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**TEMA:**

**Strategies for Assessing Pre-A1-A1 level speaking skills in an online learning environment through interactive strategies in an eighth-grade class.**

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## DEDICATORY

We dedicate this research project to all the people who supported us throughout this journey, from the beginning of our classes to the culmination with the dissertation. Their unwavering encouragement has been a cornerstone of our strength and achievement. Ismael Escobar Velasquez dedicates this work to his mother, son and siblings, as well as his couple, Ma. Inés. Maria Cristina Calderón Rosas dedicates this work to her mother, siblings, and extended family. We also extend our heartfelt gratitude to our friends and allies who played an integral role in this process. Without their support, we would not have had the strength to achieve our goals.





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## Resumen

El proyecto de investigación titulado “Asesoramiento de las habilidades de habla de nivel Pre A1-A1 en un entorno de aprendizaje en línea a través de estrategias interactivas en una clase de octavo grado” se lleva a cabo en la Unidad Educativa Particular Osborn en Guayaquil. El estudio tiene como objetivo es lograr mejoras del habla en inglés del octavo grado hacia las metodologías propuestas de Aprendizaje Basado en Tareas (TBL). La escuela opera bajo un modelo híbrido, con clases en línea.

La investigación se centra en los estudiantes de octavo grado, un grupo de ocho, que son la totalidad de alumnos en esta clase que representan el nivel de competencia en inglés de casi todos los estudiantes de esta escuela.

Los investigadores desarrollaron un programa que fomenta la interacción entre pares, la participación activa, el pensamiento analítico, las iniciativas de resolución de problemas y los ejercicios de autoevaluación. Los estudiantes participaron en ejercicios de habla, articulando respuestas basadas en actividades de vocabulario.

El estudio demostró que la metodología TBL tuvo un impacto positivo en el desarrollo de las habilidades de habla, mejorando la adquisición del idioma inglés. La investigación destacó la importancia de considerar el nivel de idioma de los estudiantes, la edad, las fortalezas, las debilidades en el aprendizaje, la dinámica de grupo, los estilos de aprendizaje y las motivaciones. Esta investigación proporciona valiosos conocimientos sobre la aplicación de la metodología TBL para mejorar las habilidades de habla en inglés en un entorno de aprendizaje en línea.

**Palabras clave:** Basado en Tareas, Comunicativo, En línea, Interactivo, aprendices de EFL





### Abstract

The research project titled “Strategies for Assessing Pre-A1-A1 level speaking skills in an online learning environment through interactive strategies in an eighth-grade class” is being conducted at the Unidad Educativa Particular Osborn in Guayaquil.

The study aims to improve English speaking skills for eighth-grade students using Task-Based Learning (TBL) methodologies. The school operates under a hybrid model, with both online and in-person classes. The research focuses on eighth-grade students, a group of eight, who represent the English language proficiency level of nearly all students in this school.

Researchers developed a program that encourages peer interaction, active participation, analytical thinking, problem-solving initiatives, and self-assessment exercises. Students engaged in speaking exercises, articulating responses based on vocabulary activities.

The study demonstrated that the TBL methodology had a positive impact on speaking skill development, enhancing English language acquisition. The research emphasized considering students’ language proficiency level, age, learning strengths, weaknesses, group dynamics, learning styles, and motivations. This investigation provides valuable insights into applying TBL methodology to enhance English speaking skills in an online learning environment.

**Keywords:** Task-Based Learning, Communicative. Online, Interactive, EFL learners





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## Introduction

### **Problem to be Investigated and the Elements that Justify the Problem**

Eighth-grade students (aged 12-14) at a private high school in Guayaquil, Ecuador, currently demonstrate a Pre-A1-A1 level of English proficiency. These students are accustomed to a fully virtual learning environment facilitated by Zoom. While the school offers a hybrid modality that combines online and in-person classes, this project focuses specifically on the virtual setting. This research project explores an unconventional, yet potentially effective approach to improve the English-speaking skills and vocabulary of these students.

The context of English language learning in Ecuador is particularly relevant to this exploration. A significant deficiency in English proficiency exists nationwide, with access to quality English education often limited to those from higher socioeconomic backgrounds. Public education in Ecuador is characterized by numerous deficiencies, contributing to this disparity (Ministerio de Educación del Ecuador, 2014).

The research paper "Factors Affecting English Language Teaching in Public Schools in Ecuador" by Sevy-Biloon et al. (2020) highlights this challenge. Their study identified factors hindering the goal of achieving an intermediate or B1 level in English by high school graduation, as mandated by the 2016 curriculum.

Given these challenges, this research project proposes the use of Task-Based Learning (TBL), and digital storytelling as pedagogical strategies to enhance English language proficiency among students. These strategies are chosen based on their proven effectiveness in language teaching and learning. TBL focuses on the use of authentic language and meaningful tasks, promoting interaction and communication among students. Digital storytelling, on the other hand, leverages modern technology to create engaging and interactive learning experiences.





### Statement of the Problem

The problem this research addresses is that eighth-grade students at Unidad Educativa Particular Osborn in Guayaquil, who are at the in this context, the research paper ‘Factors Affecting English Language Teaching in Public Schools in Ecuador’ by Sevy-Biloon et al. (2020) gains relevance Pre-A1-A1 English proficiency level, face challenges in enhancing their speaking skills in an online learning environment. Despite the school’s hybrid model, the students’ speaking skills remain underdeveloped due to factors such as lack of interactive strategies, limited peer interaction, and insufficient practice in real-life contexts (Smith & Johnson, 2023). This research focuses on the application of Task-Based Learning (TBL) methodology, which have been shown to positively impact language acquisition (Brown & Davis, 2024). However, the effective implementation of these methodologies in an online environment, particularly for enhancing speaking skills, remains a significant challenge. The research aims to explore how these methodologies can be adapted to the online learning environment to foster active involvement, analytical thought, problem-solving initiatives, and self-evaluation exercises, ultimately enhancing the students’ English-speaking skills (Williams & Taylor, 2022).

### Precision of the topic

The topic of the research project can be precisely defined in terms of two variables: The implementation of “**Task based learning**” in an online learning environment, which serves as the independent variable, and the enhancement of “**Speaking Skill**” at the Pre-A1-A1 level, which is the dependent variable and a function of the former. The chosen topic meets the criteria for both general and specific investigations required by Unidad Educativa Particular Osborn in Guayaquil.

### Research object

The research object of this study is the implementation of “Interactive Strategies” in an online learning environment to enhance “Speaking Proficiency” among eighth-grade students





at Unidad Educativa Particular Osborn in Guayaquil. Students present a deficient level of English, and they have only had a moderate success in reading skills. While the other three skills of the language are not well developed. These methodologies have fostered language use. Researchers have consistently found Task-Based Learning (TBL) and digital storytelling to be effective pedagogical strategies for enhancing language acquisition (Fotos & Ellis, 2017; Waugh et al., 2013). These methodologies stand in contrast to the traditional Present, Practice, Production (PPP) approach, which often prioritizes grammar instruction over communicative skills (Harwood, 2011).

#### General objective

To assess the improvement in the speaking skills of eighth-grade students aged 12-14 years old with a Pre-A1 - A1 English proficiency level after the implementation of the proposed teaching methodology.

#### Specific objectives

1. Examine the variation in students' oral communication abilities with A1 speaking criteria, to pinpoint areas to work on.
2. Measure the initial speaking skills of the students before and after the implementation of the TBL teaching methodology.
3. Inquire about students' perceptions towards the TBL methodology for vocabulary acquisition and speaking skills.

#### Research questions

This research has proposed two questions related to the topic “Strategies for Assessing Pre-A1-A1 level speaking skills in an online learning environment through interactive strategies in an eighth-grade class”.





- Which aspects of speaking skills significantly improved with the proposal?
- What were the students' perceptions toward the proposed Task Based Language teaching methodology?

### **Hypothesis**

**Null Hypothesis (H0):** The implementation of interactive strategies in an online learning environment does not significantly enhance the Pre-A1-A1 level speaking skills of eighth-grade students.

**Alternative Hypothesis (HA):** The implementation of interactive strategies in an online learning environment significantly enhances the Pre-A1-A1 level speaking skills of eighth-grade students.

### **Research Variables**

Independent variable:

In this research project the independent variable is **Task based learning** with the use of interactive strategies in a virtual learning environment. These strategies are designed to actively engage students with learning materials, teachers, or peers. They can take various forms as multimedia resources: videos, audios, animations, and interactive presentations that can make the learning process more engaging and cater to different learning styles. It also makes tasks more engaging and motivating because students feel a sense of accomplishment and obtain better real-life feedback on the meaningful tasks. As a complement, but not as the main independent variable, Communicative Language Teaching methodology and digital storytelling, which is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of learning a language. This involves not only linguistic competence (knowledge of grammar, vocabulary, and pronunciation) but also sociolinguistic competence





discourse competence (knowledge of how to interpret and organize sentences in different types of texts), and strategic competence (Dressler, 2018).

### **Dependent variable**

In the context of the research project titled “Strategies for Assessing Pre-A1-A1 level speaking skills in an online learning environment through interactive strategies in an eighth-grade class,” the dependent variable is **Speaking Skill**, with the use of vocabulary expansion. This refers to the students’ self-perceived ability and comfort in speaking English. It can be measured through self-assessment tasks where students rate their confidence in various speaking situations. Increased confidence can indicate improved speaking skills and effective teaching strategies (Dewaele, 2007).

### **Research design and methodology**

Considering the goal of the research project titled “Strategies for Assessing Pre-A1-A1 level speaking skills in an online learning environment through interactive strategies in an eighth-grade class”, the data was gathered by applying the following quantitative and qualitative methods, opting for a mixed - method approach: observation and analysis, as well as quantitative data collection. The instruments used for quantitative method were pre-tests and post-test, and for the qualitative method were surveys and interviews. During the diagnosis stage, the eighth-grade students at Unidad Educativa Particular Osborn in Guayaquil were observed by the researchers while they participated in both individual and team activities in the virtual learning environment. An observation checklist was applied to collect information about their strengths and weaknesses as well as their likes and dislikes in terms of speaking English. During this period, students engaged in tasks based on their needs and skills, with a focus on interactive strategies and the Communicative Language Teaching methodology. For the data collection stage, students completed a post-test and a survey to gather information about their progress





on speaking proficiency in English, this took place in the subsequent two months. Finally, for the documentation stage, the results were written using raw data and transferred to a statistic to obtain the statistical data.

#### Universe and sample

**Universe:** The universe for this research project is the Colegio Osborn in Guayaquil, which has an approximate total of 217 students. It is an educational institution that offers regular education at the levels of Basic General Education (EGB) and High School (Bachillerato). The school follows a blended learning approach, combining both in-person and virtual classes. The school is located in the Garcia Moreno parish in the province of Guayas.

**Sample:** The sample selected for this study is a group of eight students, 3 boys and 5 girls, of an eighth-grade class, aged between 12 and 14, hailing from various regions of Ecuador, including Ambato, Esmeraldas, Manta, and Guayaquil. These students are part of the Osborn High School community, a private institution located in Guayaquil, renowned for its commitment to quality education. The research specifically targets these eight students who are at the Pre-A1 - A1 level of English proficiency. The use of interactive strategies is expected to make the learning process more engaging and effective, thereby enhancing the students' speaking skills (Lai et al., 2022).

#### Importance of the research

This research is intended to observe and analyze the main difficulties that students face in English, specifically when speaking. According to Thompson (2019), interactive strategies in a virtual learning environment have received much attention in foreign language teaching in recent years, being a learner-centered approach that considers language as a communicative tool.





## **Study Contents**

**The Introduction:** This chapter will provide an overview of the research, presenting the background, justification, problem statement, research questions, hypothesis, and objectives. It will highlight the significance of studying the impact of the implementation of interactive strategies in a virtual learning environment to enhance speaking skills at the Pre-A1 - A1 level.

**Chapter I: The Literature Review:** This chapter will focus on the literature review of previous studies and research that have been already applied in different contexts around the world and its results related to interactive strategies, Task based Learning (TBL) and Communicative Language Teaching (CLT) methodology. In this section, different studies will be analyzed to find the implications of their application in language learning contexts.

**Chapter II: Research Methodology:** This chapter talks about the research online, the universe, the population, sample selection, the methods to collect data, and the instruments used during the investigation and application of the project

**Chapter III: Data Analysis and Results:** This chapter contains the data collection analysis and presents the results of the research study. In this section, the pretest, posttest, survey and interview statistics will be presented with quantitative and qualitative data using charts, tables, and graphics.

**Conclusions and Recommendations:** This section will contain a summary of the study as well as final thoughts about the results that will be presented.





## Chapter 1

### Theoretical Framework

#### Research Background

During the late 1980s, researchers began to analyze new methods of teaching and learning a language. This search was about alternative models of learning because the traditional model was no longer effective for the 21st-century requirements and challenges in EFL contexts (Soto et al., 2017). The traditional model, also referred to as the standard model, emerged in the 19th and 20th centuries- This model was based on transmitting facts and procedures that had to be learned and then repeated by learners (Papert, 1993).

By the 1990s, educators began to realize that curricular programs needed to emphasize the importance of creativity, innovation, critical thinking, and imagination to become competitive in different aspects of life (Sawyer, 2006). As a result, different new approaches began to arise, and task-based instruction is one of those new models.. The proposed solution to make the teaching and learning process motivating for learners lies in creating interesting experiences in the real world (Hendriani, 2014).

A study by Nair and Yunus (2022) found that digital storytelling, a form of interactive strategy, had a beneficial impact on pupils' speaking proficiency in English. The study highlighted the importance of integrating technology into language teaching and the potential of digital storytelling as an interactive strategy to enhance students' speaking skills.

According to a study by Lim et al. (2022), digital storytelling (DST) is a novel approach that uses modern computer technology to amplify language learning and teaching. They found that DST utilizes visuals and audio to influence the learning environment and engage adolescent and adult language learners. Digital storytelling and Task-Based Learning are pedagogical





strategies that can be interconnected in language teaching. Digital storytelling can be integrated into TBL. In TBL, digital storytelling can be used as a task for students to complete.

**Figure 1:** Shows a Digital Storytelling at the center with its interconnections.



Barret 2006, Copyright 2006 Helen Barrett

Another study by Lee (2019) examined the effectiveness of Communicative Language Teaching (CLT) in improving students' speaking skills. The study found that students who were taught using CLT showed significant improvement in their speaking skills compared to those who were taught using traditional methods. The study concluded that CLT, with its emphasis on interaction and meaningful communication, is an effective approach for enhancing speaking skills in EFL learners.

Furthermore, a study by Kim (2021) investigated the impact of Task-Based Language Teaching (TBLT) on students' speaking skills. The study found that students who were taught using TBLT showed significant improvement in their speaking skills. The study highlighted the importance of tasks that are focused on students' needs and requirements to improve their speaking abilities while learning a second language.

Nair and Yunus (2022) conducted a systematic review of digital storytelling in improving speaking skills. They used the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) to systematically review 45 articles sourced from Google Scholar and



ERIC. The articles highlighted the importance of digital storytelling as a contemporary teaching methodology. Most of the authors of these research papers provided empirical proof that substantiated the advantages of employing digital storytelling in the classroom to help pupils communicate and speak more effectively

Another study titled “Students’ Performance in Online Learning Environment: The Role of Task Technology Fit and Actual Usage of System during COVID-19” was conducted. This study integrated the task technology fit (TTF) model and the DeLone and McLean Model of Information Systems Success (DMISM) to address the issue of online learning during the COVID-19 pandemic. The findings indicate that overall quality positively predicts performance through the mediating role of user satisfaction and TTF5.

