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DE SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF ENGLISH LANGUAGE**

**TITLE:**

**Enhancing Students' Speaking Performance in a TOEFL Course  
through ICT Tasks at Unidad Educativa Particular Interamericano**

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**RESEARCH PROJECT PRESENTED AS A REQUIREMENT FOR  
OBTAINING A BACHELOR DEGREE IN ENGLISH LANGUAGE  
WITH A MINOR IN MANAGEMENT IN BILINGUAL EDUCATION**

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### **CERTIFICATION**

We certify that this research Project was presented by **Lourdes Madelaine Cantos Sánchez**, as a partial fulfillment for the requirements for a **Bachelor Degree in English Language with a Minor in Translation**.

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## STATEMENT OF RESPONSIBILITY

I, **Lourdes Madelaine Cantos Sánchez**

### HEREBY DECLARE THAT:

The Senior Project **Enhancing Students' Speaking Performance in a TOEFL Course through ICT Tasks at Unidad Educativa Particular Interamericano** prior to obtaining the Bachelor Degree **in English Language with a Minor in Management in Bilingual Education** has been developed based on thorough investigation, respecting the intellectual property right of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

**Guayaquil, in the 13th day of September of 2016**

**AUTHOR**

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## **AUTHORIZATION**

**I, Lourdes Madelaine Cantos Sánchez**

Authorize the Catholic University of Santiago de Guayaquil to **publish this** Senior Project: **Enhancing Students' Speaking Performance in a TOEFL Course through ICT Tasks at Unidad Educativa Particular Interamericano**, in the institution's library. The contents, ideas and criteria in this paper are of my full responsibility and authorship.

**Guayaquil, in the 13th day of September of 2016**

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## **ABSTRACT**

The problem found at Unidad Educativa Particular Interamericano was studied through action research. The first part of this research starts with a revision of speaking theories and the speaking learning processes. Furthermore, aspects such as the role of speaking in a TOEFL examination and teachers' attitudes towards the skill are mentioned. In regards with the literature review, it provides findings about ICTs, their role in education and their advantages. Moreover, facts about the importance of speaking in a TOEFL program and teachers' attitude towards the skill are also mentioned. Likewise, several online applications were revised in order to define specific strategies. An action research methodology was employed to study the problem. This research contains information encompassing class observations and students' diagnostic evaluation and activity assessment. Checklists and corresponding results were used as data collection instrument for further analysis. After the analysis, it was concluded that lesson implementation in class needs to be improved. Thus, a proposal was designed to accomplish this goal. It consists on the implementation of two strategies using applications as YouTube and Padlet. Matrices and checklists are used to describe the objective and process for each strategy as well as an adapted evaluation instrument.

**Palabras Claves:** ICTs, speaking, TOEFL, rubrics, Padlet, YouTube

## INTRODUCTION

Here and now English has become mainstream when it comes to communication. Approximately 375 million people speak English in the professional and educational fields. Respectively, English works as a passport to broader opportunities and specific, necessary ends.

As we need to speak to achieve almost every task of our daily lives, effective communication turns into an imperative transaction or interaction. Consequently, it is teachers' core responsibility to present students adequate and appealing opportunities to attain meaningful communicative behavior.

The study will take place at Unidad Educativa Particular Interamericano, a bilingual institution where the setting is English as a Second Language. Consequently, the role of speaking is a key aspect not only to foster communication per se, but also to accomplish the objectives proposed in the TOEFL program designed by the school and to help students for the examination.

Teachers are aware of the scoring distribution of such examination. Every skill measured (reading, listening, speaking and writing) has a 30-point scale, adding up to a total score of 120 points. Speaking section consists of six tasks, each of which is rated from 0 to 4 and then converted to a scaled score of 0 to 30. This represents the 25% of the whole average.

The materials used by the school present a variety of topics and the main task for students is to participate in 'academic discussions'. These discussions require the development and practice of skills such as describing, stating a preference, justifying, paraphrasing, summarizing, and relating content.

## PROBLEM STATEMENT

The problem arose from the scarcity of opportunities provided in the classroom to develop or enhance oral skills. This problem was perceived throughout the second term of the school year 2015-2016 at Unidad Educativa Particular Interamericano, with the students of second baccalaureate in Language Arts' period. The students follow a TOEFL program. It was suggested by the students that while practicing the skills for the TOEFL examination, the area they sensed received less importance was speaking. They expressed this sentiment claiming, that "when they graduate, that is the skill they will need the most". The problem was evident through the monthly evaluation in which the section of 'speaking' was absent. Some questions from the 'academic discussion' section in the book were done as a written activity instead of paired dialogues.

Furthermore, students undergo some degree of demotivation due to the discussion topics suggested by the book and its rigidity regarding the grading parameters. Most of the topics presented are more suitable for an ESL adult audience rather than teenagers. Some of the topics found in the material include *Hazards of Industrial Agriculture* and *Principles of Happiness Economics*, where post-reading questions ask for students' judgment and arguments, but the background provided by the text is not sufficient or appealing for them to brainstorm or develop ideas. In addition, the grading parameter established by the book is segmented in too many aspects which are supposed to be covered in a one-minute timeframe.

## **JUSTIFICATION**

This study is important because it presents the role of speaking in the TOEFL program. Speaking provides the necessary tools for students to overcome the difficulties faced at the moment of communicating in the classroom. Speaking entails student involvement not only in terms of producing what they write but a complete competence by acquiring a range of sub skills. (Pungothai, 2013)

The effective application of speaking skills will enhance their performance in the test. It will change the view and attitude that students have regarding the question types and sub-skills measured in the examination.

The proposed project will involve students to a full extent in the application of speaking strategies in their classes; therefore, developing a sense of commitment and priority towards communication and participation.

In addition, this study will suggest strategies, and exploit and recycle the language students know for communication outside the classroom.

On the other hand, this study will benefit teachers as well, since it will drive them towards new perspectives in terms of activity design. It will lead them to widen their opportunities of professional development by discovering and trying new ways of implementing a speaking activity.

Finally, the implementation of this study will offer the school a degree of credibility as the institution offered a TOEFL certification to all the students. This will enhance the school's prestige.

**Research Questions:**

Is there scarcity of opportunities to develop oral skills in the classroom?

Are the teachers aware of the importance of speaking skills in the TOEFL program?

How can teachers implement strategies or activities to enhance the development of oral skills in the classroom?

**General Objective:**

To determine the underlying reasons of the low oral skills development of 3rd Baccalaureate students in the TOEFL program at CEBI School in order to propose a strategy of change

**Specific Objectives:**

To analyze factors that may cause the scarcity of opportunities to develop oral skills in the classroom.

To determine teachers' behavior regarding speaking activities design.

To propose strategies to exploit students' oral competence in the TOEFL program.

## 1. THEORETICAL FRAMEWORK

Spoken language consists of fragmentary utterances. These utterances then transform into fully structured ideas. According to (Brown & Yule, 1983), two functions of speech are distinguished: the transactional and the interactional. The first one entails the transfer of information and the second one, the exchange of information. The progressive development of speech and the functions aforementioned contribute in a TOEFL classroom in terms of task completion. Students interact in such patterns along the way to produce concrete and finely structured responses.

Vygotsky (1962), quoted in Fisher, Frey, & Rothenberg (2008), suggested that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech—talk—is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with talk, given that we want them filled with thinking!

When developing the speaking skills a distinction between monologue and dialogue should be made. The ability to give a continuous oral presentation differs from interacting with one or more speakers (Nunan, 1989). The primary purpose of speech is the maintenance of social relationships.

Nunan (1989) quotes Bygate (1981), when distinguishing two skills with regards of the interactional nature of spoken language. The motor-perceptive skills, which consist on the accurate use of sounds and structures and, the interactional skills which involve using motor-perceptive skills for communication purposes. He also claims that learners need to develop skills in the management of interaction – knowing when and how to introduce a topic or change it- and the negotiation of meaning –mutual understanding between parties in communication. Nevertheless,

concerns emerged about the transfer of motor-perceptive skills to genuine communication.

Nunan claims that a bottom-up or a top-down approach can be applicable to speaking. In a bottom-up approach, learners produce small units of language and gradually master words and sentences to achieve discourse. Conversely, in a top-down approach, learners start with larger chunks of language and understand and use correctly smaller pieces throughout production. Advocates of the top-down state that it is preferable to encourage students to participate in discourse and help them master structures along the way.

Among some of the skills involved in successful oral communication, there are:

- The ability to articulate phonological features of the language comprehensibly
- Mastery of stress, rhythm and intonation patterns
- An acceptable degree of fluency
- Transactional (negotiation of meaning) and interpersonal skills
- Turn-taking skills in speaking for short and long periods
- Management of interaction
- Conversational listening, the ability to be a good listener
- Using appropriate conversation formulae (patterns as opinion language, transitions) and fillers (conjunctions and interjections)

### **1.1. Requirements for speaking**

Learners need to be involved in three processes, these processes are perceived differently depending on the learning approach used. (Thornbury, 2005):



- Awareness of features of the target knowledge-base
- Integration of such features into their existing knowledge-base
- Mobilization of such features under real-time conditions.

Three theories have been mostly considered when teaching speaking: behaviorist, cognitivist and sociocultural.

Skinner B. F. (1957), believed that effective teaching must be based on positive reinforcement which is, more effective at changing and establishing behavior than punishment. He suggests that any age-appropriate skill can be taught (Skinner B. , 2003). The steps are:

1. Clearly specify the action or performance the student is to learn.
2. Break down the task into small achievable steps, going from simple to complex.
3. Let the students perform each step, reinforcing correct actions.
4. Adjust so that the student is always successful until finally the goal is reached.
5. Shift to intermittent reinforcement to maintain the student's performance.

