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EXTRANJEROS**

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de Licenciado/a en Pedagogía del Idioma Inglés.**

THEME:

MOTIVATIONAL DIDACTIC MATERIAL AND SPEAKING SKILL

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2023

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I, Lcda. Dorys Maribel Cumbe Coraizaca Mg., holder of the I.D No. 1803694569, in my capacity as supervisor of the Research dissertation on the topic: “MOTIVATIONAL DIDACTIC MATERIAL AND SPEAKING SKILL” investigated by Miss. Laica Landi Erika Viviana with I.D No.060463837-9, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled " MOTIVATIONAL DIDACTIC MATERIAL AND SPEAKING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

Erika Laica from the past who thought about giving up.

And to the people who have been with me during these years of my life, especially my family; Alexandra Landi, Carlos Laica and David Laica.

Eri

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: Motivational didactic material and speaking skill

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ABSTRACT

The following research work aimed to establish the influence of motivational didactic material on the oral skills of the students of 8 children of grade GG1 at "Charlotte English School". The study methodology was pre-experimental with a quantitative approach and the tool used to obtain the pre and post test results was the application of the Cambridge Movers A1 test, speaking section. The 10 interventions included the combination and application of the types of motivational didactic materials such as digital didactic material, hands-on didactic material, psychological didactic material. In general, the materials were elaborated, evaluated, and applied by the teacher. In addition, these materials were reusable, applicable, valuable, and flexibly adapted to the students' needs. The collected data were analyzed using the IBM Statistical Package for the Social Sciences computer statistical program, this software helped to perform the normality test and analyze the hypothesis using the Wilcoxon non-parametric method. As results, positive effects were demonstrated in the development of the evaluated sub-skills, however, the motivational didactic material showed to have more impact in the development of vocabulary. Additionally, it was observed that the students showed more motivation and responsibility with the hands-on material, since it was innovative and captured the attention of the students.

Keywords: Material, Didactic, motivation in class, types of material, speaking skill, English teaching.

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TEMA: Motivational didactic material and speaking skill

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RESUMEN

El siguiente trabajo de investigación tuvo como objetivo establecer la influencia del material didáctico motivacional en las habilidades orales de los estudiantes de 8 niños del grado GG1 de “Charlotte English School”. La metodología de estudio fue preexperimental con un enfoque cuantitativo y la herramienta utilizada para obtener los resultados del pre y post test fue la aplicación de la prueba Cambridge Movers A1, sección habla. Las 10 intervenciones incluyeron la combinación y aplicación de los tipos de materiales didácticos motivacionales como material didáctico digital, material didáctico práctico, material didáctico psicológico. En general los materiales fueron elaborados, evaluados, y aplicados por el profesor. Además, estos materiales eran reutilizables, aplicables, valiosos y se adaptaban a las necesidades de los estudiantes de manera flexible. Los datos recolectados fueron analizados utilizando el programa estadístico computacional IBM Statistical Package for the Social Sciences, este software ayudó a realizar la prueba de normalidad y analizar la hipótesis utilizando el método no paramétrico de Wilcoxon. Como resultados se demostraron efectos positivos en el desarrollo de las subdestrezas evaluadas, sin embargo, el material didáctico motivacional mostró tener mayor impacto en el desarrollo del vocabulario. Adicionalmente, se observó que los estudiantes mostraron más motivación y responsabilidad con el material práctico, ya que fue innovador y captó la atención de los estudiantes.

Palabras claves: Material, Didáctico, motivación en clase, tipos de material, habilidad de hablar, enseñanza del inglés

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

Some papers were considered for the design of this study as examples of how motivational didactic content as active learning affects students' speaking skills. There are a variety of articles that discuss the development of this skill with a focus on multiple settings; for this reason, it is important to clarify that the use of motivational didactic material does not only concentrate on something material (flashcards, posters, etc.), but also on several strategies where the teacher serves as support material for motivation.

Padron et al. (2005) applied an exploratory study technique through surveys where they evaluated the method of elaboration of the didactic material to confirm that the use of didactic materials that include content and design of instructional development can be used to direct the learning process. As a result, it was confirmed that for a didactic material to be seen as a useful tool for teaching, it must meet a series of requirements, among which reuse, semantic interoperability, collaborative support, and evaluation are.

Kusumawati (2017) used a pre-test and post-test in a pre-experimental process with a group of 7th-grade students from a secondary school in Indonesia to demonstrate that the design of the teaching material should be guided by Analysis, Design, Development, Implementation, and Evaluation (ADDIE). In conclusion, the project demonstrated that the content created by ADDIE is flexible as it adapts to the needs of the students. In addition, ADDIE encourages academic competition through an enjoyable procedure for both students and teachers.

Rahayu (2012) stated that the use of negotiable materials improves students' speaking communication skills. The research strategy for this study was a pre-experimental inquiry in a classroom of 38 first-year accounting students who worked with an English instructor who oversaw applying the Negotiable Materials and explicitly monitoring the activities of the students through cycles. Results showed that negotiable materials could be developed over three distinct cycles, with the first cycle focusing on teacher-student communication, the second on vocabulary and grammar, and the third on emphasis and fluency. In addition, the negotiable materials encourage communication and participation since there is communication between the teacher and the students based on making decisions about the use of the didactic material.

The authors Masurama and Sripada (2020) analyzed the motivation of a group of students to develop their language skills through pre-experimental research and the application of speaking pre-and post-tests. As a result, it is highlighted that the use of practical and real materials creates the need for their use and application individually or in groups, on the other hand, participation also increases when the teacher's intervention is reduced, leaving only playful activities such as role-playing, solve problems, exchanging opinions, etc.

Menggo (2018) used interest instruments from 48 Indonesian science students to conduct a pre-experimental study. The results revealed that the student's lack of motivation had a great impact on the way they communicate. She also assured that intrinsic and extrinsic motivation is independent but related to student motivation, and teachers must pay attention to the psychological elements that emerge as components of educational development through instruments that promote learning.

Ziyoda (2021) studied the use of audio or video materials to promote English learning at communicative social levels, where users can interact in a natural situation. The type of methodology applied was quasi-experimental where the control group potentially improved by 9.75%. As a result, students are motivated and able to apply what

they have learned using authentic resources that are taken directly from the culture and thinking of a native English speaker.

The study by León et al. (2022) showed how the requirements of an educational environment conducive to the development of social communication skills could be addressed using hands-on didactic material. The growth of the children of the “Nono” parish was examined using a pre-experimental research model. As a result, it was found that formal education does not adequately support students because it lacks a creative and independent balance and does not meet their needs for empathy, self-confidence, emotional control, etc. In addition, a study plan was developed that includes didactic materials created specifically for children, whose main needs are safety; usability, durability, and cleanliness are met.

Ravshanovna (2022) pointed out that the use of didactic resources to build a non-traditional lesson. In a descriptive study focused on the observation of the materials and contents in the curriculum framework, it was discovered that the requirements of the students could be better met through the initiative of the teachers. It is also specified that the instructor must serve, as administrator, facilitator, and promoter of the class, and the material must be mostly of a technological nature and evaluated by means of a pre-test that helps to identify the needs of the students.

Pravitasari (2019) mentioned that the traditional teaching book is not a fundamental teaching resource for English lessons. The study was carried out based on an exploratory investigation since it consisted of the review, study, analysis, and explanation of the material. The results revealed that the students do not feel motivated to use the book and that their linguistic or speaking skills are not satisfied since each skill is developed in different parts. The analysis concludes that it is essential to maintain student interest through the development of supplementary material.

Syafiq and Saleh (2012) argued that humor is a fundamental tool to motivate students to participate in unsatisfactory environments. The method used involved a group of 80 STAIN Kudus students who were divided into two for a quasi-experimental study. Both groups completed a pretest and then the experimental group was assessed using Shade's (1996) taxonomy of verbal humor. As a result, it was shown that humor in the development of skills helps the growth of speech in the classroom since it allows for increasing concentration and decreasing stress. In short, the verbal comedy focuses on teaching and motivation that encourages a positive attitude in learning ESL.

All these previous studies served as valuable resources for the creation of this research work. The establishment, analysis, and understanding of the variables have been largely based on the analysis of these scientific resources. Likewise, it serves as a model for the creation of new data; these reference sources not only help in the construction of the theoretical framework and all its components but also contribute to the legitimacy and veracity of this study. In addition to using the didactic content as a motivating instrument to improve English-speaking skills, the scientific study also sees it as a socio-academic phenomenon that will change over time.

Theoretical Framework

Each author who studies "didactic material" has a different understanding of what it constitutes, since it can refer to tangible or intangible elements. However, they all reach the same conclusion about their correct application in the classroom, and that is that once they are finished, they should be helpful for the active growth of a dynamic, creative, and independent class (Rahayu, 2012). Therefore, the didactic material is a set of interactive elements that favor student learning, considering their needs, and seeing the teacher as a facilitator of learning and the material as well as a resource that encourages students to enhance their skills. Based on this, the didactic materials can be focused, multisensory, complementary, supplementary or help.

1.1.1 Independent variable

Didactics

According to Boghian (2012), the responsibility of English teachers is to change students' perceptions of literature and the value of literary texts to a more didactic way of teaching. Therefore, there are two complicated tasks for the teacher, which are to arouse the interest of students in learning and to get out of the conventional learning method. However, the task of getting out of the convention has been developed, which is why the student has become the fundamental basis of his learning, thus the student becomes self-taught or can carry out asynchronous activities, leaving behind the teacher as the instructor or learning monitor. If the traditional paradigms are changed, the teacher could carry out didactic activities that allow the student to develop according to their rhythm and understanding of the subject. In conclusion, the teacher would be part of the development and his most appropriate, useful, and educational collaboration would be to provide didactic tools that are part of the educational program.

