UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

Tema: **"VIDEOCONFERENCING PLATFORMS (MICROSOFT TEAMS) AND THE SPEAKING SKILL"**

Trabajo de Titulación previo a la obtención del Grado Académico de
Magister en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés

Modalidad de titulación Proyecto de Desarrollo

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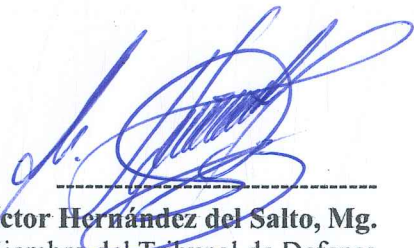**Director:** Licenciado Manuel Xavier Sulca Guale, Magíster

Ambato – Ecuador

2022

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AGRADECIMIENTO

Firstly, I would like to thank to God to allows me to be alive, then I would like to thank to my parents who were my unconditional support during this process and my whole family and I like to thank to Mg. Hugo Guerrero headmaster of the Unidad Educativa "Joaquín Lalama" for authorizing me to carry out my project. Moreover,I would also extend my gratitude to Lic. Manuel Xavier Sulca Guale, Mg. who guided me in this process with his experience, and knowledge to successfully fulfill this research study.

Paulina Corella

DEDICATORIA

This significant achievement in my life is dedicated to God and my beloved parents who has always supported and encouraged me to pursue my goals. Distinctly, this work is dedicated to my sisters Lorena and Patricia, and to my nephews and my niece Josué and Gaely Fuentes Corella, and José Antonio Sánchez Corella who has givenme the strength to be a better person every single day, keep focused on what I want,and work hard to reach my dreams.

Paulina Corella

UNIVERSIDAD TÉCNICA DE AMBATO

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MAESTRÍA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TEMA:

"PLATAFORMAS DE VIDEOCONFERENCIAS (MICROSOFTTEAMS) Y LA DESTREZA DE HABLAR"

AUTOR: Licenciada Paulina Alexandra Corella Sanguil

DIRECTOR: Licenciado Manuel Xavier Sulca Guale, Magíster.

LÍNEA DE INVESTIGACIÓN:

- Evaluación del Aprendizaje

FECHA: June 21st, 2.022

RESUMEN EJECUTIVO

La investigación actual con el tema "Plataformas de videoconferencia (Microsoft Teams) y la habilidad de hablar se centró en estudiar cómo las plataformas de videoconferencia (Microsoft Teams) impactaron la habilidad de hablar. Esta investigación se realizó con estudiantes del Tercer Año de Educación General Básica de la Unidad Educativa "Joaquín Lalama". Para lograr este objetivo, se aplicó una investigación bibliográfica y una investigación de campo. Las metodologías que se aplicaron fueron cuantitativas y cualitativas. El diseño de este experimento fue práctico y el instrumento fue una prueba estandarizada. Además, el diseño de esta investigación fue casi experimental lo que proporcionó evidencia para probar la hipótesis. El investigador aplicó la prueba preliminar para identificar la habilidad de hablar de los estudiantes. Después de eso, se aplicó una prueba posterior para determinar cómo las plataformas de videoconferencia (Microsoft Teams) impactan en las habilidades del habla. Primeramente, la investigación se realizó con una muestra de la población porque la mitad estaba en clases presenciales voluntarias. La cual se realizó con 16 estudiantes. Los estudiantes de esta Institución educativa no tenían la destreza de hablar tan bien desarrollada solo tenían algunos conocimientos de vocabulario y no pudieron desarrollar la destreza del hablar en un 100 por ciento. Los alumnos tenían bajo nivel del dominio en el idioma Inglés, pero con el tratamiento que

realizo lograron alcanzar un buen nivel del dominio en el Idioma Inglés. Ya que el idioma Inglés es el idioma más hablado en el mundo. Luego de la aplicación de la prueba previa y la prueba posterior se obtuvo lossiguientes resultados, el rango del pre test es 8.00 y la media es 13.0000, el rangode la prueba posterior es 2.00 y la media es 19.6250. Por tanto, se ha concluido que las plataformas de videoconferencia (Microsoft Teams) tienen una influencia positiva en las habilidades orales.

Descriptores: Idioma Inglés, habilidad para hablar, Microsoft Teams, plataformas de videoconferencia.

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MAESTRÍA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

THEME:

" VIDEOCONFERENCING PLATFORMS (MICROSOFTTEAMS) AND THE SPEAKING SKILL"

AUTHOR: Lic. Paulina Alexandra Corella Sanguil

DIRECTED BY: Lic. Manuel Xavier Sulca Guale, Mg.

LINE OF RESEARCH:
- Learning Assessment

DATE: June 21st, 2022

EXECUTIVE SUMMARY

The current research with the topic "Videoconferencing platforms (Microsoft Teams) and the ability to speak focused on studying how videoconferencing platforms (Microsoft Teams) impacted the ability to speak. This research was conducted with students of the Third Year of General Basic Education of the Educational Unit "Joaquín Lalama". To achieve this objective, a bibliographic research and a field research were applied. The methodologies applied were quantitative and qualitative. The design of this experiment was practical and the instrument was a standardized test. In addition, the design of this research was quasi-experimental which provided evidence to test the hypothesis. The researcher applied the pretest to identify the students' speaking ability. After that, a post-test was applied to determine how videoconferencing platforms (Microsoft Teams) impact speaking skills. First, the research was conducted with a sample population because half were in voluntary face-to-face classes. This was done with 16 students. The students of this educational institution did not have the speaking skills so well developed they only had some vocabulary knowledge and could not develop the speaking skills 100 percent. The students had a low level of proficiency in the English language, but with the treatment they were able to reach a good level of proficiency in the English language. English is the most spoken language in the world. After the

application of the pre-test and post-test the following results were obtained, the range of the pre-test is 8.00 and the mean is 13.0000, the range of the post-test is 2.00 and the mean is 19.6250. Therefore, it has been concluded that the videoconferencing platforms (Microsoft Teams) have a positive influence on oral skills.

Descriptors: English language, speaking skills, Microsoft Teams, videoconferencing platforms.

CHAPTER I
THE RESEARCH PROBLEM

## 1.1.	Introduction

In the era of development and technological advancement, it has been important to improve human activities in various projects, be they economic, cultural, and many others. Especially in the students in the English as foreign language labs set up to develop the oral dexterity of the students. However, video conferencing platforms have reached a level of stability, and the affordability of internet connectivity whichallows their use in real teaching settings rather than research projects, as many companies have decided to develop systems to support the aforementioned concepts such as teleworking, virtual teams and remote conferencing to develop students' speaking skills.

Therefore, video conferencing has become increasingly popular and spread as a result of the fast internet connection as we have the cheapest and best technologies according to Rop and Bett (2012). Additionally, videoconferencing platforms havebeen widely used as a means of communication during the emergency caused by thecovid-19 pandemic, communication between human beings is of vital importance since without the message life will not last, the videoconferencing platforms play animportant role since it produces a high-level human interaction in different areas such as in the educational field, academic activities, in business and government business meetings, health communication, and interaction conferences with friends and family suggested by Microsoft Teams is a program which was created by Microsoft which was released in 2017 which aims to create a virtual environment in collaborative work between group members.

Its system allows the use of modern office applications Office 365, both in the administrative, educational, and commercial management, it also allows to have allthe content that the user has generated and the text messages in its simultaneous and asynchronous way, and the implementation in the management can be accessed remotely in a direct and scheduled mode according to date in calendar applications,

(Microsoft Teams) is available on all mobile devices with convenient interactive interfaces. Also, some empirical studies have been carried out to investigate and evaluate the implementation of Microsoft Teams based on the literature review. Many studies were carried out to investigate the position of students towards the use of ICTs during the acquisition of oral skills of students in the third year of Basic General Education suggested by Rababah (2020).

