UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS

PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA
COHORTE 2022

Tema: Peer Feedback and the Speaking Skill

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera

Modalidad del Trabajo de Titulación: Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

Autora: Licenciada María Elena Tipán Espín

Directora: Doctora Wilma Elizabeth Suárez Mosquera Magíster

Ambato – Ecuador

2024

A la Unidad Académica de Titulación del Centro de Posgrados

El Tribunal receptor del Trabajo de Titulación, presidido por: Doctora, Sara Nidhya Camacho Estrada, PhD., e integrado por los señores: *Licenciada, Ximena Alexandra Calero Sánchez, Magíster y Licenciado, Manuel Xavier Sulca Guale, Magíster*, designados por la Unidad Académica de Titulación del Centro de Posgrados de la Universidad Técnica de Ambato, para receptar el Trabajo de Titulación con el tema: *"PEER FEEDBACK AND THE SPEAKING SKILL"* elaborado y presentado por la *señora Licenciada, María Elena Tipán Espín,* para optar por el Titulo de cuarto nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Titulación, el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

Dra., Sara Nidhya Camacho Estrada,PhD.
Presidente y Miembro del Tribunal

Lic., Ximena Alexandra Calero Sánchez, Mg.
Miembro del Tribunal

Lic., Manuel Xavier Sulca Guale, Mg.
Miembro del Tribunal

AUTORÍA DEL TRABAJO DE TITULACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema: Peer Feedback and the Speaking Skill, le corresponde exclusivamente a: Licenciada María Elena Tipán Espín, Autora bajo la Dirección Doctora Wilma Elizabeth Suárez Mosquera Magíster, Directora del Trabajo de Titulación, y el patrimonio intelectual a la Universidad Técnica de Ambato.

Licenciada María Elena Tipán Espín

c.c.: 1600598120

AUTORA

Doctora Wilma Elizabeth Suárez Mosquera Magíster

c.c.:1802859841

DIRECTORA

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Titulación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.

Licenciada María Elena Tipán Espín
c.c.: 1600598120

INDICE GENERAL DE CONTENIDOS

ÍNDICE DE TABLAS

AGRADECIMIENTO

DEDICATORIA

From the bottom of my heart, I dedicate this
research to my beloved family who supported
and motivated me all the time. You are my
source of inspiration and the light to continue
growing each day.

With love,
María Elena

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2022

TEMA: PEER FEEDBACK AND THE SPEAKING SKILL

MODALIDAD DE TITULACIÓN: Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

AUTORA: *Licenciada María Elena Tipán Espín*

DIRECTORA: *Doctora Wilma Elizabeth Suárez Mosquera Magíster*

FECHA: *First of February, 2024*

ABSTRACT

This study aimed to investigate whether the use of peer feedback improves the students' speaking. It was a quantitative research study with a quasi-experimental design with the participation of forty learners from the third year of high school. The target population was divided into two groups: the control and the experimental group. The students' level of speaking performance at the beginning and the end of this research was assessed through the A2 KET (for schools), speaking part, as the pre-test and post-test. This instrument had a rubric. In the beginning, a low level of students' English-speaking skill was evidenced since they used simple grammar structures with isolated vocabulary; their pronunciation was intelligible but needed rehearsal; and they managed a simple conversation but with lots of teacher support. For this reason, the participants were engaged in peer feedback practices. They were implemented in a proposal containing classroom sessions based on the curriculum for the third year of baccalaureate and according to student's needs and preferences to be implemented during an intervention process. Students practiced in debates, oral presentations, and classroom discussions in pairs and small groups during class. They were motivated and practiced their natural oral speech. It helped them to show encouragement and a supportive classroom environment. After the implementation process, learners took the post-test, and these data were statistically analyzed. A significant difference appeared after the comparison of means with 95% confidence. Therefore, it was concluded that the use of peer feedback is beneficial to improve students' speaking skills, and it is highly recommended that it could be applied to their development, contributing in this way to high school education.

KEYWORDS: *Feedback – peers – learning - language skills - teaching*

UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS

**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA
COHORTE 2022**

TEMA: PEER FEEDBACK AND THE SPEAKING SKILL

MODALIDAD DE TITULACIÓN: Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

AUTORA: *Licenciada María Elena Tipán Espín*

DIRECTORA: *Doctora Wilma Elizabeth Suárez Mosquera Magíster*

FECHA: *Primero de febrero de 2024*

RESUMEN EJECUTIVO

Este estudio tuvo como objetivo investigar si el uso de la retroalimentación entre pares mejora el habla de los estudiantes. Fue un estudio cuantitativo con diseño cuasiexperimental con la participación de cuarenta estudiantes de tercer año de secundaria. La población objetivo estuvo dividida en dos grupos: el grupo control y el grupo experimental. El nivel de desempeño oral de los estudiantes al inicio y al final de esta investigación se evaluó mediante el examen A2 KET (para escuelas), parte oral, como prueba previa y posterior. Este instrumento contó con una rúbrica. Al inicio se evidenció un bajo nivel de habilidad oral en inglés de los estudiantes ya que utilizaban estructuras gramaticales simples con vocabulario aislado; su pronunciación era inteligible, pero necesitaban ensayos; y lograron una conversación sencilla; pero con mucho apoyo de la profesora. Por esta razón, los estudiantes participaron en prácticas de retroalimentación entre pares. Estas fueron implementadas en una propuesta diseñada que contenía sesiones presenciales basadas en el plan de estudios de tercer año de bachillerato y de acuerdo con las necesidades y preferencias de los estudiantes para ser puestas en acción durante un proceso de intervención. Durante las clases se practicaron debates, presentaciones orales y discusiones en el aula, en parejas y en pequeños grupos. Los estudiantes se sintieron motivados y practicaron su discurso oral con naturalidad. Esto les ayudó a mostrar motivación y un ambiente de apoyo en el aula. Luego del proceso de implementación, los estudiantes tomaron la prueba posterior y estos datos fueron analizados estadísticamente. Con un 95% de confianza, apareció una diferencia significativa después de la comparación de medias. Por lo tanto, se concluyó que el uso de la retroalimentación entre pares es beneficioso para mejorar la habilidad de hablar de los estudiantes y es muy recomendable aplicarlo para su desarrollo contribuyendo de esta manera con la educación secundaria.

PALABRAS CLAVES: Retroalimentación – compañeros – aprendizaje - habilidades lingüísticas

CHAPTER I

THE RESEARCH PROBLEM

Introduction

Learning the English language is necessary for training students who must communicate effectively in the foreign language in everyday, academic, and professional settings (Common European Framework of Reference for Languages, 2001). This fact has become a key competence arising from the need for communication and exchange between countries in an increasingly globalized world (Ministerio de Educación del Ecuador, 2016).

Specifically, the quality of students' English language learning at the Unidad Educativa " Heroes del Cenepa " needs to be improved to meet today's development demands. The inadequate quality of English language learning is evident in students needing help establishing effective oral communication (Cronquist & Fiszbein, 2017). This fact entails an educational problem since the evaluation results are not indicators of the quality of learning in this school.

In this context, the present study investigates whether peer feedback improves the students' speaking skill. This study is about an experience in practicing peer feedback on the students' speaking skill, where formative assessment plays a vital role in their improvement.

Justification

The importance of this study lies in the search for ways to strengthen and guarantee the quality of education and correct learning within the framework of peer feedback and its contribution to improving the students' speaking skill. Therefore, it seeks to enrich the teaching-learning process of the English language. In this regard, this research is widely justified due to its beneficiaries, novelty, and originality.

This research benefits some people. First, students in their third year of baccalaureate are the direct beneficiaries in the intervention phase. Second, teachers benefit because they have valuable material to follow at Unidad Educativa "Heroes del Cenepa" and in other parts of the country. Finally, the whole educational community benefits since this study can be shared and applied anytime.

This research has novelty. There is no evidence of research like the current one at Unidad Educativa, "Heroes del Cenepa." Therefore, it is the first time that students face a meaningful experience through the application of peer feedback while improving their speaking skill. Students experience a new way of learning English, which motivates them and encourages using the target language in real life with a meaningful context. In this research, the teacher applied peer feedback not to focus on weaknesses but students' strengths and ways of growing each time.

Moreover, this research is original due to its topic. Students do not have previous experiences using peer feedback to improve their speaking skills at Unidad Educativa "Heroes del Cenepa." Furthermore, its approach is student-centered, which enhances language learning. Moreover, this research is done in a motivational context because students are eager to have a reasonable basis for studying at the university.

 Objectives

1.1.1. General

To investigate if the use of peer feedback improves the students' speaking skill.

1.1.2. Specific
- To assess the students' level of speaking performance at the beginning and at the end of this research.
- To analyze how to use peer feedback to enhance students' speaking skill.

- To implement activities that involve peer feedback to enhance students' speaking skill.

The researcher met the objectives above through a series of stages. Initially, this study used a quantitative approach using a quasi-experimental design. It pretended to demonstrate the efficacy of peer feedback in improving third-year baccalaureate speaking skill. For this goal, learners took a pre-test and a post-test. The researcher gathered data by utilizing the KET test (speaking part) as a data collection tool to determine the students' degree of speaking skill performance. Moreover, a post-test and statistical analysis helped determine whether there was an improvement. The grading rubric uses the same criteria as the KET rubric, including, grammatical correctness, pronunciation/intonation, vocabulary, and communicative engagement.

For the second goal, the author did a theoretical investigation to establish the peer feedback that would allow English learners to improve their speaking skill. To use peer feedback to enhance students' speaking skill, the researcher first provided clear guidelines and expectations for the task. Students understood the task and the assessment criteria. Once they understood the activity and the assessment criteria, they learned how to provide effective feedback. The researcher modeled effective feedback and provided students with examples of constructive feedback. Students found out how to give feedback respectfully and constructively.

The researcher could encourage critical thinking during peer feedback by asking students to evaluate the quality of their peer's arguments and presentation styles. It could help students develop their critical thinking and communication skills. After that, the author planned an intervention to achieve the third objective, in which the researcher prepared lesson plans that used peer feedback to improve the student's speaking skill. Some activities that involved peer feedback to enhance learners' speaking skill included:

Debate: students could debate various topics and provide feedback on their peers' arguments, delivery, and overall presentation.

Group presentations: students could work in groups to prepare and deliver presentations and provide feedback on each other's presentations.

Role-plays: students could engage in role-plays or simulations and provide feedback on their peers' performance.

Incorporating peer feedback activities in speaking skill instruction could enhance students' engagement, motivation, and critical thinking skills, significantly improving their speaking abilities.

CHAPTER II

RESEARCH BACKGROUND

2.1. State of the art

In this section, the author looked for existing documents, bibliographic sources, opinions, research, and papers related to the object of study, the teaching-learning process about Peer feedback and the speaking skill. Therefore, multiple databases, including Google Scholar, Scielo, Redalyc, ResearchGate, Academia, and national and international university repositories, were evaluated for this study. This review has been chronologically developed within the last five years.

Gorham et al. (2023) aimed at seeking to assess how an asynchronous microlearning app might enhance students' abilities to provide peer comments on spoken material. They disclosed that peer assessment is the process by which one student assesses the work of another. They also argued that, it has been demonstrated to have a favorable effect on students' learning and success in language learning settings. A technology-enhanced learning method known as mobile microlearning was distinguished by its brief length and flexibility in the time and location of learning. Convenience selection and a single-group pre-/post-research quasi-experimental design were used. The Pebasco asynchronous microlearning software was utilized by the target population. Data collected from the pupils' app utilization was used to pinpoint four behavioral patterns. The pattern of profile migration over the course of using Pebasco suggested a positive impact on the ability of peer feedback skills and second-language (L2) skills, as well as the capacity to identify L2 errors. Many participants have improved or maintained desirable patterns of behavior and outcomes. The results also pointed to enhancements that might be made in upcoming design revisions.

Homayouni (2022) claimed that peer learning referred as collaborative learning which was based on social constructivism and held that when students engaged socially with their peers, learning occurred more actively. In group-oriented classrooms, this research aimed at looking at how scaffolded peer assessment affected language learners' speaking abilities and vocabulary size. The researcher chose 5 intermediate English learners and 37

lower-intermediate English learners through cluster selection to achieve this goal. Then, 5 more experienced students and 20 lower-intermediate subjects were allocated at random to the experimental group. The intermediate learner was given the position of the mediator in groups of 5, and they were in charge of providing feedback to their peers. There was no mediator designated to the control group. Both the scaffolded peer evaluation of speaking and the scaffolded peer assessment of vocabulary acquisition took place over the course of four instructional sessions. A one-way repeated measures ANOVA and an independent sample t-test were performed in this experiment. The outcomes of the statistical analysis showed that scaffolded peer assessment had a significant positive influence on learners' vocabulary growth and speaking ability. In other words, both speaking abilities and vocabulary knowledge could be developed by using scaffolded peer evaluation in a group-oriented setting.

Latifa (2022) examined a combined learning strategy for English as foreign language speakers who needed to improve their public speaking skill. The course design was implemented by the researcher using fewer weekly in-person classes and online student engagement through a speech video-based blog. The researcher gathered data about the students' progress in learning public speaking skill, peer feedback, and their evaluations of each component of the blended learning experience using a survey administered at the end of the semester, multiple comments provided for online peer feedback, structured outlines submitted to Turnitin, and the instructor's weekly observation of the students' presence and performance online. The qualitative analysis demonstrated the effectiveness of online peer feedback in the development of public speaking skill by showing that students met the course's intended learning outcomes. Moreover, students had a generally positive opinion about the blended learning model, with only a few less confident students expressing small reservations at the beginning of the online implementation phase.

Luna et al. (2022) considered that while students actively participated in their learning, teachers were viewed as the mediators between students and the educational settings. Their research aimed to apply peer-feedback strategies to improve their English speaking skill to obtain speaking abilities according to their level. Students gave and received feedback on the errors made when speaking English in class and applied peer correction

strategies. To increase students' autonomy, interaction, and involvement in class, these techniques can be used. Classroom observations and a focus group were conducted as part of this qualitative research during 80 class hours. Participating were eight teenagers. The outcomes revealed information about how students use these tactics in their learning process and how they feel about it. The authors concluded that, when implementing peer correction techniques in the classroom, the most frequently expressed emotion was that of comfort.

Rifah and Sabilah (2022) declared that it is always feasible to assess the learners' work by having peers provide public speaking comments. However, students hesitanted to provide input in the assessment due to their reluctance. Regarding these ideas, the authors aimed to explore the types of peer assessment components that the Toastmaster evaluator used to rate the presenters, as well as how they perceived the feedback from their peers. The components of peer evaluation and the respondents' opinions of peer evaluation were examined using an in-depth discussion. They chose participants by using the snowballing method. Three participants responded that the assessment criteria used by Toastmaster International (TMI) in Malang and Surabaya, Indonesia, improved participants' public speaking skill. The screenplay, what was seen, and what was said were the three components of the evaluation. While appropriate words rather than filler words and the grammatical part are other important assessment factors in public speech. Based on its impact on boosting self-assurance when giving public speeches, peer assessment was jajajfound to have a positive psychological impact on TMI presenters. Therefore, they concluded that the peer assessment component of TMI can be used to evaluate speaking skill from peers' perspectives.

Motallebzadeh et al. (2020) argued that although English is taught as a foreign language (EFL) in Iran, there were few chances for students to use it in daily situations, making it difficult for students to noticeably improve unless they are highly motivated and engaged. Moreover, students were very likely to experience some degree anxiety when learning in EFL setting, which negatively impacted language learning. As a result, research on language anxiety in learners was crucial for advancing language proficiency as well as achieving a specific syllabus goal or instructional objective. Under these circumstances,

the authors aimed to investigate the impact of speaking ability-specific peer feedback on students' anxiety in the classroom. After giving a homogeneity test to 70 upper-intermediate students, the researchers ultimately chose 50 students who were proficient in English at the same level and divided them into two groups. These groups, the experimental group and the control group, each had 25 participants. One homogenizing test, one questionnaire, a semi-structured interview, and an opinion test were used in the research to gather data. After analysis, they concluded that peer feedback is an assessment technique that significantly lowers students' anxiety. The interview's qualitative data demonstrated that learners benefited from the peer-review procedure and considered the classroom environment as enjoyable.

Evers and Chen (2020) compared the effects of individual practice and peer feedback on adults' pronunciation performance when using an automatic speech recognition (ASR) system. Sixty four adults participated to form both the control group (n = 31) and the experimental group (n = 33) and used the same ASR software for a 12-week period. The students used Speechnotes, an ASR program, to transcribe a text during each weekly session. They practiced word misidentification on their own or with team members' input. Before and after the intervention, learners' speech was evaluated in reading aloud and free-form conversations. At the end, participants' satisfaction and opinions on the software's usability were also evaluated. The outcomes showed a substantial difference between the pronunciation of the two groups, indicating that peer feedback is more successful than individual practice to correct pronunciation. The experimental group showed more satisfaction with the program than the comparison group was. However, there were no obvious variations in accent or perceived usability.

Faridah et al. (2020) proclaimed that critical thinking was required to critically communicate. The authors examined the students' perceptions regarding the use of oral peer feedback/review in the development of their speaking and critical thinking skills. For data collection tools included questionnaires and interviews. Eighteen undergraduate students in the English education program who were enrolled in oral communication classes participated. Findings revealed that most of the students perceived that oral peer feedback enhanced their oral communication speaking and critical thinking abilities.

Peers' comments and evaluations were very useful in establishing their oral communication skills. The students explained that oral peer feedback/review assisted them in describing, analyzing, and evaluating critically what they had experienced. Additionaly, participants were able to reflect on their previous speaking performance and become more critical in their analysis and evaluation of each performance session. In addition, they were more aware of their comprehension of the classroom material as a result of previous feedback and review. Therefore, the authors suggested that regular oral peer feedback/review can be used to develop students' critical thinking and ability to speak critically.

Abiot (2020) developed a study whose main objective was to determine how using peer input affected the speaking proficiency and attitudes of EFL pupils. The author used mixed method with a quasi-experimental research design at a secondary school where 39 grade eleven intact group students were selected from nine classes to participate. Data colleciton was perfromed through pre- and post-tests, a questionnaire, and an interview. After participating in 12 peer feedback meetings over a period of six weeks, students' general speaking abilities improved numerically significantly. Furthermore, the students demonstrated significant progress primarily in the three areas of speaking such as grammar, fluency, and vocabulary, but they did not demonstrate progress in their ability to pronounce words correctly, and their participation in receiving and giving feedback on their pronunciation skills from peers was minimal in comparison to the other areas of speaking. Additionally, most of the students were motivated towards peer input they participated during the treatment. The author advised students should be introduced into the "new" duties, which are those of an engaged participant rather than a passive receiver because meaningful learning only occurs when students actively participate in the process and engage in ongoing discussions about how to create meaning.

Wu and Miller (2020) developed an action case study about the use of peer feedback from mobile devices to enhance second language speakers' English proficiency. The research used a newly created mobile app in-class with the provision of peer feedback, drawing on the Learning-oriented assessment framework. Their research involved 25 students taking an English for Special Purposes course. A mixed-methods strategy was used which

included a teacher journal, a focus group talk after class, and a questionnaire survey. Two broad themes were identified in relation to the participants' learning experience, including the use of peer feedback and the affordances and limitations of technology, in addition to the participants' general views. Findings revealed that while students generally agreed that mobile-assisted peer feedback (such as real-time and anonymous feedback) had beneficial effects. They also acknowledged some of its drawbacks, including the small screens of their phones and the sparse number of provided rubrics.

In their study, Azizi et al. (2020) attempted to comprehend how self-assessment and peer feedback can be used in language classrooms to improve teaching and learning as well as to ascertain how these techniques affect the students' oral performance. They created a fictitious exercise. Participants in the research were divided into two groups of five EFL students, known as the self-assessment group and the peer feedback group. Both the self-assessment and peer feedback methods were used in the self-assessment and peer feedback groups, respectively. There were four treatment sessions between the pre-test and post-test. Additionally, there were pre- and post-testing meetings. Checklists and storyboards were the research's instruments. The data was collected using a recording device and subsequently typed up for further study. Additionally, a thorough study was done on some data points. The findings of this study proved the effectiveness of both techniques in various aspects of oral performance. Self-assessment had a significant effect on the use of precise, error-free clauses, subject-verb agreement, word choice, tense consistency, as well as the qualities of fluency and organization. Peer feedback improved fluency and the use of error-free sentences, but not the other components. The authors did not find much difference between the two techiniques.

Smith et al. (2020) argued that their institution provided an oral communication course with a business emphasis to help students develop desired communication skills. The authors hypothesized that giving students the opportunity to evaluate themselves and their peers would help them recognize and develop their individual speech communication skills. Their research aimed to evaluate self-assessment and peer-assessment impact during multiple iterations of peer and personal assessment. The feedback assignment sequence included four rounds of self-reflection and follow-up peer reaction to group

21

members' self-reflections in groups of three or four students that had already been formed to foster rapport and understanding. Each student published a guided self-reflection to the blog created for their group on the course learning management system. Using the reply model on each other's self-reflections, students offered comments on each participant's self-reflection and total presentation performance. Each of the first three "rounds" was due about a week after the first three significant course lectures. At the ending of the term, the last "round" was finished. Each round's self-reflection question was different. However, the reflection questions demanded that pupils respond in writing. Students started making more pertinent remarks on other people's work and applying feedback from others to their own work more skillfully. Therefore, repeated practice of both self- and peer-review assisted students in becoming better judges of their spoken communication skills.

Banister (2020) suggested that peer feedback can improve both students' feedback reading and evaluative reasoning. The author also asserted that the idea of peer feedback and the procedures that surround it, present both instructors many difficulties. Therefore, the main aim of this research was to apply exploratory practice to investigate why students were not motivated to apply peer feedback. The researcher explored their attitudes and beliefs in this area of practice using both conventional surveys and the concept of classroom meta-dialogues. By designing peer feedback procedures around oral presentations, a key course component and evaluation assignment for both sets of students, the author tried to help them gain the ability to make objective judgments and to respond to information in a proactive way. At first, students had trouble being responsible recipients, but they eventually helped to spot conflicts in the way that peers' input was tailored. The author made recommendations about how language instructors can implement tailored peer feedback and scaffold proactive reception in a way that considers the requirements of both authors and receivers.

Al Jahromi (2019) determined whether offering 36 L2 Bahraini students formative input from teachers and peers on the summative evaluation of their public presentation skills was successful. Semi-structured conversations, pre- and post-study surveys, observational notes, and other investigative techniques were used. The subjects' oral presentation skills, perceptions of their oral abilities, attitudes toward giving oral presentations, as well as

their improved performance in their summative assessment, all improved as a result of receiving formative feedback from teachers and peers. Further research revealed that students preferred instructor input to peer evaluation.

Rietsche and Söllner (2019) aimed to propose an IT teaching-learning scenario to deliver formative input to low some classroom problems. IT is a tool found in the Moodle platform. The authors asserted that students require a different set of abilities than they did decades ago; therefore, high order reasoning skills like critical thinking, collaboration, and dialogue are becoming more and more important. In this context, they argued that formative feedback, which comprises of self-assessment and peer-assessment, is one of the primary methods to practice these skills. Teachers, however, must contend with the problem of an ever-increasing number of pupils per class and a stagnant budget. Due to a dearth of resources, large-scale lectures frequently lack input. They suggested a teaching-learning situation using IT to deliver formative input at scale in order to address this problem. After this quasi-experimental study, they demonstrated in their trial with approximately 101 master students that participation in IT-based peer feedback iterations greatly increased the students' capacity to provide feedback.

Yeh et al. (2019) aimed at looking for the effects of online peer feedback via blogs on the students' speaking performance. Their population was formed by 45 EFL college students from two classes such as English Conversation and English Listening and Speaking. They had to practice speaking English by making video clips and giving and getting peer feedback on how well they did. At the conclusion of the term, students also discussed their experiences. The scores on the students' initial and end video clips, as well as their blog posts and self-reflection worksheets were the information gathered. The pupils were divided into groups that progressed more (MP) and less (LP) based on the variations in scores between their initial and final clips. Following peer review via blogs, only the MP group demonstrated a discernible improvement in the creation of the content of their videos, including the introduction, supporting points, and conclusions, while both groups demonstrated a discernible development in the delivery area, with the exception of vocabulary use and grammar.

