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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado/a en
Pedagogía del Idioma Inglés.**

Theme: Andragogical Strategies and Oral Skill

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DEDICATION

TO:

My grandparents, for their love, work and sacrifice in all these years, since thanks to them I have achieved to get here and become what I am.

To my friends, whom shared with me good times and for always being there in the good and bad times, that is why you are so important for me.

Finally, to my daughter who has been my motivation and who has given me the strength to achieve my dreams.

Adriana.

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TOPIC: “ANDRAGOGICAL STRATEGIES AND ORAL SKILL”

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ABSTRACT

The andragogical strategies promoted confidence among teachers and students, prioritizing self-learning, a responsible attitude, acting freely and engaging in their learning process. For this reason, the main objective of this research work was to analyze the influence of andragogical strategies like collaborative work, debate and brainstorming in development of oral skill in adult students. In addition, a quasi-experimental design was used with a single group that consisted of 20 students of fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. The intervention was applied in 5 face-to-face modality sessions using PPP (presentation, practice, and production) lesson plans for collecting data and a Cambridge Preliminary English Exam (PET) as pretest and posttest. For the results of this research work, the SPSS Software was used to reject the null hypothesis because the andragogical strategies showed a meaningful improvement with an average before the treatment of 5.6 and an average of 8.2 after the treatment. Consequently, the andragogical strategies were effective in the improvement of oral skill because students enhance their, fluency and pronunciation.

Key words: Andragogy, strategies, adults, English language, oral skill.

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EXTRANJEROS

TEMA: “ESTRATEGIAS ANDRAGOGICAS Y LA DESTREZA ORAL”

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RESUMEN

Las estrategias de andragogía promueven la confianza entre docentes y alumnos, priorizando el autoaprendizaje, una actitud responsable, actuando libremente y comprometiéndose en su proceso de aprendizaje. Por tal motivo, el objetivo principal de este trabajo de investigación fue analizar la influencia de estrategias andragógicas como: trabajo colaborativo, debate y lluvia de ideas en el desarrollo de la habilidad oral en estudiantes adultos. Además, se utilizó un diseño cuasi-experimental con un solo grupo que estuvo conformado por 20 estudiantes de quinto semestre de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. La intervención se aplicó en 5 sesiones de modalidad presencial utilizando planes de lecciones PPP (presentación, práctica y producción) para recopilar datos y un examen de inglés preliminar de Cambridge (PET) como pretest y posttest. Para los resultados de este trabajo de investigación se utilizó el Software SPSS para rechazar la hipótesis nula ya que las estrategias resultaron una mejora significativa con un promedio antes del tratamiento de 5.6 y un promedio de 8.2 después del tratamiento. En consecuencia, las estrategias andragógicas fueron efectivas en la mejora de la habilidad oral porque los estudiantes pudieron mejorar su fluidez y pronunciación.

Palabras clave: Andragogía, estrategias, adultos, idioma inglés, destreza oral.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

This research work is focused on analyzing the influence of andragogical strategies on students' oral skill with a treatment and showed whether or not it was effective. Besides, to understand the application of them, there are previous works with similar variables to this study were contextualized to support this research.

Sirbu (2020) in his paper "Basic andragogy – oriented strategies and communication in online education" led research where it was focused in the new circumstances and the reality of students during pandemic whose needed some strategies in order to achieve their learning objectives since teachers have to know that the online education is not something new, teachers as students know how to manage the technology but there is a barrier between virtual and face to face education, for this reason, this paper presented a set of strategies for adult students. The population of this research was students from Romania university and the treatment was applied in Webinars by Cisco's WebEx or Skype.

Seyoum (2017) conducted an investigation in order to analyze "Andragogical methods to sustain quality adult education in Ethiopia". The author mentioned that this paper had as objective finding out means to ensure adult learning because, according to this investigation, there are some methods that not helps students like role play and project methods. The sample of this study was students from adult education program in the Eastern part of Ethiopia that consisted of 515 males and 285 female adult learners and 30 facilitators. For this study, the researcher used a survey and ANOVA as a means for data analysis. As a result, the author determined that collaborative learning was a good method, it means that the researcher was able to see the differences between participants from first- and second-year adult education.

Paredes et al. (2022), in their research work, "Promoting the English language learning through the use of effective andragogical strategies", the authors used several andragogical strategies like discussion, analysis, project elaboration, simulation, demonstrations, and problem solving with the objective of promote the English learning in adult students. For this investigation, the

researchers executed 30 teachers who wanted to learn English or update their knowledge therefore, this investigation used quasi-experimental approach with pre and posttest during virtual classes through Zoom platform and the use of worksheet where students had to fill grammar exercises. As a result of this work, researcher used a posttest to evidence that teachers improved their level of English.

Adebisi and Oyeleke (2018), in their research “Promoting effective teaching and learning online environment: a blend of pedagogical and andragogical models”. They combined these methods in order to find a good way to teach students during pandemic. In this way, the new barrier does not affect learning and the teaching in both online and face to face environment. This research work was quasi- experimental approach. The results of this paper were that the different strategies helped to students to activate their critical thinking, activate their curiosity especially in class topics, engage students in class with interaction.

Cocquyt et al. (2018) led an investigation in order to analyze “Contribution of social-constructivist and andragogical principles in blended learning to adult’s social inclusion and social capital”. Thereby, previous studies identified the andragogical strategies achieve to build a deep knowledge in terms of social inclusion. For this research, the questionnaire was used to show that the different strategies satisfy the personal necessities of adult students. Finally, the results showed that students need a student-centered and individualize approach since it promotes the social inclusion.

McDaniel (2017) in his work research “Andragogical practices of school principals in developing the leadership capacities of assistant principals” analyzed different andragogical principles to develop the leadership capacities in adult students. For this research, the author used a mixed approach in order to evaluate different perspectives of adult students from different rural and urban zones through open questions where the results were that the open questions with topics like communication, inclusion and relationship are most interesting according to their ages.

1.2 Theoretical Framework

Learning English as a foreign language has several benefits like communicating with others in a better way. On the other hand, in the English teaching process, teachers have to pay attention to the characteristics of their students in order to look for strategies, techniques or methods to teach. However, English learning process is different between children and adults; children are more receptive to learn especially a new language and it helps them to integrate into the society. Unlike adults who take advantage of their life experiences to learn. Hence, learning a language is not necessarily more difficult with age, it is just different.

1.2.1 Independent Variable

Language Teaching

The teacher performs an important task at the time of influencing the success or failure of students. Thus, language teaching requires a study structure that produces results, with a teacher as a guide in this process. According to Pennington and Richards (2016), English teachers today need both a broad and flexible range of teaching skills, as well as an understanding of the complex and developing knowledge base that supports the language - teaching profession. It refers to language teaching is a challenge and an opportunity for teachers because the foreign language must be taught clearly, accurately, and effectively to achieve genuine communication.

Teaching Approaches

Teaching approaches are a set of principles, beliefs, or ideas about learning. It is influenced by the nature of the subject itself, by the context, and by the individual characteristics of the teacher and their students. Moreover, an approach gives rise to methods, in a school setting, an approach such as sheltered instruction involves setting language and content objectives for curriculum units, so that particular language skills are attended to while meaningful content is being discussed (Hinkel, 2016). In other words, teaching approaches describe how teachers teach based on the intentions and strategies they use and the conceptions of teaching describe the beliefs that

teachers have about teaching and the underlying purposes and strategies that they put into practice when they teach.

Andragogical Approach

Rudis & Postic (2017), established acquiring a language depends on the different tools, methodology and strategies that teachers apply in order to expand students' vocabulary, as well as the rest of aspects related to the language like pronunciation and fluency considering the different changes in the education with the needs of the students, especially adult students.