The video conferencing platform (Microsoft Teams, 365) comes with an educational form with its facilities and features in the form of Microsoft Office, webuse, sharing, file, mobility, email, and calendar, Office web applications, instant conversations (attendance and conferences) security and confidence, Microsoft Teams integrates conversations, content, applications in a single platform, streamlining workflows for both administrators and allowing teachers to create a learning environment for the acquisition of oral skills of the students in a vibrant and personal way according to Zainiyati and Bulan (2021). The purpose of this short article is to provide an introduction to the innovative use of the Microsoft (365) Teams application claimed by Martin and Tapp (2019).

Speaking is considered the most popular skill for a person to be accepted as competent in a second language, Speaking is more than forming grammatically correct sentences since it fulfills a wide field in mechanics, pragmatics functions and social interaction there are also strategies for speaking since it can be implemented to students who are not motivated for the production of oral skill according to Kurum (2016). Before the pandemic in Ecuador, education was face- to-face, but the last government declared the emergency on March 16, 2021, the health emergency was declared and the Ministry of Education ordered the closure of Educational Institutions, so it was necessary to continue the teaching-learning process in virtual form, so both teachers and students had to adapt to a new teaching- learning techniquecalled (Microsoft Teams) since in this platform we have helped to exploit online learning according to Rojabi (2020).

Of the students of the Unidad Educativa"Joaquín Lalama". For both teachers and students, itwas in principle very difficult to adapt the management of the platform since every change implies knowing the system, in addition ,there were no necessary guarantees so that students can have the respective connection on the internet. Since many cases do not have this service.

1.2. Justification

This research was carried out in the Unidad Educativa "Joaquín Lalama", with the students of the third year of Basic General Education whose ages range between 7 and 8 years old. The research has been carried out to know the level of mastery of the students in speaking skills in the English language. Also, this studyis importantbecause students have seen the need to communicate in English. According to Chávez, et al. (2017), the globalization processhas resulted in the signing of free trade agreements with some countries, such as Brazil, Canada, Switzerland, and theUnited States, where manyof the negotiations are conducted in English. As a result,within organizations, it has been established as a fundamental requirement that professionals have a command of this language, in order to be hired in certain positions and may have the possibility of advancement.

On the other hand, maybe the most crucial reason for studying English is that English is essential when it comes to seeking a career. English provides the researcher and the students with access to better education and, asa result, the potential for a better career. As soon as the analyst and the scholars master the language, our work options will grow. English always gives you advantages when it comes to promotion or access to another employment, helping you to enhance current career condition, whether in government or global organizations.

In the first place, this research is applicable to all members of the educational community (stakeholders) teachers, students and parents who are involved in the teaching and learning process and the use of technology in the class provides students with new opportunities relevant learning.

Therefore, it means that learners are motivated to learn and acquire a new language.In addition, they have access to interactive and innovative tools and you will get better results when there are technological possibilities to develop particular tools

such as theMicrosoft Teams platform, which support the development of oral skills (Omidvar, 2017). Secondly, this is an individual concept of technology and it playsa crucial role in the educational field. Children love to study English in a technological environment where they must interact with technical tools. MicrosoftTeams provides some benefits to users and is easyto use.

Third, this research is **important** because Microsoft Teams supports multiple skill settings for students to improve their speaking skills. Students can come up with a variety of topics, such as elementary conversations and interviews. It is worth noting that the use of MicrosoftTeams in the classroom, which is the fundamental objective of the plan, is very important forthe development of oral skills. Fourth, thisproject was **feasible** considering that the authoritiesallow this type of analysis tobemanaged, some students have electronic devices and internetaccess at home, whichare necessary to carry out the organized project. This technological tool, moreover,is free of charge and is freelyavailable to the public.

Finally, Microsoft Teams is easy to use—teachersand students do not need a lot of training toget it up and running. Students are onlyrequiredto have electronic devicesand internet access.In addition, the objective of this research is touse Microsoft Teams as a source of essential learning in the classroom. As a result, students gaina high level of communication skills as well as a good command of the English language. In addition, this gives the students integratedskills (listening, speaking, reading, and writing)of the Unidad Educativa "Joaquin Lalama" who were the direct **beneficiaries** of this research.

1.2 Objectives

1.2.1.   General

To analyze how the videoconferencing platform (Microsoft Teams) enhances the development of the speaking skill of students in the Third Year of Basic General Education.

1.2.2.   Specific

- To analyze the level of English language speaking proficiency

students have in theUnidad Educativa "Joaquín Lalama"

- To describe the way videoconferencing platforms (Microsoft Teams)support students improve their speaking skills.

- To determine the effectiveness of videoconferencing platforms (Microsoft Teams) in the development of the speaking skills.

CHAPTER II

RESEARCH BACKGROUND

For the current research, several previous works were taken into account, to serve asthe basisfor an analysis on the use of the videoconferencing platform (Microsoft Teams) and the speaking skills.

Dependent Variable

Videoconferencing platforms (Microsoft Teams)

Rio Chillcce et al. (2021) claimed in their article **"Analysis of the Use of Videoconferencing in the Learning Process During the Pandemic at a University in Lima",** that many universities have opted for virtual education as a consequence of the health crises that forcedthem to stop using their centers as a means of teaching. Affecting the learning processes of students, which has predisposed many of them to become familiar with this new learning method, resulting in greater use of virtual platforms. Discord, Google Meet, Microsoft Team,Skype, and Zoom are among the digital platforms used by many educational institutions. Theaim of the study is to document the effects of videoconferencing onstudent learning. Teachers and students were surveyed, and 66% said their educational growth was unaffected. Most of them were comfortable with theplatforms; however, only about a quarter of them said their academic performance had improved, and some teachers still have psychological problems asa result of thisnew teaching method. Finally, both teachers and students believe that these tools arequite beneficial in virtual classes.

Loranc (2015) pointed out in her article **" Videoconferencing as a tool fordeveloping speaking skills",** that it is aimed to explore the possibilities offered byinnovation in languagelearning, in particular by favoring dynamic and technologicalchanges, and focuses on videoconferencing, a mode of communication that can promote the development of English speaking skills. Likewise, states that videoconferencing allows to bridging graphical distances, it can be used by teachersof English as a foreign language who want to overcome the problem of opportunities

since theyare limited to speaking and practicing in the classroom,exposing studentsto a genuine interaction in which communicative experiences that can be expanded.Using the results of this project, as illustrated by student assessment questionnaires and teacher observations, our goal is to identify the potential benefits for language learning that new technologies offer.

Alameri et al. (2020) suggested in their article **"Students' Perceptions of E-learningplatforms (Moodle, Microsoft Teams and Zoom platforms) in The University of JordanEducation and its Relation to self-study and Academic Achievement During COVID-19pandemic"**, that the primaryfocus of education isto teach students to use e-learning platformssuch as Moodle, Microsoft Teams, andZoom platforms, which are primarily aimed at reachingstudents and teaching them at home during quarantine, as well and to provide them with easy access to educational materials 24 hours a day. This has been accomplished using avariety ofplatforms. What's more, the purpose of this article is to investigate student perspectives on e-learning. Microsoft teams use Moodle to collaborate.

What's more, the University of Jordan digital learning platforms include Zoom and.It also investigates students' understanding of the Moodle, Microsoft Teams, and Zoom platforms, aswell as how they work. The students had used e-learning for threemonths during the COVID-19 pandemic quarantine. Students (n = 450) completed a closed questionnaire. Student expectations regarding gender, age, prior computer skills, attitudes towards emerging technology, learning styles, and how e-learning isused in college were taken into account in amultiple regression model. In terms of quality content analysis, the benefits and disadvantagesof e-learning were identified.

