional mind map of activities using the simple past with when and while. The class began with an interactive game on the Educaplay technology tool, in which students, divided into two groups, ordered words to form sentences that included when and while. In the next phase, the teacher explained the concept of a multidimensional mind map. Then, in pairs, students completed an incomplete mind map and practiced their speaking part guided by the map they had completed. Finally, the class was divided into five groups to elaborate their mind maps and present them through a story chain activity.

Session 5

The objective of the fifth session was to create a hierarchical mind map based on a reading. The class began with the presentation of images of bats, which led to a group discussion about the saying as blind as a bat. This activity helped students anticipate the content of the reading. They then did a quick read to identify the main idea and answered general comprehension questions. Next, they reread the text, this time focusing on specific details, identifying key examples, and completing a timeline of the main character's life. In pairs, they compared answers and reviewed the timeline. Finally, they used this information to create their mind map of the reading, which they presented to the rest of the class.

Session 6

In the sixth session, students practiced talking about what they used to play and eat using hypermedia mind maps created in Coggle. The class began with a short video, where students took notes on the key vocabulary they would learn. Then, the teacher encouraged students to mention the vocabulary by writing it on the board and constructing sentences as examples. Afterward, questions were asked about what they used to eat and play during their childhood to encourage a group discussion. In the next phase, the teacher handed out flashcards with images of food and toys, along with other cards with their names, for students to match correctly. In pairs, they selected a card and created questions using the vocabulary, while the partner responded. Then, the teacher introduced the Coggle technology tool for creating mind maps and showed a practical model on the topic. Finally, each student created his or her mind map, being encouraged to include images and creative descriptions. The activity concluded with group presentations to share and value the creativity of their maps.

Session 7

In the last class, students worked with a reading from the book whose objective was to talk about Local Heroes using hypermedia mind maps created in Canva. The session began with a discussion about the concept of a “hero”. The teacher entered the technological tool Canva and, with the ideas shared by the students, created a demonstrative mind map to show its functionality and ease of use. Next, students did a quick read to identify key characteristics and actions that define a hero. They then completed activities 5 and 6 in the book to deepen their reading

comprehension and discussed the answers in pairs. The teacher then provided each student with a list of useful phrases and words to use in their presentations. Finally, students created their mind maps about a local hero using Canva, being encouraged to include links, text, and images to enrich their projects. The class concluded with a Hero Fair activity, where students presented their creations and participated in an open conversation about their heroes.

Session 8: Post-test

Finally, a post-test based on the speaking section of the PET exam was applied again to evaluate the student's progress in this skill. The post-test, conducted in pairs, lasted approximately 20 minutes. During the test, students demonstrated a wider use of phrases and vocabulary worked on in class, which contributed to improving their scores. The evaluation was carried out using a standardized rubric. At the end, the teacher provided detailed feedback and congratulated the students for the progress made in their oral expression.

2.6 Population

The human resource used in this study was a group of adolescent students from tenth grade, parallel A, at Unidad Educativa Sagrada Familia, during the 2024-2025 academic period. This group consisted of 25 participants: 15 males and 10 females. The students' ages ranged from 14 to 15 years old.

Table 1

Population

Participants	Sample Population	Percentage
Female	10	40%
Male	15	60%
Total	25	100%

2.7 Hypothesis

Alternative Hypothesis

H1: The use of mind maps as a visual aid was effective in improving speaking skills.

Null Hypothesis

H0: The use of mind maps as a visual aid did not lead to an improvement in speaking skills.

Chapter III. Results and Discussion

3.1 Analysis and discussion of the results

Data interpretation

The analysis and interpretation of the data obtained from the pre-test and post-test results were essential to evaluate the effectiveness of the intervention. This section presents a comprehensive examination of the results, emphasizing key findings, such as the frequency and distribution of scores for each criterion assessed. Furthermore, a detailed comparison between pre-test and post-test performance is provided to highlight any notable improvements. Finally, the hypothesis is addressed, offering evidence to demonstrate the positive impact of using mind maps on enhancing students' speaking skills.

Table 2

Pre-test results

N	**Valid**	**25**
	Missing	0
Mean	4.300	
Mínimum	2	
Maximum	8	

Note: Pre-test scores range from 2 to 8 out of 10.

Analysis and interpretation

According to the data presented in Table 2, the average score achieved by the students was 4.30 out of 10 points, indicating an overall moderate level of performance. The lowest score recorded was 2, while the highest score reached 8 out of 10 points. This range of scores highlights a remarkable variation in the speaking ability of the participants. Although a few students

demonstrated relatively high proficiency, most of the scores clustered around a lower level of proficiency.

The results reveal that, on average, students had limited proficiency in speaking before the intervention, as the mean score was below half (5 points) of the four criteria assessed. These results reveal the need for specific teaching strategies to improve their ability to communicate effectively in English.

Table 3

Frequency of pretest results

		Frequency	**Percent**	**Valid percent**
Valid	2.0	2	8%	8%
	2.5	1	4%	4%
	3.0	3	12%	12%
	3.5	3	12%	12%
	4.0	4	16%	16%
	4.5	3	12%	12%
	5.0	5	20%	20%
	6.0	2	8%	8%
	7.0	1	4%	4%
	8.0	1	4%	4%
	Total	25	100.0 %	100.0 %

Analysis and interpretation

First, the data show that 5 students (20%) achieved a score of 5.0, while 4 students (16%) obtained a score of 4.0. Also, it is observed that 3 students (12%) achieved scores of 3.0, 3.5 and 4.5, respectively. On the other hand, the extreme scores correspond to 2.0 and 8.0, with 2 students (8%) achieving the lowest score and a single student (4%) achieving the maximum score of 8.0. Overall, 52% of the students scored below 5.0, indicating that more than half of the population tested did not reach a minimum acceptable level for basic speaking proficiency. Furthermore, only

3 students (12%) achieved scores equal to or higher than 7.0, suggesting that a very limited proportion of the group possesses advanced proficiency in this skill. Overall, the analysis evidences a distribution that leans toward lower levels of proficiency.

The results reflect that a large proportion of the students are below the minimum expected level of speaking proficiency. Table 3 shows that, despite most participants receiving English classes in primary and secondary education, the data indicate that they do not possess a level of proficiency corresponding to CEFR level B1. This situation could be due to factors such as a lack of effective oral practice or an insufficient pedagogical approach to the development of communicative skills.

Table 4

Student's pre-test criteria

Assessing speaking competence scores over 20 and 10						
	Grammar and vocabulary (2.5)	**Discourse Management (2.5)**	**Pronunciation (2.5)**	**Interactive communication (2.5)**	Total average over 10	Total average over 20
	1.04	0.96	1.19	0.94	4.3	8.60
Percentage	10.4%	9.6%	11.9%	9.4%		

Note: Average of each part in the pre-test of 25 students

Analysis and interpretation

As indicated in Table 4, the overall mean score of 8.60 out of 20 according to the Cambridge rubric indicates that the students had a relatively low level of oral proficiency at the beginning of the intervention. To facilitate comparison and to align with standard educational practices, a 10-point rating scale was used, where the overall results were 4.3 out of 10 points.

In the Grammar and Vocabulary criterion, the lowest score recorded was 10.4% of students scoring an average of 1.04 out of 2.5 points. The second lowest score was in the discourse management category, with 9.6% of the students scoring an average of 0.96 out of 2.5 points. The highest score was in the pronunciation category, with 11.9% of the students achieving an average

score of 1.19 out of 2.5 points. The second highest score was in the interactive communication category, with 9.4% of the students scoring an average of 0.94 out of 2.5 points.

From the analysis of the pre-test results, it can be deduced that the students' speaking skills were underdeveloped in several areas, especially in grammar, vocabulary, and discourse management. This information can be used to identify specific areas on which intervention should be focused to effectively improve students' speaking skills.

Table 5

Post-test results

N	**Valid**	**25**
	Missing	0
Mean	6.220	
Mínimum	3.5	
Maximum	9	

Note: Post-test scores range from 2 to 8 out of 10.

Analysis and interpretation

As observed in Table 5, the data reveals that the mean score increased to 6.22 out of 10 points, indicating a marked improvement compared to the pre-test results. The minimum score recorded was 3.5, while the maximum score was 9. This demonstrates an upward shift in performance levels, as several students achieved higher proficiency after the intervention.

The post-test results provide clear evidence of improved oral skills, highlighting the effectiveness of the applied interventions as they contributed significantly to improving the students' oral proficiency.

Table 6

Frequency of results from the post-test

		Frequency	Percent	Valid percent
Valid	9.00	1	4%	4%
	8.50	1	4%	4%
	7.00	1	4%	4%
	3.50	1	4%	4%
	5.00	2	8%	8%
	4.50	1	4%	4%
	5.50	6	24%	24%
	6.50	5	20%	20%
	6.00	4	16%	16%
	8.00	2	8%	8%
	7.50	1	4%	4%
	Total	25	100.0 %	100.0 %

Analysis and interpretation

As illustrated in Table 6, the scores ranged from 3.5 to 9, with the majority of students clustered around scores between 5.5 and 6.5, which accounted for 44% of the total responses. Notably, the highest score, 9, was achieved by 4% of the students, while the lowest score, 3.5, was also recorded by 4%. Additionally, the most frequent score was 5.5, obtained by 24% of the participants, followed by 6.5, achieved by 20%. These results suggest that a significant proportion of learners reached a score of 6, reflecting an overall improvement in oral proficiency compared to the pre-test.

Furthermore, the frequency distribution highlights a positive trend in students' oral performance after the intervention, as more than one-sixth of the participants achieved a passing score above 6. This outcome underscores the effectiveness of the strategy implemented during the intervention, evidenced by a noticeable shift towards higher scores.

Table 7

Students' post-test criteria

Assessing speaking competence scores over 20 and 10						
	Grammar and vocabulary (2.5)	**Discourse Management (2.5)**	**Pronunciation (2.5)**	**Interactive communication (2.5)**	Total average over 10	Total average over 20
	1.65	1.17	1.37	1.83	6.22	12.44
Percentage	16.5%	11.7%	13.7%	18.3%		

Note: Average of each part in the post-test of population.