As one of the pioneers of behaviorism, he accounted for language development by means of environmental influence. He argued that children learn language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases. According to behaviorism, language is essentially the formation of good language 'habits' through repeated reinforcement. In its popularized form, audiolingualism, the three stages of learning were called presentation, practice and production (PPP) (Thornbury, 2005).

Thornbury also comments that such process aims to foster automatic habits through modeling, repetition and controlled practice. Originally, it was applied to grammar teaching, but it has been used to structure the teaching of language skills, including speaking.

Cognitivism, on the other hand, focuses on mental processes, namely how people perceive, think, remember, learn, solve problems. It mainly stresses on the acquisition of knowledge and growth of the mental structure, how information is received; how information is processed and organized into existing schema and how information is retrieved upon recall. In other words, cognitivism defines knowledge acquisition as a mental activity consisting of internal coding of mental structures within the students' mind. Inherent to the theory, they must be active participants in their own learning process. Additional key elements like learning attend to code, transform, rehearse, and store and retrieve the information. (Winne, 1985) In T. Husen and T.N. Postlethwaite

In teaching terms, cognitivist theory proposes a model that progresses from awareness-raising (knowledge acquisition), through proceduralization (information processing and organization) to autonomy (retrieve information for its use). Initially, conscious attention is applied to the learning of rules that through repeated activation are grouped in a controllable 'program' This is consolidated into existing knowledge which will entail learners' own linguistic system until it is ready for use. (Thornbury, 2005)

Sociocultural theory was proposed by Lev Vygotsky and it describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition (Vygotsky, 1978). Vygotsky believed:

"Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child. This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals."

A sociocultural account establishes that all learning is mediated through social and cultural activity. To accomplish autonomy in a skill, students need to be exposed to 'other-regulation'-the mediation of a 'better other'. This turns into 'assisted performance' whereby teachers provide a scaffold so that students can extend such competence. This knowledge is constructed and then appropriated by students. Afterwards, learners will be able to function in a self-regulation stage. (Thornbury, 2005)

## **1.2. Speaking Learning Process**

Studies have shown that most of the language processing functions are carried out in the cerebral cortex. The essential function of the cortical language areas is symbolic representation. Even though language exists in different forms, all of them are based on symbolic representation. (Pinker, 1994)

According to LaPointe (2012) speech centers are on the left side of the brain. Motor speech(the physical movements of the mouth, tongue and lips) is formulated in Broca's area of the frontal lobe of cerebral cortex, while understanding written and spoken words occurs in Wernicke's area. These two regions are in constant communication through a dense bundle of neurons.

## **1.3. How do we speak and understand words?**

There is a complex network between the areas of the brain that were originally thought to control speaking (Broca's area) and understanding words (Wernicke's area). About half of the brain is involved in the understanding and production of

language. When we speak a word that you have read or heard, the message goes to the parts of the brain concerned with seeing or hearing, and then to both language areas before an instruction is sent to other areas concerned with movement of the tongue and lips. (Science Museum, 2016)

When we listen to or read words, we are using the part of the brain known as Wernicke's area. It was named after the German doctor Carl Wernicke, who first realized that speaking and understanding words were controlled by different parts of the brain. He described patients who couldn't understand speech. Although they could speak words clearly, they made no sense. They had damage to the left temporal cortex of their brains. (Science Museum, 2016)

## **2. LITERATURE REVIEW**

### **2.1. Information and communications technology for education**

Information and communications technology (ICT) is an extended term for information technology (IT) which stresses the role of unified communications (Murray, 2011) and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information (FOLDOC Free Online Dictionary of Computing, 2008).

The broadness of ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form, such as personal computers, digital television, email, robots.

### **2.2. ICTs in Education**

The demands imposed by globalization entail the use of technology in different industries. Improvements in medicine and business relationships are evident thanks to technology. According to UNESCO (2016)

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's Intersectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

The use of ICT in our country, namely in schools becomes imperative since its implementation belongs to our new, demanding models of education.

### **2.3. ICT and speaking skills development**

ICTs can contribute to the development of speaking skills since it utilizes speech as means of transferring or diffusing a message. Speech is spread in a technological fashion. One of the most common means is the audio recording.

The power of audio recordings is that the student can build up a whole collection of recordings that show their development over a period of time. These recordings are ideal to include in an e-portfolio and are excellent for assessment purposes, especially formative assessments (Stannard R. , 2013).

The Internet is another powerful asset for authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don't feel as confident with their own language skills. Technology also affords children the opportunity to record themselves for playback at a later time. Learners report that the ability to listen and play back recordings helps identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement (Pim, 2013).

### **2.4. ICT Strategies for speaking**

ICT can promote, facilitate and support our current understanding of assessment. We can now easily record our students speaking using computers, or mobile devices like MP3 recorders or mobile phones. More importantly, we can store, retrieve and share these recordings very cheaply and quickly. We can video group work or pair work interactions and then evaluate and provide feedback. We can get students to write blogs or wikis and provide regular comments and feedback on the development of their written work. We can easily ask the student's peers to provide

feedback too. Technology does not only help with what we assess; it can even help us produce relevant materials for assessment. Whether it is recording native or non-native speakers for listening comprehension work or finding interesting and relevant texts on the internet, technology can play a role (Stannard & Basiel, 2013).

Two well-known tools that can be used to practice speaking skills:

### **Vocaroo**

Vocaroo is an online application that allows user to quickly record voicenotes or upload audio files and share it across the web. It does not have special or advanced features, so this kind of application would be suitable for beginners in a VLE (Virtual learning environment) world. Still, recorded or uploaded can be shared with social networking sites such as Facebook, Twitter, Pinterest and Gmail. (Vocaroo, 2007)

### **Voicethread**

VoiceThread is a cloud application, that allows users to create and upload media files such as voicenotes, slide presentations with voice over, videos, etc. VoiceThread will work in any modern web browser and on almost any internet connection. Voicethread fosters collaboration among users because it gives you the possibility to share and comment on any file either showcased or just created. (Voicethread, 2016)

### **Advantages of ICT USE**

ICT learning methods can result in high levels of student achievement more effective than face-to-face learning (Saritepeci, 2015). By using a combination of digital instruction and one-on-one face time, students can work on their own with new concepts which frees teachers up to circulate and support individual students who may need individualized attention. Proponents of blended learning distinguish some advantages (Garrison & Kanuka, 2004):

- Simultaneous independent and collaborative learning through "asynchronous Internet communication technology".
- Enhanced communication through ICTs.
- Student self-assessment via computer.
- Potential to reduce educational expenses.
- Data collection and customization of instruction and assessment.
- Personalized education, students to work at their own pace, making sure they fully understand new concepts before moving on.

## **2.5. Introduction explaining connection between ICT and TOEFL iBT**

The integration of ICT in TOEFL IBT programs becomes imperative at the moment students are exposed to a computer. It is known that TOEFL Certifying Organizations score speaking questions through voice-recognition software, this implies that students need to have technology contact, not to mention a habit of recording practice. This can be achieved through the use of ICT in the classroom.

Students can also practice for the speaking section of the test via simulators. That is accessible through downloadable software, CD-ROM or free accounts at ETS sites.

### **The TOEFL test**

The scope of use and comprehensibility pertains to the areas of reading, hearing, speaking, listening and writing.

### **Why is TOEFL important?**

Besides Australia, Great Britain and United States of America as many as 130 nations rely on this yardstick of evaluation.



This test is important because it enables non-native students of English to be admitted in universities abroad. The purpose of taking this examination is to show a reasonable knowledge of the language at an academic level. (TOT-Toeic-Online-Test, 2016). The fact that the measuring pattern guides the admission scheme of as many as eight thousand universities remarks its globalized importance. (Prokerala, 2016)

### **Importance of speaking in TOEFL test.**

Reading, Listening, Speaking and Writing are measured in the TOEFL test. Each of these skills have the same importance since each one of them is scored on a 30-point scale. Speaking –as any other skill- would represent 25% of the while test grade.

### **2.6. Attitude of teachers towards speaking**

Lots of activities to encourage and develop speaking skills are available in course materials; nonetheless, when applying such activities in a learning environment, teachers fail to address them appropriately. Sometimes, teachers focus on the active stage forgetting about ‘setting the scene’, that is in this case a pre-speaking activity. Setting the scene for any activity regarding any area of language learning is pivotal since it determines the degree of involvement and effectiveness of participation from the students.

On the other hand, the way teachers perceive students may have an influence on learners’ *Willingness to Communicate*, (MacIntyre, Clément, Dörnyei, & Noels, 1998) a model in which aspects as interpersonal motivation, competence and personality partake in the acquisition of communicational behavior.

## **2.7. Speaking grading parameters**

There are some basic aspects that are considered when measuring speaking: pronunciation, vocabulary, accuracy, communication, interaction and fluency. (Verner, 2014) Such aspects should be also considered when creating a rubric.

According to Heidi Goodrich, an expert on the subject, a rubric is "a scoring tool that lists the criteria for a piece of work or 'what counts'". It indicates what is expected of students, and help teachers grade much more efficiently. They are typically used for constructed response items, as well as performance-based tasks. (Maryland Fine Arts Education, 2006)

Rubrics can be categorized as holistic or analytic and generic or task-specific, and some even combine aspects from more than one. Holistic rubrics judge the student work as a whole and are less specific. Teachers find these much quicker and easier, but they give less feedback. Analytic rubrics look much closer at specific parts of the students work and are more precise. (Kidd, 2008) These rubrics are very helpful to students because they give very specific feedback, but are more time consuming for teachers to produce. (Maryland Fine Arts Education, 2006) Task-specific rubrics are designated to certain tasks and have more specific criteria to be met by the student. (Kidd, 2008)

Nonetheless, such grading parameters can lead to levels of anxiety. According to Davu and Palladino cited in Kelly (2002), anxiety is a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous activity and difficulty concentrating. In this case, the most visible one is test anxiety which creates significant barriers to learning and performance. (Andrews & Wilding, 2004) Research suggests that high levels of emotional distress have a direct correlation to reduced academic performance and higher overall student drop-out rates. (Andrews & Wilding, 2004) (Pritchard & Wilson, 2003) (Vaez & Laflamme, 2008)

(Sarason, 1980) and (Chastain, 1975) suggested that learners with high levels of anxiety have less control of attention. Students undergo more language anxiety in evaluative situations.