Furthermore, the main finding of the study was that when analyzing the perspectiveof the students, the strategic design of the university's e-learning program using Moodle, Microsoft Teams, and Zoom platforms was more influential than the characteristics of the individual context. Students welcome e-learning connectivityon campus. Students with previous computer science experience, as well as students studying new technologies, showeda very positive attitude towards e-learning. During the COVID-19 epidemic, the adoption of electronic platforms had a

substantial impact on their self-learning and academic success.

Al samarraie (2019) concluded in his article **"A Scoping Review of Videoconferencing Systems in Higher Education : Learning Paradigms , Opportunities , and Challenges"**, that educators and students have been using videoconferencing as a learning tool for a long time. It encourages successful communication between students and teachers or students and their peers, particularly when face-to-face communication is not available. Video conferencingplatforms or systems come in a variety of shapes and sizes. However, in today's higher education institutions, they have emerged as a viable option. Previous studieshave focused on. Moreover, three different types of videoconferencing systems arebeing investigated for their potential: videoconferencing (DVC), interactive videoconferencing (IVC) and web videoconferencing are three types of videoconferencing (WVC, in this study a review of the literature to improve existingunderstanding of the use of various video conferencing systems. The constructivismand cognitivism approaches were used to classify the paradigms of videoconferencing. For both students and instructors, results from various video conferencing systems indicated different learning opportunities, outcomes, and obstacles. The findings imply that existing teaching policies and practices are insufficient to offer a comprehensive and accessible learning experience in DVC and IVC. Compared to previous research on the use of video conferencing in highereducation, this study takes an in-depth look at the problems that arise when specificvideo conferencing systems are used in both learning and teaching contexts.

Buchal and Songsore (2019) stated in their article **"Using Microsoft Teams To Support Collaborative Knowledge Building in the Context of Sustainability Assessment",** that the use of Microsoft Teams by students as a collaborative knowledge building platform for a group sustainability assessment task is the subject of this study. The scaffold was built using Ashby's sustainability assessmenttechnique. Student experiences using collaboration tools in the past, activities students participated in while working on the group project in MS Teams, self- assessment of collaborative skills, convenience in giving, receiving and sharing comments and feedback, Assessment of the effectiveness of Ashby's sustainability

assessmentmethod in the development of these skills, and their overall satisfaction was assessed through surveys (n = 16). Furthermore, students rated their collaborative talents from good to exceptional and felt that the project helped themdevelop. They are comfortable giving and receiving feedback, as well as publicly expressing their efforts. For important tasks like chatting, file sharing, and collaborative publishing, they found MS Teams to be incredibly useful and superiorto competing systems.

Rahmat (2021) indicated in his article, **"The Impact of Videoconferencing Platform in All",**that the influence of COVID-19 on the educational world, as wellas the economic sector, stopped due to the pandemic. Social separation has been observed, as well as the forced use of health protocols. Masks should be worn and crowds should be avoided. The researcher proposes to use. In addition to the learning management system, there will be a videoconferencing platform. Replacesface-to-face interaction and real-time student- and student- student and other educational institutions looking to interact with customers, remoteworkers, and evenstudents, video conferencing have long been a critical ingredient in success.

Due to the emergence of COVID-19, the findings imply that current instructional policies and practices may change. Compared to previous research on video conferencing in higher education, Zoom and Google Video Conferencing meet the demands in a broader consideration of the relevant challenges that arise when using certain video conferencing systems in teaching and learning situations and that can be used on stage. current. At times like these, we really need to adopt newtechnology platforms that embrace the effects of COVID-19 and can lead to the opening of the New Normal in all sectors. The use of video conferencing will not violate any quarantine protocols and will ensure the safety of both children and teachers.

Matutin (2015) argued in his article **" Future Access Enablers for Ubiquitous and Intelligent Infrastructures",** that in the year 2020, we analyzed the quality of online meetings to see if the different visual and audio degradations had an impact on the user's perception and experience final. A total of 542 questionnaires were found to be eligible for analysis. The data is used in this study to assess the quality of experience of three major video conferencing applications: Skype, Microsoft Teams, and Zoom.

As a consequence of COVID-19 (coronavirus disease 2019) and anti-epidemic measures, survey participants were forced to use these apps on a dailybasis, be it for work, attending conferences, or keeping in touch with friends and family. They rated their level of dissatisfaction with specific quality degradations (eg, picture blocking or audio echo). When different conditions of network performance degradation occur, the study shows how the three applications compareto each other and how they affect the end-user experience.

Kashoob and Attamimi (2021) raised in their essay **" Exploring Omani EFL Students ' Perceptions of the Newly Adopted Online Learning Platforms at the University of Technology and Applied Sciences-Salalah",** that as a consequenceof the rapid growth of technologies relevant and the COVID-19 health epidemic, educational resources are in high demand. Furthermore, institutions have had to adapt rapidly to changing circumstances as a result, teachers are using the Moodle and **Microsoft Teams** platforms to teach students more directly meeting the platform's requirements In addition, the early role in offering a complementary toolto maintain the independent learning convention. In addition, the currentsituation This study investigates the attitudes of a group of Omani students currently enrolledin the English Language Program. At the Salalah Campus, the University of Sciences and Center for Applied Technology (hereinafter referred to as UTAS) Moodle and Microsoft Teams, for example, are two modern online learning platforms. To achieve this, a questionnaire was developed. This study was used to assess students' attitudes about Microsoft Teams.

Ngoc and Phung (2021) ratified in their essay **" Online Language Learning via Moodle and Microsoft Teams: Students' Challenges and Suggestions for Improvement",** that the technology has long been integrated into ESL classes and blended learning has met with immense challenges, the popularity, fully online language learning remains a novel approach in the Vietnamese context. In addition to its obvious benefits, this learningmode. It also poses considerable challenges. Thisstudy explores the perceptions of English as a foreign language learners regarding the challenges English learners face during their online language learning through

Moodle and Microsoft Teams and provides teachers with some practical suggestionsto address these challenges. A questionnaire was used to collect quantitative data and a semi-structured interview to acquire qualitative data. Quantitative findings revealed found that many students had negative attitudes towards various aspects ofonline education and had substantial challenges - technical difficulties, deviations, and lack of social connection are obstacles to overcome. Additionally, there are a number of considerations. correlated with a positive attitude towards online education and some suggestions for a noticeable improvement.

Nilayon and Brahmakasikara (2018) analyzed in their essay **" Using Social Network Sites for Language Learning and Video Conferencing Technology to Improve English Speaking Skills: A Case Study of Thai Undergraduate Students",** that this study looks at how video conferencing and social media technology can help Thai students improve their English speaking skills, which theystruggle with the most. Data were obtained from six participants who conversed with native and fluent English speakers for a length of time using a videoconferencing application and a few other social media websites. They were evaluate don their speaking skills before, during, and after the exercise to see how far they had progressed. An interview was conducted to find out how they felt about the practice. The results show a significant improvement among lower-level individuals. As a result, the data imply that this online practice could be an effective remedial course for students who have a limited command of the Englishlanguage. Finally, the majority of participants said that this method of learning helped them enhance their English speaking skills and confidence. However, there are technological and time constraints.

Joseph and Chakkambath (2021) supported in their essay "**A Study on Customer Satisfaction on Digital Video Conferencing**" that the global video conferencing market value reached $ 7.87 billion in 2020 from $ 3.85 billion in 2019 and is expected to drop to $6.03 billion in 2021. Video conferencing enables visual connectionsbetween participants over the Internet with the primary benefit of not requiring physical proximity. Today's video conferencing platforms give remote parties the opportunity to collaborate on projects in real-time. In addition, many industries have found different uses for video conferencing with Zoom, Cisco Webex, Microsoft Teams, Google Meet are

popular platforms. The objective of this study is to discover the many elements that influence customer satisfaction with different video conferencing platforms. "Additional Features and Facilities", "Sharing Capabilities, Bonding, and Time Duration", "Software and Security", "Supported Presentation and Applications", "Qualities" and "Analytics and Pricing" are thesix features were discovered.