Analysis and interpretation

As detailed in Table 7, the results per criterion show significant variations. In grammar and vocabulary, students obtained an average of 1.65 points (16.5%). In discourse management, the average of 1.17 points (11.7%) represents the lowest score, suggesting problems in organizing and connecting ideas coherently. In pronunciation, with an average of 1.37 points (13.7%). Finally, interactive communication registered the highest average, with 1.83 points (18.3%). Overall, the total average was 6.22 out of 10 points and 12.44 out of 20 points, which reflects progress to the pre-test, although performance continues to be below what is expected for a satisfactory command of speaking.

Post-test results show slight improvements in oral skills. Students improved in each criterion, with an increase of at least one point in all four areas, with interactive communication being the most prominent area as they implemented the use of communicative strategies and fluency in their speaking activities. These results suggest that students improved their oral sub-competencies.

Table 8

Comparison of criteria Grammar and vocabulary

Grammar and vocabulary- Score over 5			
	Pre-test	Post-test	Expected average
	2.08	3.3	5
Percentage	41.6%	66%	100%

Analysis and interpretation

As Table 8 shows, the results show pre-test and post-test evaluated on 5 points of the applied rubric. In the pre-test, students obtained an average of 2.08 points, which represents 41.6% of the maximum expected score. In the post-test, this average increased to 3.3 points, equivalent to 66%. A significant improvement of 24.4 percentage points is observed between the two tests.

The results reflect remarkable progress in grammar and vocabulary proficiency after the interventions, evidenced by the increase in the percentage obtained in the post-test. However, the score achieved suggests that students still face significant difficulties in this criterion.

Table 9

Comparison of Criteria Discourse Management

Discourse Management- Score over 5			
	Pre-test	Post-test	Expected average
	1.92	2.34	5
Percentage	38.4%	46.8%	100%

Analysis and interpretation

In the pre-test, students obtained an average of 1.92 points, which corresponds to 38.4% of the maximum score. In the post-test, this average increased to 2.34 points, equivalent to 46.8%. An improvement of 8.4% is observed between the two tests.

The results presented in Table 9 show a slight improvement in discourse management, which suggests that students have slightly improved their ability to organize and connect ideas

coherently. However, the score obtained highlights that this skill continues to be one of the weakest areas.

Table 10

Comparison of Criteria Pronunciation

Pronunciation - Score over 5			
	Pre-test	Post-test	Expected average
	2.38	2.74	5
Percentage	47.6%	54.8%	100%

Analysis and interpretation

Table 10 shows that, in the pre-test, students obtained an average of 2.38 points, corresponding to 47.6% of the maximum score. In the post-test, the average increased to 2.74 points, equivalent to 54.8%. This increase represents an improvement of 7.2 percentage points, indicating moderate progress in this area.

The increase in the pronunciation criterion score reflects a moderate improvement, suggesting that students have made some progress in their ability to articulate sounds and words more accurately. However, the level achieved is still not sufficient to meet the expected standards.

Table 11

Comparison of Criteria Interactive communication

Interactive communication - Score over 5			
	Pre-test	Post-test	Expected average
	1.88	3.66	5
Percentage	37.6%	73.2%	100%

Analysis and interpretation

In the pre-test, only 37.6% of the students surpassed this threshold with 1.88 points, while in the post-test this percentage increased 3.66 points, corresponding to 73.2%. This change

evidence a notable advance in the performance of the students reaching an improvement of 35.6 percentage points, indicating moderate progress in this area.

The considerable increase in scores, as illustrated in Table 11, suggests that the intervention applied was effective in improving interactive communication skills. However, although the results are encouraging, it is necessary to continue reinforcing practical activities that promote constant and meaningful interaction in real contexts.

Table 12

Comparison of pre-test and post-test

Comparison- Score over 10			
	Pre-test	Post-test	Expected average
	4.3	6.22	10
Percentage	43%	62.2%	100%

Analysis and interpretation

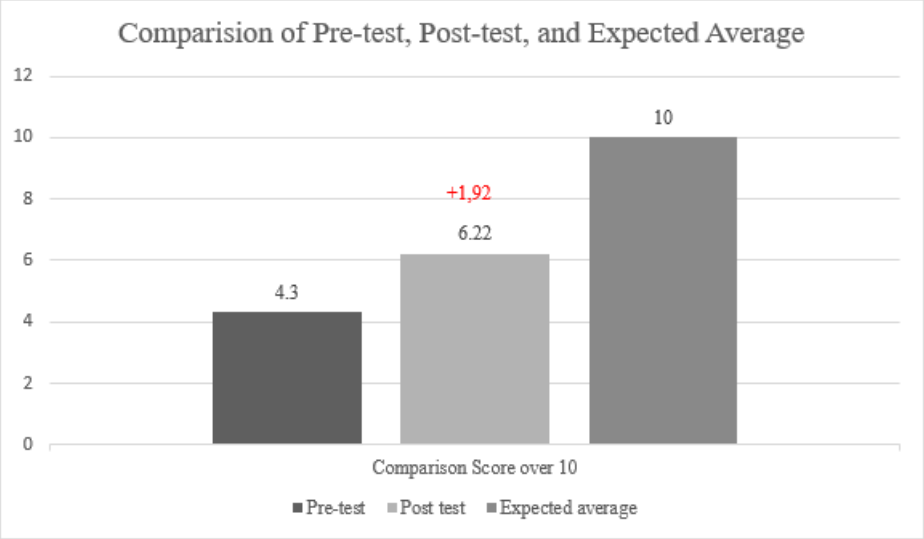
As illustrated in Table 12, in the pre-test, they obtained a total score of 4.3 points out of 10, represented by 43%, while in the post-test the percentage increased to 6.22 points out of 10, represented by 62.2%. This reflects a remarkable increase of 1.92 points, 19.2%, indicating a significant improvement after the intervention. This increase highlights the positive impact of the intervention on participants' performance, although it also underscores the need for continued effort to approach the maximum expected level of performance.

The improvement in post-test performance is attributed to the application of mind maps that included varied activities focused on speaking practice such as presentations, expositions, and constructive feedback sessions, resulting in a significant improvement of 19.2 percentage points. These strategies encouraged participants to engage and address specific weaknesses.

In conclusion, the application of mind maps played a key role in improving speaking skills, resulting in commendable improvements in post-test performance.

Figure 7

Comparison of pre-test and post-test results



The graph illustrates the differences in scores between the pre-test and the post-test. It highlights a remarkable increase of 1.92 points (19.2%) after the intervention, as seen in the bar for the post-test compared to the pre-test. Additionally, the chart visually contrasts these results with the expected average of 10 points, emphasizing the gap that remains to be closed. This visualization supports the conclusion that implementing mind maps contributed to a significant improvement in speaking skills while also pointing out areas for further development.

3.2 Verification of Hypotheses

The hypothesis was validated during the investigation using IBM SPSS, a specialized statistical software. Initially, the process involved assessing the normal distribution of the data to determine whether a parametric or nonparametric test was required. Subsequently, a comparative analysis of these tests was conducted using Student's t-test. Finally, the hypothesis accepted in this study was identified and confirmed by applying the t-test statistic in the last step.

Null Hypothesis

H0: The use of mind maps as a visual aid did not lead to an improvement in speaking skills.

Alternative Hypothesis

H1: The use of mind maps as a visual aid was effective in improving speaking skills.

Table 13

Test of Normality

Tests of normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_TEST	.155	25	.126	.956	25	.344
POST_TEST	.173	25	.053	.958	25	.371
a. Lilliefors Significance Correction						

HO=Sig>0,05=The values are normally distributed

Ha=Sig<0,05=The values are not normally distributed

Analysis and interpretation

Since the sample consists of 25 participants, which is fewer than 50, the interpretation prioritizes the Shapiro-Wilk test. The significance values (Sig.) obtained are 0.344 for the pre-test and 0.371 for the post-test, both exceeding the 0.05 threshold. Therefore, there is insufficient evidence to reject the null hypothesis (Ho), which assumes that the data are normally distributed.

As shown in Table 13, these results confirm that the pre-test and post-test data follow a normal distribution, as the Shapiro-Wilk test significance values surpass the critical level of 0.05. Consequently, the data meet the assumptions required for applying parametric statistical tests, such as a paired t-test, to compare results and evaluate the impact of the study's interventions.

Table 14

Non-parametric test

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	<.001	Reject the null hypothesis.

Asymptotic significances are displayed.

The significance level is .050.

Analysis and interpretation

The null hypothesis states that the median of the differences between the two tests is equal to zero. The asymptotic significance value (Sig.) is less than 0.001, which is below the critical level of 0.05. This leads to the decision to reject the null hypothesis.

Since the null hypothesis was rejected, it is concluded that there are significant differences between the pre-test and post-test results. This result, as shown in Table 14, indicates that the intervention implemented had a positive impact on the students, improving their evaluated skills. The use of the mind maps contributed significantly to the development of the participant's skills, evidenced by the change in the test results.

Table 15

Related sample test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	4.3000	25	1.45057	.29011
	POST_TEST	6.2200	25	1.26721	.25344

Note: T-test paired Sample Statistics-mean comparison.

Analysis and interpretation

The results show that the pre-test mean score was 4.300 with a standard deviation of 1.45057, while the post-test mean score increased to 6.2200 with a standard deviation of 1.28721. This represents an increase of 1.92 points in the mean. In addition, the standard error of the mean was lower on the post-test (0.25344) compared to the pre-test (0.29011), suggesting a reduction in the scatter of the data.

The results reflect a significant improvement in the mean scores of the students after the intervention, evidence of the positive impact of the treatment applied. This increase in the mean,

as presented in Table 15, supports the efficacy of the use of mind mapping, suggesting that it contributed to the development of the speaking skills assessed. The data also show greater consistency in student performance after the intervention, which is an indication of the success of the implemented approach.

Discussion

The analysis of the data highlights the significant positive impact of implementing mind maps on the oral skills of tenth-grade students. The following discussion will delve into the main results obtained.

First, the results have demonstrated that mind maps are an effective tool for improving oral skills in English language learning. Students consistently demonstrated an improved ability to generate ideas and recall keywords, reflecting higher levels of preparation and confidence in speaking activities. Similarly, Setiyawan (2020) argues that the implementation of mind maps helps overcome common barriers in oral expression, such as a lack of vocabulary and fear of making grammatical mistakes. In his study, students who employed this technique showed significant progress in generating ideas and recalling keywords before engaging in oral activities. Likewise, Bsharat and Dweikat (2023) emphasize that mind maps foster critical thinking, thematic organization, and verbal fluency essential components for developing communicative skills. The use of visual elements and customized templates played a crucial role in motivating and engaging students. These findings confirm that mind maps facilitate cognitive learning and enhance oral skill development by encouraging structured and creative thought organization.