The adult is an independent and adaptable individual, so the andragogy tries to focus on the adult learner based on four assumptions such as: a self-directing self-concept; use of experience; a readiness to learn; and a performance-centered orientation to learning (Forrest & Peterson, 2017). Thus, this approach is focused on the student not as occurs within the field of pedagogy, it is taken as part of an autonomous and self-regulated learning process, assisted by a teaching model that stimulates the autonomy of the learner and promotes a set of strategies that allow them to consolidate learning.

Andragogical strategies

Teaching strategies promote the interaction of the teacher with the student, who in turn plays an active role in the learning process, which is where teaching is focused and helps the student choose, coordinate, and apply procedures to achieve meaningful learning. Likewise, the strategies are the various actions carried out by the teacher to guide, provide knowledge and resources that facilitate the learning process. The andragogy strategies can enhance the interaction and communication between students and teacher. Students can give their opinions, point of view about the design of the content, for that, confidence is promoted among teachers and students and themselves (Chang, 2015). It means that teachers can adapt the strategies in order to satisfy the adult students interest engaging them into the learning objectives, planning, activities and problem solving.

The andragogical strategies prioritize self-learning, a responsible attitude, acting freely and engaging in their learning process. There are some strategies that can help with the learning process:

Collaborative work

Collaborative work is a conversational process fundamentally focused on dialogue, negotiation, and the quality of the word. This strategy can help to learn knowledge from others, share ideas, information, and experiences. Furthermore, Macpherson (2017) mentioned that collaborative work, in an educational context, constitutes an interactive learning model, which invites students to build together, for which the efforts, talents and individual skills of group members allow them to achieve the established goals. Consequently, the structure of the dialogue or the conversational structure, which arises in the group is complex and social skills are essential to develop quality interaction.

Brainstorming

Most of the students are visual learners and need a visual aid for organizing their ideas, items, terms and establishing a relation between them. Sabarun (2015) argued brainstorming is an innovative conference with special nature in order to produce a list of ideas that can be used as clues while giving each student the chance to express his ideas and share those ideas with others and encourage new ideas (p. 12). Meanwhile, in language teaching, brainstorming is a common aid to develop the organizational and thinking skills and the language skills, hence the adult student can enhance their creativity, allowing the emergence of a large number of ideas.

Debates

Debate as a strategy involves various skills such as knowing how to speak, transmit ideas and opinions, know how to listen, share positions, challenge and be prepared to change your mind. Likewise, Othman and Zare (2015) concluded that debate can and should be used in college classrooms to courses in nearly all disciplines to help students develop their critical thinking

skills. Additionally, the debate favors the development of critical thinking, requiring the adequate treatment of information, for its subsequent analysis, evaluation and elaboration of judgments based on criteria.

1.2.2 Dependent Variable

English Language

The English language is a universal language and no matter the language or country of origin, all people can communicate by sharing new ideologies, cultures, lifestyles, etc. It means that it is a window that opens the way to human achievement since if people constantly practice the English language, vocabulary, diversity of speech, structure and meaning will benefit personally, work, culturally and it will contribute to the growth of the country as a modern nation of the 21st century (Patel & Jain, 2018). It refers to English is also essential to the field of education even in countries where it is not an official language and at the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students.

Language Skills

To learn a language, especially English like a second or foreign language is necessary to learn about the four skills that allow an individual comprehension and produce a spoken language to communicate with others. Rivers (2018) claims the four language skills are:

Speaking. - It is an interactive process where people share ideas, feelings in a spoken way modulating the tone of voice to communicate effectively.

Listening. - It is the capacity to perceive sounds, words, sentences and process them to understand what the other person is saying.

Writing. - It is the capacity to express feelings, thoughts through a written word.

The writing style depends on the situation; it can be formal or informal.

Reading. - It is the ability to comprehend the written words to interpret what the author's saying in texts, articles or any other reading material.

Productive skills

The productive skills or active skills are the capacity that enable students to produce written or spoken information. Bobojonova (2020) argued the productive skills are speaking and writing which are controlled and guided activities where the primary focus of these two skills is laid on accuracy, since it is the way to introduce itself writing or speaking with fluency while communicating with native speakers or English students. For this reason, the language used in written expression is usually more formal and shorter and incomplete sentences are used in oral production. In the written medium, the writer has more time to think about what he is going to write and can make several drafts before reaching his final version. Oral discourse has an immediate addressee who is usually present; with written expression, the writer usually has the addressee of it in mind.

Oral skill

Oral skill allows people to communicate effectively helping to assure the comprehension of the information in different situations. Alban and Cobo (2015) concluded that oral skill is considered as the most difficult skill, therefore teachers need to pay attention to this skill looking for several strategies, techniques and approaches in the English classroom. For this reason, in the English learning process mastering the language is vital within the process, it will facilitate any type of permanent contact and communication in the professional field of a globalized world.

1.3 Objectives

General objective

- To analyze the influence of andragogical strategies to improve the oral skill of the English Language.

Specific objectives

- To identify the andragogical strategies to improve oral skill in the students.
- To diagnose the level of students' oral skill.
- To determine the effectiveness of andragogical strategies in the oral skill.

Description of the fulfilment of objectives:

The present study aimed to analyze the influence of andragogical strategies in oral skill of the students of fifth semester in Pedagogía de los Idiomas Nacionales y Extranjeros.

Therefore, to fulfill the purpose, it was necessary to determine the useful strategies as a learning tool in adults, and evaluate the speaking level of students. To begin with, the researcher investigated related information about andragogical strategies from different articles, and journals. In this way, it was possible to find the appropriate strategies to enhance the oral skill.

The findings allowed the creation of a lesson plan with speaking activities and were applied as a learning tool in an EFL classroom. Second, to evaluate the level of speaking skills, a pre-test was applied. It was the PET (Preliminary English Test) from Cambridge. Finally, the post-test allowed the researcher to analyze the results and the impact of andragogical strategies in the oral skill. The rubric had four parameters, grammar and vocabulary, discourse markers, pronunciation, and interactive communication. As a result, students had a significant improvement in interactive communication subskill. They developed confidence during the interventions with the different speaking activities.

CHAPTER II

METHODOLOGY

2.1 Resources

In this section, all the resources employed in this research were described, such as pictures and worksheets because students need to make conversations or give opinions about pictures orally. In addition, this study utilized bibliographic resources such as: articles, journals, videos, and internet. Finally, it has had the support, approval and collaboration of authorities, teachers, and especially adult students from Universidad Técnica de Ambato, where this investigation took place to analyze the influence of andragogical strategies to improve the oral skill of the English language.

2.1.1 Instruments

As instruments for data collection, a Preliminary English Test (PET) was used to create a pre and a post-test. The PET exam consists of 4 parts of which the researcher used parts 1 and 3. Therefore, part 1 is individual with several questions about personal information. It is divided into two phases where in phase 1 the candidates introduce themselves, and in phase 2 candidates talk about hobbies, experiences, likes and dislikes., etc. In addition, candidates make a conversation responding suggestions, discussing alternatives, and negotiating agreement using several pictures. These tests were used to assess oral skill from Pedagogia de los Idiomas Nacionales y Extranjeros major with the objective of establishing a comparison in the students' progress before and after to apply the different andragogical strategies and as a tool for measuring students' English proficiency in oral skill during this study. Moreover, an oral rubric provided by Foreign Language Assessment Rubrics was used in order to measure the ability to participate in real conversations in different categories like vocabulary, grammar, pronunciation, overall fluency, and interaction. This rubric has a Likert scale from 0 to 5 and 4 categories to assess like: grammar and vocabulary, discourse markers, pronunciation, and interactive communication.

