UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Integración Curricular previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: Talk shows and the speaking skill

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I, Veronica Elizabeth Chicaiza Redin holder of the I.D No. 1715106322 in my capacity as supervisor of the Research dissertation on the topic: **"TALK SHOWS AND THE SPEAKING SKILL"** investigated by Miss Emily Alejandra Rodríguez Gavilanez with I.D No. 1804958708, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

God for giving me strength and wisdom every day to succeed and fulfill my objectives. To my family for giving me their unconditional support in every single way, especially my mom and my aunt. To my best friends for giving me confidence and happiness throughout this journey. To my grandmother because she has been my light and guide throughout my life; I would not have been here without her raising and wholehearted love.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: Talk shows and the speaking skill

AUTHOR: Emily Alejandra Rodríguez Gavilanez

TUTOR: Lcda. Veronica Elizabeth Chicaiza Redin, PhD

ABSTRACT

Talk shows are entertaining programs for teens and young adults nowadays. The purpose of this research work is to analyze the influence of talk shows on students from seventh semester of Pedagogía de Los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato. This research work had a mixed approach which involves qualitative and quantitative approaches by analyzing both variables, researching their features, and measuring their impact based on statistical results. In addition, the participants were 16 students with an age range from 20 and 26 years of the seventh semester "A" from PINE major. There were ten interventions. The first and last interventions were carried out to take the pre-test and post-test based on the B2 First exam (FCE) speaking paper part 3 from Cambridge. Also, both exams were graded out of 20 points using the FCE speaking rubric. On the other hand, the other eight interventions involved implementing talk shows about different topics according to students' weaknesses based on the results from the pre-test. After the interventions, the results were analyzed using the Statistical Package for the Social Sciences (SPSS) program to compare the averages between the pre-test and post-test. The average obtained in the pre-test was 6,95 out of 10, while the post-test presented an average of 8,41 out of 10. It was concluded that talk shows had a positive influence on students' speaking development because they could enhance their discourse management and interactive communication after watching and analyzing the conversations between the host and guests from different talk shows extracts.

Keywords: Speaking skill, talk shows, authentic material, speaking development, speaking subskills.

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TEMA: Talk shows and the speaking skill

AUTORA: Emily Alejandra Rodríguez Gavilanez

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RESUMEN

Los talk shows son programas de entretenimiento para adolescentes y jóvenes en la actualidad. El propósito de este trabajo de investigación es analizar la influencia de los talk shows en los estudiantes de séptimo semestre de Pedagogía de Los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Este trabajo de investigación tuvo un enfoque mixto que involucra enfoques cualitativos y cuantitativos analizando ambas variables, investigando sus características y midiendo su impacto en base a resultados estadísticos. Además, los participantes fueron 16 estudiantes con un rango de edad de 20 y 26 años del séptimo semestre "A" de la carrera de PINE. Se realizaron diez intervenciones. La primera y la última intervención se llevaron a cabo para realizar el pre-test y el post-test basados en el examen B2 First (FCE) speaking paper part 3 de Cambridge. Además, ambos exámenes se calificaron sobre 20 puntos utilizando la rúbrica de expresión oral del FCE. Por otra parte, las otras ocho intervenciones consistieron en la realización de programas de entrevistas sobre diferentes temas, en función de los puntos débiles de los alumnos y basándose en los resultados de la prueba previa. Tras las intervenciones, se analizaron los resultados con el programa Statistical Package for the Social Sciences (SPSS) para comparar las medias entre el pretest y el postest. La media obtenida en el pre-test fue de 6,95 sobre 10, mientras que el post-test presentó una media de 8,41 sobre 10. Se llegó a la conclusión de que los programas de entrevistas influyeron positivamente en el desarrollo de la expresión oral de los alumnos porque pudieron mejorar su gestión del discurso y su comunicación interactiva después de ver y analizar las conversaciones de los programas de entrevistas.

Palabras clave: Habilidad oral, programas de entrevistas, material auténtico, desarrollo de la expresión oral, sub habilidades de expresión oral.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

Nowadays, talk shows are a source of entertainment variety for people because it involves interesting topics about people around the world. Therefore, educators may use this exciting material in the educational context. Thus, this study involves the use of Talk shows to develop learners' speaking skills. Therefore, this research included a variety of academic papers such as scientific articles, thesis, and books to carry out the development of this study. In this section, several investigations were analyzed to become acquainted with the use of talk shows and students' speaking skill development. Furthermore, the previous research involved studies with learners from different English levels, ages, and countries which is essential to substantiate the present study by using consistent and truthful information and data.