Gladović (2020) described in his essay **"Video Conferencing and its Applicationin Education"** that in many countries, the demand for positions in the traditional educational system considerably exceeds the supply. Open and distance learning systems have shown that they can provide high-quality education and training to large numbers of people at lower unit costs than traditional education systems underthe right circumstances. It is not economically possible to provide the full spectrum of educational and vocational opportunities through conventional institutions in rural or sparsely inhabited areas. As a remote education technique, video conferencing enables more efficient and cost-effective delivery of learning and training. The assumption that a student trains as a youth for the same career for life is becoming less realistic as technology advances. Throughout their careers, most people are likely to change jobs at least two or three times. This document discusses some of the video conferencing technology and standards. In addition, it describes some of the most common types of video conferencing, as well as the necessaryequipment.

Hidayati (2019) stated in her article **"the Effect of Storytelling Towards Students'Speaking Skill At X Grade Students of Ma Nurul Haramain Boarding School"** that the purpose of this study was to determine whether or not the usage of storytelling had a favorable influence onthe students' speaking skills at MA Nurul Haramain's tenth-grade pupils. This studytook the form of a pre-experimental studythat compared pre-test and post-test scores. This study's population consists of MANurul Haramain tenth-grade students. Narmada, the sample is classX B, which has 21 students. According to the research findings, the mean score of the pre-testis 59.05, while the mean score of the post-test is 78.48. It demonstrates that narrative has a major impact on the pupils' speaking ability. The sig. 2-tailed (0.00) result is lower than the sig. level (0.05), and the t-test result is higher than the t-table, with a

value of 4.1 >1.6 indicating that the alternative hypothesis (Ha) is accepted. It maybe determined thatthe narrative style has a highly substantial effect on the tenth- grade students of MA Nurul Haramain's speaking abilities.

Prayogo and Wahyundi (2016) highlihted in their article **"Improving the EFL Learners' Speaking Ability through Interactive Storyteling"** that the goal of this study was to increase EFL learners' speaking abilities and classroom activities by implementing an Interactive Storytelling Strategy. As a result, the purpose of this study was to investigate the benefits of Interactive Storytelling in relation to EFL learners' daily activities at home and at school. The class consisted of 22 Indonesian EFL students from Junior High. A Classroom Action Research study was conducted in two cycles, each with six meetings. Interactivity and conversational abilities among learners were the emphases of the meeting. On the other hand, the results of the study revealed that the learners' speakingability improved from 17 or 72.27percent passing in Cycle 1 to 22 or 100 percent passing in Cycle 2. It also revealed that their classroom activities improved from 8 percent who werevery active (VA) and 14 percent who were active (A) to 18 percent who were very active (VA) and 4 percent who were active (A) (A). Finally, the use of the Interactive StorytellingStrategy improved EFL students' speakingabilities and classroom activities.

Zuhriyah (2017) referred in his article **"Storytelling to Improve Student's Speaking Skill"**that the first way to communicate with others in a social setting is to speak. In addition, the learner's ability to speak can be used to measure success in learning a languageearly on. Beginners, on the other hand, find it extremely difficult to communicate in a foreignlanguage, particularly English. There are a variety of reasons people have difficulty speaking up, including a lack of stories to share, a lack of languages with which to communicate their views, and a lack of opportunities to speak. As a result, this study used storytelling in conversation classes to encourage beginners to speak English.

This study was a classroom joint action research project whose main objective wasto see if storytelling can help students improve their speaking skills. Meanwhile, the particular objectives were to describe (1) the activities of the teacher, (2) the activities of the students, and (3) the responses of the students when the narration was used in the speech class. In the academic year 2016/201, the subjects were 23 students from second-semester class N of Hasyim Asy'ari University (UNHASY)

tebureng Jombang intensive English program. The data for this study came from the collaborator's observations as well as the oral examination. Following the deployment of storytelling, the results revealed that students' oral skills improved. The results of the second cycle speaking test revealed that the student's speaking skills had improved significantly. They improved their comprehension, fluency, vocabulary, grammar, and pronunciation through storytelling. As a result, storytelling can be said to be an art form that could help students improve their speaking skills.

Nair and Yunus (2021) concluded in their article **"A systematic review of digital storytelling in improving speaking skills",** that planning lessons in an English classroom pleasant and attractive, education systems commonly use technology equipment in various ways. Digital Storytelling (DST) has become a useful instructional tool for both students and instructors that can be used in the teaching and learning process. Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) were used to systematically review 45 articles from Google Scholar and ERIC to answer the research question on the role of digital storytelling in improving students' oral skills. Most of these articles highlight the importance of digital storytelling as a contemporary teaching methodology. These articles demonstrated how educators can use digital storytelling to help students improve their speaking skills at all levels of school, from elementary to higher education. Most of the writers of these research studies offered empirical evidence to support the benefits of using digital storytelling in the classroom to help students communicate and speak more effectively.

Nteli and Zafiri (2017) affirmed in their article **"The Development of Speaking Skills using the Immersion Teaching Model : A Case Study of a 5 th Grade Greek Primary Class in a EFL Context Abstract :"** that the Immersion Teaching Model (ITM) is used as a type of process differentiation in this study to examine the development of students' oral skills. He will investigate whether ITM intervention has an impact on students' speech development and motivation in an English as a foreign language (EFL) environment, as well as its feasibility as a teaching method. The action research was carried out with a fifth grade class from a Greek state primary school. In addition, the research found that students with at least an initial

degreeof speech proficiency in the language improved their speaking skills, but no difference was found for students without speech proficiency, indicating a need for further differentiation. The ITM intervention, on the other hand, has been shown tobe possible to implement in an EFL classroom and have a significant impact on student motivation. The implications of this study for the EFL context reveal that theITM is adaptable enough to meet a wide range of educational demands and, when used correctly, can help with the creation of meaningful discourse.

Heckman et al. (1967) defined in their article **"Integrated Task to Improve English Speaking Skill"** that integrated-Tasks are teaching-learning strategies that allow teachers to use a variety of activities in the classroom to improve their students' English skills and facilitate the acquisition of knowledge related to classroom social interaction. Because the tasks are crucial components in developing communicative competence and facilitating the study of a second or foreign language, these activities have an impact on the student and his method of functioning. The following qualitative and quantitative research work was conducted with fourteen students in the third year of Bachillerato at the National Chordeleg School during the 2017 school year. The students improved their skills in speaking, writing, reading, and listening in the English language through the application of meaningful and integrated tasks to the four competitions through exercises. However, this study shows that students improved their reading skills more than their speaking skills.

Purwatiningsih (2015) announced in his article **" Improving Speaking Ability Through Story Telling"** that the purpose of this study was to find a solution to the speech difficulties of students. Its objective is to improve the oral skills of students using a storytelling style that incorporates a visual series in both content and presentation. This study used an action research methodology in the classroom and was carried out in two cycles of six meetings each. Participants in this study were MAN 2 Madiun students in grades X-9 during the 2021/2022 school year. In addition, observation checklists, field notes, and oral assignments were assessed byscoring rubrics, and a questionnaire was used to collect data.

Study findings suggested that adoption of the technique was beneficial in improving students' speaking skills, as the success criteria were met. Several techniques are involved in the application of the technique of telling stories with a series of imagesto teach speaking: 1) read the narrative text carefully, 2) understand grammar anddifficult words, 3) use context-appropriate dictionaries, 4) discuss the text in groups, 5) deliver the story using your own sentences, 6) avoid mistakes by using series of images, 7) understand the message or social value of the text, and 8) rewardmotivation.