The pre-test and post-test were taken in pairs, and they consisted into 2 parts, each one with 2 phases; the first one, students must talk about personal information individually for 2 or 3 minutes. In the second part, students must talk together for 2 or 3 minutes. For the application of pretest and posttest, the researcher used different topics, and all the answers were received through a WhatsApp group chat.

2.1.2 Participants and context

The research work was carried out at Universidad Técnica de Ambato with students of fifth semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” major. This group consisted of 27 students with an average age between 20 and 25 years old. Furthermore, it is important to mention that the sample was not select randomly, so the whole group received the treatment that involved using andragogical strategies to enhance oral skill once a week for 30 to 40 minutes. Finally, after the treatment, the experimental group of 27 students took a post-test to compare the result with the pre-test and determine whether or not andragogical strategies helped them to improve the oral skill.

Table 1
Participants

Population	Total	Percentage
Men	10	38%
Women	17	62%
Total	27	100%

Note: This table shows the population that this investigation used for its development.

2.2 Methods

2.2.1 Research design

In this research, the different approaches and methods were used by researcher in order to collect data and apply the different andragogical strategies for determine the influence in the improvement of oral skill in adult students.

The research had a mixed approach. It comprised both qualitative and quantitative approaches. Tashakkori (2016) claimed, qualitative research assumes a subjective and dynamic reality composed of a multiplicity of contexts. The qualitative research approach favors the deep and reflective analysis of the subjective and intersubjective meanings that are part of the studied realities. It indicates that this approach helps to describe the influence of andragogical strategies in adult students, if it has a meaningful learning, what are the different aspects taking account at the moment to teach, and what are the best strategies help students to enhance their oral skill. On the other hand, quantitative approach is empirical research where the data are determining by numerical data. It refers to the tests, interviews, questionnaires, scales are applied to measure attitudes and objective measures, using validation and reliability instruments in order to collect data about the population and the percentage according to the influence of andragogical strategies.

2.2.2 Research modality

The modality of this research was field research hence, it involves studies based on the reality and the results can help to have more knowledge about the students' needs (Van de Ven, & Poole, 2017). It means that the application of the andragogical strategies were directly in classroom with adult students where the problem occurs with all facilities of the “Pedagogia de los Idiomas Nacionales y Extranjeros program” at Universidad Tecnica de Ambato to verify the effectiveness of andragogical strategies. In the same way, this research work was also bibliographical because it was necessary the use of papers and books to have information related with the dependent and independent variable. Furthermore, a possible drawback is that there may be doubt about the quality and validity of the bibliographic sources.

2.2.3 Type of research

For this research work, the exploratory, descriptive, correlational, and explanatory levels were taken into account. This research work was descriptive with the application of andragogical strategies research because it was focused on specifying the characteristics of the population being studied, aiming to describe some fundamental characteristics of homogeneous sets of phenomena (Hernandez et. al, 2014). Additionally, it uses systematic criteria that allow establishing the structure or behavior of the phenomena under study, providing systematic and

comparable information and as a result to describe the influence the andragogical strategies in the enhance of adult students' oral skill.

Additionally, it had a correlational investigation because the correlation between two or more variables will be known. That is, it tells us how the andragogical strategies influence in the improvement of oral skill. In this way, the possible random effect is ruled out and possible accidental manipulation is avoided.

2.2.4 Research model

For this research, the quasi-experimental method was used since this method aims to test the hypothesis by manipulating the independent variable (andragogical strategies) on the dependent variable (oral skill) (Cook, 2015). For that reason, the selection of sample is not random, and it is an assignment at the discretion of the researcher. Therefore, the whole group participated in the research work where andragogical strategies were applied to compare the development of the students' oral skills with the application of a pretest, treatment, and a posttest.

Furthermore, the researcher developed five 30 – 35-minute communicative lesson plan for the treatment with activities that helped students to enhance their oral skill such as: collaborative work, brainstorming, and debates. For the lesson plans, the Hamer's template was used and different social, cultural, political, and economic topics were used for discussion because it is necessary the students be able to analyze these topics in order to enhance their oral skill trough practice with others. In addition, the researcher used 3 stages of PPP method (Presentation, Practice and Production) to create the lesson plans to develop the several activities according the andragogical strategies.

2.2.5 Procedure

In addition, 7 sessions were applied including a pre-test and a post-test. This study had 5 interventions with lesson plans of 30 - 35 minutes, so it was carried out in face-to-face classes once a week with students of fifth semester "B". Thus, students developed their oral skill through different activities using andragogical strategies.

In the first meeting, the researcher started with an introduction of the research work, topic and objectives. Moreover, the pretest taken before the treatment consisted into 2 parts of 2 to 3 minutes each one taken from Cambridge Preliminary English Test and 2.a Cambridge rubric.

In the second meeting, the researcher started the treatment with a lesson plan focused on andragogical strategies and oral skill. All lesson plans are divided into 3 stages: presentation, practice and production included a warm up in order to introduce the class topic. First, presentation in which students learned some agree and disagree expressions through a video where they also observed body language and pronunciation. Second, practice where students worked in groups to complete a fill gap activity and practice pronunciation. Finally, production in which students worked in groups in order to make a conversation using agree and disagree expressions.

In the third meeting, the lesson plan was about “talk about yourself” where it was divided into three stages. First, presentation in which students observed a video related to the topic and remind some question that help them to provide personal information. Second, practice where students worked in group completing a find someone who...? activity. Finally, production in which student prepared a presentation providing personal information about themselves.

In the fourth meeting, the lesson topic was about “Junk food” and during the presentation stage students observed a video and learned vocabulary related to the topic. In practice stage students recorded their voices in a live worksheet activity in order to practice the pronunciation and finally, in production stage students made questions randomly to their classmates.

In the fifth meeting, the lesson plan was about “Music”. In presentation stage students observed a video about expressing opinion and learned some expressions. In practice stage students worked in groups to give opinions about different kind of music and in production stage the class was divided into two groups in order make a debate related to the topic.

In the sixth meeting, the lesson topic was about Pollution divided into three stages. In presentation stage students learned about brainstorming and how to use it. In practice stage

teacher wrote the word pollution and students had to say the words that comes their minds at the moment to listen that word and finally in production stage, students prepared a presentation about how to protect the environment using a brainstorming.

In the seventh meeting, the researcher applied the post-test after implementing all the lesson plan in order to determine if the participants enhance their oral skill with help of andragogical strategies.

2.3 Hypothesis

Alternative hypothesis (H_o)

Andragogical strategies influence in the students' oral skill of fifth semester “B” at Pedagogía de los Idiomas Nacionales y Extranjeros career from Universidad Técnica de Ambato.

Null hypothesis (H_1)

Andragogical strategies does not influence the students' oral skill of fifth semester “B” at Pedagogía de los Idiomas Nacionales y Extranjeros career from Universidad Técnica de Ambato.

Variable identification

Andragogical strategies (Independent variable)

Oral skill (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter, the researcher carried out the analysis and interpretation of the results obtained during 3 weeks from fifth-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros” major in a quasi-experimental investigation with a single group of 20 students, in which the results were collected from a pre-test and a post-test of oral skill provided by Cambridge Preliminary English Test (PET). In addition, these results were obtained after applying the treatment with andragogical strategies such as: collaborative work, brainstorming and debate, and were represented in tables, charts and figures with their analysis and interpretation to clarify their content. Moreover, the scores obtained through the Cambridge rubric out of 20 were adjusted over 10 in order to get a better understanding of the real scores.