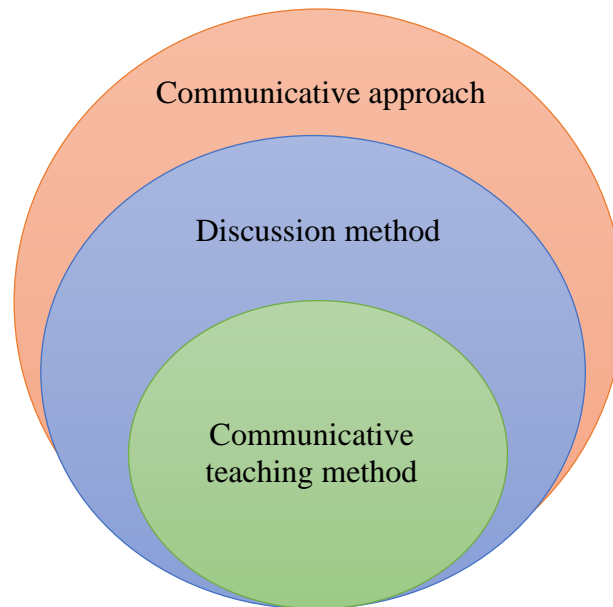
Teaching methods and approach

According to Richards and Theodore (2016), the approach is something that can be assumed or even believed about the language or teaching that is handled, on the other hand, the method is the pattern by which decisions are made based on the approach to being taught. In addition, Jing and Dong-ling (2007) mention that the effectiveness and weakness of these methods and approaches could be considered important in different evaluations and the development of language skills. Therefore, it can be considered that some methods such as the discussion method, and communicative teaching method are partially essential to create an interactive and independent class. The chosen method can help the teacher have better understanding of classroom management. Consequently, the teacher would know what approach to apply didactically in class activities without deviating from the objective of the class. Therefore, if the communicative approach is

used, the ability to speak could be developed since it focuses on real communication. Azimova (2019) mentioned that the idea of successful language learning in a communicative approach is obtained through the relationship between content and language acquisition. This relationship allows them to acquire the language in a real way thanks to their way of getting involved.

Figure 1

Approach and methods



Note: The figure shows the approach and methods model, focusing on the general point that is the approach and the specific ones that are the methods used in the interventions through the application of the independent variable.

Motivational didactic material

Motivational didactics materials meet student needs because they serve several purposes that influence and support students in keeping their focus by grabbing their attention. In this approach, teachers present the didactic material to modify and enhance the learning strategy described in traditional books a bit to create a new learning strategy (Pravitasari, 2019). On the other hand, adapting a material could encourage students'

growth by enabling them to produce their own didactic content relevant to the subject and the skills that the instructor intends to use in a lesson (Fernández Sesma & León Fontes, 2016).

Ogalde and Bardavid (2003) organized and categorized the instructional materials in accordance with the demands of the students and the level of instructor assistance to motivate their students. The development of a didactic material must be based on the principles that it needs to be reusable, applicable, valuable, and adapts to the needs in a flexible way, being so that throughout an educational process. It could be adequately modified for future students with different needs or levels without undergoing extreme changes since its objective will always be to motivate (Padron et al., 2005).

Tomlinson (2013) in his book affirmed that the use and development of didactic material are directly connected to the motivation of students. Tomlinson considers that when developing didactic material, the different learning styles that are provided in a visual, auditory, kinesthetic, study, experimental, analytical, global, dependent, and independent way must be addressed. Therefore, motivational learning materials that can be applied in a classroom should be relevant, user-friendly, confidence-building, useful, and relevant. It should also be a tool that requires and facilitates learning. For example, it should facilitate learner self-assessment, acquire teaching skills, expose the learner to authentic language, focus on input linguistic features, use the target language to achieve educational purposes, take into account positive and negative effects, allow for a period of silence at the beginning of instructions, maximize the potential for intellectual, aesthetic and emotional engagement, not rely on controlled practice and, finally, provide opportunities for feedback on results.

The motivational didactic material that is applied must be considered based on the principles and theories of the constructivist and the motivation of the different authors, in addition to considering the different learning styles where they must always be analyzed, applied, and reevaluated.

Types of motivational didactic material

Through the development of the theoretical framework of this research work, three types of motivational didactic material have been established and applied in the interventions. First, digital didactic material, it refers to those who use technology as a source of motivation. This material is applied in all classes, especially at the beginning of a new topic. For example, Online games for educational purposes (educaplay), YouTube songs and videos. Second, hands-on didactic material, it refers to the materials that are buildable, manuals that stimulate the senses of the students (taste, touch, sight, smell, hearing). This material is applied in all classes. In addition, this material is specially prepared by the teacher and given to the students so that they appropriate it and take it home. For example, flashcards, posters, cryptic, slime, puzzles, masks, etc. Finally, psychological didactic material, it refers to humor or attitudes used primarily by teachers for continuous motivation base on student needs. This material is applied before each class, for example motivational phrases that encourage the student to use the language. For example, Teachers' humor (anecdotes, puns, jokes, dramatizations, songs, dynamic activities, motivational quotes, etc.). The different types of material were applied in different stages of the development of the lesson plan with the presentation, practice, and production method (PPP method). In addition, if the teacher did not obtain the motivational didactic material by searching for books or internet, the teacher chose to develop the material. On the other hand, if the students were not motivated, the teacher combined and elaborated the material in class together with the students.

Motivation theories

Definitions of the term "motivation" vary in their application according to their population; therefore, the type of motivation is dependent (Lumsden, 1994). Young people are better motivated by extrinsic factors, for example, the dynamic action of the teacher through gestures and the use of didactic material that effectively uses the teacher as a motivator. On the other hand, intrinsic motivation is aimed at young learners whose motivation does not depend entirely on the teacher but on how they feel about continuing

to learn. At this point teachers should identify whether student motivation is intrinsic or extrinsic (Reiss, 2012). This type of identification is based on the way students are stimulated in the classroom challenging tutors to examine the "win-lose mentality of students" to push students to structural change with strategies (James, 1993). It is important to understand that the strategies that can be used for these two groups of students and their types of motivation are based on changing the traditional system to a stimulating system based on maintaining students' expectations of success, supplying extrinsic motivation, accumulating intrinsic motivation, and stimulating the student's motivation to learn (Brophy, 2004).

The theory of Maslow (1954) shows that the provision of basic resources operates as the essential foundation for meeting people's needs. In his debut book, "Motivation and Personality" Maslow describes his theory as a hierarchy that aims to explain what motivates human action. This hierarchy is organized into five levels based on the necessities that all people have. The five-level pyramid is divided into three categories of needs; the lowest level contains primary needs, which can be satisfied by progressing up to the next level, where secondary needs are located. According to Maslow, higher education needs can only be satisfied after the first two types of needs have been met. The hierarchy of requirements would start at level one, where physiological needs are met, and move on to levels two through five, where wants for security, social interaction, recognition, and self-realization are found. First, the physiological needs are the most basic such as eating or breathing. Secondly, the security needs are those of order and stability such as home, or health. Then, the third level there are the social needs, which indicate the feeling of belonging such as friends or family. Next, the fourth level is the need for recognition that is related to trust which can be titles or personal goals. Finally, at the fifth level, the need for self-realization is considered the highest level of development, and here is the success of future projects.

The constructivist theory of Piaget and Vygotsky (2020) analyzed that individual and social cognitive progress is based on previous development experiences, whose characteristic is that it is considered significant and lasting learning when it is taught through recreational activities that encourage active participation of each student in the class. Finally, the purpose of applying motivational didactic material is to provide the student with a process to learn in a better way where their freedom, creativity, and skill are a key part of their development. In addition, the way to apply it would be before, during, and after each lesson since an analysis of its importance in learning would be carried out.

1.1.2 Dependent variable

English language

Language is characterized by being able to communicate ideas through linguistic expressions or gestures. The English language today reflects the linguistic development of centuries that have been affected by political and social events throughout English history. The Roman Christianization of Britain was the impetus of English in 597 that brought England into contact with Latin. In the social paradigms where English was the language for the lower classes while French was for the upper classes, it was established as the general language of power both in its linguistic form and social impact in 1066 (Baugh & Cable, 2005). The English language is considered one of the languages with the most impact on society and as the language of business, economics, education, and politics.

English language skills

Language is essentially recognized as a "skill" and getting it is possibly the way to do something well. Therefore, language is a complex ability that is classified into two that are productive skills (active) and receptive skills (passive). The productive skills are

the skills of speaking and writing and the receptive skills are the skills of listening and reading (Husain, 2015). All this becomes the fundamental basis for the acquisition of a language.

Productive skill

Golkova and Hubackova (2014) explained that the classification of productive skills includes both speaking and writing skills. There are strategies and activities such as vocabulary or grammar development that can be successful in language development in addition to relating the teacher's methodology with the student's results. The type of language production greatly influences the result of communication; it is also known that writing and speech are the most used as media.

Speaking skill

The ability to speak is considered the second skill to develop, only after the listening skill. Therefore, many teachers focus on the development of listening skill with speaking skill. Overall, teachers create a link between the two to generate a good understanding and development of the language (Rizka, 2017). However, this does not mean that it is necessary to develop the highest level of the listening skill to develop the speaking skill, and it will depend on how the teacher creates a lesson plan and according to what the teacher considers best for the students.

Speaking sub-skills

According to Cambridge (2022), the criteria that are evaluated to know the performance of the ability to speak at level A1 are grammar and vocabulary, pronunciation, and interaction.

a) Grammar and vocabulary

According to Schmitt and Rodgers (2019), grammar is the set of rules that form correct or incorrect linguistic models. In addition, the analysis of the grammar of speech evaluates formal or informal functional roles in a communicative environment. On the other hand, there is vocabulary, and it is identified as a technique that consists of the direct teaching of information and the meaning of words, converting the speaking skill as an output source. The Cambridge Level A1 Movers exam tests range, control, length, and cohesion.

b) Pronunciation

Pronunciation is the term used to describe how all the aspects used in producing the sound of speech for communication are captured. This type of sound production allows speakers to establish themselves in one environment and then use it in several. In addition, its importance greatly influences their quality of understanding, since it allows them to understand and negotiate language differently than in writing (Schmitt & Rodgers, 2019). The Cambridge Level A1 exam tests individual sounds, stress, and intonation.

c) Interaction

Interactive communication is the set of sub-skills that were used to interact in pairs or groups, leading to successful communication. Successful interaction depends largely on a person's social skills and language proficiency. Among the skills assessed by the Cambridge A1 Movers Test are reception, response, necessary support, fluency, and speed (Wagstaff, 2022).

According to Kurum (2016), speaking is considered the most sought-after skill for a person to be accepted as proficient in a foreign language. Speaking is not just forming sentences mechanically but expressing knowledge fluently and confidently the ability to speak intervenes in the speaker's social environment. There

are contemporary methodologies that are used objectively to develop fluency and accuracy; on the other hand, certain activities are based on learner control and autonomy over the language.