### **3. METHODOLOGY**

This chapter describes the research methodology that is going to be used to study the problem. The approach to be taken is action research for it aims to find or propose a solution for a problem. According to the Glossary of Education Reform (Great Schools Partnership, 2014) action research refers to the variety of evaluative, investigative and analytical research methods designed to diagnose problems at any level (organizational, academic, or instructional) and help educators develop solutions to address such problems efficiently.

This approach is applicable to this study because a process of inquiry will be followed to obtain the results. Although there are eight steps to be followed, the last four of them will not be developed due to time constraints. Such process goes as follows:

1. Identify a problem to be studied
2. Collect data on the problem
3. Organize, analyze, and interpret the data
4. Develop a plan to address the problem
5. Implement the plan
6. Evaluate the results of the actions taken
7. Identify a new problem
8. Repeat the process

#### **3.1. Participants**

The subjects selected for the study are students from Unidad Educativa Particular Interamericano from Guayaquil. Students are between the ages of 16 and 18, from Third Baccalaureate. The data collection process will take place during Language Arts period.

Two teachers of these courses will be observed while they impart their lessons, namely speaking ones. The purpose of the observation is to describe how they implement activities in a speaking session, what strategies they use and how students respond to these strategies.

### 3.2. Data Collection techniques and instruments

The instruments and techniques were chosen in relation to objectives created after the analysis of the problem statement. Such instruments and techniques are going to be the following:

Objective	Technique	Participants
1. To see how the teacher implements speaking activities of the TOEFL IBT book.	Class observation, observation sheet (Universidad Católica – internship observation checklist)	Teachers from 3 <sup>rd</sup> Baccalaureate 'A' and 'E'.
2. To narrow down aspects from a regular class to a 'speaking class'. To see how the teacher tackles speaking activities.	Speaking class observation sheet (MedwayCouncil)	Teachers and students
3. To measure students' level and mastery of TOEFL speaking tasks. This will help to accomplish the specific objective: "to analyze factors	Diagnostic Test (Topics taken from OXFORD TOEFL IBT preparation book (Independent	Students from Third Baccalaureate 'A' and 'E' courses

that may cause the scarcity of opportunities to develop oral skills in the classroom.”	task)  TOEFL            IBT Speaking Progress Test.        (Integrated task)	
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### 3.3. Class observation

The class observation is going to be used to see how the teacher implements the activity. Aspects like class stages and approach will be observed. Five class observations will take place since Third Baccalaureate is made up of five courses.

#### Speaking Class observation sheet

The class observation sheet will be the instrument used to do an objective analysis of the speaking session, how the teacher conducts the class and how students respond throughout the class period. Besides general aspects of a class, this sheet will provide a clearer vision of what is to be evaluated in a speaking session; particular features such as fluency, accuracy, pronunciation, task completion, etc.

### 3.4. Speaking diagnostic tests with two courses

Diagnostic tests will be administered for two courses of Third Baccalaureate to measure the speaking skills meant for students who study under a TOEFL program. Therefore, such tests will be scored with the rubric and speaking checklist established by the TOEFL book. (Bates, 2014)

Among the common speaking skills in the TOEFL test we can mention:

#### Giving a solution to a problem.

Students listen to a conversation between two students. The context of the conversation is the university campus. One of the speakers tells a partner about a

problem he/she is facing. The other speaker offers two possible solutions. It is students' task to summarize the problem and mention the two solutions provided. Then, students choose the solution they consider the most suitable and justify their choice with two reasons.

<b>Speaking Task standard and alternative outline checklist</b>	
<b>Task</b>	<b>Description</b>
Summary	Students give a brief summary of the problem and mention the two solutions.
Topic Statement	Students state their opinion
Reason 1	Students give a reason to support their statement
Detail	Students give a detail to support their reason
Reason 2	Students give a reason to support their statement
Detail	Students give a detail to support their reason
Opinion Language	Students use opinion language: In my view, personally ,etc.
Paraphrase	Students paraphrase the problem
Grammar	Students use the appropriate grammar and verbs of urgency
Transitions	Students make use of transitions and connectors
Fluency	Spoke continuously without hesitation
Clarity	Spoke clearly at a normal pace

Taken from OXFORD TOEFL IBT Preparation Book, 2014

## Explaining and supporting

For this skill, students listen to part of a lecture about any university subject. Students must take notes of the main points. It is students' task to summarize the main concept, definition or theory explained in the lecture and support with two points and details.

Speaking Task standard and alternative outline checklist	
Task	Description
Topic Statement	Summarized and paraphrase the topic-used citation language: <i>The professor explains that...</i>
Lead-in	Provided a lead-in to the two main points specifying the relationship: examples to explain a concept, studies to explain a concept, studies to explain a theory and so on
Point 1	Paraphrased the first main point
Detail	Students give a detail to support their reason
Point 2	Students give a reason to support their statement
Detail	Students give a detail to support their reason
Transitions	Used transitions to connect ideas
Fluency	Spoke continuously without hesitation
Clarity	Spoke clearly at a normal pace
Thought Groups	Spoke in the thought groups, emphasizing one focus word per group

Taken from OXFORD TOEFL IBT Preparation Book, 2014

The TOEFL speaking section is composed of two types of tasks: integrated and independent.



The integrated tasks are those which require students to read and listen in order to construct a response and speak. On the other hand, independent questions, are open ended questions which requires students to give a personal preference or opinion regarding life issues such as holidays, marriage, childhood experiences, etc. Students provide a response by stating a clear preference and supporting their answers by giving two reasons and details.

<b>Speaking Task standard and alternative outline checklist</b>		
<b>Task</b>		<b>Description</b>
	Topic Statement	States a clear preference
	Reason 1	States a reason
	Detail	Support first reason with a detail or example
	Reason 2	States a reason
	Detail	Support first reason with a detail or example

**Taken from OXFORD TOEFL IBT Preparation Book, 2014**

The following scoring parameters were used while administering the diagnostic speaking tests to the students:

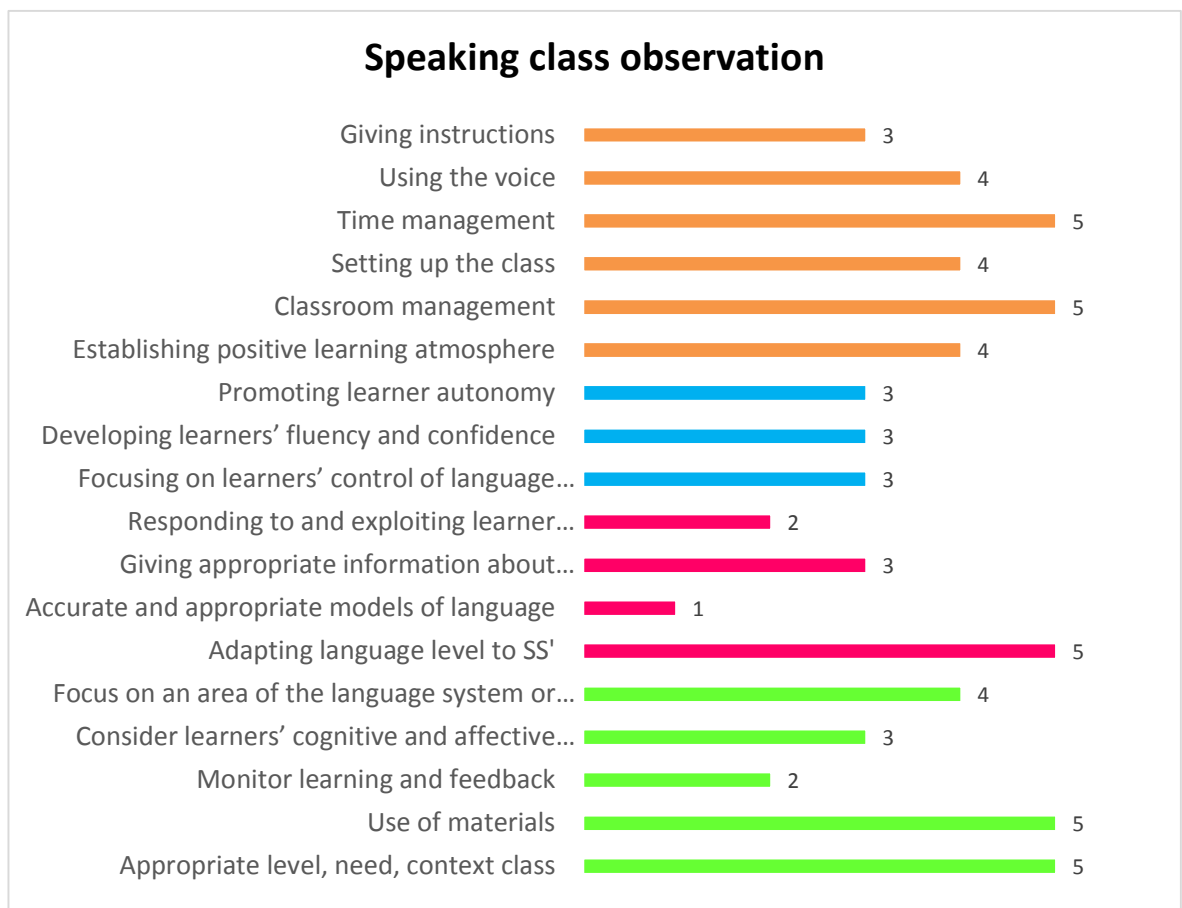
completed task	1 point
half-done task	0,5 point
unfulfilled task	0 point

## 4. DATA ANALYSIS

### 4.1. Class observation

Two observation sheets were used to assess the course of the speaking lesson. The first sheet measures aspects of a language class, and the second one is more skill-centered. In this case, it measures aspects of a speaking session.