3.1.1 Pretest results

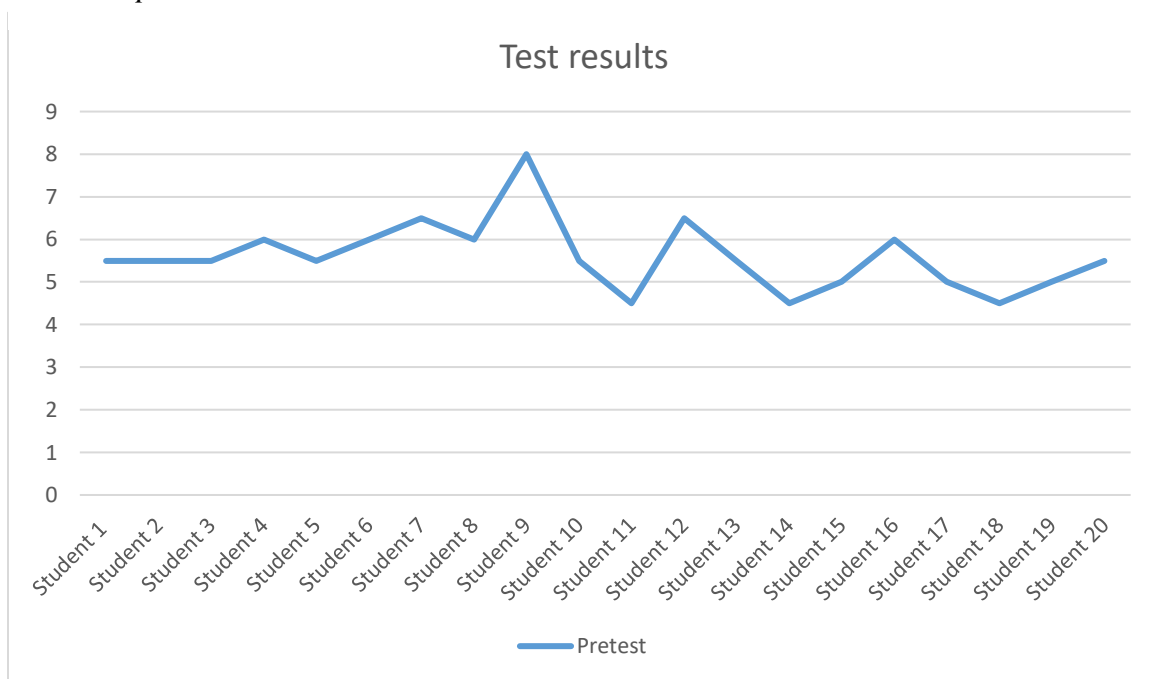
Table 2
Oral skill pretest results

Pre-test Scores		
	Cambridge score over 20	Score over 10
Student 1	11	5.5
Student 2	11	5.5
Student 3	11	5.5
Student 4	12	6
Student 5	11	5.5
Student 6	12	6
Student 7	13	6.5
Student 8	12	6
Student 9	16	8
Student 10	11	5.5
Student 11	9	4.5
Student 12	13	6.5
Student 13	11	5.5
Student 14	9	4.5
Student 15	10	5
Student 16	12	6
Student 17	10	5
Student 18	9	4.5
Student 19	10	5
Student 20	11	5.5

Note: This table presents students' pretest results of fifth semester PINE major.

Figure 1

Oral skill pretest results over 10



Note: Results obtained with the application of Cambridge PET exam for oral skill.

Analysis and interpretation

Table 3 and figure 1 represent students' scores of Cambridge PET exam applied before the treatment to students of fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros major in which the researcher assessed students' oral skill with several individual questions about personal information and a conversation about pictures. Additionally, the Cambridge rubric for PET speaking section over 20, the final score was averaged over 10. Thus, the lowest score was 9 over 20, it means 4,5 over 10 and the highest score was 16 over 20, it means 8 over 10.

By consequence, the results presented establish that the students have deficiencies in the development of some aspects like grammar and vocabulary and interactive communication, which constitute a problem for the communication with others. These aspects were observed in part three of the PET exam because they needed to make a **discussion** about different pictures that teacher given. Other reason was students had a low level and some difficulties in the pretest because they did not have any preparation.

3.1.2 Posttest results

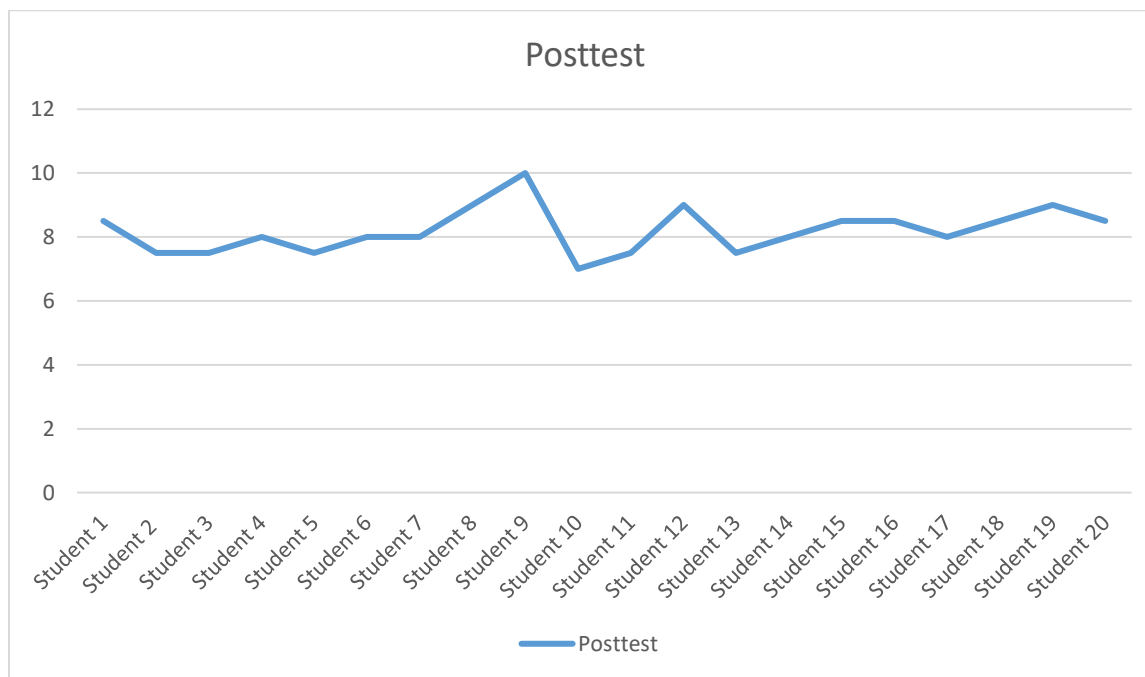
Table 3

Oral skill posttest results

Posttest Scores		
	Cambridge score over 20	Score over 10
Student 1	17	8.5
Student 2	15	7.5
Student 3	15	7.5
Student 4	16	8
Student 5	15	7.5
Student 6	16	8
Student 7	16	8
Student 8	18	9
Student 9	20	10
Student 10	14	7
Student 11	15	7.5
Student 12	18	9
Student 13	15	7.5
Student 14	16	8
Student 15	17	8.5
Student 16	17	8.5
Student 17	16	8
Student 18	17	8.5
Student 19	18	9
Student 20	17	8.5

Note: This table present students' posttest scores of fifth semester PINE major.