Goh and Burns (2016) proposed a holistic approach to teaching English. The approach addresses the cognitive, affective (or emotional), and social needs of the three key factors of learning: teachers, materials, and learners. This approach is developed based not only on cognitive but also on social processes, i.e., when a need arises in the community, the motivation for development arises. Finally, the materials developed in the book focus on activities and resources that fall into three categories: first, they provide oral practice, second, they promote language learning and skills, and third, they facilitate metacognitive development.

Motivational strategies can focus on two opposing points, which are positive and negative to the development of speaking skills. First, motivational strategies are positive because they help the learner to stop feeling compelled to speak but rather to enjoy speaking, and the materials used for the development of speaking skills are reality strategies and varied communicative methods. On the other hand, if speaking skills are not properly controlled, they can be easily fossilized through mistakes or errors of the same factor.

1.2 Objectives

1.2.1 General Objective

To establish the influence of motivational didactic material on the students' speaking skills.

1.2.2 Specific Objectives

- To analyze the types of motivational didactic material that can be used as an educational tool in English lessons.
- To evaluate the students' speaking skills before and after the use of motivational didactic material.
- To compare pre and posttest results to identify the effectiveness of motivational didactic material.

1.2.3 Fulfillment of the objectives

The appropriate analysis of motivational didactic materials helped the teacher to understand what type, when and how to apply them in the class. The types of motivational didactic materials were analyzed based on what they refer to, examples and their way of applying them.

It was essential to apply a Cambridge A1 Movers pre and post test, speaking section, to analyze the results of the students before and after applying the motivational didactic materials. This test was taken in 25 minutes and assessed the sub-skills of grammar, vocabulary, pronunciation, and interaction.

The results obtained in the pre and post test allowed the teacher to highlight certain differences in all the sub-skills evaluated. However, the students showed greater vocabulary development as they came to identify approximately 10 more words in the post test than in the pre-test.

CHAPTER II.

METHODOLOGY

2.1 Materials

Human, technological and material resources used for the development of this research. In the first instance, the research applied to the students of the "Charlotte English School", where the study group were the students of GG 1 (Go Getter is the name of the level of the students according to the book used by PEARSON) who were evaluated with a pretest and a posttest. In addition, the study of the variables required the search of books, journals, and academic papers that provided relevant information in the development of the theoretical framework. Additionally, the Movers A1 test for young Cambridge students was used. This test had four parts that assess vocabulary and grammar, pronunciation, and interaction. These parts of the test were taken to evaluate the students' performance. Finally, the didactic material used was focused on motivational didactic material putting the teacher as the main promoter of the student's emotional and psychological motivation of the students to develop the students' speaking skills.

2.1.1 Population

The pre-experimental group of this study consisted of eight student children with an age range of 8 to 10 years. Of them 2 were female and 6 were male, all belonging to level GG 1 (Go Getter 1) of the A1 level at "Charlotte School of English".

Table 1

Population

Population	Pre-experimental group	Percentage
Male	3	38%
Female	5	63%
Total	8	100%

2.1.2 Instruments

The data were obtained through the application of diagnostic tests called pre-test and post-test, in which the ability to speak was evaluated by analyzing the sub-skills of grammar, vocabulary, pronunciation and interaction. Likewise, it was observed in which context the students speak and interact more, that is, if their interaction is more active when the didactic material is used or when it is not used. In addition, with the didactic material, we analyzed whether motivation in the classes increases or decreases with the use of the didactic material. At the end, to analyze if the strategies are working, two tests were carried out, which were the pre-test and the post-test.

The pre-test and post-test were handled in the same way since they were evaluated in the same order and time, and their application was through the Cambridge A1 Movers test speaking section (2022). The A1 Movers speaking test consisted of four parts. The children took the test alone (individually) with the examiner, but one who knows their language (such as their research work teacher) introduced them and gave them instructions in their mother tongue (Cambridge, 2018). In the test the time allowed is 5 to 7 minutes in total, in addition the parts of the test are four, which was evaluated with a maximum of five shields.

First, the examiner greets the child and asks his/her name and age. Then, the student examined two images. Although the images were similar, there were small differences. The examiner asked the child to describe four differences in the images. In the second part, the examiner presented the child with four pictures that together form a story. In addition to describing the remaining three pictures, the child was asked to continue the narrative. The title of the story and the names of the main characters were mentioned. Next, the examiner presented the child with four sets of four pictures in the third part. One image from each set of pictures stands out

from the rest. The child had to identify and describe which picture is different. In the last part, the examiner asked the student about himself or herself (e.g., school, weekends, friends, and hobbies).

2.1.3 Procedure

In this research process, the interventions focused on developing speaking skills through the comparative analysis of the pre-test and post-test and applying motivational didactic material through a natural and communicative approach. For this purpose, the communicative teaching method was used as the main one, followed by the direct method, and the discussion method. The PPP (presentation, practice, and production) planning model was used, with an estimated time of 20 to 25 minutes.

The application procedure of the different lesson plans focused on the fundamentals of the framework used in the research work. Thus, the material was reusable, applicable, valuable, and adaptable to the needs in a flexible way, in addition to using the multisensory senses of the students.

Mainly, the sense of motivation was focused on the use of a motivating phrase given by the teacher that was "I am smart, I am strong, I am happy"; this phrase was used at the beginning of all interventions. Subsequently, the teacher in the presentation stage used didactic material of a technological type, always applying a song to present the vocabulary in a preliminary way, then the teacher presented the didactic material of a physical type to delve into the vocabulary of the lesson. Subsequently, in the practice stage, the teacher delivered the motivational didactic material for the student's use, also allowing students to use the communicative method and be free to play or manipulate the material, always using the language. Finally, in the production stage, the teacher gave each student the didactic material so that they appropriated it with the aim of using it in

different and future lessons; In addition, the teacher asked the students to use the material to orally apply the knowledge of the lesson.

The number of interventions was 10, where the first was a pretest and the tenth a posttest, while the eight intermediate sessions were used to apply the independent variable.

In the second intervention, the lesson entitled "Get Started!" was applied, and the teacher provided didactic material. This lesson required the students to pay attention to the example given by the teacher and then repeat it with their qualities. The students could make and say a sentence that included the vocabulary and grammar required in the lesson.

In the third intervention, the lesson entitled "Family and Friends" was applied, and the teacher provided didactic material. This lesson required students to repeat the vocabulary forms consecutively. Then each one had to identify the pieces of vocabulary and tell the teacher considering the example given. Finally, each student took a piece of the didactic material that she used to answer certain questions related to the topic.

In the fourth intervention entitled, "My things" was applied. In this lesson plan, physical didactic material was used to learn new pieces of vocabulary. First, the teacher showed the vocabulary using the didactic material and then gave it to each of the students so that they could use it and appropriate it by giving it a name and, in this case, dressing it. Finally, each student had to apply the previous knowledge using her didactic material to be able to describe.

In the fifth intervention entitled "In the house" a scale model of the vocabulary to be applied in the lesson was used. First, the teacher socialized the vocabulary of the day and then asked the students to play with the scale model, identifying each piece of vocabulary orally. Finally, each student used the didactic material from unit 4 to extend the range of grammatical use of the language with more complex sentences.

In the sixth lesson entitled "About me" new didactic material was applied. At the beginning of the lessons, the teacher socialized the vocabulary to allow the students to develop their application activities using their drawing skills. Finally, students used their personalized didactic material to apply the learned vocabulary.

In lesson number seven, a lesson plan entitled "Things I can do in my day" was applied. In this lesson plan, didactic material from the previous lessons was recycled for its development. In addition, the teacher presented new vocabulary to extend the range of vocabulary and grammatical structures. The students developed grammatically complex stories using the didactic material as motivational support.

In the lesson plan number eight, entitled "Animals" new didactic material was used. The didactic material that was applied did not allow for the dynamic development of oral and communicative language. First, the teacher presented the new vocabulary with the didactic material, allowing the student to appropriate it, in addition to the fact that the teacher allowed a dynamic game where the vocabulary was applied. At the end, the students applied the vocabulary orally through games and dynamic materials.

In the lesson plan number nine entitled "I like that" new didactic material was applied focused on its identification in daily life. The teacher first socialized the vocabulary and then asked some questions based on the weather or season of the day,

thus using his real knowledge. Then the students answered personal questions focused on their personal preferences.

2.2 Methods

2.2.1 Quantitative approach

The quantitative approach was useful since its main analysis was based on the study of the behavior of variables, especially in complex or underdeveloped social situations (George, 2022). The elements of quantitative approach helped to verify the hypothesis of the independent variable since it aimed to describe and analyze the influence of motivational didactic material on speaking skill. This method helped to obtain a more complete result on the approach, since it is isolated and applied the advantages of qualitative and quantitative methods.

2.2.2 Research modality

Field

The following research study was considered field research, since it collected data directly from the reality in which the subjects interacted, without modifying or manipulating the data variables. Furthermore, in this field research with the qualitative method, three main methods were applied which are participant observation, interviews as conversations, and the use of personal documents (Burgess, 2002). Therefore, this research used the field study to observe the effect of motivational didactic materials on the speaking skills of GG1 students at "Charlotte English School".

2.2.3 Bibliographic research

Reed and Baxter (2006) defined bibliographic research as any type of search that uses sources as the basis of the research. They also classified these sources into three types which are personal (any type of material that the researcher has), institutional (sources that are chosen from academic libraries) and virtual (any source that can be found on the web).

Therefore, the research work was based on the bibliographic modality, since the information was taken from different bibliographic sources, such as the academic sources Google, Eric, Elsevier, and Scielo, in addition, educational documents and academic papers were used as university repositories, and finally, information was obtained from books published in online pages or physical material.

2.2.4 Research design

Experimental research

According to Sais (2022), experimental research is the type of scientific research that obtains data through experimentation and compares them with the variables of a study. Furthermore, the author classified them according to their functionality, pre-experimental, quasi-experimental, and truly experimental.

This research was experimental research with a pre-experimental design since the same group of eight students from "Charlotte English School" was used. This group was used to analyze, observe, and evaluate the results of the hypothesis through a pre-test and a post-test according to the application of the independent variable of the research.

2.2.5 Types of research

Exploratory

This research was exploratory because it allowed investigating a problem that was not clearly defined since it starts from a general idea to obtain inconclusive results since it can be replicable depending on the context where it is applied (Stebbins, 2001). Therefore, the information handled by the researcher was established and directly related to the way of applying the tools in the field research.

Descriptive

The following research was descriptive because it used to describe a phenomenon based on the influence of the independent variable. In addition, it pointed out the characteristics of the student population based on their level of speaking skill, thus answering the question of ¿What happens if the independent variable is used in the development of the variable? (Lans & Voordt, 2002).