Second, the assessment of oral skill development in students using mind maps has shown consistent results across various studies. Nasution (2020) employed an experimental design with pre-tests and post-tests to analyze the effectiveness of this technique among secondary school students, finding significant improvements in vocabulary and grammar. For instance, vocabulary scores increased from 60.68 to 79.59, and grammar scores improved from 56.59 to 65.58, demonstrating that mind maps help organize ideas and construct more complete speeches. The application of the PET exam through pre-tests and post-tests further validated the effectiveness of mind maps among 25 students. The results showed an increase in the overall score from 4.3 to 6.22 out of 10. This progress aligns with previous findings, confirming significant improvements in grammar, vocabulary, and communicative interaction. Similarly, Ayu and Ningsih (2023)

identified that this tool not only enhances linguistic aspects such as pronunciation and vocabulary but also boosts students' confidence in speaking. During the interventions, it was observed that the use of mind maps encouraged greater participation and focus on oral expression activities, validating their utility not only for improving linguistic skills but also for increasing students' confidence and engagement. These findings, alongside previous studies, confirm the role of mind maps in enhancing oral skills and consolidating their educational utility.

Third, the utility of mind maps in developing linguistic and social skills has been widely recognized in recent research. Feng et al. (2023) explored their impact on vocabulary retention and willingness to communicate, concluding that students who used the mind map technique demonstrated significant improvements in motivation and communicative skills compared to those who employed conventional methods. These findings further confirm and expand the positive impact of mind maps on vocabulary retention and students' willingness to communicate. Similarly, Kucharíková (2019) highlighted that mind maps enhance active participation, speaking time, and motivation, particularly among students with lower proficiency levels. This was reflected in increased active participation, speaking time, and motivation, particularly among students with lower proficiency levels. These findings reinforce the utility of mind maps not only as tools for planning and structuring speeches, which contribute to the holistic development of social and communicative skills but also as an invaluable resource in English language learning.

Chapter IV. Conclusions and Recommendations

4.1 Conclusions

After analyzing the data collected regarding the application of the mind maps technique and its impact on speaking skills, the following conclusions and recommendations were derived from the study.

The research identified the theoretical elements of mind maps that are particularly effective for developing oral expression skills. These elements include the hierarchical organization of ideas, the use of keywords, and the incorporation of images and connections between concepts. These elements were found to be key in facilitating students' understanding and practical

application of the technique. Students learned to organize their ideas into main branches and sub-branches, using colors for better organization, which enhanced the clarity and creativity of their speeches. Additionally, the students recognized the importance of mind maps for planning and performing oral tasks such as presentations, storytelling, and exhibitions. This process motivated them to participate more actively and improve their communication skills. The findings confirm that mind maps, as a tool based on these theoretical elements, have the potential to transform the teaching of oral expression into a dynamic and meaningful learning experience.

After evaluating and identifying the speaking level of the students**,** the results revealed that they were at a low level of oral expression, particularly in fluency and communicative interaction. However, through guided interventions, students managed to overcome these barriers. Specific strategies, such as thematic templates of useful expressions, small discussions, descriptions of images related to the topics covered, and feedback applied at the end of each class, significantly improved their performance. By the end of the intervention, students who initially scored low, with a 1.88 out of 5 in communicative interaction, made remarkable progress, achieving a 3.66 out of 5 in the post-test. Regular practice in real situations, where students interacted in pairs or groups, transformed their attitudes toward speaking tasks. This encouraged them to exchange information, practice listening and responding, develop confidence in speaking with others, argue ideas, and respond to opposing opinions.

The usefulness of mind maps was determined, being the most used designs spider mind maps, presentation mind maps, and hypermedia mind maps with Canva and Coggle. Spider mind is the favorite and most used design by them. These mind maps facilitated the organization of ideas and the retention of vocabulary. Although students initially had difficulty understanding their functionality, they eventually became proficient through practice and experimentation with the different designs. The maps helped students to logically structure their presentations by incorporating keywords, adjectives, and expressions of frequency and even facilitated the identification of verb tenses. Although lack of time limited the complexity of some maps, steady progress was observed in the student's ability to produce them effectively, skillfully, and creatively. These tools not only improved language skills, but also increased students' confidence, demonstrating their effectiveness as a comprehensive strategy for developing oral expression.

4.2 Recommendations

To maximize the benefits of mind maps, it is recommended that teachers use them as a central tool for organizing ideas and improving confidence in speaking. Teachers should guide students in designing maps using keywords, visual connections, useful expressions, and hierarchies. In addition, workshops or practical sessions exploring different formats of mind maps adapted to different topics are suggested, so that students can apply this strategy in a variety of contexts, encouraging students to present their ideas. Consistency in the use of mind maps, combined with interactive and dynamic activities, will help develop fluency and flexibility in speaking skills. Teachers can also encourage personalization of the maps, which will allow learners to adapt the technique to their learning style and reinforce their understanding of the content.

Teachers should provide templates with vocabulary and key phrases related to specific topics. Collaborative activities such as group discussions should be included to expand vocabulary and reinforce their communicative interaction. These templates should be integrated into mind-mapping exercises to provide a solid framework to facilitate discourse construction. Recycling vocabulary and integrating it into speaking exercises will encourage continued learning and improve fluency. Complementarily, teachers can use personalized feedback strategies and speaking practice activities that encourage the application of vocabulary in real-life contexts.

It is important that teachers allocate sufficient time in class for students to design, personalize, and refine their mind maps. This will allow students to explore their creativity and produce more detailed and effective maps aligned with their learning needs. Oral practice activities should incorporate these maps to present ideas, focusing on pronunciation, fluency, and confidence. In addition, it is recommended that teachers provide detailed feedback after each practice, highlighting both strengths and areas for improvement.

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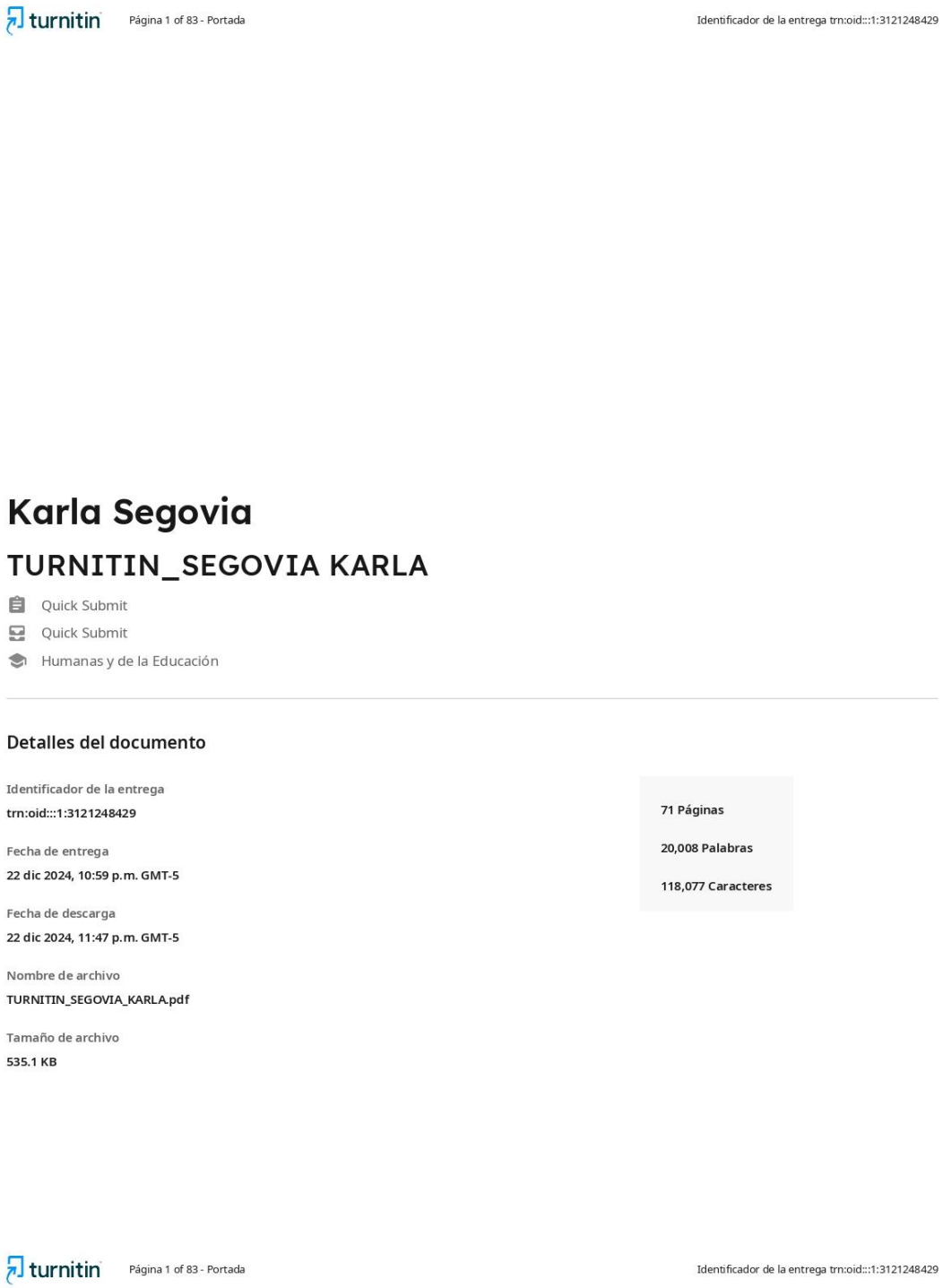
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Annexes

Annex 1: Turnitin report



10% Similitud general

El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para ca...