Figure 2
Oral skill posttest results over 10



Note: This figure represents the results obtained with the application of Cambridge PET exam for oral skill after the treatment.

Analysis and interpretation

Table 4 and figure 2 represent students' scores of the post-test evaluation carried out after the intervention process to students of fifth semester of PINE major. The speaking exam consisted of several questions about personal information and a conversation about pictures in which the result enhanced with the treatment. Thus, the lowest score was 14 over 20, it means 7 over 10 and the highest score was 20 over 20, it means 10 over 10.

Consequently, the results showed a small improvement after the treatment with andragogical strategies (collaborative work, debate and brainstorming) it means a student's progress because they went from a level of concern or insufficient (level 1) to a regular one (level 2) where students could give long answers, acquired more vocabulary/expressions and feel more comfortable in order to interact in a better way.

3.1.3 Pretest and posttest average

Table 4

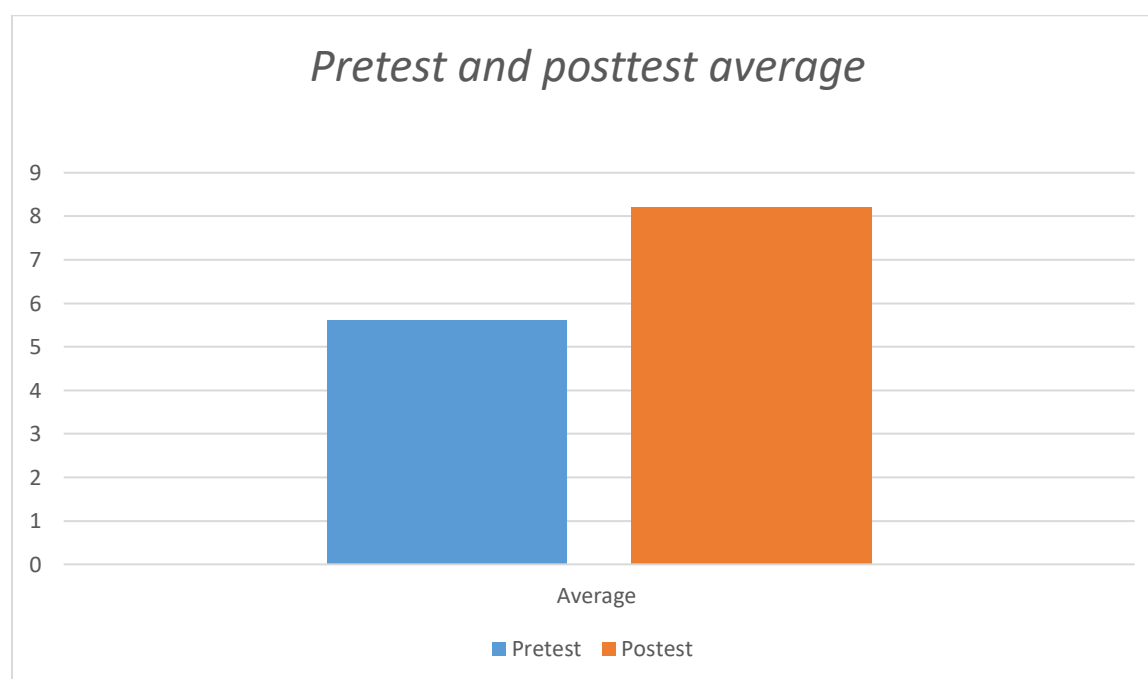
Pretest and posttest average over 10

Results	Pretest	Posttest	Difference
Average	5.6	8.2	2.6

Note: This table represents the total average of pretest and posttest results and their difference.

Figure 3

Pretest and posttest average



Note: This figure represents the total average of pretest and posttest scores.

Analysis and interpretation

Table 5 and figure 3 show pretest and posttest scores over 10. The final average of the pretest is 5,6 out of 10 and the average of posttest is 8,2 out of 10 with a difference of 2,6.

According to the results obtained, the graph shows the differences markedly. The means obtained in the posttest establish the benefits of andragogical strategies as fundamental for the development of students' speech because their abilities and understanding are developed with

minor difficulties. It could be seen that the criteria of pronunciation and interaction of the participants increased thanks to the activities that were applied in the treatment. However, grammar/vocabulary and discourse management criteria remain in the same range, implying that these criteria are developed autonomously.

3.2 Hypothesis verification

For the hypothesis verification, the researcher used the SPSS Statistical Software in order to determine if the null hypothesis is accepted or rejected.

Null hypothesis (H_1)

Andragogical strategies does not influence the students' oral skill of fifth semester “B” at Pedagogía de los Idiomas Nacionales y Extranjeros major from Universidad Técnica de Ambato.

Alternative hypothesis (H_0)

Andragogical strategies influence the students' oral skill of fifth semester “B” at Pedagogía de los Idiomas Nacionales y Extranjeros major from Universidad Técnica de Ambato.

Table 5

Paired Samples Statistic results

Paired samples statistics					
		Mean	N	Std. deviation	Std. error mean
Pair 1	Pretest	5.600	20	.8208	.1835
	Post_test	8.200	20	.7145	.1598

Note. The data used was taken from students’ pre and post-tests results.

Table 6 shows the results from the pretest and posttest, and the difference between them. The mean of pretest was 5,600 and the mean of posttest was 8,200, according to it results there is a meaningful difference the students’ test score before and after the application of andragogical strategies. The difference in means establishes better results in the students when they participate in the proposed activities; the post-test is superior, although it does not approach high values medium values. Thus, the development of work sessions presented significant results for the

students. The correlation obtained from the pre-test and posttest samples establishes that it is perfect since the results are significantly related, qualified as an excellent positive correlation since the value of 0.945 and p-value of 0.000, which is less than 0.05, are obtained.

Table 6

Paired sample test

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest - Post_test	-2.6000	.7712	.1724	-2.9609	-2.2391	-15.077	19	<.001	<.001

Note: The table shows the asymptotic significance of the results.

Table 8 shows the significance of the results collected before and after the treatment with the application of pretest and posttest which indicates the impact of the application of andragogical strategies on oral skill. This table allows to identify whether the null hypothesis is accepted or rejected taking into account that the alternative hypothesis (H1) is accepted if the value is < 0.05, and null hypothesis (Ho) is > 0.05.

Thus, the significance is 0.001, it means that the alternative hypothesis was accepted, therefore andragogical strategies helped to students to improve on their oral skill. On the other hand, null hypothesis was rejected. For this reason, there was an influence of andragogical strategies on oral skill of the fifth semester students.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- ✓ Andragogy is a discipline that studies the forms, procedures, techniques, situations, and teaching-learning strategies to achieve significant learning in adults. The strategies used in this research work like debates, collaborative work and brainstorming activities were effective in the improvement of students' oral skill of fifth semester from PINE major, because these strategies accomplished the adults' expectations and allowed them to share ideas, opinions with others and achieve their goals which are usually linked to their professional life and work environment. These strategies were chosen to develop oral skill since students could simulate daily life actions through role plays, conversations and debates using social topics. Consequently, after applying these strategies, students improved their pronunciation, acquired new vocabulary, and learn how to manage different situations with facial gestures and correct intonation.
- ✓ Three andragogical strategies were employed to achieve the objective of this study such as collaborative work which allows students to learn from others, share ideas, information and experiences and provide opportunities to improve communication skills and group cohesion, as well as to develop positive attitudes towards the community construction of knowledge. Another strategy used was debate which is an ideal strategy to improve oral skill sharing ideas and opinions orally because it generates a sense of identity and creates awareness of participation, responsibility, and respect for the ideas from others. Finally, brainstorming was used in this study with the purpose of generating original ideas working in groups and is useful for students who need visual aids to organize their ideas finding a relationship between them when speaking
- ✓ According to the Cambridge English qualification scale, the results of pretest taken to fifth semester students, the scores' average corresponds to A2 level in the speaking criteria like: grammar and vocabulary, discourse management, pronunciation interactive communication. By contrast, after the application of andragogical strategies in the treatment of this research, students obtained a scores' average corresponding to B1 level

in speaking criteria. Consequently, the strategies had a good influence in students' oral skills because their level improved after the treatment.