2.2.6 Hypothesis

Alternative Hypothesis

The use of motivational didactic material has a positive impact on the development of speaking skills in students at Charlotte English School.

Null Hypothesis

The use of motivational didactic material does not have a positive impact on the development of speaking skills with students at Charlotte English School.

Variable identification

- Motivational didactic material (independent variable)
- Speaking skill (dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The following chapter contains the analysis and discussion of the data collected after the application of the pre-test and post-test extracted from the speaking section of the Cambridge A1 Movers exam. These two diagnostic tests were applied to 8 students from the "Charlotte School of English" institute, also through these tests three sub-skills that are vocabulary, grammar, pronunciation, and interaction were evaluated in a performance rubric of level A1. The rubric had a score of 15 total points, distributed in 5 points to be obtained for each ability evaluated. In addition, the results helped to test whether motivational didactic materials have a positive impact on speaking skill, or it does not have a positive impact on speaking ability. Finally, the statistical software IBM Statistical Package for the Social Sciences was used to apply a normality test and then the decision was made whether to apply a parametric test method such as t-test or a non-parametric test method such as Wilcoxon. These methods were used to accept or reject the null hypothesis or the alternative hypothesis.

3.1.1 Pre-test results

Table 2

Students speaking pre-test results

Criteria	Vocabulary and grammar	Pronunciation	Interaction	Total Pre-Test Score X
Average	1,5	1,75	1,63	4,88

Note: This table shows the average of the speaking pre-test. Each criterion was evaluated out of 5 points. As a total points of the sum of the three averages, 15 points are obtained.

Analysis and interpretation

Table 3 shows the results of the evaluation before applying the motivational didactic material. First, the subs skill with the highest average was pronunciation, with 1.75. Then, vocabulary and grammar had the lowest average with 1.5. Finally, the interaction subs skill obtained an intermediate average of 1.63. All these criteria were averaged over 5 points. On the other hand, the general average of the class was 4.88 out of 15 points averaged.

The results of the table shows that students at this level lack speaking skills, especially during interactive communication, since they cannot initiate a story narration, understand basic questions and vocabulary, or formulate grammatically correct answers. Thus, the total average of the vocabulary and grammar evaluation criteria was the lowest, which showed that the level of range, control, extension, and cohesion competence is not broadly according to the A1 level evaluated. In addition, although the average of the pronunciation evaluation criteria was the highest, it was not enough according to the level, which showed that students at this level do not have a good command of individual sounds, stress, and intonation. Finally, in the evaluation of the interaction, the mean was intermediate. This value showed that the students do not adequately handle the reception and response, the support required, the fluency and promptness of the response.

Accordingly, the pretest showed that the students do not have or manage the adequate knowledge at the A1 level evaluated, which means that they have a low level of speaking skill.

3.1.2 Post-test results

Table 3

Students speaking post-test results

Criteria	Vocabulary and grammar	Pronunciation	Interaction	Total Post-Test Score X
Average	3,88	2,25	3,25	9,38

Note: This table shows the average of the speaking post-test. Each criterion was evaluated out of 5 points. As a total points of the sum of the three averages, 15 points are obtained.

Analysis and interpretation

Table 4 shows the average of the results after applying the motivational didactic material. All subskills were averaged out of 5 and the overall average out of 15 points. First, the table shows that the sub-skill with the highest average was vocabulary and grammar, with 3.88. Second, pronunciation skill had the lowest average with 2.25. Then, the interaction subskill with 3.25 was the one that had an intermediate average. Finally, the general average of the class was 9.38.

The results of the table shows that the students of this level have sufficient knowledge in speaking skills, especially during the interaction between the teacher and the students, in addition to the fact that their level of vocabulary allowed the response with complete grammatical structures. As a result, the total average of the pronunciation evaluation criteria was the lowest, which showed that the level of mastery of individual sounds, stress and intonation is not adequate, but good. In addition, the average of the vocabulary and grammar criteria were the highest, which showed that students at this level have a good command of range, control, extension, and cohesion. Finally, in the interaction evaluation criterion, the mean was intermediate. This value showed that the

students manage reception and response moderately, the support required, fluency, and promptness of the response.

As a result, the students demonstrated that they could handle and use the language orally according to the A1 level, after using the motivational didactic material, which means that they have a medium-high level.

3.1.3 Comparative Results

Table 4

Difference between speaking pre-test and post-test

Criteria	Pre-test	Post-test	Difference
Vocabulary and grammar	1,5	3,88	2,38
Pronunciation	1,75	2,25	0,50
Interaction	1,63	3,25	1,62
Total	4,88	9,38	4,50

Note: The table shows the difference between each of the evaluation criteria of the pre-test and post-test. Each one of the criteria is averaged over 5 points and the total average is evaluated over 15 points.

Analysis and interpretation

According to the results in table 5, students showed considerable changes in their speaking skills after applying the motivational didactic material. First, in the grammar and vocabulary evaluation criteria, they showed an improvement of 2.38 points in their average. This average rose from 1.5 to 3.88 points. Secondly, in the pronunciation criterion the mean of the pretest was 1.75 while in the posttest an improvement was observed by obtaining a mean of 2.25, showing a difference of 0.50. Third, in the

interaction criterion, an improvement of 1.62 points on the average was evidenced since it went from 1.63 in the pretest to 3.25 in the posttest. Finally, in the final average an improvement of 4.50 points was evidenced, going from 4.88 to 9.38.

Therefore, an improvement was observed in the speaking sub-skills of the students, especially in the interaction and the use of vocabulary and grammar. In summary, the level of the students' speaking ability improved from a low level in the pre-test to a medium-high level in the post-test. The development of speaking skills was evidenced after using motivational didactic materials, such as digital didactic materials, hands-on didactic materials, and psychological didactic materials.

3.1.4 Descriptive analysis

Table 5

Descriptive analysis of the pre-test and post test

		Pre-test	Post-test
N	Valid	8	8
	Missing	0	0
Mean		4,88	9,38
Std. Deviation		2,80	2,20
Skewness		0,847	0,008
Kurtosis		-1,069	0,100

Note: This table shows the descriptive analysis of the results based on their mean, standard deviation, skewness, and kurtosis. The results reflect the state of the results before and after the application of the motivational didactic material.

Analysis and interpretation

The mean in the pre-test was 4.88 and the mean in the post-test was 9.38 with a difference of 4.50. In addition, the mean distance and deviation in the values, with respect to the central value, before was 2,80 and after it was 2,20. Likewise, it is observed that the before asymmetry was 0.847, indicating an inclination towards the right tail, and the after asymmetry was 0.008, indicating an inclination towards the right tail. Finally, the kurtosis value before was -1.069 indicating that there are values with low peaks, and the kurtosis value after was 0.100 indicating that there are values with high peaks.

In conclusion, the highest standard deviation of the data was reflected in the pre-test since it moved away from the mean of 4.88, on the other hand the post-test turned out to be more symmetrical since its value 0.008 was the closest to 0, finally, the pre-test presented negative kurtosis indicating that the distribution had lighter tails (fewer data in the tails) than the normal distribution, and the post-test kurtosis was positive, indicating that the distribution had fat tails (greater probability of obtaining extreme values far from the mean).

3.2 Hypothesis Verification

Hypothesis statement

Alternative Hypothesis (H1)

The use of motivational didactic material has a positive impact on the development of speaking skills in students at Charlotte English School.

Null Hypothesis (H0)

The use of motivational didactic material does not have a positive impact on the development of speaking skills with students at Charlotte English School.

3.2.1 Test of normality

Table 6

Test of normality based on Shapiro-Wilk

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	0,248	8	0,157	0,822	8	0,042
Post-test	0,182	8	0,200*	0,970	8	0,898

Note: This table shows the normality test of the results based on Kolmogorov and Shapiro-Wilk. Each one of the methods focuses on the number of the population.

Analysis and interpretation

Table 7 shows the normality test of the pre-test and post-test results. First, the results of the Shapiro-wilk normality test were used, since the sample was less than 30. Later, the probability values obtained were analyzed. The probability value of the pre-test was 0.042, this value turned out to be less than 0.05, which means that the hypothesis was alternate, which means that the null hypothesis was rejected. On the other hand, the p-value of the post-test was 0.898, which turned out to be greater than 0.05, which nullified the hypothesis, that is, there was equality in the results. In conclusion, since the p-value in the pretest is less than 0.05 and the p-value of the posttest was greater than 0.05, the result was that the values are not normal since the hypothesis was not null. Subsequently, a non-parametric method, such as the Wilcoxon method, was used to analyze the abnormal data.

3.2.2 Wilcoxon analysis method

Table 7

Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	0 ^a	0,00	0,00
	Positive Ranks	8 ^b	4,50	36,00
	Ties	0 ^c		
	Total	8		
a. Post-test < Pre-test				
b. Post-test > Pre-test				
c. Post-test = Pre-test				

Note: This table shows pre-test and post-test data ranked according to Wilcoxon analysis. Ranking results were evaluated according to the frequency of results that were higher, lower, or equal.

Table 8

Test Statistics^a

	Post-test - Pre-test
Z	-2,546 ^b
Asymp. Sig. (2-tailed)	0,011
<i>a. Wilcoxon Signed Ranks Test</i>	
<i>b. Based on negative ranks.</i>	

Note: This table shows the non-parametric method (Wilcoxon) to validate the hypothesis of the research work.

Analysis and interpretation

Table 8 shows the Wilcoxon signed rank test. First, the post-test negative ranks were 0, which means that no post-test result was less than the pre-test. Then, it is shown that there are 8 positive ranks, which means that the post-test scores of the eight students

were higher than the pre-test. Finally, the table shows that there were 0 ties, this means that no post-test score was equal to the pre-test.

On the other hand, the Wilcoxon test statistics table 9 shows that the probability value is 0.011, which is less than 0.05. This value showed that the alternative hypothesis was accepted, that is, the null hypothesis was rejected. This means that the use of motivational didactic material has a positive impact on the development of speaking skills in students at Charlotte English School.