The first class observation took place in the 4<sup>th</sup> period of Language Arts in 3<sup>rd</sup> 'A' classroom. The aim of the class was to answer and support ideas regarding preference questions.



**Graph 1: Class observation checklist created by the author.**

The first observation checklist is broken down in four fields:

- General teaching aspects
- Knowledge and Language
- Procedures and techniques
- Managing the classroom and the learning

As general aspects, it could be seen that the teacher does make effective use of materials and resources. He employed cut-outs with speaking prompts that he later delivered to the students. The teacher implemented the lesson within the level and context of the students. He included open-ended questions about students' preferences in several topics such as leisure, marriage, student life, etc.

In the area of knowledge and language, the teacher employed a level of English that could be understood by every member of the class. He also gave at some point a few ideas about the structure and patterns to be used throughout the lesson though the models were not provided accordingly. Certain models such as 'thought groups' and 'statements with preference language or transitions' were necessary for the task and the teacher failed to address this appropriately. In addition, it was noteworthy the fact that he did not praise all students equally, or at least did not provide the appropriate encouragement for those students who really needed it.

As to procedures and techniques, the teacher focused on aspects as lexis and discourse, though he isolated grammar to a degree since he did not provide appropriate models for the spoken responses. He moderately developed students' confidence and promoted learner's autonomy; he did some corrections and in few cases encouraged peer correction as well.

In terms of learning and managing the classroom, a positive atmosphere of respect and rapport was evident as well as the suitable seating arrangements that facilitated communication with the teacher and other students. The teacher did

manage the time for the tasks. He provided thinking time, controlled practice time and free practice time to assess students later on in the class. On the other hand, voice projection and instruction checking were somewhat absent; students would ask the teacher to repeat some words because apparently they could not hear him well. They would also check instructions among themselves or ask the teacher again to clarify some doubts.

The second observation checklist outlines specific aspects regarding a speaking session:

- Purpose of 'talking'
- Strategies used
- Responses
- Promoting discussion
- General points

The purpose of talking was to summarize, pose questions and model responses. First, students synthesize the information heard by taking notes. Then, they posed questions to a partner and vice versa to check said information. Finally, the teacher along with students model responses to present later in class.

In regards with the strategies used, the teacher devised open-ended questions as means and suggestions to obtain information. Students would ask those questions to their friends and vice versa. In addition, the student would speak with their partners by using prompts –handed by the teacher-.

As to the responses teacher encouraged paired responses. He provided thinking and talking time. Also, responses on the same questions were taken from different students. On the other hand, some responses were not valued. The teacher failed to praise some students. It is likely that this was a factor for students' lack of participation when initiating talk later on in the class.

In terms of promoting discussion, the teacher did not boost participation to a full degree, but he did ask students to evaluate each other's responses in the practice stage of the class. In addition, expectations regarding behavior during the task and purpose of the talk were somewhat clear.

The second class observation took place in the 7<sup>th</sup> period of Language Arts in 3<sup>d</sup> 'E' classroom. The aim of the class was to answer and support ideas regarding preference questions.



**Graph 2: Class observation checklist created by the author.**

The same observation checklists were used to assess the aforementioned class.

### **First Checklist**

As general aspects, it could be seen that the teacher did make effective use of materials and resources. She employed cut-outs with speaking prompts that she later delivered to the students. Additionally, she played a CD with part of a lecture on the same topic for students to have background. The teacher implemented the lesson within the level and context of the students. She included open-ended questions about students' preferences in the topic 'gender and communication styles.'

In the area of knowledge and language, the teacher employed a level of English that could be understood by every member of the class. She fairly provided the models to be used throughout the class. She provided half of starting statements for students to complete orally as previous practice. In addition, it is worth to mention the fact that she praised some of the students.

As to procedures and techniques, the teacher focused moderately on aspects such as lexis and discourse. In fact, she slightly tried to emphasize on grammar by checking structure patterns with students. She tried to develop students' confidence and promote learner's autonomy. She encouraged students to use dictionaries and she was emphatic in making students realize their own mistakes.

In terms of learning and managing the classroom, a positive atmosphere of respect and rapport could be perceived. Also the seating arrangements promoted communication. Nevertheless, the teacher adhered to a single pattern while setting up the class. She did not vary the seating arrangement as the textbook suggests. She worked with paired seats from beginning to end and did not motivate students to mingle inside the classroom. The teacher did manage the time for the tasks. He provided thinking time, controlled practice time and free practice time to assess students later on in the class. Furthermore, voice projection and intonation

facilitated instructions; but still, she did not check if all students had really heard them.

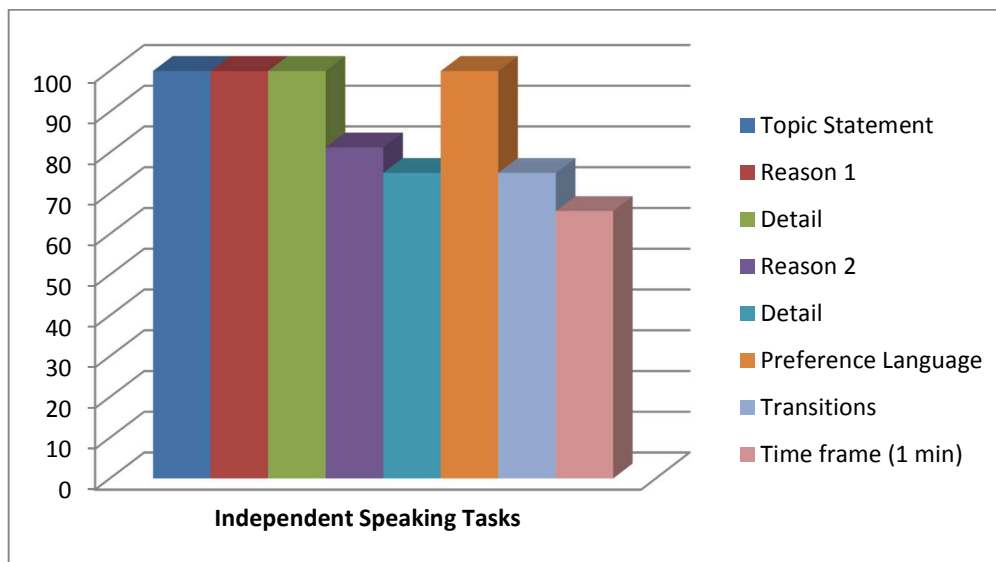
## **Second Checklist**

In this class observation, the purpose of talking was to elaborate and reflect upon knowledge. Students were required to provide opinions and elaborate their stances by supporting with details. They reflected upon new knowledge since the questions posed in class were connected to a lecture they previously had heard. In addition, the teacher modeled responses for students in order to encourage them to use certain patterns.

In regards with the strategies used, pair work was fostered. The teacher also provided thinking and talking time. She tried to encourage participation by taking the same response from more than one student. Though, some students were reluctant to contribute. Conversely, responses were fairly valued.

In terms of promoting discussion, she encouraged paired talk as well as self-correction. However, she failed to motivate students to do peer feedback. The purpose and expectations set regarding tasks was moderately clear. Furthermore, the seating arrangements were appropriate for interaction.

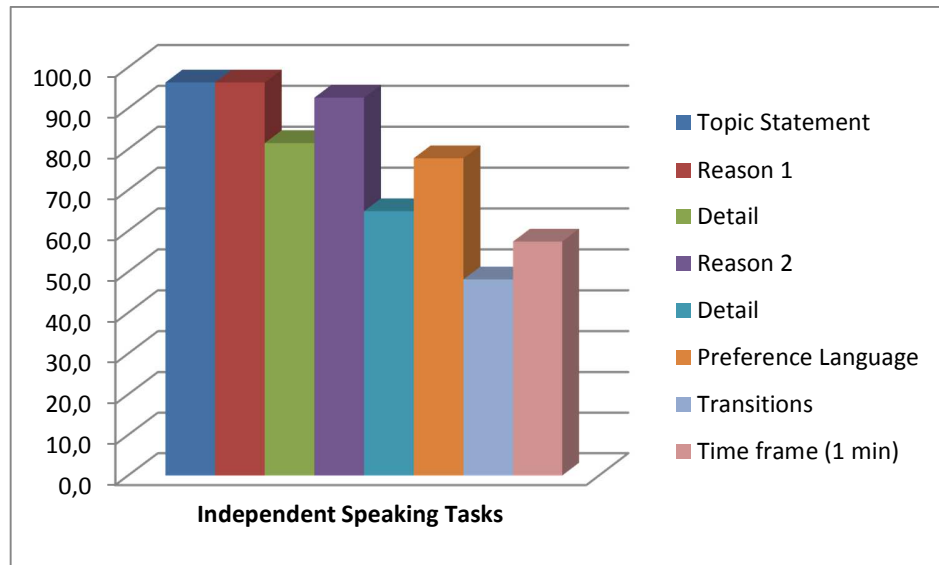
#### 4.2. Data analysis: Speaking diagnostic tests with two courses



Graph 1: Diagnostic Speaking Evaluation 3<sup>rd</sup> A, created by the author.