Srinivas (2019) emphasized in his essay, **"The Importance of Speaking Skills in English Classrooms",** that there have been significant advances throughout the world during this era of globalization. When people have a strong drive to achieve something, they experience these incredible vicissitudes. When people clearly discusstheir ideas and opinions with others, their wishes are fulfilled. As a result, to achievetheir dreams, desires, and goals, people must master communication skills. Communication skills are critical in today's society, and mastery of these skills is required to be successful in your chosen career. As a result, the classroom is an excellent place to learn strong communication skills, particularly speaking skills.

Otherwise, teachers must be aware of the situation. Also, the challenges ELLs (English Language Learners) face and try different teaching methods. And tactics in your classes to help your students improve their English speaking skills in the classroom. Additionally, teachers can do this by modifying their methods and materials, as well as using the most up- to-date ways to teach speaking skills. As a result, teachers need to include some pair and group activities in their regular English classes so that ELL students can greatly improve their speaking skills. This research highlights the relevance of speaking skills in English classes. First of all, this article emphasizes the importance of the fundamentals of the English language. Later in the article, this study takes a closer look at the need for speaking skills in English classes.

It also explains why speaking skills should be taught. The types of speech circumstances and the main benefits of speaking skills are described in detail below.

Additionally, this document provides numerous ways for EFL / ESL students in English classrooms to improve their speaking skills. Finally, this study offers some practical advice for teachers on how to incorporate various activities that encourage ELL students to practice their speaking skills in English classrooms. Additionally, it is recommended that ELL students improve their speaking skills as they are extremely important to them in building a successful future job.

Anil (2016) recommended in her essay **"A study on developing speaking skills through techno-driven tasks"** that in most developing and third world nations, English is an important language to acquire in Classroom. English teachers play a critical role in ensuring that their students can communicate effectively in English. They must keep up with new and innovative teaching approaches in the classroom to greatly improve the skills of students. This paper is based on a study that was conducted at five arts and science institutions in Chennai, India, to assess the effectiveness of student communication, and the findings are applicable to all students of a second (foreign) language. It also explains how to teach speaking skills to EL (English language) students in places where they are learning a second (foreign) language, such as India or Brazil. Emphasizes the use of technology-based teaching strategies and methodologies to help students improve their speaking skills and confidence in real-life communication situations.

Khana and Arshad (2010) disclosed in their essay **" Improving the speaking ability in English: The students' perspective"** that the study's main goal was to learn English as a subject and a language, as well as to assess the quality of textbooks, opportunities to listen to good English with proper/correct pronunciation, and to highlight whether or not various exercises/activities, such as seminars, group discussions, and debate competitions, were held on a regular basis. The research was purely descriptive in nature. Through a stratified random sampling approach, the researchers recruited 20 male and 20 female students from four government colleges in the district of Charsadda (N.W.F.P., Pakistan) who were in their first and second years of study.

The information was gathered using a questionnaire with multiple options. The Questionnaire was created with the help of specialists in the industry. It was tabulated using frequency counting and then examined using percentages. The study's key conclusions were that teaching English to pupils as a topic rather than a language encourages students to rely on rote recall to pass exams. Different activities and possibilities for improving speaking skills are not given enough time. Teachers scolded and discouraged students for not speaking correctly, according to the students Although both teachers and students share responsibility for poor speakingability, teachers are held to a higher standard due to their professional knowledge and skills.

To improve speaking ability, more emphasis should be placed on the quality of books at the primary level, sufficient time is given to students' speaking and phonetic drills, no scolding but rather provision of a friendly environment, teachers developing practical and applicable strategies for students while speaking in English the majority of the time, students developing boldness and confidence in asking questions of their teachers, no overcrowded classes, awards and motivation forstudents The role of the media, such as listening to CNN and BBC, the inclusion of viva-voce in the examination system at various levels for checking candidates' competence, up-to-date and continuous teacher training, the organization of variousactivities, and a balance in the courses with respect to literature and language shouldall be present to provide opportunities for students to improve their language competency.

Jarrín and Kim (2019) revealed in their essay **"Improving speaking skill using the speakingpractice tool Spacedeck"** that the number of organizations that allow the inclusion of certain levels of disability within their personal processes, guaranteeingthe access and adaptability of jobs for proper development of work activities basedon their strengths, has increased as a result of the ILO's work to promote social justice in all work environments. For this reason, this research aims to carry out a systematic review of the labor inclusion of people with disabilities (Jarrín & Kim, 2019). Whereas, the results provided will be based on contributions and findings identified in 15 articles retrieved from the Redalyc, Scielo, and Scopus databases, the work generated belongs

to a qualitative descriptive method. Results After conducting a search using bibliographic managers, 120 articles were found in the initial search, which was later eliminated based on inclusion and exclusion criteria, leaving only 15 articles. The research concluded that labor inclusion is a factor thattends to improve organizational productivity and worker loyalty in the case of disability.

Rosyidah and Putri (2019) added in their essay **"Digital Storytelling Implementation for Enhancing Students ' Speaking Ability in Various Text Genres"** that the purpose of this study was to see how digital storytelling affects high school seniors' ability to communicate in various texts. text genres and see howeffective it is. The researchers used a combination of action research and random sampling. Planning, acting, observing and reflecting are the steps of this design. Theparticipants in this study were 34 science students 4 of tenth grade. There was a distinction between Grade 10 before treatment) and Cycle 2 (after treatment), according to the researchers (after giving treatment). Only 15 students (44.11percent) passed the standard minimum criteria (KKM) with the maximum value of75 in Cycle 1. On the other hand, Cycle 2 revealed that 27 students were able to achieve KKM. Furthermore, this strategy helped teachers to collect material and instill critical thinking, creativity and confidence in students, not only in the field ofeducation but also in the field of technology. Overall, this study found that digital storytelling had a considerable impact on high school students'ability to speak acrossvarious text genres.

Dependent Variable: Videoconferencing Platforms (Microsoft Teams) Information and Communication Technologies

Freeman et al. (2010) deduced Information and Communication Technologies is a field of study and practice that includes technologies like desktop and laptop computers, software, peripherals, and Internet connections that are meant to fulfill information processing and communications duties (Statistics Canada, 2008). However, UNESCO defines ICT as "the merging of informatics technology with other, related technologies, particularly communication technology" (UNESCO, 2002). As a result, ICT processes and communicates data using cutting-edge technologies.

Educational Platforms

Fernandez et al. (2017) revealed that educational platforms are hardware and software environments meant to automate and control developing academic formation operations. In an organization, the software must administer, distribute, and check activities for face-to-face or e-learning. The key functions are to manageand register users, resources, and training activities, as well as to check access, control, and monitor the learning process, conduct evaluations, and manage communication services". It is a technological solution that integrates various management tools to facilitate learning development, which is distributed using a wide range of information.

Videoconferencing Platforms (Microsoft Teams).

Martin and Tapp (2019 reommended that Microsoft Teams is a digital cloud application hub that connects Microsoft 365 channels, discussions, meetings, files,and applications. Teams are made up of channels, and channels are used to divide a equipment in undergraduate subjects or courses in this case. The study combines a practical analysis of Teams as a computer-supported collaborative learning (CSCL) process with an explanation of what Teams can offer elementary educators. In addition, the document states that the teaching and learning of the application are based on the social constructivism paradigm of educational philosophy.

In this paper, a social constructivist approach to collaborative learning is analyzed. In addition, the authors use a team to teach legal language, a module of an LLB (Hons) course is examined. The authors discuss how to use the homework tab in group workshops to help with PowerPoint presentations, assign required reading, and grade formative assignments. Gruenwald (2020) considered that Microsoft Teams is Microsoft's go- to solution for Skype. As a goodwill measure during the coronavirus crisis, the limitation on the number of participants has been increased to 250 participants, and you can have up to four video screens, but you cannot book meetings. Individual and group chats, with breakout rooms, cloud storage up to 10 gigabytes, and text and data sharing are cool features to have in a video conferencingapp and you can setup separate channels to notify people, which means you can have a separate channel for each class you teach.