Therefore, all the motivational didactic materials used helped to improve the students' oral skills, especially vocabulary, since the students in the post-test used an average of ten words more than the pre-test. In addition, the materials that had the greatest impact on the application of the treatment were the hands-on motivational didactic materials. These materials made students feel more attracted to using the language orally for three reasons. First, the material was reusable and applicable in different lessons. Second, the materials used allowed the connection of speaking and writing skills. Students often wrote their ideas, on the material itself, so that they could say them, that they used productive or active skills to communicate, and then kept the material for self-study at home. Finally, this type of material allowed the students to always be motivated and focused. For example, the teacher used a motivational phrase next to the material that allowed students to feel motivated to speak, interact and use the material to communicate before, during and after the lesson.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

After the development, analysis and interpretation of the results obtained in the research work entitled "Motivational didactic material and speaking skill" applied to the students of GG1 of "Charlotte English School", the following conclusions and recommendations could be obtained.

4.1 Conclusions

- The types of motivational didactic materials that can be applied in an English class can be classified into three. First, digital didactic material, which focuses on technological resources. For example, Online games for educational purposes (educaplay), or songs and videos of YouTube. Second, hands-on didactic material, this material uses materials that are build-able, manuals that stimulate the senses of the students (taste, touch, sight, smell, hearing). For example, flashcards, posters, cryptic, slime, puzzles, masks, etc. Finally, psychological didactic material, this material refers to humor or attitudes used primarily by teachers for continuous motivation based on student needs. For example, teachers' humor (anecdotes, puns, jokes, dramatizations, songs, dynamic activities, etc).
- The speaking skills of the GG1 students of the "Charlotte English School" institute were evaluated using a Cambridge standardized test such as Movers A1. It was possible to evaluate the level of speaking skill before applying the motivational didactic material. This analysis gave as a result that the students had a low level in the development of the different sub-skills that were grammar, vocabulary, pronunciation, and interaction. However, a medium-high development of the speaking ability was demonstrated after the application of the motivational didactic material. These results demonstrated that the alternative hypothesis was accepted, making the motivational didactic material useful in the development of speaking sub-skills. Consequently, speaking skills improve by combining the types of didactic materials. However, the material that had the greatest impact in

the class was the hands-on motivational didactic material. This material allowed students to use it in different classes and take responsibility for their use, to the point of becoming an indispensable tool for the class.

- The results of the research work were compared based on the results of the pre-test and post-test rubrics. These analyzes showed that a difference can be found between the two diagnostic tests. Although the students did not show an abysmal difference of 15 points, which was the maximum score that could be obtained, between the pre-test and the post-test, if they demonstrated an improvement of 4.5 points. In addition, the range analysis shows that all the post-test scores are higher than the pre-test, as well as that the post-test results are distributed between a score of 6 points as a minimum and a score of 13 points as a maximum, unlike the pre-test where the minimum was 2 points, and the maximum was 9 points. Likewise, the subskill that the students developed the best was vocabulary, since the students demonstrated that in the post-test, they could recognize an average of 10 more words than in the pre-test.

4.2 Recommendations

- Students' speaking skill can be developed and leveled by combining didactic material, emphasizing that the teacher is the main promoter of motivation to learn. It is recommended to use different strategies and didactic materials depending on the characteristics and needs of the group of students, in addition to analyzing the reaction to internal or external stimuli in the class.
- It is recommended that to analyze the development of speaking skills, two types of analysis. First, for level analysis, a standardized test must be applied. This type of test allows to evaluate the strengths or weaknesses of the students. Second, to analyze if the motivational didactic material is helping positively or negatively in the teaching process. For this analysis it is recommended to ask students open questions such as: do you like this material? Do you want another type of material? What material would you like to use? In addition, the teacher is recommended to observe the personal and academic attitudes of the group, always remembering

that it is necessary to develop the material based on a previous analysis of the subject and objective of the class. Finally, it is recommended that the teacher use an interactive and didactic methodology, considering the development time of each activity and its management or disciplinary control of the class.

- The teacher is recommended three necessary things to analyze the functionality of didactic material and the development of other English subskills in addition to vocabulary. First, evaluate the student's skills every month, these tests must be applied before and after the use of the material. The objective is to compare the results and analyze the use of the material. Second, motivate students to learn more than vocabulary through motivational phrases. For example, for one week start the class with a motivating phrase, for example, "I am strong, I am intelligent, I am happy" and change the phrase every week with different levels of difficulty. The purpose of this phrase is to help students not only to learn new vocabulary, but also to indirectly develop grammar and vocabulary. Thirdly, it is recommended to allow each student to take the material as their own, in addition to allowing them to elaborate it themselves by sharing ideas with their classmates and the teacher. The objective is to allow the interaction of the students using the didactic material as support material. For example, in a class, give them paper dolls to assemble, name and dress according to their tastes, and then ask the students to present their paper doll to their classmates.

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Annexes

Anexxes 1: Urkund report



Document Information

Analyzed document	Chapter 1,2,3 FINAL REV 1.docx (D154635261)
Submitted	12/29/2022 10:40:00 PM
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Sources included in the report

Anexxes 2: Rubric and Instructions



UNIVERSIDAD
TÉCNICA DE ÁMBATO



FACULTAD DE CIENCIAS HUMANAS
Y DE LA EDUCACIÓN



15

Student name: _____


Examiner name: Laica Landi Erika Viviana

RUBRIC

A1 Movers

	Vocabulary and grammar <i>Range</i> <i>Control</i> <i>Extent</i> <i>Cohesion</i>	Pronunciation <i>Individual sounds</i> <i>Stress</i> <i>Intonation</i>	Interaction <i>Reception/Responding</i> <i>Support required</i> <i>Fluency/Promptness</i>
5	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with all test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. and, but, then, when). 	<ul style="list-style-type: none"> • Is mostly intelligible. • Has limited control of word stress and intonation. 	<ul style="list-style-type: none"> • Responds appropriately to instructions, questions and visual prompts, and very little support is required. • Can ask for support if required. • Usually responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most test tasks. • Produces some simple structures but makes some basic mistakes which may obscure meaning. • Generally, responds at word or phrase level but may also produce some longer utterances. • Can join ideas with a few simple linkers (e.g., and). 	<ul style="list-style-type: none"> • Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Responds appropriately to instructions, questions, and visual prompts, although some support is required. • Can ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> • Uses the vocabulary required to attempt some test tasks. • Attempts a few simple utterances but makes some basic mistakes, which may obscure meaning. • Generally, responds at word level but may also produce phrases. • Can join words with simple linkers (e.g., and). 	<ul style="list-style-type: none"> • Sometimes may be difficult to understand. 	<ul style="list-style-type: none"> • Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and pausing mid utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
	<p>Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g., just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.</p>		

PRE-TEST AND POST-TEST (FACE TO FACE)

	UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRAJEROS CICLO ACADÉMICO: Septiembre-Marzo 2022-2023	
	INSTRUMENTS FOR DATA ASIGNATURA: Desarrollo de Proyectos	PROFESOR: Mg. Xavier Sulca NIVEL: Octavo "A" FECHA: October 26/ 2022

A1 Movers Speaking

General Information:

- **Examiner:** Erika Viviana Laica Landi
 - **Population:** GG1 from "Charlotte English School"
- Time:** 20 - 25 minutes

Summary of procedures

The usher introduces the child to the examiner. The examiner greets the candidate and asks the candidate for their name and age.

1. The examiner demonstrates what is required and shows the candidate two pictures which look similar but have some differences. The examiner then asks the candidate to describe four differences between the two Find the Differences pictures, e.g. 'Here there is one fish, but here there are two.'
2. The examiner shows the candidate a sequence of four pictures which show a story.
3. The examiner tells the candidate the name of the story and describes the first picture in the story, e.g. 'These pictures show a story. It's called "The windy day". Look at the pictures first. (Pause) It's a windy day. Charlie and Jack are going to the cinema with Mum. Mum is giving them their tickets. She's saying, "Don't lose your tickets!"' The examiner then asks the candidate to describe the other three pictures. The title of the story and the name(s) of the main character(s) are shown on the story.
4. The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd one out'. The candidate must identify which picture is the odd one out in the remaining three sets and say why, e.g. 'You don't eat a book. You read it.'
5. The examiner asks the candidate some personal questions on topics such as school, weekends, friends, and hobbies, e.g. 'Now let's talk about you and your family. How many people live in your home?'