In 3<sup>rd</sup> A course, the outcome showed that students perfectly tackle the tasks of topic statement, providing the first reason with its corresponding detail. Nevertheless, when students started to state the second reason with its corresponding detail the results were not totally satisfactory. Probably this is due to the time constraint, they were meant to give their responses in a one-minute timeframe. As students feel that time goes by, they also face the need of 'completing' the task failing to fulfill subsequent tasks accordingly. It is worth to mention that all students know how to use preference language in their responses. However, when it comes to connect ideas throughout the process they tend to forget the use of transitions.

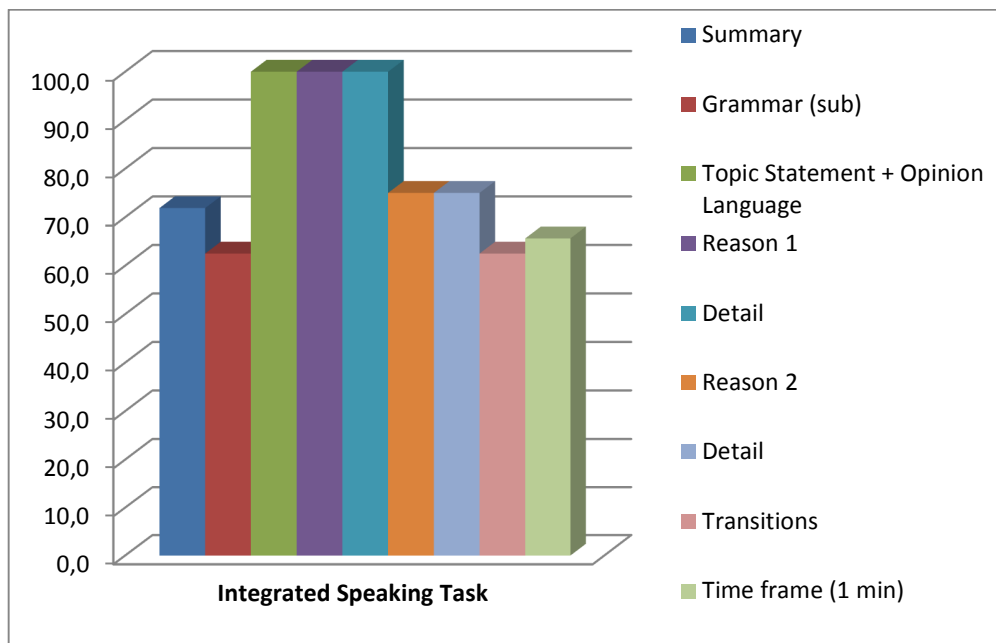




**Graph 2: Diagnostic Speaking Evaluation 3<sup>rd</sup> E, created by the author.**

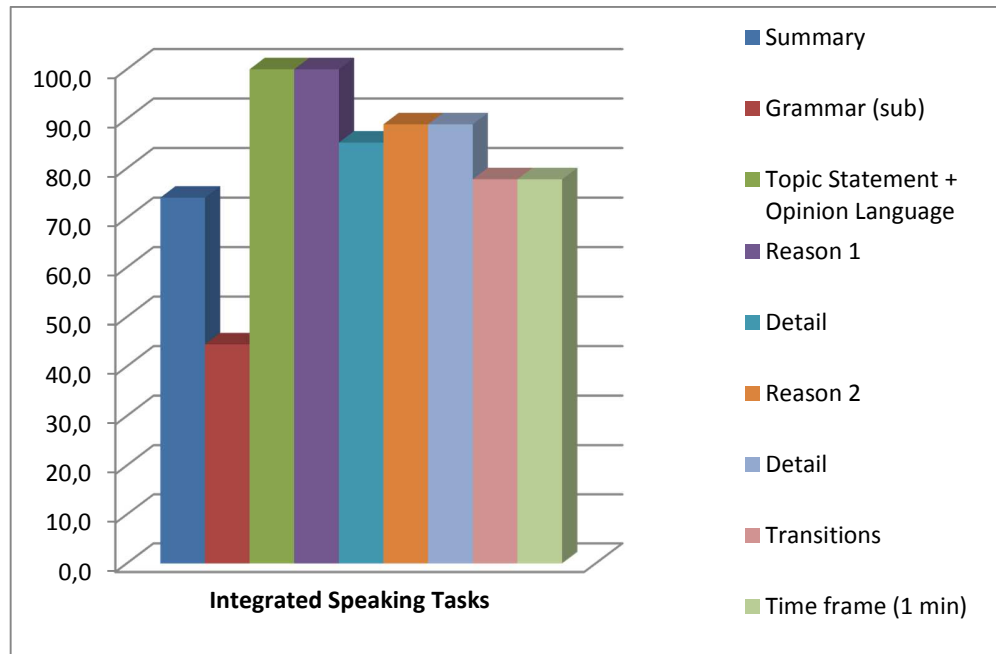
In 3<sup>rd</sup> E course, the results demonstrated that all students handle the basic outline of the response. They provided a well-structured topic statement with their corresponding reasons as support. Notwithstanding, for the subsequent tasks such as the details for each reason, students started to fail at completion. In this case, the lack of transitions when connecting thoughts and the time constraint were also evident.

### 4.3. Data analysis: Speaking classwork activity with two courses



**Graph 3: Speaking Classwork Activity 3<sup>rd</sup> A, created by the author**

In 3<sup>rd</sup> A course, an activity was devised based on the skill proposed by the chapter of the book: giving a solution to a problem. In this activity the results were somewhat satisfactory. All students were able to provide a topic statement using appropriate opinion language. As to stating the reasons for support, they achieved this almost to a full extent. In addition, the details for each of the reasons were fulfilled moderately. In this occasion, students dealt better with the time frame. More than half of the class completed the activity within the time limit. On the other hand, they struggled with grammar. They were meant to state part of the response using subjunctive and almost half of the class did not meet this task. Furthermore, a lack of mastery was also evident in terms of summarizing the problem of the conversation heard.



**Graph 4: Speaking Classwork Activity 3<sup>rd</sup> E, created by the author**

In 3<sup>rd</sup> E course, the same activity was implemented. Students were asked to summarize a problem, report the solutions they heard, choose one and justify it. In this case, all the students succeeded at phrasing the topic statement with their corresponding reasons. Moreover, students provided details for each of them competently. When it came to connect ideas, students employed transitions successfully. Likewise, they accomplished the task within the established time. However, less than half of the class tackled the structure the task demanded. In comparison to the previous analysis, students moderately achieved the summarizing skill.

## 5. PROPOSAL

After the data analysis it was concluded that it is necessary to implement a more appealing strategy to encourage students not only to speak, but to speak accurately. For this particular study, two ICT tasks will be suggested: Padlet and YouTube. The implementation of these activities aims to motivate students to speak, and to provide the necessary practice and feedback so that they improve oral skills for the TOEFL speaking exam section.

Three items in the task checklist were found as being the ones students struggle the most with: grammar, time frame and transitions.

### **5.1. Enhancing students' speaking performance in a TOEFL course through ICT tasks at Unidad Educativa Particular Interamericano.**

Padlet could be an appealing choice to students since it is a user-friendly virtual application for teenagers. It works as a virtual wall where people can upload pictures, videos, audio files, documents or type comments. An account must be created to use the application, and if the teacher wants their students to be contributors of a 'wall', either students create an account so the teacher add each one of them to his/her network, or the teacher can share the link of the 'wall' for students to post their files.

Strategy 1: Padlet	
Objective	To motivate students to speak, and to provide the necessary practice and feedback so that they improve oral skills for the TOEFL speaking exam section.

Resources	TOEFL Ibt preparation book, checklists, Internet, Padlet, cellphones or computer microphones.
<p>Description:</p> <ol style="list-style-type: none"> <li>1. A link to a virtual wall (Padlet), will be provided to students. It is students' task to upload a voice note answering four questions from an 'Academic Discussion' section on their books.</li> <li>2. Students will answer each question in a timeframe of one minute. Students will be required to use the vocabulary from the unit and the proper grammar and transitions. Students will record the voice note as a single four-minute speech. Students may record their voice notes on their cellphones or computers.</li> <li>3. After the due date, students will be required to provide oral feedback on one partner at least. In addition, they will be required to post a comment on the Padlet 'wall' about the voice note.</li> </ol>	

**Table 1: Matrix for Speaking strategy: Padlet, created by the author**

YouTube is a worldwide recognized site for watching, editing, uploading and downloading videos. Users can also create accounts in order to set up a channel and organize the videos in a better way. Like Padlet, if the teacher wants students to participate by watching, commenting and 'liking' on videos, either students can subscribe to their teacher's channel or the teacher can share the link of the video for students to work on.

Strategy 2: Talk Show	
Objective	To motivate students to speak, and to provide the necessary practice and feedback so that they improve oral skills for the TOEFL speaking exam section.

Resources	Internet, CDs, Flash drives YouTube, camera, Windows Movie Maker, Sony Vegas, etc.
<p>Description:</p> <ol style="list-style-type: none"> <li>1. Students will work in groups. They will write a script for a talk show or interview taking as a basis the topics from the 'Academic Discussion' sections in the TOEFL IBT book. They will assign a name to the show and roles for each member.</li> <li>2. Students will send the script via mail so the teacher can give the appropriate feedback and corrections. Then, the teacher will provide a reasonable amount of time (approximately three weeks) so students can rehearse. Students will record the show at school or at home –if they prefer-.</li> <li>3. Students will save their videos in a CD or flash drive so their can be uploaded to a YouTube Channel created by the teacher. Students will watch all videos at the end and decide which on is the best by giving 'likes' on the video.</li> </ol>	

**Table 2: Matrix for Speaking strategy: YouTube, created by the author**

## 5.2. Evaluation

An adapted rubric will be also implemented to assess students' task. Aspects from the speaking tasks checklists of the Oxford TOEFL IBT book have been taken into account in order to assess students in their speaking practice.

**Adapted Speaking Rubric from TOEFL Ibt Test,**

(English Testing Services.org, 2014)

(the scores are assigned depending on the activity)

<b>SCORE</b>	<b>TASK COMPLETION</b>	<b>LANGUAGE USE</b>	<b>DELIVERY</b>
	Response is sustained and sufficient to the task. Students accomplish all tasks.	Effective use of grammar and vocabulary. Minor errors are noticed but do not affect meaning.	Well-paced expression. Clear speech with minor difficulties of pronunciation.
	Response is mostly sustained and sufficient to the task. Students mostly accomplish tasks.	Fair use of grammar and vocabulary. Minor errors are noticed, but do not affect seriously the meaning.	Generally clear speech with minor lapses in pronunciation and intonation that may require the listener effort.
	Response is somewhat connected to the task. Students' accomplishment of tasks is limited. Main points are clearly expressed but limited support and detail are provided.	Limited use of grammar and vocabulary. Expression of ideas is affected by these errors.	Intelligible speech but the listener effort is needed due to inappropriate pronunciation and intonation.

	Response is limited, lacks the expression of basic ideas.	Use of grammar and vocabulary impede the expression of ideas.	Fragmented speech due to consistent difficulties in pronunciation and intonation.
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Comment:

An implementation was not done formally, students were asked to work on an activity like the above, which was worked as a pilot or trial for this study. This was done in order to determine if the strategy is applicable and to diagnose students' reactions.





## CONCLUSIONS

The analysis revealed that there is no scarcity of opportunities to develop oral skills per se, but a faulty implementation of strategies for the activities. The lack of feedback in the practice sessions along with the insufficient explanation of grammar patterns and useful language may lead to students' average or low performance.

It is very probable that teachers are not aware of the importance of speaking skills in the TOEFL program. During the class observations, a level of disinterest was perceived. Sometimes, students who performed at an average or high scale would not receive feedback, not to mention the ones who needed feedback the most.

Students' reaction to both strategies was positive. They felt engaged with the activities from beginning to end. If they did not find the topics or questions suggested by the book interesting; at least, they did show a degree of enthusiasm and willingness to participate.

In the case of Padlet, when the activity was first explained, they showed themselves a little bit shy about the fact that their voice notes (digital file) would be somewhat public, students would upload their files to a virtual 'wall' (Padlet) for everybody to listen. However, this very issue was the key for them to push themselves to do their best. This urged students to be competitive, since they developed an awareness of exposure, most of them attempted to sound as accurate and fluent as possible. In the case of unmet expectations, they tried to fulfill the task or the question.

In regards with the Talk Show (YouTube), students immediately displayed a sense of belonging. They carefully thought of a name for their 'shows' and assigned roles to each group member. It is worth mentioning that the script writing was a bit challenging and exhausting since it took time to do, but at the same time, it

resulted appealing. Furthermore, students carefully thought of what names to use and what clothes to wear. Likewise, the rehearsing periods and excerpts of the recording stage represented 'tiresome but fun' time. In fact, some pieces were taken as 'bloopers' for the final version of the video. Students had a really good time, so the activity became a meaningful one.

## **RECOMMENDATIONS**

It is highly recommended that teachers harness a vast knowledge of Padlet and Youtube so they can implement the strategies accordingly. In addition, the teacher can assist their students if they encounter a problem at a certain point in the project.

It is advisable to always encourage students and recognize their efforts in the task. In this way, they will respond better, they will have a change of attitude towards the lesson and their peers by developing a sense community. Therefore, they will be eager to contribute more in the classroom.

It is a known fact that most textbooks come with an established rubric for assessment; however, teachers should be proactive and willing to change. This is, to adapt said rubric to more understandable and easy-to-handle parameters for students.

In terms of fostering production, recycling vocabulary becomes imperative. Teachers should not assume that students already know something. They should regularly brainstorm and elicit ideas about previous lessons so students are in constant exposure with daily-use language and target vocabulary for the lesson to be taught.

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## ANNEXES



UNIVERSIDAD CATÓLICA  
DE SANTIAGO DE GUAYAQUIL

CARRERA DE LENGUA INGLESA

### SOLICITUD DE PERMISO PARA REALIZAR INVESTIGACIÓN

Con motivo de mis estudios de titulación que sigo en la Universidad Católica Santiago de Guayaquil, me encuentro realizando la investigación titulada:

"Implementación de actividades orales como programas de debate, entrevistas y redifusión multimedia para incentivar y mejorar el desempeño de los estudiantes en el programa 'TOEFL'"

Para lo cual solicito su permiso para recabar información de los maestros y de los estudiantes de Tercero de Bachillerato en la asignatura de Language Arts.

Este proceso incluye observaciones áulicas, evaluaciones diagnósticas a estudiantes e implementación de actividades. Dichos procesos se llevarán a cabo en los meses de junio, julio y agosto para la efectiva obtención de resultados.

Le agradezco de antemano su tiempo y su amable atención a la presente, me despido de usted.

Atentamente,

Lourdes Cantos Sánchez  
Estudiante de Lengua Inglesa, UCSG

Guayaquil, junio 16 de 2016

Autorizo a Lourdes Cantos S. la realización de la investigación antes descrita en el Plantel Educativo.

Institución:

*Unidad Educativa Particular "Liceoamericano"*

Autoridad:

*Ec. Miguel Armijos*

f.

*Ec. Miguel Armijos Pazmiño*

COORDINADOR AREA DE INGLÉS  
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Facultad de Artes y Humanidades  
 Carrera de Lengua Inglesa

Informe de Cumplimiento y Conformidad por Parte del Beneficiario de Servicios de Asesoría Lingüística para Registro de Prácticas Pre-profesionales  
 Sr(s) CARRERA DE LENGUA INGLESA

Como representante de la Institución Unidad Educativa Pastador Interoceánico Informo que e/lla Sr(ta): Lorena C., en la semana del 4 Jul de 8 Jul, proveyó asesoría lingüística en nuestra institución, desempeñándose como a continuación detallo:

GENERAL	5	4	3	2	1
1. Teach the class and individual within it, with sensitivity to the learner's needs, level and context: Relevant/real language for the learners? Appropriate for this level?	/				
2. Make effective use of learning materials and resources: aid, equipment (CD player, whiteboard), photocopies, etc	/				
3. Monitor learning and manage relevant feedback: coverage of students? Unobtrusive? Feedback on activities?	/				
4. Take account of learners' cognitive and affective needs: clear concise, checked instructions? Variety of activities? Balance of student and teacher talking time?	/				
5. Include a clear focus on an area of either the language system or the skills of English: Organization, planning and objectives?	/				
<b>KNOWLEDGE &amp; LANGUAGE</b>					
1. Adapting his/her own use of language to the level of the group: Level of English appropriate for this level?	/				
2. Providing accurate and appropriate models of language use: Is the language presented correct?	/				
3. Giving appropriate information about language form, meaning and use.	/				
4. Responding to and exploiting learner contributions: Praise? Interested in students? Range of correction techniques?	/				
<b>PROCEDURES &amp; TECHNIQUES</b>					
1. Focusing on learners' control of the language system: Controlled practice of grammar? Lexis, phonology and discourse?	/				
2. Developing learners' fluency and confidence in using the language for communication: freer and authentic practice?	/				
3. Developing learners' skills and sub-skills: listening, speaking, reading, writing (prediction, specific information, detail, etc)	/				
4. Promoting learner autonomy: self and peer correction, use of dictionary, students responsible for own learning decision, etc	/				
<b>MANAGING THE CLASSROOM AND LEARNING</b>					
1. Establishing and maintaining a positive learning atmosphere: Rapport, Student involvement, Respect students, Listen to students	/				
2. Managing the space, furniture and equipment: different seating arrangement, everyone sees the teacher and the board, etc	/				
3. Setting up the class: variety of interaction (whole, group, pair, individual)	/				
4. Establishing aims and objectives and remains through the lesson.	/				
5. Managing the time in the lesson: variety of pace, appropriate time for tasks, etc	/				
6. Using the voice: voice projection, variety (intonation, etc)	/				
7. Giving instructions: clear, concise, check if students understood them, etc	/				
Consignese de la siguiente manera: * [5 Excellent] (4 Very Good) [3 Good] [2 Acceptable] [1 Needs to Improve]					

Fecha:

SELLO DE LA INSTITUCIÓN

Nombre del representante de la Institución: .....

FIRMA: .....