The computers connect to all the webcams and sophisticated hardware in the room systems. All platforms and application types are supported. Microsoft Teams connect video conferencing with the entire suite of Office 365 applications. Additionally, this article discusses only the free versions of video conferencing viaSkype, Zoom, Goto Meeting, Microsoft Teams, Google Hangouts (Meets), Cisco Webex Meetings, Lifesize Go, Bluejeans and Jitsee. The classic solution is Skype now owned by Microsoft primarily for private use. use, or internal use of the company. Up to 50 people can participate in a voice or video call even without registration. Skype can also call landlines and mobile phones. But you can't access Skype video calls from landlines. Singh and Awasthi (2020) mentioned that in recent years, video conferencing apps have become a daily requirement not just forindividuals who work but also for those who conduct online interviews.

The unexpected surge in traffic for these apps has both advantages and disadvantages. There are numerous ups and downs in the security and privacy of several popular video conferencing services nowadays. As a result, this article will conduct a comparative analysis of several videoconferencing technologies, with anemphasis on GoogleMeet, Zoom, and Microsoft Teams. Gupta (2020) disclosed thatPeople are unable to leave their homes during the lockdown, resulting in no physicalcontact between them. They are unable to pick travel, jobs, entertainment, conferences, schools, universities, and so on since there is a restriction on a person'smovement outside the house and the availability of various transportation options unless it is really necessary.

Despite numerous limits on human personal contact, they are interconnected for all imaginable activities through video conferencing systems such as Zoom, Skype, Google Meet, Microsoft Teams, and others. This paper examines all of the critical functions of VideoConferencing Platforms (VCP) during theCOVID19 lockdown in India and suggests how to change the face of communication with everyone.

Speaking Skill.

Language

Sirbu (2019) alluded that language is primarily a medium of communication among society'smembers. The objective of this study is to demonstrate that a common language is one of the most significant characteristics of a community and that the continued use of the same language is the most reliable indicator of a community's historical continuity. The desire to communicate prompts the emergence and development of a language, and this desire grows stronger and stronger when thereis someone else with whom to talk, i.e. when there is a society. The study of language is a multidisciplinary endeavor in linguistics. Not only does communication take place orally, but it also takes place in writing. Language is a perpetual phenomenon because of the diversity of features that can be studied whenresearching the same thing.

Productive Skills

Bashrin (2013) disclosed that speaking and writing are productive skills learners must enunciate words and write to produce language. Language is acquired through conversation, music, and video, as well as reading comprehension, newspapers, poems, and books. They then proceed to The next level is where they use productive skills to create words to express their views. Moreover, speaking is the act of expressing oneself verbally. As well as, speaking, entails conveying thoughts and opinions, expressing a desire or urge to accomplish something, negotiating or solving difficulties, or creating and maintaining social relationships. As a result, speaking refers to the oral process of generating language. Writing, on the other hand, is a useful skill in the written mode. When we talk about writing, we normally divide itinto two categories: institutional and personal. Textbooks, reports, applications, andcorporate correspondence are examples of institutional writing, whereas personal writing includes personal letters and artistic writing.

Speaking Skills

Bashrin (2013) suggested that speakingis the productive oral skill. Every opportunity to speaking the classroom should be taken advantage of, as can be achieved by tryingto communicate with students so that they recognize their need for language and so that they can improve their fluency and confidence in speaking. Students may feel self-

conscious and hesitant at first to speak in front of others. However, there are ways to provide a safer, less public environment in which children can begin to practice speaking (repetition work and pair work activities). Speaking is very crucial as a productive skill. Speaking was previously not a popular activity to engage in inour schools. However, the action process of speaking has evolved significantly in recent years. Teachers are increasingly trying to encourage children to talk more to improve their communication skills.

In addition, Ainslie (2008) stated that language is an instrument of communication. Furthermore, the people can express their thoughts and learn about the ideas of others. Where there is speech, communication takes place. Students cannot conversewith each other without speaking. As a result, the importance of oral skills for learners of any language is immense. A language is reduced to writing when it lacksspeech. The use of language is a social activity that takes place within our community. The language is used in a wide range of contexts. Researchers workingin a medical laboratory or a language laboratory, for example, are expected to speakappropriately and efficiently in order to interact effectively with each other. Any discrepancy in change leads to misunderstandings and problems. In addition, speakers of a language must be carefully and consciously trained in the art of speaking for any system to function smoothly. Although proficiency in each of the four language skills (listening, speaking, reading, and writing) is required to becomea well-rounded communicator, the ability to speak fluently offers the speaker several significant advantages. These advantages are provided by the speaker's ability to express his thoughts, opinions, and feelings in the form of meaningful language.

The pleasure of sharing one's thoughts with others is immeasurable. We gain greater self- awareness when we interact with others. Without a doubt, clarity in speaking reflects clarity in thought. On the other hand, an effective speaker can grab the attention of the audience and hold it until the end of their speech. Speaking skills are vital to success on the job, but they are not limited to career goals. Speaking skills can also benefit personal life.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1.   Location

Unidad Educativa " Joaquin Lalama"

3.2.   Materials and Equipment

This research have been supported by many resources such as: Human, Economic,Technological, and Materials. All these resources helped to the researcher to carry out and finish this research.

3.2.1   Research Method

3.2.2   Levels and types

3.2.3   Qualitative and Quantitative Method

Abuhamda et al. (2021) suggested that evidence-based results are driven by quantitative and qualitative techniques. For decades, one of the most common problems that has plagued budding researchers has been determining which research method to use in their studies. In the research technique, both qualitative and quantitative methodologies have been examined, particularly in the field of education. These approaches are considered two functional and necessary procedures in most studies., as well as to evaluate the significant distinctions between these two aspects. Furthermore, this work is intended to help young researchers understand the precise strategy and apply it effectively to their research. To improve the quality of their research, experts encourage young researchers to employ qualitative and quantitative methods simultaneously.

3.2.4   Bibliographic_ documentary

Gabrioti (1809) said that this bibliographical modality allows the researcher to collect verified information from magazines, documents, and scientific articles to defend the research and the problem which was studied.

3.2.5   Pre test and post tests

The pre_test is important because in the context of e-Learning, a pre-test is an assessment given to students prior to formal education with the goal of determining how much they know about the subject. The fundamental goal is to get a measure of prior knowledge against which he change that occurred after taking the course may be compared. On the other hand, the pos_tests are important because Ad memory (impact), message attribution to the campaign and brand, comprehension, message likeability, and purchase incentive are all measured in post-tests. Their purpose is to ensure that the campaign's objectives have been met in the conclusion.

Pre- and post-tests are used to assess knowledge learned from a training course. Active learning tactics include students participating in activities (e.g., reading, discussing, and writing) rather than passive listening, and a stronger emphasis on building student skills. Rodriguez et al. (2017) pointed out that the objective of thepre-test and the post-test is to evaluate the effect of the methodological change carried out. Likewise, it is about evaluating the impact achieved by implementing an active methodology in a subject that has used a traditional methodology in previous courses.

3.2.6   Hypothesis – Research Question – Idea to Defend

Alternative (H0): The videoconferencing platforms (Microsoft Teams) improves the speaking skill in the English language of the students of the third year of Basic General Education of the Unidad Educativa "Joaquín Lalama".

Null (H1): The videoconferencing platforms (Microsoft Teams) does not improve the speaking skill in the English language of the students of the third year of BasicGeneral Education of the Unidad Educativa "Joaquín Lalama".