- ✓ Finally, the application of andragogical strategies effectively improve the oral skill in adults because these strategies help adult students to have the opportunity to develop the critical thinking, share ideas and opinions based on experiences, interest, and their own motivation. For this reason, the results of this research work showed the students' pretest average was 5,6 over 10 and the posttest average was 8,2 over 10, it means that the students could improve their level with the andragogical strategies.

4.2 Recommendations

- ✓ To improve oral skill in adult students, teachers need to know that teaching is not similar in different stages of life, so adult have their own motivation, they know what they learn, and how they learn. That is why, it is recommended to take into account the use of strategies related to the andragogy like: collaborative work, debates and brainstorming. Thus, the use of these strategies helps students to have an effectiveness learning and to be more confident at the moment to speak.
- ✓ To identify the best andragogical strategy to improve oral skill in adult students, it is necessary to know the students' interest, goals, weaknesses and strengthens and for that it is applicable a Cambridge test to determine the students' level and, in this way, to apply the correct strategy. In addition, it is recommended to use the brainstorming strategy because during the treatment students could get a wide variety of ideas in a short time, it stimulated creativity in the participants, and it helped to have several alternative at the moment to give a solution or answer questions.
- ✓ To diagnose students' oral skill level, it is necessary to consider the oral skills to improve like: facial gestures, active listening, ask for clarification, etc., students' level of English and use tests provided by Cambridge in order to evaluate students according the speaking criteria like: grammar and vocabulary, pronunciation, discourse management, and interactive communication because in this way teacher can recognize the weaknesses and

strengthens to choose the level of the students and provide activities or use strategies to help the students to achieve their objective.

- ✓ To determine the effectiveness of the andragogical strategies it is recommended for teachers monitor the progress of the students in order to give support in their different pronunciation, vocabulary and grammar mistakes which can affect in their oral skill improvement also it is recommended to take a posttest after the treatment applied and determine if the treatment was effective or if the teacher need to change his methodology.

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ANNEXES

Cambridge Key Speaking Sample Test (Pre – test)



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

NAME:

DATE:

INSTRUCTIONS: Listen carefully and answer the following questions orally.

TEST 1 PART 1– PHASE 1

• **Personal information**

A & B.- What is your name?

Where do you live/ come from?

Do you work or are you a student?

Back-up prompts

What kind of are do you live in?

What job do you do?

What subject do you study?

PHASE 2

How do you get to work/school/university every day?

What did you do yesterday evening/last weekend?

Do you think that English will be useful for you in the future?
(Why/ why not?)

Back-up prompts

Do you usually travel by car?

Did you do anything yesterday evening/last weekend? What?

Will you use English in the future? (Why?
/Why not?)

Do you live with friends/your family?

Tell us about the people you live with

TEST 1 PART 3

- **A young man works very hard, and has only one free day a week. He wants to find an activity to help relax.**
- Talk together about the different activities he could do, and say which would be most relaxing.
- All right? Now, talk together.

Activities to help the man relax



Cambridge Key Speaking Sample Test (Post – test)



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

NAME:

DATE:

INSTRUCTIONS: Listen carefully and answer the following questions orally.

TEST 2 - PART 1: PHASE 1

• **Personal Information**

Back-up prompts

A&B.- What is your name?

Tell us about the area where you live

Do you work or study?

What can you do near where you live?

What kind of work do you plan to do when you graduate?

PHASE 2

Back-up prompts

How long have you been studying English?

How often do you meet up with your friends?

Have you got any hobbies?

Where do you see yourself in ten years 'time'?

In your opinion, why do people learn English?

Are you more comfortable alone or with people?

Do you prefer to go out or stay at home?

How important is it for you to be successful in life?

TEST 2 - PART 3

- **A family with two teenage children is planning a holiday and they want to do some activities together as a group.**
- Talk together about the different activities the family could do together and say which would be most interesting for everyone.
- All right? Now, talk together.

A family holiday



Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

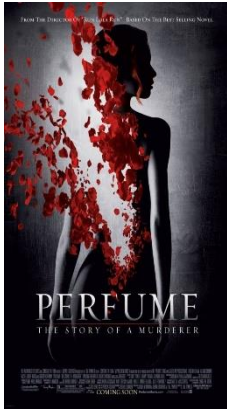
LESSON PLAN 1

Teacher: Adriana Culqui		Date:
Class: 5 th semester PINE		Level: B1
Unit Topic/Theme: Movie Poster Design		
General Objective:		Specific Objectives:
<ul style="list-style-type: none"> Students will be able to talk about movie poster design using agree and disagree phrases. 		<ul style="list-style-type: none"> To work in groups and discuss about movie poster design. To talk with others using body language (eye contact, facial expressions and movement) To make a conversation using agree and disagree expressions.
Anticipated Problems:		Possible Solutions
<ul style="list-style-type: none"> Students don't want to participate or get distracted of the activity. The instructions are confusing. 		<ul style="list-style-type: none"> Make a transition activity or use the attention getters. Provide examples.
Materials: worksheets and pictures.		
Procedure:		Time
SOCIAL RITUAL: <ul style="list-style-type: none"> Greeting Agenda 		2 minutes
WARM UP		
<p>The teacher shows some pictures and the students must give their opinion if they agree or disagree with the design of the movie poster.</p> <p>The teacher asks a question:</p> <ul style="list-style-type: none"> Do you agree or disagree with the design? 		5 minutes
PRESENTATION		
<p>Teacher shows a video about a conversation where students must pay attention to the pronunciation, body language and try to identify the phrases that express agree and disagree.</p> <p>Teacher presents flashcards with some phrases that students must use to express agree or disagree when they talk about movie poster design.</p> <ul style="list-style-type: none"> I'm not convinced by that idea. I'm not so sure. 		10 MINUTES

<ul style="list-style-type: none"> • I think I disagree. • Don't get me wrong, but I don't think they fit. • OK, maybe you've got a point there. • I think you're right. • Yes, definitely. • I agree. 	
<p style="text-align: center;">PRACTICE</p> <p>Controlled practice: Teacher asks students to make groups of 3 and gives them a conversation and students must fill the gaps with words from the box.</p> <p>Teacher chooses some students to read the conversation.</p>	<p>10 minutes</p>
<p style="text-align: center;">PRODUCTION</p> <p>The teacher divides the class into groups and gives to students a picture about movie poster design and students make a conversation about it using at least 4 agree and disagree phrases.</p> <p>When the students finish the activity, they will prepare a short presentation about it. Teacher chooses some groups to present to whole class and the rest will send an audio of their classwork through WhatsApp group.</p> <p>Assessment. -</p> <p>Informal assessment. - Student's participation Formal assessment. – Rubric: Presentation and organization: 2 Creativity: 2 Group work: 3 Pronunciation/ Grammar: 3 / 10</p>	<p>10 minutes</p>

ANNEXES

WARM UP



PRESENTATION

A screenshot of a video player interface. The top left corner features the British Council logo, consisting of four circles and the text 'BRITISH COUNCIL'. The bottom of the player shows a progress bar with a play button, a volume icon, and a full screen icon. The text '4:22 / 4:22' is displayed on the left, and '720p CC' is on the right.

Transcript

Paul: So?

Emir: I'm not convinced by that idea.

Paul: Why?

Emir: Well, this design is just too simple.

Paul: It's not simple, it's minimal. Plus, it's what the client asked for.

Emir: I'm not so sure. Look ... Look at these designs here. I think this is the style that the client wants.

Paul: Hmmm ... I think I disagree. They said they wanted it clean and minimal.

Emir: These designs are clean and minimal.

Paul: Look, don't get me wrong, Emir. I like them, but I don't think they fit the brief. For example, here, there's just a bit too much going on.

Emir: OK, I see what you mean, but without all the color, it would look a bit ... empty.

Paul: True. OK, how about taking that and that away? So it still looks interesting, but less busy.

Emir: OK ... maybe you've got a point there. Actually, that has given me an idea.

...

Emir: So we remove the blue. I think that creates a nice balance.

Paul: Yeah, yeah. I think you're right. Changing the circles helped too.

Emir: I agree. So we're happy with this now?

Paul: Yes, definitely.

Emir: So it looks like we can agree!

Paul: Occasionally.

PRACTICE

WORKSHEET

NAMES:

Fill the gaps with words from the box.

what you mean right got a point definitely not so sure
get me wrong convinced I disagree

A: Here's my design for the new advertising campaign. What do you think?

B: I'm not that this is what the client wants.

A: But they asked for bright colors.

B: I think . They said they wanted the design to be fresh and fun.

A: But this design IS fresh and fun.

B: I'm .

A: Really?

B: Don't , I like your design but it doesn't fit the brief.

A: I see . I guess it's a bit too flashy.

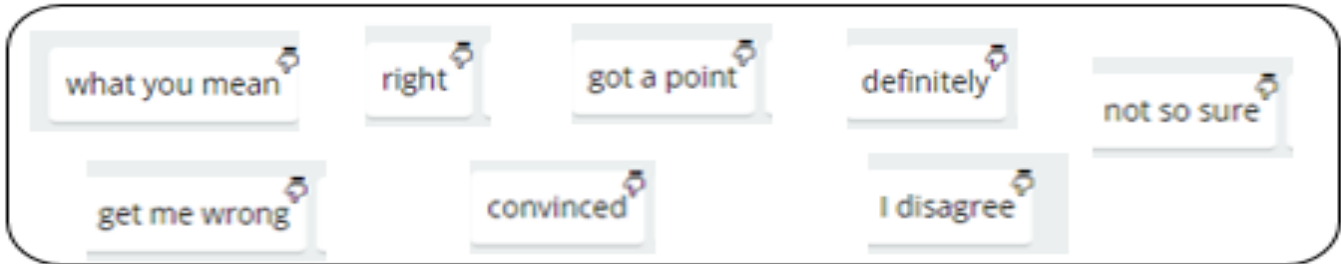
B: What about changing the red and the stars?

A: You've I think you're better?

B: Yes,

ANSWER KEY

Fill the gaps with words from the box.



A: Here's my design for the new advertising campaign. What do you think?

B: I'm not **convinced** that this is what the client wants.

A: But they asked for bright colors.

B: I think **I disagree**. They said they wanted the design to be fresh and fun.

A: But this design IS fresh and fun.

B: I'm **not so sure**.

A: Really?

B: Don't **get me wrong**, I like your design but it doesn't fit the brief.

A: I see **what you mean**. I guess it is a bit too flashy.

B: What about changing the red and the stars?

A: You've **got a point** I think you are **right** at better?

B: Yes, .

definitely

LESSON PLAN 2

Teacher: Adriana Culqui		Date:
Class: 5 th semester PINE		Level: B1
Unit Topic/Theme: Talk about yourself		
General Objective:		Specific Objectives:
<ul style="list-style-type: none"> Students will be able to talk about themselves using Wh questions. 		<ul style="list-style-type: none"> To work in groups and discuss about themselves. To make a conversation using Wh questions. To practice the pronunciation.
Anticipated Problems:		Possible Solutions
<ul style="list-style-type: none"> Students don't want to participate or get distracted of the activity. The instructions are confusing. 		<ul style="list-style-type: none"> Make a transition activity or use the attention getters. Provide examples.
Materials: worksheets, ball, computer, projector and internet.		
Procedure:		Time
SOCIAL RITUAL: <ul style="list-style-type: none"> Greeting Agenda 		2 minutes
WARM UP		
The teacher throws the ball to someone in class, who answers a questions, then throws the ball to someone else and asks other question.		5 minutes
PRESENTATION		
Teacher shows a video about an interview where students must pay attention to the questions and the information provided.		
Teacher presents some Wh questions that help to students provide personal information.		
<ul style="list-style-type: none"> Where are you from? Where do you live? Where do you study? What hobbies do you have? What do you study? 		10 MINUTES

<ul style="list-style-type: none"> • Why do you study English? • What do you most like about the place where you live? • What kind of outdoor activities do you most enjoy? • What sports are most popular with people in your country? 													
PRACTICE													
<p>Controlled practice: Teacher gives to students a worksheet, then asks students to stand up and collect information around the class at least 3 students.</p>	<p>10 minutes</p>												
PRODUCTION													
<p>The teacher asks to students make a small presentation about themselves providing their personal information.</p> <p>When the students finish the activity, teacher chooses some students to present to whole class.</p> <p>Assessment. -</p> <p>Informal assessment. - Student's participation Formal assessment. – Rubric:</p> <table border="0"> <tr> <td>Presentation and organization:</td> <td style="text-align: right;">2</td> <td></td> </tr> <tr> <td>Creativity:</td> <td style="text-align: right;">2</td> <td></td> </tr> <tr> <td>Group work:</td> <td style="text-align: right;">3</td> <td></td> </tr> <tr> <td>Pronunciation/ Grammar:</td> <td style="text-align: right;">3</td> <td style="text-align: right;">/ 10</td> </tr> </table>	Presentation and organization:	2		Creativity:	2		Group work:	3		Pronunciation/ Grammar:	3	/ 10	<p>10 minutes</p>
Presentation and organization:	2												
Creativity:	2												
Group work:	3												
Pronunciation/ Grammar:	3	/ 10											

ANNEXES

Link: <https://www.youtube.com/watch?v=R3AT8AtkeGc>



WORKSHEET

QUESTIONS	NAMES	MORE INFORMATION
• Where are you from?	• • •	
• Where do you live?	• • •	
• Where do you study?	• • •	
• What hobbies do you have?	• • •	
• What do you study?	• • •	
• Why do you study English?	• • •	
• What do you most like about the place where you live?	• • •	
• What kind of outdoor activities do you most enjoy?	• • •	
• What sports are most popular with people in your country?	• • •	

LESSON PLAN 3

Teacher: Adriana Culqui		Date:
Class: 5 th semester PINE		Level: B1
Unit Topic/Theme: Junk food		
General Objective:		Specific Objectives:
<ul style="list-style-type: none"> Students will be able to talk about junk food using new vocabulary and phrases 		<ul style="list-style-type: none"> To work in groups and discuss about junk food. To talk with others using body language (eye contact, facial expressions and movement) To make a conversation using expressions and new vocabulary.
Anticipated Problems:		Possible Solutions
<ul style="list-style-type: none"> Students don't want to participate or get distracted of the activity. The instructions are confusing. 		<ul style="list-style-type: none"> Make a transition activity or use the attention getters. Provide examples.
Materials: worksheets,		
Procedure:		Time
SOCIAL RITUAL: <ul style="list-style-type: none"> Greeting Agenda 		2 minutes
WARM UP		
<p>The teacher writes "Junk Food" in the whiteboard and asks the following question.</p> <p>What comes to mind when you hear the term 'junk food'?</p>		5 minutes
PRESENTATION		
<p>Teacher shows a video about junk food where students must pay attention to the new vocabulary.</p> <p>Teacher presents vocabulary related with the topic:</p> <ul style="list-style-type: none"> fries burger hotdog onion rings sandwich 		10 MINUTES

<ul style="list-style-type: none"> ✚ pizza ✚ noodles ✚ taco ✚ I am watching my weight. - The speaker is paying more attention to what they eat. They don't want to gain body weight and likely want to lose some. ✚ Be on a diet.- eating less food or only particular kinds of food in order to lose weight. 	
PRACTICE	
<p>Controlled practice: Teacher sends a link where students have to record their voices, gives to students a worksheet, then asks students to complete it.</p>	10 minutes
PRODUCTION	
<p>The teacher gives to the students a worksheet with several questions and practice with a classmate.</p> <p>When the students finish the activity, teacher chooses some students to present to whole class.</p> <p>Assessment. -</p> <p>Informal assessment. - Student's participation Formal assessment. – Rubric:</p> <p>Presentation and organization: 2 Creativity: 2 Group work: 3 Pronunciation/ Grammar: 3 / 10</p>	10 minutes

ANNEXES:

PRESENTATION:

The presentation slide features a grid of nine food items, each with an image and a label: Fries, Burger, Hotdog, Onion rings, Fried chicken, Sandwich, Pizza, Noodles, and Taco. To the right of the grid, there are two sentences with accompanying images. The first sentence is "❖ I am watching my weight" with an image of feet on a scale. The second sentence is "❖ Be on a diet" with an image of a plate of healthy food and a person holding an apple.

PRACTICE

Link: <https://es.liveworksheets.com/ph3105281pc>

The worksheet is titled "WORKSHEET" and features a purple hexagonal border. It includes a section for listening and repeating words, with audio icons and progress bars for each item: Fries, Burger, Hotdog, Onion rings, Sandwich, Pizza, Noodles, Taco, and Fried chicken. Below this, there are three sentences for audio practice: "I am watching my weight.", "Joe is on a diet.", and "Fried chicken is really addictive". Each sentence has an audio icon and a progress bar. A small empty box is located at the bottom center of the page.

PRODUCTION



STUDENT A's QUESTIONS (Do not show these to Student B.)



- (1) What comes to mind when you hear the term 'junk food'?
- (2) How often do you eat junk food?
- (3) What is it about junk food that is so bad for us?
- (4) Are parents who feed junk food to their children irresponsible?
- (5) Do you think there'll be more or less junk food in the future?

STUDENT B's QUESTIONS (Do not show these to Student A.)

- (1) What do you think of people who eat mostly junk food?
- (2) Does junk food or good quality healthy food make you happier?
- (3) If you had to choose between a strict vegetarian diet forever or a junk food diet forever, which would you choose?
- (4) Why does junk food cost so much?
- (5) How can you change your lifestyle to eat less junk food?

LESSON PLAN 4

Teacher: Adriana Culqui		Date:
Class: 5 th semester PINE		Level: B1
Unit Topic/Theme: Music		
General Objective:		Specific Objectives:
<ul style="list-style-type: none"> Students will be able to discuss about music using agree, disagree and opinion expressions. 		<ul style="list-style-type: none"> To distinguish affirmation and negotiation about a topic through debate. To talk with others using body language (eye contact, facial expressions and movement) To express opinion.
Anticipated Problems:		Possible Solutions
<ul style="list-style-type: none"> Students don't want to participate or get distracted of the activity. The instructions are confusing. 		<ul style="list-style-type: none"> Make a transition activity or use the attention getters. Provide examples.
Materials: worksheets,		
Procedure:		Time
SOCIAL RITUAL: <ul style="list-style-type: none"> Greeting Agenda 		2 minutes
WARM UP		
Teacher plays rock and romantic music and asks some questions: How many of you like rock / romantic music? Why do you like rock music and your classmate don't? Do you agree with his/her opinion?		5 minutes
PRESENTATION		
Teacher shows a video about expressing opinion where students can find expression to use in a conversation. <ul style="list-style-type: none">  Asking for opinion What do you think about...? What is your opinion about...? How do you feel about...? What is your point of view on...?  Giving opinion 		10 MINUTES

<p>I think...</p> <p>I believe that...</p> <p>As I see it, ...</p> <p>It seems to me that...</p> <p>My personal view is that...</p> <p> Expressing agreement</p> <ul style="list-style-type: none"> ○ I agree with this idea ○ The idea is right <p> Disagreeing with an opinion</p> <ul style="list-style-type: none"> ○ I don't agree with your idea ○ I don't think so 	
PRACTICE	
<p>Controlled practice: Teacher asks students to create groups of three and gives one picture to each group about music and students have to asks for and giving opinions.</p>	10 minutes
PRODUCTION	
<p>The teacher divides the class into two groups in order to create a debate, then they must present to whole class.</p> <p>Debate's topic: Reggaeton music</p> <p>Assessment. -</p> <p>Informal assessment. - Student's participation</p> <p>Formal assessment. – Rubric:</p> <p>Presentation and organization: 2</p> <p>Creativity: 2</p> <p>Group work: 3</p> <p>Pronunciation/ Grammar: 3 / 10</p>	10 minutes

ANNEXES

PRESENTATION

Link: <https://www.youtube.com/watch?v=L7zLf0g--9Q>



PRACTICE



LESSON PLAN 5

Teacher: Adriana Culqui	Date:
Class: 5 th semester PINE	Level: B1
Unit Topic/Theme: Pollution	
General Objective:	Specific Objectives:
<ul style="list-style-type: none"> Students will be able to discuss about different topics: Pollution using brainstorming strategy. 	<ul style="list-style-type: none"> To talk with others using body language (eye contact, facial expressions and movement) To give advices working in groups. To practice pronunciation. To solve problems.
Anticipated Problems:	Possible Solutions
<ul style="list-style-type: none"> Students don't want to participate or get distracted of the activity. The instructions are confusing. 	<ul style="list-style-type: none"> Make a transition activity or use the attention getters. Provide examples.
Materials: whiteboard, sheet of paper, internet, computer.	
PRESENTATION	TIME
<p>Teacher present a video about Brainstorming with the following questions:</p> <ul style="list-style-type: none"> ✚ What is a Brainstorming? ✚ How do you use a Brainstorming? 	5 MINUTES
PRACTICE	5 MINUTES
<p>Controlled practice: Teacher writes the word Pollution on the whiteboard and students say words that come to mind when they hear that word.</p>	

PRODUCTION									
<p>The teacher divides the class into groups of five and asks to students make a brainstorming about How to protect the environment? Then, they must to create a small presentation and present to whole class.</p> <p>Assessment. - Informal assessment. - Student's participation Formal assessment. –</p> <p>Rubric:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Presentation and organization:</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Creativity:</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Group work:</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Pronunciation/ Grammar:</td> <td style="text-align: right;">3 / 10</td> </tr> </table>	Presentation and organization:	2	Creativity:	2	Group work:	3	Pronunciation/ Grammar:	3 / 10	<p>15 MINUTES</p>
Presentation and organization:	2								
Creativity:	2								
Group work:	3								
Pronunciation/ Grammar:	3 / 10								

ANNEXES

PRESENTATION

Link: <https://www.youtube.com/watch?v=tMl0uXedbOI>