Firmado electrónicamente por: XIMENA ALEXANDRA CALERO SANCHEZ

Filtrado desde el informe

- Coincidencias menores (menos de 8 palabras)

Exclusiones

- N.º de coincidencias excluidas

Grupos de coincidencias

117 Sin cita o referencia 7%
Coincidencias sin una citación ni comillas en el texto

36 Faltan citas 2%
Coincidencias que siguen siendo muy similar al material fuente

18 Falta referencia 2%
Las coincidencias tienen comillas, pero no una citación correcta en el texto

0 Con comillas y referencia 0%
Coincidencias de citación en el texto, pero sin comillas

Fuentes principales

9% Fuentes de Internet
3% Publicaciones
5% Trabajos entregados (trabajos del estudiante)

Marcas de integridad

N.º de alertas de integridad para revisión

No se han detectado manipulaciones de texto sospechosas.

Los algoritmos de nuestro sistema analizan un documento en profundidad para buscar inconsistencias que permitirían distinguirlo de una entrega normal. Si advertimos algo extraño, lo marcamos como una alerta para que pueda revisarlo.

Una marca de alerta no es necesariamente un indicador de problemas. Sin embargo, recomendamos que preste atención y la revise.

Annex 2: Pre-test and Post-test

PET PRE TEST
PET POST TEST

UNIVERSIDAD TÉCNICA DE AMBATO

UNIDAD EDUCATIVA SAGRADA FAMILIA

PRELIMINARY ENGLISH TEST: PET TEST

PRE-TEST

Difficulty: B1 intermediate level

Time: 15 minutes **Score:** _/20

SPEAKING SECTION

Part 1 (2–3 minutes)

Phase 1 **Interlocutor**	
To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please? *Hand over the mark sheets to the Assessor.* I'm ..... and this is ..... .
To Candidate A	What's your name? How old are you? Thank you.
To Candidate B	And what's your name? How old are you? Thank you.

	Back-up prompts
B, where do you live?	Do you live in *name of town, city or region*?
Thank you.	
And **A**, where do you live?	Do you live in *name of town, city or region*?
Thank you.	

Phase 2
Interlocutor

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

	Back-up prompts
Tell us about a teacher you like.	Which teacher do you like? (Why?)
How often do you use a mobile phone?	Do you often use a mobile phone?
How do you get to school every day?	Do you walk to school every day?
Which do you like best, the morning or the afternoon? (Why?)	Which is better, morning or afternoon? (Why?)
Thank you.	

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

1A Learning a new skill

Interlocutor

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

A, here is your photograph. It shows **someone learning how to do something.**

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

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

Candidate A
🕑 *approx. 1 minute*

.....

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

Interlocutor

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

1B At home after school

Interlocutor

B, here is your photograph. It shows **someone at home after school.**

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

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

Candidate B
🕑 *approx. 1 minute*

.....

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

Interlocutor

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

1A



1B



Speaking Test 1 (School visit to a capital city)

Parts 3 and 4 (6 minutes)

Part 3

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

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

Some students from a small village school are going on a trip to their capital city.

Here are some activities they could do there.

Talk together about the different activities they could do in their capital city, and say which would be most interesting.

All right? Now, talk together.

Candidates …….

approx. 2–3 minutes

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

Part 4

Interlocutor *Use the following questions, as appropriate:*

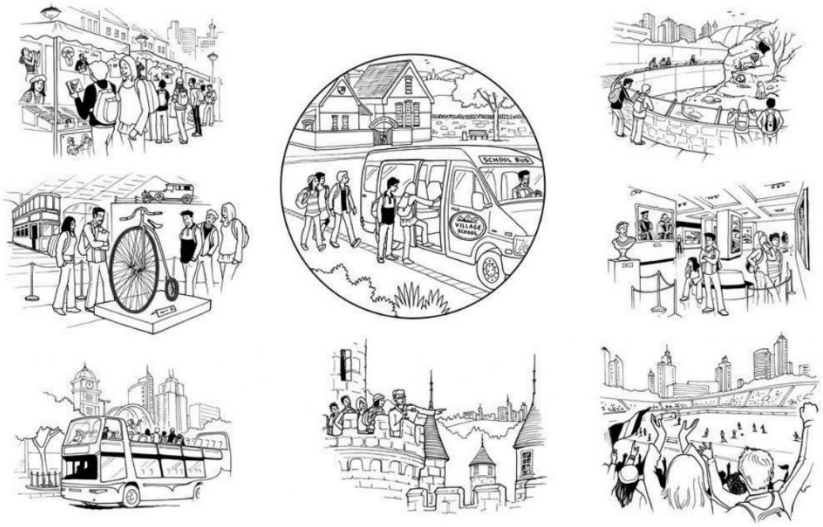
- **Would you like to have more school trips? (Where would you like to go?)**
- **What do you need to take when you go on a trip?**
- **Do you prefer to go on trips with your friends or your family? (Why?)**
- **What do you think is the best time of year to visit a city? (Why?)**
- **Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)**

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

A school visit to a capital city



UNIVERSIDAD TÉCNICA DE AMBATO

UNIDAD EDUCATIVA SAGRADA FAMILIA

PRELIMINARY ENGLISH TEST: PET TEST

POST-TEST

Difficulty: B1 intermediate level

Time: 15 minutes **Score:** _/20

SPEAKING SECTION

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please?
	Hand over the mark sheets to the Assessor.
	I'm ..... and this is .....
To Candidate A	What's your name? Where do you live? Thank you.
To Candidate B	And what's your name? Where do you live? Thank you.

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

Phase 2
Interlocutor

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

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

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

1A Learning a language

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

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

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

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

Candidate A .....
approx. 1 minute

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

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

1B At a party

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

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

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

Candidate B .....
approx. 1 minute

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

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

1A



1B



Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

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

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

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

Here are some activities that could help him relax.

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

All right? Now, talk together.

Candidates ……..

approx. 2–3 minutes

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

Part 4

Interlocutor *Use the following questions, as appropriate:*

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

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

A school visit to a capital city



Annex 3: Rubric

RUBRIC_PET EXAM_SPEAKING SECTION

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

Annex 4: Lesson plans

LESSON PLANS_MIND MAPS_AND_SPEAKING SKILLS

LESSON PLAN 1		
English Class		
Teachers' names: Karla Anahi Segovia Villacis		
Grade: 10 EGB	**Number of students:** 25	**Time:** 45 minutes
Age: 13-14	**English level:** A1	
Topic: Pre-test PET exam (Speaking section)		
Objective: Students will be able to demonstrate their prior knowledge in speaking skills.		
Methodology: TBL		
Materials: Pre-test papers.		
Time	**Stage**	**Activities**
10 minutes	Pre task	**Instructions for the teacher:** • Explain to students that they will be tested on the four parts of the PET Speaking test, and that each part has a communicative task that they will perform individually or in pairs. • Explain the 4 parts of the exam to familiarize candidates. Part 1: Personal interview Part 2: Describing a picture Part 3: Interaction between candidates Part 4: Debate or general discussion **Instructions to candidates:**
		They listen to the explanation and ask questions to clarify doubts about the instructions for each part of the exam.
20 minutes	Task cycle	**Part 1** **Instructions for the teacher:** • Greet the candidates. • Ask each candidate their first and last name, making sure they spell their last name correctly. • Ask each candidate a series of personal questions, alternating between them. **Instructions to candidates:** • Students should answer the questions in complete sentences. For example, if asked where you are from, say, "I come from (city), which is known for (something interesting)." • Students should be prepared to talk about their studies, hobbies, and daily activities. **Part 2** **Teacher Instructions:** • Distribute a photograph to each candidate showing people in different situations (e.g., watching television or cooking). • Allow the student to look at the photograph again to see if they can find another detail to talk about. **Instructions to candidates:** • The student should describe what he/she sees in the photograph clearly and in detail. Mention actions, surroundings, and possible emotions of the people depicted. • The student should speak for approximately one minute.

		Part 3 **Instructions to the teacher:** • Initiate a discussion based on the images in Part 3. Ask the candidates to talk about the actions they see in the different activities that can be performed in the school visit to the capital city. • Give them time to speak without interference unless they have difficulty. **Instructions to candidates:** • Students should initiate a dialogue about the activities in each image by sharing their ideas with each other. **Part 4** **Instructions to the teacher:** • T. should use the following questions provided in the pre-test template as appropriate. • To create an atmosphere of discussion among the candidates the teacher will continue the conversation by making use of the following prompts, as appropriate: - How/what about you? - Do you agree? - What do you think? • The aim is for the student who is listening to his/her partner to give his/her opinion about the answer given first and to have a fluent conversation. **Instructions for candidates:** • Students should answer the questions posed by the examiner.
		• Both students will have to pay attention to their partner's answer to answer the questions asked by the teacher.
15 minutes	Language Focus	**Instructions to the teacher:** • Observes student participation during activities and provides feedback focused on fluency, clarity, and accuracy that arose during the exam. **Instructions to candidates:** • Reflect on their performance, review and correct errors, and perform language consolidation activities.

ANNEXES

UNIVERSIDAD TÉCNICA DE AMBATO
UNIDAD EDUCATIVA SAGRADA FAMILIA
PRELIMINARY ENGLISH TEST: PET TEST
PRE-TEST

Difficulty: B1 intermediate level
Time: 15 minutes **Score:** _/20

SPEAKING SECTION

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please?
	Hand over the mark sheets to the Assessor.
	I'm ..... and this is ..... .
To Candidate A	What's your name? How old are you? Thank you.
To Candidate B	And what's your name? How old are you? Thank you.

		Back-up prompts
	B, where do you live?	Do you live in *name of town, city or region*?
	Thank you.	
	And **A**, where do you live?	Do you live in *name of town, city or region*?
	Thank you.	

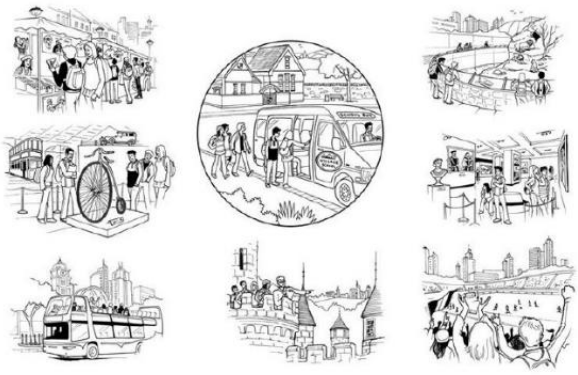
1A



1B



A school visit to a capital city



RUBRIC

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

LESSON PLAN 2			
English Class			
Teachers' names: Karla Anahi Segovia Villacis			
Grade: 10 EGB	**Number of students:** 25	**Time:** 45 minutes	
Age: 13-14	**English level:** A1		
Topic: Describing people			
Objective: Students will be able to create a Presentation Mind Map about a description of themselves using adjectives.			
Methodology: Spratt, Pulverness, and Williams Method			
Materials: Whiteboard and markers, Projector and screen, Printed examples of presentation mind maps, Blank paper, and colored pencils/markers.			