Baten et al. (2019) aimed to improve speaking skill through peer encounters conducted online. They characterized features and values of peer interaction. On five interview questions, 60 participants made speech recordings, and they then shared their responses and performance evaluations with their peers. The authors found out that performance improvement was correlated with both getting recommendations for improvement ('tips') and having access to peers with higher average ratings. The simultaneous significance of the two peer-learning sources was demonstrated by the linguistic characteristics from the received remarks and the average ratings of one's peers, which gradually enhance the forecast of one's future ratings. The following contextually driven feedback, first-hand experience, empathic support, recognition, viewpoint variety, feeling of community, and ease in contact were revealed by qualitative analysis as dyadic and community-level peer-influence factors. These realizations guided the creation of intelligent human-machine symbiosis speaking ability development systems.

Beergren (2019) examined how students learn about writing through providing peer feedback through a case study. The researcher made two intervention studies. The students wrote two versions of a variety of genres (the reply letter, the newspaper article, and the argumentative essay) during the intervention, and the teaching involved collaboratively creating criteria lists, receiving feedback training, and conducting peer reviews in groups. The links between the revision changes made to the first draft and the peer feedback provision were used to operationalize learning from providing feedback. Students provided criticism on their classmates' productions. Giving feedback improved learning, particularly at the macro-level of writing, where students gave attention to paragraphing and text content. The second study's students who wrote texts in three distinct genres demonstrated an emerging genre awareness, and the intervention was motivated by genre pedagogies. Most important finding was the students self-reported better ability to proofread their own texts after reading and commenting on peers' writing in terms of micro-level writing aspects.

Fang et al. (2018) used a social constructivist approach to examine the impact of peer feedback, an interpersonal process, on the development of oral communication performance. They created a mobile application to encourage students to participate in

discussions, replay their conversations, and provide peer feedback. A five-week quasi-experimental research was carried out at a vocational university in Taiwan to investigate the impact of mobile-assisted peer feedback with a total of forty participants. The findings demonstrated that using peer comments improved students' oral communication skills but not their use of communication strategies. Students were able to monitor their oral production and give and receive corrective feedback that improved their overall communication performance with the help of mobile-based peer feedback. Additionally, it was discovered that the student feedback was not specific enough to discuss the application of the intended communication strategies. The peer feedback data, however, reveal that students frequently offered a variety of communication techniques that were not covered in the research but were thought to improve oral communication performance in general.

All studies cited above constituted the basis for the current one. They had enlightened the way to be followed for the goals achievement. It was found two important aspects: first, peer feedback and self-assessment were mainly employed in previous studies; secondly, these two ways of formative assessment were mainly applied with higher levels of English proficiency.

2.2. Theoretical framework

2.2.1 Assessment

Assessment is the action and effect of appraisal (Cambridge Dictionary, 2023). In this sense, it is a judgment that aims to establish, considering a set of criteria or norms, the value, importance, or meaning of something. According to Lynd (1996), assessment applies to different fields of human activity, such as education, industry, health, psychology, business management, economics, finance, and technology. Hence, many activities can be assessed; for example, individual's performance, good's cost, a project development, patient's health, the quality of a product, the economic situation of an organization, among others.

In the educational field, assessment is a systematic process of registration and assessment of the results obtained in students' learning process. As such, the evaluation considers the

educational objectives outlined in the school program. It can be carried out in different ways: through tests (written or oral), assignments, or monographs, as well as considering the participation of students in class, among others (Brown &Abeywickrama, 2018).

Some authors consider the assessment method through exams and tests subjective and insufficient since they do not always reflect the students' abilities and knowledge. Hence, in many places, a continuous assessment system is used, where the learning process is constantly monitored, which allows the student to observe their progress and control their learning (Brown, 2004). Therefore, assessment is the process that involves the collection of information with a subsequent interpretation based on the contrast with certain reference instances or patterns of desirability to make it possible to issue a value judgment that allows guiding action or decision-making (Lynd, 1996).

According to UNESCO (2023), learning assessment is a means of understanding, measuring, and improving the quality and equity of education, based on the collection, research, analysis, dissemination, and use of information from multiple sources, about what learners know and what they can do with what they have learned, what and how different factors affect their learning, and how these competencies are distributed among other groups of learners. It is part of the monitoring and evaluation process to determine to what extent the education system is achieving the expected learning outcomes. Data and insights from learning assessments provide a solid foundation for more effective policies and strategies to improve curriculum, pedagogy, educational resources, and all other related conditions for better learning outcomes in harmony with the vision and needs of each country.

Types of assessment

There are some types of assessment according to certain criteria.

According to its purpose and function:

Formative function: assessment is used as an improvement strategy to adjust the educational processes to achieve the goals set. It is the most appropriate for assessing operations. It is usually identified as continuous assessment (Angelo & Cross, 1993).

Summative function: it is usually applied more in the assessment of products, that is, of finished processes, with precise and assessable achievements. It is not intended to modify, adjust or improve the object of the assessment but to determine its value, depending on the use it is desired to make of it later (Lynd, 1996).

According to its extension

Total assessment: it is intended to cover all the components or dimensions related to students, the educational center, the program, among others. The object is considered in a holistic way, as an interacting whole, in which any modification in one of its components or dimensions has consequences in the rest (Aisyah, 2021).

Partial assessment: it aims to study or assess certain components or dimensions of a center, an educational program, and student performance (Aisyah, 2021).

According to agents

a) Internal assessment: it is carried out and promoted by the members of a center, an educational program, etc. It offers various alternatives: self-evaluation, hetero-evaluation and co-evaluation (Taral, 2015).

 b) External evaluation: occurs when agents who are not members of a school or a program evaluate its operation. This is often the case with "expert assessment". These evaluators can be evaluation inspectors, members of the Administration, researchers, school support teams, etc. (Taral, 2015).

Alternative assessment

Alternative assessment refers to all evaluation techniques and methods that try to overcome the traditional evaluation methodology, based on the simple performance of tests and exams, with the sole or primary purpose of qualifying (Angelo & Cross, 1993). The teacher's role in alternate assessment focuses on continually adjusting instruction based on the results of classroom assessments (Brown & Hudson, 1998). Lead students towards regular self-assessment with consistently held standards so that they can see their progress over time and thus feel responsible for their success (Al-Abdullatif, 2020).

Peer feedback

Today, researchers studying second language acquisition strongly believe in error correction and, by extension, corrective feedback (Ellis & Young, 1988).

Feedback is defined as a practice within the teaching-learning process where the learner receives feedback from the teacher or their peers, showing evidence of the student's error and promoting precision in the production of statements (Barnard, 2017). Moreover, it motivates students because it records learning progress in L2. Besides, feedback should be provided regardless of the student's correct answer to offer comprehensible input and allow students to self-correct their statements (Fulcher & Davidson, 2007).

On the other hand, to improve, feedback consists of providing comments to partners about their performance, actions, and attitudes. Moreover, students seek to recognize and maintain the positive aspects and modify or eliminate the negative ones. Peer feedback can be done at any time during the teaching-learning process. It can be used as a starting point for brainstorming or structured for feedback mid-project so students can revise their work based on feedback from their peers (Brown & Hudson, 1998).

Guidelines to give feedback

The assessment should be free of judgments or personal harshness and, instead, be constructive. It can be used as a starting point for brainstorming, or structured for feedback mid-project so students can revise their work based on feedback from their peers (Brown & Hudson, 1998).

There are some guidelines to develop peer feedback in the classroom.

1. Emphasis on the positive aspects

Performance feedback should be based on what is being done well to propagate that attitude. What is being executed imprecisely or incorrectly must be included gradually and in a friendly tone so that the student believes in his ability to correct himself (Sato, 2011).

2. Relevance of feedback

It is essential that the student receive and provide feedback at the most opportune moment. It means after any students' performance (Banister, 2020).

3. Guiding questions

Students usually need some guide to know how their progress is developing. First of all, the questionnaire asks about what the student can do, what he or she will be unable to change due to their own characteristics or qualities, and how their performance can be improved (Fang et al., 2018).

4. Meetings

Organize small 10-minute conferences so that partners have the opportunity to receive one-on-one attention on their performance. Therefore, they monitor their progress and look forward to the next meeting to see if they are on track. It requires excellent time management on your part and is recommended to be done when the rest of the class is working independently (Banister, 2020).

5. Specific skill or knowledge

Peer feedback meetings should focus on a specific skill or knowledge so that the guidelines to follow are clear to promote good rapport emphasizing in mutual respect (Sackstein, 2017)

8. Progress Notebook

Allocate a notebook to record the students' progress, both at the general level of the class and at the particular level, dividing the notebook into individualized sectors. It is necessary that aspects to be improved can be registered (Homayouni, 2022).

9. Student comments

It is important that students feel part of the process, getting involved with their learning to develop techniques that allow them to improve performance (Herrera et al., 2013). To do this, peers must encourage them to comment on their own progress (Homayouni, 2022).

There are some examples of activities to give feedback:

First, an essential step is that both the observer and the observed know and are clear about the goals and expectations of their performance, this will allow feedback to be more objective and realistic. For that reason, the goals must be specific, measurable, achievable, results-oriented and determined in a period of time. In the same way, they must be designed according to the tasks and students' level and needs. This way students will be able to know how their classroom performance contribute to their improvement and the classroom goals (Angelo & Cross, 1993).

There is a positive way to develop peer feedback. It introduces the critical comment the partner wants to transmit between two positive comments. That is to say, to communicate to the person what he or she is doing well (Positive/Praise), then, tell him or her what he or she should improve (To improve/Correction), and, highlight the positive aspects of their overall performance. (Positive / Give an example) (Smith & King, 2004).

Furthermore, peers must see with a critical eye their partner's presentation. They should write everything that each of these presentations can evoke in them. Instead of just taking advantage of what his or her message brings; peers must analyze the way of presentation, the content, and the structure to determine its effectiveness. The listeners should not look at every detail of the oral presentation because they should stop paying attention to what matters: the message. It implies that, by trying to carry out an exhaustive analysis, the presentation's value would not be taken advantage of. Therefore, they primarily must enjoy the message, and then to take notes of the most attracting aspects (Mitchell & Bakewell, 1995).

Moreover, Angelo and Cross (1993) suggested to carry out objective feedback. In other words, the observer must describe the facts, not his opinions. The observations must be accompanied by examples so that doubts or misunderstandings do not arise. Therefore, there must be assertive communication between peers so that the comments are delivered better, and the objective of promoting a formative assessment and continuous improvement is fulfilled.

2.2.2 Speaking
Speaking is the linguistic skill related to the production of oral discourse. It is a communicative capacity that encompasses not only a mastery of pronunciation, vocabulary and grammar of the target language, but also sociocultural and pragmatic knowledge (Common European Framework of Reference for Languages, 2001).

Subskills
A speaker can emphasize points and increase the influence of their speech's communicative affect by using the subskills of speaking.
There are some speaking sub-skills.

Fluency

Fluency is the ability to articulate a speech rhythmically and without interruptions, using the necessary strategies to maintain the speech in the face of obstacles that may be presented to the speaker (Lackman, 2010).

Accuracy (Words and Grammar)

According to Derakhshan et al. (2016), speaking accurately refers to how almost everyone wants the interlocutor to talk to them. People like to be spoken to clearly, directly, and courteously, regardless of their relationship with the speaker.

Pronunciation

Pronunciation is the support for the transmission of oral information and, therefore, the element that determines the intelligibility of the message. Pronunciation conveys the oral message, in such a way that it can make it easier or harder for the listener to recognize the words. In sum, pronunciation is the production of the sounds of the language that are used to produce oral interaction (Darcy, 2018).

Pragmatics

Pragmatics is understood as the discipline whose object of study is the use of language based on the relationship established between statement-context-interlocutors. In this case, the speaker uses the functions of the language to orally communicate with others (Common European Framework of Reference for Languages, 2001).

Process to develop a lesson based on speaking

Harmer (2007) claims that students' speaking in class is encouraged for three primary reasons. First and foremost, speaking exercises give students the opportunity to practice speaking in public while remaining secure in the classroom. Second, speaking exercises that require students to use some or all of the language they are familiar with give input to the instructor and the students. Everyone can see how well they are doing, including their achievement as well as any linguistic difficulties. Finally, students' use of the different language components they have saved in their minds becomes more natural the more chances they have to use them. Students progressively develop their independence

as language users as a consequence. As a result, they will be able to speak easily and without giving it much consideration.

According to Nunan (1991), teaching *Speaking* means that teachers support students to do some classroom activities. For instance, students create English speech rhythms and sounds. They use the second language's rhythm, intonation, and word and phrase stress. Moreover, they choose the right words and sentences depending on the suitable social context, audience, circumstance, and topic matter. They also arrange their ideas in a useful and rational flow. In addition, they use words to communicate beliefs and opinions and talk understandably with fluency fluently with few awkward gaps.

Therefore, a LESSON PLAN could be developed by following this template:

Table 1

Class template for speaking activities

Procedures		Time
Introduction	Set the context Ex. Brainstorming and motivate students to activate their prior knowledge.	
Stage 1	Activity To deal with meaning Ex. Reviewing about vocabulary previously learned and asking learners on how students define each word.	5-10 mins
Stage 2	Activity To work on forms Ex. According to the topic, teacher models activities such an information gap, picture-cued, storytelling	
Stage 3	Activity To make controlled practice Students develop activities and the teacher asks to check understanding (questioning)	
Follow up activities	To encourage students to free practice Ex. Individual, pair, or group work to prepare an oral presentation	
Assessment	Peer feedback	

Note: Adapted from British Council (2023)

2.2.4 Speaking activities

Discussions

A discussion can be conducted for a variety of purposes after a lesson that is content-based. Students seek to draw a conclusion, exchange viewpoints on a situation, or identify problems. It is crucial that the instructor establishes the goal of the discussion exercise prior to the discussion. So that students do not waste time chit-chatting about things that are irrelevant, therefore, the discussion topics are pertinent to this goal in this manner; for instance, students may participate in talks about points of agreement and disagreement. In these talks, the teacher can divide the class into groups of four students each and present contentious statements like "people learn best when they read vs. people learn best when they travel." After spending a certain amount of time working on their subject, each group then shares their findings to the class (Akdemir & Ilhan, 2019).

It is recommended that group members share the speaking time equitably. At the conclusion, the class selects the winners who best articulated their position. In addition to encouraging quick decision-making and critical thinking, this exercise teaches students how to respectfully differ with others while expressing their disagreement in polite ways (Harmer, 2007). In every conversation exercise, groups should be changed so that students can collaborate with different people and develop an openness to different ideas. Group members may be given by the instructor or chosen by the students themselves. Last but not least, regardless of the purpose of class or group discussions, students should always be urged to ask questions, paraphrase ideas, show support, and seek clarity (Cortez & Sanchez, 2018).

Role play

Role-playing is another classroom activity for encouraging students to talk. Students act out different social situations and parts in their fake lives (Ayuningtias & Yana, 2019). During role-playing exercises, the teacher provides the students with knowledge about themselves and their thoughts and feelings (Harmer, 2007).

Simulations

Although role-plays and simulations are very similar, simulations vary from role-plays due to their greater level of complexity. Students can bring things to class during exercises to create a genuine setting. For instance, if a student is playing the role of a vocalist, she might bring a microphone and perform. Simulations and role plays have many benefits. Firstly, they inspire the students because they are engaging (Klippel, 1986). Second, as suggested by Harmer (2007), they boost the self-assurance of students who are hesitant because, in role-playing and simulation activities, they will assume a different part and will not be expected to talk for themselves, which means they are not going to be held accountable for the same tasks.

Information Gap

Students are expected to collaborate in pairs on this exercise. One student will know knowledge that the other student in the partnership does not, and the partners will exchange information. Activities that fill in knowledge gaps have a variety of uses, including information gathering and issue solving. Additionally, each partner is crucial to the task's success because without their cooperation, the other partners will not be able to complete it. Everyone has the chance to converse widely in the target language during these events, which makes them successful (Klippel, 1986).

Storytelling

Students may tell their peers their own tales or quickly summarize a tale or story they have previously heard from someone. Telling stories encourages original thought. Additionally, it assists students in expressing thoughts in the beginning, middle, and conclusion of a story, along with the necessary characters and backdrop (Karia, 2013). Additionally, students can make puzzles. For instance, the teacher might ask a select group of students to share a few quick quips or riddles at the start of each class session. The instructor will gain the class's focus while also addressing the students' speaking skill in this manner (Klippel, 1986).

Interviews

Students have the option of interviewing different individuals about particular subjects. Students are aware of the kinds of questions they can ask and the general direction to take, students should also prepare their own interview questions. Students have the opportunity

to practice their public speaking skill outside of the classroom by conducting conversations with real people, which also helps them interact. Each student has the opportunity to share their research to the class after questions. Additionally, students can conduct interviews with one another and introduce their partners to the class (Harmer, 2007).

Picture narrating

This exercise is built around a series of images. Students are requested to use the criteria given by the instructor as a criterion to describe the narrative that is depicted in the consecutive images (Rasman, 2018). The vocabulary or sentence patterns they must employ while telling can be included in the rubrics. In addition, giving pupils just one picture and asking them to describe what it is in the picture is another method to use pictures in a speaking exercise. According to Nisfaliliyah (2018), students can form groups for this exercise, and various pictures are provided to each group. Following group discussion, a representative from each group speaks to the class to explain the image. The trainees' ingenuity, imagination, and public speaking abilities are all encouraged by this exercise (Lee, 2015).

Finding the difference

Students can work in pairs on this exercise, and each pair is provided two distinct pictures, such as one of football-playing males and another of tennis-playing ladies. Students in groups talk about the images' parallels and/or differences (Klippel, 1986).

2.2.4. Assessment criteria

According to the Common European Framework of Reference for Languages (2001), speaking skill deal with two categories such as spoken production and spoken interaction. The first one includes spontaneous and short turns during informal discussion, goal-orientated co-operation, and conversation. On the other hand, spoken interaction refers to language learner's abilities to speak during prepared long turns during descriptions.

For assessment criteria, checklists and rubrics can be suitable. They include criteria like vocabulary range and control, grammar and phonological accuracy.

Table 2

Speaking assessment criteria

Vocabulary range	
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
A2	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
Vocabulary control	
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
A2	Can control a narrow repertoire dealing with concrete everyday needs
A1	No descriptor
Grammar accuracy	
B1	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire
Phonological accuracy	
B1	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

A2	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

Note: Adapted from the Common European Framework of Reference for Languages (2001)

For the level A2, there is a rubric which provides guidance about how to assess students' speaking performance. That rubric contains three main language assessment criteria such as grammar and vocabulary, pronunciation, and interactive communication. Assessment related to grammar and vocabulary deals with the students' ability to show a good degree of control of simple grammar structures and the use of appropriate vocabulary. On the other hand, pronunciation refers to the learner's ability to produce utterances with phonological control. Finally, interactive communication assesses the ability to keep a simple conversation (Cambridge English Assessment, 2023).

CHAPTER III

METHODOLOGY

3.1. Location

This research was developed at Unidad Educativa Héroes del Cenepa. This is a public educational institution located in the city of Puyo, Mera. It is located in the rural area of the city. Four hundred students attend to it. Most of the students come from medium and low socio-economic status. Their parents dedicate to small enterprises, informal business, dependence relations (military), and farming. Because of their commitment towards English learning, some of them attend to private English courses in their free time. Moreover, few of the students belong to the Kichwa Shuar ethnic group.

3.2. Tools and techniques

For the objective's achievement, this research used tools like internet connection and the classrooms available at school.

Moreover, the techniques used were a speaking international standardized (test with its rubric. The test was the A2 (KET for schools) exam, the speaking part. It has its rubric which mainly focuses on three aspects like pronunciation, interactive communication, and grammar and vocabulary.

3.3. Research approach

The current study had quantitative approach. It is based on empirical-analytical research. It bases on statistical numbers to respond to specific causes and effects. Quantitative research aims to obtain answers from the population to specific questions (Apuke, 2017). In this case, there is a numerical relationship between the research variables such as peer feedback and learner's speaking skill. Besides, data analyzed was quantifiable and described the students' level of performance (Hernandez et al., 2014).

Furthermore, it developed a quasi-experimental research design. The quasi-experimental design is a work with which it is intended to study the impact of treatments and change processes in situations where the subjects have not been assigned according to random

criteria (Rogers & Revesz, 2019). This design used two groups of study, the control and the experimental groups (Creswell, 2015). The last one participated in the classroom treatment by using the proposal designed in Chapter VI. Both the control group and the experimental one took the pre-test and the post-test (Cohen et al., 2007).

3.4. Hypothesis verification

There were two hypotheses derived from the research problem and the objective.

Null hypothesis: The use of peer feedback does not improve the students' speaking skill.
Alternative hypothesis: The use of peer feedback improves the students' speaking skill.
For the verification of the proposed hypothesis, the t-test was applied. This test involves obtaining means from both groups of study and comparing them through the SPSS (Statistical Package for the Social Sciences) software.

3.5. Population

The participants of this research study were students from the third year of baccalaureate of Unidad Educativa "Héroes del Cenepa" in the 2022-2023 academic period. This study included 40 students divided into two groups: the experimental group and the control group. The population, for this research was obtained through a non-randomly method because the groups were previously formed (Rogers & Revesz, 2019). The information regarding population for the current study is displayed in the table below.

Table 3

Population

POPULATION							
Class	Group	Male		Female		TOTAL	
Third A	Control group	11	28%	10	25%	21	50%
Third B	Experimental group	9	23%	10	25%	19	50%
TOTAL		20	50%	20	50%	40	100%

Note: Obtained from the Secretariat's office

3.6 Data collection

According to Hernandez et al. (2014), data collection is the systematic approach of gathering and measuring information from various sources to understand a topic of interest accurately. Data collection allows an individual to answer relevant questions and evaluate the results. In this context, A2 KET (for schools) speaking part test was the main technique of data collection for the current research (See Annex 1). Its tool was a questionnaire which included two parts. The first part was a set of five questions to talk about a familiar topic with the teacher and the second part was interaction in pairs about a school topic. The second tool was a rubric to assess the students' speaking performance. This rubric had three main aspects to evaluate such as grammar and vocabulary, pronunciation, and interactive communication (See Annex 2).

3.7. Procedure

There was a process which enlightened the route to achieve the research goals.

First, the researcher talked with the authorities to have the permission for developing the study which was widely accepted and supported all the time.

Then, the author of the current dissertation, socialized the project among the students who formed the target population to motivate them to participate.

There were 22 sessions with the target population.

In the first session, the researcher developed the pre-test. Students took the speaking part of the KET (Key English Test) level A2.

In the second session, students were asked to make an oral presentation by following a class plan which consisted of three stages namely lead-in, practice activities, and post-task activities. The following classes followed the same stages. The researcher provided an oral presentation checklist to verify the students' performance.

In the third session, students had to make the same oral presentation; however, in this class, the teacher modelled a short assessment period. The teacher assessed the students' performance based on the assessment checklist. After this introduction, the teacher developed some activities with students who read and discussed the concept of feedback and its characteristics. Students did another oral presentation about the reading text provided by the teacher.

Once learners were trained about oral presentations and feedback, in the fourth session,

the students read, discussed, and talked about the concept of peer feedback and its benefits and importance. They did an oral presentation about this information. The teacher gave feedback based on the assessment checklist and the students became more aware of how to provide feedback to their partners based on the teacher's modelling. Now students were widely familiarized with the assessment checklist. This session was crucial because students learned how to give peer feedback through interactive reading classroom activities which contributed to enhance their speaking skill and their social interaction. Students worked with a genuine interest in helping others, not venting anger about the other person's wrongdoing.

In the fifth session, students read, analyzed, and discussed-how to do an oral presentation. Students became aware of the assessment checklist and they were ready to develop oral presentations and to give peer feedback.

From session six onwards, students worked on classes focused on improving the speaking skill through peer feedback. They encountered topics that were stipulated in the third-year high school curriculum of the Ministry of Education of Ecuador. They worked on topics like the Galapagos islands, Quito: South American Cultural Capital, Ecuadorian traditions such as food, festivities, music, movies, controversial issues, among others. After the whole process, students had enough time and the teacher's support to take turns to make eighter oral presentations or provide peer feedback.

The last session was used to apply the post-test that had the same format of the pre-test.

Then, the researcher continued to make data processing and analysis.

3.8. Data processing and statistical analysis

Data processing in research is the process of transforming it into usable information. Data processing helps to prove or disprove theories, to make decisions or even to advance in the improvement of products and services (Hernandez et al., 2014).

As there were independent samples, the Mann-Whitney U Test was applied to compare means.

3.9. Response variables or results achieved

Independent variable

Peer feedback: this variable was addressed through the literature review. It was found that it improves student's work by highlighting progress rather than deficiency. The student has the opportunity to review with another partner to improve or correct within a motivational and confidence context.

Dependent variable

Speaking skill: It refers to the language user's ability to transmit information between two or more people through oral speech. The intention of the speaking skill is to issue a spoken message that reaches the interlocutor. This variable was achieved through the application of pre and post-tests (A2 KET for schools speaking part). The target population took the pre-test; then, they participated in an intervention process and took a post-test. Finally, results were compared and conclusions were addressed.

CHAPTER IV

RESULTS AND DISCUSSION

In this section, results from the pre-test and the post-test are presented. They were obtained before and after a classroom treatment.

4.1. Pre-test

Table 4

Pre-test

PRE-TEST			
CONTROL GROUP		EXPERIMENTAL GROUP	
Grammar and vocabulary	2.38	Grammar and vocabulary	2.42
Pronunciation	2.33	Pronunciation	2.21
Interactive communication	2.1	Interactive communication	1.63
Total	6.81	Total	6.26
Desired average	15		

Note: Evaluation criteria for pre-test

Analysis and interpretation

Table 4 details information related to data from the pre-test according criteria from the rubric. Each criterion had an expected average of 5. The control group obtained 2.38 in grammar and vocabulary; likewise, the experimental group got 2.42. In pronunciation, the control group got 2.33 and the experimental group had 2.21. There was no significant difference in these criteria; however, in the last criterion, the control group's result was 2.1 and the experimental group 1.63. In this case, it was a slight difference.

These results indicated that students have the same low level of speaking performance; therefore, the study is widely justified because of the students' need of improvement.

Table 5

Pre-test general statistics

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
Group					
Pre-test	Control group	21	6.81	1.887	.412
	Experimental group	19	6.26	1.759	.404

Analysis and interpretation

Table 5 summarizes the information provided in table 4: the control group's average was 6.81 and the experimental group's average was 6.26. Taking into consideration that the expected average was 15, students did not get half of the expected score; therefore, they had a deficient English level.

Students showed enough control of simple grammatical structures and used vocabulary to express about daily life; however, they sometimes used isolated words and phrases. Students' general pronunciation was understandable but with limited control of utterances which sometimes was unintelligible. Moreover, students maintained simple exchanges that had difficulty and required prompting and support.

Table 6

Pre-test: Comparison of means

Independent Samples Test		Levene's Test		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interv. Difference	
								Lower	Upper
Pre-test	Equal variance	0.201	0.656	0.944	38	0.351	0.546	-0.625	1.718

Note: data obtained from the t-test through SPSS

In the two-tailed significance column of Table six there was a result of 0.351 which statistically meant that there was a small difference between means of the control and the experimental group. Therefore, the low level of speaking performance in the target population was present in both groups.

4.2. Post-test

After a period of classes focused on Peer feedback for the students' speaking performance improvement, the students had a second test.

Table 7

Post-test: results according rubric criteria

POST-TEST			
CONTROL GROUP		EXPERIMENTAL GROUP	
Grammar and vocabulary	2.86	Grammar and vocabulary	3.73
Pronunciation	2.48	Pronunciation	3.42
Interactive communication	2.1	Interactive communication	2.78
Total	7.44	Total	9.93
Desired average	15		

Note: Evaluation criteria from post-test

Analysis and interpretation

Table 7 displays results where students from the control group obtained an average of 7.44; on the other hand, the experimental group had 9.93. These scores were out of 15. It is also visible that both groups got better results in grammar and vocabulary; nevertheless, their interactive communication was the lowest score.

From data gathered in the post-test, it was evidenced that students from the control group maintained the same averages. On the other hand, students who took part of the lessons directed by the researcher showed different means. Students mostly showed a good control of grammar and vocabulary; their pronunciation was intelligible but sometimes with little control; and they managed simple exchanges that required prompting and support.

Table 8

Group statistics: Post-test

Group		N	Mean	Std. Deviation	Std. Error Mean
Group Statistics					
Post-test	Control group	21	7.43	1.434	.313
	Experimental group	19	9.84	1.573	.361

Table 8 contains information about the means, the control group obtained a lower score in comparison with the experimental one.

Table 9

Post-test: t-test

		Levene's Test		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interv. Difference	
								Lower	Upper
Post-test	Equal variance	.001	.974	5.077	38	.000	2.414	-3.376	1.451

Note: data obtained from the t-test through SPSS

Analysis and interpretation

Table 9 shows a two-tailed significance of .000 in the comparison of means for the post-test. This result is < than .05. Statistically, it is a significant difference between means. With 95% of reliability, the experimental group mean was higher than the control one; hence, the proposal implemented with those students was effective.

4.3. Discussion

According to the research results, students know now how to give peer feedback among students. This greatly helped for students to be more motivated and engaged in the English oral practices because they were not stressed; on the contrary, the classroom environment was friendly; therefore, students enhanced their social skills by speaking. In this sense, Homayouni (2022) concluded that peer feedback helps learners to socially construct their knowledge within an active classroom environment which is really beneficial and positive for students learning.

After the entire process developed in this research, it is stated that peer feedback is a valuable component in speaking skill development as it offers individuals the opportunity to receive constructive criticism and insights from their peers. Regarding to this, Fang et al. (2018) ascertained that social constructivism must be applied in the classroom. This statement has been valuable to implement the classroom treatment to obtain positive results similar to those found by Beergren (2019); Motallebzadeh et al. (2020); and, Zam-zam (2020). These authors agreed that peer feedback contributes to enhance students' social skills and they evidenced that students speaking skill performance was much better after classroom treatment.

Students showed difficulties in their speaking skill; therefore, a constructive criticism in the classroom environment was proposed. This encouraged peers to provide specific and constructive feedback which helped learners identify areas for improvement. Classroom discussions revolved around how to frame feedback positively, focusing on both strengths and areas that need development. This fact helped the participants low their anxiety at the moment of speaking and developing oral presentations which was similar to the research proposed by Motallebzadeh et al. (2020). In this regard, Homayouni (2022) agreed with the previous citation because students face challenges while speaking in class; however, working in pairs to provide feedback on own works lessens students' affective filter and their performance is better.

Due to the scarcity of possibilities for practical application in everyday contexts, significant progress in language acquisition is challenging to achieve unless learners

exhibit a high level of enthusiasm and engagement. There were similarities with previous research done by Motallebzadeh et al. (2020). During classes, active listening skills were put into action. Participants learned to actively listen during their peers' presentations, enhancing their understanding of effective communication and empathy. Classroom discussions also centered around the importance of attentive listening to provide accurate and helpful feedback. For this reason, there was empowerment and confidence among students. Engaging in peer feedback sessions created a supportive environment where individuals gained confidence in their speaking abilities. Discussions touched upon the importance of providing encouraging feedback to build confidence while addressing areas for improvement tactfully.

There was also objective assessment. According to Grădinaru et al. (2021), objective assessment is a sort of evaluation that has been stripped of subjectivity. What is commonly understood by this is an indirect test in which the items have only one correct answer, such as, for example, exercises to choose one right option among several. In this context, classroom discussions involved establishing criteria for assessing speaking skill objectively. This included elements like clarity, coherence, body language, voice modulation, and overall effectiveness in delivering the message. The information detailed in the assessment rubric is similar to the proposed by Yeh et al. (2019) which also promoted cultural sensitivity and respect among learners. Participants were encouraged to provide feedback respectfully, considering cultural differences and individual speaking styles. Discussions guided on how to deliver feedback in a manner that is sensitive to diverse backgrounds and communication styles.

In essence, peer feedback in speaking skill development aims to create a supportive and conducive environment for individuals to refine their communication abilities, fostering a culture of constructive criticism, active listening, and continuous improvement. However, Fang et al. (2018) stated that their findings indicated that the utilization of peer feedback had a positive impact on students' proficiency in oral communication. However, it did not yield any significant improvements in their utilization of communication strategies. This result was similar to those found in the current research because the lower mean in the treatment group was interactive communication. Students improved in grammar and

vocabulary; as well as in pronunciation; nevertheless, in interactive communication their score was the lowest.

These results have practical and theoretical implications because this kind of studies are needed to contribute high school education within its practice and implementation. Peer feedback discussions emphasize the value of using the feedback received to actively practice and improve speaking skill. Furthermore, encouragement is given to apply the suggestions provided by peers in subsequent presentations or speaking opportunities. Since, students gained feedback delivery skills, they discussed and learned how to deliver feedback effectively. This includes being specific, providing actionable advice, and maintaining a balance between positive and constructive criticism.

In consequence, it is highly suggested to promote students to give and receive feedback. Discussions may revolve around the art of receiving feedback gracefully. In this context, students would learn to be open-minded and receptive to constructive criticism, understanding that it is essential for personal growth and skill enhancement.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY, ANNEXES.

5.1. Conclusions

Conclusions for this research correspond to the statements that have emerged from the process of analysis and discussion of the research results in response to the stated objectives.

- The use of peer feedback improves the students' speaking skill. This was evidenced in classroom implementation, where students worked with motivation, respect, and engagement. Classroom discussion provided an opportunity to practice speaking skills and gain self-confidence among students freely.

- The students' level of speaking performance at the beginning and at the end of this research was assessed. In the beginning, the target population showed deficiencies in their speaking performance. Students demonstrated proficiency in basic grammatical structures and vocabulary related to daily living but occasionally relied on individual words and phrases. Students' overall pronunciation was comprehensible but needed more command over their speech, leading to occasional unintelligibility. Additionally, learners engaged in challenging basic interactions that needed encouragement and assistance. However, the experimental group improved their scores in the end, which evidenced a statistically significant difference. Students demonstrated a more robust command of syntax and vocabulary, with understandable pronunciation but an occasional lack of control. They could also engage in basic conversations with some assistance and encouragement from their teacher.

- The use peer feedback to enhance students' speaking skill was theoretically analyzed. Therefore, it is concluded that peer feedback must be used in a natural context because students show engagement when the topics to discuss are related to their daily lives or interesting topics. Those topics were planned according to the student's needs and curriculum.

- Applying peer feedback to high school students was challenging. To overcome this difficulty, a booklet with worksheets was designed and implemented. It contained active learning lessons according to the English curriculum for the third year of baccalaureate. The activities included all language skills, mainly speaking. Students produced oral presentations, which helped to improve vocabulary, grammar, and pronunciation.

5.2. Recommendations

- It is recommended to investigate the usefulness of peer feedback to improve the student's speaking skills in other high school grades. It would be beneficial if peer feedback could be applied in primary education to build a culture of helping and supporting others.
- It is advised that English teachers assess the students' level of speaking performance at the beginning and end of each school year. It may be more accurate if treatment is more prolonged. In that way, results would be helpful for the teacher of the following year.
- Analyzing how to use peer feedback in the context of students speaking skill enhancement is also encouraged. It must be guided by students' needs, living context, and preferences to have positive results.
- It is highly recommended to apply the proposal in this research and adjust it according to each context and need. Consequently, results would be similar or better.

Bibliography

Abiot, D. (2020). Investigating the influence of using Peer Feedback on EFL Students' speaking achievement and their perceptions towards Peer feedback. *Arabic Language, Literature & Culture, 5*(3), 23-34. doi:10.11648/j.allc.20200503.11

Ahmed, M. (2018). *Vocabulary learning strategies.* London: Beyond words.

Aisyah, E. (2021). *Students' ways and criteria in assessment speaking.* https://idr.uin-antasari.ac.id/17588/

Akdemir, A., & Ilhan, B. (2019). EFL Instructors' Majors and Their Speaking Activity Choices for. *Anadolu Journal of Educational Sciences International, 9(1)*, 1-26. doi: 10.18039/ajesi.520805.

Al Jahromi, D. (2019). Can Teacher and Peer Formative Feedback Enhance L2 University Students' Oral Presentation Skills? In S. Hidri, *Changing Language Assessment* (pp. 95-131). Cham, Switzerland: Palgrave Mcmillan. doi:10.1007/978-3-030-42269-1_5

Al-Abdullatif, A. (2020). Alternative Assessment Approaches and Quality Product Design Within Web-Based Learning Environments. *International Journal of Web-Based Learning and Teaching Technologies. Volume 15 Issue 3, 15*(3), 60-74. doi:10.4018/IJWLTT.20200701.oa1

Angelo, T., & Cross, K. (1993). *Classroom Assessment Techniques: A Handbook for College teachers.* Jossy-Bass Publishers. Retrieved from https://files.eric.ed.gov/fulltext/ED317097.pdf

Apuke, O. D. (2017). Quantitative Research Methods : A Synopsis Approach. *Arabian Journal of Bunisness and management, 6*(11), 40-47. doi:10.12816/0040336

Ayuningtias, D., & Yana, W. (2019). The Use of Role Play to Improve Students' Speaking Skill. *PROJECT, 2*(3), 416-420. doi:https://doi.org/10.22460/project.v2i3.p416-420

Azizi, M., Kralik, R., Petrikovicova, L., & Tkáčová, H. (2020). A comparative study of the effects of self-assessment and peer feedback on literature students' oral production. *Science for Education Today, 10*(5), 10-21. doi:10.15293/2658-6762.2005.01

Banister, C. (2020). Exploring peer feedback processes and peer feedback meta-dialogues with learners of academic and business English. *Language Teaching Research, 1*(1), 1-10. doi:https://doi.org/10.1177/1362168820952222

Barnard, R. (2017). Alternative Assessments and Student Perceptions in the World Language Classroom. *The TFLTA Journal., 6*(1), 30-44. Retrieved from https://files.eric.ed.gov/fulltext/ED577103.pdf

Baten, R., Clark, F., & Hoque, M. (2019). Upskilling Together: How Peer-interaction Influences Speaking-skills Development Online. *2019 8th International Conference on Affective Computing and Intelligent Interaction (ACII).* Cambridge UK: IEEE Xplore. doi:10.1109/ACII.2019.8925448

Berggren, J. (2019). *Writing, reviewing, and revising: Peer feedback in lower secondary EFL classrooms.* Retrieved from PhD dissertation, Department of English, Stockholm University).: https://su.diva-portal.org/smash/get/diva2:1307756/FULLTEXT01.pdf

British Council. (2023). *Teaching English: Lesson plans.* https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/articles/lesson-plans

Brown, D. (2004). *Language Assessment: Principles and classroom practices.* Pearson. Retrieved from https://evelintampubolon.files.wordpress.com/2016/09/h-_douglas_brown_-_language_assessment.pdf

Brown, D., & Abeywickrama, P. (2018). *Language Assessment: Principles and classroom practices.* Pearson. Retrieved from https://books.google.com.ec/books/about/Language_Assessment.html?id=a7nqswEACAAJ&redir_esc=y

Brown, J., & Hudson, T. (1998). The Alternatives in Language Assessment. *TESOL Quarterly, 32*(4), 663-675. doi:http://gallery.ikiu.ac.ir/public-files/profiles/items/090ad_1429352167.pdf

Caluyua, T. (2018). *Assessment and Evaluation in Education.* https://www.researchgate.net/publication/342918149_ASSESSMENT_AND_EVALUATION_IN_EDUCATION/link/5f0d737aa6fdcc547aee9fb3/download

Cambridge Dictionary. (2023). *Cambridge Dictionary.* https://dictionary.cambridge.org/

Cambridge English Assessment. (2023). *English Language Assessment.* Pre A1 Starters: https://www.cambridgeenglish.org/exams-and-tests/movers/

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education.* New York: Routledge. Retrieved from http://repository.unmas.ac.id/medias/journal/EBK-00127.pdf

Common European Framework of Reference for Languages. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Retrieved from https://rm.coe.int/16802fc1bf

Cortez, M., & Sanchez, S. (2018). *Enhancing speaking skills through Cooperative Learning.* Retrieved from shorturl.at/bqwyz

Creswell, J. (2015). *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fifth Edition.* New Yersey: Pearsonhttp://repository.unmas.ac.id/medias/journal/EBK-00121.pdf

Cronquist, K., & Fiszbein, A. (2017). *English Language Learning in Latin America.* The Dialog. Retrieved from https://www.thedialogue.org/wp-content/uploads/2017/09/English-Language-Learning-in-Latin-America-Final-1.pdf

Darcy, I. (2018). Powerful and Effective Pronunciation Instruction: How Can We Achieve It? *The CATESOL journal, 30*(1), 1-33. Retrieved from https://files.eric.ed.gov/fulltext/EJ1174218.pdf

Derakhshan, A., Khalili, A., & Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies, 6*(2), 177-186. doi:10.5539/ells.v6n2p177

Ellis, A., & Young, A. (1988). *Neuropsicología cognitiva humana.* Madrid: Editorial Mazón.

Evers, K., & Chen, S. (2020). Effects of an automatic speech recognition system with peer feedback on pronunciation instruction for adults. *Computer Assisted Language Learning, 35*(8), 1869-1889. doi: https://doi.org/10.1080/09588221.2020.1839504

Evers, K., & Chen, S. (2020). Effects of an automatic speech recognition system with peer feedback on pronunciation instruction for adults. *35*(8), 1869-1889. doi:https://doi.org/10.1080/09588221.2020.1839504

Fang, W.-C., Cassim, F., Hsu, C.-N., & Chen, N.-S. (2018). Effects of reciprocal peer feedback on EFL learners' communication strategy use and oral communication performance. *Smart Learning Environment, 5*(11), 1-16. doi:https://doi.org/10.1186/s40561-018-0061-2

Faridah, D., Thoyyibah, L., & Kurnia, A. D. (2020). Promoting students' critical thinking through Peer Feedback in oral communication classroom. *Academic Journal PERSPECTIVE: Language, Education and Literature, 8*(1), 50-59. doi:http://dx.doi.org/10.33603/perspective.v8i1.3348

Fulcher, G., & Davidson, F. (2007). *Language testing and assessment. An advance resource book.* New York: Routledge Applied Linguistics. https://www.kau.edu.sa/Files/0005056/Subjects/Fulcher%20Davidso%20Language%20Testing%20and%20Assessment%20An%20Advanced%20Resource%20Book%20Routledge%20Applied%20Lingu.pdf

Gorham, T., Majumdar, R., & Ogata, H. (2023). Analyzing learner profles in a microlearning app for training language learning peer feedback skills. *Journal of Computers in Education, 1*(1), 1-26. doi:https://link.springer.com/article/10.1007/s40692-023-00264-0

Grădinaru, A., Spataru, M., & Pavel, G. (2021). The importance of objective evaluations in stimulating fair competitiveness in higher veterinary education. *14th International Conference of Education, Research and Innovation, ICERI 2021 Proceedings* (pp. 1-5). Seville: IATED Academy. doi:10.21125/iceri.2021.0453

Harmer, J. (2007). *How to teach English. First Edition.* England: Pearson Education.

Hernández, R. (2017). Impacto de las TIC en la educación: Retos y Perspectivas. *Propósitos y Representaciones*, 325-347.

Hernández, R., Fernández, C., & Baptista, M. (2014). *Metodología de la Investigación.* Mexico: The McGraw-Hill Companies, Inc.

Herrera, S., Morales, R., & Murry, K. (2013). *Assessment acomodation for classroom teachers of Culturally and linguisticaly diverse students.* Boston: Pearson.

Homayouni, M. (2022). Peer assessment in group-oriented classroom contexts: on the effectiveness of peer assessment coupled with scaffolding and group work on speaking skills and vocabulary learning. *Language Testing in Asia, 12*(61), 1-23. doi:https://doi.org/10.1186/s40468-022-00211-3

Karia, A. (2013). *Storytelling Techniques from TED.* https://akashkaria.com/wp-content/uploads/2014/01/TEDTalksStorytellingTechniques.pdf

Ketabi, S., & Ketabi, S. (2014). Classroom and Formative Assessment in Second/Foreign Language Teaching and Learning. *Theory and Practice in Language Studies, 4*(2), 435-440. doi:10.4304/tpls.4.2.435-440

Klippel, F. (1986). *Keep Talking. Communicative fluency activities for language teaching.* New York: Cambridge University press. https://core.ac.uk/download/pdf/12169415.pdf

Lackman, K. (2010). *Teaching Speaking Sub-skils.* Toronto: Ken Lackman & Associates.

Latifa, E. M. (2022). Public Speaking and Online Peer Feedback in a Blended Learning EFL Course Environment: Students' Perceptions . *English Language Teaching, 15*(2), 31-49. doi:https://doi.org/10.5539/elt.v15n2p31

Lee, Y. (2015). Quantifying English fluency in Korean speakers' read-aloud and picture-cued storytelling speech. *Linguistic Research 31(3)*, 465-490. doi: 10.17250/khisli.31.3.201412.003.

Luna, T., Alvarado, E., & Narvaez, O. (2022). Peer-correction as a Strategy to Improve Teenagers' Speaking Skills in Foreign Language Learning. *Revista de Investigación Educativa, 35*(1), 26-54. doi:https://doi.org/10.25009/cpue.v0i35.2819

Lynd, M. (1996). *Continous assessment.* Nambidia: National Institute for Educational Development. Retrieved from https://pdf.usaid.gov/pdf_docs/Pnadr081.pdf

Ministerio de Educación del Ecuador. (2016, Marzo 31). *Currículo 2016.* Ministerio de Educación del Ecuador: https://educacion.gob.ec/curriculo/

Mitchell, V., & Bakewell, C. (1995). Learning without Doing : Enhancing Oral Presentation Skills through Peer Review. *Management Learning, 26*(353), 354-366. doi:10.1177/1350507695263005

Motallebzadeh, K., Kondori, A., & Kazemi, S. (2020). The Effect of Peer Feedback on EFL Learners' Classroom Anxiety. *Language Teaching Research Quarterly, 18*(1), 40–52. doi:10.32038/ltrq.2020.18.03

Nisfaliliyah, Y. (2018, August 7). *The Effect of Picture-Cued Task to Improve Students' Understanding in Degree of Comparison at SMPN 1 Candi Sidoarjo.* Retrieved from http://eprints.umsida.ac.id/4185/

Nunan, D. (1991). *Language Teaching Methodology.* New York: Prentice Hall.

Rasman, A. (2018). *The use of picture-cued elicitation of degree of comparison to improve students'speaking ability.* https://www.academia.edu/41286671/THE_USE_OF_PICTURE-CUED_ELICITATION_OF_DEGREE_OF_COMPARISON_TO_IMPROVE_STUDENTSSPEAKING_ABILITY?auto=download

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Rietsche, R., & Söllner, M. (2019). Insights into Using IT-Based Peer Feedback to Practice the Students Providing Feedback Skill. *Proceedings of the 52nd Hawaii International Conference on System Sciences* (pp. 63-72). Grand Wailea, Hawai: VIAIS elybrary. doi:https://aisel.aisnet.org/hicss-52/cl/teaching_and_learning_technologies/8/

Rifa, L., & Sabilah, F. (2022). Augmenting English public speaking skill through peer evaluation: a case study in Toastmaster International Club. *Journal on English as a Foreign Language, 12*(1), 138-158. doi:https://doi.org/10.23971/jefl.v12i1.3113

Rogers, J., & Revesz, A. (2019). Experimental and quasi-experimental designs. In J. McKinley, & R. Heath, *The Routledge Handbook of Research Methods in Applied Linguistics* (pp. 133-143). New York: Routledge. Retrieved from https://www.researchgate.net/publication/334250281_Experimental_and_quasi-experimental_designs

Sackstein, S. (2017). *Peer Feedback in the classroom. Empowering students to be the experts.* Alexandria, Virginia: Stefani Roth. https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/books/PeerFeedbackInTheClassroom_Sackstein.pdf

Sato, M. (2011). *Peer interaction and corrective feedback: Proceduralization of grammatical knowledge in classroom settings.* https://escholarship.mcgill.ca/concern/theses/5x21tk68p

Serrat, O. (2008). Storytelling. *Asian Development Bank, 10*(1), 1-4. Retrieved from https://www.adb.org/sites/default/files/publication/27637/storytelling.pdf

Smith, A., Schieber, D., & Austin, T. (2020). Avoiding "Great Job!": Self- and Peer Feedback as Formative. *Journal of the Academy of Business education, 21*(1), 100-131. Retrieved from https://www.abeweb.org/_files/ugd/4ccb80_ca33c1ed42964faf8252d5e420abba9d.pdf#page=105

Smith, C., & King, P. (2004). Student Feedback Sensitivity and the Efficacy of Feedback Interventions in Public Speaking Performance Improvement. *Communication Education, 53*(3), 203-2016. doi:https://doi.org/10.1080/0363452042000265152

Spiller, D. (2012). *Assessment Matters: Self-Assessment and peer assessment.* New Zeland: The University of Waitako. Retrieved from https://tek-teach.sdu.dk/uploads/simplex/documents/Workshops/assessment_matters_self-assessment_peer_assessment.pdf

Spratt, M., Pulverness, A., & Williams, M. (2011). *The TKT Teaching Knowledge Test Course. Second edition.* Cambridge University Press.

Taral, K. (2015). Internal and External Evaluation in Education. *Research in Humanities & Social Sciences, 3*(1), 57-61. Retrieved from raijmr.com/ijrhs/wp-content/uploads/2017/11/IJRHS_2015_vol03_issue_01_13.pdf

TPT teacherspayteachers. (2023). *Peer Feedback Form for Informative Oral Presentations.* Retrieved from https://www.pinterest.com/pin/544583779942822645/

UNESCO. (2023). *Assessment for improved learning outcomes.* Retrieved from https://www.unesco.org/en/learning-assessments

Wu, J., & Miller, L. (2020). Improving English Learners' Speaking through Mobile assisted peer feedback. *English for Academic and Professional Purposes in the Digital Era*, 168–178. doi:https://doi.org/10.1177/0033688219895335

Yeh, H.-C., Tseng, C.-S., & Chen, Y.-S. (2019). Using Online Peer Feedback through Blogs to Promote Speaking Performance. *Educational Technology & Society, 22*(1), 1-14. https://drive.google.com/file/d/1EwH_IzTM7GJfcrvxDa4D0TSKqHfDe4HP/view

Annex 1.

PRE-TEST AND POST-TEST

A2 (KET for schools) exam

This exam was retrieved from the Cambridge assessment web site and was used as the pre-test and post-test. This research was directed to the speaking skill; therefore, only this section of the test was addressed to the target population.

Test 1: Eating

Part 1 (3-4 minutes)

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

		Back-up prompts
	B, do you work or are you astudent?	Do you work? Do you study? Are you astudent?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?

For Non-UK, ask	Where do you live? Thank you.	Do you live in … (name of district / townetc.)?
	A, do you work or are you astudent?	Do you work? Do you study? Are you astudent?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in … (name of district / townetc.)?

Phase 2
Interlocutor

Now, let's talk about **friends**.

	Back-up prompts
A, how often do you see your friends?	Do you see your friends every day?
What do you like doing with your friends?	Do you like going to the cinema?
B, where do your friends live?	Do your friends live near you?
When do you see your friends?	Do you see your friends at weekends?

Extended Response Now **A**, please tell me something about one ofyour friends.	**Back-up questions** Do you like your friend? Where did you meet your friend? Did you see your friends last weekend?

Interlocutor

Now, let's talk about **home**.

	Back-up prompts
B, who do you live with?	Do you live with your family?
How many bedrooms are there in your house /flat?	Are there three bedrooms in your house / flat?
A, where do you watch TV at home?	Do you watch TV in the kitchen?
What's your favourite room in the house?	Is your bedroom your favourite room?

61

Extended Response	**Back-up questions**
Now, **B**, please tell me something	Do you like cooking at
about the thingsyou like doing at	the weekends?Do you
home, at the weekends.	play computer games at
	the weekends?
	What did you do at home, last
	weekend?

Source: Cambridge Assessment (2023)

PART 2

Phase
1

Interlocutor

☐ 3-4
minute
s

Now, in this part of the test you are going to talk

together. *Place **Part 2** booklet, open at **Task 2a**, in*

front of candidates. Here are some pictures that show

different places to eat.

Do you like these different places to eat? Say why or why not. I'll say

that again.Do you like these different places to eat? Say why or why

not.

All right? Now, talk together.

Candidates ....

☐ *Allow a minimum of 1 minute (maximum of 2 minutes)*
before moving on to thefollowing questions.

Interlocutor / Candidates		Optional prompt
Use as appropriate .Ask each candidate at least one question.	Do you think… …eating on the beach is fun? … eating in restaurants is expensive? …eating at home is boring? … eating at college/work is cheap? … eating in the park is nice?	*Why?/Why* not? What do **you** think?

Interlocutor   So, **A**, which of these places to eat do you like best?And you, **B**, which of these places do you like best?

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

Phase 2

Interlocutor
☐ *Allow up to 2 minutes*

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?

Source: Cambridge Assessment (2023)

Annex 2

Assessment rubric for the A2 (KET for schools) exam (Speaking part)

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a rangeof appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requiresvery little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limitedcontrol of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary ofisolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintainingsimple exchanges. Requires additional prompting and support.
0	*Performance below Band 1.*		

Source: Cambridge Assessment (2023)

CHAPTER VI

PROPOSAL

6.1 Title

"Applying peer feedback to improve the speaking skill"

6.2 Description

Name of the Institution: Unidad Educativa "Héroes del Cenepa"

Beneficiaries: Students who attend to Third year of baccalaureate

Location: Mera – Puyo - Ecuador

Estimated time for the execution: 10 weeks

Person in charge: Lic. María Elena Tipán

Justification

There are several reasons in favor of this proposal's rationale. First off, this work is crucial because it creates classroom exercises that aid students in improving their feedback knowledge and, as a result, their command of the speaking skill. Although applying peer feedback in the classroom is not new, their successful usage increases motivation for a specific goal, such as improving students' oral interaction and their English performance in general.

This suggestion is newfangled as well. The Unidad Educativa "Héroes del Cenepa" lacks any preceding study or proposals, which significantly aids the pupils in overcoming their speaking proficiency difficulties. Furthermore, teachers would have helpful tools to use or modify to suit their teaching-learning process needs.

Objectives

General

To design a booklet with lesson plans and activities based on peer feedback to improve the speaking skill.

Specific

- To give effective peer feedback.

- To design lesson plans and innovative classroom tasks based on peer feedback to enhance the speaking skill.

- To motivate students and teachers to apply peer feedback.

Feasibility analysis

This idea has been carefully thought out and developed to have sufficient viability for its use. It is therefore technically, technologically, and economically feasible.

Technical viability is possible since all the school facilities are open and the authorities have granted their approval for the development of the classroom intervention. For teachers who want to assist pupils in developing their technological skills, the school has a small computer lab. There is also an instructor who offers assistance to others as required.

There is also technological feasibility. The computer lab's internet connection makes it easier to browse the web and do research.

Economic viability also exists since the researcher has covered all costs during the whole procedure.

Theoretical foundation

Peer feedback

Peer feedback refers to the practice through which students adjust their speech once their interlocutors (their peers) provide them with corrections. Therefore, using peer feedback tools (specifically in oral production) will help learners positively evaluate their language learning progress. Consequently, the production of utterances in L2 will generate favorable results (Brown, 2004; Abiot, 2000). Therefore, interaction plays a vital role in acquiring second languages (Cortez & Sanchez, 2018).

Students value each other's ideas and opinions. In most cases, they enjoy working with each other (Evers & Chen, Effects of an automatic speech recognition system with peer feedback on pronunciation instruction for adults, 2020). Given the opportunity, they can give to and receive from a partner valuable and important idea. When organized correctly, structured peer-to-peer meetings allow students to obtain suggestions, ideas, and compliments on their work. In productive meetings, students know what to look for and have concrete guidelines to follow as they work with their peers. Rubrics or checklists (checklists) can be practical tools to keep students engaged on task and remind them to offer positive feedback, suggestions, and ideas. Teachers can implement this strategy in

the classroom, at any time, for various purposes with practice and modeling. (Rietsche & Söllner, 2019).

The most critical component of peer feedback is the shaping that happens beforehand. In undertaking feedback giving themselves, many students will spend time chatting, criticizing other students' work, or getting nowhere. Before students assemble independently, teachers must model and apply role play to constructively explain how to provide feedback. Students need to take responsibility for the comments, suggestions, and feedback they provide to each other, and they need to know in advance how to do it effectively. Providing feedback forms, which the teacher will review, can provide the basis for peer meetings. Once students have had time to practice, know the requirements, and know expectations and peer meetings, they can be an integral part of the feedback process (Cortez & Sanchez, 2018).

Peer feedback can be done at any time during a project. It can be used as a starting point for brainstorming or structured for feedback mid-project so students can revise their work based on feedback from their peers. Also, getting feedback before meeting with the teacher would be helpful; as a result, it will then be vetted by others and be more refined. Peer feedback can occur at multiple stages during a long project or during a short project that applies cooperative work (Spiller, 2012). A feedback form is required so students can focus on giving suitable types of feedback and know the expectations for the meeting (Homayouni, 2022).

Speaking skill

It is the linguistic skill related to the production of oral discourse. It is a communicative capacity that encompasses not only a mastery of pronunciation, vocabulary and grammar of the target language, but also sociocultural and pragmatic knowledge. It deals with oral communication which is the transfer of information from the sender to the receiver by means of verbal and visual aids. Examples of oral communication include presentations, speeches, debates, among others (Common European Framework of Reference for Languages, 2001).

Peer feedback and speaking skill

Communication takes place verbally and non-verbally. Verbal communication uses words to exchange the message, and it includes both the written and the spoken word. Nonverbal communication completes the message exchange with gestures, facial expressions, and/or body movements. Both techniques combine to make communication more effective. Therefore, it is important to know the subject and the content of the message and the expressions that must be used to make the receiver understand the message (Fang et al., 2018).

In this research, it is intended to improve students' speaking skill. Therefore, the teacher will engage the students actively in each class. The teacher will propose some lead-in, main task, and post-task activities. Students will work with new topics in each session according to their school level. They will serve to promote learner interaction. In the third stage of the class, students must develop some cooperative oral productions according to those topics and the corresponding assessment tool. One of the students will be the listener and observer, and the other will be who speaks and presents the task. The listener will attentively observe and check their partner's work, using the rubric or checklist to assess. Once this activity is done, the listener will provide positive feedback, emphasizing the good aspects of the job. Afterward, peers will correct and solve deficiencies to make a final presentation. Students will not have any authority or power over their peers because this research intends to provide reciprocal feedback. In other words, students will take turns, and the teacher will assign different pairs in each class to avoid anxiety or tension.

Methodology of the proposal

The teaching-learning process of this proposal is given by the acquisition of linguistic knowledge and the formation of habits and the speaking skill. In this context, the communicative approach was adopted in order to promote face-to-face oral interaction among students while learning and using the target language in a real-life context (Richards & Rodgers, 2001). By using peer feedback, the sender of a message can avoid misinterpretation or interruption of communication. Example: In face-to-face communication, feedback is immediate. The sender can see the reaction of the receiver, the expression that he understood or not the message, if it is clear or confusing. He or she

can ask to know if the message is clear or not, and the receiver can ask what is not clear (Rietsche & Söllner, 2019).

According to Richards and Rodgers (2001), communicative class is one in which complete student-student interaction is achieved. Therefore, there are some characteristics of this class:

There is a student-student interaction.

There is a negotiation of meanings between the students and the teacher (as the facilitator).

There is a great development of students' interest towards learning.

There should be activities that focus on accuracy and fluency.

There are activities that focus on the form and others focus on the communicative result but varying the circumstances of communication in the classroom.

Purpose of communication activities

The global practice of tasks.

They improve motivation.

Create an environment conducive to learning.

Furthermore, Lesson plans that focus on the speaking skill are developed in Spratt et al. (2011) such as lead-in, practice activities, and post-task activities. In the first stage, students familiarize with the topic. Then, students practice with the new language, and as post-task activities, students freely produce the language. After presenting the free production, students provide peer feedback to improve students' oral productions.

6.3. Development

Table 10

Operational model

Stages	Objectives	Activities	Resources	People in charge	Time
Identification	• To identify the topics according to the students' needs and level.	Review and analysis of the Modules provided by the Ministry of Education for third year of baccalaureate.	English modules	Researcher	2 weeks
Design	• To identify the material for students according to their needs, age, and level. • To design peer feedback tasks to enhance speaking skill.	- Analysis material according to students' needs. - Designing lesson plans and worksheets.	Computer Internet connection	Researcher	2 weeks
Promoting	• To apply the proposal during the intervention phase	- Working with students during the intervention phase	- Lesson plans - Worksheets - Internet connection	Researcher	10 weeks
Evaluation	• To evaluate the intervention phase	Applying the post-test	Questionnaire	Researcher	2 hours

"APPLYING PEER FEEDBACK TO IMPROVE THE SPEAKING SKILL"

Booklet for teachers and students use

Lic. María Elena Tipán

2024

PRESENTATION

Education constitutes one of the vital strategic resources for the processes of social development. It also includes the fundamental link for the integral formation of the human being and culture through technical and scientific development. All this raises the need for the new generations to learn English, broaden their political and ideological training, know and appreciate the history and culture of other countries, and use their knowledge in practice.

In the educational sphere, the transformation of the teaching-learning process is needed, for which a more significant preparation is evident, intending to perfect this process. The present work offers a proposal as a contribution to the development of communication skills in the English language due to the insufficiencies presented in their development, guaranteeing the elevation of the quality of the educational process. In this context, the current booklet that proposes the application of peer feedback among students to improve the speaking skill is put into your kind consideration.

This booklet contains lesson planning for teachers which includes worksheets for students to work in class. Both of them focus on the use of spoken English for communication purposes which constitutes meaningful learning for students.

TEACHERS' BOOKLET

LESSON PLAN 1

TITLE
My family photo

Class objective	Teaching Material	Teaching aids
Students will be able to talk about their family members.	Reading material: Student's previous knowledge Oral production checklist	Handout Worksheets Internet connection

Time	Stage	Procedure	Assessment
10'	**Lead-in**	NOTE: Students have to bring a family photo which should be asked in the previous class. Teachers asks Ss to take their family photos out and answer their teacher's questions. What are the family members in your photo? What are their names? The teacher provides time for students to take turns to answer question orally.	Teacher's feedback emphasizes students' strengths. Teacher uses the feedback checklist.
20'	**Practice activities**	**Activity 1** T presents a table to fill with family member's information. Ss fill their tables. T asks questions What are your family members in your photo? How old is your father? What does he do? What does he like? What does he dislike? After writing down answers, students take turns to talk in pairs and ask and answer about their family photos.	
20'		**Activity 2** T asks students to present their photos and describe people in them in a two-minute presentation. T provides a cue to guide presentations and presents a model in a listening exercise. Ss must complete the following text. This is my family photo. The man on the left is my ………… . His name is …………….. . He is …………. years old. He is a ………….. He likes ………… He doesn't like	

		………………… Next to my father is my …………. Her name is …………… She is ……………years old. She is a ………….. She likes ………… . She doesn't like …………….. . The woman next is my ……………. Her name is ……………… She is ……years old. She is a ………….. She likes ………………… She doesn't like …………………. The last man is my ………………. His name is …………….. He is ……………… He likes ……………………… He doesn't like ……………………….. . Students have their time to rehearse their presentations.	
20'	**Post-task activity**	Students' take their time to individually describe their photos. The teacher uses a checklist to take notes to give feedback after presentations. Teacher individually provides feedback to each student after presentations based on the oral presentation checklist. Teacher gives ideas for students to improve their presentation for the next class.	

Oral presentation checklist

ORAL PRESENTATION CHECKLIST				
Student's name				
Criteria		Very good	Satisfactory	Needs improvemet
Content	The information was presented in a clear way.			
	The information was appropriate to the main topic.			
	The events presented were correct.			
Organization	Ideas were presented in logical order.			
	Vocabulary learned in this class was used.			
Grammar and vocabulary	The speaker uses complete sentences.			
	The speaker uses appropriate vocabulary.			

Pronunciation	The spealer pronounces appropriately.			
	The student speaks loud enough.			
Interactive communication	The student understand questions.			
	The student answers questions.			
	The student makes eye contact with the audience.			

LESSON PLAN 1 - HANDOUTS
My family photo
1. **Take your family photo out and show it to your teacher.**
2. **Answer your teacher's questions about your photo. Then, take turns to answer them orally.**
   a) How many people are there in your photo?
   ----
   b) Who are they?
   ----

   c) What do they do?
   ----
3. **Fill this table with information of your family members in the photo.**

My family photo				
Family member	**Name**	**Age**	**Occupation**	**Likes and dislikes**

4. **Answer your teacher's questions.**

   a) What are your family members in your photo?

   ----

   b) How old is your father?

   ----

   c) What does he do?

   ----

   d) What does he like?

   ----

   e) What does he dislike?

   ----

5. **In pairs, take turns to ask and answer questions in activity 4.**
6. **Listen to your teacher talking about her family photo and complete the text below.**

> This is my family photo. The man on the left is my ………… . His name is
> …………….. . He is …………   years old. He is a ………….. He likes ………… He
> doesn't like ………………… Next to my father is my ………….
> Her name is …………… She is ……………years old. She is a …………..
> She likes ………… . She doesn't like …………….. . The woman next is my
> ……………. Her name is ……………… She is ……years old. She is a …………..
> She likes ………………… She doesn't like …………………. The last man is my
> ………………. His name is …………….. He is ………………
> He likes ……………………… He doesn't like …………………………..

7. **Compare your answers with a partner.**
8. **Describe your family members in your photo. Take your teacher's key as a model.**
9. **Be ready to present your family photo to the rest of the class.**
10. **Take turns to present your family photo.**
11. **Be ready to listen your teacher's feedback after your presentation to improve it for the next class.**

LESSON PLAN 2

TITLE
What is feedback?

Class objective	**Teaching Material**	**Teaching aids**
Students will be able to explain what feedback is?	Video: https://www.youtube.com/watch?v=EtnxACx3eDE Reading material: a short version of the material presented in: https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/feedback.pdf?sfvrsn=cb2eec3c_14 Oral production checklist	Handout Worksheets Internet connection

Time	Stage	Procedure	Assessment
10'	**Lead-in**	Ss watch a video and answer questions about the importance of feedback. Where does the video take place? What is the dog doing? How many times does the dog repeat his project?	Teacher's feedback emphasizes students' strengths.

		What does the cat want to do? What does the cat give to the dog? Did the dog finish his project? Why? T checks understanding. T encourages students to give their own ideas about the following question. Is it a good idea to accept other's suggestions when something is not working well? Why? T checks understanding.	Teacher uses the feedback checklist.
20'	**Practi ce activit ies**	**Activity 1** Teacher asks students volunteers to describe their family photos again. Allow two or three students to do it. Teacher presents the feedback checklist used to assess last class presentations. T explains about the checklist and its part: *this is the material I used last class to assess your oral presentations.* Students read every criterion and comment about them with the teacher.	
20'		**Activity 2** T asks students to choose one of the partner's presentations and assess it through the checklist. Then, T asks two volunteers to read aloud the aspects they checked making emphasis on the positive features.	
20'		**Activity 3** T presents three short reading texts with the concept of feedback and its characteristics. Students must read them and label. **Concept** Feedback is all the information about student's progress towards a learning goal. **Characteristics** A feedback culture provides students with the tools they need to judge the quality of their own work and inform their own decisions about improvements. When each student is working on specific goals and has targeted advice about the next steps, the teacher will interact frequently with small groups and individuals. The focus of the classroom will be on progress, development, improvement and achievement. **Benefits** A clear objective is established. - The objective is communicated so that students can comprehend it. - Feedback directly addresses task objectives.	

| | | - Feedback highlights positive aspects of a performance.
- Feedback includes constructive criticism: suggestions that motivate the student to improve task performance.
- Feedback refers to performance changes resulting from previous efforts.
- Feedback provides information about a task, its performance, and how to do it more effectively.
After students have labeled, the teacher checks understanding.
T ask students to work in pairs to summarize and present their own concept of feedback with their own words.
Retrieved from: https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/feedback.pdf?sfvrsn=cb2eec3c_14%20Oral%20production%20checklist | |
| 20' | Post-task activity | Students work in pairs to talk about the concept of feedback and its characteristics. | |

STUDENTS'S ORAL PRESENTATION CHECKLIST

ORAL PRESENTATION CHECKLIST				
Student's name				
Criteria		Very good	Satisfactory	Needs improvemet
Content	The information was presented in a clear way.			
	The information was appropriate to the main topic.			
	The events presented were correct.			
Organization	There are correct signal words.			
	Ideas were presented in logical order.			
	Vocabulary learned in this class was used.			
Grammar and vocabulary	The speaker uses complete sentences.			
	The speaker uses appropriate vocabulary.			
Pronunciation	The spealer pronounces appropriately.			
	The student speals loud enough.			

Interactive communication	The student can ask questions.			
	The student answers questions.			
	The student makes eye contact with the audience.			

LESSON PLAN 2 - HANDOUTS
What feedback is?

1. **Watch this video in https://www.youtube.com/watch?v=EtnxACx3eDE and answer your teacher's questions in pairs. Choose the option that best answers each question.**
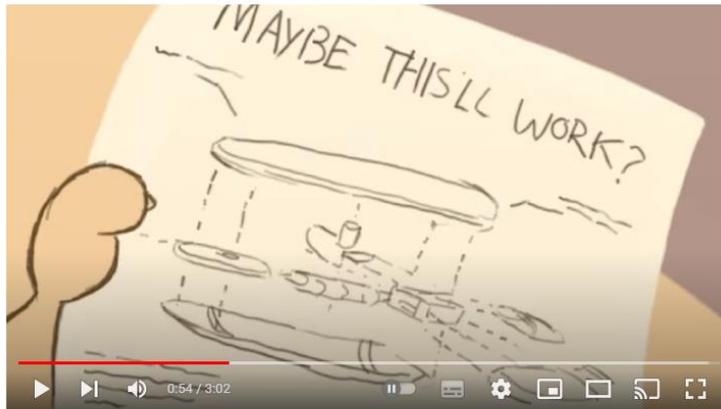
Feedback Helps

a. Where does the scene take place?
   - o In a hospital
   - o On the street
   - o In a school laboratory
   - o On the bus station
b. What is the dog doing?

- o He is writing a letter.
- o He is cooking.
- o He is doing a school project.
- o He is dancing and listening to music.

c. How many times does the dog repeat his project?
- o Once
- o Twice
- o A few times
- o Many times

d. What does the cat want to do?
- o He wants to help.
- o He wants to play.
- o He wants to listen to music.

e. What does the cat give to the dog?
- o Some food.
- o Some school notes.
- o Suggestions for improving the school project.

f. Why did the dog finish his project?
- o Because he did it many times.
- o Because he had a lot of time.
- o Because he accepted the cat's suggestions.
- o Because he did not accept any idea.

2. **In pairs, talk and answer this question**

Is it a good idea to accept other's suggestions when something is not working well? Why?

----

3. **Remember the last class, and present your family photo to the rest of the class. If you want to participate, let your teacher know you are volunteering.**

Use this cue:

This is my family photo. The man on the left is my ………… . His name is …………… . He is
………… years old. He is a ………….. He likes ………… He doesn't like …………………
Next to my father is my ………….
Her name is …………… She is ……………years old. She is a …………..
She likes ………… . She doesn't like …………….. . The woman next is my …………… Her
name is ……………… She is ……years old. She is a ………….. She likes ………………… She
doesn't like …………………. The last man is my ………………. His name is …………….. He is
………………
He likes …………………… He doesn't like ………………………..

4. **Read this material and listen to your teacher's explanation about it.**

STUDENTS'S ORAL PRESENTATION CHECKLIST				
ORAL PRESENTATION CHECKLIST				
Student's name				
Criteria		Very good	Satisfactory	Needs improvemet
Content	The information was presented in a clear way.			
	The information was appropriate to the main topic.			
	The events presented were correct.			
Organization	There are correct signal words.			
	Ideas were presented in logical order.			
	Vocabulary learned in this class was used.			
Grammar and vocabulary	The speaker uses complete sentences.			
	The speaker uses appropriate vocabulary.			
Pronunciation	The spealer pronounces appropriately.			
	The student speals loud enough.			
Interactive communication	The student can ask questions.			
	The student answers questions.			
	The student makes eye contact with the audience.			

5. **Read every criterion and comment about them with your teacher.**
6. **Now, choose one of the partner's presentations and use the checklist in the task 2 to assess your partner.**
7. **Present the aspects you chose to the rest of the class emphasizing on the positive characteristics.**

Positive aspects of my partner's presentation:

How can my partner improve his presentation?

8. **Read these pieces of texts and label the phrases in the box.**

The concept of feedback.	**Characteristics of feedback.**	**Benefits of feedback.**

A feedback culture provides students with the tools they need to judge the quality of their own work and inform their own decisions about improvements. When each student is working on specific goals and has targeted advice about the next steps, the teacher will interact frequently with small groups and individuals. The focus of the classroom will be on progress, development, improvement and achievement.

Retrieved and adapted from: https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/feedback.pdf?sfvrsn=cb2eec3c_14

Feedback is all the information about student's progress towards a learning goal.
Retrieved from: https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/feedback.pdf?sfvrsn=cb2eec3c_14

- A clear objective is established.
- The objective is communicated so that students can comprehend it.
- Feedback directly addresses task objectives.
- Feedback highlights positive aspects of a performance.
- Feedback includes constructive criticism: suggestions that motivate the student to improve task performance.
- Feedback refers to performance changes resulting from previous efforts.
- Feedback provides information about a task, its performance, and how to do it more effectively.

Retrieved and adapted from: https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/feedback.pdf?sfvrsn=cb2eec3c_14

----

9. **Compare your answers with a partner.**
10. **Answer your teacher's question.**

What did your partner do after your partner presented their family photo description?

……………………………………………………………………………………………

11. In pairs, talk about what is Feedback for you?

LESSON PLAN 3

<table>
<tr>
<td colspan="5" align="center">TITLE
Let's learn about peer feedback!</td>
</tr>
<tr>
<td colspan="2" align="center">Class objective
Students will be able to (SWABT) orally explain what peer feedback is and how to give it.</td>
<td colspan="2" align="center">Teaching Material
Reading material:
https://www.kuleuven.be/english/education/teaching-tips/feedback/peer-feedback
Video:
https://www.youtube.com/watch?v=wa88vwvhR_U</td>
<td align="center">Teaching aids
Handout
Worksheets
Internet connection</td>
</tr>
<tr>
<td align="center">Time</td>
<td align="center">Stage</td>
<td colspan="2" align="center">Procedure</td>
<td align="center">Assessment</td>
</tr>
<tr>
<td align="center">10'</td>
<td>Lead-in</td>
<td colspan="2">Teacher (T) presents two pictures and asks students to label them by using the cue.
The teacher checks understanding; then, asks students:
Would you describe these pictures?
Who are people in the first image?
Who are people in the second image?
What are those people in the pictures doing?
What do you prefer: talking with friends or talking with your teacher after a presentation?
Students (Ss) write down their answers.
In pairs, Ss compare their responses.</td>
<td>Teacher asks questions the whole class. Teacher's feedback emphasizes students' strengths. Teacher uses the feedback checklist.</td>
</tr>
</table>

86

		T checks understanding.	
20'	**Practice activities**	**Activity 1** T divides the class into groups of 4. T presents the following reading text about Peer feedback, what is it, and how to do it in the classroom. **What is peer feedback?** Peer feedback is peer-to-peer interaction that allows an individual to receive constructive criticism on their work. It can help both the person giving peer feedback and the person receiving feedback learn from each other. It is a great way for a student to improve their academic abilities. Retrieved from: https://matterapp.com/blog/what-is-peer-feedback **Why is peer feedback important?** Usually appearing in the form of peer and group evaluations, peer feedback: Fosters learners' critical thinking and problem-solving, by providing student with examples as a frame of reference for their own work. Stimulates meaningful interactions and dialogues amongst students. When it is a peer, it increases the chance that the student will respond back. Fosters active learning and self-regulatory processes. By seeing examples of others' work and grading them based on the specified criteria, students gain a better understanding of what is required of them in regards to those criteria. Retrieved from: https://www.kuleuven.be/english/education/teaching-tips/feedback/peer-feedback Students read and answer their teacher's questions. Who is a peer? What is peer feedback? When it is developed? What is it good for? What does Peer feedback emphasize in? Have you ever given feedback? Students share their answers by reading them aloud for the class. Ss watch the video and complete the drawing of the feedback sandwich. T asks students to talk aloud to check understanding.	

20'		**Activity 2** Ss read about the criteria to make peer feedback in class. Ss answer these questions: What information does the table contain? What is it useful for? Ss work in pairs to make a mind map to explain what peer feedback is and how to give it .	
20'	**Post-task activity**	**Activity 3** Ss present their mind maps to the rest of the class and receive feedback from their teacher.	

LESSON PLAN 3 - HANDOUTS

What peer feedback is?
PART ONE
1. **Look at the pictures and label them with the phrases in the box:**

A teacher talking to a student.	*A student talking to another student.*

_____   _____

2. **Look at the pictures and answer your teacher's questions:**

a) Who are the people in the first image?

----

b) Who are people in the second image?

----

c) What are people in the pictures doing?

----

d) What do you prefer: talking with friends or talking with your teacher after a presentation?

----

3. **In pairs, talk and compare your answers for questions in activity 1.**
4. **Listen to your teacher and read aloud your answers in the activity 1.**
5. **Make groups according to your number from one to four and read the text.**

What is peer feedback?

Peer feedback is peer-to-peer interaction that allows an individual to receive constructive criticism on their work. It can help both the person giving peer feedback and the person receiving feedback learn from each other. It is a great way for a student to improve their academic abilities.

Retrieved from: https://matterapp.com/blog/what-is-peer-feedback

Why is peer feedback important**?**

Usually appearing in the form of peer and group evaluations, peer feedback:

Fosters learners' critical thinking and problem-solving, by providing student with examples as a frame of reference for their own work.

Stimulates meaningful interactions and dialogues amongst students. When it is a peer, it increases the chance that the student will respond back.

Fosters active learning and self-regulatory processes. By seeing examples of others' work and grading them based on the specified criteria, students gain a better understanding of what is required of them in regards to those criteria.

Retrieved from: https://feedbackfruits.com/pedagogy/peer-feedback

---

6. **Read again and answer these questions in pairs.**
a) Who is a peer?

----

b) What is peer feedback?

----

c) When it is developed?

----

d) What is it good for?

----

e) What does Peer feedback emphasize in?

----

f) Have you ever given feedback to your classmates?

----

7. **Watch the video and fill the Feedback sandwich with the phrases in the table about how to provide peer feedback.**

Give suggestions to improve	End with positive feedback	Problems and issues	Strenghts in the oral presentation

The Feedback Sandwich

The first positive comment _____

The constructive feedback _____

_____

The closing statement reaffirming the positive commentt _____
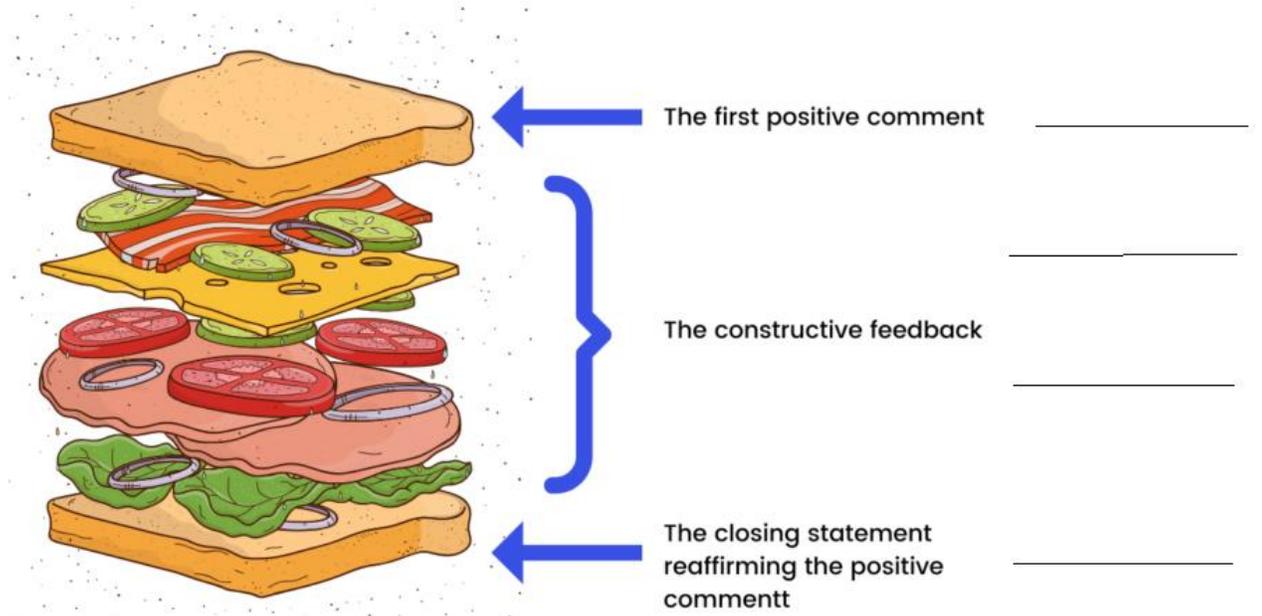
Source: Fellow.com (2021)

8. **Read the information in the table below and talk to your group about it.**

PEER FEEDBACK FORM				
Partner's name:		**Listener's name:**		
Criteria		Very good	Satisfactory	Needs improvemet
Content	The information was presented in a clear way.			
	The information was appropriate to the main topic.			
	The events presented were correct.			
Organization	Ideas were presented in logical order.			
	Vocabulary learned in this class was used.			
Grammar and vocabulary	Your partner uses complete sentences.			

	Your partner uses appropriate vocabulary.			
Pronunciation	Utterances are intelligible.			
	Your partner speaks loud enough.			
Interactive communication	The partner answers questions.			
	The partner made eye contact with the audience.			

Note: Information in this table was adapted from TPT.com (2023)

9. Choose the best option to answer these questions

What information does the table contain?
   a) Assessment criteria for writing tasks.
   b) Assessment criteria for oral presentations.
   c) Both
   d) None

What is it useful for?
   a) It is useful for giving feedback.
   b) It is useful for improving a presentation
   c) Both
   d) None

10. In pairs design a mind map for the information in the activities 5, 6, 7, and 8 to explain about what Peer feedback is and how to provide it to the partners.

11. Present your mind map to the rest of the class and receive feedback from your teacher.

LESSON PLAN 4

TITLE
My best friend

Class objective	Teaching Material	Teaching aids
SWABT talk about their best friend and to practice giving feedback.	Reading: Be ready to present!	Handout Worksheets Internet connection

Time	Stage	Procedure	Assessment
10'	**Lead-in**	Teacher (T) presents the table of peer feedback criteria previously learned: What information does the table contain? What is it useful for? What are the main criteria in the table? What is expected from the students? Students (Ss) brainstorm their answers.	**Teachers' feedback** Teacher asks questions the whole class. Teacher's feedback emphasizes students' strengths. Teacher uses the feedback checklist produced in class 3.
10'	**Practice activities**	**Activity 1** T presents a reading text with some advice to make oral presentations. Ss read carefully and answer a TRUE and FALSE exercise. T asks to check understanding by asking students to talk aloud.	
30'		**Activity 2** T presents a table to fill with information about students' best friends. Ss fill the table out and the teacher asks questions to check understanding: What is your best friend's name? How does he or she look like? Where does she or he study? Where does she or he live? What does she or he like? What does she or he dislike? Taking into consideration tasks in the Activity 2 and the table in the Activity 3, students prepare a poster to talk about their best friend.	

		Students take their time to practice their oral presentations.	
60'	**Post-task activity**	**Activity 3** Students present their posters and the teacher names some peers to practice giving feedback. Feedback must be developed by using the checklist presented in the LESSON PLAN number 3. Teacher provides feedback to the rest of the class because the next class they will be giving real feedback.	

LESSON PLAN 4 – HANDOUTS

HOW TO GIVE PEER FEEDBACK PART TWO
1. Read information in this table and answer questions in pairs.

Partner's name:		Listener's name:		
Criteria		Very good	Satisfactory	Needs improvemet
Content	The information was presented in a clear way.			
	The information was appropriate to the main topic. The events presented were correct.			
Organization	Ideas were presented in logical order.			
	Vocabulary learned in this class was used.			
Grammar and vocabulary	Your partner uses complete sentences.			
	Your partner uses appropriate vocabulary.			
Pronunciation	Utterances are intelligible.			
	Your partner speaks loud enough.			
Interactive communication	The partner answers questions.			
	The partner made eye contact with the audience.			

a) What information does the table contain?

----

b) What is it useful for?

----

c) What are the main criteria in the table?

----

d) What is expected from the students?

----

2. Read this text and choose True or False

Preparing to present
Once you have completed doing your poster for your presentation – remember, this needs to sound like spoken language, not written language! - and have finished your visual aids, it is time to practice the presentation. When practicing your speech consider these aspects:

- Speak slowly and clearly.
- Don't read off your palm cards.
- Maintain eye contact with the audience.
- Maintain good posture so you can be clearly heard.
- Use natural hand gesture

Retrieved from: https://www.uow.edu.au/student/learning-co-op/assessments/presentations/

a. During a presentation your voice must be low	TRUE	FALSE
b. While the presentation you must read your palm cards.	TRUE	FALSE
c. During an oral presentation you see your audience directly.	TRUE	FALSE
d. During a presentation you must behave naturally.	TRUE	FALSE

3. Think about your best friend and fill the table below.

My best friend					
Name	**Age**	**Physical appearance**	**School**	**Likes and dislikes**	**Extra information**

4. Answer the following questions according to the information in the task 3. Talk to a partner to answer them.

a) What is your best friend's name?

----

b) How does he or she look like?

----

c) Where does she or he study?

----

d) Where does she or he live?

----

e) What does she or he like?

----

f) What does she or he dislike?

----

5. **Taking into consideration tasks in the Activity 2 and the table in the Activity 3, prepare a poster to talk about your best friend.**
6. **Take your time to practice your oral presentations.**
7. **Present your posters to the rest of the class.**
8. **Be ready to provide feedback to any classmate. (Your teacher will ask for volunteers).**
9. **Listen to your teacher providing feedback and be ready for the next class to give peer feedback.**

LESSON PLAN 5

<table>
<tr><td colspan="4" align="center">TITLE
The Galapagos Islands</td></tr>
<tr>
<td>Class objective
SWABT orally describe characteristics of the Galapagos Islands to build cultural awareness.</td>
<td colspan="2">Teaching Material
Ministry of Education of Ecuador: Module 4. Page 1
Video:
https://www.youtube.com/watch?v=6UqiDs-_1A8</td>
<td>Teaching aids
Handout Worksheets</td>
</tr>
<tr>
<td>Time</td>
<td>Stage</td>
<td colspan="1">Procedure</td>
<td>Peer Assessment</td>
</tr>
<tr>
<td>10'</td>
<td>Lead-in</td>
<td>T presents the video about the Galapagos Islands
https://www.youtube.com/watch?v=6UqiDs-_1A8
T asks some questions
- What did you watch in the video?
- Where are those places located?
- Do you like to be a tourist? Why or why not?
- Do you like when tourists visit your hometown? Why or why not?
- Have you ever been to the Galapagos Islands?
- Why do you think the Galapagos Islands have so many tourists? Is it good or bad? Explain.
Students take turns to answer in pairs and say their responses in front of the class.</td>
<td>Students' feedback
Peer emphasizes on partners' strengths.
Peer uses the feedback</td>
</tr>
<tr>
<td>20'</td>
<td>Practice</td>
<td>Activity 1
T presents a reading text (Module 4 page 1)</td>
<td>k checklis</td>
</tr>
</table>

	activities		t produced in Class 3.
		The Galapagos The Galapagos Islands will <u>inspire</u> you to think differently about our world, just as others have when visiting this fascinating place. Witness a unique <u>abundance</u> of <u>wildlife</u> in a setting unlike any other on the planet. Truly understand Charles Darwin's inspiration when he wrote his <u>theory</u> of evolution that changed the world. Take the opportunity to visit the Charles Darwin Research Station. Be part of an educational and inspirational <u>journey</u>, enjoy the local flavors, discover small towns and hidden paths. Activities like <u>hiking</u> to the top of volcanoes, <u>biking</u> lava trails, <u>snorkeling</u> through lava tunnels, <u>kayaking</u> to view wildlife and scuba diving – all are possible in this paradise. There are a lot of things to do on the islands; from kayaking to scuba diving to hiking. The combination of wildlife, nature, and history, accompanied by delightful food, will make for an unforgettable trip and an adventure that will remain in your heart forever. Taken and adapted from: Quito & Ecuador – Destination Guide. (2019, June 27). Retrieved from https://www.sidetracked.com/ecuador/	
		Ss read the text and find meanings for new words in pairs. T asks questions Ss talk in pairs and answer teacher's questions. T checks understanding	
20'		**Activity 2** Based on the reading text, students look for information about the Galapagos islands and design a small poster to orally present. The poster must include characteristics of: Places Animals Plants Students must choose one topic.	
15'		Activity 3 In pairs, students take turns to present their posters. Students develop peer feedback after presentations. They agree on points to be improved and prepare a new presentation.	
10'	**Post-task activities**	Ss make a wall exhibition and talk about their posters.	

LESSON PLAN 5 – HANDOUTS

Galapagos Islands

1. **Watch this video https://www.youtube.com/watch?v=6UqiDs-_1A8and answer these questions.**

What did you watch in the video?

Where are those places in the video located?

Do you like to be a tourist? Why or why not?

Do you like it when tourists visit your hometown? Why or why not?

Have you ever been to the Galapagos Islands?

Why do you think the Galapagos Islands have so many tourists? Is it good or bad? Explain.

---

1. **Read this text and find the meanings of <u>underlined</u> words.**

The Galapagos

The Galapagos Islands will <u>inspire</u> you to think differently about our world, just as others have when visiting this fascinating place. Witness a unique <u>abundance</u> of <u>wildlife</u> in a setting unlike any other on the planet. Truly understand Charles Darwin's inspiration when he wrote his <u>theory</u> of evolution that changed the world. Take the opportunity to visit the Charles Darwin Research Station. Be part of an educational and inspirational <u>journey</u>, enjoy the local flavors, discover small towns and hidden paths. Activities like <u>hiking</u> to the top of volcanoes, <u>biking</u> lava trails, <u>snorkeling</u> through lava tunnels, <u>kayaking</u> to view wildlife and scuba diving – all are possible in this paradise. There are a lot of things to do on the islands; from kayaking to scuba diving to hiking. The combination of wildlife, nature, and history, accompanied by delightful food, will make for an unforgettable trip and an adventure that will remain in your heart forever.

Taken and adapted from: Quito & Ecuador – Destination Guide. (2019, June 27). Retrieved from https://www.sidetracked.com/ecuador/

---

2. **Read the text again and match the words with their meanings. Work with a partner.**

a) To inspire	… the activity of travelling in a kayak
b) Abundance	… the activity of swimming while using a snorkel
c) Wildlife	…. to go somewhere by bicycle
d) Journey	… a formal idea of the rules on which a subject of study is based or of ideas that are suggested to explain a fact or event or, more generally, an opinion or explanation
e) Theory	… the activity of going for long walks in the countryside
f) Hiking	…. the act of travelling from one place to another
g) Biking	…. animals and plants that grow independently of people, usually in natural conditions
h) Snorkeling	….. the situation in which there is more than enough of something
i) Kayaking	…. to make someone feel that they want to do something and can do it

3. **Based on the reading text, look for information about the Galapagos islands and design a poster to present orally.**

The poster must include characteristics of:
Places
Animals
Plants
Please choose only one topic.

4. **In pairs, describe your poster to your peer who has to provide feedback after the oral presentation. For peer feedback, students must use the checklist provided in the class 2.**

5. **After feedback, the students must make other rehearsals to present the poster to the rest of the class.**

LESSON PLAN 6

<table>
<tr><td colspan="4" align="center">**TITLE**
Quito: South America's cultural capital</td></tr>
<tr><td colspan="2" align="center">**Class objective**</td><td align="center">**Teaching Material**</td><td align="center">**Teaching aids**</td></tr>
<tr><td colspan="2">SWABT talk about an Ecuadorian cultural heritage.</td><td>Ministry of Education of Ecuador: Module 4. Page 2
Song:
https://www.youtube.com/watch?v=Pdf9HoRfM3A</td><td>Handout
Worksheets</td></tr>
<tr><td align="center">**Ti me**</td><td align="center">**Stage**</td><td align="center">**Procedure**</td><td align="center">**Peer Assessm ent**</td></tr>
<tr><td>10'</td><td>**Lead-in**</td><td>T has students to listen to 30 seconds of this song
https://www.youtube.com/watch?v=Pdf9HoRfM3A
Ss listen attentively
T asks questions
Do you recognize this song?
What city of Ecuador does this song mention?
Ss brainstorm their answers
T has students to watch the video of the same song and makes questions
What do you know about the province of Pichincha?
What does Quito have that other cities do not?</td><td rowspan="2">**Students' feedbac k**
Peer emphasiz es on partners' strengths.
Peer uses the feedback checklist produced in Class 3.</td></tr>
<tr><td>20'</td><td>**Practi ce activit ies**</td><td>**Activity 1**
T presents a reading text (Module 4 page 2)

Quito: South America's Cultural Capital
Ecuador's capital, Quito –the first city to be given the status of a UNESCO World Heritage Site– is known as the Cultural Capital of South America. Situated high in the Andean mountains, at an altitude of 2,850m, Quito was built on the foundations of an ancient Incan city, with a colonial center that reflects European and indigenous roots. Among its most outstanding sights are Santo Domingo Church and El Panecillo. In the southern part of the Old Town, Santo Domingo Church stands in the Plaza; its sculptures and paintings are by celebrated Dominican artists, representing fascinating periods in Quito's religious history. The Panecillo provides a panoramic view of the entire city of Quito, and also a statue of the only winged virgin in the world – the Virgin of Quito. From the Panecillo the visitor can see some of the volcanoes of the Andes mountains.
Taken and adapted from: Quito & Ecuador – Destination Guide. (2019, June 27). Retrieved from https://www.sidetracked.com/ecuador/

Ss read the text and answer questions
T asks questions
Ss talk in pairs and write True or False according to the information of the text.
The reading text is about the province of Pichincha
Quito is located in the Coastal Region of Ecuador.</td></tr>
</table>

		Quito was declared as World Heritage site by the UNESCO. Quito has indigenous and European roots. The Panecillo has a statue of the only winged virgin in the world. T checks understanding	
20'		**Activity 2** Students discuss in pairs to answer these questions: What is tourism? Do you think tourism is important? Why? Have you ever been to the Pichincha province? Where have you been in Ecuador? **Students think of the most beautiful place in their hometown. Prepare a poster to describe it so that others will want to visit.**	
15'		Activity 3 In pairs, students take turns to present their posters. Students develop peer feedback after presentations. They agree on points to be improved and prepare a new presentation.	
10'	**Post-task activities**	Ss make a wall exhibition and talk about their posters.	

LESSON PLAN 6 – HANDOUTS

Quito: South America's cultural capital

1. **Listen to part of this song in** https://www.youtube.com/watch?v=Pdf9HoRfM3A; **and answer your teacher's questions.**

a) Do you recognize this song?

----

b) What city of Ecuador does this song mention?

----

2. **Watch the video of the song and answer these questions in pairs.**

a) What do you know about the province of Pichincha?

----

b) What does Quito have that other cities do not?

----

3. Read the following text

<div style="border:1px solid">

Quito: South America's Cultural Capital

Ecuador's capital, Quito –the first city to be given the status of a UNESCO World Heritage Site– is known as the Cultural Capital of South America. Situated high in the Andean mountains, at an altitude of 2,850m, Quito was built on the foundations of an ancient Incan city, with a colonial center that reflects European and indigenous roots. Among its most outstanding sights are Santo Domingo Church and El Panecillo. In the southern part of the Old Town, Santo Domingo Church stands in the Plaza; its sculptures and paintings are by celebrated Dominican artists, representing fascinating periods in Quito's religious history. The Panecillo provides a panoramic view of the entire city of Quito, and also a statue of the only winged virgin in the world – the Virgin of Quito. From the Panecillo the visitor can see some of the volcanoes of the Andes mountains.

Taken and adapted from: Quito & Ecuador – Destination Guide. (2019, June 27). Retrieved from https://www.sidetracked.com/ecuador/

</div>

4. Read again and write True or False according to the information of the text above.

a) The reading text is about the province of Pichincha -----------
b) Quito is located in the Coastal Region of Ecuador. -----------
c) Quito was declared as World Heritage site by the UNESCO. -----------
d) Quito has indigenous and European roots. -----------
e) The Panecillo has a statue of the only winged virgin in the world. -----------

5. **Discuss in pairs to answer these questions**
   a) What is tourism?

----

   b) Do you think tourism is important? Why?

----

   c) Have you ever been to the Pichincha province?

----

   d) Where have you been in Ecuador?