TEST ONE

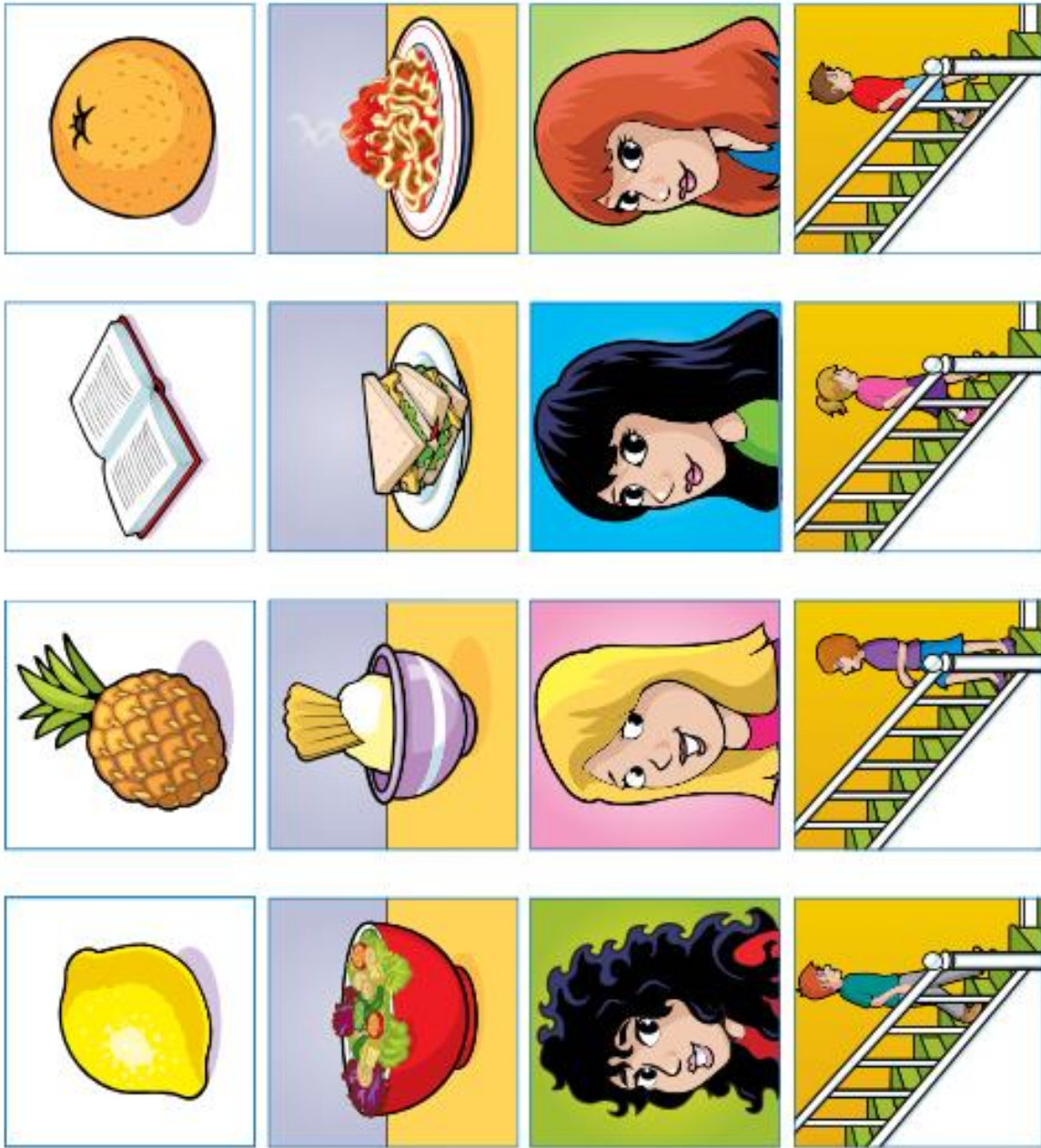
MOVERS SPEAKING. Find the Differences

The Windy Day



MOVERS SPEAKING. Picture Story

TEST ONE



TEST ONE

MOVERS SPEAKING. Odd-one-out

Anexes 3: Lesson Plans

Lesson plan #2			
Teacher	Erika Viviana Laica Landi	Level: A1	
Unit	Unit 0: Get Started!	Date: 28/10/2022	
Topic/Theme:			
Age of ss:	8-10	Number of ss: 8	
Main aim: To make simple sentences orally using basic vocabulary.			
Subsidiary aims:		Personal aims:	
<ul style="list-style-type: none"> To use “didactic material” to learn vocabulary. To use the vocabulary learned to produce sentences. 		<ul style="list-style-type: none"> To give clear instructions To provide students with the opportunity to learn techniques to communicate. 	
Materials	Didactic materials <ul style="list-style-type: none"> Technological materials: speakers, songs Physical materials: flashcards, classroom objects, participatory board, surprise prizes, clean pipes. Human resources: teacher 		
Anticipated problems The materials used do not motivate the student to develop their speaking skills. Lack of motivation Possible solutions: Use appropriate dynamics that meet the needs of the student. The teacher tries to use humor more often.		Interaction patterns	TIMING 25 min

<p>STAGE: PRESENTATION (Introduction of content of the language)</p> <p>Procedures: Greetings</p> <p>Warm up:</p> <ul style="list-style-type: none"> • The teacher teaches the following sentence to the students: “I am strong, I am smart, I am happy.” • The teacher asks the students to repeat it in chorus. <p>Presentation:</p> <ul style="list-style-type: none"> • The teacher presents a song about the alphabet. https://www.youtube.com/watch?v=aEYcmNh7Uc&ab_channel=SuperSimpleSongs-KidsSongs • The teacher uses alphabet flashcards with different colors. • Teacher asks students to identify the colors of the letters and the number of letters in the alphabet. • Teacher applies a rhyming word game. Example: My name is Erika and this is an eraser. 	<p>T-S</p>	<p>8 min</p>
<p>STAGE: PRACTICE (Students work with the content and language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher asks the students to form their name with the alphabet letters given. • The teacher asks the students how many letters their name has. • Teacher asks students to identify the colors of the letters. • Teacher asks students to spell their name. • The teacher asks the students to tell him/her a class object with the initial of the name each, without repeating with that of a classmate. 	<p>T-S</p>	<p>10 min</p>

<p style="text-align: center;">STAGE: PRODUCTION (students internalize and produce language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher asks the students to put the letters of their name together and form a rhythmic song using the knowledge from the practice stage, for example: <ol style="list-style-type: none"> 1. Spell your name. 2. How many letters does your name have? 3. What letter is it? 4. What color is it? 5. What is your name? 6. What classroom object is it? <p>“Hi, my name is Erika, E R I K A, 5 letters. E green, R yellow, I blue, K black, A white. I am Erika and it is an eraser.”</p>	T-S	7 min
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Lesson plan #3			
Teacher	Erika Viviana Laica Landi	Level: A1	
Unit Topic/Theme:	Unit 1: Family and Friends	Date: 28/10/2022	
Age of ss:	8-10	Number of ss: 8	
Main aim: To communicate real ideas and information with new vocabulary.			
Subsidiary aims:		Personal aims:	
<ul style="list-style-type: none"> • To use “didactic material” to learn vocabulary. • To use the vocabulary learned to produce sentences. 		<ul style="list-style-type: none"> • To give clear instructions • To provide students with the opportunity to learn techniques to communicate. 	
Materials	Didactic materials <ul style="list-style-type: none"> • Technological materials: speakers, songs • Physical materials: flashcards, flags, participatory board, surprise prizes, puppet • Human resources: teacher 		
Anticipated problems The materials used do not motivate the student to develop their speaking skills. Lack of motivation Possible solutions: Use appropriate dynamics that meet the needs of the student. The teacher tries to use humor more often.		Interaction patterns	TIMING 25 min

<p>STAGE: PRESENTATION (Introduction of content of the language)</p> <p>Procedures: Greetings</p> <p>Warm up:</p> <ul style="list-style-type: none"> • The teacher ask the students to repeat this quote: "I am strong, I am smart, I am happy." • The teacher asks the students to repeat it in chorus. <p>Presentation:</p> <ul style="list-style-type: none"> • The teacher presents a song about the family. https://www.youtube.com/watch?v=G6k7dChBaJ8&ab_channel=KidsAcademy • The teacher uses puppets fingers. • The teacher presents vocabulary about places and spreads them on the board. • The teacher presents a map with different cities and spreads them on the board. 	T-S	8 min
<p>STAGE: PRACTICE (Students work with the content and language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher asks the students to look for the image of the family members moving around the classroom. • The teacher asks the students to place the picture of the family member in a space on the board where the different places are. • The teacher asks: Where is the father? and the students must answer " he is in the hospital in France" 	T-S	10 min
<p>STAGE: PRODUCTION (students internalize and produce language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher spreads vocabulary pieces on the table. • The teacher asks the students to choose a vocabulary piece. • The teacher asks the students to answer the following questions using their vocabulary pieces: • Who is he? • Where does he live? • Where is he? 	T-S	7 min

Lesson plan #4		
Teacher	Erika Viviana Laica Landi	Level: A1

Unit Topic/Theme:	Unit 2: My things	Date: 17/11/2022	
Age of ss:	8-10	Number of ss: 8	
Main aim: To describe a person using adjectives and the new vocabulary.			
Subsidiary aims:		Personal aims:	
<ul style="list-style-type: none"> To use “didactic material” to learn vocabulary. To use the vocabulary learned to produce oral sentences. 		<ul style="list-style-type: none"> To give clear instructions To provide students with the opportunity to learn techniques to communicate. 	
Materials	Didactic materials <ul style="list-style-type: none"> Technological materials: speakers, songs Physical materials: flashcards, participatory board, surprise prizes, printed dolls. Human resources: teacher 		
Anticipated problems The materials used do not motivate the student to develop their speaking skills. Lack of motivation Possible solutions: Use appropriate dynamics that meet the needs of the student. The teacher tries to use humor more often.		Interaction Patterns	TIMING 25 min
STAGE: PRESENTATION (Introduction of content of the language) Procedures: Greetings Warm up: <ul style="list-style-type: none"> The teacher ask the students to repeat this quote: “I am strong, I am smart, I am happy.” The teacher asks the students to repeat it in chorus. Presentation: <ul style="list-style-type: none"> The teacher presents a song about adjectives. https://www.youtube.com/watch?v=Qfl9m0sff-4 The teacher asks the students to participate using the flashcards about adjectives by placing them in the correct place according to their opposite adjective. The teacher presents vocabulary about clothes. 		T-S	8 min

<p>STAGE: PRACTICE (Students work with the content and language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher gives them a printed doll, which they must dress and name. • The teacher prepares the students by explaining that they should have some answers ready such as: What is her/his name? What are he/she wearing? What color are her/his shoes? Tell me three adjectives that describe her/him. 	T-S	10 min
<p>STAGE: PRODUCTION (students internalize and produce language)</p> <p>Procedures: The teacher asks the students to present their printed dolls and describe them based on the previous questions.</p>	T-S	7 min

Lesson plan #5		
Teacher	Erika Viviana Laica Landi	Level: A1
Unit Topic/Theme:	Unit 3: In the house	Date: 18/11/2022
Age of ss:	8-10	Number of ss: 8
Main aim: To describe the house using prepositions of place and the new vocabulary.		
Subsidiary aims:		Personal aims:
<ul style="list-style-type: none"> • To use “didactic material” to learn vocabulary. • To use the vocabulary learned to produce oral sentences. 		<ul style="list-style-type: none"> • To give clear instructions • To provide students with the opportunity to learn techniques to communicate.
Materials	Didactic materials <ul style="list-style-type: none"> • Technological materials: speakers, songs • Physical materials: flashcards, participatory board, surprise prizes, dollhouse. • Human resources: teacher 	
<p>Anticipated problems The materials used do not motivate the student to develop their speaking skills. Lack of motivation</p> <p>Possible solutions:</p>		Interaction

Use appropriate dynamics that meet the needs of the student. The teacher tries to use humor more often.	patterns	TIMING 25 min
<p>STAGE: PRESENTATION (Introduction of content of the language)</p> <p>Procedures: Greetings</p> <p>Warm up:</p> <ul style="list-style-type: none"> The teacher ask the students to repeat this quote: “I am strong, I am smart, I am happy.” The teacher asks the students to repeat it in chorus. <p>Presentation:</p> <ul style="list-style-type: none"> The teacher presents a song about the house parts. https://www.youtube.com/watch?v=qZyJPZxsmZk The teacher uses dollhouse. The teacher presents vocabulary about household objects. The teacher presents vocabulary about prepositions of place. 	T-S	8 min
<p>STAGE: PRACTICE (Students work with the content and language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> The teacher asks each student for their paper dolls. The teacher randomly places his dolls in the dollhouse. The teacher asks the students to find their dolls as quickly as possible and say the name of the place where they are. 	T-S	10 min
<p>STAGE: PRODUCTION (students internalize and produce language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> The teacher asks the students to place their dolls anywhere in the house. The teacher asks the students: Where is your doll? Using the prepositions of place and vocabulary of household objects, where is this doll? 	T-S	7 min