Time	Stage	ACTIVITIES
10 minutes	Lead-in	**Teacher Activities:** • Show some pictures of people with varying physical characteristics and personality traits (e.g., tall, short, kind, hardworking, etc.). • Ask students what words they can use to describe the people in the pictures and write some of the adjectives on the board. • Briefly explain common adjectives for appearance (e.g., tall, short, short, curly hair, blue eyes) and personality (e.g., friendly, hard-working, shy). **Students Activities:** • Look at pictures and share words they know to describe people on the board.
20 minutes	Practice activities	**Controlled activities** **Teacher Activities:** • The teacher gives each student flashcards containing pictures and adjective words. Link: https://www.canva.com/design/DAGUy1-ui9E/mQGuxz-nQVcuNrN-Buu9pA/edit?utm_content=DAGUy1-ui9E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton • Each picture shows specific physical characteristics and personality traits. • The teacher asks them to match the images with the words that best describe each person in the images. • Then, the teacher asks them to form complete sentences aloud. For example: For a person with curly hair and who is tall, the student might say, "She is **tall** and has **curly** hair." • Explain what Mind Maps are and their usefulness for organizing ideas. Link: https://www.canva.com/design/DAGUD_m1uX0/yT8lI7rjPO0WVTs8QNTdnA/edit?utm_content=DAGUD_m1uX0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Introduce the type of Mind Map they will use: Presentation Mind Maps. • Explain how they can organize their thoughts about themselves using a Mind Map. The central theme will be "Me," with branches for personality traits, physical appearance, and hobbies. • Provide a step-by-step guide on how to use the map. **(SAME LINK)** • T. provides students with handouts containing useful words for presentations. **Students Activities:** • Students choose the adjective that best describes each person in the pictures and describe them.
		Students Activities: • Students complete the worksheet and practice.
15 minutes	Post-task activities	**Teacher Activities:** • In the same pairs of work, T. shares a sheet of paper, and asks the students to elaborate their own mind map. • The teacher encourages students to prepare a 2-minute presentation. • Monitors • Provide feedback **Student Activities:** • Students brainstorm a list of adjectives that they feel describe themselves. • Students elaborate their Mind Maps, using the adjectives they brainstormed. • Students practice presenting their Mind Maps in their groups, using the phrases and connectors provided. • Prepare a short presentation of their Mind Map **IN GROUPS**.

ANNEXES

Lead-in







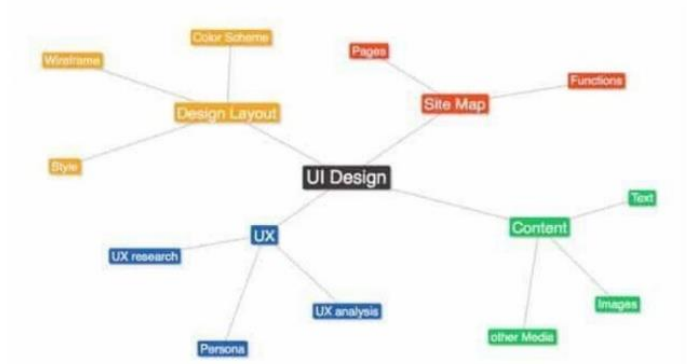


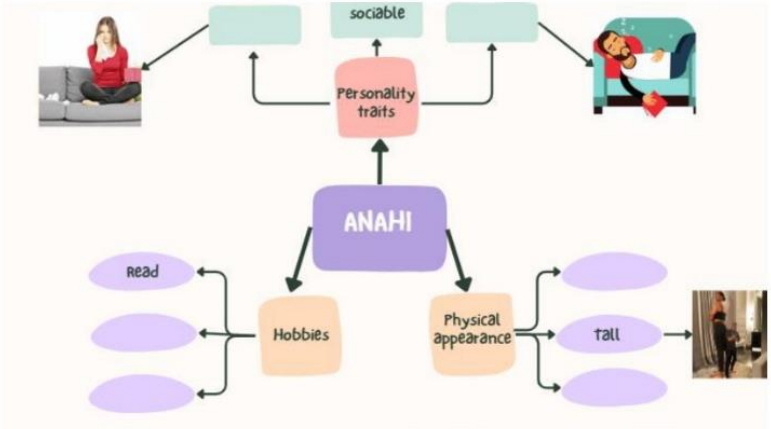




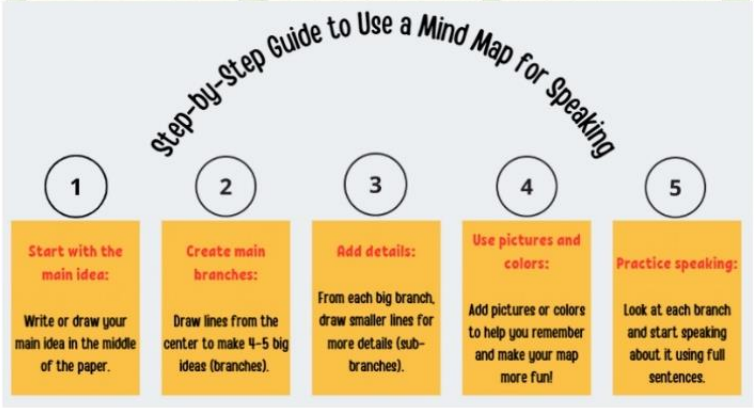
Practice activities




Color Scheme
Wireframe
Design Layout
Style
Pages
Site Map
Functions
UI Design
UX
UX research
UX analysis
Persona
Content
Text
Images
other Media


sociable
Personality traits
ANAHI
Read
Hobbies
Physical appearance
tall


Useful Phrases and Connectors for Speaking
Introduction:
1. "Today, I will talk about..."
2. "My presentation is about..."
To introduce a topic:
1. "First, let's talk about..."
2. "I would like to describe myself as..."
To explain details:
1. "For example..."
2. "Another important thing is..."
3. "Let me explain..."
To add more information:
1. "Also..."
2. "In addition..."
3. "Moreover I consider myself..."
To give reasons:
1. "For example, I am... because..."
2. "The reason why is..."
To compare ideas:
1. "On the other hand..."
2. "Similarly..."
To summarize:
1. "In conclusion..."
2. "To sum up..."
Personality Traits
"I am friendly and approachable."
"People often say I am funny and outgoing."
"I tend to be shy but also thoughtful."
"I consider myself curious and open-minded."
Physical Appearance
"I am tall and have curly hair."
"I have blue eyes and I am athletic."
"I would describe my style as casual and comfortable."
"I am short but I have a bright smile."
Hobbies and Interests
"In my free time, I enjoy being creative and active."
"I love reading, which makes me feel intellectual."
"I consider myself adventurous because I like trying new things."
"I am passionate about music and dedicated to learning instruments."

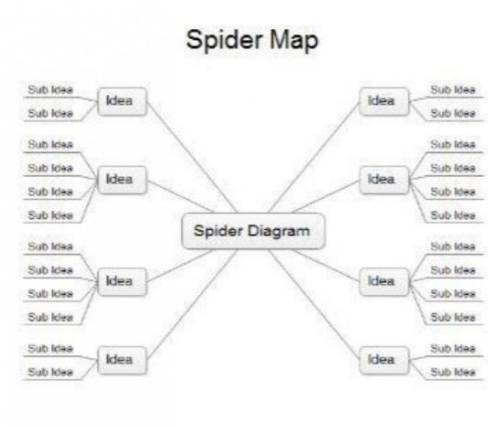

Step-by-Step Guide to Use a Mind Map for Speaking
1
Start with the main idea:
Write or draw your main idea in the middle of the paper.
2
Create main branches:
Draw lines from the center to make 4-5 big ideas (branches).
3
Add details:
From each big branch, draw smaller lines for more details (sub-branches).
4
Use pictures and colors:
Add pictures or colors to help you remember and make your map more fun!
5
Practice speaking:
Look at each branch and start speaking about it using full sentences.

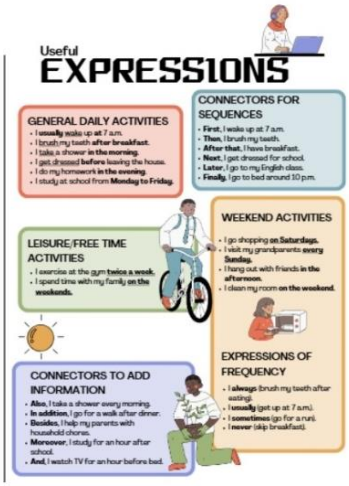
LESSON PLAN 3		
English Class		
Teachers' names: Karla Anahi Segovia Villacis		
Grade: 10 EGB	**Number of students:** 25	**Time:** 45 minutes
Age: 13-14	**English level:** A1	
Topic: Daily Routines		
Objective: Students will be able to describe their daily routines using a Spider Mind Map.		
Methodology: Spratt, Pulverness, and Williams Methodology		
Materials: Whiteboard and markers, Projector and screen, Printed examples of presentation mind maps, Blank paper, and colored pencils/markers.		

Time	Stage	ACTIVITIES
10 minutes	Lead-in	**Teacher Activities:** • Shows a 2-minute video and then begins with a brief discussion: Ask students about their daily routines. Video: Talking about daily routines in English (present simple) (youtube.com) Questions: What do you do in the morning? or What is your favorite part of the day? • Introduce key vocabulary related to daily routines (e.g., waking up, brushing teeth, going to school, eating breakfast).
20 minutes	Practice Activities	**Controlled practice** **Teacher Activities:** • Shows the video again and asks students to take notes on the new vocabulary. • T. gives each student worksheets.
		• Ask students to complete a fill-in-the-blank exercise in which they use the vocabulary in sentences about their daily routines. For example, I _____ (wake up) at 7 am. • Pair students together to compare answers and discuss any discrepancies. • T. explains what a spider mind map is and makes an example of the teacher's daily routines. Also, encourage students to use the mind map to guide them and present suggestions for students to improve their presentations. • Explain what a Storytelling activity is. **Freer practice** • T. gives students sheets with useful words and phrases. • In pairs, students take turns asking and answering questions about their daily routines using prompts. • The teacher will facilitate the questions. For example: What time do you get up? Or What do you do after school? • Encourage them to use complete sentences and incorporate new vocabulary. **Students Activities:** • Complete the worksheets • Practice using the speaking template making use of Storytelling.
15 minutes	Post - task activities	**Teacher Activities:** • Organize students in pairs to make a mind map on a large sheet of paper illustrating their daily routines. • Teacher provides feedback on the use of the mind map, structure, or pronunciation. **Student Activities:**

		• They will perform a storytelling activity to talk about their mind map to the class, explaining their daily routine and the choices they have made.