Nafisya (2017) stated that the Talk show learning strategy improved students' speaking skills. The purpose of this study was to evaluate the effectiveness of the Talk show learning strategy regarding speaking skill and analyze the participants' response towards this strategy to improve the mentioned skill. The methodology used in this research work involved an experimental study with a quasi-experimental approach to students from MAS Darul Ulum Banda Aceh from the second year. The participants were 29 students from the XI-MIA 1 class as the control group and 17 students from the XI-BAHASA class as the experimental group. Thus, the talk show method was used for the experimental group but not for the control group. The instruments used were tests and questionnaires to collect data. It was found that the post-test scores from the experimental group were higher than the scores from the control group. Besides, the experimental group improved their speaking skill, and their achievement was significantly higher than the control group. The author obtained vocabulary improvement in the experimental group. Additionally, students from the experimental group agreed about the use of talk shows as a method to increase motivation and improve their speaking skills. Finally, this study is fundamental for this research work

because it is focused on Talk shows as a learning strategy, and the results demonstrated the effectiveness of using it for learners speaking skill. Therefore, it is successful with students.

Amri and Aboubou (2021) pointed out the challenges of including Talk shows in EFL classrooms. Both authors aimed to highlight teachers' main limitations in using talk shows in secondary schools from Algeria to enhance learners speaking skills development. The author used descriptive research that is based on a quantitative research method. The instruments were two questionnaires to collect feedback about the obstacles to implementing Talk shows in an educational context from two diverse perspectives; teachers and students. In addition, the questionnaires were analyzed using descriptive analysis. The population was Algerian secondary schools involving English teachers and second-year students from 15-17 years old. The results demonstrated that 90% of teachers had a positive attitude toward it. However, the lack of audio-visual resources, ICT training, and ministry support limited teachers from using Talk shows in the classroom. Likewise, learners' questionnaires obtained positive results regarding the fascination with ICT and dynamic communication that Talk shows provide for their speaking skills. Yet, learners were also aware of the difficulties of implementing talk shows. For example, lack of computers and internet in schools. It can be concluded that both; teachers and students are willing to use ICT like Talk shows, but they need support from the ministry for their schools to get adequate equipment. This study contributes to this research work because it describes the constraints of using Talk shows in the English language classroom. Therefore, it is helpful to analyze before the experimentation stage to avoid making mistakes and acknowledging the difficulties for English teachers.

Elmiana (2019) demonstrated that radio talk shows improved students speaking skill. This study aimed to analyze the application of media to enhance students' speaking skill. Thus, the author used action research to carry out this study. Also, a radio program called "Happy Line Service" was the radio talk show that supported the researcher and students with this investigation due to the quality of the debates and conversations held. Additionally, the instrument used to collect data was a tape recorder to record conversations between students, broadcasters, and callers from the radio talk show. Also, the researcher used a rubric to evaluate learners' performance

that includes some speaking sub-skills such as grammar, vocabulary, comprehension, fluency, and accent. The population was 42 high school students. It was found that students were more excited to learn English and produce it if they observed an example from a talk show as a reference to gain confidence. Furthermore, the author mentions the importance of building partnerships with TV or radio programs or talk shows to motivate students to use the target language in a different space beside the classroom. Finally, students felt enthusiastic about using media to learn English innovatively. This study is essential for this research work because it demonstrated students' willingness and interest to use Talk shows to improve their speaking skill in a different context. So, it is evident that students may feel eager to use this type of material to learn English.

Alattas et al. (2021) pointed out that the talk show technique improved students speaking skills. The purpose was to discover the speaking skill development in eleventh-grade students from SMA Muhammadiyah Limbung. The author used a pre-experimental design to develop students' speaking skills after applying the Talk show technique. Besides, the instruments used to collect data were a pre-test and a post-test after applying the Talk show technique as treatment. The participants were 23 students from the second grade of SMA Muhammadiyah Limbung. The results demonstrated the effectiveness of the Talk show technique. Also, the author mentions the importance of increasing both speaking sub-skills, pronunciation, and vocabulary. Besides, it is concluded that students had different experiences, and they could enlarge their English knowledge by using this technique. Lastly, this paper provides a guide for this research work because it demonstrates the usefulness of this technique and students' engagement with it. For that reason, using talk shows differently leads students to learn while they feel amused.