3.2.7   Research Questions

How is the videoconferencing platform (Microsoft Teams) related to the speaking skills of the students of the Third Year of General Basic Education of the Unidad Educativa "Joaquín Lalama" in the school year 2021 - 2022?

How does the videoconferencing platform (Microsoft Teams) affect the speaking skill of the students of the Third Year of Basic General Education of the Unidad Educativa "Joaquín Lalama" in the 2021 - 2022 school year?

3.3.   Population or Sample

This study was carried out with 16 participants, of which 6 are males (25%) and 10 females (75%), students in the third year of General Basic Education at the Unidad Educativa "Joaquín Lalama", whose ages are between 7 and 8 years old.

Table 1

Sample characterization

Population	Total	Percentage
Male	6	25%
Female	10	75%
Total	16	100%

Source: Direct Research

3.4   Data Collection

In the first place, the standardized preliminary test and rubric were prepared, the same ones that were taken from Cambridge Assessment PRE A1 starters Young Learners (YL) Common European Framework of References (CEFR). It is one of the tests that were designed to children, consists of two sections oral communicationand description of the painting. in the first section were the guidelines and basic questions such as What is your name?, How old are you?, and Where do you live? Once the test and rubric were completed, both the pretest and the rubric were approved and validated. Additionally, a pre-test and a post-test were applied to determine the level of mastery of the students. Then, the pretest was taken before carrying out the treatment to establish the initial level of English proficiency of the students of the Third Year of Basic General Education of the "Joaquín Lalama" Educational Unit.

Then the posttest was applied at the end of the experiment. activities/questions which are specified above, to know if the students have improved or not in their speaking skills. In addition, the application of the pretest and the posttest lasted a week, the children have English classes three days, which means one hour each day.In addition,

before the rubric, the process for data collection was found for its respective analysis and discussion of the results. Additionally, copies were used to evaluate this skill in students both in the pretest and in the posttest. Moreover, afterapplying the pretest and the posttest. The data was taken, the statician obtained the results to make the statistics and analyze the information obtained from the pretest and the posttest effects. Furthermore, descriptive and experimental studies were the studies used for this research. This statistics was made through SPSS statistics package.

3.4.1   Data Processing and Analysis

SPSS (Statistical Products and Services Solutions) is a collection of statistical analysis data processing tools. As are the other programs that rely on the operatingsystem for assistance. Drop-down menus and dialog boxes in Windows SPSS allowyou to do most of the work using the mouse cursor.

When you launch SPSS, the person who presented with a window that resembles a spreadsheet: The Data Editor is the main window of SPSS, but it is not the only one.In the following chapters, the researcher will go over each of the pathways to the various SPSS windows in depth. But first, this chapter. And the researcher take a stroll through the various windows to get a sense of the overall layout. Learning about the many SPSS windows is probably the best method to approach the program for the first time and acquire a sense of its overall organization. In this firstchapter, the analyst also look at toolbars, menu bars, and status bars.

3.5   Variable Identification

3.6   Dependent Variable: Videoconferencing platforms (Microsoft Teams)

3.7   Independent Variable: Speaking Skill

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Analysis descriptive

In the descriptive analysis presented in the following paragraphs, measures of central tendencyand dispersion are shown and interpreted. This is useful to explore the behavior of the data series and the most relevant aspects of the students' overall performance during the pre-test and post-test.

Pre-test results

The evaluation of the oral skills of the students of the "Joaquín Lalama" Educational Unit, atthe time of the application of the pre-test, reached an average of 13. This average represents a"real" score that can vary between 11.5439 and 14.4561, with a 95% confidence level. The median slightly differs from the mean revealing a trendof 12 points. This trend is affirmed inthe histogram shown in figure 1, where it canbe seen that 14 of the 16 students obtained a grade of 12. This indicates that the oralability of the students under study, before the use of videoconferencing platforms (Microsoft Teams), was moderate.

The standard deviation of 2.73252 can be considered low and is the result of data dispersion marked by a significant majority of students who scored 12 points, but increased by two students who reached the maximum score of 20. This results in a range of 8.

Table 2

Pretest Results

Statistical			Value
Mean			13.0000
95% confidence interval for the mean		Lower Limit	11.5439
		Upper Limit	14.4561
Medium			12.0000
Estándar Desviation			2.73252
Mínimum			12.00
Máximum			20.00
Rank			8.00

Figure 1

Histogram: Pretest Results
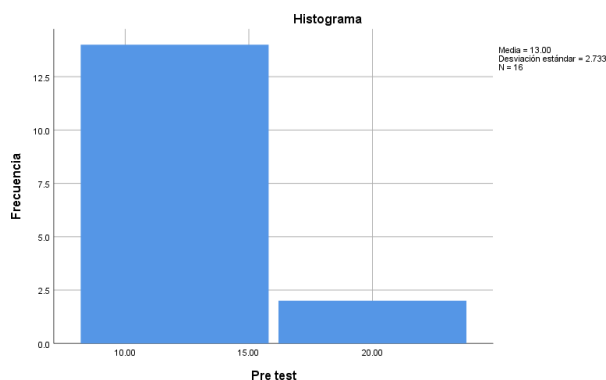
Source: Direct

ResearchPost

test results

The evaluation of the oral skills of the students of the "Joaquín Lalama" Educational Unit, at the time of the application of the post test, reached an average of 19.6250. This mean represents a "real" score that can vary between 19.1954 and 20.0000, with a 95% confidence level. The median slightly differs from the mean revealing atrend of 20 points. This trend is confirmed in the histogram shown in figure 2, whereit can be seen that 13 of the 16 students obtained a grade of 20. This indicates that theoral ability of the students under study, after the use of videoconference platforms (Microsoft Teams), becomes complete.

The standard deviation of 0.80623 can be considered very low and is the result of adata dispersion marked by a significant majority of students who obtained 20 points,but which is slightly increased by three students who reached the minimum score of 18. This results in a rank of 2.

Table 3

Post Test Results

Statistical		Value
Mean		19.6250
95%confidence interval for the mean	Lower Limit	19.1954
	Upper Limit	20.0000
Medium		20.0000
Standard Deviation		0.80623
Mínimun		18.00
Máximun		20.00
Rank		2.00

Source: Direct Research

Figure 2

Histogram: Post test results
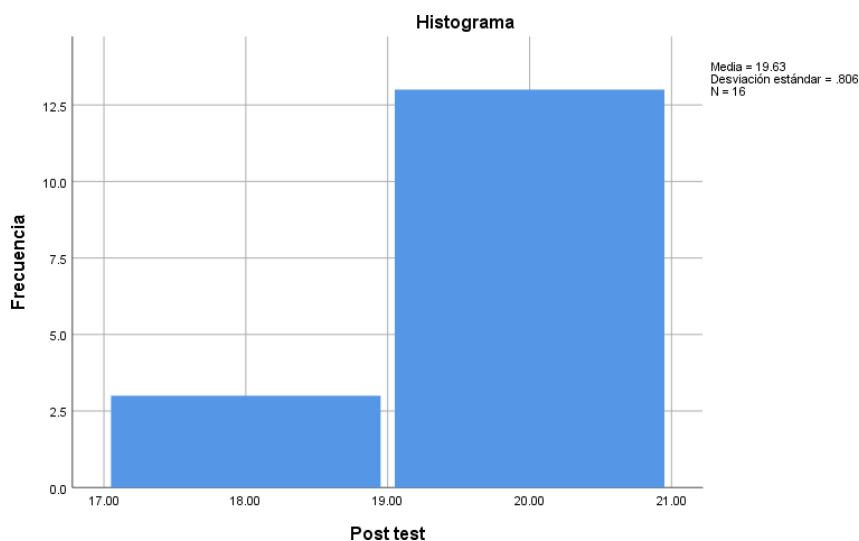
Source: Direct Research

4.2.   Validation of the hypothesis

The pre-experimental design used to collect the information for this study requires the comparison of related samples. For this purpose, the Wilcoxon statistic was selected due to the qualitative nature of the data collection instrument.