ANNEXES









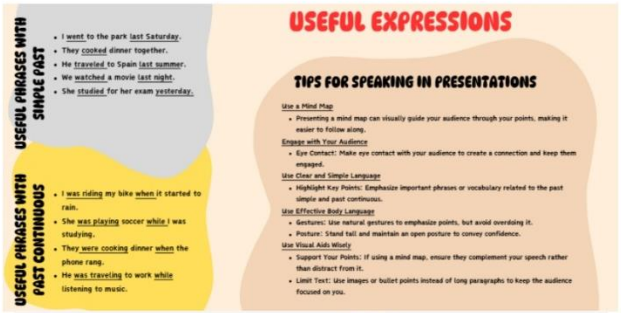
LESSON PLAN 4		
English Class		
Teachers' names: Karla Anahi Segovia Villacis		
Grade: 10 EGB	**Number of students:** 25	**Time:** 45 minutes
Age: 13-14	**English level:** A1	
Topic: Story Chain		
Objective: Students will be able to create a multidimensional mind map of their activities using simple past and past continuous with when and while.		
Methodology: Spratt, Pulverness, and Williams Methodology		
Materials: Whiteboard and markers, Projector and screen, Printed examples of presentation mind maps, Blank paper, and colored pencils/markers.		

Time	Stage	ACTIVITIES
10 minutes	Lead-in	**Teacher Activities:** • The teacher divides the class into two groups to play a digital game. • Explain to the students that they must order the words using when or while. • Solicit answers to activate prior knowledge about past tenses, the group with the most correct answers is the winner. Game Link: https://es.educaplay.com/recursos-educativos/21138002-when_and_while.html
20 minutes	Practice Activities	**Controlled practice** **Teacher Activities:** • T. explains what a multidimensional mind map is. Also, encourage students to use the mind map to guide them and present suggestions for students to improve their presentations. • Explain what a Story Chain activity is.
		• T. gives each student worksheets. • Students complete the worksheet and in pairs review answers. Link: When or While 2231204 | Isabel Mestanza | Live **Freer practice** • Teacher hands out a worksheet on an incomplete mind map, students must fill in the blanks. • Teacher gives students sheets containing useful phrases and words for their presentations. • T. encourages students to explain in their groups what the mind map talks about using the useful words from the other paper.
15 minutes	Post - task activities	**Teacher Activities:** • Teacher divides the class into groups of 4-5 and provides large paper and colored markers. • T. monitors to promote creativity and the use of grammatical structures in a narrative context. • Teacher provides feedback: • Correct use of past simple and past continuous • Proper use of when/while • Coherent development of the story • Active participation in the story chain **Student Activities:** • Each group creates a multidimensional mind map about their past activities using "when" and "while" structures. • Each group of students sits in a circle, and one of them begins a story using the past continuous. The next continues the story with another sentence, using the simple past or past continuous with "when" or "while". • Each student must contribute at least two connected events.

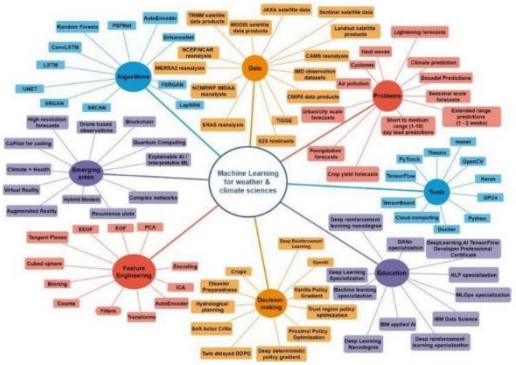
ANNEXES


WHEN & WHILE
+ SHORT ACTION
+ LONG ACTION
CHOSE THE CORRECT OPTION
1. I used to ride my bike a lot _____ I was young
2. I met a movie star _____ I was waiting for the elevator.
3. Why don't you realax _____ I make us some coffee?
4._____ you saw Karen, was she with Mindy?
5. Dad was cooking _____ mom was in the living room watching TV.
6. The phone rang _____ I was having a bath
7. I had a terrible accident _____ I was young.
8. Where are your friends _____ you need them most?
9. Justin was listening the radio _____ he was driving home.
10. I had some problems _____ I was a teenager.
11. They met many nice people _____ they did the cruise
12. What did you see _____ you opened the door?
13._____ I was doing my homework, my sister was listening to music.
14. She was taking a shower _____ the light went out
15. Somebody robbed my cell phone _____ I was walking down the street.


VIDAS
5
When and While
PUNTOS
0
1 / 3
soccer-rain
rain
to
When
they
heavily
were
playing
soccer
it
started
12
00:00:04


USEFUL PHRASES WITH SIMPLE PAST
I went to the park last Saturday.
They cooked dinner together.
He traveled to Spain last summer.
We watched a movie last night.
She studied for her exam yesterday.
USEFUL PHRASES WITH PAST CONTINUOUS
I was riding my bike when it started to rain.
She was playing soccer while I was studying.
They were cooking dinner when the phone rang.
He was traveling to work while listening to music.
USEFUL EXPRESSIONS
TIPS FOR SPEAKING IN PRESENTATIONS
Use a Mind Map
Presenting a mind map can visually guide your audience through your points, making it easier to follow along.
Engage with Your Audience
Eye Contact: Make eye contact with your audience to create a connection and keep them engaged.
Use Clear and Simple Language
Highlight Key Points: Emphasize important phrases or vocabulary related to the past simple and past continuous.
Use Effective Body Language
Gestures: Use natural gestures to emphasize points, but avoid overdoing it.
Posture: Stand tall and maintain an open posture to convey confidence.
Use Visual Aids Wisely
Support Your Points: If using a mind map, ensure they complement your speech rather than distract from it.
Limit Text: Use images or bullet points instead of long paragraphs to keep the audience focused on you.


Activities in the Past
Past Continuous
Emphasizes duration
Examples: "I ___ reading." "___ were play___"
Actions in progress
simple past
Completed Actions
Examples: "I went." "She play___."
Specific times
Connectors
when
while
Interruptions Example: "_____I arrived"
Simultaneous actions Example: "_____I was studying."
Examples of Activities
Everyday Activities
Playing soccer
Cooking
Studying
Common Situations
"W____ I was cook____ the phone ____"
"W____ I ____ walking. I saw a friend."
Sentence Structure
Past Simple Subject + verb in past tense Example: "He traveled."
Past Continuous Subject + was/were + verb_ing. Example: "They were playing."

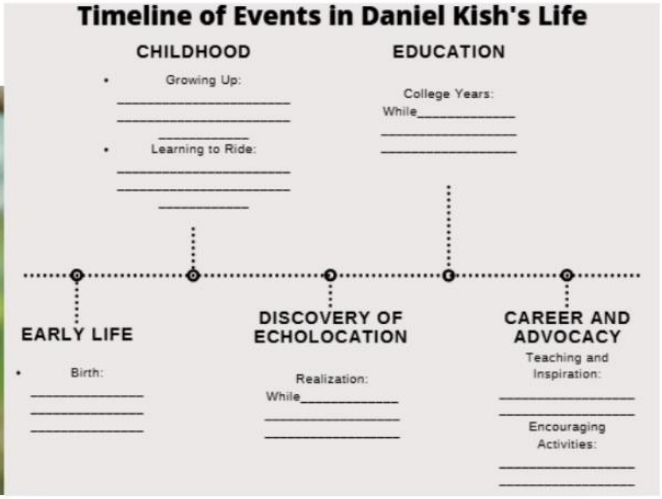

Machine Learning for weather & climate sciences
Data
Algorithms
Problems
Tools
Feature Engineering
Decision making
Education
Emerging areas

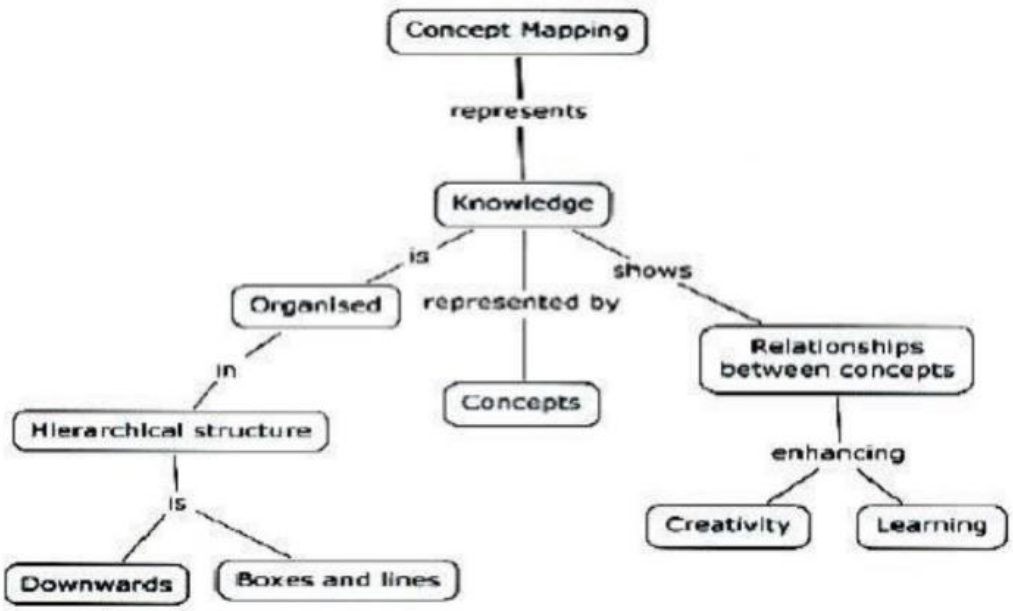
LESSON PLAN 5		
English class		
Teachers' names: Karla Anahi Segovia Villacis		
Grade: 10 EGB	**Number of students:** 25	**Time:** 45 minutes
Age: 13-14	**English level:** A1	
Topic:''The man who taught himself to see''		
Objective: Students will be able to create a hierarchical mind map about a reading.		
Methodology: Spratt, Pulverness, and Williams Methodology		
Materials: Whiteboard and markers, Projector and screen, Printed examples of mind maps, Blank paper, and colored pencils/markers.		

Time	Stage	ACTIVITIES
15 minutes	Introductory activities	• Teacher shows pictures of bats and asks students what they know about bats. • Discuss the meaning of "as blind as a bat." • Show the title "The Man Who Taught Himself to See." • Ask students to make a prediction: • What might this story be about? • How can someone "teach himself to see"?
20 minutes	Main Activities	**First Reading (Skimming):** • Students read quickly to get the main idea • Answer general comprehension questions:
		Link of questions to discuss in class: https://www.canva.com/design/DAGVkwiYGTA/fVOgh2JoT-OdGe-97LKkzw/edit?utm_content=DAGVkwiYGTA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton **Second Reading (Scanning):** • Students identify specific information • Find examples of past simple and past continuous • Complete a timeline of events in Daniel's life **Detailed Reading:** • Students work in pairs to answer the following questions, they should discuss the answer. • How did Daniel learn to ride a bicycle? • How does echolocation work? • What does Daniel do now? • Share the answers with the whole class to start a discussion about the answers. • T. explains what a hierarchical mind map is.
10 minutes	Post task activities	• Students elaborate a mind map on the central theme: Daniel Kish. • Students present their mind maps to the whole class. • They should use "when" and "while" to connect the events. • T. provides feedback.

ANNEXES




Timeline of Events in Daniel Kish's Life
CHILDHOOD
Growing Up:
Learning to Ride:
EDUCATION
College Years:
While
EARLY LIFE
Birth:
DISCOVERY OF ECHOLOCATION
Realization:
While
CAREER AND ADVOCACY
Teaching and Inspiration:
Encouraging Activities:

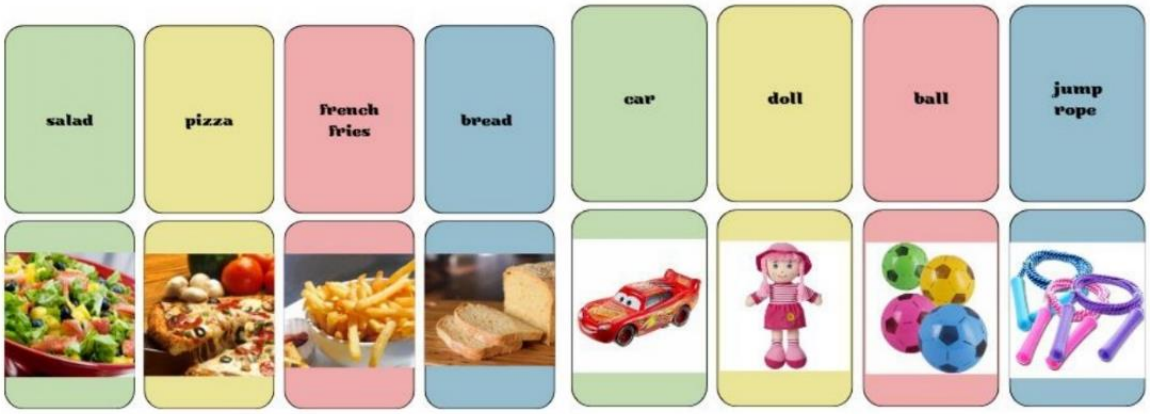

Concept Mapping
represents
Knowledge
is
shows
Organised
represented by
in
Relationships between concepts
Concepts
Hierarchical structure
enhancing
is
Creativity
Learning
Downwards
Boxes and lines

LESSON PLAN 6		
English class		
Teachers' names: Karla Anahi Segovia Villacis		
Grade: 10 EGB	**Number of students:** 25	**Time:** 45 minutes
Age: 13-14	**English level:** A1	
Topic: Toys and Food		
Objective: Students will be able to talk about what they used to play and eat using hypermedia mind maps with Coggle.		
Methodology: Spratt, Pulverness, and William Methodology		
Materials: Whiteboard and markers, Projector and screen, Printed examples of mind maps, Blank paper, and colored pencils/markers.		

Time	Stage	ACTIVITIES
15 minutes	Lead-in	• Use a short video showing various toys and foods to stimulate interest and discussion. Links of videos: HACE FALTA CORAJE Learn Food Vocabulary | Talking Flashcards • T. asks them to take notes on the vocabulary in the videos. • T. encourages students to mention the vocabulary, teacher writes the vocabulary on the board and provides examples of sentences that use the simple past. For example, "I used to play with dolls" and "I used to eat pizza." • Begin with a brief discussion about toys and food. Ask students questions such as: • "What toys did you play with when you were younger?". • "What was your favorite food when you were a child?".
		• Encourage students to share their experiences and memories.
20 minutes	Practice Activities	**Controlled practice** • Provide students with flashcards that have pictures of toys and foods on one side and their names on the other. • Students should match them correctly. Flashcards: https://www.canva.com/design/DAGVnKaxbWo/-JdDAuW7wK-fyslJBKD7Zg/edit?utm_content=DAGVnKaxbWo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton • In pairs, students take turns asking and answering questions using the new vocabulary. For example: • What toy did you use to play with? • What food did you use to eat often? **Freer practice** • Introduce Coggle as a tool for creating mind maps. Simple Collaborative Mind Maps & Flow Charts - Coggle • Demonstrate how it is used by creating together as a class a sample mind map about toys and food. • Students will then create their own mind maps in Coggle, categorizing the toys and foods they used to play with and eat. • Encourage them to include pictures and descriptions.

10 minutes	Post task activities	• Once students have completed their mind maps, they will present them to the class in small groups. Each student will explain their choices and share memories related to the toys and foods they included. • Give feedback

ANNEXES



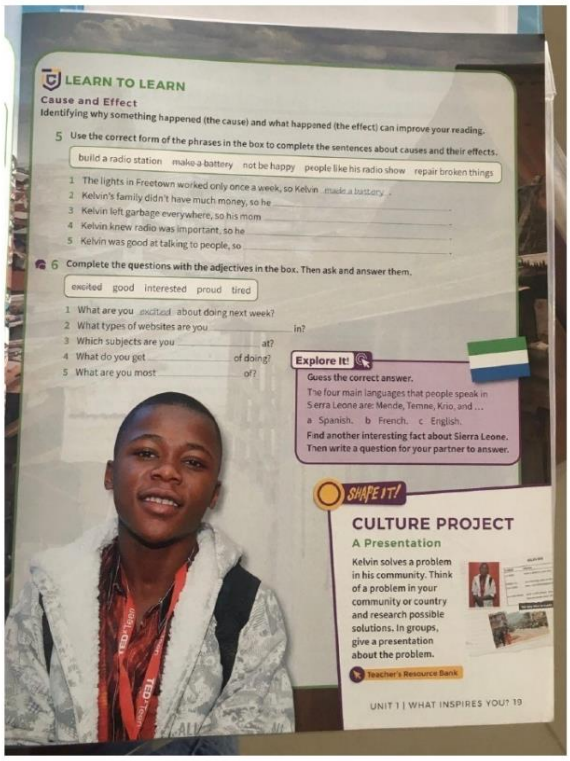


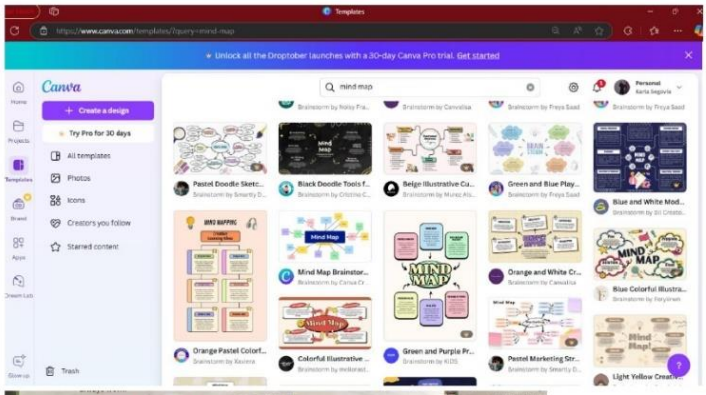


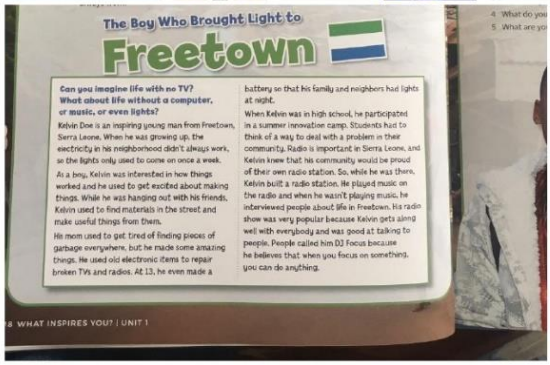
LESSON PLAN 7		
English class		
Teachers' names: Karla Anahi Segovia Villacis		
Grade: 10 EGB	**Number of students:** 25	**Time:** 45 minutes
Age: 13-14	**English level:** A1	
Topic: Local Heroes		
Objective: Students will be able to talk about Local Heroes using hypermedia mind maps with Canva.		
Methodology: Spratt, Pulverness, and William Methodology		
Materials: Whiteboard and markers, Projector and screen, Printed examples of mind maps, Blank paper, and colored pencils/markers.		