Lesson plan #6		
Teacher	Erika Viviana Laica Landi	Level: A1
Unit	Unit 4:	Date: 24/11/2022

Topic/Theme:	About me		
Age of ss:	8-10	Number of ss: 8	
Main aim: To describe yourself using new vocabulary and personal adjectives.			
Subsidiary aims:		Personal aims:	
<ul style="list-style-type: none"> To use “didactic material” to learn vocabulary. To use the vocabulary learned to produce oral sentences. 		<ul style="list-style-type: none"> To give clear instructions To provide students with the opportunity to learn techniques to communicate. 	
Materials	Didactic materials <ul style="list-style-type: none"> Technological materials: speakers, songs Physical materials: flashcards, participatory board, surprise prizes, printable faces Human resources: teacher 		
Anticipated problems The materials used do not motivate the student to develop their speaking skills. Lack of motivation Possible solutions: Use appropriate dynamics that meet the needs of the student. The teacher tries to use humor more often.		Interaction patterns	TIMING 25 min
STAGE: PRESENTATION (Introduction of content of the language) Procedures: Greetings Warm up: <ul style="list-style-type: none"> The teacher ask the students to repeat this quote: “I am strong, I am smart, I am happy.” The teacher asks the students to repeat it in chorus. Presentation: <ul style="list-style-type: none"> The teacher presents a song about the body parts. https://www.youtube.com/watch?v=YBJ_-MyV2rU The teacher uses her body as a visual reference of body parts. The teacher presents vocabulary about body parts. The teacher presents vocabulary about hair and face The teacher presents vocabulary about personality adjectives 		T-S	8 min

<p>STAGE: PRACTICE (Students work with the content and language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher asks the students to place the corresponding vocabulary pieces on the human body sketch. • The teacher asks the students to pick up a printable faces. • The teacher asks the students to decorate and color their printable faces to their liking. • The teacher asks students to answer questions while decorating their faces using the new vocabulary. • The teacher shows a video and students must identify the adjective that belongs to each character. <p>https://www.youtube.com/watch?v=gtAXCIMT_MY</p>	T-S	10 min
<p>STAGE: PRODUCTION (students internalize and produce language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher asks them to exchange their printable faces. • The teacher asks some questions: What color are the eyes? What is the hair like? What color is the hair? What adjective would you use to describe it? 	T-S	7 min

Lesson plan #7	
Teacher	Erika Viviana Laica Landi Level: A1
Unit	Unit 5: Date: 25/11/2022
Topic/Theme:	Things I can do in my day
Age of ss:	8-10 Number of ss: 8
Main aim: To describe yourself using new vocabulary and personal adjectives.	
Subsidiary aims:	Personal aims:

<ul style="list-style-type: none"> • To use “didactic material” to learn vocabulary. • To use the vocabulary learned to produce oral sentences. 	<ul style="list-style-type: none"> • To give clear instructions • To provide students with the opportunity to learn techniques to communicate. 		
Materials	Didactic materials <ul style="list-style-type: none"> • Technological materials: speakers, songs • Physical materials: flashcards, participatory board, surprise prizes, printed dolls • Human resources: teacher 		
<p>Anticipated problems The materials used do not motivate the student to develop their speaking skills. Lack of motivation</p> <p>Possible solutions: Use appropriate dynamics that meet the needs of the Student. The teacher tries to use humor more often.</p>	Interaction patterns	TIMING 25 min	
<p>STAGE: PRESENTATION (Introduction of content of the language)</p> <p>Procedures: Greetings</p> <p>Warm up:</p> <ul style="list-style-type: none"> • The teacher asks the students to repeat this quote: “I am strong, I am smart, I am happy.” • The teacher asks the students to repeat it in chorus. <p>Presentation:</p> <ul style="list-style-type: none"> • The teacher presents a song about action verbs. https://www.youtube.com/watch?v=dUXk8Nc5qQ8 • The teacher uses flashcards about action verbs. • The teacher presents vocabulary about collocations with <i>make</i>, <i>play</i>, and <i>ride</i>. • The teacher presents vocabulary about days of the week and months. • The teacher uses flashcards about daily routines. 		T-S	8 min

<p>STAGE: PRACTICE (Students work with the content and language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher asks them to use the vocabulary pieces to classify them according to the collocations with ride, play and make. • The teacher orders the vocabulary pieces about the days and months of the year. • The teacher asks the students to tell her the correct order of the days and months of the year. • The teacher asks what was the first thing they did on Monday, Tuesday, Wednesday, etc. 	T-S	10 min
<p>STAGE: PRODUCTION (students internalize and produce language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher asks them to take out their printed dolls from the previous class. • The teacher asks each student to take a vocabulary piece from the day's lesson and make a story. • Teacher asks each student to tell their story. 	T-S	7 min

Lesson plan #8	
Teacher	Erika Viviana Laica Landi Level: A1
Unit	Unit 6: Date: 01/12/2022
Topic/Theme:	Animals
Age of ss:	8-10 Number of ss: 8
Main aim: To identify and describe the type of animals using new vocabulary	
Subsidiary aims:	Personal aims:
<ul style="list-style-type: none"> • To use “didactic material” to learn vocabulary. • To use the vocabulary learned to produce oral sentences. 	<ul style="list-style-type: none"> • To give clear instructions • To provide students with the opportunity to learn techniques to communicate.
Materials	Didactic materials <ul style="list-style-type: none"> • Technological materials: speakers, songs • Physical materials: flashcards, participatory board, surprise prizes, monopoly, animals’ masks • Human resources: teacher
Anticipated problems	

<p>The materials used do not motivate the student to develop their speaking skills. Lack of motivation Possible solutions: Use appropriate dynamics that meet the needs of the Student. The teacher tries to use humor more often.</p>	<p>Interaction patterns</p>	<p>TIMING 25 min</p>
<p>STAGE: PRESENTATION (Introduction of content of the language)</p> <p>Procedures: Greetings</p> <p>Warm up:</p> <ul style="list-style-type: none"> • The teacher ask the students to repeat this quote: “I am strong, I am smart, I am happy.” • The teacher asks the students to repeat it in chorus. <p><i>Presentation:</i></p> <ul style="list-style-type: none"> • The teacher presents a song about animals. https://www.youtube.com/watch?v=wCfWmlnJl-A&ab_channel=MapleLeafLearning • The teacher presents vocabulary flashcards about wild animals and pets. • The teacher presents the vocabulary about adjectives and money. 	<p>T-S</p>	<p>8 min</p>
<p>STAGE: PRACTICE (Students work with the content and language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher asks the students to recognize the animal the teacher says by touching the correct mask. For example: touch a wild animal, touch the cat, touch a pet, touch the bear, etc. • The teacher asks the students to describe their favorite animal and to think about its value using the vocabulary seen (adjectives and money). • The teacher, according to the description offered by the students, will guess and deliver the animal mask that corresponds to the description. 	<p>T-S</p>	<p>10 min</p>

<p>STAGE: PRODUCTION (students internalize and produce language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher introduces the students to a monopoly game about animals. • The teacher says the rules and teaches how to play using the vocabulary learned in the day's lesson, the vocabulary from previous units and answering questions. 	T-S	7 min
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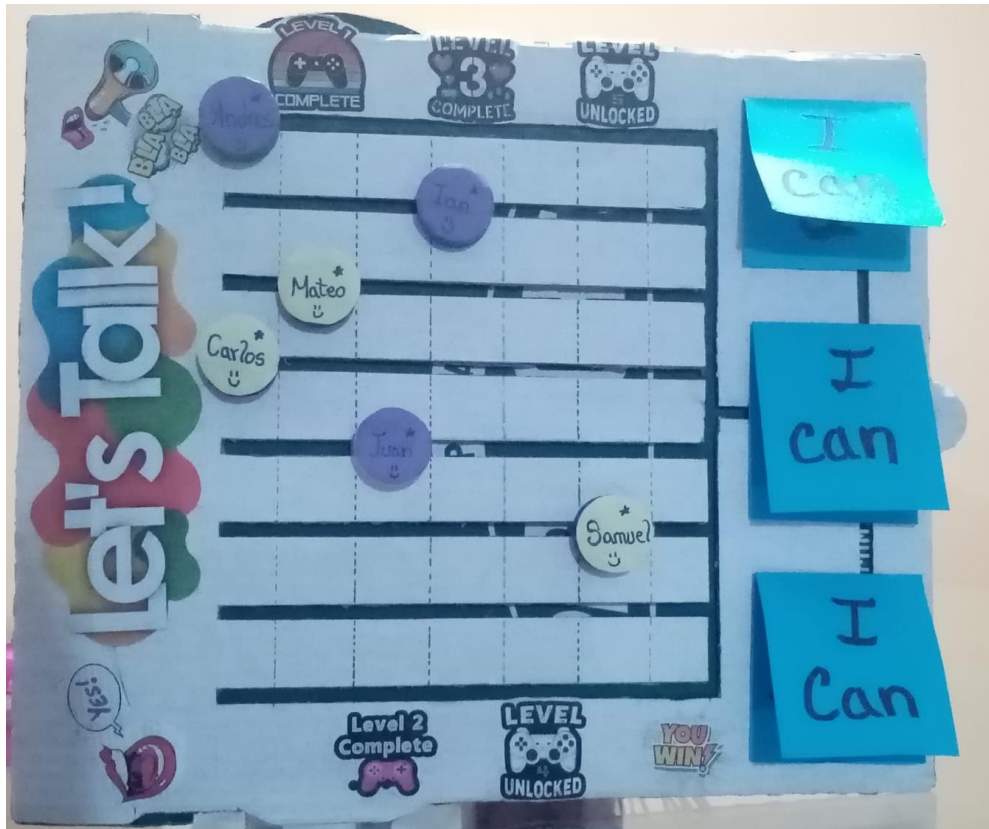
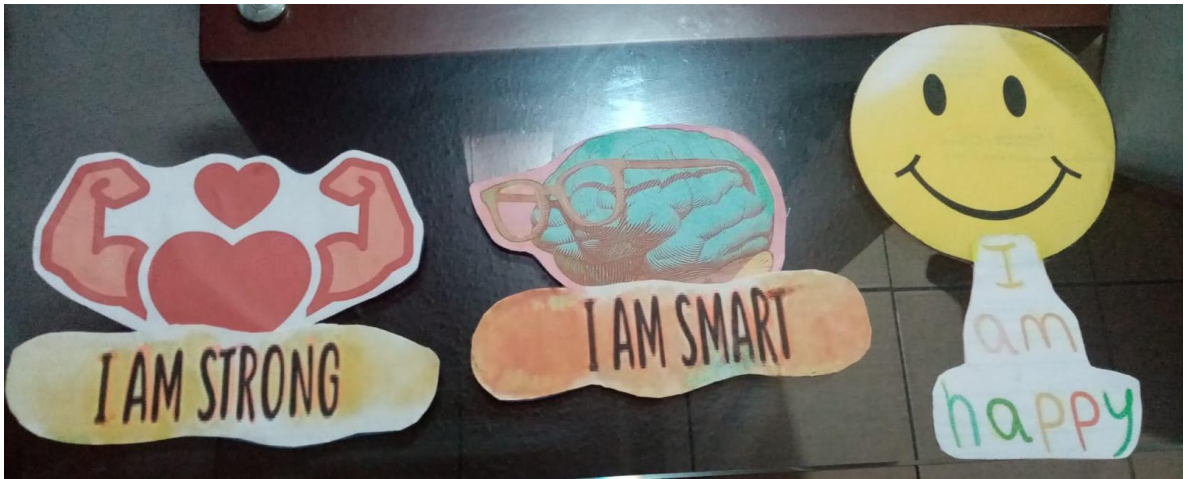
Lesson plan #9		
Teacher	Erika Viviana Laica Landi	Level: A1
Unit	Unit 7:	Date: 02/12/2022
Topic/Theme:	I like that!	
Age of ss:	8-10	Number of ss: 8
Main aim: To use new and previous vocabulary to form complete sentences and use them in conversation.		
Subsidiary aims:		Personal aims:
<ul style="list-style-type: none"> • To use “didactic material” to learn vocabulary. • To use the vocabulary learned to produce oral sentences. 		<ul style="list-style-type: none"> • To give clear instructions • To provide students with the opportunity to learn techniques to communicate.
Materials	Didactic materials <ul style="list-style-type: none"> • Technological materials: speakers, songs • Physical materials: flashcards, participatory board, surprise prizes, spinners • Human resources: teacher 	
<p>Anticipated problems The materials used do not motivate the student to develop their speaking skills. Lack of motivation</p> <p>Possible solutions: Use appropriate dynamics that meet the needs of the Student. The teacher tries to use humor more often.</p>		<p>Interaction patterns</p> <p>TIMING 25 min</p>

