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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

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**THEME:**

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“CAKE APPLICATION AND ORAL FLUENCY”

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Ambato – Ecuador

2021

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I, Verónica Elizabeth Chicaiza Redin, holder of the I.D. No. 1715106322, in my capacity as supervisor of the Research dissertation on the topic: **“CAKE APP AND ORAL FLUENCY”** investigated by Miss Mercy Anyer Sarango Sarango with I.D. No. 190085681-4, confirm that this research report meets the technical, scientific and regulatory requirements so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Direction Board.

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Comments expressed in this study are the author’s responsibility.

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## **DEDICATION**

*To God for allowing me to accomplish this goal. My parents to believe in me. To my son, the person who makes me feel that I capable of achieving what I wish despite my weaknesses to offer him a better future, I love you so much. To my sisters and unique brother, who encourage me to perseverate, this work is for you.*

*Mercy*

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*To God for giving me the stronghold to never give up and accomplish this goal as well my family to believe in me, be my support and motivation. My admiration to my tutor, Veronica Chicaiza, who is an example of determination, and inspiration. She accompanied me in each step of my learning process and helped me to overcome obstacles and move on to being a better person, to my teachers who with dedication and exigency transmitted knowledge as well educational ethic values, and advice to work hard to get success.*

*Mercy*

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**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE IDIOMAS**

**TOPIC:** “CAKE APP AND ORAL FLUENCY”

**Author:** Mercy Anyer Sarango Sarango

**Tutor:** Verónica Elizabeth Chicaiza Redin

**ABSTRACT**

Currently, technologies have a great role in people’s lives because it facilitates things. These are used especially for communication, work, traveling, entertainment, study, and others. Educational apps have favored the process of learning in different aspects. Thus, this research is focused on Cake, an English learning app, and its influence on the development of oral fluency. This study was quasi-experimental with the participation of twenty students from the Sixth Semester “B” from the PINE “Pedagogy of National and Foreign Languages Career” at Technical University of Ambato. The researcher applied pre-test and post-test to evaluate oral fluency. These tools were standardized taken from IELTS (International English Language Testing System) for speaking. After taking the pre-test the experimental group had to use Cake app every day for three weeks with a duration of ten minutes per day, especially the part of simulating a dialogue like a conversation with a native speaker and recording complete phrases which permitted them to repeat until get an A the maximum score. Consequent to this, the post-test was taken. This study used the T-student statistical test in order to analyze the collect data. The results show that Cake app enhanced oral fluency of the English language.

**Keywords:** Cake app, English language, Oral Fluency, Speaking.

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**CARRERA DE IDIOMAS**

**TEMA:** “CAKE APP AND ORAL FLUENCY”

**Autor:** Mercy Anyer Sarango Sarango

**Tutor:** Verónica Elizabeth Chicaiza Redin

**RESUMEN**

Actualmente, las tecnologías tienen un rol muy significativo en la vida de las personas ya que facilitan las cosas. Estas se utilizan especialmente para la comunicación, el trabajo, los viajes, el entretenimiento, el estudio y otros. Las aplicaciones educativas han favorecido el proceso de aprendizaje en diferentes aspectos. Por lo tanto, esta tesis se centra en Cake, una aplicación para aprender Inglés, y su influencia en el desarrollo de la fluidez oral. Esta investigación fue cuasi-experimental y contó con la participación de veinte estudiantes del Sexto Semestre “B” del PINE “Carrera de Pedagogía de las Lenguas Nacionales y Extranjeras” de la Universidad Técnica de Ambato. Se aplicó pre-test y post-test para evaluar la fluidez oral. Estas herramientas son estandarizadas tomadas de IELTS (International English Language Testing System) del habla. Después de realizar el pre-test, el grupo experimental tuvo que usar la aplicación Cake todos los días durante tres semanas con una duración de diez minutos por día, especialmente la parte de simular un diálogo como una conversación con un hablante nativo y grabar frases completas que les permitieran repetir hasta obtener una A que es la puntuación máxima. Consecuentemente, se realizó el post-test. El investigador utilizó la prueba estadística T-student para analizar los datos recolectados. Los resultados muestran que la aplicación Cake mejoró la fluidez oral del idioma Inglés.

**Palabras clave:** Cake app, Inglés, Fluidez Oral, Habla.

## CHAPTER I

### 1. THEORETICAL FRAMEWORK

#### 1.1 Investigative Background

##### **Cake app and Oral Fluency**

In this research for a better understanding of the variables cake and oral fluency, several previous works with similar variables to this study were contextualized. This work looks for the improvement of oral fluency that is the rate of delivery that a person speaks neither too slow nor too fast. Thereby, students could develop speaking without worrying too much about grammar and eliminate the barrier of a limited vocabulary that distracts them and sometimes leads to forgetting words, as **Gistituati et al. (2019)** mentioned. It does not mean that it lacks accuracy because students will be learning grammatical rules inductively. As the same authors mentioned that the development of the digital age through the interactive interfaces on the internet are a good chance for enhancing oral English in an effective way by practicing it with good cultural contents; Therefore, the idea of using a mobile application, Cake, a recently launched application for Education is presented in this study.

Daniel (2020) in his thesis work "**Cake-English learning app and the English learning vocabulary**" lead an investigation whose main objective was the learning of English vocabulary through the use of a Cake-mobile app. In this study participated 32 students from second semester and divided in two groups: control and experimental. They were from Pedagogia de los Idiomas Nacionales y Extranjeros of the Technical University of Ambato. Two surveys were applied. The results were that students who used noncomplex strategies do not learn many words as students who use the Cake app through phrases, idioms, and daily expressions.

Winda (2020) led an investigation in order to analyze "**The use of Cake application in teaching speaking to Senior High school's students**". The author mentioned that nowadays is the era of technology therefore the era to enjoy learning through the integration of apps and appropriate media in the classroom. So, it is a good method for teaching and learning than leading to pure memorization. The approach was qualitative and participated thirty-six students from tenth grade science (SMA PGRI 3 BOGOR). This study applied interviews, observation, and questionnaires to collect data. The results

showed that apps created fun learning, improved student's motivation, enhanced speaking skill, and developed student's confidence.

Ramya & Madhumathi (2017) in their research "**Review on use of mobile apps for language learning**" pointed out that Mobile Assisted Language Learning (Mall) has numerous benefits which help students to learn the English language as well teaching through apps. Mobile apps stimulate students to develop the four English skills. By the way, apps have become a revolutionary approach to education because it helps the learning process to be fun, and meaningful without the constraints of time and place. To sum up, this research category apps to facilitate students to choose a suitable app according to their level and needs to master the four skills of the language.

Ximena & Jessica (2018) in their research "**Mobile Applications in the development of speaking skill of the English on the languages career at Universidad Técnica de Ambato**" pointed out students use mobile apps such as SoundCloud, Voice thread, Podomatic, and Duolingo as meaningful tools for practicing the speaking skills and subskills in the language learning. Furthermore, this study described that the use of mobile applications helps students to develop oral skills such as pronunciation, fluency, and coherence so, they can communicate insights and opinions orally. Moreover, the authors mentioned that mobile applications are used in multimedia syllabi and integrated skills which help students to improve the speaking skill of the English language. For this study was employed the qualitative approach. Moreover, it applied a survey to seventy-five students which permitted to collection valuable information.

A paper directed by Veronica (2018) "**A systematic review of second language learning with mobile technologies**" sought to provide a systematic review of selected sources and articles that allowed to identify the educational results related to the use of the mobile devices into the learning of a foreign language. The integration of mobile technology to learn a second language enhance students' motivation, language proficiency, and group work. In addition, these can be used as a tool for development of the four skills, reading, listening, writing and oral skills. This paper used an empirical investigation method.

Research by Abbas et. al (2020) "**Mobile-based dynamic assessment and the development of EFL students' oral fluency**" sought to explore Mobile-based Dynamic Assessment (MbDA) on Improving Oral Fluency of the English language. For this study was necessary two experimental groups and one control group which each one has forty



participants. The experimental group has to work with eight communicative tasks via dynamic assessment: MbDA via voice-chat and via-text chat context. In conclusion, the experimental groups greatly enhanced their oral fluency than the control group.

In the research by Musa & Mohamad (2017) “**Duolingo: a mobile application to assist second language learning**” the main objective was analyzing how technology such as tablets, iPads, computers, etc., has the potential to engage students to learn a second language. Moreover, technology provides students with technological and innovative teaching resources like podcasts, dictionaries and others which bring the chance to enhance learning experiences at their own pace and level wherever they are. Duolingo a free app has a good methodology for self-study of a new language through direct translation.

Sara & Enma (2018) in the research “**The use of English Pronunciation App and the English Pronunciation in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua province**” the authors mentioned that the English Pronunciation App had a great influence in the improvement of English pronunciation in the experimental group mentioned previously in the title of this research. Furthermore, it stated that this application as an educational tool has some benefits for English pronunciation however it is not usually used inside the classroom because of the ignorance of its benefits, stages, and activities that it contains. For this research, a survey with structured questionnaires was conducted to obtain the data.

Doris & Mike (2020) in the research “**English Pronunciation IPA Mobile App in the English Pronunciation**” mentioned that the English Pronunciation IPA mobile App greatly influenced the improvement of English pronunciation of the 15 experimental B1group at the CTT Los Andes Language Center. This app contains the forty-four phonemic sounds which include vowel sounds, consonants, and diphthongs. Besides, the different features of this mobile application (pronouncing, test voice, selecting, filling and choosing) can assist teachers and learners in the learning-teaching process. For this study a pre-test and post-test were applied and a rubric was taken from the IELTS. In conclusion, this kind of technology had helped with pronunciation to the moment of conveying messages.

Musa (2020) developed a study **“Tandem language exchange: an app to improve speaking skill”**. The author mentioned that the design and features of this app permit learners to develop their speaking because they can connect with professional language teachers. Furthermore, this study analyzes the strengths and weaknesses in order to present a detail review of this app. Finally, as a conclusion the use of this app brings positive benefits for development of speaking skill of the English language.

Ximena & Christian (2021) **“Elsaspeak app and pronunciation”** aimed to develop pronunciation through the use of a technological app. This experimental work used bibliographical research and the participants were from second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” from UTA “Universidad Técnica de Ambato”. The project used pre and post-test to gather data. In sum, in this experimental study the use of this app has positive impact because it helped students to improve pronunciation, reinforce accent, develop oral skills and enhance fluency.

From these thesis works taken from Technical University of Ambato and the different scientific papers the author concluded that Cake application is recent being investigated for educational purposes thanks to the benefits that it brought since the update of July 22, 2020 which due to the pandemic the use of mobile devices, platforms and internet was accelerated. Furthermore, for the second variable of the present study oral fluency there is specifically one study. For that reason, to support this investigative background the variables were generalized from the most general to the specific. Besides, there is lack of investigations of mobile applications applied at primary school or kinder garden as an integration and supporting a teaching method in synchronous classes as well there is not studies that focus on Mobile Assisted language learning outdoors as individual or self-study. In spite of the great positive results that all of these studies highlight with the use of mobile technology there are negative aspects too about the use of mobile learning such as student distraction, teacher ignorance of the use of technologies, technological dependence, and social exclusion. Thereby, this research will help future works and future English learners specially who wish to become English teachers to focus on the speech fluency which is important for articulating ideas clearly with rhythm and appropriate pausing. In addition, this study looks to motivate them to use a digital app Cake with the aim of enhancing their oral fluency of the English language because most of the beginners have difficulties at constructing utterances with spontaneity, speaking naturally,

maintaining a correct pace of speed, and right pronunciation avoiding false starts and reformulation.

## **1.2 Theoretical Framework**

### **1.2.1 *Technology for Education***

In these times the use of technologies has been increasing especially its use inside the classroom as a digital learning object because nowadays the children are brought up during the digital age, which is exposed to smartphones, tablets, laptops, smart TVs, internet, platforms, and others.

**Margy et al. (2018)** conducted a study about the technological tools strengthen the teaching process of a foreign language at primary schools. Thus, technology has a really huge impact on education because many people decide to integrate it into the curriculum to teach different subjects. This rising number of technologies has been increasing nowadays due to the pandemic time that mankind is facing. Furthermore, based on previous studies showed that the use of the TICs not only helps to learn a second language at early ages but also favors the learning of a second language at all ages and levels of learning. It is important to mention the role of technologies assisting teaching methods in the classroom, teachers are able to adapt to different situations that can be presented as problematic in the classroom. One clear example of this situation is that most of the students carry out smartphones in educational institutions despite the prohibitions. Teachers and students currently employ the technology taking its advantages and learning how to use it to improve the learning process.

Due to the technology people have access to the most updated applications on mobile devices that can be downloaded through no mattering the operative system Android or Ios (Apple). Technologies have provided a lot of tools that facilitate students learning process, especially if they want to learn a second language without considering if they do not have enough money to take a course or do not have a lot of free time to attend presential courses. Technologies have eliminated all these barriers to learn a second language, increasing people's motivation to grow intellectually.

### **1.2.2 Educational applications**

**Inmaculada et al. (2018)** stated “Appreciations on the impact on learning of mobile technologies will mark the educational trend in the knowledge society in which we are immersed.” Mobile applications are an essential part of people’s lives because they are handled everywhere for many aspects and can be carried out through a mobile technological device. So, it can be used as a learning tool during their teaching and learning process. For example, in education, teachers and learners take advantage of several applications to expand their knowledge planning, adapting, evaluating, designing, or just using the contents according to what individuals need to practice. Thereby, people can improve their oral comprehension, vocabulary, grammar, pronunciation, and any learning need through the use of applications. For instance, the app called Speak English like an American provides a lot of idioms, expressions, and phrases to be learned. These activities are divided into different levels for different learners in which they can learn from basic things to advanced vocabulary.

**Issa (2018)** stated that “Emerging practices of language learners in their own mobile devices enhance their language skills in the context of supporting language learning”. Thereby, mobile applications offer great advantages for learning and most of them can be downloaded on their mobile phones for free without any payment. One of the most important features that these apps have is that some of them can be monitored or guided by a teacher, tutor, or even parents. It depends on the learning process that the student is facing. if the student is self-learner, he can choose self-learning, if not, he can choose guided learning. The teacher has the role of a facilitator or provider of activities through the activity and the student should complete them.

**Yauri (2018)** mentioned that “Applications are programs that can be directly used from a smartphone or any kind of mobile device having the chance to read, write, play, listen.” These apps offer limited functions inside a technological device through the design software that they are created. Currently, there are a great number of applications for many kinds of people depending on what they need. For example, there are applications for maintaining a healthy diet such as My Fitness Pal, for working out such as the Fitbit coach, the Workout trainer, for entertainment like virtual games and social networks. Nevertheless, this research is focused on applications that can be used for education. Apps that are very helpful to facilitate students’ understanding about a specific topic, obviously the ones for learning a new language like Duolingo, Babbel, Soundcloud,

Wlingua, Cake, etc. These apps promote different aspects of the language that they want to learn. For example, Duolingo provides grammar, vocabulary, listening, reading, writing, speaking. But the most important aspect on which this app is focused on grammar and vocabulary. Soundcloud is another app which is very useful for learning English, but it is focused on listening skill.

### **1.2.3 Cake**

The Cake is a trendy application in the Play Store created for learning English with more than 50 million downloads and a rating of 4.8, which is a high score given by the users. This application was created in Republic of Korea by Cake corporation. The last updated was on August 10, 2021, however, the year which gets well-known is in the update of July 22, 2020 because of the increasing usage of digital technology especially for virtual education because of the coronavirus that caused a global pandemic. This application can be installed through a mobile device with an Android or Apple store (Ios). It is free for the users and is located within the category of education. It has an interactive interface that includes some items such as the profile where users can maintain a schedule to learn the English language and see their practice streak every day.

The application has five steps to follow; the first one is checking the daily expressions because every day the expressions are updated and selected by an expert team. The second one is guessing what goes on the blank for memorizing in a better way the expression. The third one is listening and watching a video that has a drill mode and subtitles if the user prefers. The fourth step is practicing speaking to get an A. The last step is taking a short quiz founded in the review tab to practice the learned expressions.

Depending on the learning progress you will receive stars and hearts as rewards. For example, if you complete an activity that consists of listening to some phrases while learners are going to ordering the words, you will get some hearts but, if you make a mistake, you will lose those. Moreover, it has one part for practicing speaking with an automatic grader of the pronunciation. In this part, the speaker can get an A if the pronunciation is good, a B if the speaker mispronounces some words, and a C if the speaker needs to practice.

Furthermore, through conversations and information episodes, users can learn phrases by listening, reading, and speaking. For speaking an intuitive interface adopts one role while the users adapt another; like a role play and the pronunciation is graded instantaneously. Besides, in this part learners can change roles and listen to themselves because while they pronounce the phrases these are recorded to give them the opportunity to listen to what they spoke. In this application, there are many interesting videos, series, movie clips, movie clips trailers, stories, and others with different topics such as comedy, traveling, TV shows, celebrities, animation, and so on.

#### **1.2.4 Productive skills**

According to **Sharma (2015)** “The receiving information covers listening and reading skills whereas speaking and writing skills are productive skills.” The receptive skills are those that permit the learner of a second language to receive the information through reading and listening and prepare them for a task. This process of receiving information is also called input. These abilities allow students at beginner levels to understand and acquire different knowledge about a new language. On the other hand, productive skills include the writing and speaking skills which are also called output are based on the production of the language, it means, everything that the person has in mind can reproduce it and in these two sides ways joining productive and receptive skills produce a conversation.

**Dita & Sarka (2014)** “... speaking belongs to the category of productive language skills, also described as active skills.” This research is focused on the fluency of this active skill of speaking. It refers to the spoken way that a person transmits or codifies a message in order to communicate with others. **Flores (2018)** mentioned that “they cannot develop a second language at the level of academic fluency if there is not access to information, understand, interpret to finally express what you have learned as output”. Teachers do not know the knowledge retained while they do not show orally or in written form. Speaking involves being able to talk about a wide range of topics by asking questions, participate in debates, express emotions, give opinions, greeting, paraphrasing, give information and others that involves the articulation of words to transmit knowledge, skills, and information.

### **1.2.5 Speaking skill**

**Namaziandost & Nasri (2019)** “Speaking is the productive skill in the oral mode, which has been one of the main skills that students need to develop in order to achieve a successful communication.” Speaking is the oral expression of phrases, colloquial expressions, grammar, vocabulary, idioms, and others that were previously learned through the receiving skills listening and reading. This important skill needs to be mastered in all the aspects that it carries out either in the range of the language used, fluency, accuracy, interaction, and coherence to elude that someone can produce the language. In sum, speaking is the result of receiving skills’ performance in which people acquire information to process and transform into the knowledge of a second language that enables them to convey messages in a speech in different contexts.

**Leong (2017)** showed in his paper “An analysis of factors influencing learners’ English-speaking skill” that “students who have higher motivation and lower anxiety can speak easily and effectively.” The commodity with the topic, task, even the teamwork makes them overcome the fear to commit mistakes in pronunciation at speaking. In that sense, it is important to mention the teacher plays a fundamental role in the guidance because positive feedback help students to feel motivated.

**Gistituati et al. (2019)** mentioned an issue that is presented in speaking due to limited vocabularies “they could not pronounce well a lot of words in their sentences, and they always tend to forget what to say when they are sharing their ideas”. This kind of issues also happens when the student is worried about not only making mistakes in pronunciation but also in grammar because when apprentices are starting to produce the language, it is a common affair that happens inside the classroom either caused by nervous or anxiety about failing on that; thereby they speak slowly and doubtful.

Another fact because students tend to consider speaking as the heaviest part when learning a foreign language is considering a set of aspects to the moment to express feelings, points of view, questions, etc., such as pronunciation, structure, vocabulary, fluency, and accuracy. In that light speaking material designs should cover students’ target needs of speaking components **Sebastianus (2019)**.

### **1.2.6 Oral fluency**

**Francisco & Martha (2020)** contradicts the idea that “the oral fluency is an important aspect of pronunciation because cannot be the oral fluency without a fluent pronunciation so, in the choppy pronunciation cannot be fluency.” I agree with this author because oral fluency is the capacity to speak spontaneously and accurately without too many errors which could not facilitate a good communication in a real context. There is not fluency when students make repeated pauses to consider grammatical structures and remember words. It is essential to mention that many of the pauses happen because of their limited knowledge of the language; so, they did not find words to say.

**Ying (2020)** described more aspects apart from the eight characteristics (clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, interaction) that make oral English difficult to acquire. All of these aspects help the learner to speak like a native speaker nevertheless, for a learner of a second language it is very hard to take into account all of these as a set of criteria for speaking.

**Marco (2018)** mentioned that “The student develops oral skills through communication, didactic activities favor the treatment of oral competence in students who acquire knowledge and experiences in the learning process, students receive information, interpret it and transmit it according to their needs.” Through communication, people can express with words what they know such as phrases, vocabulary, colloquial expressions, connectors, grammar that was learned previously through listening and reading to then speak or write. Thus, the oral expression can be improved by chance to practice English through didactic, productive, and communicative practices within the classroom.

According to **Francisco & Martha (2020)** “Fluency is not reading aloud rather it is illation of ideas to generate significant discourses.” Oral fluency expression comes from the join in the praxis of the four skills reading, listening, writing, and speaking because before speaking in a fluently way the beginner has to be involved in the target language by listening, watching videos, reading authentic materials, pronouncing chunks, drills, and finally practicing and practicing the speaking to get better at doing it. **Taylor & Francis Group (2017)** also mentioned a technique for became more fluently which consist in repetition and retelling of a story. For this reason, to became more fluent learners have to focus on the four language skills and be more fluent in his mother tongue to can express in a second language.



(Boers 2017 ;Jong & Philip 2018) stated that “Studies of the 4/3/2 technique, where the same talk is repeated to different listeners in a decreasing time frame (4 minutes, then 3 minutes, then 2) have shown increases in fluency during the task.” Repetition of the same expressions is like training for having better oral fluency. Furthermore, this exercise is like drills which consist of a repetition of the same phrases, sentences, or words over and over in order to memorize them. Likewise, it can lead to better management of the mouth and the tongue’s position for the effective articulation of the words in the foreign language. Alike, all of these can aid the scholar to lose the shame to the moment to speak because sometimes they must exaggerate the articulation of the words to pronounce very well the English sounds.

### **1.3 Objectives**

#### **1.3.1 General**

- To study the use of Cake application as a learning tool for reinforcing oral fluency.

#### **1.3.2 Specific Objectives**

- To identify the main features of Cake application.
- To determine the English oral fluency based on CEFR
- To establish the impact of the CAKE application on oral fluency

## CHAPTER II

### 2. METHODOLOGY

#### 2.1 Resources

##### Human Resources

- Research Tutor
- Review Tutors
- Researcher
- Students

##### Institutional

- Universidad Técnica de Ambato
- Facultad de Ciencias Humanas y de la Educación
- Online libraries

##### Materials

- Technological materials
- Online books
- Bibliography

##### Economics

- Internet connection
- Electricity

#### 2.2 Methods

##### 2.2.1 *Quali-Quantitative research*

This research will use qualitative and quantitative approaches. Firstly, it is qualitative because it will be applied to a group of students to measure their fluency and it is graded subjectively through a rubric for speaking. It is quantitative because the action aims to collect information from the direct source and subject it to an analysis of statistical data, to establish the essence of the cause-effect phenomenon with some specific support in the theoretical framework (Marian & Cristina, 2016).

### ***2.2.2 Basic mode of investigation***

**Documental and bibliographic:** It is bibliographic or documentary research by investigating different written texts, such as e-books, online magazines, and previous research and scientific publications related to different aspects of the aforementioned variables to get scientific sustenance. The following research project can be defined as documentary-bibliographic since it was used to collect some data necessary to show results (Habib & Afzal, 2019).

**Field research:** Field research was used to collect the data, which comes directly from the place where teachers and students perform their activities, with the Universidad Técnica de Ambato as its primary environment to work. In this way, the students and teachers who are the direct participants of the research provided accurate information related to the dependent and independent variables to check the hypothesis and define the correlation that exists between these two (Elliot, 2018).

**Quasi-experimental:** It is quasi-experimental since the investigative purpose is to check the relationship between the two variables. Besides, it is highly important to mention that the group of study was chosen randomly, there was no chance of previously established groups. To know the oral fluency level of the English language of the group a pre-test and post-test will be applied. The purpose of this quasi-experiment is to define the improvement of the oral fluency of the English language through Cake application. (Matthew, 2020)

### ***2.2.3 Level or type of investigation***

**Exploratory level:** The present research project is exploratory, due to it is aimed to have a general knowledge of reality. Additionally, this is just the starting point of a scientific investigation process because there is not enough information about it. This is the reason why, at the end of this research project, it will be considered as a basis for new research (Richard, 2020).

**Correlation level:** Due to this topic has been poorly treated before. It is necessary to handle a deeper study, this research project is of correlational level because it seeks to check the level of incidence between the two variables (Charles, 2019).

#### **2.2.4 Population**

The participants of this study are 20 students from sixth Semester “B” from the PINE (Pedagogy of National and Foreign Languages Career) at Technical University of Ambato. The experimentation of this research endured three weeks which were monitored in zoom sessions by asking questions, and sharing experiences that were previous planned into lesson plans. The pre- and post-tests were taken by zoom sessions that lasted 15 minutes per student. The interventions were in Computer Assisted Language Learning class hours with teacher Marbella Escalante.

#### **2.2.5 Hypothesis**

CAKE application influences the development of the oral fluency.

#### **2.2.6 Techniques and Instruments**

As a data collection technique, a validated preliminary test was used to assess the students’ oral fluency. It was selected from IELTS practice Sample tests for speaking, which was used for the pretest and post-test for oral fluency evaluation process. This test was chosen because it is standardized internationally and based on the parameters of the Common European Framework of Reference (CEFR). The technique used for the analysis of the data was the T-student using the statistical software (SPSS).

Council of Europe (2020)a, to measure oral fluency, the scale for fluency at pragmatic competence was taken from the CEFR illustrative descriptor scales: communicative language competences. It was taken from Common European Framework of Reference for Languages: Learning, Teaching, Assessment last edition which replaced the CEFR 2001. Nevertheless, for the oral fluency evaluation, this scale was adapted to measure the oral fluency at six levels: A1, A2, B1, B2, C1, and C2. Therefore, the band of pre-A1, C1, and C2 was eliminated because students were from Sixth Semester who are basic user to upper intermediate level B2 which should graduate.

According to the Council of Europe (2020)b, the CEFR is an international standard that has a six-point scale; from A1 up to C2. In addition, it defines the three “plus” levels: A2+, B1+, and B2+. It also defines in some cases the pre-A1 that are stated in some scales. CEFR Companion Volume is a reference to measure the level of the abilities at learning a language, teaching objectives as well teaching materials and plenty activities to develop

the language. Furthermore, this edition pursued to protect and promote plurilingual and intercultural education with the social inclusion stating gender-neutral descriptions in the illustrative descriptors. Thus, it was used as a reference for oral fluency that is one element of the communicative language competence.

### **Information Collection Plan**

- Prior to the data collection, it was necessary to send a letter to ask for approval of the research. Thus, the group and the hours for the intervention were coordinated based on it.
- Once the experimental group was assigned (Sixth semester “B” of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Technical University of Ambato), the pretest was applied to know their level of oral fluency.
- The evaluation was taken individually by turns of 15 minutes per student and recorded by zoom. In each one of the three parts has four questions.
- Then, the instructions about how to use the Cake application was shared with the students by the WhatsApp group and class sessions.
- Students has to practice ten minutes diary as asynchronous time using the app for three weeks.
- Frequently the group is monitored by asking questions to check if they are using the application and sharing experiences about using it.
- Finally, a post-test is applied to confirm the hypothesis of this research.

### **Information Processing Plan**

Once the information was collected, a comparative analysis performed to determine the progress level achieved by the students during the three weeks using Cake application. To measure the level of oral fluency, the CEFR illustrative descriptor scale for communicative language competences was employed and adapted. This fluency rubric was labeled into A1, A2, B1, and B2 according to the parameters of the Common European Framework of Reference (CEFR) for languages: Learning, Teaching, Assessment. The process was monitored by attending to the classes of Computer Assisted Language Learning of the experimental group of students with the teacher Marbella Escalante.

## CHAPTER III

### 3. RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of results

For the collection of results a pre-test and post-test chosen from the IELTS practice Sample tests for speaking was applied (See annex 2). Besides, the test was taken by zoom session of 15 minutes and recorded for better grading according to the adapted rubric which is based on the parameters of the CEFR. (See annex 5&6)

##### 3.1.1 Pretest Results

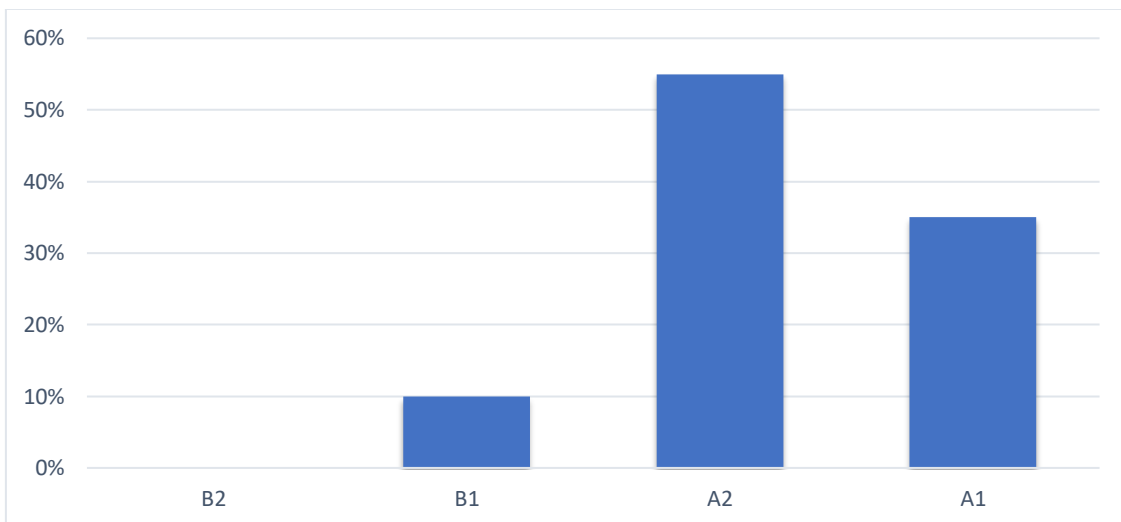
**Table 1** *Pre-test*

<b>Band</b>	<b>Frequency</b>	<b>Percentage</b>
B2	0	0%
B1	2	10%
A2	11	55%
A1	7	35%
Total	20	100%

**Source:** IELTS test

**Developed by:** Sarango, M. (2020)

**Figure 1** *Pre-test results*



**Source:** IELTS test

**Developed by:** Sarango, M. (2020)

## **Analysis and interpretation of results**

The oral fluency pre-test results from figure one showed that just two from twenty students of the experimental group obtained B1 (10%). Moreover, eleven students reached A2 (55%), and students scored A1(35%).

As a result, it was showed that nobody obtained B2 upper Intermediate English. Furthermore, very few students have the intermediate English level B1 in the fluency at spoken language use which should have in sixth semester of this career. Moreover, most of the students reached A2 elementary English. Besides, several students are beginners with a score of A1 according to the CEFR which means that they are under the level of the oral fluency that they should have in Sixth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Technical University of Ambato. This group of students commented in monitoring classes that they did not have the basic knowledge of the English language when start to study at Idiomas career. It could be the reason which they did not speak fluently and confident. Thereby, these students make a double effort to improve their oral fluency in order to reach their partners level A2 or B1 to graduate at seven semester with B2 according to the graduation profile for PINE.

### **3.1.2 Post test Results**

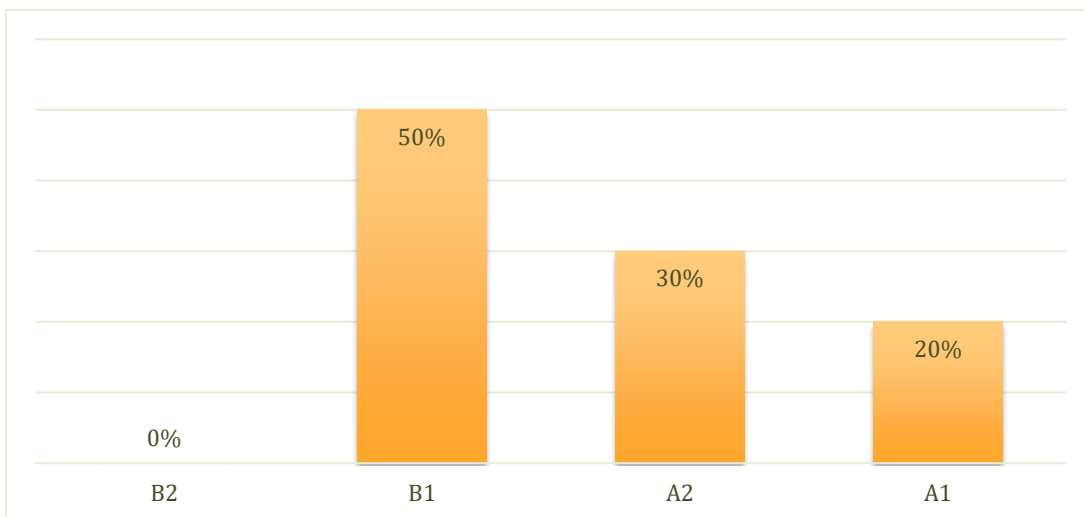
**Table 2** *Post-test Results*

Band	Frequency	Percentage
B2	0	0%
B1	10	50%
A2	6	30%
A1	4	20%
Total	20	100%

**Source:** IELTS test

**Developed by:** Sarango, M (2020)

**Figure 2** *Post-test Results*



**Source:** IELTS test

**Developed by:** Sarango, M (2020)

### **Analysis and interpretation of results**

The oral fluency post-test results from figure two showed that from twenty students of the experimental group, half obtained B1 (50%). Moreover, six students scored A2 (30%), and four students got A1 (20%).

As result, it shows that no one has the upper Intermediate level B2. They spoke with too much strain, and their speaking was not in the natural flow of language. Besides, half of twenty experiment group got the Intermediate level B1 which is appropriate level for Sixth semester. They can deal everyday with common situations and keep the conversation comprehensible even though pausing in longer lapses of free production. Moreover, few learners have the Elementary level A2 which represents that despite false starts, reformulation or pauses they can interact with basic expressions to make them understood. Finally, few students got the Beginner level A1 which means they speak slowly with pausing and repair for communication in very short utterances.

### **3.1.3 Comparative results**

**Table 3** *Comparative Results*

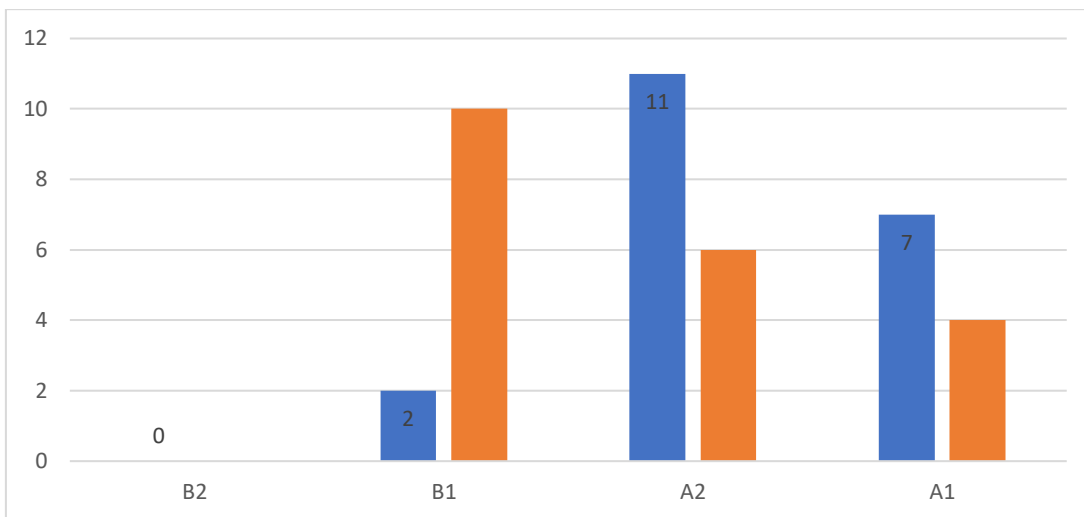


Band	Pre-test	Post-test
B2	0	0
B1	2	10
A2	11	6
A1	7	4
Total	20	20

**Source:** IELTS test

**Developed by:** Sarango, M (2020)

**Figure 3** *Comparative results*



**Source:** IELTS test

**Developed by:** Sarango, M (2020)

### **Analysis and interpretation of results**

The comparative results of the fluency at spoken language are grouped in CEFR levels. For the level B1 there are two students in the pre-test and ten students in the post-test. For the level A2 there are six students in the pre-test otherwise, in the post-test there are eleven. For the level A1 in the pre-test there are seven while in post-test there are four.

As result, any experimental student obtained B2. For the level B1 there was a positive increase from two students in pre-test to ten in post-test which denotes those eight students got better at their fluency. In A2 there was a growth on the pre-test from six to eleven in the post-test. At this level, five students improve their fluency at spoken language. For A1 in the pre-test there were seven students while in the post test were just four. It represents that there was a decrease of three students in the post-test which is positive because it means that this number of students enhance their oral fluency in the language English. Despite of a great improvement showed in the post-test all students did not get the right oral fluency level for Sixth semester of PINE which should be B1.

### **3.1.4 Discussion of results**

Thus, the use of the mobile application Cake was significant for the improvement of the fluency in speaking in the English language. However, it was helpful only for the basic levels A1 and A2. They spoke more fluently and confident. Furthermore, they had positive attitudes toward the use of this app which due to the engagement of its features they practiced more than ten minutes diary as they comment in the monitoring classes. There was not development at level B1 which should be an object of study on another investigation.

## **3.2 Hypothesis verification**

The “T student” statistical test was used for the analysis of the present research results.

### **3.2.1 Hypothesis Statements**

#### **3.2.1.1 Null hypothesis (Ho)**

“Cake” a mobile application does not influence the improvement of oral fluency from the Sixth Semester of “Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros” of the Technical University of Ambato.

#### **3.2.1.2 Alternative hypothesis (HI)**

The use of “Cake” a mobile application influences the improvement of oral fluency in students from the Sixth Semester of “Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros” of the Technical University of Ambato.

### **3.2.2 T-student test.**

**Table 4 Paired Sample Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the difference				
				Lower	Upper			
<b>Pair 1 PRETEST POSTTEST</b>	-55000	,51042	,11413	-,78888	-,31112	-4,819	19	,000

**Source:** SPSS software

**Developed by:** Sarango, M (2021)

### **Analysis and Interpretation**

There is a notorious improvement of students' scores shown in table number four. Furthermore, the bilateral significance is 0,000 which is lower than Alpha's significance level of 0,05. For this reason, the null hypothesis, H0: "Cake" a mobile application does not influence to oral fluency from the Sixth Semester of "Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros" of the Technical University of Ambato, is rejected, and the alternative, H1: "Cake" a mobile application influence to the improvement of oral fluency from the "Sixth Semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros" of the Technical University of Ambato, is accepted as valid. Therefore, it is determined that "Cake" does influence student's oral fluency.

## CHAPTER IV

### 4. CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 CONCLUSIONS

To conclude after analyzing the results of this research, the following was obtained:

Cake app was useful to reinforce oral fluency as it is shown in the results of the present research since the p value equals 0.00 which is lower than the significance 0.05. This app was used as a learning tool because it assisted students from Sixth Semester study and learn more about the English language, especially speaking fluently without much hesitation. The post-test showed that the experimental students talked more confident and more spontaneous.

Thanks to the educational design this app permitted students to use the different features as it mentioned before in the framework of reference. However, this study was focused on the main features to practice speaking to improve fluency. So, the repetition of completed phrases inside a conversation had high significance to pronounce very well words because it simulates dialogue with a native speaker. Besides, the second meaningful feature that permitted students to develop the oral fluency was practicing pronunciation with repetition of expressions by recording, listening to themselves, and grading automatically through an automatic grader of the voice recognition until get an A that is the maximum score. Moreover, this app has some resources such as videos and episodes that permit learners to check, listen, read, and learn dairy expressions. Furthermore, this app has activities that involves listening and filling blanks that helps students to improve listening. In addition, it has a system of evaluation which helps memorizing and remembering phrases learned in previous sections. Besides, they got fun too because this app has a digital system to reward them with stars which motivates them to practice daily to get achievements. Furthermore, they make competitions through leagues. Thus, with all of these resources, activities and practices that this application contains students from Sixth Semester got better at fluency.

The use of Cake mobile app helped to enhance oral fluency. Students from Sixth Semester that obtained basic levels as A1 and A2 improved to the next higher level. The app helped them to pronounce better the sounds of the words while they learned more common phrases and vocabulary. It was notorious they spoke fluently and naturally common stretches and expressions without long pauses. There was not advancement at

B1 which be subject to another study in which involves the use of this app from first semester.

The impact of CAKE application on oral fluency was good because it demonstrated that it helps learners to reach speaking learning goals. This modern app integrates different pedagogical technologies in one place, which facilitates students to participate actively in their learning process through videos from internet, recording, voice recognition automatic grader system, multimedia and interactive Interfax. Developing oral fluency of a foreign language is an arduous task that students need to practice a lot, especially in this year that is when the Covid-19 outbreak education into homes. Nevertheless, it was not an impediment because with the use of this technological app students run oral fluency keeping social distance and secure measures to maintain protect from this infectious disease.

#### **4.2 RECOMMENDATIONS**

For successful implementation of CAKE as a learning tool, teachers should have enough knowledge about the use of this application because it has a lot of information in different categories. Thus, they should select them according to students' level and needs. It is useful to learn the English language nevertheless it should not be used as unique resource but as a supporting tool in an academic program for improving oral fluency.

Cake app enhance oral fluency but also would develop the four English skills thanks to the different features that encourages to learn English though videos, transcriptions, conversations, dialogues, vocabulary, drills, and recordings. By the way teacher would socialize the positive effects of using this application indoors of the classroom. Moreover, for better understanding of the benefits of the use of Cake app teachers should assess skills and subskills according to the CEFR parameters as used in the present study to evaluate oral fluency.

The use of Cake from first semester as a learning tool would be especially who do not have the basic knowledge of the English language when start to study in Pedagogia de los Idiomas Nacionales y Extranjeros (PINE) program. This app used in an educational approach would be contribute to the learning successful.

Based on the results of this study Cake app it would be a great help for students who want to learn a second language nevertheless, they should use this tool every day,

and the time assigned for better results. Besides, they should take the quizzes that this app has as resources to reinforce their knowledge.

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819-121-1487-1-10-20210130.pdf

# ANNEXES

## Annex 1

**Figure 4** *Urkund Results*



### Document Information

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<b>Analyzed document</b>	SARANGO_MERCY_TESIS.docx (D110425214)
<b>Submitted</b>	7/13/2021 3:38:00 PM
<b>Submitted by</b>	
<b>Submitter email</b>	msarango6814@uta.edu.ec
<b>Similarity</b>	8%
<b>Analysis address</b>	ve.chicaiza.uta@analysis.orkund.com

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Módulo: Significado sobre este  
documento  
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**Source:** Verónica Chicaiza (2021) Urkund Results [UTA]

## Annex 2

Figure 5 IELTS practice Sample tests for speaking

**IELTS™**



### Speaking 11-14 Minutes

#### PART 1 – INTRODUCTION AND INTERVIEW:

Let's talk about your home town or village.

- What kind of place is it?
- What's the most interesting part of your town/village?
- What kind of jobs do the people in your town/village do?
- Would you say it's a good place to live? Why?

#### PART 2 – INDIVIDUAL LONG TURN:

**Candidate Task Card**

**Describe a well-known person you like or admire.**

**You should say:**

- Who is this person?
- What has this person done?
- Why is this person well-known?
- Explain why you like or admire this person

You will have to talk about the topic for 1 to 2 minutes.

You have one minute to think about what you're going to say.

You can make some notes to help you if you wish.

#### PART 3 – TWO-WAY DISCUSSION:

We've been talking about a well-known person that you admire and I'd like to discuss with you a few more questions related to this topic. Let's consider famous people in your country.

- What kind of people become famous in your country?
- What's different about people who became famous in the past with the people who become famous these days?
- Do you think it was more difficult to become famous in the past?
- What kind of people may become famous in the future?

**Source:** IELTS USA (n. d.) 825 Colorado Blvd, Ste 221 Los Angeles, CA 90041  
<https://www.ielts.org/-/media/us-files/ielts-usa-practice-speaking-test.ashx?la=en-us>

### Annex 3

**Table 5** Rubric for fluency according to CEFR illustrative descriptor scales: communicative language competences.

	Fluency
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language.
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", they are able to keep going effectively without help.
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.
<b>Pre-A1</b>	Can manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.

**Source:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).

## **Annex 4**

### **Request for permission to be recorded.**

Ambato, 16 November, 2020

Sixth Semester “B” of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros; Promotion October 2020 January 2021.

Facultad de Ciencias Humanas y de la Educación.

Universidad Técnica de Ambato.

Request for permission to be recorded.

Dear students,

My name is Mercy Sarango, and I am a student from the tenth semester of the Carrera de Idiomas from the academic period October 2020 January 2021. I am developing my investigation work with the title “CAKE APPLICATION AND ORAL FLUENCY” as a requirement for the attainment of the academic degree. For that reason, I need to record to all of you when I apply the pre-test and post-test of IETLS examination for speaking in order to present as evidence in my research. Due to it, cordially I request you give me the respective permission to record you by zoom when I test you with the oral examination and present it in the evidence of my thesis work.

Thank all of you for your collaboration.

Sincerely

Mercy Anyer Sarango Sarango

1900856814

[msarango6814@gmail.com](mailto:msarango6814@gmail.com)

**Table 6** Sixth Semester “B” permission to be recorded

NAMES	SIGN
GABRIEL ELOY BRIONES VIÑAN	
PAULINA MARIBEL CHICAIZA CHUNCHA	
RICARDO SEBASTIAN CORDOVILLA MORAN	
JHON ORLANDO CRIOLLO LOPEZ	
LESLIE SABINE GAVILANES GUERRERO	
JESSENIA ESTEFANIA JUNA MANOTOA	<b>Dropped out</b>
ALEXANDRA CECILIA LLERENA CHASI	
ADRIANA NICOLE LOZANO CELLERI	
MAGDALENA MISSHELL MACIAS MORENO	
ERIKA ESTEFANIA MARIÑO PEREZ	
BRYAN ALEXANDER NASIMBA CAISAGUANO	
JOSUE ALEXANDER QUIÑA SUAREZ	



IVAN JOSUE RAMIREZ TAIPE	
JOCELYNE ESTEFANIA RAMOS AGUILAR	
MARLON RODRIGO RECALDE JUMBO	(He did not participated in this study because he had medical permission)
BRYAN STEVEN RIVERA RAMON	
JANNETH MICHELLE RUIZ CALLE	
ERIKA DE LOS ANGELES SORIA TAYO	
ALISON VANESSA TACO ANDRADE	
ERIKA LEONELA TIPANQUIZA MINIGUANO	
MONICA ISABEL TORRES ALVAREZ	
JENNIFER BELEN ZULETA ALVEAR	

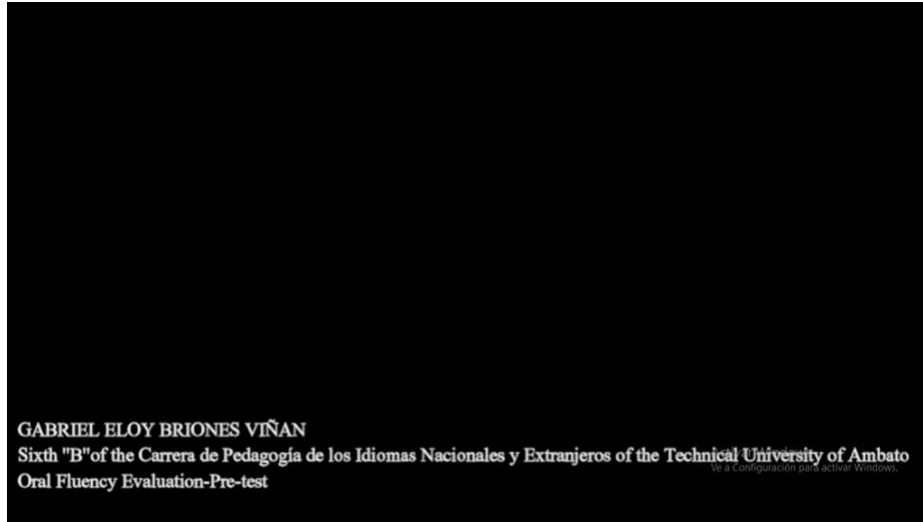
**Source:** Sixth Semester “B” of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros; Promotion October 2020 January 2021.

**Developed by:** Sarango, M (2020)

**Annex 5**

**Oral Fluency Pre-test Evidence**

**Figure 6 ZOOM EVIDENCE OF GEBV ORAL FLUENCY PRE-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 7 GEBV ORAL FLUENCY PRE-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>GABRIEL ELOY BRIONES VIÑAN</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.			

	Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 7** ZOOM EVIDENCE OF PMCC ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 8 PMCC ORAL FLUENCY PRE-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>PAULINA MARIBEL CHICAIZA CHUNCHA</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe

Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 8 ZOOM EVIDENCE OF RSCM ORAL FLUENCY PRE-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 9 RSCM ORAL FLUENCY PRE-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>RICARDO SEBASTIAN CORDOVILLA MORAN</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.			

	Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 9** ZOOM EVIDENCE OF JOCL ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 10 JOCL ORAL FLUENCY PRE-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>JHON ORLANDO CRIOLLO LOPEZ</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 10** ZOOM EVIDENCE OF LSGG ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 11** LSGG ORAL FLUENCY PRE-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>LESLIE SABINE GAVILANES GUERRERO</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			



<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.	X	X	X
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 11** ZOOM EVIDENCE OF ACLC ORAL FLUENCY PRE-TEST



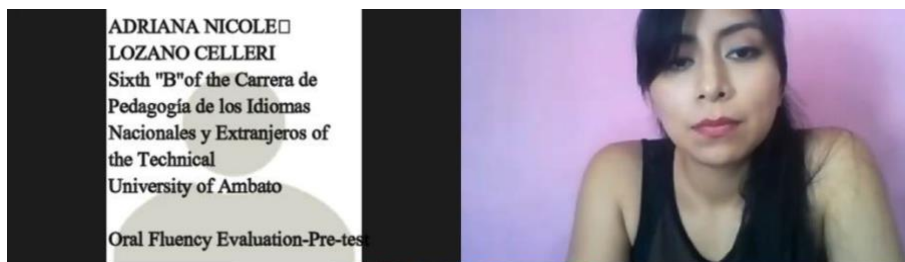
**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 12** ACLC ORAL FLUENCY PRE-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ALEXANDRA CECILIA LLERENA CHASI</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 12 ZOOM EVIDENCE OF ANLC ORAL FLUENCY PRE-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 13 ANLC ORAL FLUENCY PRE-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ADRIANA NICOLE LOZANO CELLERI</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			

	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 13** ZOOM EVIDENCE OF MMMM ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 14** MMMM ORAL FLUENCY PRE-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>MAGDALENA MISSHELL MACIAS MORENO</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			

<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.	X	X	X
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 14 ZOOM EVIDENCE OF EEMP ORAL FLUENCY PRE-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 15 EEMP ORAL FLUENCY PRE-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ERIKA ESTEFANIA MARIÑO PEREZ</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-			

	de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 15** ZOOM EVIDENCE OF BANC ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 16** BANC ORAL FLUENCY PRE-TEST

<b>FLUENCY RUBRIC</b> According to Common European Framework of Reference for Languages:
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Learning, teaching, assessment				
Candidate's name: <b>BRYAN ALEXANDER NASIMBA CAISAGUANO</b>				
Band	Fluency	Score		
		Part 1	Part 2	Part 3
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>



**Figure 16** ZOOM EVIDENCE OF JAQS ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 17** JAQS ORAL FLUENCY PRE-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>JOSUE ALEXANDER QUIÑA SUAREZ</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			

<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 17** ZOOM EVIDENCE OF IJNT ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

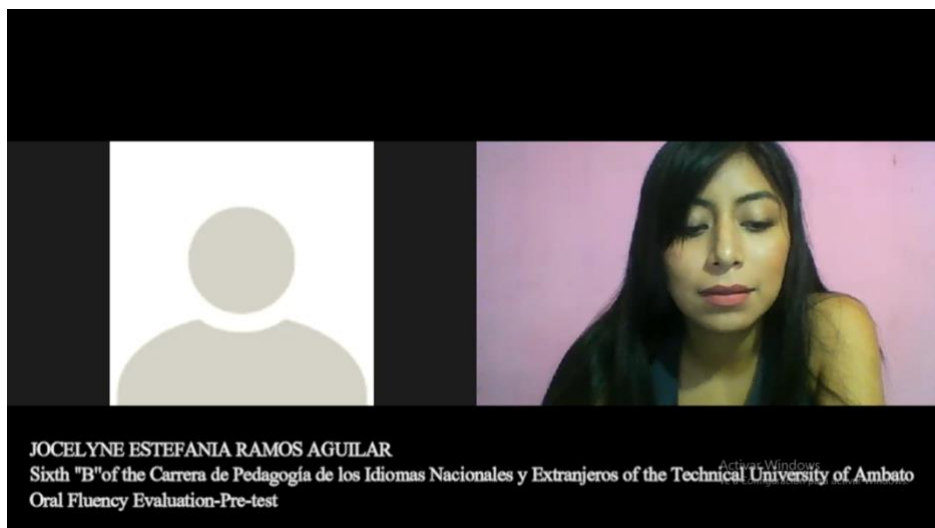
**Table 18** IJRT ORAL FLUENCY PRE-TEST

<b>FLUENCY RUBRIC</b>
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According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>IVAN JOSUE RAMIREZ TAIPE</b>				
Band	Fluency	Score		
		Part 1	Part 2	Part 3
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 18 ZOOM EVIDENCE OF JERA ORAL FLUENCY PRE-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 19** *JERA ORAL FLUENCY PRE-TEST*

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>JOCELYNE ESTEFANIA RAMOS AGUILAR</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			

	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 19** ZOOM EVIDENCE OF BSRR ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

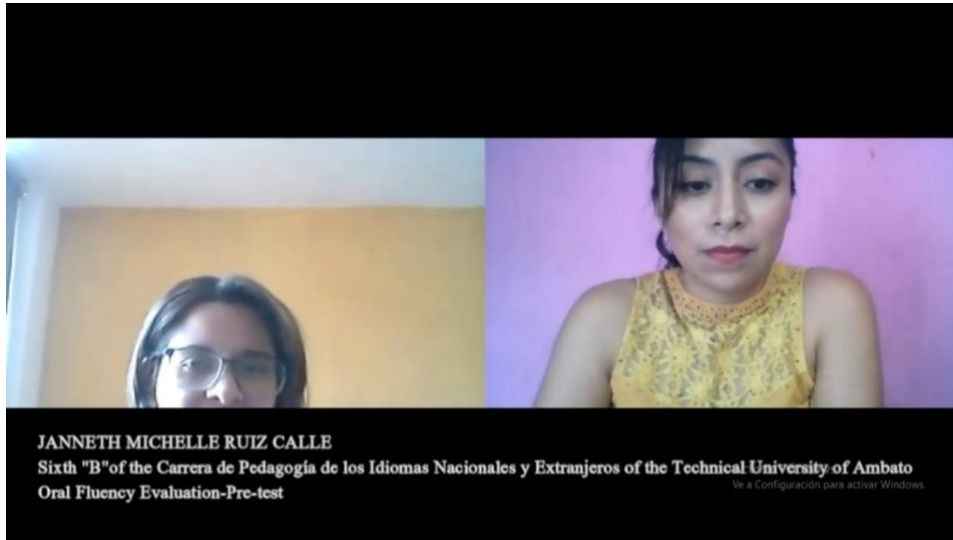
**Table 20** BSRR ORAL FLUENCY PRE-TEST

<b>FLUENCY RUBRIC</b>
According to Common European Framework of Reference for Languages: Learning, teaching, assessment
Candidate's name: <b>BRYAN STEVEN RIVERA RAMON</b>

Band	Fluency	Score		
		Part 1	Part 2	Part 3
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 20 ZOOM EVIDENCE OF JMRC ORAL FLUENCY PRE-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 21** *JMRC CALLE ORAL FLUENCY PRE-TEST*

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>JANNETH MICHELLE RUIZ CALLE</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-			

	de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 21** ZOOM EVIDENCE OF EAST ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9  
[screenshot]

**Table 22** EAST ORAL FLUENCY PRE-TEST



<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ERIKA DE LOS ANGELES SORIA TAYO</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 22 ZOOM EVIDENCE OF AVTA ORAL FLUENCY PRE-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 23 AVTA ORAL FLUENCY PRE-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ALISON VANESSA TACO ANDRADE</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			

<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 23** ZOOM EVIDENCE OF ELTM ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

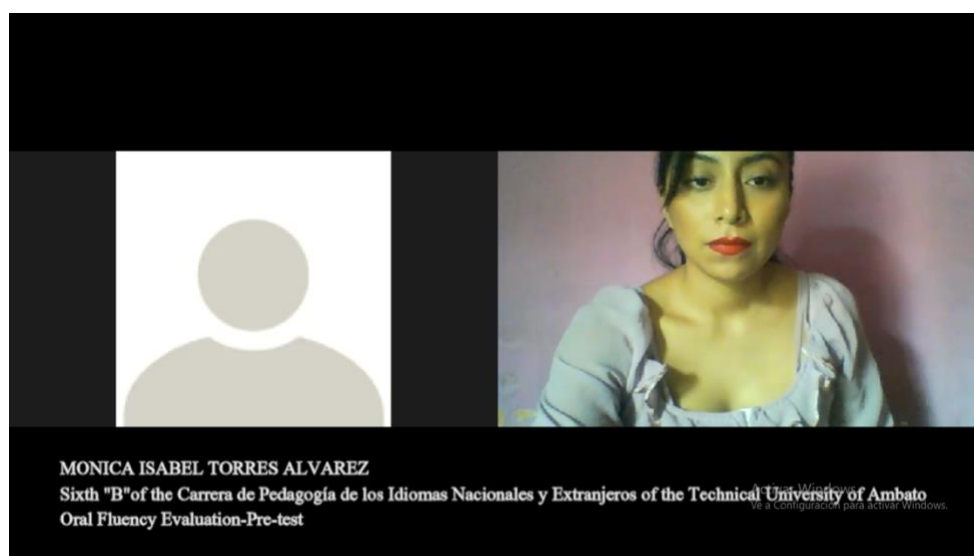
**Table 24** ELTM ORAL FLUENCY PRE-TEST

<b>FLUENCY RUBRIC</b>
-----------------------

According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ERIKA LEONELA TIPANQUIZA MINIGUANO</b>				
Band	Fluency	Score		
		Part 1	Part 2	Part 3
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 24 ZOOM EVIDENCE OF MITA ORAL FLUENCY PRE-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 25 MITA ORAL FLUENCY PRE-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>MONICA ISABEL TORRES ALVAREZ</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			

<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 25** ZOOM EVIDENCE OF JBZA ORAL FLUENCY PRE-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 26** JBZA ORAL FLUENCY PRE-TEST

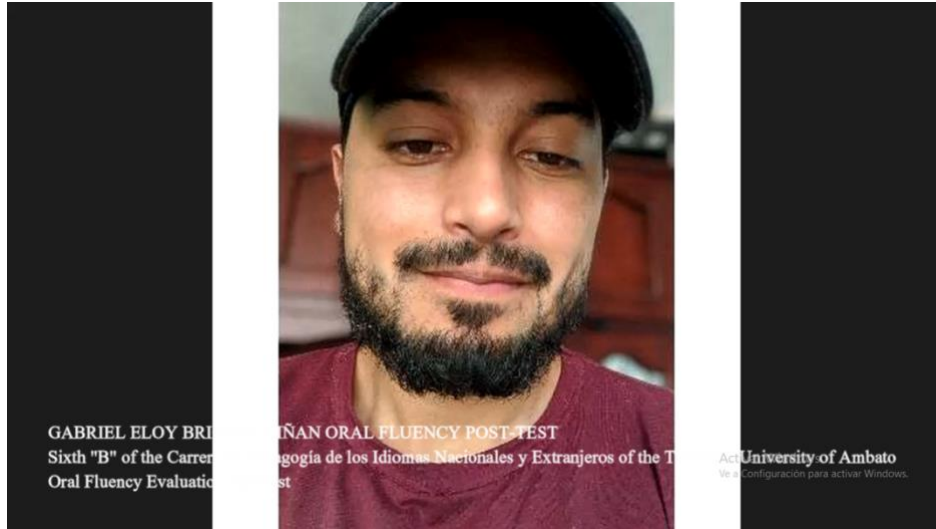
<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>JENNIFER BELEN ZULETA ALVEAR</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Annex 6**

**Oral fluency Post-test Evidence**

**Figure 26 ZOOM EVIDENCE OF GEBV ORAL FLUENCY POST-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 27 GEBV ORAL FLUENCY POST-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>GABRIEL ELOY BRIONES VIÑAN</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.			



	Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 27 ZOOM EVIDENCE OF PMCC ORAL FLUENCY POST-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

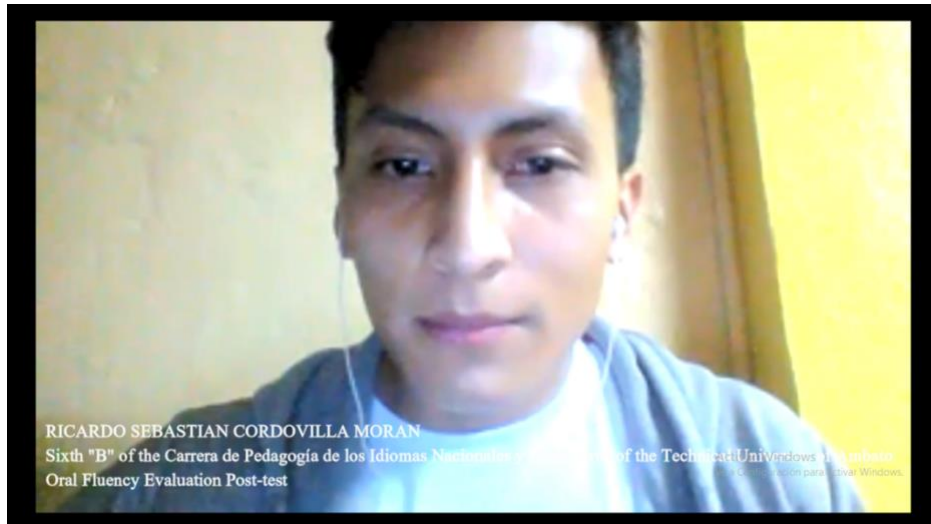
**Table 28 PMCC ORAL FLUENCY POST-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>PAULINA MARIBEL CHICAIZA CHUNCHA</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	X	X	X
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe

Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 28** ZOOM EVIDENCE OF RSCM ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 29** RSCM ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>RICARDO SEBASTIAN CORDOVILLA MORAN</b>				
Band	Fluency	Score		
		Part 1	Part 2	Part 3
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search			

	for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 29 ZOOM EVIDENCE OF JOCL ORAL FLUENCY POST-TEST**



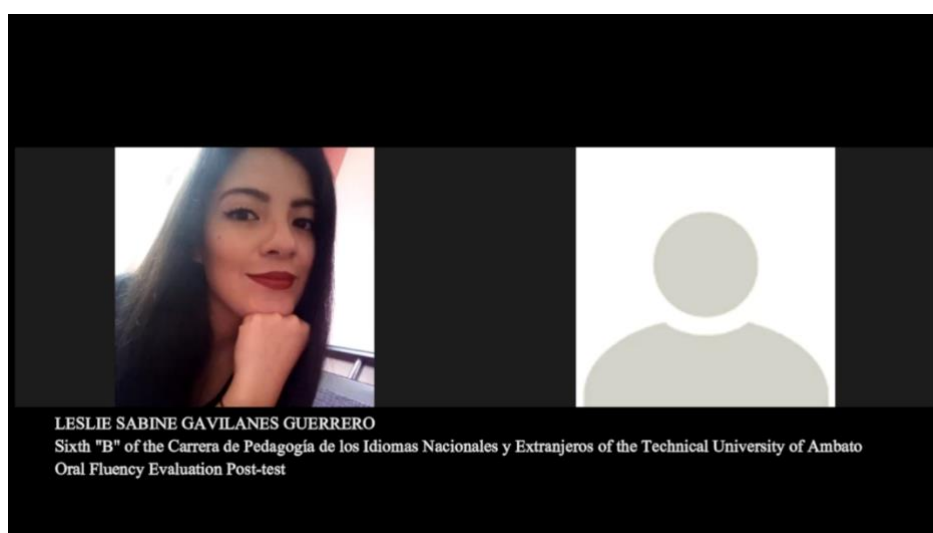
**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9  
[screenshot]

**Table 30** JOCL ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>JHON ORLANDO CRIOLLO LOPEZ</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.	X	X	X
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 30 ZOOM EVIDENCE OF LSGG ORAL FLUENCY POST-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 31 LSGG ORAL FLUENCY POST-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>LESLIE SABINE GAVILANES GUERRERO</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			

<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.	X	X	X
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 31 ZOOM EVIDENCE OF ACLC ORAL FLUENCY POST-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 32** ACLC ORAL FLUENCY POST-TEST

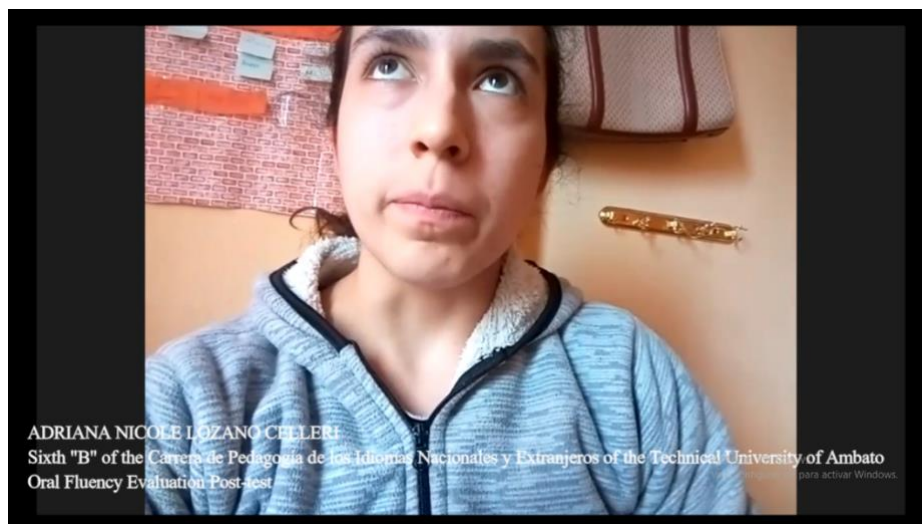
<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ALEXANDRA CECILIA LLERENA CHASI</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-			



	de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 32** ZOOM EVIDENCE OF ANLC ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

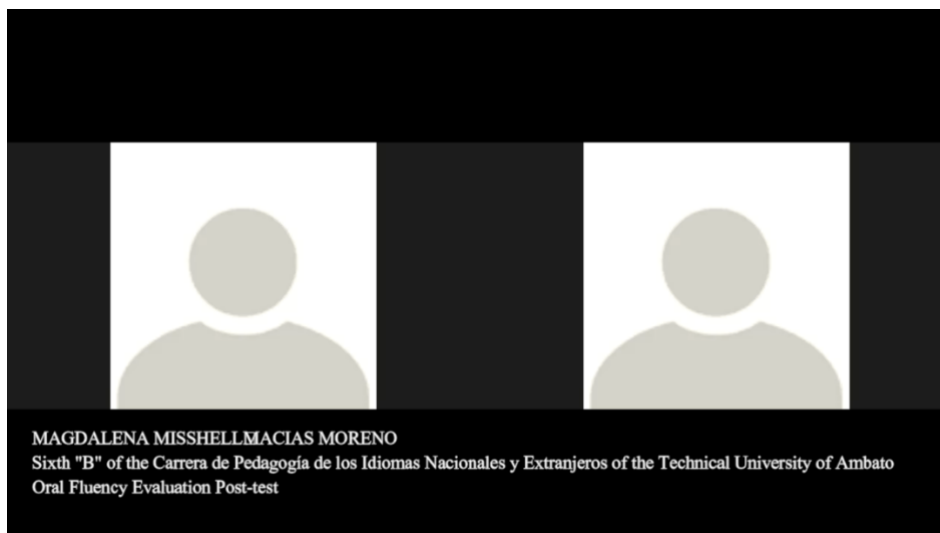
**Table 33** ANLC ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>
According to Common European Framework of Reference for Languages: Learning, teaching, assessment
Candidate's name: <b>ADRIANA NICOLE LOZANO CELLERI</b>

Band	Fluency	Score		
		Part 1	Part 2	Part 3
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 33 ZOOM EVIDENCE OF MMMM ORAL FLUENCY POST-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

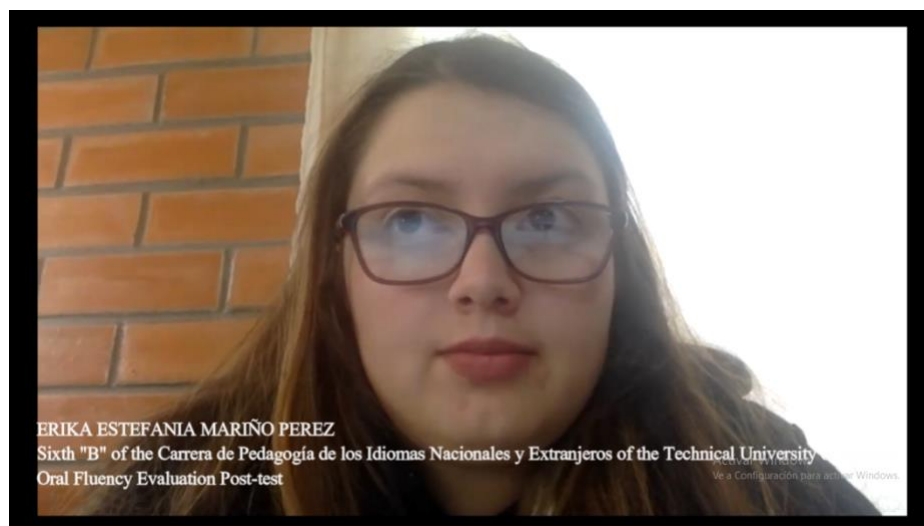
**Table 34** *MMMM ORAL FLUENCY POST-TEST*

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>MAGDALENA MISSHELL MACIAS MORENO</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-	X	X	X

	de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 34** ZOOM EVIDENCE OF EEMP ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

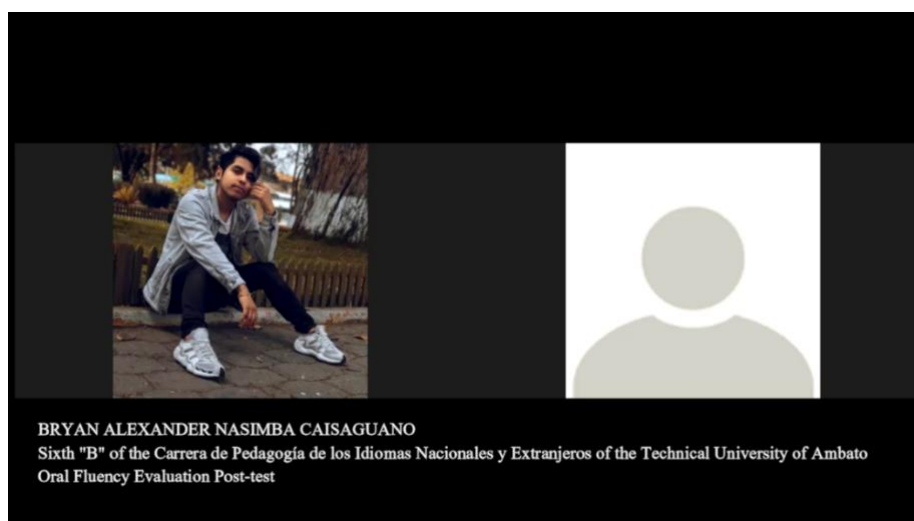
**Table 35** EEMP ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>
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According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ERIKA ESTEFANIA MARIÑO PEREZ</b>				
Band	Fluency	Score		
		Part 1	Part 2	Part 3
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 35** ZOOM EVIDENCE OF BANC ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

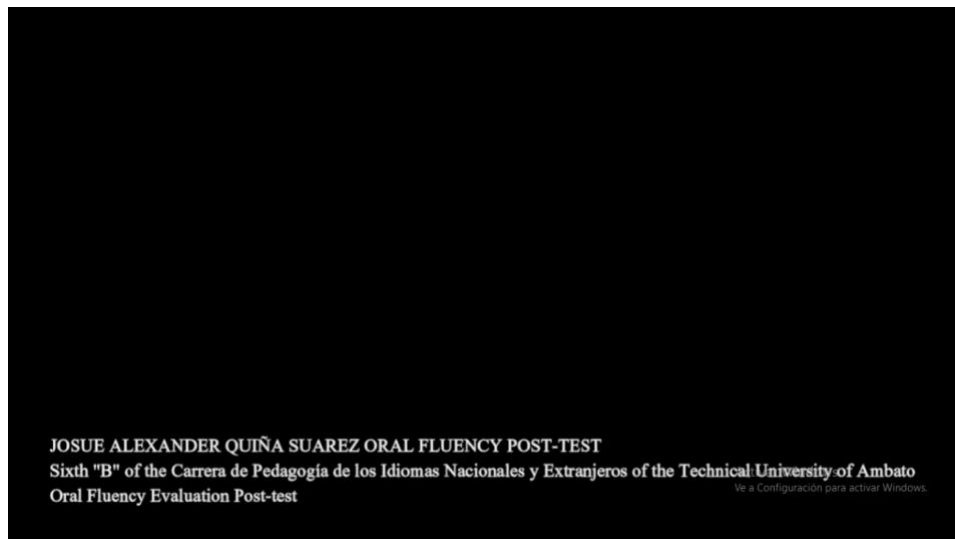
**Table 36** BANC ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>BRYAN ALEXANDER NASIMBA CAISAGUANO</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			

<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.	X	X	X
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 36** ZOOM EVIDENCE OF JAQS ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

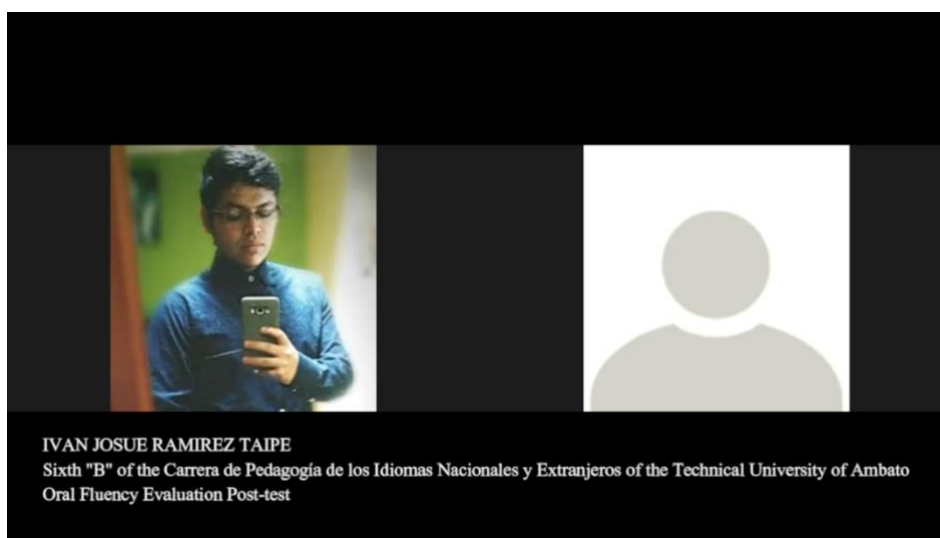
**Table 37** JAQS ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>JOSUE ALEXANDER QUIÑA SUAREZ</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.	X	X	X
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>



**Figure 37** ZOOM EVIDENCE OF IJRT ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 38** IJRT ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>IVAN JOSUE RAMIREZ TAIPE</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.			
	Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the			

	target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.	X	X	X
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 38 ZOOM EVIDENCE OF JERA ORAL FLUENCY POST-TEST**



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 39 JERA ORAL FLUENCY POST-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>JOCELYNE ESTEFANIA RAMOS AGUILAR</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 39** ZOOM EVIDENCE OF BSRR ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

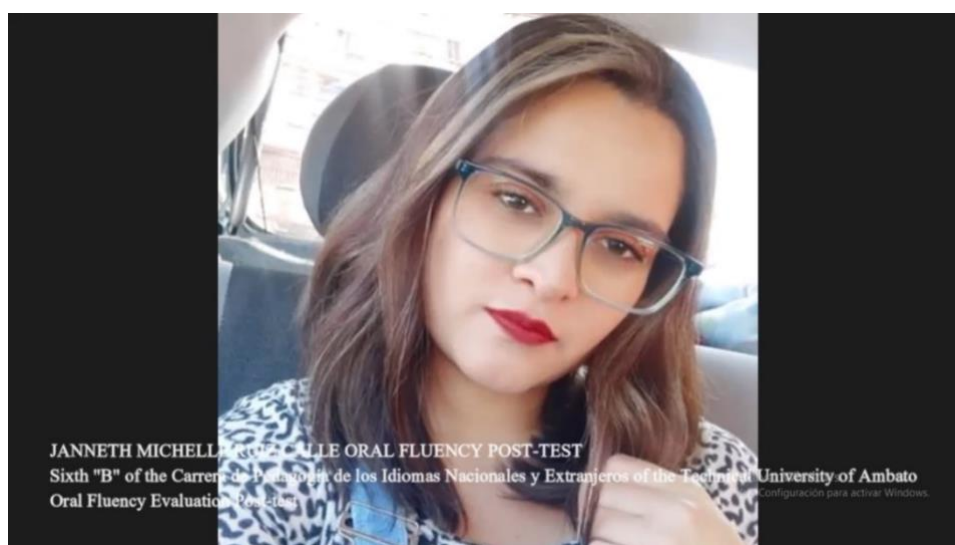
**Table 40** BSRR ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>BRYAN STEVEN RIVERA RAMON</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.			

	Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.	X	X	X
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume, Council of Europe Publishing, Strasbourg, available at <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 40** ZOOM EVIDENCE OF JMRC ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

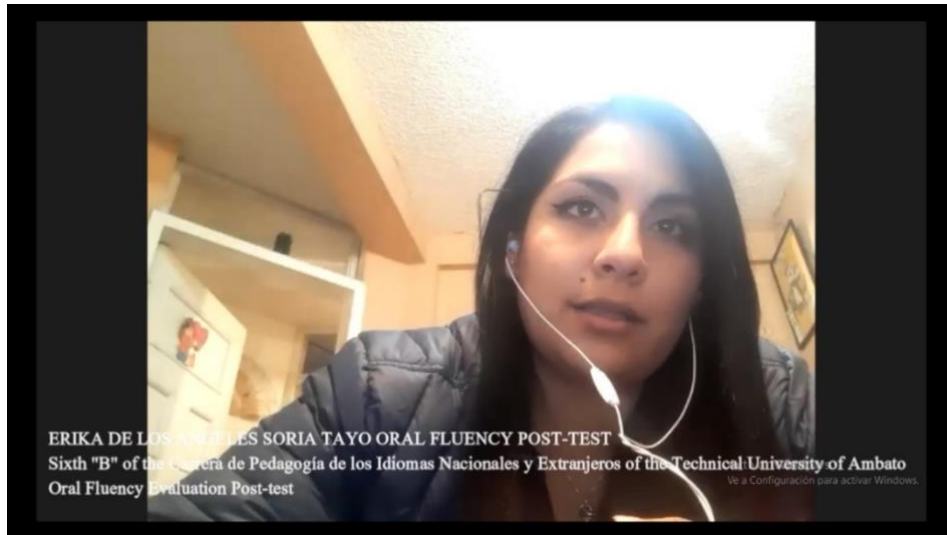
**Table 41 JMRC ORAL FLUENCY POST-TEST**

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>JANNETH MICHELLE RUIZ CALLE</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.	X	X	X
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe

Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 41** ZOOM EVIDENCE OF EAST ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 42** EAST ORAL FLUENCY POST-TEST

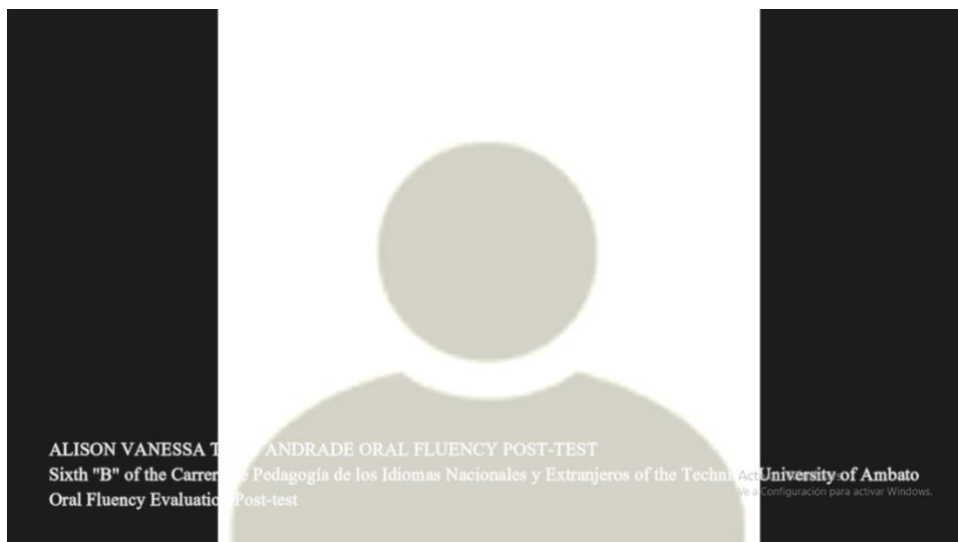
<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ERIKA DE LOS ANGELES SORIA TAYO</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search			

	for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	X	X	X
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 42 ZOOM EVIDENCE OF AVTA ORAL FLUENCY POST-TEST**





**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 43** AVTA ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>ALISON VANESSA TACO ANDRADE</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-	X	X	X

	de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 43** ZOOM EVIDENCE OF ALTM ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

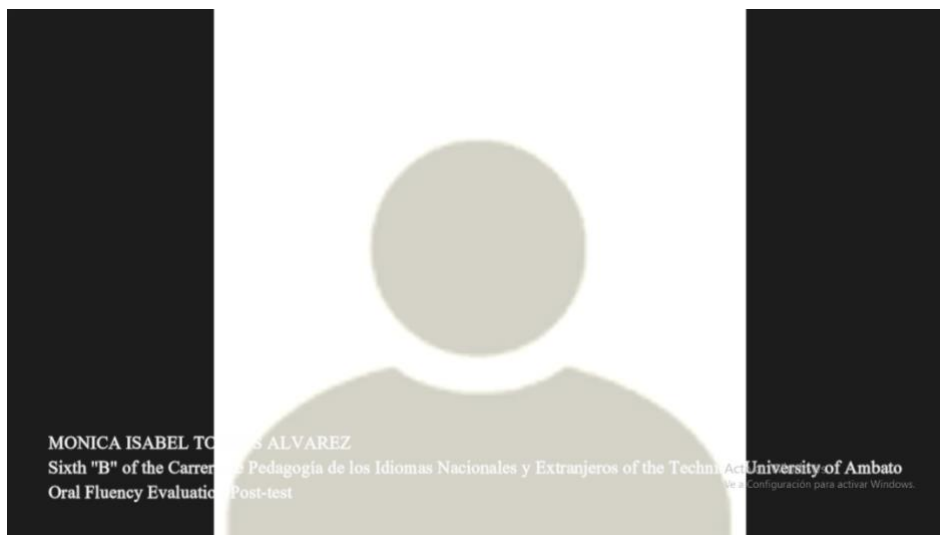
**Table 44** ELTM ORAL FLUENCY POST-TEST

<p><b>FLUENCY RUBRIC</b> According to Common European Framework of Reference for Languages:0</p>
--

Learning, teaching, assessment				
Candidate's name: <b>ERIKA LEONELA TIPANQUIZA MINIGUANO</b>				
Band	Fluency	Score		
		Part 1	Part 2	Part 3
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.	X	X	X

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 44** ZOOM EVIDENCE OF MITA ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

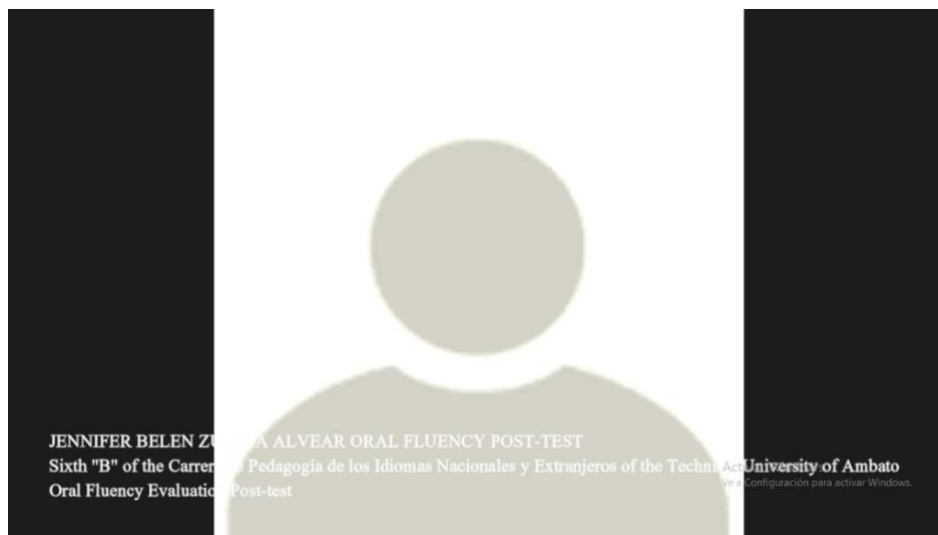
**Table 45** MITA ORAL FLUENCY POST-TEST

<b>FLUENCY RUBRIC</b>				
According to Common European Framework of Reference for Languages: Learning, teaching, assessment				
Candidate's name: <b>MONICA ISABEL TORRES ALVAREZ</b>				
<b>Band</b>	<b>Fluency</b>	<b>Score</b>		
		<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-			

	de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

**Figure 45** ZOOM EVIDENCE OF JBZA ORAL FLUENCY POST-TEST



**Author:** Sarango, M (2020) Zoom session recordings edited with Filmora 9 [screenshot]

**Table 46** JBZA ORAL FLUENCY POST-TEST

<p><b>FLUENCY RUBRIC</b> According to Common European Framework of Reference for Languages:</p>
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Learning, teaching, assessment				
Candidate's name: <b>JENNIFER BELEN ZULETA ALVEAR</b>				
Band	Fluency	Score		
		Part 1	Part 2	Part 3
<b>C2</b>	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.	X	X	X
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			

**Adapted from:** Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment-Companion volume*, Council of Europe Publishing, Strasbourg, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

Annex 7

Lesson plan to introduce the project to students



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<b>GENERAL INFORMATION</b>			
<b>Period:</b> 1st Quimester		<b>Date:</b> November 16 <sup>th</sup> , 2020	
<b>Area:</b> Computer Assisted Language Learning		<b>School Year:</b> 2020- 2021	
<b>Teacher:</b> Mercy Sarango			
<b>Level:</b> Sixth Semester		<b>Time:</b> 45 minutes	<b>Number of students:</b> 20 (13 women -7 men)
<b>Recent topic work:</b> Applications 2.0		<b>Recent Language Work:</b> Ss have worked on present perfect to describe applications used for learning English.	
<b>Theme:</b> Describing features of CAKE application			
<ul style="list-style-type: none"> <li><b>Aim:</b> Students will learn how to use cake application for educational purposes.</li> </ul>			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>Ss will know what educational applications are.</li> <li>Ss will learn how to access to cake application and use it.</li> </ul>			
<b>Assessment:</b> Use the application and record it to send to the teacher.		<b>Materials:</b> Cellphones, tablets, computers, internet connection, webcam	
<b>Anticipated problems:</b> lack of energy or internet, low brand internet connection			
<b>Solution:</b> to use the app after class to do the activity when the problem is solved			
<b>Timing</b>	<b>Teacher's activity</b>	<b>Student's activity</b>	<b>Success Indicators</b>

5 min	<ul style="list-style-type: none"> <li>➤ Warm up (Educational apps explanation and some of the best included CAKE app) teacher during the explanation could ask different questions to check if students know something about these types of apps</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss pay attention to the explanation and answering questions from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students participate actively and don't get distracted during the explanation</li> </ul>
10 min	<ul style="list-style-type: none"> <li>➤ Teacher explains how to create and account and to access to CAKE app. The explanation will give time to students to make questions specially because of the different operative systems of their gadgets (IOs, Android, Mac, Windows)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss use their gadgets to follow teacher's instruction to set up and access to CAKE app and ask the teacher any doubt that they have.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can install and use CAKE app correctly</li> </ul>
5 min	<ul style="list-style-type: none"> <li>➤ Teacher explains the first activity that students will do in the app and how to record it or screenshot to be sent to the teacher later.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss complete the first activity in the app and record it to be sent to the teacher later</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss send the activity to the teacher on time and correctly.</li> </ul>
5 min	<ul style="list-style-type: none"> <li>➤ Teacher gives some information about the experimentation of the thesis research which consist of taking a pre-test and post-test for oral fluency evaluation. Teacher gives time students to make questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss ask questions</li> </ul>	
5 min	<ul style="list-style-type: none"> <li>➤ Teacher asks students to read and sign a document which they give permission to record them when they are taking the pre-test and post-test.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss read and sign the document for permission to be recorded during the pre-test and post-test for oral fluency evaluation in zoom section.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Document signed</li> </ul>
15 min	<ul style="list-style-type: none"> <li>➤ Teacher shares the pre-test schedule to be applied and invite them to connect to the zoom section.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss should connect to the zoom section individually according to the pre-test schedule.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss take the pre-test orally.</li> </ul>
<b>Bibliography:</b>			



**Additional possibilities:** Ss use the app in any time that they prefer not just in class

**Homework/ Further Assignments:** To complete two more activities from the app record them and send to the teacher

**Annex 8**

**Schedule for the pre-test**

<b>NAMES</b>	<b>SCHEDULE</b>
<b>Date: November 16, 2020</b>	
GABRIEL ELOY BRIONES VIÑAN	9:30 am
PAULINA MARIBEL CHICAIZA CHUNCHA	9:45am
RICARDO SEBASTIAN CORDOVILLA MORAN	10:00 am
JHON ORLANDO CRIOLLO LOPEZ	10:15 am
LESLIE SABINE GAVILANES GUERRERO	10:30 am
JESSENIA ESTEFANIA JUNA MANOTOA	10:45 am
<b>Date: November 17, 2020</b>	
ALEXANDRA CECILIA LLERENA CHASI	07: 00 am
ADRIANA NICOLE LOZANO CELLERI	07:15 am
MAGDALENA MISSHELL MACIAS MORENO	07:30am
ERIKA ESTEFANIA MARIÑO PEREZ	07:45 am
<b>Date: November 23, 2020</b>	
BRYAN ALEXANDER NASIMBA CAISAGUANO	09:00 am
JOSUE ALEXANDER QUIÑA SUAREZ	09:15 am
IVAN JOSUE RAMIREZ TAIBE	09:30 am
JOCELYNE ESTEFANIA RAMOS AGUILAR	09:45 am
MARLON RODRIGO RECALDE JUMBO	10:00 am
BRYAN STEVEN RIVERA RAMON	10:15 am
JANNETH MICHELLE RUIZ CALLE	10:30 am
ERIKA DE LOS ANGELES SORIA TAYO	10:45 am
<b>Date: November 24, 2020</b> <b>(They took a quiz with teacher Marbella Escalante)</b>	
<b>Date: November 30, 2020</b>	
ALISON VANESSA TACO ANDRADE	09:00 am
ERIKA LEONELA TIPANQUIZA MINIGUANO	09:15am
MONICA ISABEL TORRES ALVAREZ	09:30 am
JENNIFER BELEN ZULETA ALVEAR	09:45 am

Annex 9

Lesson plans for the three weeks experimentation



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<b>GENERAL INFORMATION</b>			
<b>Period:</b> 1st Quimester		<b>Date:</b> November 30 <sup>th</sup> , 2020	
<b>Area:</b> Computer Assisted Language Learning		<b>School Year:</b> 2020- 2021	
<b>Teacher:</b> Mercy Sarango			
<b>Level:</b> Sixth Semester		<b>Time:</b> 45 minutes	<b>Number of students:</b> 20 (13 women -7 men)
<b>Recent topic work:</b> Applications 2.0		<b>Recent Language Work:</b> Ss have worked on present perfect to describe applications used for learning English.	
<b>Theme:</b> Improving oral fluency with the use of CAKE application			
<ul style="list-style-type: none"> <li><b>Aim:</b> Students will learn how to use cake application for educational purposes.</li> </ul>			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>Ss will learn how to access to cake application and use it.</li> </ul>			
<b>Assessment:</b> Use the application and record it to send to the teacher.		<b>Materials:</b> Cellphones, tablets, computers, internet connection, webcam	
<b>Anticipated problems:</b> lack of energy or internet, low brand internet connection			
<b>Solution:</b> to use the app after class to do the activity when the problem is solved			
<b>Timing</b>	<b>Teacher's activity</b>	<b>Student's activity</b>	<b>Success Indicators</b>
5 min	➤ Warm up (Teacher asks Ss to practice in one activity from Cake app) teacher during the	➤ Ss practice or install the app	➤ Students can install and use CAKE app correctly

5 min	<p>practice could ask if all students have installed the app. If they have not installed, they could do it.</p> <ul style="list-style-type: none"> <li>➤ Teacher asks randomly the new expressions, vocabulary, or correct pronunciation that they learn through the use of this app.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss answer questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss answer correctly.</li> </ul>
5 min	<ul style="list-style-type: none"> <li>➤ Teacher explains that the three weeks experimentation with this app start and tells how they should practice daily as asynchronous task.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss ask questions if they have any doubt</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss ask some questions.</li> </ul>
30	<p><b>Asynchronous time</b> Ss have to cover 30 minutes of class during the week asynchronously that they can practice on this time. They will record their practice time or screenshot to be sent to the teacher later.</p>	<ul style="list-style-type: none"> <li>➤ Ss complete the first activity in the app and record it to be sent to the teacher later</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss complete the practice and send the activity completed to the teacher on time and correctly.</li> </ul>

**Bibliography:**

**Additional possibilities:** Ss use the app in any time that they prefer not just in class

**Homework/ Further Assignments:** To complete two more activities from the app record them and send to the teacher



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**GENERAL INFORMATION**

**Period:** 1st Quimester

**Area:** Computer Assisted Language Learning

**Teacher:** Mercy Sarango

**Date:** December 07<sup>th</sup>, 2020

**School Year:** 2020- 2021

**Level:** Sixth Semester

**Time:** 45 minutes

**Number of students:** 20 (13 women -7 men)

<b>Recent topic work:</b> Cake application's use		<b>Recent Language Work:</b> Ss have worked on present perfect to describe applications used for learning English.	
<b>Theme:</b> Idioms on cake application			
<ul style="list-style-type: none"> <li>• <b>Aim:</b> Students will learn to use some idioms through the app</li> </ul>			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Ss will practice some idioms in the app.</li> <li>• Ss will use some idioms in different contexts.</li> </ul>			
<b>Assessment:</b> Use the application and record (screenshot) it to send to the teacher.		<b>Materials:</b> Cellphones, tablets, computers, internet connection, webcam	
<b>Anticipated problems:</b> lack of energy or internet, low brand internet connection			
<b>Solution:</b> to use the app after class to do the activity when the problem is solved			
<b>Timing</b>	<b>Teacher's activity</b>	<b>Student's activity</b>	<b>Success Indicators</b>
5 min	➤ Warm up: teacher will show the results of the first use of the app to students to let them know their starting point. Teacher asks ss about their first experience using the app.	➤ Ss pay attention to the teacher and answering questions from the teacher.	➤ Students participate actively and answer teacher's questions.
5 min	➤ Teacher explains about the different topics that students can choose in the app and focused on idioms to work on the class. Teacher shows ss an activity based on idioms as a free guided-practice	➤ Ss use their gadgets to follow teacher's guided-practice to complete the second activity based on idioms	➤ Students complete the guided-practice following the teacher
35 min	<p><b>Asynchronous time</b></p> ➤ Teacher tells ss that they have to cover 35 minutes of class during the week asynchronously that they can practice on this time whatever they want (divided in parts or just one time) the practice will be focused on activities using idioms	➤ Ss should practice with the app in asynchronous time focusing on topics related to idioms	➤ Ss complete the practice and send the activity completed to the teacher on time and correctly.
<b>Bibliography:</b>			

**Additional possibilities:** Ss use the app in any time that they prefer not just in class

**Homework/ Further Assignments:** To complete two more activities from the app record them and send to the teacher



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<b>GENERAL INFORMATION</b>			
<b>Period:</b> 1st Quimester		<b>Date:</b> December 14 <sup>th</sup> 2020	
<b>Area:</b> Computer Assisted Language Learning		<b>School Year:</b> 2020- 2021	
<b>Teacher:</b> Mercy Sarango			
<b>Level:</b> Sixth Semester		<b>Time:</b> 40 minutes	<b>Number of students:</b> 20 (13 women -7 men)
<b>Recent topic work:</b> Cake application's use with idioms		<b>Recent Language Work:</b> Ss have worked on present perfect to describe applications used for learning English.	
<b>Theme:</b> Collocations			
<ul style="list-style-type: none"> <li><b>Aim:</b> Students will learn to use some collocations through the app</li> </ul>			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>Ss will practice some collocations in the app.</li> <li>Ss will use some collocations.</li> </ul>			
<b>Assessment:</b> Use the application and record (screenshot) it to send to the teacher.		<b>Materials:</b> Cellphones, tablets, computers, internet connection, webcam	
<b>Anticipated problems:</b> lack of energy or internet, low brand internet connection			
<b>Solution:</b> to use the app after class to do the activity when the problem is solved			
<b>Timing</b>	<b>Teacher's activity</b>	<b>Student's activity</b>	<b>Success Indicators</b>
10 min	➤ Warm up: teacher will share with ss the results of the second use of the app to students to let them know their progress. Teacher asks ss about how	➤ Ss pay attention to the teacher and answering questions from the teacher.	

<p>5 min</p> <p>30 min</p>	<p>they feel about using the app after the second experience using the app.</p> <ul style="list-style-type: none"> <li>➤ Teacher explains about the different topics that students can choose in the app and focused on collocations to work on the class. Teacher shows ss an activity based on collocation as a free guided-practice</li> </ul> <p><b>Asynchronous time</b></p> <ul style="list-style-type: none"> <li>➤ Teacher tells ss that they have to cover 30 minutes of class during the week asynchronously that they can practice on this time whatever they want (divided in parts or just one time) the practice will be focused on activities using collocations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss use their gadgets to follow teacher's guided-practice to complete the third activity based on collocations</li> <li>➤ Ss should practice with the app in asynchronous time focusing on topics related to collocations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students participate actively and answer teacher's questions.</li> <li>➤ Students complete the guided-practice following the teacher</li> <li>➤ Ss complete the practice and send the activity completed to the teacher on time and correctly.</li> </ul>
<p><b>Bibliography:</b></p>			
<p><b>Additional possibilities:</b> Ss use the app in any time that they prefer not just in class</p>			
<p><b>Homework/ Further Assignments:</b> To complete two more activities from the app record them and send to the teacher</p>			



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<p><b>GENERAL INFORMATION</b></p> <p><b>Period:</b> 1st Quimester</p> <p><b>Area:</b> Computer Assisted Language Learning</p> <p><b>Teacher:</b> Mercy Sarango</p>			<p><b>Date:</b> December 21<sup>th</sup>, 2020</p> <p><b>School Year:</b> 2020- 2021</p>	
<p><b>Level:</b> Sixth Semester</p>	<p><b>Time:</b> 45 minutes</p>	<p><b>Number of students:</b> 20 (13 women -7 men)</p>		

<b>Recent topic work:</b> Cake application		<b>Recent Language Work:</b> Ss have worked on present perfect to describe applications used for learning English.	
<b>Theme:</b> Evaluation			
<ul style="list-style-type: none"> <li><b>Aim:</b> Students will show how well they improve their speaking due the use of cake app</li> </ul>			
<b>Assessment:</b> Oral Evaluation		<b>Materials:</b> Cellphones, tablets, computers, internet connection, webcam	
<b>Anticipated problems:</b> lack of energy or internet, low brand internet connection			
<b>Solution:</b> to use the app after class to do the activity when the problem is solved			
<b>Timing</b>	<b>Teacher's activity</b>	<b>Student's activity</b>	<b>Success Indicators</b>
10 min	<ul style="list-style-type: none"> <li>➤ Warm up: teacher will share with ss the results of the third week use of the app to students to let them know their progress. Teacher asks ss about how they feel about using the app after the third experience using the app.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss answer questions correctly</li> </ul>	
5 min	<ul style="list-style-type: none"> <li>➤ Teacher share to the students the post-test schedule.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss check the schedule</li> </ul>	
35 min	<ul style="list-style-type: none"> <li>➤ Teacher will evaluate students orally to check how well they have improved their speaking skill.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss will be evaluated orally by the teacher connecting to the zoom session according to the schedule for the post-test.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students connect to the zoom section and complete the oral fluency evaluation.</li> </ul>
<b>Bibliography:</b>			
<b>Additional possibilities:</b> Ss evaluation will be through zoom.			
<b>Homework/ Further Assignments:</b> No homework			



**Annex 10**

**Schedule for the post-test**

<b>NAMES</b>	<b>SCHEDULE</b>
<b>Date: December 21, 2020</b>	
GABRIEL ELOY BRIONES VIÑAN	9:20 am
PAULINA MARIBEL CHICAIZA CHUNCHA	9:35am
RICARDO SEBASTIAN CORDOVILLA MORAN	9:50 am
JHON ORLANDO CRIOLLO LOPEZ	10:05 am
LESLIE SABINE GAVILANES GUERRERO	10:20 am
<b>JESSENIA ESTEFANIA JUNA MANOTOA</b> dropped out	
ALEXANDRA CECILIA LLERENA CHASI	10:35 am
ADRIANA NICOLE LOZANO CELLERI	10: 50 am
<b>Date: December 22, 2020</b>	
MAGDALENA MISSHELL MACIAS MORENO	07: 00 am
ERIKA ESTEFANIA MARIÑO PEREZ	07:15 am
BRYAN ALEXANDER NASIMBA CAISAGUANO	07:30am
JOSUE ALEXANDER QUIÑA SUAREZ	07:45 am
<b>Date: January 04, 2021</b>	
IVAN JOSUE RAMIREZ TAIBE	09:00 am
JOCELYNE ESTEFANIA RAMOS AGUILAR	09:15 am
MARLON RODRIGO RECALDE JUMBO	09:30 am
BRYAN STEVEN RIVERA RAMON	09:45 am
JANNETH MICHELLE RUIZ CALLE	10:00 am
ERIKA DE LOS ANGELES SORIA TAYO	10:15 am
ERIKA LEONELA TIPANQUIZA MINIGUANO	10:30 am
MONICA ISABEL TORRES ALVAREZ	10:45 am
<b>Date: January 05, 2021</b>	
JENNIFER BELEN ZULETA ALVEAR	09:00 am