UNIVERSIDAD CATOLICA DE SANTIAGO DE GUAYAQUIL  
 Teléfono (593-4) 2206950, Fax 2200071, Casilla 09-01-4671, www.ucsg.edu.ec. Guayaquil-Ecuador

Facultad de Artes y Humanidades  
 Carrera de Lengua Inglesa

Informe de Cumplimiento y Conformidad por Parte del Beneficiario de Servicios de Asesoría Lingüística para Registro de Prácticas Pre-profesionales  
 Sr(es) CARRERA DE LENGUA INGLESA Unidad Educativa Particular Informe que el/la Sr(ta): Angelo M., en la semana del

Como representante de la Institución 4 Jul. de 8 Jul., proveyó asesoría lingüística en nuestra institución, desempeñándose como a continuación detallo:

GENERAL	5	4	3	2	1
1. Teach the class and individual within it, with sensitivity to the learner's needs, level and context: Relevant/real language for the learners? Appropriate for this level?	/				
2. Make effective use of learning materials and resources: aid, equipment (CD player, whiteboard), photocopies, etc	/				
3. Monitor learning and manage relevant feedback: coverage of students? Unobtrusive? Feedback on activities?	/				
4. Take account of learners' cognitive and affective needs: clear concise, checked instructions? Variety of activities? Balance of student and teacher talking time?	/				
5. Include a clear focus on an area of either the language system or the skills of English: Organization, planning and objectives?	/				
<b>KNOWLEDGE &amp; LANGUAGE</b>					
1. Adapting his/her own use of language to the level of the group: Level of English appropriate for this level?	/				
2. Providing accurate and appropriate models of language use: Is the language presented correct?	/				
3. Giving appropriate information about language form, meaning and use.	/				
4. Responding to and exploiting learner contributions: Praise? Interested in students? Range of correction techniques?	/				
<b>PROCEDURES &amp; TECHNIQUES</b>					
1. Focusing on learners' control of the language system: Controlled practice of grammar? Lexis, phonology and discourse?	/				
2. Developing learners' fluency and confidence in using the language for communication: freer and authentic practice?	/				
3. Developing learners' skills and sub-skills: listening, speaking, reading, writing (prediction, specific information, detail, etc)	/				
4. Promoting learner autonomy: self and peer correction, use of dictionary, students responsible for own learning decision, etc	/				
<b>MANAGING THE CLASSROOM AND LEARNING</b>					
1. Establishing and maintaining a positive learning atmosphere: Rapport, Student involvement, Respect students, Listen to students	/				
2. Managing the space, furniture and equipment: different seating arrangement, everyone sees the teacher and the board, etc	/				
3. Setting up the class: variety of interaction (whole, group, pair, individual)	/				
4. Establishing aims and objectives and remains through the lesson.	/				
5. Managing the time in the lesson: variety of pace, appropriate time for tasks, etc	/				
6. Using the voice: voice projection, variety (intonation, etc)	/				
7. Giving instructions: clear, concise, check if students understood them, etc	/				
Consignese de la siguiente manera: * (5 Excellent) (4 Very Good) (3 Good) (2 Acceptable) (1 Needs to improve)					

FIRMA..... SELLO DE LA INSTITUCIÓN  
 Fecha: .....

**Speaking and Listening Observation Sheet**

Teacher: L.C.A.

Class:

Lesson Focus:

Date:

Observer:

Talk is used to:	Examples
<ul style="list-style-type: none"> <li>• Summarise</li> <li>• Seek clarification/probe</li> <li>• Elaborate</li> <li>• Explore/speculate/hypothesise</li> <li>• Build upon a previous response</li> <li>• Pose questions/raise queries</li> <li>• Evaluate learning</li> <li>• Generalise</li> <li>• Draw comparisons/make connections</li> <li>• Reflect upon new knowledge</li> <li>• Challenge views</li> <li>• Model responses</li> </ul>	<p>— detail to be given to justify</p> <p>— "Gender + course styles" lecture</p> <p>— T provided outline for response.</p>
Strategies	Comments/examples
<p>Questioning:</p> <ul style="list-style-type: none"> <li>• Questions differentiated</li> <li>• Different levels used – e.g. factual recall, retrieval, inference, deduction</li> <li>• Open ended questions used</li> <li>• Prompts/alternatives to direct questions used</li> <li>• Sustained questioning used with individual pupils</li> <li>• Use of same question to elicit responses from different pupils</li> <li>• Inclusive use of questioning (gender groups, ethnicity etc)</li> </ul>	<p>— cuts out w/ speaking @j</p>
<p>Responses:</p> <ul style="list-style-type: none"> <li>• Range of responses encouraged – individual, group, paired, hands-up, whiteboards, at the board, pupils asked directly, verbal, in writing, through mime/drama</li> <li>• Thinking time given</li> <li>• Development of talking/response partners – 'talk to your partner'</li> <li>• Teacher built on responses, exploring ideas</li> <li>• Responses taken from more than one pupil on the same question</li> <li>• Responses are <u>valued</u></li> <li>• Pupils initiated talk as well as contributed/participated to teacher-led discussions</li> </ul>	<p>→ ✓</p> <p>→ ✓ (Some SS did not contribute)</p> <p>→ fairly</p>

Promoting discussion:

- Use of collaborative tasks – paired activities, group presentations, discussions, debates, brainstorming
- Pupils given opportunities to evaluate each other's work /performance
- Collaborative work modelled and scaffolded for pupils
- Clear expectations set about behaviour in group tasks, and the purpose of their talk
- Prompts/sentence starters given to support talk
- Pupils given opportunities to use specific vocabulary
- Seating arrangements supported interaction and discussion within and across groups

Pair work

→ self-criticism / no peer feedback

→ moderate

✓ not varied / SS don't mingle

Class observation sheet

**Speaking and Listening Observation Sheet**

Teacher: *A. M.*

Class:

Lesson Focus:

Date:

Observer:

Talk is used to:	Examples
<ul style="list-style-type: none"> <li>Summarise</li> <li>Seek clarification/probe</li> <li>Elaborate</li> <li>Explore/speculate/hypothesise</li> <li>Build upon a previous response</li> <li>Pose questions/raise queries</li> <li>Evaluate learning</li> <li>Generalise</li> <li>Draw comparisons/make connections</li> <li>Reflect upon new knowledge</li> <li>Challenge views</li> <li>Model responses</li> </ul>	<p>→ synthesise SS responses (speech)</p> <p>→ ask partners about info said by others to check.</p> <p>→ SS follow patterns: <i>Personally ... If you ask me ... + transitions + outline</i></p>
Strategies	Comments/examples
<p>Questioning:</p> <ul style="list-style-type: none"> <li>Questions differentiated</li> <li>Different levels used – e.g. factual recall, retrieval, inference, deduction</li> <li>Open ended questions used</li> <li>Prompts/alternatives to direct questions used</li> <li>Sustained questioning used with individual pupils</li> <li>Use of same question to elicit responses from different pupils</li> <li>Inclusive use of questioning (gender groups, ethnicity etc)</li> </ul>	<p>→ Who would be your ideal marriage partner? Qualities?</p> <p>- lesson learned from relative?</p> <p>- favorite book &amp; why? (2 reasons)</p>
<p>Responses:</p> <ul style="list-style-type: none"> <li>Range of responses encouraged – individual, group, <u>paired</u>, hands-up, whiteboards, at the board, pupils asked directly, verbal, in writing, through mime/drama</li> <li>Thinking time given</li> <li>Development of talking/response partners – 'talk to your partner'</li> <li>Teacher built on responses, exploring ideas</li> <li>Responses taken from more than one pupil on the same question</li> <li>Responses are valued</li> <li>Pupils initiated talk as well as contributed/participated to teacher-led discussions</li> </ul>	<p>→ ✓</p> <p>→ to gather opinions (but (not everybody's) → No praising or feedback)</p> <p>→ mediocre (not SS initiative)</p>

<p>Promoting discussion:</p> <ul style="list-style-type: none"> <li>• Use of collaborative tasks – paired activities, group presentations, discussions, debates, brainstorming</li> <li>• Pupils given opportunities to evaluate each other's work /performance</li> <li>• Collaborative work modelled and scaffolded for pupils</li> <li>• Clear expectations set about behaviour in group tasks, and the purpose of their talk</li> <li>• Prompts/sentence starters given to support talk</li> <li>• Pupils given opportunities to use specific vocabulary</li> <li>• Seating arrangements supported interaction and discussion within and across groups</li> </ul>	<p>T does not boost comm. fully.</p> <p>→ practice stage</p> <p>→ somewhat clear.</p>
---	---

Class observation sheet

3rd person -s.

Name:	D. Gomez
Topic:	Ideal Marriage
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
X	Preference language
✓	Transitions
✓	Time frame (1 min)
Name:	Garcés
Topic:	Lesson from a family member
✓	Topic Statement
X	Reason 1
X	Detail
X	Reason 2
X	Detail
X	Preference language
X	Transitions
✓	Time frame (1 min)
Name:	Jurado
Topic:	Activity for 1st Date
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
✓	Transitions
✓	Time frame (1 min)
Name:	Hernández
Topic:	Person influenced your life
✓	Topic Statement
✓	Reason 1
✓	Detail
X	Reason 2
X	Detail
X	Preference language
X	Transitions
✓	Time frame (1 min)
Name:	Leon
Topic:	Well-known person w/ cont. to society
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
✓	Transitions
✓	Time frame (1 min)
Name:	Kevin Month
Topic:	Activity for a 1st date
✓	Topic Statement
✓	Reason 1

Draguistic

✓	Detail
✓	Reason 2
X	Detail
X	Preference language
X	Transitions
✓	Time frame (1 min)
Name:	Napoleón Bonaparte
Topic:	Job you (have) aspire
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
✓	Transitions First, also, b/c
✓	Time frame (1 min)
Name:	Omar Plindolze
Topic:	Important event in childhood
✓	Topic Statement
✓	Reason 1
X	Detail
✓	Reason 2
X	Detail
X	Preference language
X	Transitions
✓	Time frame (1 min)
Name:	Spiroz
Topic:	Holiday you enjoy celebrating
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
X	Transitions
✓	Time frame (1 min)
Name:	Soria
Topic:	Ideal Marriage Partner
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
✓	Transitions First of all, second
✓	Time frame (1 min)

↳ Mid-speed

Diagnostic evaluation checklists

Diagnostic

Name:	Helissa Murillo
Topic:	Person w/ contribution to society
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
✓	Transitions
✓	Time frame (1 min)
Name:	Avila
Topic:	
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✗	Detail
✗	Preference language
✗	Transitions
✓	Time frame (1 min)
Name:	Aigaga
Topic:	
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✗	Detail
✗	Preference language
✗	Transitions
✗	Time frame (1 min)
Name:	Corbo
Topic:	
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✗	Detail
✓	Preference language
✗	Transitions
✓	Time frame (1 min)
Name:	Hemera
Topic:	
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
✓	Transitions
✗	Time frame (1 min)
Name:	Himalde
Topic:	
✓	Topic Statement
✓	Reason 1

✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
✓	Transitions
✓	Time frame (1 min)
Name:	Jaramillo
Topic:	
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
✗	Transitions
✓	Time frame (1 min)
Name:	Lana
Topic:	
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✗	Preference language
✓	Transitions
✓	Time frame (1 min)
Name:	Leon
Topic:	
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✗	Preference language
✓	Transitions
✓	Time frame (1 min)
Name:	Andas
Topic:	
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✗	Preference language
✗	Transitions
✓	Time frame (1 min)
Name:	Andas
Topic:	
✓	Topic Statement
✓	Reason 1
✓	Detail
✓	Reason 2
✓	Detail
✓	Preference language
✓	Transitions
✓	Time frame (1 min)

Diagnostic evaluation checklists



# Diagnostic

Name:	Mujia
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	Mundoza
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	Rosendo
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	Alba
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	Vega
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	Vigante
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1

<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min) <i>Stake</i>
Name:	Fambros
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	Marin
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	Sanchez
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)

Diagnostic evaluation checklists

Days to T: c

Name:	Chalen
Topic:	
/	Topic Statement
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Preference language
/	Transitions
/	Time frame (1 min)
Name:	Comps
Topic:	
/	Topic Statement
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Preference language
/	Transitions
/	Time frame (1 min)
Name:	Conrad
Topic:	
/	Topic Statement
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Preference language
/	Transitions
/	Time frame (1 min)
Name:	Huere
Topic:	
/	Topic Statement
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Preference language
/	Transitions
/	Time frame (1 min)
Name:	Jane
Topic:	
/	Topic Statement
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Preference language
/	Transitions
/	Time frame (1 min)
Name:	Hawtry
Topic:	
/	Topic Statement
/	Reason 1

/	Detail
X	Reason 2
X	Detail
/	Preference language
X	Transitions
~	Time frame (1 min)
Name:	Max
Topic:	
/	Topic Statement
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Preference language
/	Transitions
~	Time frame (1 min)
Name:	Melarsky
Topic:	
/	Topic Statement
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Preference language
/	Transitions
/	Time frame (1 min)
Name:	Pozo
Topic:	
/	Topic Statement
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Preference language
/	Transitions
/	Time frame (1 min)
Name:	Owsade
Topic:	
/	Topic Statement
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Preference language
/	Transitions
/	Time frame (1 min)

Diagnostic evaluation checklists

Diagnostic

Name:	<i>Quinn</i>
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	<i>Ramirez</i>
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	<i>Salvador</i>
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	<i>Velazco</i>
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	<i>Villalva</i>
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	<i>Wu</i>
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1

<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	
Topic:	
<input checked="" type="checkbox"/>	Topic Statement
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Preference language
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)

Diagnostic evaluation checklists

Activity

3m A

Name:	1
Topic:	Gender + Comm Styles
/	Summary
/	Grammar (sub)
/	Topic Statement + Opinion lang.
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Transitions
/	Time frame (1 min)
Name:	2
Topic:	
/	Summary
X	Grammar (sub)
/	Topic Statement + Opinion lang.
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Transitions
~	Time frame (1 min)
Name:	3
Topic:	
/	Summary
/	Grammar (sub)
/	Topic Statement + Opinion lang.
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Transitions
/	Time frame (1 min)
Name:	4
Topic:	
~	Summary
/	Grammar (sub)
/	Topic Statement + Opinion lang.
/	Reason 1
/	Detail
/	Reason 2
/	Detail
~	Transitions
~	Time frame (1 min)
Name:	5
Topic:	
/	Summary
/	Grammar (sub)
/	Topic Statement + Opinion lang.
/	Reason 1
/	Detail
/	Reason 2

/	Detail
/	Transitions
/	Time frame (1 min)
Name:	6
Topic:	
X	Summary
X	Grammar (sub)
/	Topic Statement + Opinion lang.
/	Reason 1
/	Detail
X	Reason 2
X	Detail
X	Transitions
X	Time frame (1 min)
Name:	7
Topic:	
/	Summary
/	Grammar (sub)
/	Topic Statement + Opinion lang.
/	Reason 1
/	Detail
/	Reason 2
/	Detail
~	Transitions
~	Time frame (1 min)
Name:	8
Topic:	
/	Summary
/	Grammar (sub)
/	Topic Statement + Opinion lang.
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Transitions
/	Time frame (1 min)
Name:	9
Topic:	
/	Summary
/	Grammar (sub)
/	Topic Statement + Opinion lang.
/	Reason 1
/	Detail
/	Reason 2
/	Detail
/	Transitions
/	Time frame (1 min)

Class activity checklists

Activity

Name:	10
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	11
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	12
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	13
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	14
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2

3rd A

<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	15
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	16
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	
Topic:	
	Summary
	Grammar (sub)
	Topic Statement + Opinion lang.
	Reason 1
	Detail
	Reason 2
	Detail
	Transitions
	Time frame (1 min)
Name:	
Topic:	
	Summary
	Grammar (sub)
	Topic Statement + Opinion lang.
	Reason 1
	Detail
	Reason 2
	Detail
	Transitions
	Time frame (1 min)

Class activity checklists

Activity

Name:	1
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	2
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	3
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	4
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	5
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2

3rd E

<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	6
Topic:	
<input checked="" type="checkbox"/>	Summary
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<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	7
Topic:	
<input checked="" type="checkbox"/>	Summary
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	8
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	9
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)

Class activity checklists

Activity

3 vol E

Name:	10
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	11
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	12
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	13
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	14
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2

<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	15
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	16
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	17
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	18
Topic:	
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<input checked="" type="checkbox"/>	Grammar (sub)
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)

Class activity checklists

Name:	19
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
<input checked="" type="checkbox"/>	Reason 1
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	20
Topic:	
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<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	21
Topic:	
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<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	22
Topic:	
<input checked="" type="checkbox"/>	Summary
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<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	23
Topic:	
<input checked="" type="checkbox"/>	Summary
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2

<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	24
Topic:	
<input checked="" type="checkbox"/>	Summary
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	25
Topic:	
<input checked="" type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	26
Topic:	
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)
Name:	27
Topic:	
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<input checked="" type="checkbox"/>	Grammar (sub)
<input checked="" type="checkbox"/>	Topic Statement + Opinion lang.
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<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Reason 2
<input checked="" type="checkbox"/>	Detail
<input checked="" type="checkbox"/>	Transitions
<input checked="" type="checkbox"/>	Time frame (1 min)

Class activity checklists





**Presidencia  
de la República  
del Ecuador**



**Plan Nacional  
de Ciencia, Tecnología,  
Innovación y Saberes**



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Secretaría Nacional de Educación Superior,  
Ciencia, Tecnología e Innovación

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Yo, **Cantos Sánchez Lourdes Madelaine**, con C.C: # **(0940276033)** autor/a del trabajo de titulación: **Enhancing Students' Speaking Performance in a TOEFL Course through ICT tasks at Unidad Educativa Particular Interamericano** previo a la obtención del título de **Licenciada en Lengua Inglesa con Mención en Gestión Educativa** en la Universidad Católica de Santiago de Guayaquil.

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C.C: **0940276033**

## **REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

### **FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN**

<b>TÍTULO Y SUBTÍTULO:</b>	<b>Enhancing Students' Speaking Performance in a TOEFL Course through ICT Tasks at Unidad Educativa Particular Interamericano</b>	
<b>AUTOR(ES)</b>	<b>Lourdes Madelaine Cantos Sánchez</b>	
<b>REVISOR(ES)/TUTOR(ES)</b>	<b>Mariela Fátima Vásquez Barros</b>	
<b>INSTITUCIÓN:</b>	Universidad Católica de Santiago de Guayaquil	
<b>FACULTAD:</b>	<b>Facultad de Artes Y humanidades</b>	
<b>CARRERA:</b>	<b>Lengua Inglesa</b>	
<b>TITULO OBTENIDO:</b>	<b>Licenciada en Lengua Inglesa con Mención en Gestión Educativa</b>	
<b>FECHA DE PUBLICACIÓN:</b>	13 de Septiembre del 2016	<b>No. DE PÁGINAS:</b>
<b>ÁREAS TEMÁTICAS:</b>	Metodología, educación, tecnología	
<b>PALABRAS CLAVES/ KEYWORDS:</b>	<b>ICTs, speaking, TOEFL, rubrics, Padlet, YouTube</b>	
<b>RESUMEN/ABSTRACT (150-250 palabras):</b>		
<p>The problem found at Unidad Educativa Particular Interamericano was studied through action research. The first part of this research starts with a revision of speaking theories and the speaking learning processes. Furthermore, aspects as the role of speaking in a TOEFL examination and teachers' attitudes towards the skill are mentioned. In regards with the literature review, it provides findings about ICTs, their role in education and their advantages. Moreover, facts about the importance of speaking in a TOEFL program and teachers' attitude towards the skill are also mentioned. Likewise, several online applications were revised in order to define specific strategies. An action research methodology was employed to study the problem. The research contains information encompassing class observations and students' diagnostic evaluation and activity assessment. Checklists and corresponding results were used as data collection instrument for further analysis. After the analysis, it was concluded that lesson implementation in class needs to be improved. Thus, a proposal was designed to accomplish this goal. It consists on the implementation of two strategies using applications as YouTube and Padlet. Matrices and checklists are used to describe the objective and process for each strategy as well as an adapted evaluation instrument.</p>		
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