----

6. **Think about the most beautiful place in their hometown. Prepare a poster to describe it so that others will want to visit.**

7. **Take turns to present your posters and develop peer feedback after presentations. Then, agree on points to be improved and prepare a new presentation.**
8. **Make a wall exhibition and talk about your posters.**

LESSON PLAN 7

<table>
<tr><td colspan="4">TITLE
Colada morada</td></tr>
<tr><td>Class objective
SWABT describe the process to make a traditional dish.</td><td colspan="2">Teaching Material
Ministry of Education of Ecuador: Module 4. Page 4
Colada Morada:
https://www.youtube.com/watch?v=WaY99POopTs</td><td>Teaching aids
Handout
Worksheets</td></tr>
<tr><td>Time</td><td>Stage</td><td>Procedure</td><td>Peer Assessment</td></tr>
</table>

10'	**Lead-in**	T brings some colada morada to the class and put it in small plastic cups. T asks questions Do you know what is this beverage? What are its ingredients? Ss brainstorm their answers	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T presents a video https://www.youtube.com/watch?v=WaY99POopTs Ss watch the video and answer questions T asks questions about the video. What is the video about? According to the information in the video, what is colada morada? What is colada morada served with? Guaguas de pan have other names, what are them? T checks understanding	
20'		**Activity 2** Ss read a text and discuss in pairs to answer them When does the Day of the Dead take place?	
		A Traditional Festival in Ecuador: Day of the Dead Ecuador is famous for its colorful festivals and every town in the country has their own traditional celebrations and events throughout the year. One of them is on November 2. It is the celebration of the Day of the Dead, a memorial for loved ones who have gone to "the beyond". Families in urban and rural areas still prepare the traditional colada morada, which is made from black corn flour and fruits, and guaguas, which is bread shaped and decorated in the form of a small child. These delicious treats are shared in the cemeteries as a tribute to the life and death of those who are on Earth and those who have departed. In rural areas, this ritual is still celebrated as part of religious traditions of mestizo and indigenous people. In urban areas, thousands of people gather in cemeteries to clean and decorate the graves of their loved ones. It is a national holiday. Businesses and schools are closed and vendors line the streets that lead to the cemeteries, selling flowers, candles, candy, and food. Taken and adapted from: Quito & Ecuador – Destination Guide. (2019, June 27). Retrieved from https://www.sidetracked.com/ecuador/	
		How is colada morada made? What is the Day of Dead? What is a guagua? What do Ecuadorians do in cemeteries on the Day of Dead?	
15'		Activity 3 In pairs, students talk about their favorite Ecuadorian celebration and choose a traditional dish. Ss look for information about the process of making that dish. Ss prepare a presentation about how to make that dish.	

		Ss present their dish. Students develop peer feedback after presentations. They agree on points to be improved and prepare a new presentation.	
10'	**Post-task activiti es**	Ss orally present the preparation of their favorite dish.	

LESSON PLAN 7 – HANDOUTS
COLADA MORADA

1. **Try a sip of the beverage your teacher offers and answer these questions**

a) Do you know what is this beverage?

----

b) What are its ingredients?

----

2. **Watch this video and answer questions in pairs.**

https://www.youtube.com/watch?v=WaY99POopTs

a) What is the video about?

----

b) According to the information in the video, what is colada morada?

----

c) What is colada morada served with?

----

d) Guaguas de pan have other names, what are them?

----

3. Read this text and answer questions

A Traditional Festival in Ecuador: Day of the Dead

Ecuador is famous for its colorful festivals and every town in the country has their own traditional celebrations and events throughout the year. One of them is on November 2. It is the celebration of the Day of the Dead, a memorial for loved ones who have gone to "the beyond". Families in urban and rural areas still prepare the traditional colada morada, which is made from black corn flour and fruits, and guaguas, which is bread shaped and decorated in the form of a small child. These delicious treats are shared in the cemeteries as a tribute to the life and death of those who are on Earth and those who have departed. In rural areas, this ritual is still celebrated as part of religious traditions of mestizo and indigenous people. In urban areas, thousands of people gather in cemeteries to clean and decorate the graves of their loved ones. It is a national holiday. Businesses and schools are closed and vendors line the streets that lead to the cemeteries, selling flowers, candles, candy, and food.

Source: Ministerio de Educación (2016)

a) When does the Day of the Dead take place?

----

b) How is colada morada made?

----

c) What is the Day of Dead?

----

d) What is a guagua?

----

e) What do Ecuadorians do in cemeteries on the Day of Dead?

----

4. **In pairs, talk about your favorite Ecuadorian celebration and choose a traditional dish. Look for information about the process of making that dish and prepare a presentation about how to make it.**

5. **Present your dish to your partner and listen to his or her feedback. Then, prepare the definitive presentation.**

6. **Present the process of making your Ecuadorian traditional dish.**

LESSON PLAN 8

<table>
<tr><td colspan="4" align="center">TITLE
All you need is love</td></tr>
<tr><td colspan="2" align="center">Class objective
SWABT talk about the message of a song.</td><td align="center">Teaching Material
Ministry of Education of Ecuador: Module 4. Page 7
Song:
https://www.youtube.com/watch?v=WWP80rXP4cM</td><td></td></tr>
<tr><td align="center">Time</td><td align="center">Stage</td><td colspan="2" align="center">Procedure</td></tr>
<tr><td align="center">10'</td><td align="center">Lead-in</td><td colspan="2">T has students listen to part of a song:
https://www.youtube.com/watch?v=WWP80rXP4cM
T asks questions
Have you ever listened to this song?
In what way is it associated with Ecuador?
Ss brainstorm their answers</td></tr>
<tr><td align="center">20'</td><td align="center">Practice activities</td><td colspan="2">Activity 1
T has students to listen the whole song
https://www.youtube.com/watch?v=WWP80rXP4cM
Ss listen to the song and make three vocabulary exercises:
- unscrambling words
- meaning
- completing</td></tr>
<tr><td align="center">20'</td><td></td><td colspan="2">Activity 2
T does a review of passive voice sentences.
Ss sing the song and underline sentences in passive voice.</td></tr>
<tr><td align="center">15'</td><td></td><td colspan="2">Activity 3
Ss make a mind map to describe the message of the song.
Ss present their mind maps to each other.
Students develop peer feedback after presentations.
They agree on points to be improved and prepare a new presentation.</td></tr>
<tr><td align="center">10'</td><td align="center">Post-task activities</td><td colspan="2">Students make a short oral presentation about the message of the song.</td></tr>
</table>

LESSON PLAN 8 - HANDOUTS

All you need is love
1. **Listen to this song and answer the questions below**

a) Have you ever listened to this song?

----

b) In what way is it associated with Ecuador?

--

2. Listen to the song and unscramble the words in *italics*

Love, love, love
Love, love, love
Love, love, love
There's _____ *othnign* you can do that can't be _____ *odne*
Nothing you can _____ *gins* that can't be sung
Nothing you can _____ *yas*, but you can learn _____ *owh*
to play the_____ *mega*
It's easy

3. Listen to the song, read the <u>underlined words</u> and match them with their meanings.

Nothing you can <u>make</u> that can't be made
No one you can <u>save</u> that can't be saved
Nothing you can do, but you can <u>learn</u> how
to be you in time
It's easy
All you <u>need</u> is love
All you need is love
All you need is love, love
Love is all you need
All you need is love
All you need is love
All you need is love, <u>love</u>
Love is all you need

Word	Meaning

a) Make	….. to want something very much
b) Save	….. to get knowledge or skill in a new subject or activity
c) Learn	….. to keep something
d) Need	…… the feeling of liking something or someone very much
e) Love	…… to produce something

4. Listen to the song and complete the lyrics with the words provided.

see	Nothing	where	easy	known

There's _____ you can know that isn't known
Nothing you can _____ that isn't shown
There's nowhere you can be that isn't _____
you're meant to be
It's _____
All you need is love
All you need is love
All you need is love, love
Love is…

5. Look at this chart and listen to your teacher's review about the Passive voice.
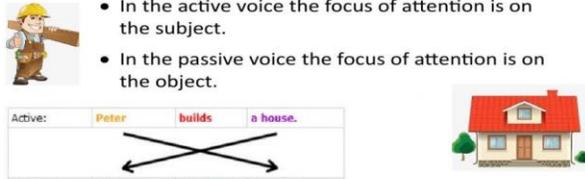
Retrieved from: https://ninespv.wordpress.com/category/passive-voice/

6. Sing the song and underline sentences in passive voice.

Love, love, love
Love, love, love

Love, love, love
There's nothing you can do that can't be done
Nothing you can sing that can't be sung
Nothing you can say, but you can learn how
to play the game
It's easy
Nothing you can make that can't be made
No one you can save that can't be saved
Nothing you can do, but you can learn how
to be you in time
It's easy
All you need is love
All you need is love
All you need is love, love
Love is all you need
All you need is love
All you need is love
All you need is love, love
Love is all you need
There's nothing you can know that isn't known
Nothing you can see that isn't shown
There's nowhere you can be that isn't where
you're meant to be
It's easy
All you need is love
All you need is love
All you need is love, love
Love is…

7. **Make a mind map to get the message of the song.**

8. **Present your mind map to your partner.**
9. **Develop peer feedback after presentations.**
10. **In pairs, agree on points to be improved and prepare a new presentation.**
11. **Make an oral presentation about the message of the song in front of the class.**

LESSON PLAN 9

TITLE
Christmas

112

Class objective	**Teaching Material**	**Teaching aids**
SWABT describe traditions during Christmas time.	Ministry of Education of Ecuador: Module 4. Page 8	Handout Worksheets

Time	Stage	Procedure	Peer Assessment
10'	**Lead-in**	T asks a question Can you imagine what Christmas is like in other parts of the world? Ss brainstorm their answers	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T asks students to read a text Ss read and make a short summary in pairs. **Christmas in Brazil** When people who live in the northern hemisphere think of Christmas, they think of Santa Claus, Christmas trees, reindeers and snow. Snow? Not in Brazil. There, it is summer and it is hot as it can be. Poor Santa in his red winter clothes! He should wear shorts, a t-shirt, and flip flops! But how do families get ready to celebrate Christmas day? Most of them decorate a fake Christmas tree. They hang wreaths on doors and put Christmas lights on windows and balconies. Secret Santa is also very popular in Brazil. It is a game where friends exchange presents anonymously. It is a cheap and fun way to give presents to your loved ones. After dinner, children go to bed and wait for Santa Claus, like many other children around the world. On Christmas Eve, families in Brazil eat a special Christmas menu: turkey (or another bird), rice, vegetables, and potato salad. They always have a special dessert. There is one thing that is not exactly Brazilian, but that they love: Christmas bread (or as the Italian call it: panettoni). Taken and adapted from: Christmas in Brazil Worksheet. (n.d.). Retrieved from https://bit.ly/30k9zjQ	
20'		**Activity 2** T asks questions: What's the weather like in your hometown during Christmas time? Do you have any special tradition? What kind of food do you have on Christmas? Ss answer them in pairs.	
15'		Activity 3 Ss make a Power point presentation about any tradition of Christmas in their hometown. Students develop peer feedback after presentations. They agree on points to be improved and prepare a new presentation.	

10'	Post-task activities	Students look for information about Christmas traditions in other parts of the world and make a three-minutes oral presentation about it.	

LESSON PLAN 9 – HANDOUTS

Christmas

1. Listen to you teacher and answer this question.

Can you imagine what Christmas is like in other parts of the world?

----

2. **Read the text and make a short summary to retell the information.**

Christmas in Brazil

When people who live in the northern hemisphere think of Christmas, they think of Santa Claus, Christmas trees, reindeers and snow. Snow? Not in Brazil. There, it is summer and it is hot as it can be. Poor Santa in his red winter clothes! He should wear shorts, a t-shirt, and flip flops! But how do families get ready to celebrate Christmas day? Most of them decorate a fake Christmas tree. They hang wreaths on doors and put Christmas lights on windows and balconies. Secret Santa is also very popular in Brazil. It is a game where friends exchange presents anonymously. It is a cheap and fun way to give presents to your loved ones. After dinner, children go to bed and wait for Santa Claus, like many other children around the world.

On Christmas Eve, families in Brazil eat a special Christmas menu: turkey (or another bird), rice, vegetables, and potato salad. They always have a special dessert. There is one thing that is not exactly Brazilian, but that they love: Christmas bread (or as the Italian call it: panettoni).

Taken and adapted from: Christmas in Brazil Worksheet. (n.d.). Retrieved from https://bit.ly/30k9zjQ

---

3. **Read again and make a brief summary of the reading text in pairs.**

Weather	Food	Traditions

4. Talk to a partner and answer these questions in pairs.

a) What's the weather like in your hometown during Christmas time?

----

b) Do you have any special traditions?

----

c) What kind of food do you have at Christmas?

----

5. Think about any tradition of Christmas in your hometown and create a Powerpoint presentation.

6. Share your PowerPoint presentation with your partner.
7. Develop peer feedback after your PowerPoint presentation.
8. Agree on points to be improved and make more rehearsals for a new presentation.
9. Look for information about Christmas traditions in other parts of the world and make a three-minutes oral presentation to describe it.

LESSON PLAN 10

TITLE		
New Year's Eve Celebration in Ecuador		
Class objective	**Teaching Material**	**Teaching aids**
SWABT talk about an Ecuadorian tradition for New	Ministry of Education of Ecuador: Module 4. Page 10	Handout Worksheets

Year's Celebration.	Eve	Video: https://www.youtube.com/watch?v=OZ6wpku3qco	

Time	Stage	Procedure	Peer Assessment
10'	**Lead-in**	T has students watch a video and answers questions about it. What is the video about? What activities are people doing in the video? What are those people celebrating? Ss take turns to talk in pairs and write down their answers.	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T asks students to read a text and look at pictures. **New Year's Eve Celebration in Ecuador** Ecuador celebrates New Year's Eve as a unique ritual where elaborate effigies filed with gunpowder and fireworks representing bad vibes from the departing year are displayed throughout cities and towns before being burned at midnight with fireworks and music. Ss read a short text and describe the pictures with questions in groups of four. What do you see? Do you celebrate New Year's Eve? How do you celebrate New Year's Eve in your hometown? Make a list of all the activities you do from you wake up until you go to bed.	
20'		**Activity 2** Ss prepare a group presentation through a Power point presentation or a paper poster exposition where they are going to talk about: a. New Year's Eve celebration in their hometown. b. Describe what people do and eat on New Year's Eve. c. Include pictures or drawings of this celebration.	

		d. Present it to the rest of the class.	
15'		**Activity 3** Ss build a small effigy and bring it to the class. Ss describe the process and the reasons to do that effigy. Students develop peer feedback after presentations. They agree on points to be improved and prepare a new presentation.	
10'	**Post-task activities**	In pairs, students talk about how people in other countries celebrate New Year's Eve and make a brief oral presentation.	

LESSON PLAN 10 – HANDOUTS

New Year's Eve Celebration in Ecuador

1. **Watch the video and underline the appropriate answer. Take turns to talk with your partner.**

Retrieved from: https://www.youtube.com/watch?v=OZ6wpku3qco

1) What is the video about?

The video is about:
a) a funeral   b) a big party celebration   c) Soccer game

2) What activities are people doing in the video?

People are:
a) buying rag dolls   b) dancing   c) burning rag dolls   d) eating

3) What are those people celebrating?
People are celebrating:
a) Carnival   b) New Year's celebration   c) Mother's Day

2. **Read a text and look at the pictures.**

New Year's Eve Celebration in Ecuador
Ecuador celebrates New Year's Eve as a unique ritual where elaborate effigies filed with gunpowder and fireworks representing bad vibes from the departing year are displayed throughout cities and towns before being burned at midnight with fireworks and music.

Taken from: Ministerio de Educación del Ecuador (2016)

3. **Read the text again and describe the pictures in groups of four.**
a) What do you see in the pictures?

----

b) Do you celebrate New Year's Eve?

----

c) How do you celebrate New Year's Eve in your hometown?

----

d) Make a list of all the activities you do from you wake up until you go to bed.

----

4. **In your group, prepare a PowerPoint presentation or a paper poster exposition where you are going to talk about:**
a. New Year's Eve celebration in your hometown.
b. Describe what people do and eat on New Year's Eve.
c. Include pictures or drawings of this celebration.

d. Present it to the rest of the class.

5. Build a small effigy and bring it to the class. Describe the process and the reasons to do that effigy.

6. Assign a partner from the group to develop peer feedback after presentations. **Agree on points to be improved and prepare a new presentation.**

7. **In pairs, students talk about how people in other countries celebrate New Year's Eve and make a brief oral presentation.**

LESSON PLAN 11

TITLE Movie time		
Class objective	**Teaching Material**	**Teaching aids**
SWABT talk about movie preferences.	Ministry of Education of Ecuador: Module 1. Page 2	Handout Worksheets

Time	Stage	Procedure	Peer Assessment
10'	**Lead-in**	T has students to look at pictures and answer a question. Do you like watching movies with your family or friends? Why?	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T asks students to read a text and identify different movie genres. Ss read a text and make a mind map to retell the information in the text with titles of movies from each genre.	
		Movie Genres There are many different types of movies. These types are called genres. Some scare us, like <u>horror movies</u> or thrillers. Others make us fall in love, like romantic movies that have a love story. There are also science fiction movies that take us to outer space or some futuristic planets. Animated movies tell stories through drawings or cartoons, like Nemo or Mickey Mouse. Documentaries teach us about history or biology or a famous person's life. Comedies make us laugh! Action movies keep us on the edge of our seats, waiting for the next exciting thing to happen. We can travel to unknown places with the characters in adventure movies. Dramas involve us in a story with many twists and turns. Magic or supernatural events happen in fantasy movies. Musicals make us sing and dance throughout the story. There is a type of movie for everyone! Taken from: Ministerio de Educación del Ecuador (2016)	
		T encourages students to make a matching exercise to build vocabulary.	
20'		**Activity 2** Ss talk in pairs to answer teacher's questions Which is your favorite movie genre? Why do you like it? Are there any genres that you don't like? What is the best movie genre to see in the movie theater? Why? Can a movie belong to more than one genre? Why?	
15'		**Activity 3** Ss make a power point presentation to explain their answers in activity two. Ss present their power point presentations. Students develop peer feedback after presentations.	

		They agree on points to be improved and prepare a new presentation.	
10'	**Post-task activities**	In pairs, students orally explain their best friend's movie preferences to the rest of the class.	

LESSON PLAN 11 – HANDOUTS

Movie time
1. Look at the pictures and answer your teacher's question

Taken from: https://shorturl.at/ktM59
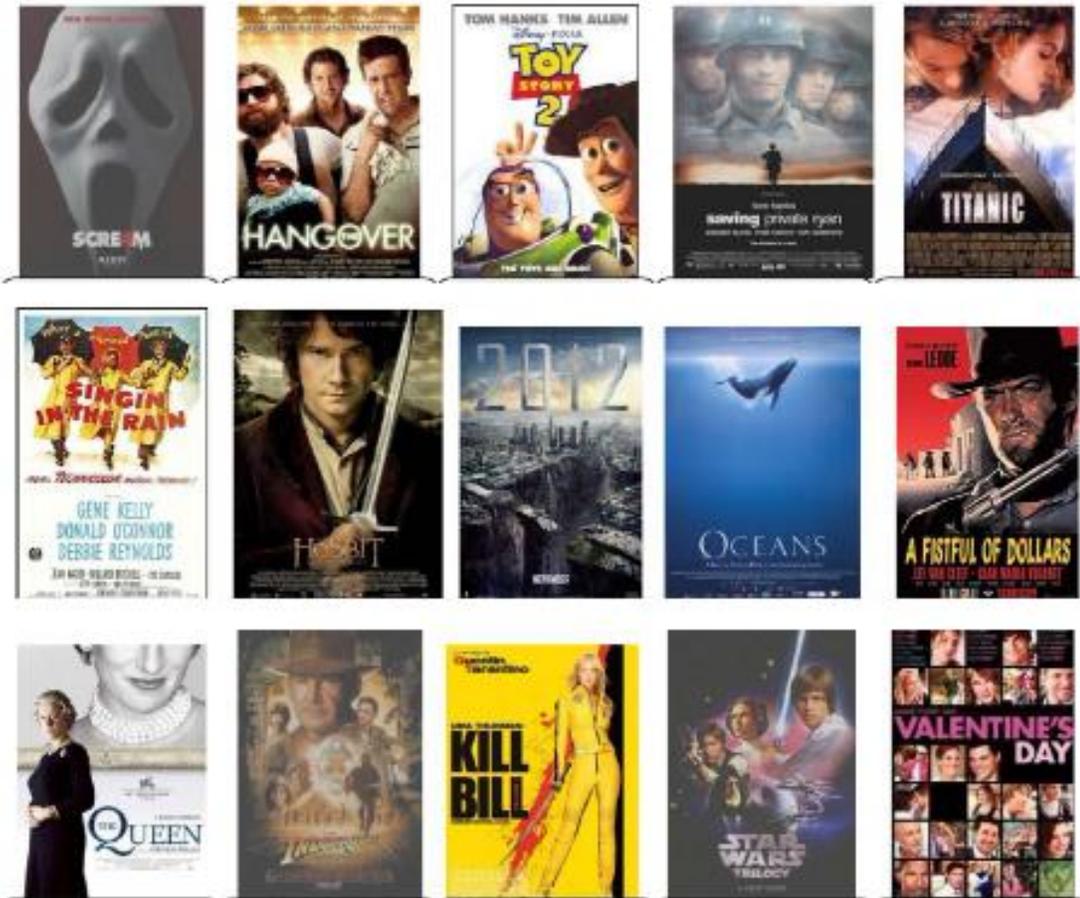
Do you like watching movies with your family or friends? Why? Why not?

----

2. Read the text below and underline different movie genres.

Movie Genres

There are many different types of movies. These types are called genres. Some scare us, like <u>horror movies</u> or thrillers. Others make us fall in love, like romantic movies that have a love story. There are also science fiction movies that take us to outer space or some futuristic planets. Animated movies tell stories through drawings or cartoons, like Nemo or Mickey Mouse. Documentaries teach us about history or biology or a famous person's life. Comedies make us laugh! Action movies keep us on the edge of our seats, waiting for the next exciting thing to happen. We can travel to unknown places with the characters in adventure movies. Dramas involve us in a story with many twists and turns. Magic or supernatural events happen in fantasy movies. Musicals make us sing and dance throughout the story. There is a type of movie for everyone!

Taken from: Ministerio de Educación del Ecuador (2016)

---

3. Read the text again and make a mind map to summarize it. Include examples of movies in each genre.

4. Look at the pictures and match them with their corresponding movie genre.
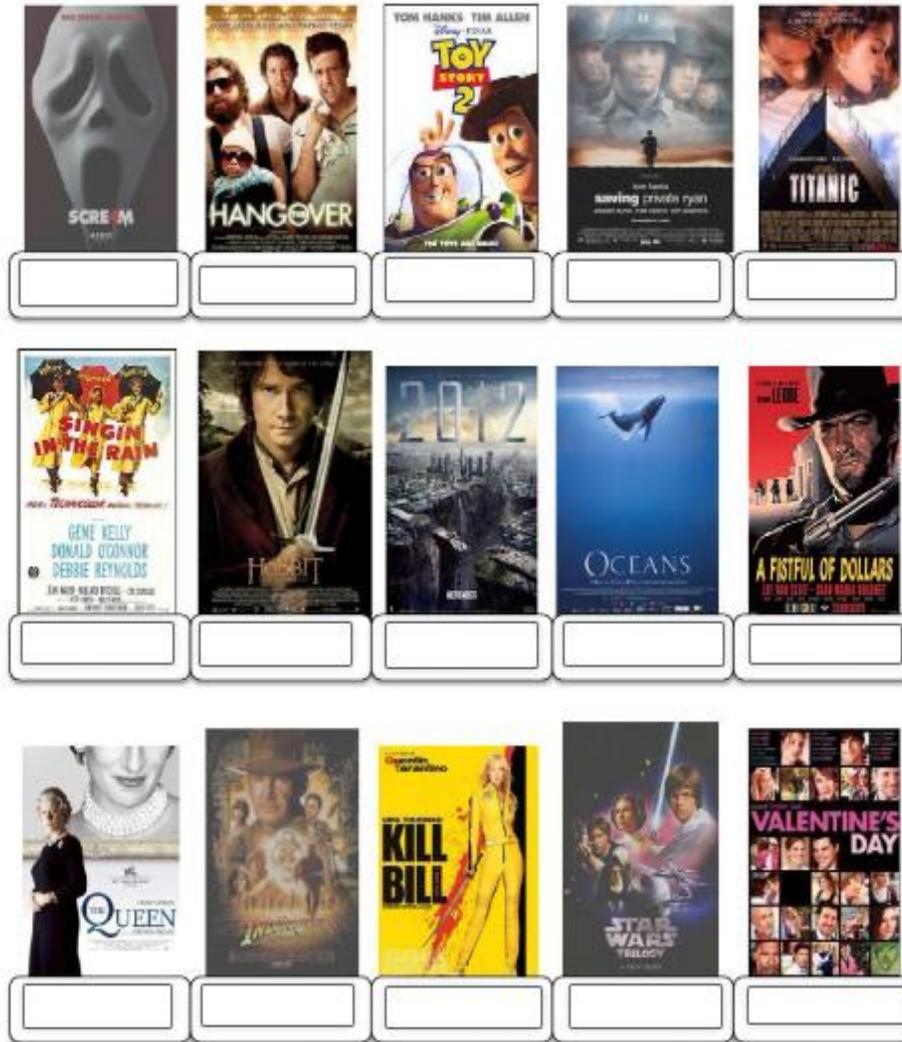
	Horror
	Romantic
	Science Fiction
	Documentary
	Comedy
	Action
	Animated
	Drama
	Adventure
	Fantasy
	Musical

5. In pairs, answer these questions

a) Which is your favorite movie genre? Why do you like it?

----

b) Are there any genres that you don't like?

----

c) What is the best movie genre to see in the movie theater? Why?

----

d) Can a movie belong to more than one genre? Why?

123

----

6. **Make a power point presentation to explain your answers in task 5.**
7. **In pairs, present your power point presentations.**
8. **Give peer feedback after presentations.**
9. **Agree on points to be improved and prepare a new presentation.**
10. **In pairs, talk about your favorite movie and orally explain your friend's movie preferences to the rest of the class.**

LESSON PLAN 12

<table>
<tr>
<td colspan="4" align="center">TITLE
Controversial issues</td>
</tr>
<tr>
<td colspan="2" align="center">Class objective
SWABT give opinion about controversial issues.</td>
<td align="center">Teaching Material
Movie:
https://www.youtube.com/watch?v=g2QGPEUzrsk
Module 1 page 12 (Ministerio de Educación del Ecuador)</td>
<td align="center">Teaching aids
Handout
Worksheets</td>
</tr>
<tr>
<td align="center">Time</td>
<td align="center">Stage</td>
<td align="center">Procedure</td>
<td align="center">Peer Assessment</td>
</tr>
<tr>
<td align="center">10'</td>
<td align="center">Lead-in</td>
<td>T motivates students to watch a short video
https://www.youtube.com/watch?v=g2QGPEUzrsk
Ss watch the video and answer teacher's questions
 What is the video about?
What do you think the woman thought?
What did you think when the man approached the women?
What is the message of this short video?</td>
<td rowspan="2">Students' feedback
Peer emphasizes on partners' strengths.
Peer uses the feedback checklist produced in Class 3.</td>
</tr>
<tr>
<td align="center">2 hours'</td>
<td align="center">Practice activities</td>
<td>Activity 1
T encourages students to read a text.</td>
</tr>
</table>

		The Help is a movie that was released in 2011. It is set in the context of 1960's Mississippi, a state in the southern part of the United States. This is a time when segregation between white and black people still existed. A main theme in this movie is racism. It tells the story of Skeeter, who is a white, high-class recent college graduate who is determined to become a famous writer. She causes chaos in this racially divided society when she decides to interview the black women who have worked as maids and caregivers for white families. These women have suffered physical and emotional abuse at the hands of their white bosses. At first it is difficult for her to find volunteers to tell their stories, but little by little she gains the trust of the ladies. As Skeeter collects their anecdotes, she loses friends and boyfriends from the high society. In the end, she publishes her book and it is a total success. Taken from: https://drive.google.com/file/d/1tPyIChTkKrs468Vd-sEdy-uOn1PZPhxU/view
		Ss answer questions about the text. What is the title of the text? What is the text about? Ss design a mind map to summarize the reading text. T checks understanding
		Activity 2 Ss prepare a short presentation to answer this question: Consider the main character, Skeeter. Would you do the same in her situation? Give five reasons for your answer.
20'		**Activity 3** Ss make a short oral presentation in pairs. Students develop peer feedback after presentations. They agree on points to be improved and prepare a new presentation.

10'	Post-task activities	Look for a movie trailer that contains a controversial issue. Talk about it and provide a message.	

LESSON PLAN 12 - HANDOUTS

Controversial issues

1. **Watch this short movie** https://www.youtube.com/watch?v=g2QGPEUzrsk and answer your teacher's questions.

a) What is the video about?

----

b) What do you think the woman thought?

----

c) What did you think when the man approached the woman?

----

d) What is the message of the video?

----

2. Read the text and answer these questions in pairs.

The Help is a movie that was released in 2011. It is set in the context of 1960's Mississippi, a state in the southern part of the United States. This is a time when segregation between white and black people still existed. A main theme in this movie is racism. It tells the story of Skeeter, who is a white, high-class recent college graduate who is determined to become a famous writer. She causes chaos in this racially divided society when she decides to interview the black women who have worked as maids and caregivers for white families.

These women have suffered physical and emotional abuse at the hands of their white bosses. At first it is difficult for her to find volunteers to tell their stories, but little by little she gains the trust of the ladies. As Skeeter collects their anecdotes, she loses friends and boyfriends from the high society. In the end, she publishes her book and it is a total success.

Taken from: https://drive.google.com/file/d/1tPyIChTkKrs468Vd-sEdy-uOn1PZPhxU/view

a) What is the title of the text?

----

b) What is the text about?

----

c) Have you ever watched any movies that you consider controversial? Which one(s)? What topic(s) did they deal with?

----

3. Design a mind map to summarize the reading text.

4. Prepare a short presentation to answer this question:

Consider the main character, Skeeter. Would you do the same in her situation? Give five reasons for your answer.

Introduction:

Reason 1:
Reason 2:
Reason 3:
Reason 4:
Reason 5:

5. **Make a short oral presentation about activity 4. In pairs**
6. **Develop peer feedback after it.**
7. **Agree on points to be improved for a future presentation.**
8. **Look for a movie trailer that contains any controversial issue; talk about it and give a message.**

LESSON PLAN 13

TITLE
The music behind the movies

Class objective	Teaching Material	Teaching aids
SWABT talk about music included in movies.	Movie trailer: "Sing" https://www.youtube.com/watch?v=9qPgK_u4vX8 Movie trailer: The Sound of music https://www.youtube.com/watch?v=UY6uw3WpPzY Module 1 page 22 (Ministerio de Educación del Ecuador)	Handout Worksheets

Time	Stage	Procedure	Peer Assessment
10'	Lead-in	T motivates students to watch a short video https://www.youtube.com/watch?v=9qPgK_u4vX8 Ss watch the video and answer teacher's questions How does the video start? What kind of competition are the stars going to take part in? What can you hear before the phrase "a singing competition"? What are the animals that participate in the singing competition? T checks understanding	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback

20'	Practice activities	**Activity 1** T encourages students to read a text.	checklist produced in Class 3.
		Music is a universal language. It is one of the ways we come together as in our cultures. People from Japan listen to music from Australia. People from Russia listen to music from China. Think of the music you can hear in your country. Where does it come from? **The music behind the movies** A film score is the music that specifically written to accompany a particular movie. The music is part of the film's soundtrack, which includes noises and voices. The music is specially designed to go along with the plot of the movie, enhancing the dramatic parts. Scores can be written by one or more composers, and are usually	
		Ss answer questions about the text. What is the difference between a score and a soundtrack? Who are the professionals involved in writing and executing a musical score? Describe the process of putting a score with a movie.	
20'		**Activity 2** Ss prepare a short presentation to answer these questions: Write a short paragraph about a musical score that you like. Why do you like it? What kind of music is it? Are there lyrics to the songs? How would movies be if they didn't include any music?	
20'		**Activity 3** Ss make a short oral presentation in pairs. Students develop peer feedback after presentations. They agree on points to be improved and prepare a new presentation.	
10'	**Post-task activities**	Students watch the second trailer https://www.youtube.com/watch?v=UY6uw3WpPzY and orally describe the score used in that movie.	

LESSON PLAN 13 - HANDOUTS

The music behind the movies
1. **Watch to a short video https://www.youtube.com/watch?v=9qPgK_u4vX8**

and answer these questions.

If I feel that I could be certain then

a) **How does the video start?**

----

b) **What kind of competition are the stars going to take part in?**

----

c) **What can you sing before the phrase "a singing competition"?**

----

d) **What are the animals that participate in the singing competition?**

----

2. **Read this text and answer questions in pairs.**

Music is a universal language. It is one of the ways we come together and join our cultures. People from Japan listen to music from Australia. People from Russia listen to music from China. Think of the music you can hear in your country. Where does it come from?

The music behind the movies

A film score is the music that specifically written to accompany a particular movie. The music is part of the film's soundtrack, which includes noises and voices. The music is specially designed to go along with the plot of the movie, enhancing the dramatic parts. Scores can be written by one or more composers, and are usually
performed by orchestras with live musicians and sung by live vocalists. Scores include all genres of music, from jazz to blues to country to classical to electronic. Sometimes soundtracks of movies incorporate a pop song that is recorded independently. An example of this is the song "My Heart Will Go On", written by James Horner and sung by Canadian singer Celine Dion. It was used in the movie Titanic. Scores go through a long editing process before reaching the final version that you hear in the movie theater. This is a tedious process that involves not only musicians and directors, but also sound engineers. It is such an important part of the movie that there is even a category at the Oscars for Best Original Score.

Taken from: https://drive.google.com/file/d/1tPyIChTkKrs468Vd-sEdy-uOn1PZPhxU/view

a) What is the difference between a score and a soundtrack?

----

    b) Who are the professionals involved in writing and executing a musical score?

----

    c) Describe the process of putting a score with a movie.

----

   3. Make a short presentation about:

Write a short paragraph about a musical score that you like.
Why do you like it? What kind of music is it?
Are there lyrics to the songs?
How would movies be if they didn't include any music?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

    4. In pairs, present your job to your partner.
    5. Develop peer feedback in turns.
    6. Improve your presentation.
    7. **Watch this trailer** https://www.youtube.com/watch?v=UY6uw3WpPzY
       and orally describe the score used in that movie.

"The Sound of Music" - THE SOUND OF MUSIC (1965)

LESSON PLAN 14

TITLE
Stunt performers

Class objective	Teaching Material	Teaching aids
SWABT talk about stunt performers and their job.	Video 1: Extraction 2 https://www.youtube.com/watch?v=mO0OuR26IZM Module 1 page 26 (Ministerio de Educación del Ecuador) Video 2: Action movie trailer https://www.youtube.com/watch?v=0Dj2kq5Neus	Handout Worksheets

| Time	Stage	Procedure	Peer Assessment
10'	Lead-in	T motivates students to watch a short trailer and answer this question https://www.youtube.com/watch?v=mO0OuR26IZM What movie genre does this trailer apply? T encourages students to think of movies that have action scenes. What kinds of activities do you see the actors doing? Could you imagine yourself doing these types of things? Ss take turns to talk.	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	Practice activities	**Activity 1** T has students to read a text and answer questions about it	

		Stunt performers (stunt men or stunt women) are professionals who are trained to do stunts during a movie. A stunt person who replaces an actor or actress in a few scenes during a movie is called a stunt double. These scenes can include extreme falls, fights, car crashes, and explosions. The performers have to be trained in different disciplines like martial arts and combat. This makes them better prepared to do their job and deal with risk factors. The idea of stunt performers first started in the circus. Acrobats and gymnasts, called cascadeurs (from the French cascade meaning "waterfall"), would perform falls or stunts with water. Later, these acrobats started to incorporate jumps into their routines and the performances became riskier to the performers. The word stunt came in to being during the 20th century with Wild West movies. This genre of film simulated fights between rival groups using guns and arrows, and stunt performers had to enact those fights. It started to be considered a professional skill requiring special training in the early 1900s. The first stunt double was used in a movie called The Great Train Robbery in 1903. Since then, stunts have been incorporated in a variety of genres of movies, including action, drama, kung fu, and even comedies. Some actors, like Jackie Chan, also do their own stunts, but this is not very common. There have been dozens of serious injuries and even a few deaths of stunt performers throughout the years. The most recent one was in 2017 when filming the TV series, The Walking Dead. The stuntman fell from six meters high while doing a stunt, missing the safety net by a couple inches. Hopefully in the future, these types of accidents will be prevented with better training and equipment. Currently, computer-generated images are taking some of the jobs of stunt performers, but computers have not yet reached the level of authenticity that a live stunt person can. Retrieved from: Ministerio de Educación del Ecuador (2016)
		What does a stunt performer do? What types of movies do generally have stunts? Do you consider this profession to be risky? Why or why not? How was the beginning of the stunt work? Would you like to work as a stunt performer? Under what conditions? T checks understanding
20'		**Activity 2**

		Ss watch https://www.youtube.com/watch?v=mO0OuR26IZM&t=19s Ss prepare an oral presentation to answer questions What kinds of activities is the stunt performer doing? Do you consider those activities risky? Why? Would you consider working as a stunk performer in the future? Why? T checks understanding	
20'		**Activity 3** Ss make oral presentations in pairs Ss develop peer feedback Ss agree on points to be improved for future presentations.	
10'	**Post-task activities**	Students look for information about other risky jobs and make a mind map to orally describe them in front of the class.	

LESSON PLAN 14 - HANDOUTS

STUNT PERFORMERS

1. Watch this movie trailer and answer
    https://www.youtube.com/watch?v=mO0OuR26IZM and answer this question.
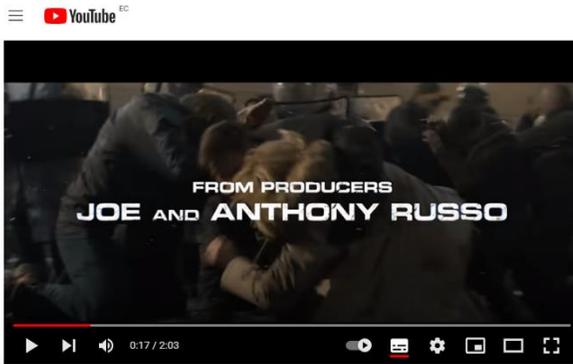
    a) What movie genre does this trailer apply to?

----

    2. Think about movies that have action scenes

Taken from: https://www.studiobinder.com/blog/what-is-a-stuntman-job-description/

    a) What kinds of activities do you see the actors doing?

----

    b) Could you imagine yourself doing these types of things?

----

3. Read the text below and to read a text and answer questions about it in pairs.

Stunt performers (stunt men or stunt women) are professionals who are trained to do stunts during a movie. A stunt person who replaces an actor or actress in a few scenes during a movie is called a stunt double. These scenes can include extreme falls, fights, car crashes, and explosions. The performers have to be trained in different disciplines like martial arts and combat. This makes them better prepared to do their job and deal with risk factors.

The idea of stunt performers first started in the circus. Acrobats and gymnasts, called cascadeurs (from the French cascade meaning "waterfall"), would perform falls or stunts with water. Later, these acrobats started to incorporate jumps into their routines and the performances became riskier to the performers. The word stunt came in to being during the 20th century with Wild West movies. This genre of film simulated fights between rival groups using guns and arrows, and stunt performers had to enact those fights.

It started to be considered a professional skill requiring special training in the early 1900s. The first stunt double was used in a movie called The

Great Train Robbery in 1903. Since then, stunts have been incorporated in a variety of genres of movies, including action, drama, kung fu, and

even comedies.

Some actors, like Jackie Chan, also do their own stunts, but this is not very common. There have been dozens of serious injuries and even a few deaths of stunt performers throughout the years.

The most recent one was in 2017 when filming the TV series, The Walking Dead. The stuntman fell from six meters high while doing a stunt, missing the safety net by a couple inches. Hopefully in the future, these types of accidents will be prevented with better training and equipment. Currently, computer-generated images are taking some of the jobs of stunt performers, but computers have not yet reached the level of authenticity that a live stunt person can.

Retrieved from: http://tripsintohistory.com/2012/08/18/movie-stuntmen-we-wouldnt-have-the-old-western-films-without-them/

a) What does a stunt performer do?

----

b) What types of movies generally have stunts?

----

c) Do you consider this profession to be risky? Why or why not?

----

d) How was the beginning of the stunt work?

----

e) Would you like to work as a stunt performer? Under what conditions?

----

4. **Watch this movie trailer** https://www.youtube.com/watch?v=0Dj2kq5Neus **and prepare an oral presentation to answer the questions below.**

a) What kinds of activities is the stunt performer doing?

----

b) Do you consider those activities risky? Why? Why not?

----

c) Would you consider working as a stunk performer in the future? Why? Why not?

----

5. **In pairs make oral presentations**
6. **Develop peer feedback**
7. **Agree on points to be improved for future presentations.**

Look for information about the other three risky jobs and make a mind map to orally describe them in front of the class.

LESSON PLAN 15

TITLE
Personalities around the world

Class objective	Teaching Material	Teaching aids
SWABT describe their own personality traits.	Module 2 page 2 (Ministerio de Educación del Ecuador) Module 4 page 2 (Ministerio de Educación del Ecuador) Video: personality traits https://www.youtube.com/watch?v=IB1FVbo8TSs	Handout Worksheets

Time	Stage	Procedure	Peer Assessment
10'	Lead-in	T asks students some questions. What brought me joy as a child? • What brings me joy now? • What's my biggest accomplishment? • What's my biggest dream?	**Students' feedback** Peer emphasizes on

		• What's my biggest fear? • How would others describe me? T encourages students to watch a video and answer questions https://www.youtube.com/watch?v=IB1FVbo8TSs What are the five personality traits mentioned in the video? Are you one of them?	partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T has students to read a text and answer questions about it in pairs **Personalities Around the World** Psychologists have developed a personality test that has been taken by millions of people all over the world. From these results, they can observe general tendencies by country. However, these most often do not coincide with the stereotypes that most people have of these countries. One study of this type was done in 2005 and it involved university students from 51 different cultures around the world. Some patterns emerged in the data. For example, people from Brazil tended to be the most extroverted. The least extroverted were the Nigerians, Moroccans, and Indonesians. Another similar study was conducted in 2007 with 17,000 participants from 56 countries. The highest level of neuroticism was found in Japan and Argentina, while the lowest was in the Congo and Slovenia. At the same time, the Congo and Jordan ranked high on agreeableness, while Japan and Lithuania ranked the lowest. What might explain these differences in personalities across countries? Some researchers say that it may be due to migration patterns. For example, people who tend to be risk-takers might be more likely to move to a different country. What is important to take away from these studies, and others that have been done similar to them, is that the findings most often do not reflect the stereotypes we may have of people from these places. Therefore, it is always necessary to keep an open mind about people from other parts of the world. Retrieved from: Ministerio de Educación del Ecuador (2016). What are some of the specific observations that researchers have been able to make about people from some countries? What do you think is the main point of this reading? List some of the personality traits that you find in the reading.	

		Do you know what all of them are? Do you consider yourself to be any of them? What do you think researchers would discover about the personality traits of people from your region? T checks understanding	
20'		**Activity 2** Ss read the second text and write antonyms T checks understanding Ss prepare an oral presentation to describe their personality traits. They choose three personality traits and explain why they chose them.	
20'		**Activity 3** Ss make oral presentations in pairs Ss develop peer feedback Ss agree on points to be improved for future presentations.	
10'	**Post-task activities**	Students make an oral presentation about their partner's personality traits and give reasons for their choice.	

LESSON PLAN 15 – HANDOUTS

PERSONALITIES AROUND THE WORLD

1. **In pairs, talk and answer these questions.**
a) What brought me joy as a child?

----

b) What brings me joy now?

----

c) What's my biggest accomplishment?

----

d) What's my biggest dream?

----

e) What's my biggest fear?

----

f) How would others describe me?

----

2. **Watch this video and answer your teacher's questions**

The Big Five Personality Traits

personality. In order to understand what each trait really means let's look at

Taken from: https://www.youtube.com/watch?v=IB1FVbo8TSs

a) **What are the five personality traits mentioned in the video?**

----

b) **Are you one of them?**

----

3. **Read this text and answer these questions in pairs.**

Personalities Around the World

Psychologists have developed a personality test that has been taken by millions of people all over the world. From these results, they can observe general tendencies by country. However, these most often do not coincide with the stereotypes that most people have of these countries. One study of this type was done in 2005 and it involved university students from 51 different cultures around the world. Some patterns emerged in the data. For example, people from Brazil tended to be the most extroverted. The least extroverted were the Nigerians, Moroccans, and Indonesians. Another similar study was conducted in 2007 with 17,000 participants from 56 countries. The highest level of neuroticism was found in Japan and Argentina, while the lowest was in the Congo and Slovenia. At the same time, the Congo and Jordan ranked high on agreeableness, while Japan and Lithuania ranked the lowest. What might explain these differences in personalities across countries? Some researchers say that it may be due to migration patterns. For example, people who tend to be risk-takers might be more likely to move to a different country. What is important to take away from these studies, and others that have been done similar to them, is that the findings most often do not reflect the stereotypes we may have of people from these places. Therefore, it is always necessary to keep an open mind about people from other parts of the world.

Retrieved from: https://educacion.gob.ec/wp-content/uploads/downloads/2020/08/INGLES_3_BACH_MODULO_2.pdf

Culture

It is common for some to generalize about people from other cultures. For example, often we may hear the citizens of a certain country are loud or shy or serious, that they are consistently late or are superficial. But these are mere stereotypes; there are all types of people in every country on the planet. We should be sure to get to know each person we meet as an individual and not as a nationality and its associated stereotypes.

a) What are some of the specific observations that researchers have been able to make about people from some countries?

----

b) What do you think is the main point of this reading?

----

c) List some of the personality traits that you find in the reading.

----

d) Do you know what all of them are? Do you consider yourself to be any of them?

----

e) What do you think researchers would discover about the personality traits of people from your region?

141

----

4. **Read this information carefully**

Positive personality traits	Negative personality traits
Adventurous. a lover of adventures	Arrogant. believing you are better than others
Charming. liked by other people	Stingy. don't like to share or spend much money
Confident. sure of yourself	
Conscientious. conscious of others and your environment	Bossy. acting like you are the boss
Discreet. not loud, not sharing too much information	Cowardly. fearful of everything
	Lazy. not wanting to work
Extrovert. outgoing, happy to interact with others	Malicious. with bad intentions
	Obnoxious. crazy, out of control
Fair. acts with justice	Picky. too selective
Fearless. not afraid of anything	Dishonest. not honest
Helpful. enjoys helping others	Rude. not courteous or polite to others
Imaginative. creative, good imagination	Sarcastic. making fun of things or people with irony
Open. easy to talk to, mind open to other ideas	
	Impulsive. acting without thinking
Cheerful. happy	Self-centered. only focused on yourself
Optimistic. always looking at the bright side of situations	Thoughtless. not thinking, especially about other people
Courageous. having a lot of courage	Unfriendly. not friendly or nice to others
Sociable. friendly with others	Neurotic. very crazy or worried about things
Agreeable. easy to get along with	

Taken from:
https://educacion.gob.ec/wp-content/uploads/downloads/2020/08/INGLES_3_BACH_MODULO_2.pdf

5. **Read again and write opposites or antonyms from the following personality traits**

Positive	Negative
Sociable	
	Rude
	Malicious
Helpful	

6. **Use vocabulary in activity 4 and prepare an oral presentation to describe your personality traits. Choose three personality traits and explain why you chose them.**

7. **In pairs make oral presentations**
8. **Develop peer feedback**
9. **Agree on points to be improved for future presentations.**

10. **Make an oral presentation about their partner's personality traits and give reasons for their choice.**

LESSON PLAN 16

TITLE			
My future career			

Class objective	**Teaching Material**		**Teaching aids**
SWABT talk about future professions.	Module 2 page 4 (Ministerio de Educación del Ecuador) Video: https://www.youtube.com/watch?v=c6Zo5Y_edkQ		Handout Worksheets

Time	**Stage**	**Procedure**	**Peer Assessment**
10'	**Lead-in**	T asks students to watch a video to complete words https://www.youtube.com/watch?v=c6Zo5Y_edkQ Ss complete words based on the vocabulary provided by the video. Ss answer this question: Do you think you know what career matches best with your personality? What would you like to do in the future?	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T has students to read a quiz to discover students' future careers T checks understanding	
20'		**Activity 2** Ss take turns to interview a partner by using the Quiz in activity 1.	

		Ss choose their answers Ss read their results T checks understanding Ss prepare a poster to describe their future career and their opinion about the results in the quiz. They must explain about their results in the quiz and if they agree or disagree with them.	
20'		**Activity 3** Ss make oral presentations in pairs Ss develop peer feedback Ss agree on points to be improved for future presentations.	
10'	**Post-task activities**	Students make a poster and talk about their future profession in front of the class.	

LESSON PLAN 16 – HANDOUTS

MY FUTURE PROFESSION

1. **Watch this video https://www.youtube.com/watch?v=c6Zo5Y_edkQ and complete words to discover professions.**
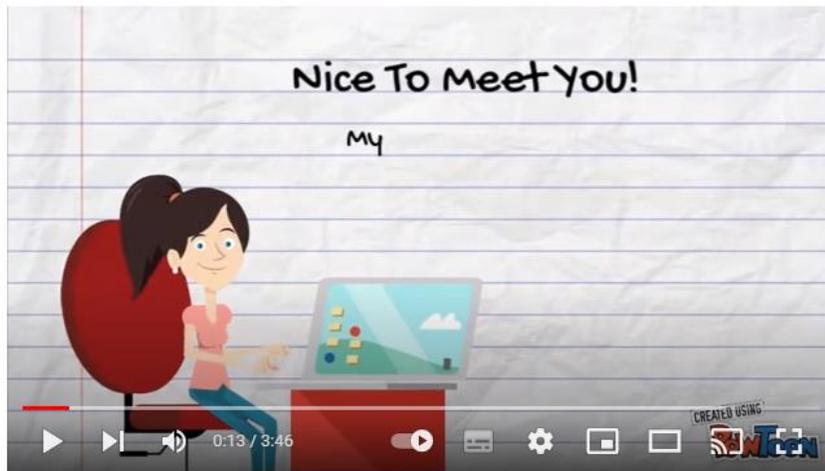
a) **T - - -H- R**

b) **M - - K - - -R**

c) **E - - - E - - - - E – R**

d) **H- - M - - R- - - - - C - S E - - - - - I – E**

e) **C - - F**

Now, answer these questions:

a) Do you think you know what career matches best with your personality?

----

b) What would you like to do in the future?
----

2. **Read this quiz**

QUIZ: What Career is Best for You?
There are many quizzes and tests that help you to determine what profession would be the best for you according to your personality. Take this test to see what field would be ideal for you. Answer each question honestly.

On the weekends, I prefer to:
a. go out hiking in the mountains.
b. write a story or read a novel.
c. work on my computer.
d. talk with my friends and family.
• **When I have the choice of what show to watch on TV, I choose:**
 a. "survivor" or some outdoor program.
b. a classic movie like Titanic.
c. a show about technology.
d. a sitcom or drama.
• **The subject I like the most in school is:**
a. physical education.
b. language arts or English.
c. computers or physics.
d. social studies.
• **The person I admire the most is:**
a. an adventurer.
b. a writer.
c. a scientist.
d. a humanitarian.
• **When I think of my future profession, it is most important for me to:**
a. be able to be outside.
b. be able to use my writing skills.
c. be able to work with computers or do scientific experiments.
d. be able to make a difference in someone's life

3. **In pairs, take turns to interview by using the Quiz in activity 2. Choose your answers and read your results.**

If your answers were…

Mostly As: You would be best working outdoors. You can be a botanist (someone who studies plants), an archaeologist (someone who studies ruins and bones of previous eras), or even as an extreme tour guide, taking tourists to climb mountains around the country.

Mostly Bs: You should consider working with something that has to do with languages. You could be a linguist (a scientist who studies how human language works from a social and structural perspective), a writer (of novels or even movie scripts!), an editor, a translator or interpreter, or a language teacher.

Mostly Cs: You would be best as a scientist because you are technical. You can be a physicist, a chemist, or an engineer. You could also work as a computer programmer or perhaps a doctor.

Mostly Ds: You need to choose a career in which you can help others. You can be a psychologist, a social worker, or even a teacher. You would also be a good anthropologist (someone who studies human evolution and societies) or sociologist (someone who studies human behavior and relationships between people and groups).

Retrieved from: https://educacion.gob.ec/wp-content/uploads/downloads/2020/08/INGLES_3_BACH_MODULO_2.pdf

4. **Prepare a poster to describe your future career and your opinion about the results in the quiz. Do you agree or disagree with the results? Why?**

5. **In pairs make oral presentations**
6. **Develop peer feedback**
7. **Make a poster and talk about their future profession in front of the class. What would you like to be in the future?**

LESSON PLAN 17

| TITLE		
Giving advice		
Class objective	**Teaching Material**	**Teaching aids**
SWABT ask for and give advice about personal issues.	Module 2 page 5 (Ministerio de Educación del Ecuador) Video: https://www.youtube.com/watch?v=07QWv744tWo Reading https://www.esl-lounge.com/level2/lev2agonyauntletters.php	Handout Worksheets
Time	**Stage**	**Procedure**	**Peer Assessment**

10'	**Lead-in**	T asks students to watch a video and answer questions https://www.youtube.com/watch?v=07QWv744tWo What are the people in the video talking about? What does the woman decide at the end?	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T asks Ss to read some text and match with their main ideas. https://www.esl-lounge.com/level2/lev2agonyauntletters.php	
20'		**Activity 2** T makes a brief explanation about how to give advice and the use of SHOULD Ss read four "agony letters" and choose one to give advice. T checks understanding <table><tr><td>A. Dear Marge, All the other children laugh at me at school and say my clothes are completely unfashionable. I feel really stupid. I ask my parents to buy me better clothes but they say they don't have enough money. What can I do?</td><td>B. Dear Marge, I saw one of my classroom partners taking some paper from the office photocopier and put it in her bag. Do you think I should report her for theft to the boss or not? My parents always taught me to tell the truth and that any stealing is wrong. What do you think?</td></tr><tr><td>C. Dear Marge, I have my boyfriend for nearly a year and he doesn't seem interested in me anymore. I think he may be more interested in his school partner, a girl younger than him. Is there any hope for our marriage?</td><td>D. Dear Marge, I am 16 years old and I want to leave school this year. My parents say it is too early for me and that I should be trying to get into university. I think I am old enough to make my own decisions now. I want to work with my friend Susan in McDonalds. Then, I can start earning money to buy things.</td></tr></table> Ss write a short paragraph to respond one of the agony letters and prepare an oral presentation with three reasons for their response.	
20'		**Activity 3** Ss make oral presentations in pairs Ss develop peer feedback Ss agree on points to be improved for future presentations.	

10'	Post-task activities	Students think about their main problems. They role play, in pairs. One student is the one that has the problem and the other is who listens and gives advice. They role play in front of the class.	

LESSON PLAN 17 - HANDOUTS
Giving advice

1. **Watch this video attentively**

   https://www.youtube.com/watch?v=07QWv744tWo **and answer the questions below**
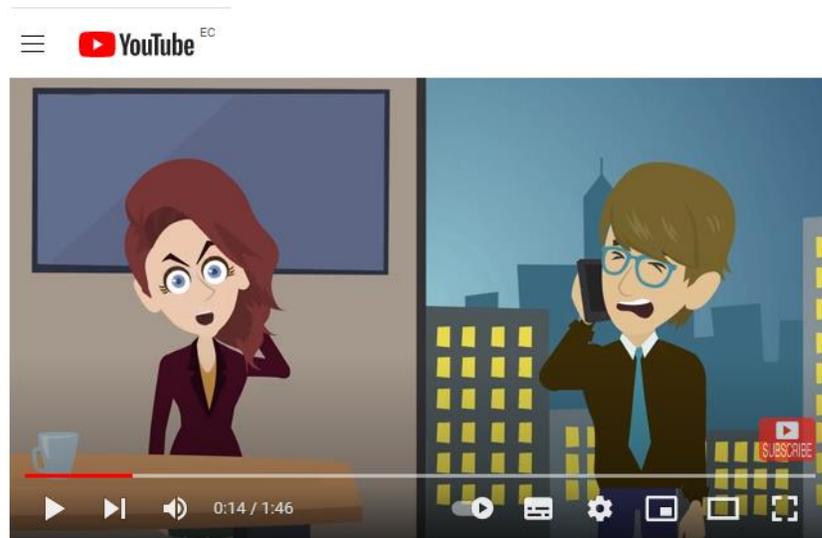
   a) What are the people in the video talking about?

   ----
   b) What does the woman decide at the end?

   ----

2. **Read these "agony letters" and match them with their main ideas.**

A. Dear Marge, All the other children laugh at me at school and say my clothes are completely unfashionable. I feel really stupid. I ask my parents to buy me better clothes but they say they don't have enough money. What can I do?	B. Dear Marge, I saw one of my classroom partners taking some paper from the office photocopier and put it in her bag. Do you think I should report her for theft to the boss or not? My parents always taught me to tell the truth and that any stealing is wrong. What do you think?

C. Dear Marge,	D. Dear Marge,
I have my boyfriend for nearly a year and he doesn't seem interested in me anymore. I think he may be more interested in his school partner, a girl younger than him. Is there any hope for our marriage?	I am 16 years old and I want to leave school this year. My parents say it is too early for me and that I should be trying to get into university. I think I am old enough to make my own decisions now. I want to work with my friend Susan in McDonalds. Then, I can start earning money to buy things.

Retrieved from: https://www.esl-lounge.com/level2/lev2agonyauntletters.php

1. A student who wants to drop school and needs advice.
2. A student who has noticed his partner was stealing something and he does not know what to do and needs advice.
3. A student who is bullied and needs advice.
4. A student who has loving problems and needs advice.

3. Look at this chart and listen to your teacher

GIVING ADVICE
Using Should

QUESTION: **Should** I + *verb* ... **?** = I want advice about something.

ADVICE: I think you **should** + *verb* ... ✔

I **don't** think you **should** + *verb* ... ✔

I think you **shouldn't** + *verb*... ✖

*We do not use **shouldn't** with I think.*

Should I *buy* the red shirt or the blue shirt **?**

I think you **should** *buy* the red one.

One can be used to avoid repetition of the word *shirt*.

I think you **should** *buy* the red shirt because it is nicer than the blue one.

A comparative can be used to give a reason for your advice.

www.grammar.cl   www.woodwardenglish.com   www.vocabulary.cl

© Woodward English

4. Read "agony letters" in task 2 and choose one to give advice.
5. Write a short paragraph to respond one of the agony letters and prepare an oral presentation with three reasons for your response.

----

6. Develop oral presentations in pairs
7. Perform peer feedback
8. Agree on points to be improved.

151

9. **Think about your main problems. Then role play, in pairs. The first student is the one who has the problem and the other is who listens and gives advice. Then, role play in front of the class.**

LESSON PLAN 18

TITLE Studying abroad			
Class objective SWABT talk about future professions and preferences	**Teaching Material** Module 2 page 8 (Ministerio de Educación del Ecuador) Video https://www.youtube.com/watch?v=0PwNW7PAUzQ		**Teaching aids** Handout Worksheets
Time	**Stage**	**Procedure**	**Peer Assessment**
10'	**Lead-in**	T asks students to watch a video and answer questions https://www.youtube.com/watch?v=0PwNW7PAUzQ What is the video about? What are those people in the video doing? What is their opinion about studying abroad?	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T asks Ss to read a text and answer questions in pairs. **Studying Abroad** Studying abroad was just a dream for many people 50 years ago, but now it is a reality for several students. Many universities offer study abroad programs for a semester or a year. Universities establish agreements with foreign schools and are able to do a student exchange program. For example, if a university in Mexico has an exchange program with a university in Canada, they can send Mexican students to study in Canada, and Canadian students can go study in Mexico. The students take classes related to their major while earning credit for their home university. Most of these students live with a host family for the time they are there, where they get to experience daily life in the host country's culture. Learning in a different environment opens your eyes to many new things. Living in another country doesn't only teach you academic lessons, but life lessons as well. Being far away from home isn't easy, but it's worth it. It is very important to take advantage of any of these opportunities that your university may offer you. It is the chance of a lifetime, and the memories you create will last forever. Students never regret doing it! Retrieved from: Ministerio de Educación del Ecuador (2016)	

		What does "study abroad" mean? If a university has an agreement established with another, what does that entail? What are the advantages of studying abroad? Do you think you would like to spend a semester or year abroad? Where? T checks understanding	
20'		**Activity 2** Look for information about studying abroad in https://siau.senescyt.gob.ec/convocatorias/ And choose one destination to study. Answer these questions Where would you like to go to study? What would you like to study? What are the main requirements to go there? Do you think you accomplish all the requirements? Is it necessary to speak English to go to your favorite destination? T checks understanding Ss prepare a poster to explain about their favorite destination to study.	
20'		**Activity 3** Ss make oral presentations in pairs Ss develop peer feedback Ss agree on points to be improved for future presentations.	
10'	**Post-task activities**	Students individually prepare a short oral presentation about where they would like to go to study.	

LESSON PLAN 18 - HANDOUTS
Studying abroad

1. **Watch this video** https://www.youtube.com/watch?v=0PwNW7PAUzQ **and answer questions.**

a) What is the video about?

----

b) What are those people in the video doing?

----

c) What is their opinion about studying abroad?

----

2. **Read the text below and answer the questions in pairs.**

Studying Abroad

Studying abroad was just a dream for many people 50 years ago, but now it is a reality for several students. Many universities offer study abroad programs for a semester or a year. Universities establish agreements with foreign schools and are able to do a student exchange program. For example, if a university in Mexico has an exchange program with a university in Canada, they can send Mexican students to study in Canada, and Canadian students can go study in Mexico. The students take classes related to their major while earning credit for their home university. Most of these students live with a host family for the time they are there, where they get to experience daily life in the host country's culture. Learning in a different environment opens your eyes to many new things. Living in another country doesn't only teach you academic lessons, but life lessons as well. Being far away from home isn't easy, but it's worth it. It is very important to take advantage of any of these opportunities that your university may offer you. It is the chance of a lifetime, and the memories you create will last forever. Students never regret doing it!

Retireved   from: https://educacion.gob.ec/wp-content/uploads/downloads/2020/08/INGLES_3_BACH_MODULO_2.pdf

---

a) What does "study abroad" mean?

----

b) If a university has an agreement established with another, what does that entail?

----

c) What are the advantages of studying abroad?

----

d) Do you think you would like to spend a semester or year abroad?

----

3. Look for information about studying abroad in https://siau.senescyt.gob.ec/convocatorias/ and choose one destination to study after your graduation from high school.

Retrieved from: https://siau.senescyt.gob.ec/convocatorias/

a) Where would you like to go to study?

----

b) What would you like to study?

----

c) What are the main requirements to go there?

----

d) Do you think you accomplish all the requirements?

----

e) Is it necessary to speak English to go to your favorite destination?

----

4. Prepare a poster to explain about your favorite destination to study and three reasons for your choice.

5. **Develop oral presentations in pairs**
6. **Perform peer feedback**
7. **Agree on points to be improved.**
8. **Individually prepare a short oral presentation about where you would like to go to study.**

LESSON PLAN 19

TITLE			
Protecting the Ecuadorian Amazon			
Class objective	**Teaching Material**		**Teaching aids**
SWABT give opinion about how to protect the Ecuadorian Amazon	Module 3 page 2 (Ministerio de Educación del Ecuador) Video https://www.youtube.com/watch?v=OwrionVDMQc		Handout Worksheets
Time	**Stage**	**Procedure**	**Peer Assessment**
10'	**Lead-in**	T asks students to watch a video and answer questions in pairs https://www.youtube.com/watch?v=OwrionVDMQc Where are you from? According to the information in the video, complete the map the with the names of the provinces? What region of Ecuador do you prefer to live in? What do you know about the Ecuadorian Amazon?	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T asks Ss to read a text and answer questions in groups of four students. **Protecting the Ecuadorian Amazon** The Amazon region of Ecuador is found in the eastern part of the country. Of the four geographical regions of the country (Amazon, Highlands, Coast, and Galapagos), it is the largest in area. It is one	

		of the most biodiverse places on the planet, with thousands of species of plants and animals. It is a natural treasure for the country and the world. There are five national parks in this region: Yasuni, Cayambe, Coca, Llanganates, Sumaco Napo-Galeras, and Río Negro-Sopladora. This beautiful region is in danger. There is a lot of oil (near 800 million barrels) in the ground of the Ecuadorian Amazon. If oil companies remove this oil from the ground, the ecosystem will be disturbed. It can harm the plants and animals. Some indigenous groups of the region, especially the Waorani, have fought and won important legal battles to preserve the land. But this fight is far from finished. There are constant attempts by oil companies to drill in the region. There are also instances of illegal deforestation in the region. As long as there continues to be strong opposition to this, there is hope that the Amazon region of Ecuador will remain protected. According to the reading, what is special about the Amazon region? What are the two sides of the oil debate? What do oil companies want? What do the indigenous people want? Have you heard any news recently about this topic? Share it	
20'		**Activity 2** What is your own personal opinion? Should the oil companies be able to drill for oil in order to make money, or should the Amazon be protected? Each group makes a poster to defend their opinions with solid arguments.	
20'		**Activity 3** Ss make oral presentations in groups Ss other groups give feedback after each presentation. Ss agree on points to be improved for future presentations.	
10'	**Post-task activities**	In pairs, students talk about how to protect the Ecuadorian Amazon.	

LESSON PLAN 19 – HANDOUTS

Protecting the Ecuadorian Amazon

1. **Watch this video https://www.youtube.com/watch?v=OwrionVDMQc and answer the questions below in pairs.**

a) Where are you from?

----
b) What region of Ecuador do you prefer to live in?

----

c) What do you know about the Ecuadorian Amazon?
----

2. **According to the information in the video, complete the map the with the names of the provinces.**

3. **Read the following text and answer the questions in groups of four**

Protecting the Ecuadorian Amazon

The Amazon region of Ecuador is found in the eastern part of the country. Of the four geographical regions of the country (Amazon, Highlands, Coast, and Galapagos), it is the largest in area. It is one of the most biodiverse places on the planet, with thousands of species of plants and animals. It is a natural treasure for the country and the world. There are five national parks in this region: Yasuni, Cayambe, Coca, Llanganates, Sumaco Napo-Galeras, and Río Negro-Sopladora. This beautiful region is in danger. There is a lot of oil (near 800 million barrels) in the ground of the Ecuadorian Amazon. If oil companies remove this oil from the ground, the ecosystem will be disturbed. It can harm the plants and animals. Some indigenous groups of the region, especially the Waorani, have fought and won important legal battles to preserve the land. But this fight is far from finished. There are constant attempts by oil companies to drill in the region. There are also instances of illegal deforestation in the region. As long as there continues to be strong opposition to this, there is hope that the Amazon region of Ecuador will remain protected.

Retrieved from: https://educacion.gob.ec/wp-content/uploads/downloads/2020/08/INGLES_3_BACH_MODULO_3.pdf
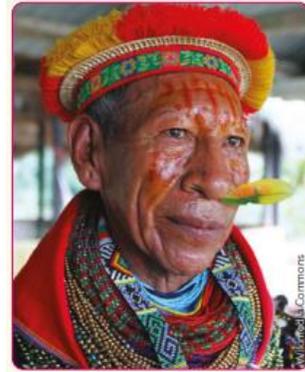
Culture

In the Amazon region of Ecuador, there are nine different indigenous nationalities: Kichwa, Shuar, Achuar, Shiwiar, Cofán, Siona, Secoya, Zápara, Andoa, and Waorani. They speak different languages and have different customs. Most of these nationalities welcome thousands of international tourists every year.

a) According to the reading, what is special about the Amazon region?

----

b) What are the two sides of the oil debate?

----

c) What do oil companies want?

----

d) What do the indigenous people want?

----

e) Have you heard any news recently about this topic? Share it

----

4. **Talk to your partners in your group and answer these questions. Support your ideas with solid arguments.**

159

a) What is your own personal opinion?

----

b) Should the oil companies be able to drill for oil in order to make money, or should the Amazon be protected?

----

5. **Make a poster in a separate big sheet of paper to present your ideas in the activity 3 to the rest of the class.**
6. **Present your poster to the rest of the class.**
7. **Receive feedback after each presentation.**
8. **Agree on points to be improved for future presentations.**

In pairs, students talk about how to protect the Ecuadorian Amazon.
LESSON PLAN 20

TITLE			
Natural disasters			
Class objective SWABT talk about what to do in case of a natural disaster.	**Teaching Material** Module 3 page 4 (Ministerio de Educación del Ecuador)		**Teaching aids** Handout Worksheets
Time	**Stage**	**Procedure**	**Peer Assessment**
10'	**Lead-in**	T asks students to look at the pictures and match them with their corresponding word. Ss answer questions What are some natural disasters you know? Who or what do you think causes them?	**Students' feedback** Peer emphasizes on partners' strengths. Peer uses the feedback checklist produced in Class 3.
20'	**Practice activities**	**Activity 1** T asks Ss to read a text and organize the information from the reading about natural disasters in Ecuador by filling a table. List the four types of natural disasters mentioned in the reading. **Natural Disasters in Ecuador** There are different types of natural disasters that occur in Ecuador; one is an earthquake. An earthquake happens when the plates of the earth move against each other. Hundreds of earthquakes have	

160

		been recorded in Ecuador. The strongest earthquake in the country that has been measured was on December 12, 1979. It happened in the Pacific Ocean on the border between Ecuador and Colombia and measured 8.2 on the Richter scale. It caused a tsunami, which is another type of natural disaster. It is a long high wave that can cause a lot of destruction. Volcanic eruptions are another type of natural disaster. In Ecuador, including the Galapagos Islands, 27 potentially active volcanoes have been counted. Some of the most famous of these are the Cotopaxi, Reventador, Cayambe, and Tungurahua. Volcanoes can be erupting, active, dormant (not active but may be in the future), or extinct (has not erupted in over 10,000 years). The state of Ecuador's volcanoes has been monitored for decades. Wildfires are also a natural disaster that occur in Ecuador. During the past few years, more and more wildfires have been registered, especially during the summer months of June, July, and August in the highlands. Many acres of land have been burned. When the weather is dry and warm, wildfires are more likely to occur. We have to be careful because with these conditions, fires can spread quickly and destroy a lot of land.	
20'		**Activity 2** Ss talk to a partner and choose one natural disaster and look for information about the causes and consequences of a natural disaster, what to do and have to be prevented. Ss draw a mind map with ideas to be presented to the rest of the class.	
20'		**Activity 3** Ss make oral presentations in pairs Ss give feedback after each presentation. Ss agree on points to be improved for future presentations.	
10'	**Post-task activities**	In pairs, students choose a natural disaster and talk about how to prevent it.	

LESSON PLAN 20 – HANDOUTS

Natural disasters
1. **Look at the pictures and match them with their corresponding word; then, answer the questions in pairs.**

NATURAL DISASTERS

Tornado
Volcanic eruption
Tsunami
Hurricane
Wild fire
avalanche
flood
earthquake

a) **What are some natural disasters you know?**

----

b) **Who or what do you think causes Natural disasters?**

----

2. **Read a text and organize the information from the reading about natural disasters in Ecuador by filling the table below table. List the four types of natural disasters mentioned in the reading and details about them.**

Natural Disasters in Ecuador
There are different types of natural disasters that occur in Ecuador; one is an earthquake. An earthquake happens when the plates of the earth move against each other. Hundreds of earthquakes have been recorded in Ecuador. The strongest earthquake in the country that has been measured was on December 12, 1979. It happened in the Pacific Ocean on the border between Ecuador and Colombia and measured 8.2 on the Richter scale. It caused a tsunami, which is another type of natural disaster. It is a long high wave that can cause a lot of destruction. Volcanic eruptions are another type of natural disaster. In Ecuador, including the Galapagos Islands, 27 potentially active volcanoes have been counted. Some of the most famous of these are the Cotopaxi, Reventador, Cayambe, and Tungurahua. Volcanoes can be erupting, active, dormant (not active but may be in the future), or extinct (has not erupted in over 10,000 years). The state of Ecuador's volcanoes has been monitored for decades. Wildfires are also a natural disaster that occur in Ecuador. During the past few years, more and more wildfires have been registered, especially during the summer months of June, July, and August in the highlands. Many acres of land have been burned. When the weather is dry and warm, wildfires are more likely to occur. We have to be careful because with these conditions, fires can spread quickly and destroy a lot of land.
Retrieved from:
https://educacion.gob.ec/wp-content/uploads/downloads/2020/08/INGLES_3_BACH_MODULO_3.pdf

Natural disaster	Details

3. **Choose one natural disaster and look for information about the causes and consequences of a natural disaster, what to do and what to have to be prevented.**

4. **Make a mind map about your ideas in activity 3 to present it to the rest of the class.**

5. **Make oral presentation in pairs.**
6. **Develop peer feedback by taking turns.**
7. **Agree on points to be improved.**
8. **In pairs, choose a natural disaster and talk about how to prevent it.**