<p>STAGE: PRESENTATION (Introduction of content of the language)</p> <p>Procedures: Greetings</p> <p>Warm up:</p> <ul style="list-style-type: none"> • The teacher ask the students to repeat this quote: “I am strong, I am smart, I am happy.” • The teacher asks the students to repeat it in chorus. <p><i>Presentation:</i></p> <ul style="list-style-type: none"> • The teacher presents flashcards about the seasons and the weather. • The teacher asks what weather and season is it today? • The teacher presents a video about seasons and weather. https://www.youtube.com/watch?v=id1Ft22Ptmg&ab_channel=bilgeceingilizce • The teacher asks the students to watch the video and identify what season or weather it is. • The teacher introduces the students to vocabulary about sports. 	T-S	8 min
<p>STAGE: PRACTICE (Students work with the content and language)</p> <p>Procedures:</p> <ul style="list-style-type: none"> • The teacher asks the students to use the spinner to show their favorite season. • The teacher asks the students to show their favorite weather. • The teacher asks the students to think about what they do in that season and in that weather. 	T-S	10 min
<p>STAGE: PRODUCTION (students internalize and produce language)</p> <p>Procedure:</p> <ul style="list-style-type: none"> • The Professor asks them to talk among themselves answering the questions: What is your favorite season and climate? What do you like to do in that climate and season? • The teacher asks each student to say the answers of their classmates using the correct pronouns and vocabulary. 	T-S	7 min

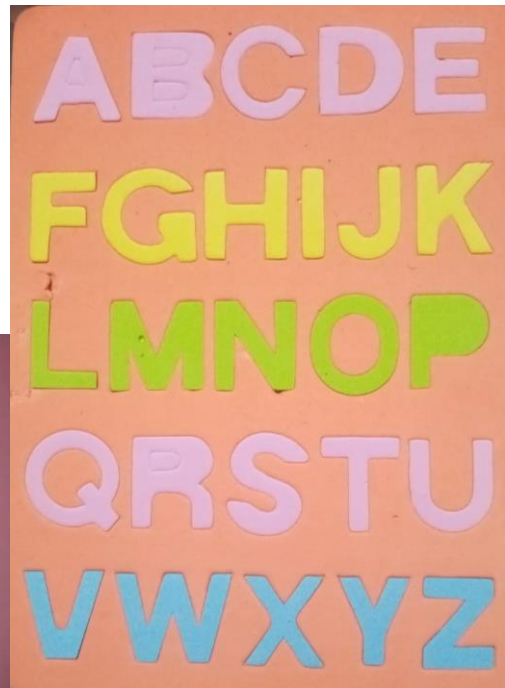
Lesson plan #10			
Teacher	Erika Viviana Laica Landi	Level: A1	
Unit Topic/Theme:	Post test	Date: 08/12/2022	
Age of ss:	8-10	Number of ss: 8	
<ul style="list-style-type: none"> • Main aim: To diagnose the speaking skill in students of GG 1 level at Charlotte English School. 			
Subsidiary aims:		Personal aims:	
<ul style="list-style-type: none"> • To identify the difficulties that students present during the speaking skill production. • To verify the level of students speaking skills 		<ul style="list-style-type: none"> • To give clear instructions. 	
Materials	<ul style="list-style-type: none"> • Post-test paper: CAMBRIDGE A1 Movers exam • Rubric: CAMBRIDGE A1 Movers 		
<p>Anticipated problems: The students do not understand the instructions.</p> <p>Possible solutions: The teacher takes a written format of the test. The teacher gives examples of how test should be done.</p>		<p>Interaction patterns</p>	<p>TIMING 25 min</p>
<p>STAGE: Before</p> <ul style="list-style-type: none"> • The teacher explains to the students everything about the posttest and how it will be applied. • In order not to have comprehension problems and to confirm that the instructions are clear, the teacher explains the instructions in Spanish. <p>STAGE: During</p> <ul style="list-style-type: none"> • The teacher applies the instrument individually. <p>STAGE: After</p> <ul style="list-style-type: none"> • The teacher records the results in each student's rubric. 		<p>T-S</p> <p>T-S</p> <p>T-S</p>	<p>5</p> <p>20</p>

Anexxes 4: Motivational Didactic Material

Motivational material:



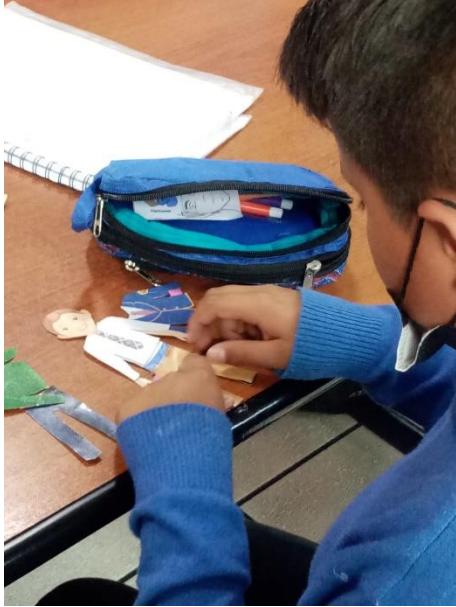
Material-Lesson Plan 2:



Material-Lesson Plan 3:



Material-Lesson Plan 4:

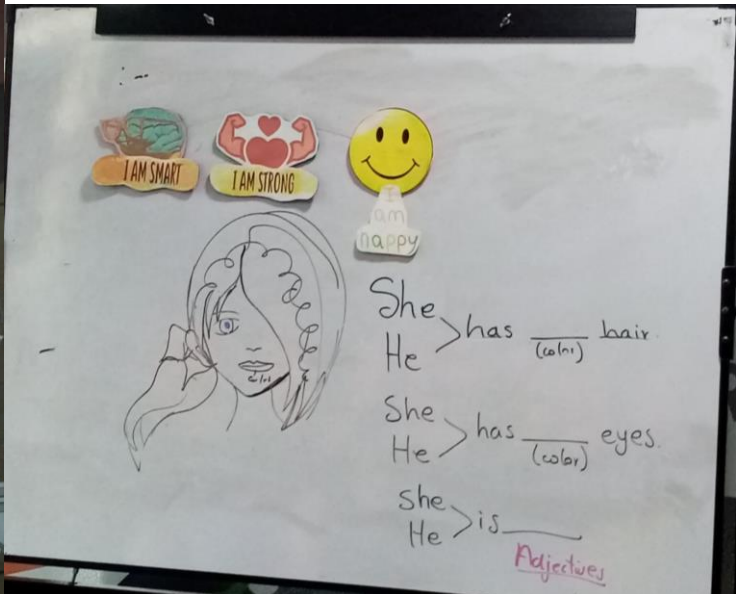


Material-Lesson Plan 5:



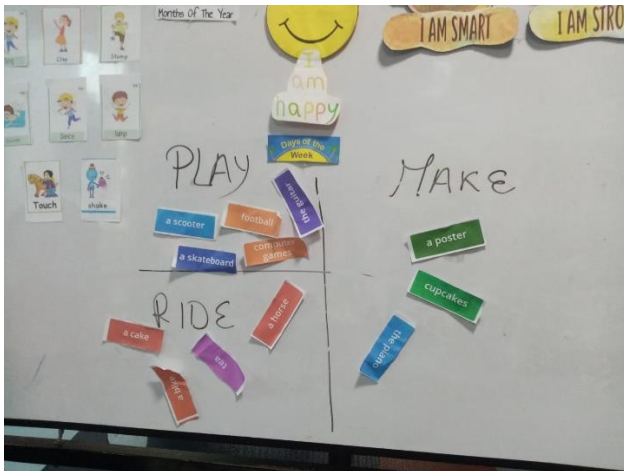


Material-Lesson Plan 6:





Material-Lesson Plan 7:



Material-Lesson Plan 8:



Material-Lesson Plan 9:

