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CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

PROYECTO DE INVESTIGACIÓN

Theme: DRILLS AND ORAL ACCURACY

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DEDICATION

TO:

This research is firstly dedicated to God who has guided me in every single step I have given forward in my life and for guiding me on the right way.

Second, to my parents Vicente and Mercedes who, with love, patience, and effort, have always supported me in each moment. Moreover, who daily have shown me that everything is possible whether I act with faith, humility, patience, and wisdom.

Next, to my brothers Daniel, Ivan, and Mateo who, with their love and unconditional support, have taught me several things and most importantly have never left me alone.

I also dedicate it to my grandmother Audelia who has been like a mother to me, given me her unconditional love, the right words to correct myself all the time and fulfilled me of strength day by day.

To all of you with the most sincere and deep love.

Andrea F.

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TO:

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Andrea F.

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ABSTRACT

Drills and Oral Accuracy

The purpose of this investigation is to determine the use of Drills to improve Oral accuracy in fifth-year students 'academic achievement at Unidad Educativa "17 de Abril" from Quero. This research was applied using a pre-experimental design and a population of 22 students. This study had a duration of three weeks of intervention in presential classes. During the intervention, a pre-test and post-test taken from Cambridge Assessment English level A1 Movers was applied to measure the oral skills presented by the students. Once the data was collected, it was tabulated and represented in tables and graphics to be analyzed later. The researcher applied the A1 Movers standardized test from Cambridge. Therefore, the statistical data collected through the test was analyzed using the SPSS software and the Wilcoxon test result was applied to determine the hypothesis verifications with the scores of the students from the pre-test and post-test. The results obtained from the pre-test, post-test and Wilcoxon test result demonstrated that the use of Drills had a positive result on the Oral Accuracy because participants were able to achieve better scores in the post test. The average score was of 8.1364 out of 16 points in the post-test. In conclusion, the application of Drills improved the oral accuracy of the students because the repetition drills help students to increase their confidence and memorize words, and structures in order to talk with good accuracy.

Keywords: Academic achievement, drills, search, oral accuracy, fluency.

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RESUMEN

Drills y Precisión Oral

El propósito de esta investigación es determinar el uso de Drills para mejorar la precisión Oral en el aprovechamiento académico de los estudiantes de quinto año de la Unidad Educativa 17 de Abril de Quero. Esta investigación se aplicó utilizando un diseño preexperimental y una población de 22 estudiantes. Este estudio tuvo una duración de tres semanas de intervención en clases presenciales. Durante la intervención se aplicó un pre-test y un post-test tomados del Cambridge Assessment English level A1 Movers para medir las habilidades orales presentadas por los estudiantes. Una vez recolectados los datos, se tabularon y representaron en tablas y gráficos para ser analizados posteriormente. Por lo tanto, los datos estadísticos recolectados a través de la prueba se analizaron con el software SPSS y se aplicó la prueba Wilcoxon para determinar las verificaciones de hipótesis con los puntajes de los estudiantes de la prueba previa y posterior. Los resultados obtenidos en el pre-test, post-test y Wilcoxon demostraron que el uso de Drills tuvo un resultado positivo en la Precisión Oral porque los participantes lograron mejores sus puntajes en el post-test. La puntuación media fue de 8,1364 sobre 16 puntos en el post-test. En conclusión, la aplicación de Drills mejoró la precisión oral de los estudiantes porque los ejercicios de repetición ayudan a los estudiantes a aumentar su confianza y memorizar palabras y estructuras para hablar con buena precisión.

Palabras clave: rendimiento académico, ejercicios de repetición, búsqueda, precisión oral, fluidez.

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CHAPTER I. THEORETICAL FRAMEWORK

1.1. Investigative Background

Language represents the most important part in every single person around the world because it helps to communicate, interact, and negotiate. English language is needed as a glass of water due to its big impact on personal life, business, and education. The increase of this language as an official, as second one and foreign language around the world, make people desire to learn it understandable and fluid. (Yule, 2020, p.12)

Since the first cavemen on earth, a diversity of mechanisms has appeared according to the need of evolution and education. Whether evolution has been demonstrated through many scientific experiments and researches, education has taken part of this evolutionary style to transform ancient learning strategies into suitable ones. Nowadays, those old strategies evolved to generate better learners' expectations during the teaching-learning process of a new or second language. Consequently, drills are presented to combat the new era of education by embracing problems and corrections to create the friendliest route to extensive – accurate communication. (Slabakova, 2021, p. 229)

It is clearly known the perfectionism is an important part but not the most important in communication. At any language, oral accuracy appears to improve learners' speaking, yet it is confused and impossible when educators try to teach it due to mandatory grammar rules or incomprehensible structures. Many authors affirm drill activities are the best options when challenging learners to speak in or out of a classroom. It definitely supports students' knowledge. (Chowdhary, 2020, p. 641)

In the research paper titled "Improvement of students' ability in using tenses through text and drills method of students english education department of lancang kuning univeristy pekanbaru", written by Riyani & Muzdalifah (2016) developed in Lancang Kuning University, aimed to describe the influence of Text and Drill Method in improving the students' ability in learning tenses. Based on preliminary observation in previous semester, the students' English department was weak in applying tenses in sentence. Therefore, this research was trying to find the whether the method text and drill can improve their ability in learning tenses or not as well as to find out the factors that influence its improvement. The type of this research was using Classroom Action Research method. The technique of collecting data was test, observation, interview, and field note. The result of this research is there was significant improving of the students 'ability in learning tenses by using text and drill method. Besides, the factors that influence their improving is the learning strategy

that the lecture gave during the process of learning, the material that was used, and the media that support in teaching learning the tense. A method used by the university to help students improve on the subject of verb tenses was the use of the text and the exercise method, through the application of different research techniques at the end of which results in the method used. It is favorable for teaching verb tenses.

At the English and Foreign Languages University, Lucknow, India, there is a research that is related with this subject to be investigated that work is titled “Testing the Effectiveness of Pattern Drills in the Teaching of Sentence Structures in English” by Mohan (2019). The author study effectiveness of using structure drills in the teaching of sentence structures in English. The population of this study is a group of 23 students of undergraduate classes was given 20 hours of grammar training in twenty sessions of structure drills with music treatment before and after each round of drill. The experimental research design has been used for testing the effectiveness of structure drills in the teaching of sentence structures in English. The scores of the entry level test and the exit level test were compared to assess the effectiveness of structure drills with respect to different tests items in English grammar. A significant progress was observed in the exit level test. Consequently, the use of structure drills with music treatment has been found quite effective in the teaching of English grammar.

In the research paper titled “Necessity of Drills and Language Games in ESL Classrooms” by (Dave & Teacher, 2018). The objectives of this paper are: To provide and discuss the psychological views of language learning, to discuss the problems of ESL learners, and to discuss the importance of drilling and language games in ESL classrooms, for a non-native speakers. This work was developed in India. To solve these problems of the learners, various approaches, methods, techniques, materials are available. Drills and Language Games help overcome these issues of the students. Here, different types of drills and language games have been discussed which can be utilized in the classroom teaching. With the help of these drills and language games, the atmosphere of the classroom can be made live. The students can be made to pay attention in classroom activities. These drills and language games are based on the psychological principles as well. With the help of these drills and language games, learning can be made a pleasurable and rewarding experience. What the author reveals to us in this research is that the use of drills improves the classroom environment by making students participate and focus on learning the language. These drills and language games are based on the psychological principles as

well. With the help of these drills and language games, learning can be made a pleasurable and rewarding experience.

Shokirovna (2019) in her article titled “DRILLS AND DIALOGUES IN ENGLISH LESSONS” . The article is about drills and dialogues and the usage of them in the non-philological groups. Drills and dialogues are among the most traditional materials used by language teachers. The content of drills and dialogues and how much we use them has changed considerably over the years. This is because teachers and materials developers have been paying more and more attention to ways of providing students with meaningful materials and content that allow them to engage in “real” communication. In this article the author defines the use of dialogues and drills as teaching instruments. In addition, the author exposes different examples of types of drills which have been helping teachers long ago to improve various skills of a language one of this is oral accuracy.

Necessarily, the research is focused on two dimensions, oral communication and differentiated activities. The first one constitutes the most indispensable instrument in both, work and leisure world said Bartoli (2005) in his research “*La pronunciación en clase de las lenguas extranjeras*”. The paper basically expresses the need of a child, teenager or adult to communicate orally more than communicate by writings. Expressing oral ideas demand rapid concentration and long hours of studying. Moreover, a great pronunciation gives speaker power and admiration from listeners, in contrast a poor speech provokes negative attitudes like teasing on speakers’ pronunciation. Fortunately, the study of English as a second language has a well-prepared strategy to be taught and learnt; repetition drills will be converted in the principal arms to get a great level of oral accuracy.

Do drills still have a place in language teaching today? The big question formulated to a great professor. In simple words, Richard (2014) responds: “*it is useful to distinguish between three kinds of practice in teaching – mechanical, meaningful, and communicative*”. The process to acquire good techniques of communication born in educators’ first way of teaching. For instance, when a new grammar lesson is presented at first in class, the acquisition of the new language reflects a mechanical boring repetitive lesson which must change into a meaningful practice where teacher have the control of students’ development yet. Of course, the initial drill activity has to motivate students to produce effective communication “*where real information is exchanged and language used is not totally predictable*” mentions Richard. It is completely demonstrated the whole speaking-learning process waits for a suitable exercise to catch students’ attention, motivation, and natural expression.

Do students look for a mechanical or natural learning process? Are they sitting waiting for the best teacher, or the best technique guided for any teacher? It is considerably to mention there are many possibilities of learning, yet these many opportunities do not work correctly whether the technique won't have a step-by-step strategy. At first, the teacher must be conscious of students' entry level to realize if they get as much knowledge as the educator expected when test their exit level. Situmorang (2019) during all his investigation: *"Teaching vocabulary by using substitution and cued response drills technique to the eight-grade students of SMPNEGERI 41 MEDAN"* was passionately hardworking to give a new opportunity of learning to all the students. The investigation motivates students to change and improve knowledge through a significant different technique which involved quantitative and qualitative data. The first one was used to distinguish the total entry level and poor acquired knowledge, 9.37 % of effectiveness; meanwhile, the second one ensured the expected improvement with a 56.25% of effectiveness at exit level. The magnificence of the research shows how suitable the Substitution and Cued Response Drill Technique perform an initial process of diagnostic like this: First, the prior knowledge demonstrated how weak is the starting vocabulary in the classroom. Next, this weakness is transformed into a new opportunity of learning by presenting the drill technique as the friendliest repetitive or mechanical way, yet it is only running as a mechanism to increase vocabulary. Then, the repetition is changed to natural acquisition where students are aware of working with the new vocabulary making no mistakes. At the end, learners' mechanism, repetition, vocabulary, and weakness evolve in the greatest part of being studying a second language, the need of producing oral communication as a normal life style. Now, speaking is not a problem for them.

In fact, according to Riadil (2020) speaking problems discourage learners to continue studying a second language. When a population between ages of 8 and 10 starts to learn English and they do not have motivation to do it, they won't pass from the repetitive failure. Many teachers consider the teaching-learning process of English as difficult, painful, and complicated because they were educated that way. It is required to talk about teachers who conventionally destroys students' dreams, the ones that say "you are a complete failure, you're hopeless, you are a complete fool, lazy or idle: students feel the subject or language is not necessary for living. The process is tough, yet it must be easy; when an educator takes into consideration a language is learnt due to making mistakes, not perfectionism, that teacher becomes a person, not only a professional. Being a person offer many advantages to teach English:

- Being considered as a role model
- Creating a green environment (show respect on others' ideas, opinions, customs, and culture) in class
- Being understood while explaining a new class
- Monitoring development
- Encouraging correction, avoiding conflicts.
- Increasing the desire to study
- Scoring improvement
- Expanding knowledge
- Building on learners, easy ways of communication

Even though, the items above are less than the real benefits, they support students all time. A new language must be learnt as a child does, babbling, laughing, recreating, comparing, pointing out, and so on. A baby produces as many sounds as possible, so incomprehensible to parents at first, but they get used to it with no realizing it. That's the perfect way to acquire a new language as a second one, by repeating all what learners hear, by repeating all what learners see, by managing a mechanical system of repetition at the beginning, but a fluid, conscious, emotional, thinkable, and careful style at the end of any lesson class. All of these are the benefits of drill techniques (Riadil, 2020, p. 32).

In this part of the paper, the principal actor is namely COMPREHENSIBLE INPUT. This little word has a big meaning because it is what gives value to all the research. "*DE CERO A POLIGLOTA. COMO NO APRENDER UN IDIOMA EN 7 DÍAS*" written by Salas (2021) a motivated teacher and linguist by heart says comprehensible input is the key code to speak as many languages as you want. Grammatical rules and structures get the second place in the race. Moreover, the proficiency of speaking English comes from a repetitive process which refers to a person who needs to be constantly exposed to the language orally or written, to understand a few parts of the context, at least (comprehensible input) according to Salas. He says: Our brain is artwork because it has a program inside to acquire any language in that way. Beside this, Salas' paper compares the great repetitive process to learn the mother tongue with the significant process to learn a second one. The mother tongue is learnt by hearing or listening to your parents, friends, classmates, neighbor, the milkman, favorite tv program, song or yourself, as well. Even though, he does not mention drills techniques as part of the learning process, he surely says repetition is the clue.

While an English learner tries to sound perfect at speaking, a native speaker just wants to be understood. How to combat this bad idea of speaking? Mainly, how to get an ideal oral accuracy? The TEFL Academy blog (2017) talks about “*Accuracy and Fluency. What’s the big deal?*” The great community of teachers around the world focus the article on working with both in classes. Accuracy is as important as fluency, even though fluency is easier than accuracy, they are going to continue working together to manage a high level of communication. Also, it is known accuracy cuddles the use of grammar, pronunciation and grammar, in difference to, fluency only worries about understanding and vocabulary. In fact, fluency has the same importance of accuracy because one supports the other to conquer the world of communication. The blog also enunciates EFL learners should feel confident of participating in oral activities because “*communication is a fluid concept which involves more than one participant*”, so oral accuracy will come later, but will not be forgotten when speaking.

Beginning from the really low must be the concept of any lesson. Students of fifth grade at Unidad Educativa 17 de Abril could realize this. They are starting with some advantages because the combination of oral accuracy and drills are going to create new expectations and change the old vocabulary into synonyms and antonyms to talk to others with no worries. All the repetition techniques presented during the next classes will have a suitable strategy that gives them many opportunities to increase knowledge and slowly get fluency in conversations and oral accuracy in communication. Step by step and score activities will create the best concept in a classroom; Working with drills increases your speech. This determines the beginning of a new era for English dialogues, including drills to challenge the actual education system of course.

1.2. Theoretical Framework/ Independent Variable and Development

1.2.1. Approach

There are communicative approaches which improves student's knowledge as well. The scope of these activities and exercises are viable with a communicative approach and also these are unlimited. Besides, such activities help students to accomplish the educational plan, motivate students in the learning process, they can exchange understanding, and learners are able to interact with their classmates. These activities are designed with a communicative purpose The approach relates the effectiveness of group work to extrinsic motivational factors. To do this, it is proposed introducing group rewards with very specific characteristics. The first one is based on results that imply individual achievement; "Nobody can, therefore, hide behind the work of the rest". The second one mentions that all members of the group should have equal opportunities to contribute the achievement of these objectives. (Richards & Todgers, 2002)

1.2.2. Method

There is a great variety of educational methods that the teacher can use, the teacher uses them according to the purpose they want to fulfill within their previously planned class or the resources available. Before, the learning process was a bit boring since educational methods were not known, and only traditional education was applied. Nowadays, there are a wide variety of methods that can be applied in a classroom and those methods can cause an interest in students. Methods are also tools to cut information, that information must be truthful, it is done through an interview with a person or a group of people. In education, a method are principles used for teaching or instruction by teachers, this is done with the aim that students capture information. (Abduramanova, 2021, p. 262)

1.2.3. Types of Drills

English J (2019) mention that there are different types of drills that help teacher in the teaching and learning process. There are:

The repetition drills

The teacher says models (the word or phrases) and the students repeat it to acquire acceptable pronunciation using the proper stress, rhythm and intonation where required.

The substitution drills

The teacher substitutes one or more keywords, or changes the prompt, and the learners say the new structure.

Simple substitution drill

The teacher reads a sentence, and the students repeat it, and then calls out a word that the students must fit into the sentence.

Multiple substitution drill

The teacher reads a sentence, and the students repeat it, and then calls out two or more words that the students must fit into the sentence.

Question and answer drill

The teacher gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice asking a question as well. This gives students practice with the question pattern.

Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech.

Replacement drill

Students replace a noun with a pronoun. It is the same drill as substitution drill, but it involves with a replacement.

The expansion drills

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

1.2.4. Drills

Drilling is a technique that has been used in English classrooms for many years. It is a key feature of the audio-lingual method approach to language teaching since the emphasis on repeating structural patterns through oral practice. This drill is the simplest drill used in learning language patterns. It is used at the very beginning of language class. Language learners merely repeat what the teacher says, or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronunciations class. This type of Drills can help to improve vocabulary while teacher repeat students can listen and memorizing the different words in this order students increase their listen ability at the same time students develop de accuracy and pronunciation. (Douglas, 2012, p.125)

On the other hand, Ferreira (2012) refers that Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. Based on the Behaviorist view that learning to speak a foreign language – like other skills – was simply a question of correct habit formation, it was thought that repeating phrases correctly lots of times would lead to mastery of the language. Nowadays we know that language learning is not like this – it is a far more complex and creative process – and language is a lot more than just a list of structures to be memorized. An approach based mainly or only on language drills is unlikely to find many adherents today. However, drilling remains a useful technique in the classroom if it is used appropriately. (Weber, 2018, p. 80)

1.3. Theoretical Framework /Dependent Variable and Development (Effect)

1.3.1. Language Learning

Foppoli (2016) mention that Language learning as seen today is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners – as it is not for adults either. In language learning, students have conscious knowledge of the new language and can talk about that knowledge.

Riebold (2017) states that Language learning, on the other hand, is the result of direct instruction in the rules of language. Language learning is not an age-appropriate activity for every young child as learning presupposes those learners have a conscious knowledge of the new language and can talk about that knowledge.

Language learning refers to the analysis and study of the language as a system, primarily in its written form. The objective is to understand the structure of the language and produce knowledge about it. (Schütz, 2011, p.12)

1.3.2 Fluency

Council (2014) states that “Fluency is the flow and efficiency with which you express your ideas, particularly when speaking. A few grammar mistakes may appear here and there in the explanation, but it should be delivered in a way that is easy to understand and shows how comfortable you are with the language”.

Different authors refer to fluency in different ways, but some concepts appear in virtually all definitions. Here are some commonly accepted characteristics of fluent speech:

- Sounds and words are mostly connected rather than produced in isolation or with breaks between them.
- Ideas are conveyed without excessive hesitation. When hesitation exists, it is usually to look for ideas instead of attempts to find words.
- Pauses are frequently filled with fillers and occur between sentences or clauses rather than halfway through them.
- Speech is relatively effortless on the part of the speaker and can be followed without strain or discomfort by the interlocutor.
- It contains frequent use of formulaic language, or ready-made chunks that are accessed promptly. In that way, sentences are not built word by word by the speaker.

Slips, hesitation, and reformulation does not affect coherence, so the ideas conveyed are overall clear. (Bruyere, 2021)

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1.3.3. Speaking skill

Muhammad & Dogar (2011) mention that Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school.

For Boonkit (2009) Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts. In the English as a Foreign Language (EFL) pedagogy environment, how to increase speaking competence and confidence for undergraduate students tends to be a crucial question among instructors. This concern led to a qualitative research design as an action study in a regular course employing a task-based approach. The findings indicated that confidence, creativity of topics, and speaking competence were the key aspects of improvement when speaking to the audience.

The importance of speaking skill

As English is considered the international language and it is spoken all over the world, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world. RAO (2019) says “Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language”. The teaching of speaking ability has been underestimated and most teachers have taught it as simple dialogue repetition and memorization exercises. Currently, speaking skill requires a series of skills for students to perform well in different real- life and academic situations.

Speaking skill is one of the most complex and important skills since it implies having knowledge of vocabulary, grammar, intonation, and some other things. This skill requires a two-way process, that is, you have to listen to be able to speak.

There are some speaking skills:

Pronunciation: Gilakjani (2012) states that pronunciation is the ability of the human being to produce some type of word or sound. Through pronunciation, people can emit and produce clear, precise and understandable language for listeners, in the same way, pronunciation is used to emphasize and make the given speech more emotional or impactful. Within pronunciation is the accent, rhythm and intonation.

Grammar: Richards (2016) says that grammar is the system of rules used to create sentences refers to the knowledge of parts of speech, tenses, phrases, clauses, and syntactic structures used to create grammatically well-formed sentences in English. The rules for constructing grammatically correct sentences belong to “sentence grammar”. This is the kind of grammar that is the focus of many grammar reference books and grammar practice books for students.

Vocabulary: Is also of the utmost importance, if you do not have knowledge of any word, you cannot produce speech. The benefit is being able to know the meaning of the words and what their respective functions are, learning vocabulary implies learning spelling, correct pronunciation and correct use of words. (Harris, 1969, p. 10)

Fluency: Makes it important to be able to communicate and speak easily, without taking too many pauses or without any hesitation. This is about how safe and comfortable you feel when speaking. The listener can understand everything correctly when the speaker speaks very fluently. (Harris, 1969, p. 10)

Speaking Subskills

Lackman (2010) points out that there are specific micro skills or sub skills for learning the ability to speak, it is important to use these small specific skills to be able to teach students to speak. Firstly, it is important that the student knows how to communicate within the classroom so that in the end the main objective is fulfilled, which is communication outside the classroom. The author provides in his research some speaking subskills:

Fluency: Ability to speak accurately.

Accuracy with Words and Pronunciation: Use and pronounce words correctly to be understood.

Using Functions: Use specific phrases according to what you want to express.

Appropriacy: refers to the choice of grammar and vocabulary according to the various situations that arise.

Turn-taking Skills: It involves knowing how and when to intervene in a conversation.

Relevant Length: The purpose of speaking long and appropriate.

Responding and Initiating: It refers to the handling of an adequate conversation

Repair and Repetition: Repetition and reformulation of different parts of a conversation.

Range of Words and Grammar: It refers to the ability to choose appropriate words for a specific topic.

Using Discourse Markers: Practice using words to use in conversation.

1.3.4. Oral Accuracy

Murer (2011) states that Accuracy refers to reading words without mistakes. To improve your students' accuracy, have the students listen to themselves read a passage and evaluate it. It is difficult to improve upon something if you don't recognize what you are doing wrong. Oral accuracy is defined as the correct learners' use of the language system is, including their use of grammar, pronunciation, and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing. There are two common definitions of accuracy. In math, science, and engineering, accuracy refers to how close a measurement is to the true value. The ISO (International Organization for Standardization) applies a more rigid definition, where accuracy refers to a measurement with both true and consistent results. The ISO definition means an accurate measurement has no systematic error and no random error. Essentially, the ISO advises that accurate be used when a measurement is both accurate and precise. (Helmenstine, 2020)

1.4 Objectives

1.4.1.General Objective

- To determine the use of drills, improve the oral accuracy of fifth basic grade students at Unidad Educativa “17 de Abril”.

1.4.2 Specific Objectives

- To define the importance of drills in learners’ oral accuracy.
- To evaluate learners’ oral accuracy improvement by using repetition drills in classrooms.
- To analyze the relationship between Drills and Oral Accuracy.

Description of the fulfillment of objectives:

To achieve the objectives of this research work, the most important thing was to find sufficient information on the variables found in the research topic. After that, it was important to consider for an instrument for data collection and obtain a result on the effectiveness of the independent variable over the dependent one. This instrument was applied to the chosen population and finally reflect the results obtained. It is crucial to carefully plan each stage to have a specific order to follow and carry out the research project in an orderly manner.

CHAPTER II

METHODOLOGY

This chapter is focused on showing information about the people that participated in the research. Also, this part contains the different resources that were conducted. Finally, it is also evidenced the instruments, methods, research modalities, level approaches, and the design of the research.

2.1 Resources

For this investigation the population selected were the students of 5th grade with A1 level of English at Unidad Educativa “17 de Abril” located in Quero. The total of participants were 22 students, 10 males and 12 females with a range of age 8 to 9 years old. Teachers and authorities were also a part of this investigation, as well as the researcher and the research tutor.

Furthermore, the instruments for this research were a standardized test of Cambridge called “Movers” test for students to A1 level which helps to collect the data. For the application of the speaking test the 4 parts of the exam were taken in account. This evaluation will be applied in two parts first the pre-test that is applied to know the previous knowledge of the students then the application of activities with repetition drills that help students to practice the accuracy, finally the application of a post-test that show the results of the application of drills this will be applied to students in the fifth year of basic education, through this instrument we will determine if the use of repetition drills improve oral accuracy. To know if this helps or not, activities with repetition drills will be applied in five class sessions. The classes will be managed through lesson plans where the topics and activities to be developed with the children will be detailed. At the end of the five sessions, the summative evaluation will be applied, which will show us if the application of the repetition drills improves or not the oral accuracy of the fifth basic year at Unidad Educativa 17 de Abril.

2.2 Methods

2.2.1 Research Approach

To develop this research project will have a mixed approach because the study of Drills and Oral Accuracy will have characteristics of qualitative and quantitative approach. It is qualitative because the technique to be applied leads to an appreciation of the quality

and magnitude of the current situation in education and the problem on which the research is focused (Uttamchandani, 2021, p. 625). On the other hand, it is quantitative because it allows us to understand the problem through the interpretation of statistical data obtained in the verification of the hypothesis (Ahmadian, 2020). The data will be collected using repetition drills and a short evaluation of oral accuracy with topics “Simple Present” (Professions, colors, greetings, and animals). Furthermore, it will be qualitative because it will be analyzed how the use of repetition drills improve oral accuracy in students from the fifth level at Unidad Educativa “17 de Abril”.

2.3 Research Modality

2.3.1 Bibliographic – documentary

Bibliographic-documentary research may be defined as any research requiring information to be gathered from published materials. These materials may include more traditional resources such as books, magazines, journals, newspapers, and reports, but may also consist of electronic media such as audio and video recordings, and films, and online resources like websites, blogs, and bibliographic databases. It was used for identifying if the use of Drills to improve oral accuracy (Khodabandelou et al., 2021). For develop the research is will use some books, scientific articles, research thesis, and papers with current dates. In this sense, it helped with the study to collect information from resources with topics related to the use of Drills as a tool to learn the English language, more particularly to improve oral accuracy.

2.3.2 Field research

Field Research is a method of collecting qualitative data with the aim to understand, observe, and interact with people in their natural setting. It requires specialized market research tools. The goal is to understand how a subject behaves in a specific setting to identify how different variables in this setting may be interacting with the subject (Heller, 2019, p. 210). The current research is based on field research because it was developed in the same place of the research problem, the results were directly obtained from the students of fifth basic grade at Unidad Educativa 17 de Abril, and through the evaluation with students, compiling the most relevant information for the advancement of the present investigation. The purpose of this investigation is to determine the existence of the problem raised at the beginning of this investigation.

The exploratory research is a study which is undertaken to explore an area where little is known or to investigate the possibilities of undertaking a particular research study. It is flexible and can answer what, who and why questions. Through the use of this research, it was possible to search for pertinent information about drills and oral accuracy, which allowed identifying the situation of the problem in the students of 5th grade EGB at Unidad Educativa 17 de Abril. Consequently, it facilitated the determination of developments, study situations, and relationships between the two variables of Drills and Oral Accuracy through data collection.

In addition, this investigation is analytical because documents related to the use of drills and oral accuracy were reviewed, the problem, the variables of educational and social interest that generate a hypothesis were observed.

2.3.3 Experimental Research

The experimental research method helps the researcher when it is necessary to identify or understand the effect or importance between cause and effect. There are three types of experimental research design like: pre-experimental, true experimental, and quasi-experimental research design (Ledyard, 2020, p.2020). The research used a pre-experimental method because it was applied pre-test, interventions and post-test to a single group of students.

2.4 Level or Type of Research

2.4.1 Exploratory

Exploratory research is defined as a research used to investigate a problem which is not clearly defined. It is conducted to have a better understanding of the existing problem, but will not provide conclusive results. For such a research, a researcher starts with a general idea and uses this research as a medium to identify issues, that can be the focus for future research. An important aspect here is that the researcher should be willing to change his/her direction subject to the revelation of new data or insight. It is a useful design for researches that are not fully explored yet, or researches that require an in-depth understanding (Žukauskas et al., 2018). This type of research is ideal for the current research because it aims to explore and describe how Drills improve Oral Accuracy.

2.4.2 Design

This study work opted for a pre-experimental design. A pre-experimental design happens even before the true experiment starts. This is done to determine the researchers' intervention on a group of people. This will help them tell if the investment of cost and time for conducting a true experiment is worth a while. Hence, pre-experimental design is a preliminary step to justify the presence of the researcher's intervention (Johansson, 2020, p. 810). In this way, students worked in a test in pairs in order to identify differences in a picture, after that, there was a story, and finally they had to complete it answering some questions about the information they had. It took two hours. Independent variable was possible to measure before and after applying the treatment and using a using standardized pre- test and post-test.

2.5 Population and Sample

The participants for this research were 22 students from 5th EGB course A of "Unidad Educativa 17 de Abril". The age average of the students was between 8 and 9 years old.

Table 1

Population

<i>Population</i>	<i>Experimental Group</i>	<i>Total</i>	<i>Percentage</i>
<i>Male</i>	10	10	45%
<i>Female</i>	12	12	55%
<i>Total</i>	22	22	100%

Note: Total of students who participated in the current research. Information gathered from Direct research.

2.6 Techniques and Instruments

To develop the research several steps were followed. First, one group of Unidad Educativa 17 de Abril was elect and Movers speaking level A1 test was used to evaluate students speaking accuracy, this test was obtained from Cambridge. A pre-test was taken in order to know if students can differentiate similitudes and differences and answer simple questions. This test had 4 parts and it was taken in pairs. In the first part teacher provide a picture and asks the students to describe several differences between the two find the differences between the two pictures. For the second part teacher tells the students the name

of the story and describes the first picture in order to say a story then teacher ask students to continue the story in their own simple sentences. In the third part teacher shows the students four sets of four images each. In each set of images, one image is different from the others. The child has to say which picture is different and explain why. Finally, for part four teacher ask individual some questions about personal information, family, hobbies etc. To evaluate students the rubric that was used corresponds to A1 level. Besides, this rubric had four criterions to evaluation: Pronunciation and clarity, Fluency, Grammar and Vocabulary and Comprehension, each of this parameters was worth over 4 giving a total of 16 points. A pretest was taken where students had to work in pairs and identify differences, continue the story, and answer some information questions. Once finished the pretest, the researcher gave general information about the next class sessions. Next sessions were developed through a different lesson plan which had different activities with repetition drills in order to improve students' oral accuracy. For the last session the post-test was applied, and oral accuracy was evaluated after applying the whole treatment to see if the application of repetitional drills had good results.

After that, some lesson was applied in which students had the opportunity to practice and develop their oral accuracy trough repetition drills. During the first session the researcher revealed how the evaluation consist of then the pretest was taken where students had to work in pairs and identify differences, continue the story, and answer some information questions. Once finished the pretest, the researcher gave general information about the next class sessions. Next sessions were developed through a different lesson plan which had different activities with repetition drills in order to improve students' oral accuracy. For the last session the post-test was applied, and oral accuracy was evaluated after applying the whole treatment to see if the application of repetitional drills had good results.

2.7. Hypothesis

HO: The use of drills does not have a positive impact on oral accuracy in students of 5th grade EGB at Unidad Educativa 17 de Abril.

H1: The use of drills has a positive impact on oral accuracy in students of 5th grade EGB at Unidad Educativa 17 de Abril.

2.8. Signaling Hypothesis Variables

Independent Variable: Drills

Dependent Variable: Oral Accuracy

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

This chapter depends on the analysis of the experimental group which was carried out in 5th grade EGB at Unidad Educativa 17 de Abril, the population for this examination were 22 students. A1 Movers Cambridge test was used to evaluate the level of speaking skill of the students with four parameters of speaking such as pronunciation and clarity, fluency, grammar and vocabulary and comprehension.

3.2. Pre-test Results

Table 2

Descriptive statistics: Pretest

Statistical	Value	
Mean	5.7273	
95% confidence interval for the mean	Lower limit	5.2907
	Upper limit	6.1639
Standard Deviation	0.98473	
Minimum	4.00	
Maximum	7.00	
Range	3.00	
Asymmetry	-0.049	

Note: Information taken from the rubric to evaluate the oral accuracy of the students at Unidad Educativa “17 de Abril” (2021)

Figure 1

Scores obtained from student's pretest

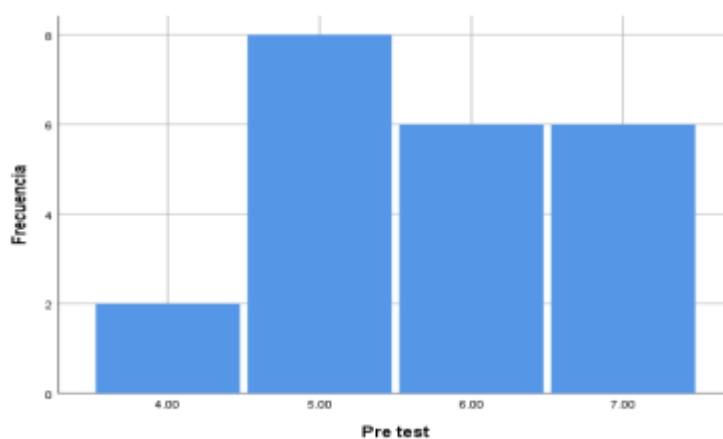


Fig. 1. Report taken from the scores obtained from students of the pre-test at Unidad Educativa “17 de Abril” (2021)

Analysis and interpretation of the results of the pre-test.

The oral precision of the students of the Unidad Educativa 17 de Abril, before applying the didactic exercises (pre-test) is analyzed based on the statistical estimators of table 1. The measures of central tendency show a mean score of 5.7273 out of 16 possible points. Said average can vary between 5.2907 and 6.1639 in an interval with 95% confidence. There is a dispersion with a standard deviation of 0.98473, and a minimum score of 4 and a maximum of 7. In turn, the data is distributed with a skew to the left.

The results described in the previous paragraph indicate that the students under study have a low level of oral production before the application of the didactic exercises. This low performance is very homogeneous among the students, most of whom achieve scores above the average, which is why there is a negative asymmetry (see figure 1). The standard deviation less than 1 is the consequence of a small difference between the grades obtained, that is, the scores are very similar among the students and vary especially between 6 and 7.

It is related to Tamuna and Mustafa (2016) results which mention that t test results demonstrated that compared with textbook based instruction, accuracy in drill based instruction is higher (65, 14 compared to 72, 48). In addition to this, compared to scores of learners who were exposed to text-based instruction, those learners in the drill based received high scores in their presentations.

3.3. Post-test Results

Table 3

Descriptive statistics: Post test

Statistical		Value
Mean		8.1364
95% confidence interval for the mean	Lower limit	7.8215
	Upper limit	8.4512
Standard Deviation		0.71016
Minimum		7.00
Maximum		9.00
Range		2.00
Asymmetry		-0.203

Note: Information taken from the rubric to evaluate the oral accuracy of the students at Unidad Educativa “17 de Abril” (2021)

Figure 2

Scores obtained from student's post test

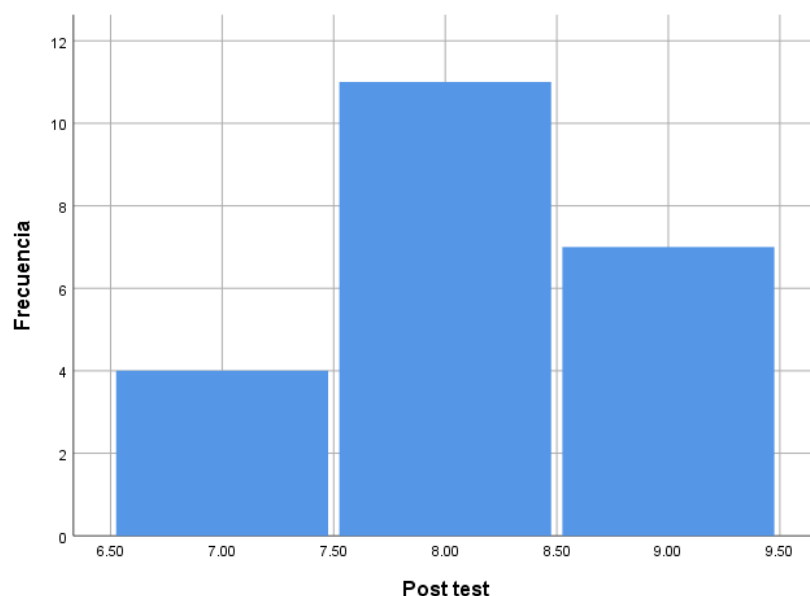


Fig. 1. Report taken from the scores obtained from students of the pos-test at Unidad Educativa “17 de Abril” (2021)

Analysis and interpretation of the results of the post test.

The oral precision of the students at Unidad Educativa 17 de Abril, after applying the didactic exercises (posttest), is analyzed based on the statistical estimators of table 2. The measures of central tendency show a mean score of 8.1364 out of 16 possible points. Said average can vary between 7.8215 and 8.4512 in an interval with 95% confidence. There is a dispersion with a standard deviation of 0.71016, and a minimum score of 7 and a maximum of 9. In turn, the data is distributed with a skewness to the left.

The results described in the previous paragraph indicate that the students under study reach an average level of oral production, after the application of the didactic exercises. This low performance is very homogeneous among the students, most of whom achieve scores above the average, which is why there is a negative asymmetry (see Figure 2). The standard deviation less than 1 is the consequence of a small difference between the grades obtained, that is, the scores are very similar among the students and vary especially between 8 and 9. That is why the results of the pretest of this investigation are related to Mohan's research (2019) who mention that the use of drilling technique in the teaching of English grammar has been found effective. The overall improvement of 22.09% in the scores after training of 20 hours seems to be quite encouraging. The use of music treatment before and after drill rounds keeps the students motivated and breaks monotony. Hence, the use of structure drills

for the teaching of English grammar, particularly tenses and passive voice, can be recommended.

3.4. Validation of the hypothesis

Selection of the statistical test.

To verify the relationship between the exercises and oral production, a hypothesis test based on the comparison of dependent samples is established. Before performing the hypothesis test, a normality test is applied to select the appropriate statistic for the characteristics of the data obtained in the investigation.

Table 3 shows the results of the Shapiro-Wilk normality test performed with the IBM SPSS 25 software. The significance obtained is less than 0.05 in the two data series and therefore there is no normality.

Table 4

Shapiro–Wilk normality test

Test	Shapiro-Wilk		
	Statistical	gl	Sig.
Pre- test	0.869	22	0.007
Post test	0.807	22	0.001

Fuente: Software SPSS

Based on the normality test, the Wilcoxon test is established as a statistical test for the validation of the hypothesis.

Research Hypothesis

The drills influence the oral accuracy of the students at Unidad Educativa 17 de Abril.

Statistical Hypothesis

H₀: The mean of the pre-test results is equal to the mean of the post-test results.

$$H_0: \bar{X}_1 = \bar{X}_2$$

H₁: The mean of the pre-test results is different from the mean of the post-test results.

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

Significance level and decision rule

With a significance level of 5%, the decision rule is:

$$H_0: Sig > 0.05$$

$$H_1: Sig \leq 0.05$$

Results

The bilateral asymptotic significance obtained in the Wilcoxon signed rank test is equal to 0.000 (Table 4). This result is consistent with the alternative hypothesis established in the decision rule, that is: the mean of the pre-test results is different from the mean of the post-test results.

Table 5

Wilcoxon test result

Z	-4.184
Sig. asintótica (bilateral)	0.000

Source: Software IBM SPSS 25

Decision

The statistical evidence proves that there is a significant increase in the oral production of the students, who increased their performance, from low to medium. Therefore, the research question is answered affirmatively, and it is corroborated that the exercises influence the oral accuracy of the students at Unidad Educativa 17 de Abril.

3.5 Methods of data analysis

In the current research, it was possible to determine whether use drills in order to improve oral accuracy or not and the way it affected on their academic progress. To do it, it was necessary to use SPSS (Statistical Package for the Social Sciences). The use of this program allowed to accept the alternative hypothesis. To carry out this process, it was used Shapiro–Wilk normality test which indicated that if the value of p is equal to or less than 0.05, then the hypothesis of normality will be rejected by the Shapiro test. On failing, the test can state that the data will not fit the distribution normally with 95% confidence. The results are described below.

To start, results evidenced that before applying didactic exercises (pre-test) the central tendency was 5.7273. However, after applying didactic exercises, the mean of the pre-test increased to 8.1364. The findings indicated that there is a significant improving of the students' ability in learning tenses by using text and drill method. Besides, the factors that influence their improving is the learning strategy that the lecture gave during the process of learning, the material that was used, and the media that support in teaching learning the tense (Muzdalifah, 2016). Additionally, these is a study conducted by Tamuna and Mustafa (2016) who mention that through practicing language chunks, learners form language habits; therefore, drills will help learners to respond automatically without hesitation. As learners focus on giving prompt responses, they will be able to develop dialogues in real communications. Drills are fun and motivate learners as they are conducted in an enjoyable learning environment. They will help learners use the language effectively (p. 2409). Furthermore, it is evidenced that students improved their grades using drills in order to improve speaking skills. At the beginning two students got 4.00 points, eight students got 5.00 points, six students obtained 6.00 and just six got seven points over 10 which is the minimum. Nevertheless, after applying the treatment, student's marks improved, there were not grades lower than seven. In the post-test, four students got seven, eleven students got from 7,50 to 8,50 points, seven students got from 8,51 to 9,49. It is clearly observed that students from Unidad Educativa 17 de Abril improved their oral accuracy. That is why, it is important to use drills in an English class, it helps increase student participation, foster social and emotional learning, and motivate students to take risks. One study of the popular multiple-choice quiz game Kahoot found that it improved students' attitudes toward learning and boosted their academic scores (Paulston, 1976, p. 65).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

After obtaining the results of the use of drills in the improvement of oral accuracy of 5th grade EGB students, the data have been analyzed and it has been possible to reach some conclusions and recommendations.

Drills has a great importance because these are useful language materials to practice language chunks. At the same time, they allow learners to comprehend language patterns with ease. This facilitating role of drills in foreign language learning will help learners produce the language effectively. Furthermore, drills build confidence that enable the learners to provide prompt responses without hesitation in real communications. When learners get it right during drills, they endeavor to do their best; consequently, drills are useful in that they will keep students focused for a better achievement. Students' pre-test mean was 5.72 and post-test was 8.1364 which means that there is a clear improvement in their oral accuracy thanks to drills.

The use of repetition drills had a positive influence on the development of oral accuracy in 5th grade A students from the Unidad Educativa 17 de Abril, because the results of the pretest obtained showed that at the beginning of the investigation most of the students needed to improve their oral accuracy since due students obtained low grades in the 4 parts of the oral exam in the pre-test which was evaluated through a rubric with the following items: pronunciation and clarity, fluency, grammar and vocabulary, and comprehension. After applying different activities with repetition drills during some sessions, the results of the post test showed that after the treatment, everyone obtained a considerable improvement when speaking.

There is a close and positive relationship between the dependent variable and the independent variable. This is concluded because it was possible to show that through the application of drills, the oral accuracy improves in the students of the Unidad Educativa 17 de Abril. In addition, students feel more motivated, and participate more in class during oral

activities. Students participate without the fear of making mistakes in the pronunciation of words or sentences since they have practiced during the treatment sessions, and this has caused them to be more active in the English classes. However, some teachers do not have an adequate pronunciation, it causes students to repeat in a wrong way, and it becomes a fossilized error. It means that students will repeat that mistake many times, and it will be difficult to remove it from their oral expression.

4.2. Recommendations

In order to correctly apply drill activities to improve oral accuracy, it is important to pre evaluate learners before using them. A teacher must always be in advantage by knowing students' gaps. It basically makes educators define the appropriated drills to be used in class and obtain the expected result.

It is essential educators work on speaking skills in class because it is verified any person learns a second language better speaking than writing. Students could go from simple to complex in a blink of an eye whether this method, technique or activity is handled potentially, not frustratedly.

It is important language English teachers, apply drills activities with all students, in order to improve oral accuracy. The frequent use of them, will facilitate teachers to speak English during the entire class, avoiding the use of Spanish to be understood at any given instruction or spoken idea.

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Annexes

Annex N°1. Approval

CARTA DE COMPROMISO

Ambato 18 de octubre del 2021

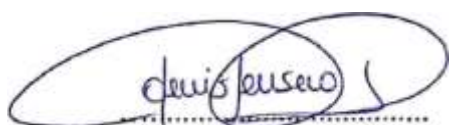
Doctor
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Luis Eduardo Fonseca Mora en mi calidad de Rector de la Unidad Educativa "17 de Abril", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Drills and Oral Accuracy" propuesto por la estudiante Flores Suarez Andrea Isabela, portador/a de la Cédula de Ciudadanía 1805392378, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente



Luis Eduardo Fonseca Mora
1802838357
03 - 2746250
0980241770
eduardo.fonseca@educacion.gob.ec



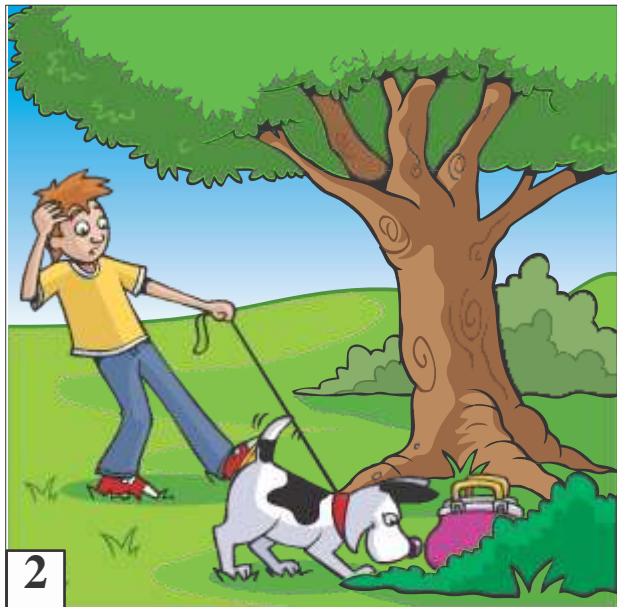
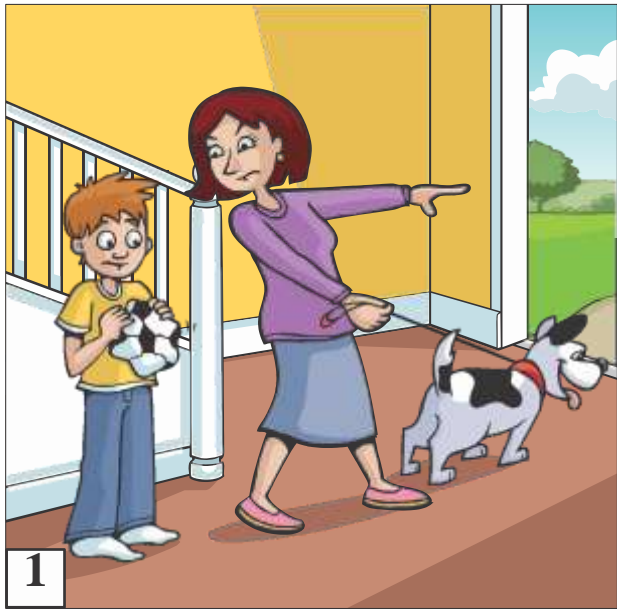
Annex N°2. Pre and post-test**A1 MOVERS CAMBRIDGE EXAM****Movers Speaking****Summary of Procedures**

The usher introduces the child to the examiner. The examiner asks how old the child is.

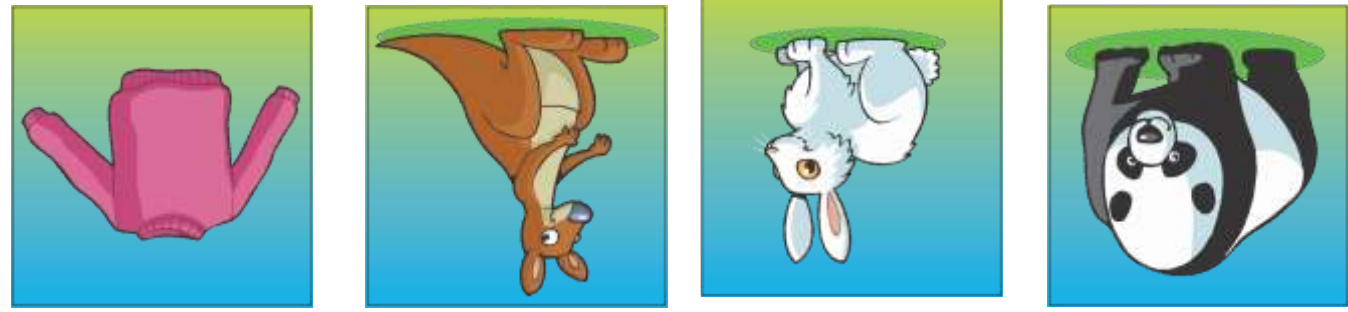
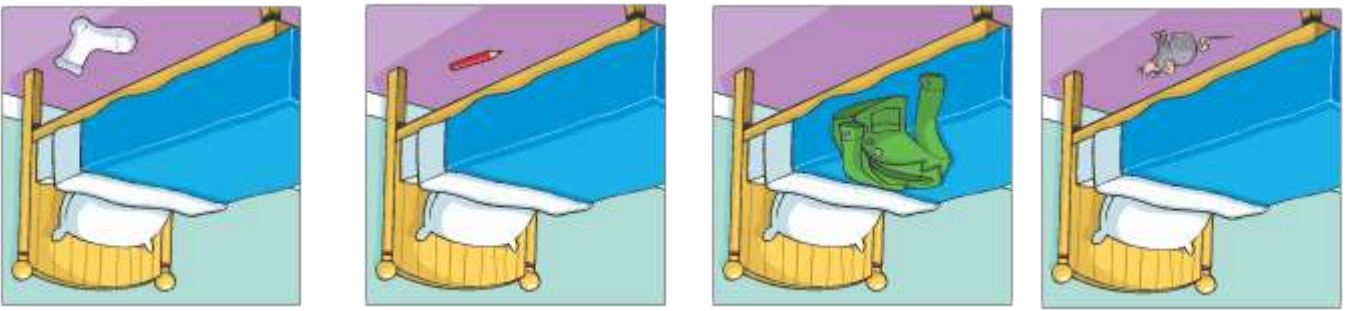
- 1 The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. ‘This is a bird but this is a cat.’
- 2 The examiner tells the child the name of the story and describes the first picture e.g. ‘Fred is sad. He can’t play football. His ball is very old. His mum’s saying, “Take the dog to the park.”’ The examiner then asks the child to continue telling the story.
- 3 The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, ‘These are all animals, but this is a sweater.’
- 4 The examiner asks questions about the child, e.g. ‘Who’s the youngest in your family?’



MOVERS SPEAKING. Find the Differences



MOVERS SPEAKING. Picture Story





YLE Movers Speaking Part 4 – Teacher’s Notes

Description

This activity gives students practice in asking and answering personal questions in a semi-spontaneous way. This activity takes the form of a game.

Time required: 20 – 25 minutes

Materials required:

- Questions which you have prepared before the lesson (see below)

Aims:

- to introduce students to Part 4 of the Movers Speaking paper and to the task type
- to give students practice in giving answers to questions in a semi-spontaneous way
- to give students practice in using social language and language asking for repetition and clarification

Before the lesson

Prepare about sixteen personal questions to ask the students. Number the questions.

E.g.

1. How many people are there in your family?
2. What’s the name of your best friend?
3. What’s your favourite subject at school?
4. What are your hobbies?
5. What do you have for breakfast?
6. What do you have for lunch?
7. How many brothers and sisters have you got?
8. What do you like doing at the weekend?
9. What did you do last Saturday morning?
10. What did you do last Sunday?
11. What’s your mother’s name?
12. Where did you go on your last holiday?
13. How many lessons do you have in a day?
14. What’s the weather like today?
15. Who’s the youngest in your family?
16. Who’s the oldest in your family?

Annex N° 3 Lesson Plans

LESSON PLANNING	
Teacher: Flores Andrea	Type of lesson: PPP PROCESS
Topic: Professions	Grade: 5 th EGB
General objective:	Specific objectives:
At the end of this class, students will be able to talk about professions using simple present.	<ul style="list-style-type: none"> To learn vocabulary to talk about different professions. To practice questions and answers using the verb to be in the present simple.
Materials: Computer, Pictures, Flashcards, Worksheets	
<p>Lesson 1: Professions.</p> <p>PRESENTATION</p> <p>Warm up. – Questions and Answers: the teacher will give students a piece of paper with a question “What kind of professions did you know? The students must answer the question to share their knowledge about the topic, then teacher read some answers.</p> <p>The teacher will present some power point presentation about simple present to express different professions. Then, students will have to repeat all the vocabulary the teacher gave them. After the activity, teacher will present the correct use of Simple present “verb to be” before profession for express what they have to be in the future.</p> <p>PRACTICE</p> <p>First, the teacher will explain the instructions for the activity. Teacher write some professions on the board and students have to write five sentences using the present simple “verb to be” Students will practice knowing more about this grammatical point. Teacher ask 5 students to come to the front and write the sentence on the board.</p> <p>PRODUCTION</p> <p>Students will work in pairs. To practice the use of simple present verb to be. Finally, the students will present a little role of play answering the question what they have to be in the future using the different professions.</p>	<p>TIME:</p> <p>5 min</p> <p>10 min</p> <p>10min</p> <p>5min</p>

PROFESSIONS



Firefighte



Astronaut



Barber



Chef



Policeman



Doctor



Teacher



Nurse

Architect



Painter

LESSON PLANNING

Teacher: Flores Andrea	Type of lesson: PPP PROCESS
Topic: Colors	Grade: 5 th EGB
General objective:	Specific objectives:
At the end of this class, students will be able to learn new vocabulary of colors.	<ul style="list-style-type: none"> • To practice pronunciation and accuracy. • To improve
Materials: Computer, Pictures, song, Worksheets	
<p>Lesson 1: Professions.</p> <p>PRESENTATION</p> <p>Warm up. – The Rainbow Song. Teacher play the song then students on a piece of paper write the colors that they hear.</p> <p>Teacher explain on the board the structure of simple present verb to be to express the colors. Then the teacher will present a variety of flashcards on the board with different colors. Then teacher show students the name of the colors and make it to repeat after the teacher in order to practice pronunciation.</p> <p>PRACTICE</p> <p>First, the teacher will explain the instructions for the activity. Teacher draw a rainbow on the board and ask students to draw the same in their notebook and paint with the colors that they like and write the name of the color in each space of the rainbow</p> <p>PRODUCTION</p> <p>Teacher ask students to come to the front and answer the question using simple present verb to be what color it is? Students answer the question using this color is</p>	<p>TIME:</p> <p>5 min</p> <p>10 min</p> <p>10min</p> <p>5min</p>

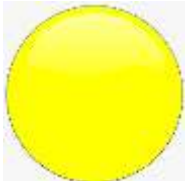
COLORS



Red



Blue



Yellow



Pink



Green



Purple

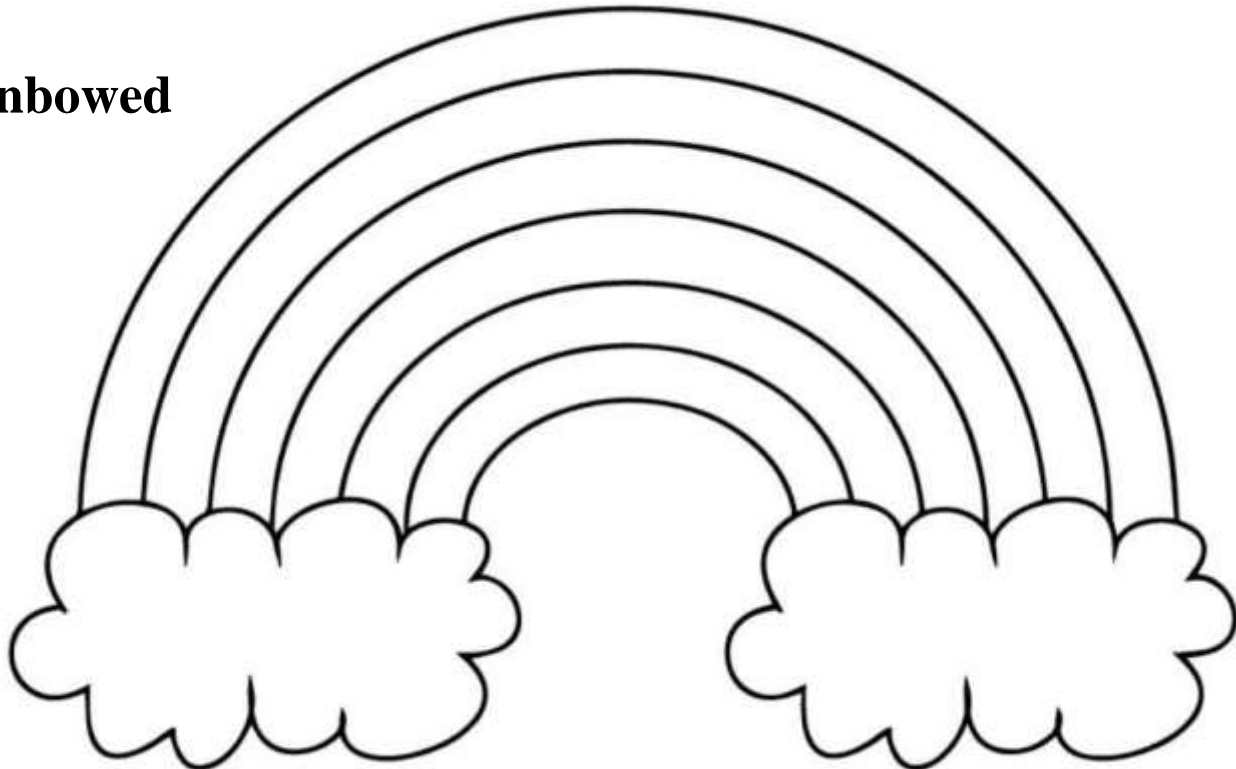


Orange



Brown

Paint the Rainbow



LESSON PLANNING

Teacher: Flores Andrea	Type of lesson: PPP PROCESS
Topic: Greetings	Grade: 5 th EGB
General objective:	Specific objectives:
At the end of this class, students will be able to greet each other in different ways and introduce people and say where they are from.	<ul style="list-style-type: none"> • Say appropriate greetings in a conversation

Materials: Computer, Pictures, song, Worksheets

Lesson 1: Professions.

PRESENTATION

Warm up. – Teacher ask students what they say when they see someone they know. Elicit “hello” and ask students what other greetings they know. On the board write:

hello goodbye hi good morning

Ask students which one is NOT a greeting. Tell students they have two minutes to greet as many of their classmates as possible – encourage them to use as many different greetings as possible. Hand out the ‘How are you?’ worksheet to each student to complete individually.

Teacher write on the board: What’s your name? My name’s _____. I’m _____. For practice structures by asking students what their names are. Then teacher ask students to work in pairs and ask each other what their names are.

On the board write: How are you? I’m fine thanks. Practice these structures and tell students to work in pairs and ask each other how they are. On the board write: Where are you from? I’m from _____. Practice these structures by asking students where they are from. Ask students to work in pairs and ask each other where they are from.

PRACTICE

First, the teacher will explain the instructions for the activity. Teacher ask the students to stand in a circle. Take the ball in your hand and say, “My name is _____.” Then throw the ball to a strong student and encourage him/her to say, “My name is _____.” This student then throws the ball to another student who does the same. When every student has caught the ball and said their name, take the ball again and say, “My name is _____, and I’m from _____.” Throw the ball around the class until every student has said “My name is _____, and I’m from _____.”

PRODUCTION

TIME:

5 min

10 min

10 min

5 min

Students will complete a greeting worksheet.

Greetings



GOOD MORNING



GOODBYE



HELLO



GOOD NIGHT

LESSON PLANNING

Teacher: Flores Andrea	Type of lesson: PPP PROCESS
Topic: Animals	Grade: 5 th EGB
General objective:	Specific objectives:
At the end of this class, Students will be able to identify different type of animals.	<ul style="list-style-type: none"> • To learn new vocabulary about animals

Materials: Markers, Pictures, song, Worksheets

Lesson 1: Professions.

PRESENTATION

Warm up. – Teacher starts the class with an activity called “Simon says”. Teacher asks students “Simon says touch your eyes” “Simon says stand up” and so on. Students listen carefully the instructions of the activity given by the teacher. They perform the activity and have fun.

TIME:

5 min

Teacher presents pictures on the board about “Animal’s vocabulary”. Then, teacher explain the simple present “verb to be” for say animals (example It is a bear). Then Students look at the pictures in order to recognize the animal’s vocabulary and grammar point. Then, ss ask questions if they do not understand. Students have to raise their hand to answer.

10 min

PRACTICE

Teacher explain the instructions of the activity. Students have to match the picture with the correct name of animal. Then teacher ask to students to repeat the name of animal in order to practice pronunciation.

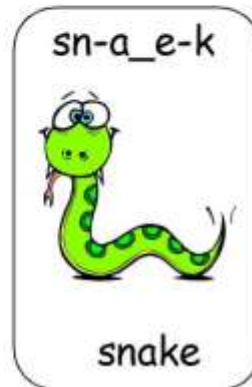
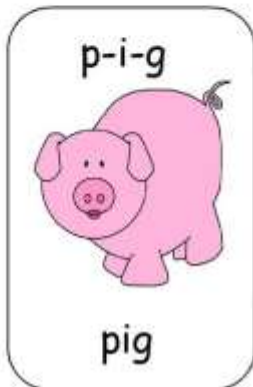
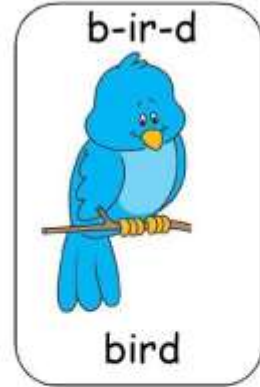
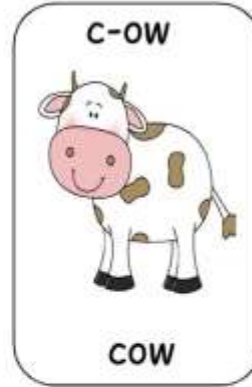
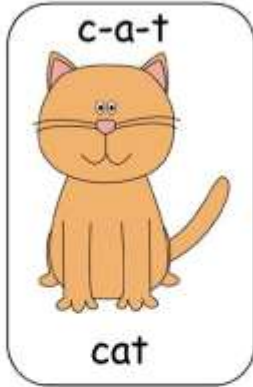
10min

PRODUCTION

Teacher asks ss to draw their favorite animal and write a sentence using verb to be .

5min

ANIMALS FLASHCARD WITH PHONICS








Annex N° 4 Urkund Report



Document Information

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Submitter email	andreaifloress@gmail.com
Similarity	3%
Analysis address	cristinadjordanb.uta@analysis.urkund.com

Sources included in the report

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MARBELLA CUMANDA
ESCALANTE GAMAZO