Research hypothesis

The videoconferencing platform (Microsoft Teams) enhances the development of the oral skills of students in the third year of General Basic Education at the "Joaquín Lalama" Educational Unit.

Statistical assumptions

H_0 : The pre-test median is equal to the post-test median.

$$H_0: M_1 = M_2$$

H_1 : The median of the post test is significantly higher than the median of the pre test.

$$H_1: M_1 \neq M_2$$

Significance level and decision rule

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

$$H_0: Sig.\ asintótica > 0.05$$
$$H_1: Sig.\ asintótica \leq 0.05$$

Calculation

The calculation is performed using the SPSS 25 software.

Results

The asymptotic significance obtained in the Wilcoxon test is equivalent to 0.000. According to the decision rule, the null hypothesis is rejected with this results. Therefore, the median of the post test is significantly higher than the median of the pre test.

Table 4

Wilcoxon test results

Estimador	Post test - Pre test
Z	-3.494
Sig. asintótica(bilateral)	0.000

Source: Direct Research

Discussion

The results obtained in the pre-test show a moderate oral ability of the students at the moment of starting the development of the pre-experimental model, with qualifications that tended to 12 points. However, this ability improves significantly with the use of the videoconferencing platform (Microsoft Teams), as demonstrated by the application of the hypothesis test. This improvement is substantial and raises the scores of the students up to 20 points (complete oral ability). Such significant improvement in the English language speaking skills is demonstrated by the hypothesis test and is

visualized in the comparison of the results in table 5, where it can be seen that the mean of the assessment rises from 13.000 to 19.625, due to a higher performance of the students with lower scores, who increased their score from12 to 18 points. This makes the speaking skills more homogeneous among students and reduces the standard deviation.

There is sufficient statistical evidence to affirmatively answer the research question. Therefore, it can be ensured that: The videoconferencing platform (Microsoft Teams) enhances the development of the oral ability of the students of the Third Yearof Basic General Education of the "Joaquín Lalama" Educational Unit with this results. The results obtained are consistent with Chandía (2015), who states that "the teaching of English at the communicational level should focus and emphasize the oral and written production of English. In addition, to the reception andcomprehension of written and oral messages" (p. 68). Furthermore, the use of videoconferencing platforms should be integrated to a series of didactic resources aimed at the development of English speaking skills, through collaborative work thatallows sharing experiences and values.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the proposed objectives, the following conclusions are established:

The results of the pre-test showed that the students of the " Joaquín Lalama" Educational Unit have a medium level of English language mastery. This statement is supported by the score obtained with a mean of 13, within an interval with a 95% confidence level ranging from 11.5439 to 14.4561. This level increases to 19.6250 after the implementation of the pre- experimental design, i.e., English Language Dominance reached the " Complete level after the use of the videoconferencing platforms (Microsoft Teams).

- Although videoconferencing platforms are widely used teaching resources for language teaching, they were not designed for that purpose alone. Thewayin which these platforms helps students improve their oral English skills rates ontheir capability to generate interactive learning environments, through access (via theInternet) to a large number of applications for audio and video playback and editing,educational games, simulators and social networks. This motivates students to actively participate in the activities proposed by the teacher, and generates attitudinal and interdisciplinary changes during the development of the academic content givenin the curriculum.

- The statistical analysis of the pre-experimental design applied in the research showed that there was a significant improvement in the oral skills of the students under study. This improvement is clearly evidenced in the average of the scores obtained in the pre-test and post-test, which goes from 13 to 19.6250, i.e., the pupils' oral skills rise from medium to complete proving that the correct use of the videoconferencing platforms (Microsoft Teams) is effective for the development of the English Language oral skills.

Recommendations

•   Videoconferencing platforms (Microsoft Teams) should be implemented using specific teaching-learning methodologies for the developmentof oral skills in English, such as the implementation of teamwork activities and the organization of interactive classes that can be conducted remotely or in a hybridway. With this, students are kept inconstant practice of the language even when real-time classes are over.

•   Videoconferencing platforms such as Microsoft Teams provide students with the facility to access various types of information and practice the English language at any time and from any electronic device with Internet access, i.e., students have an open door for learning at any time and from anywhere. To take advantage of the ubiquity provided by information and communication technologies, teachers must learn to design the platform for remote and asynchronous use.

•   To ensure the effectiveness of videoconferencing platforms (Microsoft Teams) in the development of oral skills in the English language, teachers must be trained in the pedagogical management of information and communication technologies. This will provide teachers with the necessary knowledge for the selection and use of Teams- compatible web applications, whichcan be very useful in creating an interactive teaching environment between teachersand students.

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5.3 ANNEXES

Annex 1: Letter of Commitement

UNIDAD EDUCATIVA "JOAQUÍN LALAMA"   Ministerio de Educación   Gobierno del Encuentro | Juntos lo logramos

CARTA COMPROMISO

Ambato, 18 de Octubre del 2021

Doctor

Víctor Hernández del Salto

PRESIDENTE DE LA UNIDAD ACADEMICA DE TITULACIÓN DE POSGRADO CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Presente.-

Yo, Master, Hugo Jesús Guerrero Altamirano en mi calidad de Rector de la Unidad Educativa " Joaquín Lalama", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación con el tema " **VIDEOCONFERENCING PLATFORMS (MICROSOFT TEAMS) AND THE SPEAKING SKILL**" propuesto por la estudiante Paulina Alexandra Corella Sanguil, portadora de la cédula de ciudadanía 1803741261, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, Cohorte 2021, de la Facultad de Ciencias Humanas y de la Educación

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,

Dr. Hugo Jesús Guerrero Altamirano

RECTOR

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18h00090@gmail.com
Telf.: (03) 252 1207 – 2521074 – 252 1012 CEL. 0992726914

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Annex 2: Speaking test (Pre test and post test)

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Juntos
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AMBATO

PRE-TEST

Objective: To assess children's speaking skill knowledge in the test.

TEST DIRECTIONS:
The ability of the youngsters to answer simple questions about themselves is assessed in this section of the test. The emphasis is on social and interactional language. This section takes 3 minutes

Part 1: *Oral Communication*

Guidelines:

The teacher conducts the interview by asking questions
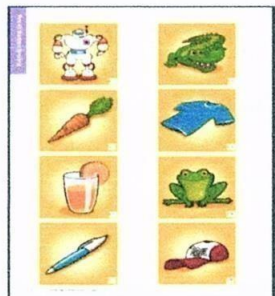
Speak clearly.

Questions:

What is your name?

How old are you?
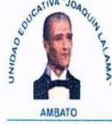
Where do you live?

Part 2: *Picture description*

Guidelines:

Look at the picture and make sentences

Source: PreA1 Starters Speaking

Annex 3. Speaking rubric test (Pre-test and post-test)

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lo logramos

Scoring Rubric for Speaking Skill

Name: _____ Score: _____

Date: _____

5. Rubric

Criteria	Completely (5)	Moderately (3)	Can't Understand (0)
Can understand simple questions and instructions?			
Can express simple opinions or requirements in a familiar context.			
Can understand straightforward directions, provided that these are not lengthy or complex			
Can understand basic instructions on class name, age, place where they live			

Annex 3. Speaking rubric test (Pre-test and post-test)

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Gobierno del Encuentro | Juntos lo logramos

Scoring Rubric for Speaking Skill

Name: _____ Score: _____

Date: _____

5. Rubric

Criteria	Completely (5)	Moderately (3)	Can't Understand (0)
Can understand simple questions and instructions?			
Can express simple opinions or requirements in a familiar context.			
Can understand straightforward directions, provided that these are not lengthy or complex			
Can understand basic instructions on class name, age, place where they live			