Lastly, a literature review titled “Efficacy of Online Learning Courses for Higher Education Institution Using Meta-Analysis” was conducted. This review examined the efficacy of online learning courses through having well-planned, well-designed courses and programs for higher education institutions (Castro & Tumibay, 2022).

Introduction to the variables and feedback

In the context of the research topic “Strategies for Assessing Pre-A1-A1 level speaking skills in an online learning environment through interactive strategies in an eighth-grade class”, there are two variables:

**Independent Variable:** This variable refers to the application of the Task-Based Instruction methodology on eighth graders in a local school in the city of Guayaquil. This is the variable that undergoes changes to observe its effects on the dependent variable.





**Dependent Variable:** This variable is about the Assessment of Pre-A1-A1 level speaking skills, “Speaking Skill”, The improvement in speaking skills, which was evaluated and measured periodically, fed back into the independent variable to complete the feedback loop.

By evaluating and measuring the improvements in the students’ speaking skills, or the “effect”, the instructors may use such measurements to continue doing what works and change what does not work. This is what is called feedback and describes the implicit dependency of the use of interactive strategies on the outcome of the student’s progress.

### **Selection process of the dependent variable**

In the context of the research topic “Strategies for Assessing Pre-A1-A1 level speaking skills in an online learning environment through interactive strategies in an eighth-grade class”, the dependent variable, which could also be defined as the objective of this research, is the assessing of speaking skills among a beginner group of students. This section explains how and the reasons why speaking skills were selected over other topics or objectives.

Starting from infancy, the process of learning one’s native language has four clearly defined and fixed steps: listening, speaking, reading, and writing. These four steps cannot be altered given the nature of infants who lack total knowledge and understanding of their native language at birth. Then, language learning is a very slow process that takes several years of practice and repetition (Ipek, 2009). According to Lightbown and Spada (2013), from birth, children without hearing impairments are exposed to various sounds. Initially, these sounds may not make sense to them. However, within a few months, they start recognizing voices and sounds, marking the onset of their speaking skills development. These initial sounds, though indistinguishable, often amuse parents and families.

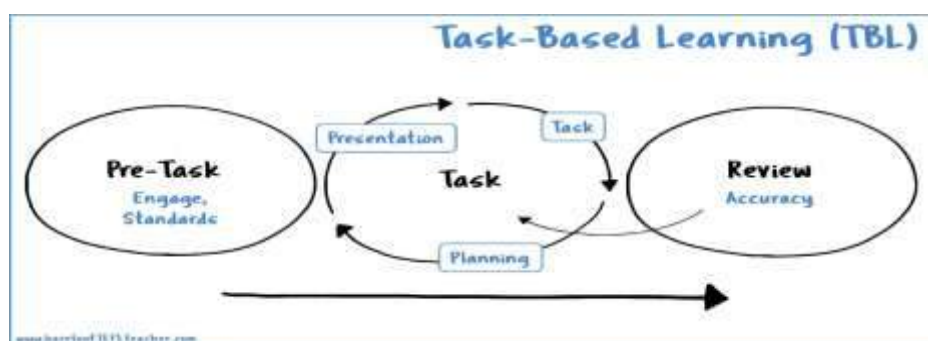




As highlighted by Wang et al. (2022), speaking skills are fundamental for effective communication and are a key aspect of language learning. They found that speaking skills are particularly important in an online learning environment, where verbal communication plays a significant role. Furthermore, a pedagogical approach like Task-Based Language Learning (TBL) can be particularly effective in nurturing these speaking skills in online settings (Ellis, 2003).

### **Independent Variable:** Task-Based Learning

**Figure 2:** Shows Task-Based Learning, using pre-tasks, task and review



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The application of the Task-Based Instruction methodology, particularly in an online learning environment, is a key factor in enhancing speaking skills. This methodology is designed to pique students' interest in the learning process and transform them into active participants in the lessons. It can incorporate various interactive strategies such as group work, peer teaching, project-based learning, online discussions, and simulations.

In a 100% virtual learning environment, the use of interactive strategies becomes an integral part of everyday learning. As researchers, the observation of task-based learning (TBL) can be effectively integrated with digital storytelling to improve speaking skills in language learners. TBL emphasizes the completion of communicative tasks that are meaningful and relevant to





the learners, while digital storytelling provides a rich narrative context that engages students in authentic language use. According to Smith (2011), the interactive nature of digital storytelling allows for immediate feedback and peer evaluation, which are crucial components of TBL. This feedback loop encourages learners to refine their speaking abilities and work on areas that need improvement.

Furthermore, Smith (2011) notes that the combination of TBL and digital storytelling creates a powerful tool for enhancing speaking skills, making language learning more engaging and effective. As a result, learners are not only practicing language in a meaningful way but also developing their speaking skills through planning, executing, and presenting a narrative. This process requires them to use language spontaneously and creatively, which can lead to significant improvements in fluency and pronunciation. These strategies, when combined with the Task-Based Instruction methodology, aim to provide a comprehensive approach to language learning for eighth-grade students. According to a study by Mahdi (2022), interactive multimedia environments can significantly improve speaking and presentation skills for non-native speakers of English. The study found that students who interacted with multimedia devices in the classroom showed improved speaking competency. This suggests that interactive strategies, when implemented effectively, can enhance the speaking skills of students, especially in an online learning environment.

Task-Based Language Teaching emphasizes learning through purposeful tasks that mirror real-life communication. Designing tasks that require information exchange, problem-solving, decision-making, and creative expression promotes communicative competence (Ellis, 2003). Integrating TBLT principles into speaking tasks encourages learners to focus on meaning and function, leading to more authentic and effective communication outcomes.





Overall, by incorporating TBLT principles and utilizing a variety of assessment methods and criteria, teachers can assess speaking skills in a fair and valid manner while also promoting meaningful learning experiences for their students. Effective speaking assessments not only provide valuable feedback to learners but also help educators tailor their teaching methods to better meet the needs of their students and facilitate language acquisition efficiently.

#### Task-based learning (TBL) and communicative language teaching (CLT)

Task-based learning (TBL) and communicative language teaching (CLT) are two pedagogical approaches that can be effectively employed in an online learning environment to enhance Pre-A1-A1 level speaking skills (East, 2016). This is considered a method that gives learners interactive tasks to complete, and in order to do so, they need to communicate. This approach encourages students to use the target language authentically and meaningfully while focusing on the task at hand. For instance, students could be tasked with creating a presentation or a video in the target language, which would require them to actively use and practice their speaking skills (East, 2016).

Communicative Language Teaching (CLT) is an approach that emphasizes interaction and communication as the main goals of learning a language. With the advent of online tools like Zoom and Quizizz, CLT has found a new platform for implementation. Zoom allows for real-time interaction and communication among students and teachers, which is central to CLT. It provides opportunities for learners to engage in authentic language use through various interactive activities such as discussions, role-plays, and collaborative tasks. Similarly, Quizizz offers a gamified learning environment where communicative tasks can be designed to promote language use in a fun and engaging way.

For instance, Johnson (2020) discusses the integration of CLT with online tools, highlighting how platforms like Zoom and Quizizz can facilitate communicative activities that align





with the principles of CLT. These tools provide the means for students to practice language in a context that mirrors real-life communication, thereby enhancing their linguistic competence.

When combined, TBL and CLT can create a dynamic and interactive online learning environment. For instance, a teacher could design a task where students have to collaborate in small groups to create a short play in the target language. This task would require students to communicate with each other (CLT) to complete the task (TBL), thereby providing ample opportunities for students to practice and enhance their speaking skills (Silva et al., 2022)

#### Authentic learning

Authentic learning, described by Herrington et al. (2013) as a valuable approach, emphasizes creating real-world scenarios that mirror the complexities and challenges of actual communication. Interactive strategies can be implemented to achieve this, such as role-playing exercises and problem-based activities designed around real-world situations students might encounter (e.g., ordering food in a restaurant, asking for directions, or participating in a script). These activities not only provide students with opportunities to practice their speaking skills but also engage them in active learning, making the learning process more interesting and effective (Breen, 1987). Furthermore, Task-Based Language Learning (TBL) aligns well with authentic learning principles by focusing on meaningful tasks that require communication to be completed (Littlewood, 2014).

Task-Based Language Teaching (TBLT) is a pedagogical strategy that can be connected to authentic learning. According to a study by Butler (2017), TBLT was introduced to Asia as an alternative to traditional methods of teaching second/foreign languages. They have grown in popularity and have been promoted as central components in curricula and syllabi in many countries in the Asia-Pacific region. TBLT emphasize the use of authentic language and meaningful tasks, promoting interaction and communication among students.





### TBL for ensuring meaningful tasks

Meaningful tasks can be a powerful tool to facilitate language acquisition and improve speaking skills. In this case, Task-based instruction, as described by Willis (1996), involves activities where the target language is used by the learner for communication purposes to achieve a final product. These tasks are designed to reflect real-world situations that eighth-grade students might encounter. For instance, students could be tasked with conducting a mock interview, presenting a book report, or participating in a debate on a current event. These tasks are meaningful as they are relevant to the students' lives and provide authentic contexts for language use.

Task-Based Instruction Methodology with interactive strategies can further enhance the effectiveness of these tasks. For instance, technology can be leveraged to create interactive and engaging tasks. Platforms like Zoom can be used to facilitate real-time communication and collaboration among students, making the tasks more dynamic and interactive (Ismail et al., 2023).

Moreover, the tasks can be designed to be culturally relevant to the students. For instance, if the students are in Ecuador, the tasks could involve topics related to Ecuadorian culture or history. This would make the tasks more engaging and meaningful for the students, as they can relate to the tasks on a personal level (Nortvedt et al., 2020).

### Task outcome and Autonomous Learning

Task outcomes, as defined by Long (1985), are the results of an activity designed to help achieve a particular learning goal. In the research context, tasks could be designed to reflect real-world situations that eighth-grade students might encounter. These tasks are meaningful as they are relevant to the students' lives and provide authentic contexts for language use (Long, 1985).





Autonomous learning, on the other hand, is a function of the development of cognitive and metacognitive abilities that facilitate understanding the learning activities as well as motivation (Jin et al., 2023). In an online learning environment, students have the opportunity to take control of their learning, pursue their own paths, and choose how to learn. This can lead to increased motivation and better learning outcomes (Jin et al., 2023). For instance, students could be encouraged to explore additional resources, participate in online discussions, or practice speaking skills outside of the classroom. This not only provides them with additional opportunities to practice and enhance their speaking skills but also promotes learner autonomy and engagement (Dunlop et al., 2020).

Dependent variable: Speaking Skill

**Figure 3:** Shows a person reading using Speaking Skills



2009 Moscoso, 2009 Copyright 2009 Maria Moscoso

Use of language

Language, as described by Rabiah (2012), is a sophisticated system that facilitates human communication. In this context, both written and spoken English are used to communicate information, express emotions, and share experiences. However, writing requires more work and thought compared to spoken communication. Therefore, the focus of the research project is on enhancing the students' speaking skills, which are more spontaneous and interactive.





Improving the use of language in this context involves several strategies. First, it involves creating an environment that encourages students to practice speaking English regularly. This could be achieved through interactive activities, group discussions, and presentations. Second, it involves providing students with feedback on their speaking skills, helping them identify areas of improvement. This could be done through one-on-one sessions or peer feedback (Jang, 2019).

Moreover, the use of language can be improved by integrating relevant and engaging content into the curriculum. This could involve topics related to the students' interests or current events. Such content can make language learning more interesting and meaningful for the students, thereby motivating them to use the language more frequently and effectively (Weiler Gur Arye, 2022).

The use of language can be enhanced by incorporating technology into the learning process. Online platforms and digital tools can provide opportunities for students to practice speaking English in various contexts, thereby improving their fluency and confidence.

Improving the use of language in a virtual learning environment involves a combination of regular practice, feedback, engaging content, and the use of technology (Dimililer & Güneyli, 2023). These strategies can help enhance the speaking skills of students at the Pre-A1 - A1 level of English proficiency.

#### Accuracy

As defined by the Cambridge English Dictionary, accuracy refers to the ability to do something free of mistakes, which in this case, applies to the students' proficiency in English. For the eighth-grade students learning English in a 100% virtual environment, achieving accuracy can be a significant challenge. As Almohaisen (2014) points out, traditional methods such as repetition may not yield the desired results as they do not engage the learner in a productive or





interesting manner. Instead, the research project focuses on standardizing the use of English as key indicators of accuracy.

Correcting mistakes serves as a feedback loop that allows students to review their work, measure the accuracy of their language use, and make necessary corrections. This process is facilitated through self-review and peer review, where students can constructively present their observations (Sadler, 2010). In peer review, it's crucial to create a safe and supportive environment where students can offer feedback free of criticism, jokes, and sarcasm. The teacher acts as a facilitator, providing additional help and guidance when appropriate. Focusing on accuracy through proper mistake correction and standardization of English use can significantly enhance the speaking skills of students at the Pre-A1 - A1 level of English proficiency in a virtual learning environment.

#### Developing the speaking skill

Building on the speaking skill is a key aspect of authentic and long-lasting language learning. Likewise, without building on vocabulary and grammar practice, this skill may not be efficiently developed, especially for Pre-A1 - A1 level students. According to Bashori et al. (2022), leveraging automatic speech recognition (ASR) technology allows language learners to receive valuable and personalized feedback on their pronunciation, contributing to overall speaking proficiency.

Vocabulary building, as described by Hiebert & Kamil (2009), involves comprehensible readings, read-aloud exercises, graphic organizers, and group discussions. However, the topics exercised must be engaging and relevant to the students to keep them engaged and focused. Traditional methods, such as boring repetitions of random nouns and verb conjugations, have proven to be ineffective, as evidenced by the unsatisfactory results that students present. This sentiment is echoed by Renau (2016), who argues that English teaching should not be limited





to the study of its structure but to the use of the language in different contexts. A sound strategy is to identify words within some relevant context, which may come from word association. This approach not only helps students learn new words but also understand the cultural nuances of language use. According to (Mulder et al., 2019), embedding words in context enhances the strength of lexical representations, contributing to overall vocabulary learning. Vocabulary building is a gradual but essential process for achieving proficiency in any non-native language. Tools such as comprehensible readings, read-aloud exercises, graphic organizers, and group discussions are highly effective in aiding this process. However, it's crucial that the topics exercised are engaging and relevant to the students to maintain their focus and interest; otherwise, all efforts may prove ineffective (Hiebert & Kamil, 2005). Focusing on vocabulary building through identifying words and understanding their meanings can significantly enhance the speaking skills of students at the Pre-A1 - A1 level of English proficiency in a virtual learning environment. According to Braze et al. (2007), a strong vocabulary foundation positively impacts language production and comprehension, leading to improved speaking abilities

#### Speaking Skills: A Multifaceted Domain

Speaking skills are fundamental components of language acquisition and play a pivotal role in effective communication. For pre-A1 level English learners aged 12 to 14, developing speaking skills involves mastering not only vocabulary and grammar but also the ability to express ideas coherently and interact effectively in various contexts (Luoma, 2004).

#### Types of Speaking Tasks and Their Assessment

The assessment of speaking skills encompasses a wide range of tasks and criteria. Monologues, dialogues, discussions, and presentations are common speaking tasks used to evaluate learners' abilities (Luoma, 2004). Assessing speaking proficiency involves evaluating fluency, accuracy, pronunciation, vocabulary usage, grammatical correctness, coherence, and interactive strategies (Bachman & Palmer, 2010).





One of the most widely-used methods of assessing speaking skills is the use of rubrics. Indeed, rubrics are a widely-used method for assessing speaking skills. They provide a set of criteria or guidelines that can be used to assess a student's work or the success of a task (Berger, 2011)<sup>1</sup>. Rubrics can be particularly effective for formative assessment, helping students understand both the holistic nature and/or specific analytics of learning expected, and then make decisions about their current level of learning to inform revision and improvement (Reddy & Andrade, 2010).

As researchers in the field of language education, the best way is to advocate for the use of rubrics to assess various aspects of a student's speaking performance, including grammar and vocabulary usage, coherence of speech, and pronunciation and intonation.

In the context of formative assessments aimed at enhancing speaking skills during Task-Based Learning (TBL), Communicative Language Teaching (CLT), and Digital Storytelling (DST) interactive online activities with an eighth-grade sample population, as educators suggest the creation of three specialized rubrics. These rubrics would focus on Pronunciation and Intonation, Fluency and Coherence, and Grammar and Vocabulary. Each rubric would feature explicit descriptors for varying levels of proficiency to facilitate detailed feedback. Prior to the activity, it is recommended that pedagogists introduce the rubrics to students, clarifying their application in assessing speaking performances. During the activity, the rubrics should be employed in real-time to evaluate students as they partake in speaking exercises. Subsequent to the activity, individualized feedback based on the rubrics should be provided, utilizing the online platform's messaging system or during subsequent sessions. Continuous monitoring with the rubrics will track progress over time, aiding us in offering targeted feedback and sup-





port, thus fostering a more effective and personalized learning experience. Adjusting the rubrics according to the specific needs and abilities of the students is also deemed essential (Brown, 2019).

Another important aspect of assessing speaking skills is providing opportunities for practice and feedback. Authenticity in speaking tasks is crucial for valid assessment. Authentic tasks reflect real-world communicative situations, requiring learners to use language naturally and appropriately (Fulcher, 2003).

#### Factors Influencing Speaking Assessment

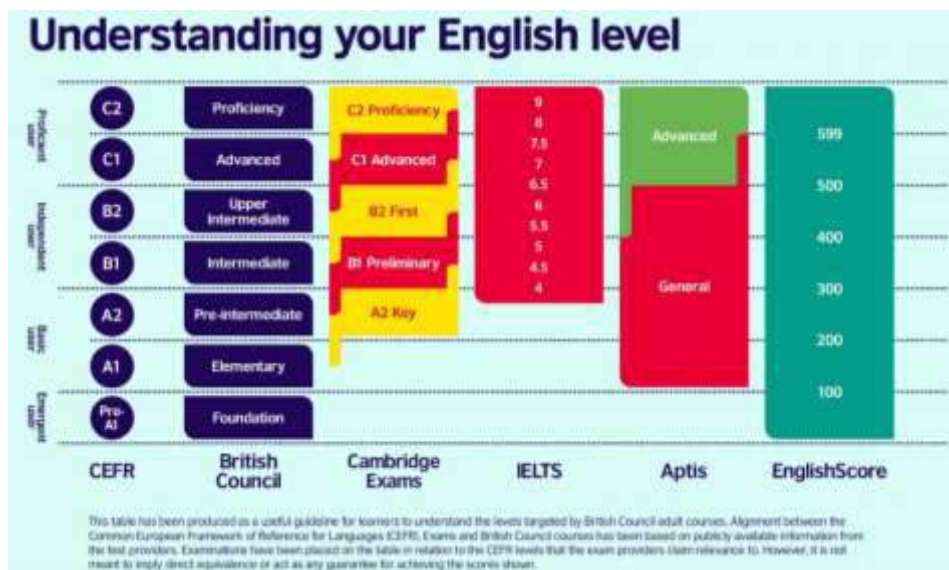
Several factors influence the assessment of speaking skills, including the proficiency level of learners, task complexity, assessment criteria, rater bias, and testing conditions (Weigle, 2014). Designing fair and reliable speaking assessments requires aligning tasks with learning objectives, providing clear assessment criteria, training raters effectively, and considering contextual factors that may affect performance.

Effectively assessing speaking skills involves considering various factors that influence the accuracy and fairness of the assessment process. These factors impact how learners' speaking abilities are evaluated and contribute to shaping the overall learning experience. According to Areta and Purwanti (2021), some specific factors affecting learners' speaking performance include time for preparation, topical knowledge, and the pressure to perform well. Additionally, vocabulary and interaction with native speakers play crucial roles in enhancing speaking skills.

#### Learners' Proficiency Levels

**Figure 4:** Shows English levels targeted.





**British Council, 2024. Copyright 2024 British Council web page.**

The proficiency levels of learners are fundamental considerations in speaking assessments. It is crucial that assessments align with learners' current proficiency levels to ensure tasks are appropriately challenging. Tailoring tasks and assessment criteria to match proficiency levels enables a more precise evaluation of speaking abilities. In the formation stages of language acquisition, such as the PRE-A1 - A1 levels, it is particularly important to design assessments that not only gauge current proficiency but also encourage the development of speaking skills. At these initial stages, learners are building the foundation of their communicative abilities; therefore, assessments should be structured to reinforce the basic linguistic structures and vocabulary they are acquiring. By focusing on the formation stages, educators can provide learners with the necessary support and feedback to foster confidence and competence in their speaking abilities (Luoma, 2004). **The Common European Framework of Reference for Languages (CEFR)** provides a framework for assessing language proficiency across different levels. It helps us understand learners' abilities and tailor assessments accordingly. Here's what you need to know:

**1. Pre-A1 Level:**





- In everyday speech, this level is often referred to as “beginner.”
- A student at the pre-A1 level is just starting to learn English or has no prior knowledge of the language.
- At this stage, learners have basic abilities to communicate and exchange simple information.

## 2. A1 Level:

- A1 is one of the CEFR levels described by the Council of Europe.
- It represents a basic ability to communicate and exchange information in a simple way.
- Examples of A1-level tasks include asking simple questions about a menu and understanding straightforward answers.
- In writing, A1-level learners can summarize the main points of a source text and recognize the intended audience, purpose, and viewpoint of the original.

1. **Adapted from:** Council of Europe. (2001). *Common European Framework of Reference for Languages (CEFR)*. Retrieved from CEFR Official Documentation

### Complexity of Speaking Tasks

The complexity of speaking tasks significantly affects assessment outcomes. Tasks should mirror real-life communication scenarios to gauge learners' effectiveness in diverse contexts. Overly simplistic tasks may fail to assess higher-level speaking skills like negotiation or persuasion, while overly complex tasks may frustrate learners and lead to inaccurate assessments (Bachman & Palmer, 2010).





### Clear Assessment Criteria

As educators' transparent assessment criteria are vital for fair evaluations. Criteria should encompass fluency, accuracy, pronunciation, vocabulary usage, grammatical correctness, coherence, and interactive strategies. When used detailed rubrics or scoring guidelines promotes standardized assessment practices and ensures consistency across raters (Weigle, 2014).

### Minimizing Rater Bias

Rater bias can significantly sway assessment outcomes. Raters' researchers may unknowingly favor specific speaking styles, accents, or content, resulting in biased judgments. Training researchers to maintain objectivity, conducting calibration sessions, and involving multiple raters in assessments can help reduce bias and enhance assessment reliability (Fulcher, 2003).

### Optimizing Testing Conditions

As tutors testing environment and conditions can impact learners' speaking performance. Factors such as ambient noise, distractions, time constraints, and technological issues can influence speaking fluency and confidence. Establishing conducive and standardized testing environments helps mitigate external influences on speaking assessments (Weigle, 2014).

### Designing Fair and Reliable Speaking Assessments

As Teachers creating fair and reliable speaking assessments necessitates a structured approach that addresses these influencing factors. Aligning tasks with learning objectives ensures assessments measure targeted language competencies accurately. Clear assessment criteria and rubrics aid both learners and raters in understanding expectations and standards. Effective rater training on assessment criteria and regular calibration sessions upholds assessment reliability. Considering contextual factors such as cultural backgrounds, learner motivations, and task authenticity enhances assessment validity and fairness.





### **Integrating Technology in Speaking Practice**

As educators, Advancements in technology offer innovative ways to enhance speaking practice and assessment. Online speaking platforms, and multimedia resources can provide interactive speaking opportunities and immediate feedback (Hubbard, 2016). Integrating technology fosters learner engagement, promotes self-directed learning, and allows for personalized feedback tailored to individual speaking needs.

For instance, in the lesson plans, the use of Zoom to simulate real-world communication scenarios. This platform can enable students to participate in interactive role-plays that mimic real-world communication, such as ordering food at a restaurant or asking for directions. These role-plays, designed to match the Pre-A1 and A1 proficiency levels, will not only assess students' language use but also their ability to navigate real-life conversations.

Also, the Quizizz app can be integrated into instructor's lesson plans to create interactive vocabulary quizzes. These quizzes can be specifically tailored with vocabulary words and phrases appropriate for Pre-A1 and A1 level students, ensuring that the tasks are both challenging and achievable. The immediate feedback provided by Quizizz can help students identify areas for improvement in real-time. Moreover, the lesson plans can include the use of technological slides to present new vocabulary. These slides can be rich with images, audio clips, and example sentences, which will help students at the formation stages to better grasp the meaning and usage of new words.

### **Addressing Diverse Learner Needs**

Teachers adapting speaking assessments and teaching strategies to accommodate diverse learner needs is crucial for inclusive and effective language education (Alderson, 2005). Professor's effective teaching methods significantly contribute to the development of speaking skills. By incorporating communicative language teaching (CLT) approaches, interactive learning activities, real-life situational tasks, and technology-enhanced learning experiences,





educators can enhance speaking practice and promote language acquisition. Additionally, creating a supportive and communicative classroom environment encourages learners to take risks and express themselves, ultimately fostering both confidence and competence in speaking (Ur, 1996).

Furthermore, tutors incorporating technology-enhanced learning experiences offers personalized feedback and practice opportunities for individual needs, but also cater to different learning styles and preferences. By leveraging technology in the classroom, teachers can create a more interactive and inclusive language learning environment that accommodates a wide range of learner needs and abilities (SEAMEO Regional Centre for Special Educational Needs, 2023). Using multiple assessment methods, such as individual presentations, group discussions, role-plays, and portfolio assessments, provides a holistic view of speaking proficiency (Bachman & Palmer, 2010).

By implementing teaching methods aligned with speaking skills development, educators create a dynamic language learning environment. Task-Based Learning (TBL) takes center stage, emphasizing real-world tasks and problem-solving activities. As Ellis (2003) points out, TBL is most effective when it includes tasks that reflect the use of language in everyday life, thereby providing learners with the opportunity to develop language skills that are transferable to real-world contexts.





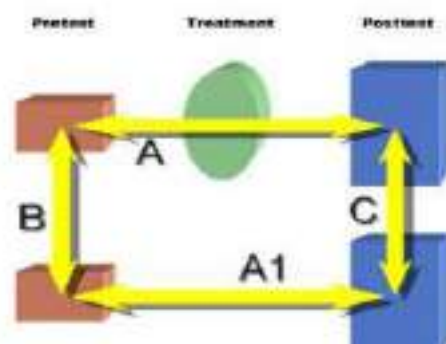
## CHAPTER 2

### Research methodology and Diagnostic

#### Task-Based Language Learning (TBL): Enhancing Assessment Validity

As has been studied, over the past two decades, task-based language learning (TBL) has gained prominence as an effective approach to language acquisition. Initially rooted in the late 1980s, TBL has evolved into a modern pedagogical style with global recognition (Seedhouse, 2017). Scholars like González-Lloret (2017) emphasize that learners benefit significantly from engaging in meaningful tasks. But how can TBL enhance the validity of assessment instruments?

**Figure 5:** Shows Pretests – Posttest example



Shuttleworth, 2009. Copyright 2009 Martyn Shuttleworth.

#### Assessment Strategies for PRE-A1 - A1 Level:

- **Pre-Test and Post-Test:** Tutors employ pre-tests and post-tests to evaluate changes in reading comprehension, vocabulary, and basic speaking skills. The central focus of this assessment lies in measuring speaking abilities. A pre-test is administered before any intervention, while a post-test follows the intervention. During both the pre-test and post-test, educators use a rubric to assess students' performance in vocabulary, grammar, pronunciation, and accuracy.





- **Survey:** The student perception survey was developed to determine students' perceptions regarding the use of the implemented strategies. Each question is rated on a 1-4 scale, with corresponding qualitative descriptions: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The survey comprises 10 questions, and pedagogists compare the responses after conducting the investigation and using diagnostic instruments.

#### **Designing TBL-Informed Instruments:**

- **Pre-Test:** Educators administer a pre-test aligned with the beginner level. This assessment evaluates students' speaking baseline abilities using a rubric that includes criteria for vocabulary, grammar, pronunciation, and accuracy. The scale ranges from 0.1 to 10, detailing the proficiency or lack of English-speaking level. The pre-test is conducted before the investigation begins, allowing educators to establish a baseline.
- **TBL Implementation:** Educationists design tasks that mirror real-world scenarios, taking into account students' limited language proficiency in 100% virtual classes via Zoom. These tasks incorporate vocabulary learning and speaking practice, allowing students to engage in practical communication with their peers.
- **Post-Test:** Educators administer a post-test aligned with the beginner level. This assessment evaluates students' speaking baseline abilities using a rubric that includes criteria for vocabulary, grammar, pronunciation, and accuracy. The scale ranges from 0.1 to 10, without specific numerical indicators, detailing the proficiency or lack of English-speaking level. The post-test is conducted after a period of classes during which students may have been quantitatively





assessed to determine if their speaking skills have remained the same, improved, or declined.

### **Conceptualization and operationalization of variables and categories**

Instructors at the private school Osborn are implementing task-based language learning (TBL) methodologies to enhance speaking skills in eighth-grade students aged 12 to 14. The research focuses on two variables: ‘TBL’ as the independent variable and ‘Speaking Skill’ as the dependent variable. Each variable includes four dimensions, with two indicators per dimension. The goal is to improve students’ speaking skills through an interactive and effective learning process.

### **Independent variable: task-based language learning (TBL)**

In this study, the educationalists used the independent variable that centers around the application of task-based language learning (TBL), coupled with the principles of communicative language teaching (CLT) methodologies. Both TBL and CLT emphasize the use of authentic language within the context of meaningful tasks. Collectively referred to as task-based instruction (TBI), these pedagogical approaches share a fundamental belief: tasks constitute the core of effective language instruction (Ellis, 2009).