Musallam (2021) claimed that code-switching occurred in Television talk shows in Algeria. The main aim was to discover code-switching between two or more languages, particularly Arabic-English switching. Thus, the author analyzed three types of talk shows: religious, lifestyle, and entertainment. Also, the methodology used for the study was a mixed approach, qualitative and quantitative approach. Consequently, the author used two observations and an interview as instruments. It was found that hosts and guests tend to code-switch specific language classes like

nouns, adjectives, and interjections to provide adequate communication for the audience and among staff. Additionally, the author discovered that code-switching occurs in religious shows due to the influence and meaning of religion in the country. Also, it was concluded that hosts and guests try to use their mother tongue to promote it around the globe. This study is essential for this research work because it demonstrated the importance of sharing Talk shows content in their original language despite external factors.

Purba et al. (2021) stated that decoding fillers in an educational Talk show called "English with Alice" with the purpose of analyzing decoding fillers in non-native English speakers with different language learning experiences. Fillers cover deficiencies speakers present in English. The authors used the descriptive qualitative method to describe the functions of language used by the participants. In addition, the participants were divided into two groups; group one with little experience in abroad conversations and group two with long-term English conversation experience. It was found that both groups used different decoding fillers despite their learning experience. However, the inexperienced group used fillers to produce new ideas, whereas group two used fillers as a habit and style to discuss ideas. Besides, it was concluded that both groups used different fillers for specific situations like beginning and closing discourse, changing the topic, expressing opinions, etc. This study is fundamental because English learners use fillers to produce a fluent conversation promoted by an English Talk show. So, talk shows can be used to enhance students' naturality and spontaneity when speaking.

Omer (2021) remarked on the humor used in American TV talk shows with the purpose of analyzing the limits of humor and the production behind the talk shows to regulate humorless jokes. The author used a qualitative method based on the utterances done by speakers in different talk shows retrieved from YouTube (Oprah Winfrey show and Jimmy Kimmel show). Moreover, the data were analyzed on three levels; the humor purpose, humor strategies, and humor functions. The results demonstrated that criticizing is one of the most used factors American TV Talk shows use to create humor. Also, these programs created a lighter environment for controversial topics like politics, religion, etc. It was concluded that American humor is playful and mischievous to promote an easy-going atmosphere. This paper contributes to this

research work because humor is not always understood by everyone. Therefore, it is fundamental for English learners to know the culture's humor towards some topics using a different perspective.

Boukertouta and Chioukh (2020) stated the main issues of cross-cultural conversations used in Talk shows with hosts and guests from different countries. The purpose of this study is to highlight the main problems that non-English speakers have when they face English conversations by applying the turn-taking technique. Thus, the authors used two Talk shows; "Sabah El-KheirYa Arab" and "This Morning". The methodology was qualitative research to observe the participants interacting with each other in both talk shows with the same number of participants (17 people). The results showed that the main issue among speakers was no understanding between them. Yet, the turn-taking technique allowed the speakers to produce a balanced conversation with spontaneity. It was concluded that using the turn-taking technique supported the participants in creating adequate environments to exchange ideas regardless of culture, language, and other factors. Finally, this study is essential for this research work because Talk shows involve people from all over the world participating as hosts or guests. Therefore, it is fundamental to identify different ways to produce the language correctly but not uncomfortably.

Mir and Laskurain-Ibarluzea (2021) mentioned the differences and similarities among Spanish and English humor with the goal of establishing a cross-linguistic comparison between Peninsular Spanish and American English in late-night talk shows. The methodology used was a mixed approach. Besides, the authors chose two American talk shows and two Spanish talk shows. Also, laughter was used as an indicator during the monologues. Besides, there was a significant difference between Spanish and English monologues regarding taboo topics like sex, religion, politics, and drugs. In addition, American hosts used cultural references more recurrently than Spanish hosts (52.8%, N = 352 vs. 39.1%, N = 309). The quantitative results showed that American talk shows have similar mechanisms to add humor to their monologues based on external matters. On the other hand, Spanish humor has a mutual understanding between the host and the audience to create humor. It was concluded that all talk shows a similar type of humor, such as mocking, satire, and irony. This paper contributes to this research work because it demonstrates that talk shows involve

non-traditional humor. Therefore, these types of talk shows are addressed to grown-up people.