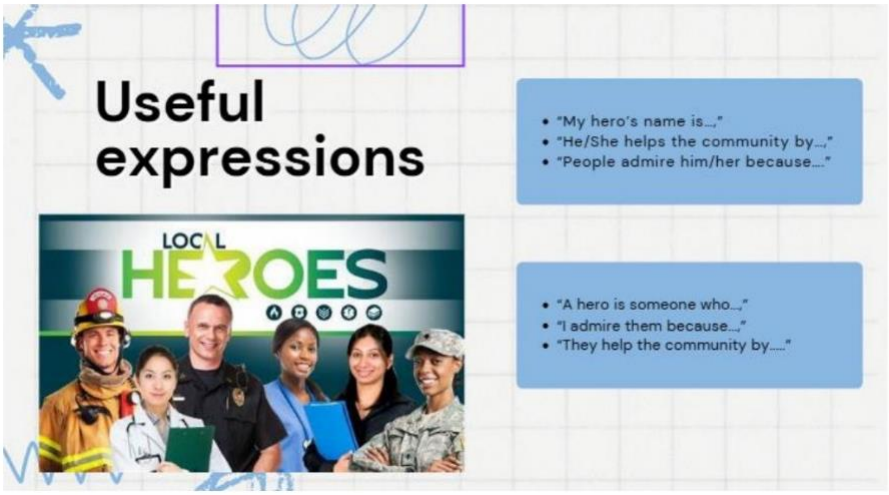
Time	Stage	ACTIVITIES
15 minutes	Lead-in	• Begin the lesson by discussing the concept of "HERO". • Ask students to think about what makes someone a hero and share examples of heroes they know, focusing on local figures. Introduce phrases they can use to describe heroes, such as "A hero is someone who...," "I admire them because...," or "They help the community by...." • T. uses a CANVA whiteboard to collect students' ideas and examples. • T. listens to their ideas and places them on a mind map in CANVA. https://www.canva.com/design/DAGVnyk8LV8/fSvlO0ofWJ0kGrc0l8eHNQ/edit?utm_content=DAGVnyk8LV8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
20 minutes	Practices activities	**Controlled practices** • Ask students to open the book on page 18 and read a short text about a local hero. • Encourage students to identify the key characteristics and actions that make this person a hero. • Then the teacher asks them to do activity 5 and 6 in the book about reading. • Students discuss the answers. **Freer practices** • Guide students in using Canva by showing them how to incorporate multimedia elements into their mind maps. • Provide a brief tutorial on using Canva. • The teacher gives each student a sheet with useful phrases they can use to describe heroes. • Each student creates a short presentation about a local hero of their choice, using Canva to design a hypermedia mind map. This map should include images, text and links to relevant resources. Home - Canva
10 minutes	Post task activities	• The teacher organizes a "Hero Fair" in which students present their Canva mind maps to the class as an exhibition. • Encourage them to talk freely about the hero they have chosen, using the vocabulary and structures learned. • After the presentations, conduct a feedback session focusing on language use. • Highlight effective use of vocabulary and structures. • Provide corrective comments if necessary.

ANNEXES


LEARN TO LEARN
Cause and Effect
Identifying why something happened (the cause) and what happened (the effect) can improve your reading.
5 Use the correct form of the phrases in the box to complete the sentences about causes and their effects.
build a radio station make a battery not be happy people like his radio show repair broken things
1 The lights in Freetown worked only once a week, so Kelvin made a battery.
2 Kelvin's family didn't have much money, so he
3 Kelvin left garbage everywhere, so his mom
4 Kelvin knew radio was important, so he
5 Kelvin was good at talking to people, so
6 Complete the questions with the adjectives in the box. Then ask and answer them.
excited good interested proud tired
1 What are you excited about doing next week?
2 What types of websites are you in?
3 Which subjects are you at?
4 What do you get of doing?
5 What are you most of?
Explore it!
Guess the correct answer.
The four main languages that people speak in Sierra Leone are: Mende, Temne, Krio, and ...
a Spanish. b French. c English.
Find another interesting fact about Sierra Leone. Then write a question for your partner to answer.
SHAPE IT!
CULTURE PROJECT
A Presentation
Kelvin solves a problem in his community. Think of a problem in your community or country and research possible solutions. In groups, give a presentation about the problem.
Teacher's Resource Bank
UNIT 1 | WHAT INSPIRES YOU? 19


Templates
Unlock all the Droptober launches with a 30-day Canva Pro trial. Get started
Canva
mind map
Create a design
Try Pro for 30 days
All templates
Photos
Icons
Creators you follow
Starred content
Trash


The Boy Who Brought Light to
Freetown
Can you imagine life with no TV? What about life without a computer, or music, or even lights?
Kelvin Doe is an inspiring young man from Freetown, Sierra Leone. When he was growing up, the electricity in his neighborhood didn't always work, so the lights only used to come on once a week.
As a boy, Kelvin was interested in how things worked and he used to get excited about making things. While he was hanging out with his friends, Kelvin used to find materials in the street and make useful things from them.
His mom used to get tired of finding pieces of garbage everywhere, but he made some amazing things. He used old electronic items to repair broken TVs and radios. At 13, he even made a battery so that his family and neighbors had lights at night.
When Kelvin was in high school, he participated in a summer innovation camp. Students had to think of a way to deal with a problem in their community. Radio is important in Sierra Leone, and Kelvin knew that his community would be proud of their own radio station. So, while he was there, Kelvin built a radio station. He played music on the radio and when he wasn't playing music, he interviewed people about life in Freetown. His radio show was very popular because Kelvin gets along well with everybody and was good at talking to people. People called him DJ Focus because he believes that when you focus on something, you can do anything.
WHAT INSPIRES YOU? | UNIT 1


Useful expressions
"My hero's name is..."
"He/She helps the community by..."
"People admire him/her because..."
LOCAL HEROES
"A hero is someone who..."
"I admire them because..."
"They help the community by....."

LESSON PLAN 8		
English Class		
Teachers' names: Karla Anahi Segovia Villacis		
Grade: 10 EGB	**Number of students:** 25	**Time:** 45 minutes
Age: 13-14	**English level:** A1	
Topic: Post-test PET exam (Speaking section)		
Objective: Students will be able to demonstrate their knowledge in speaking skills.		
Methodology: TBL		
Materials: Post-test papers.		

Time	Stage	Activities
10 minutes	Pre task	**Instructions for the teacher:** • Explain to students that they will be tested on the four parts of the PET Speaking test and that each part has a communicative task that they will perform individually or in pairs. • Explain the 4 parts of the exam to familiarize candidates. Part 1: Personal interview Part 2: Describing a picture Part 3: Interaction between candidates Part 4: Debate or general discussion **Instructions to candidates:** • They listen to the explanation and ask questions to clarify doubts about the instructions for each part of the exam.
20 minutes	Task cycle	**Part 1** **Instructions for the teacher:** • Greet the candidates. • Ask each candidate their first and last name, making sure they spell their last name correctly. • Ask each candidate a series of personal questions, alternating between them. **Instructions to candidates:** • Students should answer the questions in complete sentences. For example, if asked where you are from, say, "I come from (city), which is known for (something interesting)." • Students should be prepared to talk about their studies, hobbies, and daily activities. **Part 2** **Teacher Instructions:** • Distribute a photograph to each candidate showing people in different situations (e.g., people learning a language or people at a party). • Allow the student to look at the photograph again to see if they can find another detail to talk about. **Instructions to candidates:** • The student should describe what he/she sees in the photograph clearly and in detail. Mention actions, surroundings, and possible emotions of the people depicted. • The student should speak for approximately one minute. **Part 3** **Instructions to the teacher:**

		• Initiate a discussion based on the images in Part 3. Ask the candidates to talk about the actions they see in the different activities to help the man relax. • Give them time to speak without interference unless they have difficulty. **Instructions to candidates:** • Students should initiate a dialogue about the activities in each image by sharing their ideas with each other. **Part 4** **Instructions to the teacher:** • T. should use the following questions provided in the pre-test template as appropriate. • To create an atmosphere of discussion among the candidates the teacher will continue the conversation by making use of the following prompts, as appropriate: - How/what about you? - Do you agree? - What do you think? • The aim is for the student who is listening to his/her partner to give his/her opinion about the answer given first and to have a fluent conversation. **Instructions for candidates:** • Students should answer the questions posed by the examiner. • Both students will have to pay attention to their partner's answer to answer the questions asked by the teacher.
15 minutes	Language Focus	**Instructions to the teacher:**
		• Observe student participation during activities and provide feedback focused on fluency, clarity, and accuracy that arose during the exam. **Instructions to candidates:** Reflect on their performance, review, and correct errors, and perform language consolidation activities.

ANNEXES



UNIVERSIDAD TÉCNICA DE AMBATO
UNIDAD EDUCATIVA SAGRADA FAMILIA
PRELIMINARY ENGLISH TEST: PET TEST
POST-TEST

Difficulty: B1 intermediate level
Time: 15 minutes **Score:** _/20

SPEAKING SECTION

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?
Hand over the mark sheets to the Assessor.
I'm ..... and this is .....

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

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

Back-up prompts

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





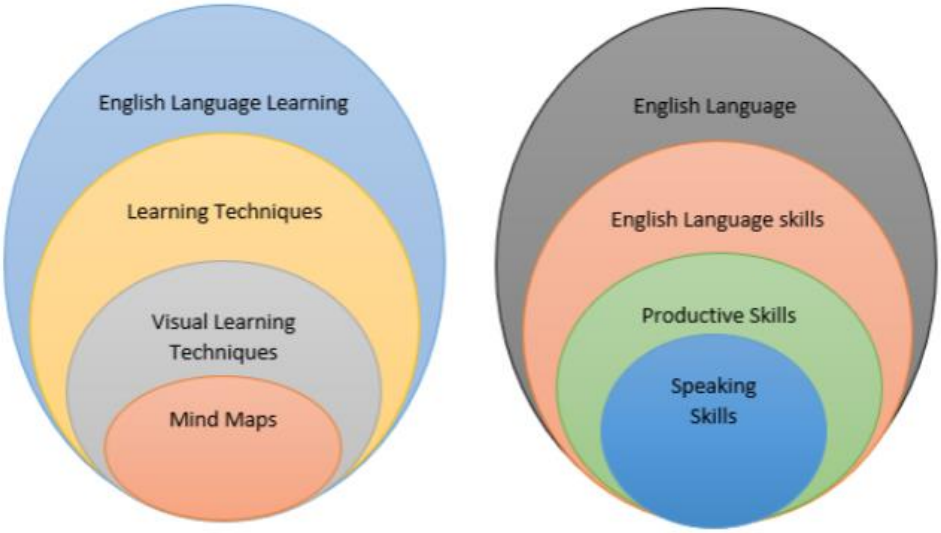
Activities to help the man relax



RUBRIC

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

Key Concepts



INDEPENDENT VARIABLE DEPENDENT VARIABLE