In terms of classroom methodology, the focus is not merely on the form of the language, but on using the language as a tool to achieve an objective. This makes language learning more engaging and relevant for the learners (Smith, 2020). For this main reason, TBL and CLT have gained recognition worldwide as modern learning styles, having evolved from their initial perception as conventional approaches. They advocate for an interactive, learner-centered classroom where language is learned through communication and doing (Richards & Rodgers, 2014).

### **Dependent variable: speaking Skill**

**FIGURE 6:** chart of variables, dimensions, and indicators





INDEPENDENT VARIABLE: TASK BASED LEARNING	DEPENDANT VARIABLE: SPEAKING SKILL
<p><b>Dimension 1: Authentic Learning</b></p> <ol style="list-style-type: none"> <li>1. Learners express ideas and doubts using the target language.</li> <li>2. The teacher provides instruction using the target language.</li> </ol> <p><b>Dimension 2: Meaningful Tasks</b></p> <ol style="list-style-type: none"> <li>3. Learners work on multidisciplinary activities that involve collaboration.</li> <li>4. Learners are engaged in problem-solving tasks to develop critical thinking.</li> </ol> <p><b>Dimension 3: Communicative Language</b></p> <ol style="list-style-type: none"> <li>5. Learners practice the target language through interaction in the class.</li> <li>6. Communication of real messages using prior knowledge.</li> </ol> <p><b>Dimension 4: Task Outcome</b></p> <ol style="list-style-type: none"> <li>7. Autonomous learning applying self-assessment.</li> <li>8. Student-centered direction applying peer feedback.</li> </ol>	<p><b>Dimension 1: Use of Language</b></p> <ol style="list-style-type: none"> <li>1. Learners articulate ideas and doubts using the target language.</li> <li>2. The teacher provides instruction using the target language.</li> </ol> <p><b>Dimension 2: Accuracy</b></p> <ol style="list-style-type: none"> <li>3. The tasks are accurate for the level and the needs of the learners.</li> <li>4. The tasks are precise and standardized to achieve the goal.</li> </ol> <p><b>Dimension 3: Vocabulary Building</b></p> <ol style="list-style-type: none"> <li>5. Learners have a vast knowledge of the lexicon to fulfill the tasks.</li> <li>6. The vocabulary used is familiar to the learners' environment.</li> </ol> <p><b>Dimension 4: Pronunciation</b></p> <ol style="list-style-type: none"> <li>7. Learners can pronounce words and form sentences by working on speaking activities.</li> <li>8. Learners can organize words to convey meaning.</li> </ol>

**Elaborated by:** Ismael Escobar and Cristina Calderón (2024)

The dependent variable in this study is “Speaking skill”. According to Fan and Yan (2020), proficiency of the speaking skill refers to a speaker’s ability to communicate effectively and effortlessly in a way that the listener can easily understand the message being conveyed. To ensure adept A1 speaking skills, speakers should use idiomatic language—words, phrases, or expressions that are natural to native speakers (Wang, Abdullah, & Leong, 2022).

### **Research approach and design**

The research project employs a mixed-methods approach, incorporating both quantitative and qualitative data collection techniques.

Given the quasi-experimental design of the study, the chosen group is not equivalent as it lacks control and treatment groups. The intervention using the TBL approach, with CLT complement, was intended to help assess and enhance the speaking skills of eighth-grade students. These pedagogical approaches emphasize the use of authentic language in the context of meaningful tasks, making language learning more engaging and relevant for the learners (Ellis,





2009). This methodology enabled the researcher to acquire data and statistics from prior literature on the efficacy of the research and the implementation of task-based instruction.

The qualitative method will be employed to gain a deeper understanding of the task-based learning approach, drawing on past studies that have demonstrated its effectiveness over recent decades. This will involve reviewing literature from various authors, as well as conducting observations, a survey, and an interview to gain valuable insights into the task-based activities that will be implemented in students' English classes (Bryfonski, 2020).

The quantitative method will be used to track students' progress during the application of the research, in order to gather accurate statistics for the implementation program. This process aims to analyze the numerical variables that will contribute to the outcomes of a pretest, a survey, an interview, and a posttest administered to the 8 research participants (Smith, 2020).

### **Research Instruments**

The research process involved several stages, each with specific instructions and evaluation methods. These stages utilized various instruments to assess student learning and progress.

- **Pretest:** In the first trimester, educators conducted a pretest that consisted of two parts. The first part involved students responding in writing to 10 questions related to the vocabulary they had learned. Each question was accompanied by an image, definition, and example relevant to the correct answer. The second part focused on a single image, and students were required to answer four verbal questions. These verbal questions were designed to test their speaking skills. Each verbal question was worth 2.5 points. In total, the pretest was graded out of 20 points using a rubric that considered vocabulary, grammar, pronunciation, and accuracy.
- **Posttest:** In the second trimester, educators conducted a post-test that consisted of two parts. The first part involved students responding in writing to 10 questions related to





the vocabulary they had learned. Each question was accompanied by an image, definition, and example relevant to the correct answer. The second part focused on a single image, and students were required to answer four verbal questions. These verbal questions were designed to test their speaking skills. Each verbal question was worth 2.5 points. In total, the post-test was graded out of 20 points using a rubric that considered vocabulary, grammar, pronunciation, and accuracy.

- **Survey:** After the intervention, educators administered a survey consisting of 10 questions related to the 10 vocabulary words learned. The central question was: “How well do the students understand and use the vocabulary words from the book ‘1000 Basic English Words’?” Responses were evaluated using a 1-4 scale, with corresponding qualitative descriptions: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). Pedagogists compared the survey responses after conducting the investigation and using diagnostic instruments.

**Literature review:** this compilation encompassed various studies on Task-Based Instruction, its origins, features, key researchers and linguists who have contributed to the development of this approach, recent studies highlighting the benefits of this method, and multiple applications and professional perspectives on this approach (SpringerLink, 2024; ResearchGate, 2024).

### **Scope of the research**

The results of this study could potentially make a significant contribution to the domain of language learning and instruction, offering crucial insights for both educators and learners (Johnson, 2021).

### **Research purpose**

The aim of this research project is to implement task-based learning activities with eighth-grade students to evaluate their speaking skills. The project’s objective is to enhance the acquisition of the target language. The main obstacle that the students encounter is a lack of





fluency in spoken English, which can be traced back to a shortage of vocabulary, unfamiliarity with language structures, inadequate practice, and a scarcity of activities that foster speaking skills (Nget et al., 2019).

## **The Effectiveness of Task-Based Learning (TBL) for Speaking Skills in PRE-A1-A1 Learners**

### **Limitations of Existing Research**

While research supports the effectiveness of TBL for improving speaking skills, some limitations exist when applying these findings to PRE-A1-A1 learners. Studies often focus on learners who may not be in the target age group (Medina-Jiménez, 2020).

### **Addressing Action Research and Case Studies**

Some studies might be classified as action research or focus on older learners. Action research explores TBL implementation in specific classroom settings, offering valuable insights into practical application. However, these reports often lack formal citations and may not provide generalizable data applicable to a wider range of learners in the PRE-A1-A1 age group (Wahidin et al., 2016). Similarly, studies on TBL with older learners might not be directly relevant to our target audience.

### **Research Questions**

In light of the specific objectives, this research was structured around two key questions. These research questions are as follows:

- Which aspects of speaking skills significantly improved with the proposal?
- What were the students' perceptions toward the proposed Task Based Language teaching methodology?

### **Research Proposal Justification**

**Figure 7:** Shows the months, numbers of classes per day, hour per week and cumulative hours.





Total of classes in 80 hours			
Month	Number of Class Days	Hours per Week	Cumulative Hours
May (3 days)	3	2.25	2.25
June	20	3.75	17.25
July	22	3.75	30.00
August	23	3.75	43.50
September	21	3.75	56.25
October	20	3.75	69.00
November (18 days)	18	3.75	80.25
<b>Total</b>	<b>107</b>	<b>3.75</b>	<b>80.25</b>

### **Elaborated by: Ismael Escobar and Ma. Cristina Calderón**

Eighth-grade students in a local Guayaquil school struggled with improving their speaking skills. Although they could use some language when interacting with each other, they were unable to construct comprehensible sentences.

It was with an 80-hour class. Students attend class every week day. The study began on May 29th of 2023 and ended on December 1st of 2023. The intervention officially concluded on December 1st with the achievement of the planned objectives and the students reaching noticeable improvements at the PreA1-A1 English level. They were able to talk about themselves, their families, give and provide directions, talk about likes and dislikes, and construct short, accurate sentences.

### **Delimitation of population, sample, and sampling.**

The population for your study is defined as all students of the Unidad Educativa Particular Osborn in Guayaquil, which has 217 students, composed of 108 females and 109 males. Almost all students in the school have a Pre-A1 - A1 level of English proficiency, and the school operates in a hybrid model with some classes being conducted in person and others being conducted entirely online.





Additionally, it's important to note that this study was conducted in a virtual class within a small school. The focus was specifically on eighth graders, and the research participants consisted of the entire class of 8 students. These students were carefully selected based on their suitability for the study.

The sample of the study, on the other hand, is a specific subset of this population. It consists of the eighth-grade students at the school, which includes 8 students, composed of 3 boys and 5 girls. These eighth-grade students were selected because they demonstrated an excellent predisposition to be part of the research and their classes are conducted 100% virtually.

This concept of population and sample is well explained by Johnson and Christensen (2014) who stated that a population is a group of individuals with the same characteristics, and a sample is a subset of the population that the researcher intends to study to generalize about the population (Johnson & Christensen, 2014). This non-probabilistic sampling was selected under the following considerations or criteria:

1. This group manages a Pre-A1 - A1 English level.
2. All the students go to the same school.
3. The group shares the same labor schedule.
4. They study English compulsorily.
5. The ages of these students fluctuate between 12 to 14 years old.
6. Students have the time to participate in this study.
7. Parents of this group agreed and permitted their children to participate in this study.

**Research Context:**

The ongoing study is being conducted at the Unidad Educativa Particular Osborn. It is a private institution located in the city of Guayaquil. This context allows for a comprehensive





understanding of the English proficiency level among the students at the Unidad Educativa Particular Osborn and provides valuable insights for the study.

### **Research stages**

The investigation at the Unidad Educativa Particular Osborn was divided into six periods:

**Delimitation of the Problem:** An observation checklist was applied to gather information about the English proficiency problem in the institution. This was the diagnostic stage to define the object of the study and to choose the correct methodology.

**Theoretical Revision:** Information was gathered about previous studies and researchers who had studied and developed several projects about English language learning in a virtual environment.

**Elaboration of the Instruments:** The instruments were elaborated to be submitted to the eighth-grade students who participated in the project. The instruments used were a pretest, a posttest, a survey, and an interview. These instruments were reviewed and approved by one expert.

**Application of the Instruments:** A pretest, a posttest and a survey were applied to obtain data for the analysis and results of the study.

**Data Analysis:** Data was analyzed to gather results that allowed to realize the improvement of the students' English proficiency.

### **Conclusions and Recommendations:**

The results were presented, along with the conclusions and recommendations, in a final report based on the information obtained during the study. This research process allowed for a comprehensive understanding of the English proficiency level among the students at the Unidad Educativa Particular Osborn and provided valuable insights for the study. The findings from





this study will contribute to the broader understanding of English language learning in a virtual environment (Johnson et al., 2021).

### **Instruments derived from the selected methodology**

The study was conducted over an 80-hour class period. Students attended class every weekday. The study began on May 29th of 2023 and ended on December 1st of 2023. The intervention officially concluded on December 1st with the achievement of the planned objectives and the students reaching noticeable improvements at the Pre-A1 - A1 English level.

### **Application of the pretest, posttest and survey.**

The research methodology included a pretest, posttest, and survey. The pretest, conducted in the first trimester, used Task-Based Language Teaching (TBL) and Communicative Language Teaching (CLT). It comprised written multiple-choice questions and image-based questions. The post-test, in the second trimester, followed a similar format. Additionally, educators administered a survey to assess vocabulary understanding and usage based on the book '1000 Basic English Words

### **Rubric for the research**

Following the initial diagnostic phase, a rubric was created to address the primary issue identified among the students - speaking proficiency.

As per Stiggins (2001), rubrics can enhance performance by making learning objectives clearer. Arter and McTigue (2001) also highlighted that rubric can guide the design of instruction and set achievable outcomes. Furthermore, Andrade & Ying (2005) noted that rubrics can make assessments more accurate and fairer, providing students with tools for self-assessment and peer feedback.

### **The Rubric**





The rubric was designed around four key dimensions: Use of language, accuracy, vocabulary, and pronunciation, each carrying a weightage of 2.5 points, totaling to a maximum score of 10 points. The scoring interpretation was based on the guidelines provided by the Ministry of Education and the Ministry of Education of Ecuador (Ministerio de Educación del Ecuador, 2023). The categories for scoring interpretation were as follows: dominates learning (9-10); reaches learning (7 – 8.99); needs improvement (5 – 6.99); and unsatisfactory (4.99 – 01).

### **Data processing and statistical analysis**

This study dealt with data in both a quantitative and qualitative manner. The raw data from the survey and pretest-posttest were organized in an Excel spreadsheet before being transferred into the investigation for quantitative analysis and the generation of descriptive and inferential statistics. As stated by Sampieri et al. (2014), descriptive statistics were used to compile a set of quantitatively collected data to provide a comprehensive overview of the data.

### **Stages for conducting the study**

The diagnostic stage of the study was divided into six stages. The first stage was the data procedure with the Hutchinson and Waters learning-centered analysis approach. This stage was crucial in setting the foundation for the research. It focuses on learners' linguistic performance in real-world contexts (Hutchinson & Waters, 1987).

The second stage was the administration of a pretest at the first trimester it included 10 written multiple-choice questions (1 point each) and 4 image-based questions (2.5 points each). Students responded orally to the image-based questions. The total test value is 20 points. The evaluation was done using a rubric.

The third stage involved an observation technique using a checklist to assess students' English language abilities. The checklist measured oral fluency, grammar, vocabulary, clarity of communication, and the students' ability to understand and answer questions. Importantly, this





observation technique was conducted solely for internal research purposes by the investigator and was not an assessment administered to the students.

The fourth stage involved the application of activities to be worked on one skill at a time. With the aim of the pretest, it was possible to determine the level of English students had and the skill they needed to improve the most. At the end of this process, the results established that students needed to improve their speaking skills since it was the skill that they struggled with the most.

The fifth stage was the implementation of post-test, it was administered during the second trimester. It included 10 written multiple-choice questions (1 point each) and 4 image-based questions (2.5 points each). Students responded orally to the image-based questions. The total test value remains 20 points. Evaluation was conducted using a rubric.

The sixth stage was at the end of the school year, educators conducted a survey related to the 10 vocabulary words learned. The central question was: “How well do the students understand and use the vocabulary words from the book ‘1000 Basic English Words’?” Responses were evaluated using a 1-4 scale, with corresponding qualitative descriptions. Pedagogists compared the survey responses after conducting the investigation and using diagnostic instruments.

### **Results of the Diagnostic Stage**

During the diagnostic stage, a combination of qualitative and quantitative analyses was employed using a descriptive approach. The chosen methodology centered on observation, a critical tool for identifying students’ potential needs and weaknesses. Observational methods necessitate well-defined codes, carefully structured sampling, and rigorous psychometric analysis. A valuable reference supporting this approach comes from Ostrov and Hart (2013). In their





work, they refer into systematic observational methods, emphasizing the significance of reliable coding systems.