Yulianti et al. (2021) argued about the cooperative principle that Talk shows should follow to have a smooth conversation. The authors used "Saturday Night Live" talk shows for this study. The main aim of this research was to find the maxim communication violations done by speakers from the mentioned talk show. The methodology used for this study is a qualitative research method to observe the phenomena that occurred in the latest "Saturday Night Live" episode on YouTube. Additionally, the authors transcribed the utterances and selected the maxim violations according to Grice's cooperative principle theory. Grice's theory is based on making necessary conversational contributions at the right moment for a specific purpose. It was found that people from this talk show did not follow the cooperative principle and generated an effect on the show's quality, manner, and relevance during the sketches (22 maxim violation). It was concluded that the "Saturday Night Live" talk show did not have an adequate communicative principle. However, the maxim violations were not a limit to creating jokes and promoting interaction. This paper is fundamental for this research project because the language used in Talk shows is informal. Therefore, it supports students in their fluency and spontaneity during a normal conversation about random topics with any person.

Lestari (2019) established that EFL students' perspectives about improving their speaking skill using video blogs. The main objective was to know students' perspectives on the video blog. Thus, the author used qualitative research with five students from Information and Technology University (IT) in Indonesia. The authors used observation and interviews to collect data from students. The results showed that students' perceptions of video blogs varied due to the different types of learning styles from students. For example, visual and kinesthetic students felt confident using video blogs to improve their pronunciation and vocabulary. However, the lack of an internet connection was a constraint. It was concluded that video blogs supported students' speaking skill by enriching students' knowledge, vocabulary, accent, and so forth. This study is essential for this research work because it shows the effectiveness of using video material to improve students' speaking skill.

Ayuningtias et al. (2019) claimed that role-playing improve students' speaking skill. The purpose was to improve students' speaking skill through role-playing. The methodology used for this study is classroom action research, and the population was 300 students at SMKN 3 Karawang institution. The authors observed students and applied a test to analyze the students' progress after using role plays. Furthermore, the authors divided students' progress into three cycles or sessions where students demonstrated a higher speaking score. It was found that students improved their speaking skill after using role-playing techniques because it promoted active participation and learning enthusiasm in students' English-speaking skill. This paper is essential for this research work because it shows that dynamic and interesting ideas motivate students to improve their speaking ability regardless of age, level, etc.

Namaziandost and Nasri (2019) pointed out the impact of social media on students' speaking skill. The main aim of this study was to investigate the effectiveness of social media on EFL students' speaking development. The methodology used is a descriptive approach using a survey as an instrument. The participants were 10 EFL teachers and 100 learners from Islamic Azad University in Iran. It was discovered that teachers use social media but not for educational goals. Also, teachers answered that they use social media in their mother tongue to read and share posts in their native language which does not contribute to their speaking production. On the other hand, students demonstrated more willingness to use the English language than teachers. For instance, students' answers showed that they had at least 2 English videos on their social media accounts and shared conversations with English native speakers using WhatsApp and Telegram. It was evident that teachers were not aware of technology advantages and the availability to find extra resources and ways to improve students' speaking skills. This study is fundamental because it shows that students use technology to learn English in a motivating and engaging environment involving native speakers' interactions, authentic material, and so on.

Riswandi (2018) demonstrated that Project-Based learning enhanced learners' speaking skills. The purpose of this study was to describe to what extent Project-based learning improve learners' speaking skill during the teaching-learning process. The methodology used was action research with two cycles, and the population was 28 seventh-grade students from Junior High Schools in Surakarta. The instruments used

were observation, performance tests, checklists, field notes, and interviews. In addition, the author used a pre-test and a post-test in every cycle. The results from the first cycle showed students' improvement regarding motivation and interest in the speaking class. Likewise, the second cycle demonstrated that students used Project-based learning seriously to enhance their speaking skill. It was found that PBL in English teaching speaking is favorable based on students' scores from the pre-test and the post-test. Besides, the author stated that sharing English ideas in groups could support students' speaking skills due to the confidence among students. This study is important for this research work because it promotes the idea of implementing new ideas into the classroom to improve students' speaking skills with peer support.

Aziz and Dewi (2020) stated that using PowerPoint as media increased students' speaking skills. The purpose of this investigation is to know the use of PowerPoint as media to improve learners' speaking development. The methodology used was pre-experimental. Also, the instruments were a pre-test and a post-test. In addition, the participants were 20 social learners and 23 science learners of MA Al-Asyhar Bungah Gresik. The results obtained that using PowerPoint enhanced students' speaking skills because it provided audio, animation, video, and slide show, which are fundamental to promoting students' motivation towards speaking. It was concluded that using media like PowerPoint engaged students' speaking performance and supported teachers in discovering new material to include in the classroom. This paper is essential for this research work because it involves using media and its effects on students' speaking skill development and stimulation during the learning process.

Namaziandost et al. (2018) demonstrated the effect of the Gallery walk technique on pre-intermediate students' speaking skill. Gallery walk is an action that allows students to exhibit their work as artists in a museum. The purpose of this paper is to investigate the impact of the Gallery walk technique on Iranian students' speaking skill. The methodology used was a quasi-experimental approach with a population of 60 students divided into two equal groups; a control group and an experimental group. Besides, the authors used a pre-test and a post-test as instruments. The English learners in the experimental group received the gallery walk technique, while the control group did not receive it. The results showed that the experimental group had a better speaking performance than the control group. It was found that learners felt comfortable and

engaged in oral activities using the Gallery technique. Finally, this study is fundamental for this research work because it supports the idea of including innovative ideas in the classroom to promote students' speaking skill in a cheerful and meaningful environment where English is used informally.

Gistituati et al. (2018) mentioned the importance of visual aids in the speaking skill. This paper aimed to improve the low-speaking skill by using visual aids. Additionally, the methodology was classroom action research in three cycles, and the participants were students of the English education department from the Faculty of Lancang Kuning University. Likewise, the data was collected using observation, speaking tests, field notes, and interviews. The authors divided three cycles into 15 meetings, and. It was found that students' scores improved every cycle after using visual aids. Moreover, students demonstrated confidence and interest in using visual aids to learn English. Finally, the authors stated that students did not feel nervous speaking in English fluently anymore with the support of visual aids. This study is necessary for this research work because it demonstrated that visual aids are an innovative alternative to improve students' speaking skill to promote self-confidence during oral production.

Wahyuni and Utami (2021) established that YouTube videos encouraged learners' speaking skill, with the purpose of improving learners speaking skill in English language students from Teknokrat University in Indonesia. The methodology used was a qualitative approach using the sampling technique, and the data collection instrument was a questionnaire applied to 40 English learners from the Technocrat University of Indonesia. The results from the questionnaires showed that YouTube videos influence students' motivation to speak in English after watching videos. However, students demonstrated concern about using YouTube videos for education because it takes so long to find a suitable video to enhance students' speaking skill. It was concluded that students agreed to use YouTube videos to improve students English speaking skill. Yet, educators must find adequate videos depending on students' age, level, and interests to enhance their speaking skill. This investigation is essential for this research work because it shows that YouTube is a helpful tool finding suitable material. Yet it is fundamental to choose correctly and wisely to improve students' skills and weaknesses.

Sasabone et al. (2021) claimed about implementing English for specific purposes (ESP) to improving students' speaking skills. The purpose was to improve learners' speaking skill development by applying ESP. The methodology used was classroom action research using two cycles. In addition, the population was 35 Economic and Business students from UKI Paulum Makassar. The results from the first cycle showed that students had difficulties in fluency and accuracy. However, the second cycle showed positive results in students' confidence and grammar improvement. Additionally, the author mentioned that ESP is more suitable for adult learners because they know their interests and needs to learn English. In conclusion, the authors stated that students find speaking skill difficult because textbooks provide dull topics, rarely used in real-life situations. This paper is fundamental for this research project because it demonstrated that learning English from a book could be boring, and students could see it as unnecessary for their lives. Therefore, educators should find ways to engage students by showing that English can be used for their daily and professional lives.

Sinaga (2018) determined that English day program (EDP) contributed the speaking skill development. The purpose was to investigate students' perceptions of an English day program. The methodology used was a mixed approach. Thus, the quantitative data was collected using a questionnaire, and the qualitative data by using an interview. In addition, the population was 35 eight grade students of SMPK Penabur Kota Wisata institution. The results showed that students were enthusiastic about learning the language and using EDP to gain confidence and fluency when chatting. It was concluded that students felt motivated about learning the language. However, the author suggested investigating deeper about EDP with a large sample to obtain more comprehensive data. This paper is fundamental for this research work because it is important to ask students their opinions and thoughts about the class implementations to know what to improve or apply for their English-speaking skill development.