### **Hutchinson and Waters Analysis**

The learning-centered approach's requirements analysis methodology, initially published by Hutchinson & Waters (1987), was used. The model divides requirements analysis into two categories: learning needs and target needs.

### **Target Needs**

At Unidad Educativa Particular Osborn, English is primarily required for academic purposes as students attend online classes compulsorily. The second language will be used through meaningful activities to promote and enhance speaking fluency.

### **Learning Needs**

At Unidad Educativa Particular Osborn, learners take the English course as it is included in the program provided by the Ministry of Education. Participants come from various social classes and family structures. Their English background is very basic, with almost no foundations. These students are aged between 12 – 14 years old who learn through recreation, collaboration, daily life activities, singing, etc.

### **Checklist: Elaboration and Application**

Once the results from the pretest were obtained, a checklist with 10 statements based on the Pre-A1-A1 English level was developed.

Each question in the checklist is evaluated based on the students' proficiency in the respective skill. The students' responses are assessed as "YES," "NO," "SOMETIMES," or "NEVER" for each statement.

### **Selection of the Skill to be developed**

Students at Unidad Educativa Particular Osborn are at the 'beginner' stage, corresponding to the Pre-A1 - A1 level according to the Common European Framework of Reference (CEFR). Learners at this level engage in simple interactions related to everyday topics. The checklist in





the appendices visually represents the observed topics and competencies, aligning with Pre A1-A1 English proficiency.

### **Validation of the Research Proposal**

Dr. Fernando Intriago Cañizares, an expert, collaborated with the researchers to refine research tools. He approved a checklist, pretest-posttest, survey, and interview for evaluating students' English speaking skills in a virtual context. His insights validated these instruments.

### **Intervention Plan**

The intervention stage of the study was carried out over a span of 27 weeks, from May 29th to December 1st, 2023. However, the first two trimesters were dedicated to the application of the diagnostic stage, and the final week was reserved for conducting a survey. Thus, the actual implementation of the proposal lasted 24 weeks.

The methodology of the study involved the use of several instruments, including a pretest, a posttest and a survey.

The intervention officially concluded on December 1st, with the achievement of the planned objectives and the students demonstrating noticeable improvements in their speaking skills at the Pre-A1 - A1 English level.

### **Data analysis and ethical considerations**

The research adhered to ethical guidelines and legal requirements. The eighth-grade students in a virtual learning program participated with parental consent. Participants were informed, and confidentiality was maintained. The research report contains further details in the appendices





### Chapter 3

#### Application of the Proposal and Results

This research project, titled “Strategies for Assessing Pre-A1-A1 Level Speaking Skills in an Online Learning Environment through Interactive Strategies in an Eighth-Grade Class,” is fundamentally an Educational Proposal due to its setting within a private high school environment, specifically Unidad Educativa Particular Osborn in Guayaquil. As educators, our primary focus is on the educational development of the students, specifically their English-speaking skills.

However, the project also possesses a strong Methodological Proposal dimension. As pedagogists, it has been implemented Task-Based Learning (TBL) methodologies to enhance the speaking skills of the students. This methodology is considered instrumental in the research as they form the basis of the teaching approach and directly influence the learning outcomes.

Moreover, a significant Technological Proposal is associated with this research due to its online nature and the use of digital education tools. As investigators, have leveraged the virtual learning environment and various digital tools to facilitate the implementation of TBL and to create an engaging and interactive learning experience for the students.

In this chapter, the researchers will specify the proposal, detailing the implementation of the methodologies and the use of digital tools. Following this, will discuss the results obtained from the application of these methodologies and tools, providing a comprehensive analysis of their effectiveness in improving the speaking skills of the students. The chapter aims to provide a thorough understanding of the research process and its outcomes, contributing to the broader field of English language teaching and learning in online environments.





### **Presentation**

The research project, titled “Strategies for Assessing Pre-A1-A1 Level Speaking Skills in an Online Learning Environment through Interactive Strategies in an Eighth-Grade Class,” is fundamentally an Educational Proposal due to its setting within a private high school environment, specifically Unidad Educativa Particular Osborn in Guayaquil. As investigators, the primary focus is on the educational development of the students, specifically their English-speaking skills. The project aims to enhance these skills through the implementation of innovative teaching methodologies and the use of digital tools in an online learning environment.

### **General and Specific Objectives of the Proposal**

The overarching objective of the research is to evaluate the enhancement in the speaking skills of eighth-grade students aged 12-14 years old with a Pre-A1 - A1 English proficiency level after the application of the proposed teaching methodology. This objective is broad and encompasses the overall aim of the research project. It sets the direction for the study and provides a framework for setting the specific objectives.

The detailed objectives are directly linked to the research activities, providing a clear roadmap for the investigation and guiding the implementation of the teaching methodology. The specific objectives include:

To measure the initial speaking skills of the students before the implementation of the teaching methodology. This objective involves conducting a pre-test to assess the students’ baseline speaking skills. The results of the pre-test will provide valuable insights into the students’ strengths and weaknesses in speaking English and help tailor the teaching methodology to their specific needs.

To implement the proposed teaching methodology in the classroom. This objective involves the actual application of the Task-Based Learning (TBL) and Communicative Language





Teaching (CLT) methodologies in the classroom. The researchers will design and conduct interactive activities that encourage the students to use English in meaningful and authentic contexts.

To measure the speaking skills of the students after the implementation of the teaching methodology. This objective involves conducting a post-test to assess the students' speaking skills after the intervention. The results of the post-test will provide evidence of the effectiveness of the teaching methodology in improving the students' speaking skills.

To examine the variation in students' oral communication abilities, with a particular emphasis on their scholastic achievements and distinct speaking parameters, to pinpoint the areas that have shown notable enhancement following the application of the instructional approach. This objective involves a detailed analysis of the students' speaking performance, focusing on specific aspects such as fluency, accuracy, pronunciation, vocabulary usage, and grammatical correctness.

### **Theoretical Foundation for the Proposal**

The theoretical foundation of the research is based on the application of Task-Based Learning (TBL) methodology, with the secondary complement of Communicative Language Teaching (CLT). These methodologies emphasize the use of authentic language within the context of meaningful tasks, making language learning more engaging and relevant for the learners. The theoretical foundation provides a solid basis for the research and guides the design and implementation of the teaching methodology.

### **Characteristics of the Proposal**

The proposal is characterized by its focus on enhancing the speaking skills of eighth-grade students through the implementation of TBL and CLT methodologies in an online learning





environment. It involves regular practice, feedback, engaging content, and the use of technology. The proposal is designed to be interactive, engaging, and learner-centered, promoting active involvement, analytical thought, problem-solving initiatives, and self-evaluation exercises. The online learning environment facilitates the use of digital tools and resources that enhance the learning experience and provide opportunities for students to practice speaking in diverse and dynamic ways.

### **Basic/Guiding Ideas**

The fundamental guiding principle behind the proposal is that language learning should be interactive, engaging, and relevant to the learners. The proposal advocates for the use of TBL and CLT methodologies, which emphasize the use of authentic language and meaningful tasks, promoting interaction and communication among students. These guiding principles provide a clear direction for the research and set the tone for the teaching methodology. By focusing on practical language use and meaningful communication, the proposal aims to create a learning environment that is both effective and enjoyable for students.

### **Structure and Dynamics of the Components of the Proposal**

The structure of the proposal involves a diagnostic stage, an intervention stage, a data collection stage, and a documentation stage. The dynamics involve regular practice, feedback, engaging content, and the use of technology. The proposal also includes the use of several lesson plans that explain how the students worked with TBL using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) fundamentals. The lesson plans presented here provide a structured approach to enhance speaking skills in Pre-A1/A1 English language learners. These plans focus specifically on developing coherence, a crucial aspect of clear and effective communication.





Targeting eighth-grade students (ages 12-14) with a Pre-A1/A1 proficiency level in a 100% virtual environment, the lesson plans utilize a consistent format for clarity and ease of implementation. Each plan outlines learning objectives, required materials, and engaging activities designed to address challenges faced by beginner learners. Through a focus on sequencing, cohesion, and topic maintenance, these resources aim to equip educators with the tools to foster confident and well-organized spoken English in their students.

### **Lessons Plans Analysis:**

#### **Lesson Plan 1: “A Family-Themed” (Conducted June 12th, 2023)**

This interactive lesson plan, designed for Pre-A1 to A1 English language learners focusing on "Family," keeps students actively engaged through Task-Based Learning (TBL) activities. Communicative Language Teaching (CLT) principles are interwoven throughout, emphasizing interaction as both the means and the goal of learning English. The lesson starts with a warm greeting and a clear objective: mastering basic family vocabulary for conversation. Students then activate prior knowledge before exploring vocabulary through interactive digital resources. A shortened YouTube video reinforces these terms, followed by paired discussions and sharing interesting facts, all promoting speaking skills. The core activity involves interviewing classmates about their families using pre-written questions displayed on Zoom's whiteboard. Breakout rooms can be used to facilitate interaction. Students then share their discoveries with the class, further promoting interaction. At least one group of students, after completing the activity in pairs, reads the script they created and converses with each other, applying the Communicative Language Teaching (CLT) methodology. A wrap-up session emphasizes key concepts, and homework reinforces learning by asking students to write and read aloud a short paragraph about their family using the new vocabulary. This lesson plan offers a well-





rounded approach, integrating active tasks, communication, and real-world application through CLT and TBL methodologies.

### **Detailed Activity Descriptions:**

In a 45-minute lesson for Pre-A1 English language learners, the teacher begins with a warm greeting. The learning objective is for students to learn and use basic family vocabulary in conversation. An interactive digital vocabulary book introduces family member vocabulary, with students practicing pronunciation. A YouTube video reinforces family vocabulary. Students then discuss key points and new vocabulary in pairs, sharing interesting facts from the video. The main activity involves a family interview in breakout rooms, where students use pre-written questions and learned vocabulary to interview their partner about family members. To wrap up, the teacher leads a brief discussion summarizing the key vocabulary and concepts related to families. For homework, students write a short paragraph about their family using the newly learned vocabulary, and they are encouraged to practice reading it aloud for speaking practice.

### **Vocabulary Target and Students' Script:**

**Vocabulary:** Brother, sister, parents, mom, pets

### **Speaking interaction between students' activity:**

**Student A:** Hi [Partner's Name]! (Smile) How many brothers and sisters do you have?

**Student B:** Hello! I have one brother. (Holds up one finger)

**Student A:** Great! What are your parents' names?

**Student B:** My mom is Sarah. My dad is David.

**Student A:** Do you have any pets?

**Student B:** No, I don't have pets. Do you?

**Student A:** Yes! I have a dog. His name is Max.





**Student A:** Bye [Partner's Name]! Thank you!

**Student B:** Bye! Thank you too!

### **Lesson Plan 2: Food Frenzy! (Implemented on July 18th, 2023)**

It is a fun and interactive lesson plan designed for Pre-A1/A1 English language learners, focused on acquiring and using basic food vocabulary. This plan utilizes both Communicative Language Teaching (CLT) and Task-Based Learning (TBL) principles to create an engaging learning experience.

Following a warm greeting and clear learning objectives, students activate prior knowledge through an engaging activity exploring new vocabulary via a digital book.

A short YouTube video showcasing different types of food reinforces these terms and introduces any additional vocabulary. Students then engage in discussions to clarify any doubts and share interesting facts they learned from the video, promoting speaking skills.

The heart of the lesson, incorporating TBL principles, involves creating a simple menu in their notebooks or a shared document. Using breakout rooms in Zoom, students work in pairs to create their menus, utilizing the new vocabulary and their creativity. This collaborative task encourages them to communicate effectively and practice using the target language meaningfully.

Following the menu creation, students discuss their creations with their partners, further solidifying communication skills. A quick wrap-up highlights key takeaways, and homework reinforces learning through drawing and writing about their favorite food.

By combining CLT's focus on real-life communication with TBL's emphasis on tasks, Food Frenzy! provides a well-rounded approach. Students don't just learn food vocabulary; they gain the confidence to use it for real-world purposes, making learning a delicious adventure for Pre-A1/A1 learners.





### **Detailed Activity Descriptions:**

In a 45-minute lesson focused on food, teachers greet students and introduce the topic. The objective is for students to create a simple menu using new vocabulary and participate in a basic conversation about their favorite food with a partner. The lesson includes showing students pictures of different food items (fruits, vegetables, main courses, desserts) and writing the words on an online whiteboard. A short YouTube video showcasing food from various cultures is discussed, and students engage in speaking activities related to food. In breakout rooms, students interview each other about family members using pre-written questions and learned vocabulary. Additionally, students create their favorite menu, either in notebooks or a shared document, using additional digital food pictures. The lesson concludes with a brief review of key food vocabulary and homework where students draw a picture and write the name of their favorite food in their notebooks to reinforce vocabulary learning and creativity.

### **Vocabulary Target and Students' Script:**

**Vocabulary:** Menu, favorite food, delicious.

### **Speaking interaction between students' activity:**

**Student A:** Hi [Partner's Name]! Nice to meet you! Let's look at our menus! What's your favorite food?

**Student B:** Hi [Student A's Name]! Nice to meet you too! My favorite is [points to picture on menu]. It's [says the name of the food].

**Student A:** On my menu, I have [points to picture] with my [name of food].

**Student B:** That sounds delicious!

### **Lesson Plan 3: Help Ecology and Our Environment (Conducted on August 22nd, 2023)**





This lesson tackles the crucial topic of "Ecology and Our Environment." Here, Task-Based Learning (TBL) takes center stage. By engaging students in tasks that raise awareness about environmental issues, TBL makes learning more meaningful and impactful. Students aren't just passive receivers of information; Communicative Language Teaching (CLT) ensures they actively participate. Discussions become a springboard for students to express their ideas and opinions, fostering fluency and their ability to communicate effectively (communicative competence).

Learning about environmental care isn't just about memorizing facts. It empowers students to become responsible global citizens. Through discussions conducted using CLT methods (like speaking with partners as seen in previous lessons), students develop the skills they need to advocate for our planet. The culminating homework task – writing and reading aloud an essay – provides an opportunity to solidify their understanding and further hone their speaking skills. Ultimately, this lesson plan equips students with the knowledge and confidence to become active participants in protecting our environment.

### **Detailed Activity Descriptions:**

In a 45-minute lesson for Pre-A/A1 English language learners, teachers greet students and introduce the topic: Ecology and Our Environment. The objective is for students to learn and use ecology-related vocabulary. The lesson includes introducing pictures related to ecology and environmental situations, showing a YouTube video emphasizing environmental protection, facilitating discussions on how to be environmentally conscious, engaging in student conversations about recycling, briefly reviewing key vocabulary, and assigning homework related to environmental protection. Students will write 10 sentences using the new vocabulary and practice reading them aloud.

### **Vocabulary Target and Students' Script:**





**Vocabulary:** Plastic bag, water, reusable bag, straw, metal straw, bottle.

**Speaking interaction between students' activity:**

**Student A:** Hi [Partner's Name]! (Smile) Plastic bad? (Makes a throwing away motion)

**Student B:** No good! (Shakes head)

**Student C:** Bag again! (Holds up reusable bag)

**Student A:** Yes! (Smiles) Water? (Points to a water bottle)

**Student B:** No straw! (Shakes head and folds arms)

**Student C:** Metal! (Holds up metal straw)

**Student A:** Good! (Gives thumbs up) Bye!

#### **Lesson Plan 4: Places of our City (Implemented September 18th of 2023)**

This lesson plan, designed for Pre-A1/A1 English language learners, introduces basic vocabulary related to places in a city.

This lesson plan utilizes both Task-Based Learning (TBL) and Communicative Language Teaching (CLT) methodologies to make learning effective and engaging. The "City Map" activity exemplifies TBL, as students are tasked with creating a map using the target vocabulary. This task encourages them to go beyond simple memorization and apply their knowledge in a practical way. CLT is interwoven throughout the lesson, with activities designed to promote communication and language use. Games, discussions, and the student conversation script all provide opportunities for students to practice using the new vocabulary in a meaningful context. By combining these methodologies, the lesson not only teaches vocabulary but also fosters speaking skills and a sense of accomplishment.

**Detailed Activity Descriptions:**





In a 45-minute lesson for Pre-A/A1 English language learners, teachers greet students and introduce the topic: Places in the City. The objective is for students to identify and name common places found in a city, using simple vocabulary to ask and answer questions about these places. The lesson includes showing pictures of different city locations (e.g., park, school, library, hospital, restaurant, store), discussing vocabulary, watching a YouTube video showcasing a virtual city tour, encouraging student questions, and engaging in a “City Map” activity where students work in pairs to place pictures on a pre-made map, labeling them with corresponding vocabulary words. Students also share their city maps using a conversation script. The lesson concludes with a brief review of key vocabulary and homework where students draw a picture of their dream city and write the name of one place, they would like to have in it (either in a notebook or a drawing app).

**Vocabulary Target and Students’ Script:**

**Vocabulary:** Map, dream city, place, park, play, outside, library, book.

**Speaking interaction between students’ activity:**

**Student A:** "Hi [Partner's Name]! See my map! This is my dream city!" (Shows map)

**Student B:** "Hi [Student A's Name]! Cool! What's this place?" (Points to picture)

**Student A:** "That's the park. It has a fun place to play outside." (Points to picture)

**Student B:** "Great! And what about this one?" (Points to another picture)

**Student A:** "That is the library. I can borrow books and look at pictures." (Points to picture)

**Student B:** "Wow that sounds fun! See you later!" (waves)

**Student A:** "Bye!" (waves)





### **Lesson Plan 5: Animal Adventures! (Conducted November 7<sup>th</sup> of 2023)**

This lesson plan, designed for Pre-A/A1 English language learners, introduces basic vocabulary related to animals. It utilizes both TBL and CLT methodologies to make learning effective and engaging. The "Animal Match Up" activity exemplifies TBL, as students are tasked with matching pictures and words, using the target vocabulary. This task encourages them to go beyond simple memorization and develop critical thinking skills. CLT is used throughout the lesson, with activities designed to promote communication and language use. Games, discussions, and the student conversation script all provide opportunities for students to practice using the new vocabulary in a meaningful context.

#### **Detailed Activity Descriptions:**

In a 45-minute lesson for Pre-A/A1 English language learners, teachers greet students and introduce the topic: Animal Adventures! The objective is for students to identify and name common animals, using simple vocabulary to ask and answer questions about them. The lesson includes showing pictures of different animals (e.g., cat, dog, lion, elephant, snake, bird), discussing vocabulary, watching a YouTube video showcasing animal sounds with written names, encouraging student questions, and engaging in an "Animal Match Up!" activity. In breakout rooms, students work in pairs, matching animal picture images with their corresponding words. Each pair then shares their matched animals using a conversation script. To wrap up, the teacher briefly reviews the key vocabulary learned during the lesson, highlighting any interesting animals' students encountered. For homework, students are asked to draw pictures or cut out images of their 10 favorite animals and write their names.

#### **Vocabulary Target and Students' Script:**

**Vocabulary:** animals, cat, bird, fly, pets.

#### **Speaking interaction between students' activity:**





**Student A:** "Hi [Partner's Name]! Look at our animals!" (Shows images)

**Student B:** "Hi [Student A's Name]! Cool! What's this one?" (Points to picture)

**Student A:** "That's a cat. It says 'meow'." (Points to picture)

**Student B:** "Great! And what about this one?" (Points to another picture)

**Student A:** "That's a bird. It can fly!" (Points to picture)

**Student B:** "Wow! See you later!" (waves)

**Student A:** "Bye!" (waves)

### **Lesson Plan 6: Weather Watch (Conducted on November 14 of 2023)**

This lesson plan, designed for Pre-A1/A1 English language learners in a virtual classroom, introduces basic vocabulary related to weather. The student conversation script provides a scaffold for students to practice using the target weather vocabulary in a meaningful context. By working in groups and taking turns sharing their creations, students gain confidence in speaking English and develop basic conversational skills through the chat function or by unmuting their microphones. Using breakout rooms allows students to collaborate in smaller groups, fostering teamwork and communication within the virtual environment. The "Weather Window" activity (TBL) encourages creativity and allows students to demonstrate their understanding of the weather vocabulary in a fun way.

#### **Detailed Activity Descriptions:**

In a 45-minute virtual class for Pre-A1/A1 English language learners conducted on Zoom, teachers greet students and introduce the topic: Weather Watch! The objective is for students to identify and name common weather conditions, using simple vocabulary to ask and answer questions about the weather. The lesson includes a warm-up activity of "Weather Miming," where students act out weather conditions, an introduction to weather vocabulary with pictures (e.g., sunny, rainy, cloudy, windy, snowy), and watching a child-friendly YouTube video with





a weather forecast. Students engage in speaking activities, including discussing today's weather and participating in a "Weather Window" activity. In breakout rooms, students create a "Weather Window" on paper, drawing the weather they see outside their window using crayons, markers, and other materials. Each group shares their "Weather Window" with the class, describing their drawings. To wrap up, the teacher briefly reviews the key vocabulary learned during the lesson using the chat function and assigns homework where students draw a picture of themselves, label the weather outside their window, and write a sentence describing the picture.

### **Vocabulary Target and Students' Script:**

**Vocabulary:** Weather, window, outside, sunny, bright, sun, clouds, sky

### **Speaking interaction between students' activity:**

**Teacher:** "Hi everyone! Look at your Weather Window!" (Point or share screen)

**Student A:** "Wow, cool! What weather is it outside your window?"

**Student B:** "It's sunny! We see a bright yellow sun."

**Student C:** "Great! And are there any clouds?"

**Student B:** "No, It's a clear sky!"

**Student C:** "Interesting! See you later!"

**Student A:** "Bye!"

### **Description of the Type of Proposal**

The proposal is a pedagogical, methodological, and technological initiative aimed at enhancing the speaking skills of eighth-grade students at Unidad Educativa Particular Osborn in Guayaquil. It involves the implementation of TBL and CLT methodologies in an online learning environment and the use of digital tools to facilitate learning. This multifaceted approach





combines traditional pedagogical strategies with modern technological resources, creating a comprehensive framework for language instruction.

### **Demands, Requirements, Conditions, or Criteria**

The proposal was supported by the institution, which provided all the necessary materials and suggestions from more experienced teachers and the Principal of Osborn High School. As scholars, using the knowledge and creativity to make the classes interactive and engaging. Various methods were used for different classes, including YouTube videos and the Quizizz app, to make the learning experience both entertaining and pedagogical. This support and flexibility allowed for the adaptation of teaching strategies to meet the diverse needs of students.

### **Examples and Exercises**

As investigators, the use of vocabulary digital books with images and storytelling from videos. The presentation of videos as evidence of students speaking in English and ensured that every eighth-grade student participated. These examples and exercises were designed to provide students with practical opportunities to use English in context, thereby enhancing their speaking skills and building their confidence in using the language.

### **Forms of Application, Implementation, and Evaluation**

These evaluations were conducted after every lesson plan was finished. The evaluations were based on the students' performance and understanding of the lesson. The educators used a variety of assessment methods to evaluate the students' speaking skills. These included individual presentations, group discussions, role-plays, and portfolio assessments. Each of these methods provided a different perspective on the students' speaking abilities, allowing for a comprehensive evaluation of their skills. The educators also incorporated self-assessment and peer-assessment components into the evaluations. This encouraged the students to reflect on their own performance and learn from their peers, fostering a collaborative learning environment.





### **Resources and Beneficiaries**

The resources used in this study included digital tools like Zoom and Quizizz, vocabulary digital books, and videos. These resources were carefully selected to support the implementation of the TBL and CLT methodologies and enhance the online learning environment. The digital tools facilitated interactive learning activities and provided immediate feedback, while the vocabulary digital books and videos provided engaging and authentic content for the students to practice their speaking skills.

The beneficiaries of this study are the total student's class of 8 learners of the eighth-grade at Unidad Educativa Particular Osborn in Guayaquil who are at the Pre-A1 - A1 level of English proficiency. The study aims to enhance their speaking skills and improve their English language proficiency. By participating in this study, the students had the opportunity to engage in meaningful and authentic language use, develop their speaking skills, and gain confidence in using English. The results of this study will also benefit the educators and the institution by providing valuable insights into the effectiveness of the TBL and CLT methodologies in enhancing speaking skills in an online learning environment.

### **Final Results:**

-Which aspects of speaking skills significantly improved with the proposal?

Researchers investigated the effectiveness of interactive teaching strategies in enhancing English speaking skills among eighth-graders (aged 12-14) in a fully online, private Ecuadorean school. The students, placed at the Pre-A1-A1 level, had minimal prior English language experience. A pre-test with 14 questions (10 written, 4 oral) revealed a need for improvement in spoken English. While the written portion demonstrated basic vocabulary knowledge (2 questions answered correctly by all students - 100% effectiveness, 3 with 87.5% effectiveness, 2 with 75% effectiveness, and 3 with 60% effectiveness), the oral section highlighted lower proficiency (only 1 question





achieved a 75% effectiveness rate, while the remaining 3 received just 50% effectiveness).

The research, however, acknowledged the interconnectedness of language skills. While focusing on speaking skills, a crucial area often lagging behind in online environments, the researchers recognized potential benefits for other skills as well. Following a period of instruction centered on interactive strategies (Task-Based Learning as primary, Communicative Language Teaching as secondary), a post-test showcased remarkable progress. The written portion displayed significant improvement (9 questions answered correctly by all students - 100% effectiveness, only 1 question receiving an 87.5% effectiveness rating). The oral portion also yielded impressive results, with all students achieving a 100% effectiveness rate on 2 questions and a 75% effectiveness rate on the remaining 2 (each question worth 2.5 points).

Overall, the pre-test and post-test results (total possible score of 20 points) highlighted significant learning gains across all question types. This success is attributed to the interactive teaching methods, which fostered a dynamic online learning environment and ultimately led to a substantial improvement in students' English-speaking skills. It's important to note that while the study focused on speaking skills, the implemented methodology likely had a positive impact on other language skills (reading, listening, and writing) as well, due to the inherent connection between language components. The percentages mentioned in the response are overall averages of the tests taken by all students.





### Pre-test and Post-test Results

**Graph 1:** Shows the Questions, Results of Pre-Test and Post Test and the Percentage change improvement.

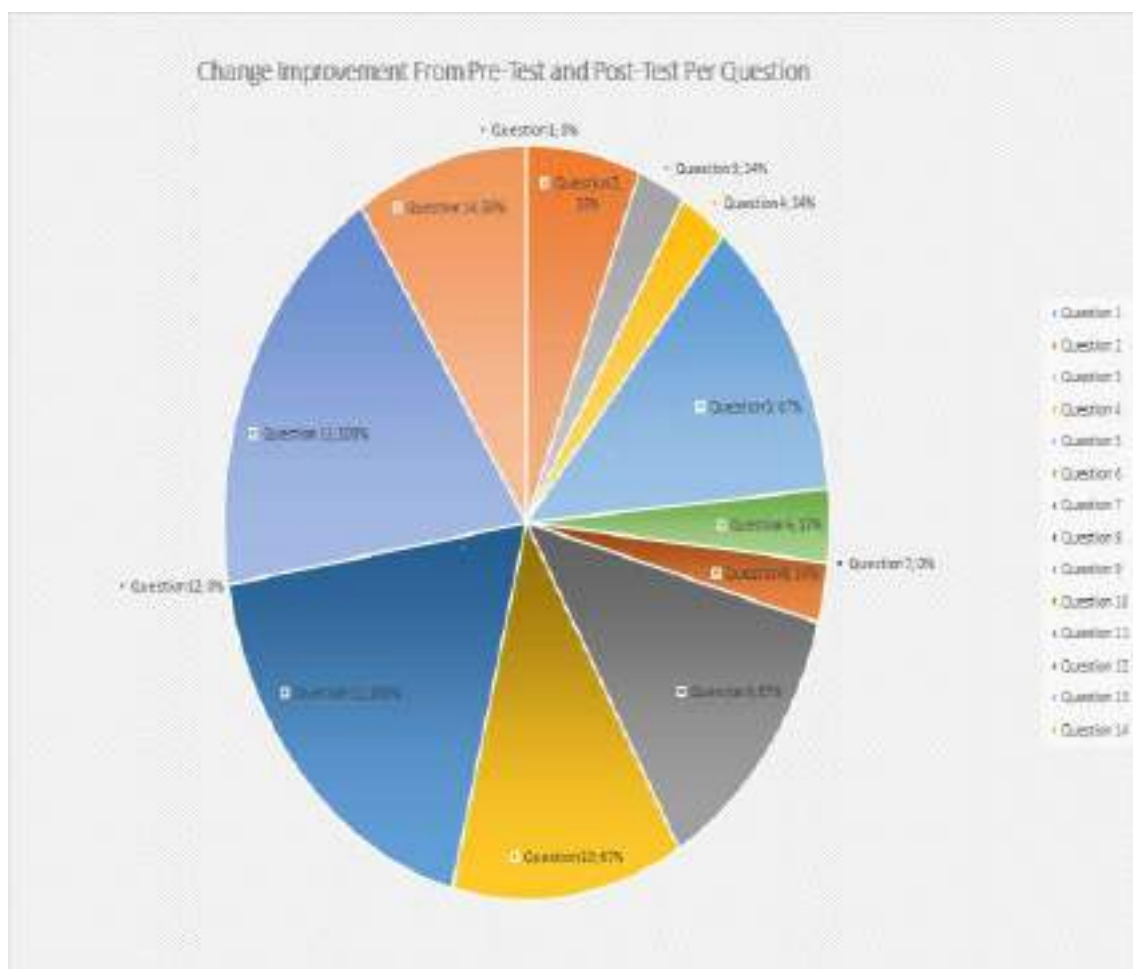
Pre-Test Results and Post Test Results			
Questions	Results of Pre-test	Results of Post-test	Percentages change improving
Question 1	100	100	0%
Question 2	75	100	33%
Question 3	87,5	100	14%
Question 4	87,5	100	14%
Question 5	60	100	67%
Question 6	75	88	17%
Question 7	100	100	0%
Question 8	87,5	100	14%
Question 9	60	100	67%
Question 10	60	100	67%
Question 11	50	100	100%
Question 12	75	75	0%
Question 13	50	100	100%
Question 14	50	75	50%

**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).





**Graph 2:** Shows change improvement from Pre-test and Post-Test per question.



**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).

**-What were the students' perceptions toward the proposed Task Based Language teaching methodology?**

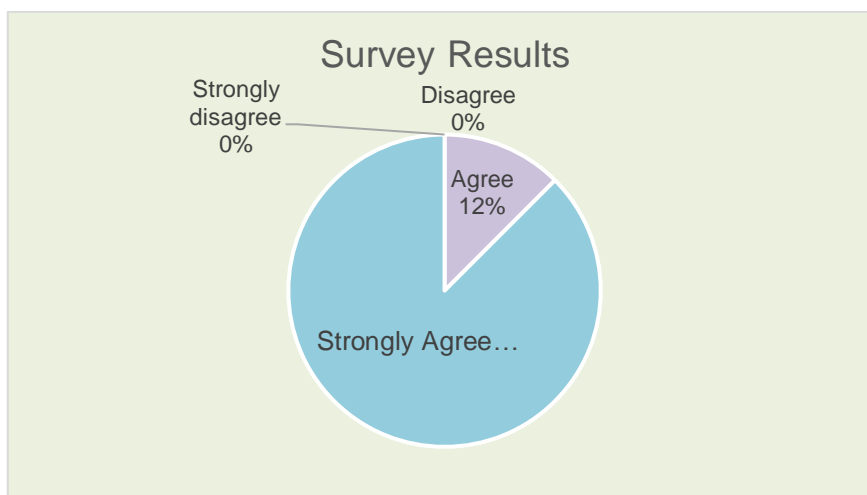
Researchers conducted a year-end survey using a four-point scale (1 = Strongly Disagree, 4 = Strongly Agree) to gauge student perceptions of English-speaking skills activities. The results were overwhelmingly positive, with a substantial majority (88%) of students strongly agreeing with the statements, suggesting a perceived significant improvement in their English skills throughout the academic term. Students highlighted several key areas of benefit, including enhanced English skills (vocabulary, grammar,





pronunciation, and accuracy), improved language comprehension attributed to the activities and teacher's explanations, increased participation in class indicating greater interest and engagement, and a belief that the acquired skills would be valuable for learning in other subjects. While most students were satisfied, 12% expressed a desire for additional learning time. Based on this finding, researchers recommend exploring options like extending a one more 45-minute class period during the week at the PreA1-A1 level or establishing 60-minute class periods instead of the current 45 minutes.

**Graph 3:** Shows survey made to students of English-speaking skills activities conducted agreement or disagreement during the research.



**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).

- **Leveraging Chapter 1 Insights and Author Analysis to Design Effective Online Speaking Assessments for Pre-A1/A1 Learners: A Multifaceted Approach:**

Researchers investigating methods to assess Pre-A1/A1 speaking skills in an online eighth-grade class can glean valuable results from Chapter 1's exploration of various authors. Luoma (2004) emphasizes designing tasks that nudge students beyond their comfort zone while providing support, such as role-playing a restaurant order with visuals and sentence starters. This approach not only assesses current proficiency but also





encourages the development of new skills. The CEFR framework (Council of Europe, 2001) offers a structured way to understand learner abilities through specific descriptors, allowing researchers to obtain more precise results by aligning speaking tasks with these descriptors. Bachman & Palmer (2010) remind us to avoid overly simplistic or complex tasks. Technology like Zoom can create interactive scenarios for assessing collaboration and negotiation skills (A1 level). Weigle (2014) highlights the importance of clear assessment criteria and rubrics, while Fulcher (2003) suggests training raters to minimize bias. These insights ensure the assessments are fair and reliable. Hubbard (2016) emphasizes technology's role in promoting speaking practice. Online platforms like Quizizz can be used for tailored vocabulary quizzes with immediate feedback, helping students identify areas needing improvement. By incorporating these insights from the cited authors, researchers can move beyond simply measuring current skills to actively promote speaking skill development, providing a more holistic picture of student learning. The online environment offers unique opportunities for engagement through interactive platforms, real-life scenario practice using tools like Zoom, and personalized feedback through online quizzes or vocabulary digital books, all crucial aspects for effective language acquisition at the Pre-A1/A1 level.

### **A Combined Quantitative and Qualitative Approach Utilizing Six Lesson Plans with Task-Based Learning Activities and a Standardized Speaking Checklist.**

The research design employed a two-pronged approach, combining quantitative and qualitative methods to gain a comprehensive understanding of the impact of Task-Based Learning (TBL) activities on speaking skills. The first prong involved the development of a standardized speaking assessment checklist. This checklist served as a systematic tool, evaluating ten key areas such as comprehension and vocabulary usage. By meticulously recording data points, the instructors were able to pinpoint areas where





students required additional support. This quantitative data provided a clear picture of individual student progress, laying the groundwork for further analysis.

The researchers acknowledged the limitations of solely relying on quantitative data. To gain a deeper understanding of student engagement and the effectiveness of TBL activities, the researchers embarked on a second phase. This phase involved the development of a series of engaging lesson plans that incorporated TBL activities. These lessons were designed to be immersive experiences built around relatable themes, fostering student interaction and communication in a virtual setting. The TBL activities, akin to stepping stones across a conceptual bridge, provided a platform for observing student communication in a natural, online environment.

Triangulated the qualitative data from the checklist with the quantitative insights gleaned from observing the TBL activities. By combining these data sets, the Pedagogists were able to gain a holistic understanding of how TBL activities impacted speaking skills in the virtual classroom. This approach transcended the mere measurement of progress; it allowed the researchers to explore the students' experience of the learning process. This research design, focusing on a series of six lesson plans, exemplifies how the combination of quantitative and qualitative data can be utilized to understand the impact of TBL activities. This core approach can be applied to any number of lesson plans, providing valuable insights into the effectiveness of TBL activities in fostering speaking skills within a virtual learning environment.





## CONCLUSIONS

This research project, undertaken by researchers investigating methods to foster speaking skills in a virtual environment for Pre-A1/A1 eighth-grade learners, yielded significant findings. By leveraging the knowledge gleaned from Chapter 1's literature review and the subsequent development of effective online speaking assessments, a research design was developed that transcended mere skill measurement and delved into the effectiveness of Task-Based Learning (TBL) activities. The cornerstone of the research design was the creation of a standardized speaking assessment checklist. This meticulous tool, encompassing ten key areas like comprehension and vocabulary usage, provided a quantitative foundation for gauging individual student progress. Researchers meticulously recorded data points during assessments, allowing them to pinpoint specific areas where students needed additional support. This quantitative data served as a crucial baseline, enabling the tracking of improvement over time.

However, researchers recognized the limitations of solely relying on numbers. To gain a deeper understanding of student engagement and the effectiveness of TBL activities in fostering communication skills, a qualitative phase was embarked upon. This facet of the research involved the development of a series of engaging lesson plans, each incorporating well-structured TBL activities. These lessons were designed to create immersive experiences built around relatable themes, fostering interaction and communication within the virtual classroom. The TBL activities, akin to stepping stones across a conceptual bridge, provided a platform for observing student communication in a natural, online environment. The triangulation of qualitative data from the student interactions during TBL activities with the quantitative insights gleaned from the speaking assessments proved to be a powerful tool. By combining these data sets, researchers





were able to gain a holistic understanding of how TBL activities impacted student speaking skills. This approach transcended the mere measurement of progress; it allowed exploration of the students' experience of the learning process. The research design, focusing on a series of six diverse lesson plans, exemplifies how the combination of quantitative and qualitative data can be utilized to understand the impact of TBL activities. This core approach can be applied to any number of lesson plans, providing valuable insights into the effectiveness of TBL activities in fostering speaking skills within a virtual learning environment.

As researchers in pedagogy, the investigation has yielded compelling evidence that supports the positive impact of TBL activities on online speaking skills for Pre-A1/A1 learners. By fostering a student-centered environment that encourages active participation and authentic communication, TBL activities provided a platform for students to not only demonstrate their current abilities but also actively develop their speaking skills through collaborative tasks and role-playing scenarios. The online environment itself proved to be a valuable asset, offering unique opportunities for engagement through interactive platforms and personalized feedback tools.

This research project not only contributes valuable insights to the field of online language learning but also lays the groundwork for further exploration. Future studies could investigate the long-term impact of TBL activities on speaking skills, explore the effectiveness of TBL activities across different proficiency levels, or unearth the specific design elements of TBL activities that yield the most significant improvements that empower students to confidently communicate in the virtual world.





## RECOMMENDATIONS

This research investigated the impact of Task-Based Learning (TBL) activities on online speaking skills for beginner language learners (Pre-A1/A1 level). The findings offer valuable recommendations for instructors seeking to improve virtual language acquisition.

Firstly, educators can integrate engaging TBL activities into their lesson plans. These activities should be well-structured and focus on relatable themes to encourage collaboration and communication. Here, students naturally practice and develop their speaking skills. As students' progress, the complexity of the tasks should increase to challenge them and promote further development.

Secondly, technology can be leveraged to enhance the learning experience. Online platforms like Zoom can be used to facilitate discussions, group work, and real-life scenario practice. This creates a more dynamic learning environment that fosters interaction and communication.

Finally, assessment is crucial for continuous improvement. Pedagogists can help develop a standardized speaking assessment checklist that encompasses key areas like comprehension, fluency, grammar, and vocabulary usage. This tool allows instructors to systematically evaluate student progress and identify areas requiring additional support. To gain a holistic understanding of student progress and refine TBL activities for better learning outcomes, instructors should combine insights from the speaking checklist with qualitative observations during TBL activities.





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#### Appendix 4 Pre-test and Post-test

<b>AREA:</b>	Foreign Language	<b>SUBJECT:</b>	English	<b>SUB LEVEL</b>	BASIC
<b>CLASS:</b>	8TH	<b>PARALLEL:</b>	ONLINE	<b>TRIMESTER</b>	FIRST AND SECOND 2023-2024
<b>TEACHERS</b>	Abg. Ismael Escobar – Lic. Ma. Cristina Calderón				
<b>GENDRE</b>	Male / Female	<b>AGE:</b> How old are you? / ¿Cuántos años tienes?			



**Note:** it has been considered to conduct the pretest, post-test, and survey in both English and Spanish due to the Pre A1-A1 English level of the students, Following the standards of the Common European Framework of Reference.

**Nota:** se ha considerado hacer el pre-test, el post-test y la encuesta en inglés y español por el nivel de inglés de los estudiantes que es Pre A1-A1, siguiendo los estándares del Marco Común Europeo de Referencia.

#### PRETEST

##### Instructions in English

Using the vocabulary, you will answer the questions in your notebook. Part 1: 10 questions is worth 1 point each. Part 2: Next, based on the provided image, there will be four questions related to the vocabulary within it. Each correct answer to these four questions will contribute 2.5 points each, completing the total of 20 points for this test. You will use the book '1000 Basic English Words.' During the test, you will see images from the book, each containing words, meanings, examples, and pictures. It is mandatory to respond orally to the four vocabulary questions of part 2. If you need assistance, feel free to use Google Translator.

##### Instrucciones en Español

Usando el vocabulario, responderemos las preguntas en tu cuaderno. Parte 1: Cada una de las primeras 10 preguntas vale 1 punto. Parte 2: Luego, basado en la imagen proporcionada, Habrá cuatro preguntas relacionadas con el vocabulario dentro de ella. Cada respuesta correcta a estas cuatro preguntas contribuirá con 2.5 puntos, completando un total de 20 puntos para esta prueba. Utilizarás el libro '1000 Basic





English Words'. Durante la prueba, verás imágenes del libro, cada una conteniendo palabras, significados, ejemplos e imágenes. Es obligatorio responder oralmente a las cuatro preguntas de vocabulario. Si necesitas ayuda, no dudes en usar Google Translator.

## VOCABULARY

	<p><b>cry</b> [kráɪ]            v. to show sadness  <i>He <b>cries</b> when he is sad.</i></p>
	<p><b>drive</b> [draɪv]            v. to make a car move  <i>He <b>drives</b> to work.</i></p>
	<p><b>funny</b> [fʌni]            adj. causing to laugh  <i>The dog looks <b>funny</b>.</i></p>
	<p><b>hope</b> [həʊp]            v. to want something to happen  <i>She <b>hopes</b> the sun comes out.</i></p>
	<p><b>laugh</b> [lɑːf]            v. to show how happy you are  <i>Jan <b>laughs</b> a lot.</i></p>
	<p><b>nice</b> [naɪs]            adj. kind  <i>Mary is very <b>nice</b>.</i></p>
	<p><b>smile</b> [smáɪl]            v. to make a happy face  <i>She <b>always smiles</b>.</i></p>
	<p><b>strong</b> [strɔːŋ]            adj. powerful  <i>My uncle is very <b>strong</b>.</i></p>
	<p><b>student</b> [stjuːdnt]            n. a person who goes to school  <i>The <b>student</b> has many books.</i></p>
	<p><b>young</b> [jʌŋ]            adj. living only a short time so far  <i>The <b>young</b> girl loves her grandma.</i></p>





## Pre-Test Part 1

Each question is worth 1 point. Remember, you can use Google Translator if you need help. Do your best, and good luck!

Cada pregunta vale 1 punto, Recuerda, puedes usar Google Traductor si necesitas ayuda. Haz lo mejor que puedas y ¡buena suerte!

1. **What does 'cry' mean?**
  - A) Laugh
  - B) Shed tears
2. **What do you do when you 'drive'?**
  - A) Swim
  - B) Operate a car
3. **What is something that is 'funny'?**
  - A) A joke
  - B) A car
4. **What is 'hope'?**
  - A) A feeling of expectation
  - B) A type of food
5. **When do you 'laugh'?**
  - A) When you are sad
  - B) When something is funny
6. **What is something 'nice'?**
  - A) A mean person
  - B) A beautiful flower
7. **When do you 'smile'?**
  - A) When you are happy
  - B) When you are scared
8. **Who is 'strong'?**
  - A) A baby
  - B) A weightlifter
9. **What is a 'student'?**
  - A) A person who teaches
  - B) A person who learns
10. **What does 'young' mean?**
  - A) Old
  - B) Not old





## Pre-test part 2:

Based on the image below, respond to the following questions orally  
 Basado en la imagen de abajo, responde oralmente a las siguientes preguntas.



### INSTRUCTIONS

**Questions, respond the total sentence orally, which answer is correct? (Each question is worth 2.5 points).**

**Preguntas, responde oralmente con la respuesta completa, ¿cuál respuesta es la correcta? (Cada pregunta vale 2.5 puntos)**

**11. What is the student doing?**

- She is reading.
- She is writing.
- She is Writing.

**12. Where is the student?**

- She is at home.
- She is in a library.
- She is at school.

**13. What is the student wearing?**

- She is wearing a uniform.
- She is wearing a shirt.
- She is wearing jeans.

**14. How does the student feel?**

- She is happy.
- She is sad.
- She is concentrated.





<b>AREA:</b>	Foreign Language	<b>SUBJECT:</b>	English	<b>SUB LEVEL</b>	BASIC
<b>CLASS:</b>	8TH	<b>PARALLEL:</b>	ONLINE	<b>TRIMESTER</b>	FIRST AND SECOND 2023-2024
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**Note:** it has been considered to conduct the pretest, post-test, and survey in both English and Spanish due to the Pre A1-A1 English level of the students, Following the standards of the Common European Framework of Reference.

**Nota:** se ha considerado hacer el pre-test, el post-test y la encuesta en inglés y español por el nivel de inglés de los estudiantes que es Pre A1-A1, siguiendo los estándares del Marco Común Europeo de Referencia.

## POST-TEST

### Instructions in English

Using the vocabulary, you will answer the questions in your notebook. Part 1: 10 questions is worth 1 point each. Part 2: Based on the provided image, there will be four questions related to the vocabulary within it. Each correct answer to these four questions will contribute 2.5 points each, completing the total of 20 points for this test. You will use the book '1000 Basic English Words.' During the test, you will see images from the book, each containing words, meanings, examples, and pictures. It is mandatory to respond orally to the four vocabulary questions of part 2. If you need assistance, feel free to use Google Translator.

### Instrucciones en español







Usando el vocabulario, responderemos las preguntas en tu cuaderno. Parte 1: Cada una de las primeras 10 preguntas vale 1 punto. Parte 2: Luego, basado en la imagen proporcionada, Habrá cuatro preguntas relacionadas con el vocabulario dentro de ella. Cada respuesta correcta a estas





cuatro preguntas contribuirá con 2.5 puntos, completando un total de 20 puntos para esta prueba. Utilizarás el libro '1000 Basic English Words'. Durante la prueba, verás imágenes del libro, cada una conteniendo palabras, significados, ejemplos e imágenes. Es obligatorio responder oralmente a las cuatro preguntas de vocabulario. Si necesitas ayuda, no dudes en usar Google Translator.

## VOCABULARY

	11	<b>big</b> [bɪg] adj. large <i>The red apple is <b>big</b>.</i>
	12	<b>boy</b> [bɔɪ] n. a young male <i>The <b>boy</b> is ten years old.</i>
	13	<b>child</b> [tʃaɪld] (plural: children) n. a young boy or girl <i>The <b>child</b> plays in the sand.</i>
	14	<b>have</b> [hæv] v. to own something <i>She <b>has</b> a cat.</i>
	15	<b>loud</b> [laʊd] adj. making a lot of sound <i>The music is too <b>loud</b>.</i>
	16	<b>story</b> [stɔ:ri] n. the events in a book <i>We read a <b>story</b> at bedtime.</i>
	17	<b>swim</b> [swɪm] v. to move through water using the arms and legs <i>He can <b>swim</b>.</i>
	18	<b>today</b> [tədeɪ] adv. on this day <i>What day is it <b>today</b>?</i>
	19	<b>watch</b> [wɒtʃ] v. to look at something <i>They <b>watch</b> a movie.</i>
	20	<b>worry</b> [wʌri] v. to feel troubled about something <i>She always <b>worries</b> before a test.</i>



## Post-Test Part 1

Each question is worth 1 point. Remember, you can use Google Translator if you need help. Do your best, and good luck!

Cada pregunta vale 1 punto. Recuerda, puedes usar Google Traductor si necesitas ayuda. Haz lo mejor que puedas y ¡buena suerte!

1. **What is 'big'?**
  - A) Small
  - B) Large
2. **Who is a 'boy'?**
  - A) Girl
  - B) Not a girl
3. **Who is a 'child'?**
  - A) Adult
  - B) Not an adult
4. **What does 'have' mean?**
  - A) Lose
  - B) Own
5. **What is 'loud'?**
  - A) Quiet
  - B) Noisy
6. **What does 'swim' mean?**
  - A) Run
  - B) Move in water
7. **What is 'nice'?**
  - A) Bad
  - B) Good
8. **What is a 'smile'?**
  - A) Sad face
  - B) Happy face
9. **Who is 'strong'?**
  - A) Weak
  - B) Powerful
10. **Who is a 'student'?**
  - A) Teacher
  - B) Learner





## Post-test part 2:

Based on the image below, respond to the following questions orally.  
 Basado en la imagen de abajo, responde oralmente a las siguientes preguntas.



### INSTRUCTIONS

Questions, respond the total sentence orally, which answer is correct? (Each question is worth 2.5 points).

Preguntas, responde oralmente con la respuesta completa, ¿cuál respuesta es la correcta? (Cada pregunta vale 2.5 puntos)

**11. What is the man doing?**

- He is swimming.
- He is sad.
- He is running.

**12. Where is the man?**

- He is the in a pool.
- He is at the lake.
- He is in the ocean.

**13. What is the man wearing?**

- He is wearing a swimsuit.
- He is wearing jeans.
- He is wearing a shirt.





**14. How does the man feel?**

-He is happy.

-He is driving a car.

-He is dancing.





## Appendix 5 SURVEY/ENCUESTA



**Survey:** This test is not scored. Its sole purpose is to determine your current improvement level of English and what progress you have made.

**Encuesta:** Esta prueba no tiene puntuación. Su propósito es únicamente determinar el nivel de inglés en el que se encuentran y cuáles han sido sus avances.

SURVEY	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4	Score
1. Speaking skills activities help me understand all the processes involved (vocabulary, grammar, pronunciation, and accuracy).					
2. The way the teacher explains things in speaking skills activities is clear and easy to follow.					
3. I can easily understand the explanations given by the teacher during speaking skills activities.					
4. I learn some new and useful information about English after participating in speaking skills activities.					
5. The teacher gives us enough time to participate in speaking skills activities.					
6. The activities in speaking skills are easy to do and understand.					
7. I enjoy participating in the activities in speaking skills.					
8. The teacher uses words that are easy for me to understand during speaking skills activities.					
9. Speaking skills activities make me want to learn more about English.					
10. I think speaking skills activities would be helpful in learning other subjects too.					





## Appendix 7 Rubric: Grammar, Fluency, Vocabulary and Pronunciation.

Topic	Grammar	Fluency	Vocabulary	Pronunciation	Points (Max 10)
Language	Assess the correct use of tenses, articles, prepositions, and sentence structures.	Overall correctness in grammar and pronunciation.	Consider the range of words used, including synonyms and context-appropriate vocabulary.	Focus on clear articulation, minimal accent, and proper stress patterns.	Calculate the total points based on performance in each area.
Bands	- Dominates Learning (9-10 points): Excellent performance	- Dominates Learning (9-10 points): Rarely makes errors	- Dominates Learning (9-10 points): Uses a wide range of vocabulary	- Dominates Learning (9-10 points): Clear, natural pronunciation	- 9-10 points: Dominates learning
	- Reaches Learning (7-8.99 points): Generally correct	- Reaches Learning (7-8.99 points): Some minor errors	- Reaches Learning (7-8.99 points): Adequate vocabulary	- Reaches Learning (7-8.99 points): Generally understandable	- 7-8.99 points: Reaches learning
	- Needs Improvement (5-6.99 points): Frequent errors	- Needs Improvement (5-6.99 points): Frequent errors	- Needs Improvement (5-6.99 points): Limited vocabulary	- Needs Improvement (5-6.99 points): Pronunciation affects comprehension	- 5-6.99 points: Needs improvement
	- Unsatisfactory (4.99-0.1 points): Significant issues	- Unsatisfactory (4.99-0.1 points): Numerous errors	- Unsatisfactory (4.99-0.1 points): Very basic vocabulary	- Unsatisfactory (4.99-0.1 points): Difficult to understand	- 4.99-0.1 points: Unsatisfactory

Elaborated by: Ismael Escobar and Ma. Cristina Calderón





## Appendix 8 Lessons plan Section

### Lesson Plan 1

Time	Activity	Materials
3 min	Greet the students	Zoom
3 min	Objective of the class	Zoom
2 min	Warm-Up Activity: Quick review of the previous class	Zoom
7 min	Introduction to family vocabulary through a digital book	Digital vocabulary book
5 min	Watch a YouTube video about family members	YouTube video
5 min	Questions and Feedback: Discuss the video and clarify any doubts	Zoom
18 minutes	Activity, students work in pairs using Zoom breakout rooms. The teacher provides pre-written interview questions about family members on Zoom's whiteboard. Students then interview their partner about their family using these questions and the vocabulary they've learned.	Pre-written interview questions on Zoom's whiteboard and Breakout rooms of Zoom
2 min	Wrap-Up & Key Takeaways	Zoom
Ongoing	Homework	Notebook, Word or Canva

**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).





## Lesson Plan 2

Time	Activity	Materials
2 min	Greet the students and introduce the topic: Food	Zoom
5 min	Objective of the class: To learn and use food-related vocabulary	Zoom
5 min	Warm-Up Activity: Quick review of the previous class	Zoom
5 min	Introduction to food vocabulary through a digital book	Digital vocabulary book
5 min	Watch a YouTube video about different types of food	YouTube video
5 min	Questions and Feedback: Discuss the video and clarify any doubts	Zoom
16 min	Students' Activity: create a simple menu in their notebooks or a shared document, incorporating the new vocabulary and talk with each other after that in the class; Students talk with their partner about the pair group done	Zoom/ Breakout room of Zoom
2 min	Wrap-Up & Key Takeaways	Zoom
Ongoing	Homework	Notebook, Word or Canva

**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).





### Lesson Plan 3

Time	Activity	Materials
2 min	Greet the students and introduce the topic: Ecology and Our Environment	Zoom
5 min	Objective of the class: Students will learn and use ecology-related vocabulary.	Zoom
5 min	Warm-Up Activity: Quick review of the previous class	Zoom
5 min	Use an interactive digital vocabulary book to engage students with basic ecology terms. Encourage students to say the words aloud as they learn them.	Digital vocabulary book
5 min	Show a video emphasizing the importance of protecting the environment.	YouTube video
5 min	Questions and Feedback: Discuss the video and clarify any doubts	Zoom
16 min	Students' Activity "How to be Green": Facilitate breakout rooms for discussion. Students share ideas on how they can contribute to environmental protection in their daily lives, and talk with each other after that in the class.	Zoom's breakout rooms for discussion
2 min	Wrap-Up & Key Takeaways	Zoom
Outgoing	Homework	Notebook, Word or Canva

**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).





#### Lesson Plan 4

Time	Activity	Materials
2 min	Greet the students and introduce the topic: Places in the City	Zoom
3 min	Objective of the class: To learn and use vocabulary related to places in the city	Zoom
5 min	Warm-Up Activity: Play a fast-paced game of "I Spy" with vocabulary related to places in the city.	Zoom
7 min	Introduction to city places vocabulary through a digital book	Digital vocabulary book
7 min	Watch a YouTube video about different places in a city	YouTube video
5 min	Questions and Feedback: Discuss the video and clarify any doubts	Zoom
16 min	Students' Activity: Use Zoom to have students work in pairs by joining breakout rooms; Students rejoin the main session to share their city map with their partner using the simple conversation script as a guide	Zoom's Breakout Rooms
Outgoing	Homework	Notebook, Sketchpad app or Canva

**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).





### Lesson Plan 5

Time	Activity	Materials
2 min	Greet the students and introduce the topic: Animals	Zoom
3 min	Objective of the class: Students will be able to identify and name common animals.	Zoom
5 min	Warm-Up Activity: Play a game of "Guess the Animal" with sounds or pictures.	Zoom
10 min	Introduction to animal vocabulary through a digital book with a variety of pictures of different animals	Digital vocabulary book
6 min	Watch a YouTube video showcasing different animal sounds with words on it.	YouTube video
3 min	Questions and Feedback: Discuss about the video and the vocabulary they learned	Zoom
16 min	In this activity, students work in pairs using Zoom. Each pair receives a set of animal pictures. Afterward, they re-join the main session and share their matched animals with their partner using a conversation script.	Zoom's Breakout Rooms
Ongoing	Homework:	Notebook, Word or Canva

**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).





### Lesson Plan 6

Time	Activity	Materials
2 min	Greet the students and introduce the topic: Weather	Zoom
3 min	Objective of the class: Students will be able to identify and name common weather conditions.	Zoom
5 min	Warm-Up Activity: Play a game of "Weather Miming" with weather vocabulary.	Zoom
10 min	Introduction to weather vocabulary: Share a screen with students and show pictures of different weather conditions	Internet images
4 min	Watch a YouTube video about showcasing a weather forecast for a child-friendly location with weather related words	YouTube video
5 min	Questions and Feedback: Encourage students to ask questions about the video and the vocabulary they learned	Zoom
16 min	Students' Activity: Use breakout rooms in Zoom to have students work in groups of 3 to create a "Weather Window" and develop a conversation of the activity.	Zoom's whiteboard/ Zoom's Breakout Rooms
Outgoing	Homework	Notebook, Word or Canva

**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).





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*Barret, 2006, Copyright 2006 Helen Barrett*

Retrieved from: [Researching and Evaluating Digital Storytelling](#)

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Adapted from: [What is Task-Based Learning?](#)

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Adapted from: [Slideshare on Speaking Skills](#)

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Adapted from: [Understand Your English Level](#)

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*Martyn Shuttleworth (Nov 3, 2009). Pretest-Posttest Designs.*

Retrieved Jun 05, 2024, from Explorable.com: [Pretest-Posttest Designs](#)

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*Elaborated by Ismael Escobar and Ma. Cristina Calderon (maestranter)*

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*Elaborated by Ismael Escobar and Ma. Cristina Calderon (maestranter)*





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*Elaborated by Ismael Escobar and Ma. Cristina Calderon (maestranter)*

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*Elaborated by Ismael Escobar and Ma. Cristina Calderon (maestranter)*

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*Elaborated by Ismael Escobar and Ma. Cristina Calderon (maestranter)*





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**Table 1: Sample population**

<b>Sample Population</b>		
Participants	Sample Population	Percentage (%)
Females	5	62.5
Males	3	37.5
Total	8	100

Elaborated by: Ismael Escobar and María Cristina Calderón (2023).





**Table 2 - Stages of the research project**

Stages	Description	Activities	Performers
Delimitation of the Problem	<p>An observation checklist was applied to gather information about the English proficiency problem in the institution.</p> <p>This was the diagnostic stage to define the object of the study and to choose the correct methodology.</p>	Apply observation checklist, define the object of study, choose methodology	Researcher
Theoretical Revision	<p>Information was gathered about previous studies and researchers who had studied and developed several projects about English language learning in a virtual environment.</p>	Gather information about previous studies, review relevant literature	Researcher
Elaboration of the Instruments	<p>The instruments were elaborated to be submitted to the eighth-grade students who participated in the project. The instruments used were a pretest, a posttest, a survey, and an interview. These instruments were reviewed and approved by one expert.</p>	Develop pretest, posttest, survey, and interview, get approval from experts	Researcher, Expert





Application of the Instruments	A pretest, a posttest, a survey, and an interview were applied to obtain data for the analysis and results of the study.	Apply pretest, posttest, survey, and interview	Researcher
Data Analysis	Data was analyzed to gather results that allowed to realize the improvement of the students' English proficiency.	Analyze data, gather results	Researcher
Redaction of the Conclusions and Recommendations	The results were presented as well as the conclusions and recommendations in a final report of the information obtained during the study.	Present results, write conclusions and recommendations, prepare final report	Researcher

**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).





**Table 3 Description of the timeframe investigation project**

Months	Days	Activities
May	29 - June 9	Diagnostic stage
June	10 - November 23	Implementation of the proposal
November	24 - December 1	Survey
December	1	Conclusion of the intervention

**Elaborated by:** Ismael Escobar and María Cristina Calderón (2023).