The studies and papers previously described are essential for this research work development because the authors concluded that new material, such as Talk shows, could enhance students speaking skill. The results obtained by every author were positive towards the use of media on students' speaking production because it is an interesting material where people use the English language naturally in different

contexts. Furthermore, talk shows are not only used as material but also as a technique or method to enhance students' confidence and motivation to improve their fluency, pronunciation, accent, and so forth. Likewise, this research work will be helpful for future studies and English learners who want to master speaking skill by applying entertaining and innovative material in the classroom.

Theoretical Framework

Independent Variable: Talk shows

Language Teaching

Language teaching involves a responsibility to learners regarding interaction with people from different cultural backgrounds, teaching them skills, attitudes, and knowledge (Byram & Wagner, 2018). Teaching a foreign language is always challenging since learners do not have direct contact with native speakers to produce the language naturally. Therefore, English language teachers must try different ways to teach the language based on communication. Byram and Wagner also claim that culture has pedagogical use, and educators should enlarge students' knowledge regarding cultural richness and awareness. Learning a language is not only about words and passages is also about identity and meaning in each word, phrase, expression, and so on.

Nowadays, language teaching has evolved due to technology. According to Ramya (2017), today's education involves upcoming technology to create a better learning environment. Access to new technological tools allows teachers to change the classroom setting into a real-life situation by using different types of material from all over the world. Thus, students can be immersed in the language and its unique culture; especially, it is fundamental for ESL students to use technology to have new experiences, like chatting with a native speaker, getting to know a new country, and so forth.

Teaching Material

Teaching materials are the resources that teachers use to execute didactic activities in the classroom (Fakhruddin & Nurchalis, 2019). Thus, educators need teaching material to reinforce students' knowledge and learning. Therefore, teachers must use appropriate teaching material for a specific purpose or educational goal. Also, students need materials to learn differently without using textbooks for a long time. In addition, students demonstrate their English skills by developing activities besides writing and repeating the same dull exercises. Nowadays, students need to learn the language focused on a specific objective to achieve for their future professional or personal lives.

Suarman et al. (2018), teaching materials support students by providing alternative materials besides schoolbooks. Learners may struggle to learn by reading texts and completing activities from a book. Therefore, teachers must have a variety of teaching materials according to students' age, level, interests, and so forth. Also, Suarman et al. mentioned the different existing teaching materials categorized as printed and not printed materials. There are plenty of examples of printed material, such as worksheets, flashcards, learning guides, etc. On the other hand, not printed materials are technological or multimedia resources enhanced by the internet. Moreover, new technology has motivated both; teachers and students to find new and innovative materials to improve the language teaching-learning process.

Authentic Material

Authentic material is teaching material used to show real-life situations or scenarios in which students can use the language authentically. Also, authentic materials generate interest among learners, especially when teachers select the appropriate type of material according to students' interests and needs (Rao, 2019). Therefore, teachers should choose the materials carefully by doing deep research. In addition, students' opinion is fundamental during the selection process because they will be the ones using them. Thus, the first step is asking students about their interests and needs. Rao also provided examples of different authentic materials that can be used in the classroom:

Newspapers: This material provides news. There are a variety of topics where everyday language is used in the opinion section. In addition, students can follow the newspaper example to write columns and improve their writing skills. Newspapers have always been a helpful tool to know about current national and international affairs. Therefore, English learners should use newspapers to learn the language formally. Fortunately, newspapers can be found online.

Magazines: This material is engaging for students who love a variety of short text types. It is less formal than a newspaper but is closer to the authentic language used by native speakers. Besides, magazines can be used for teenagers due to the engaging topics about celebrities, bands, fashion, etc. This type of material is great because of pictures and colorful articles that motivate learners to read them more and more. Hence, educators should include this material within their English classes.

Media: This material plays a fascinating role in the classroom because students can use audio and video to see real people speaking the language in real-life situations. Additionally, the use of visual aids motivates students to notice people's non-verbal language. Media has become popular in the last decade due to the influence of TV and the internet on teenagers and young adults. Nowadays, everyone has seen or is part of social media. Some examples of media are TV shows, talk shows, ads, music, podcasts, etc.

Menus: This is fundamental authentic material because students know them. Menus can be found online on different restaurant websites or educational pages. Also, learners may have discussions about types of food or food combinations. Furthermore, this material is excellent because people love talking about food. Diverse gastronomy is an excellent topic to discuss with any person around the world. Therefore, it is essential to research about food, recipes, etc.

Weather Reports: This material presents audio-visual effects. However, it is different because the language used in weather reports is very technical and provides lots of vocabulary about the weather, temperature, etc. Weather forecasts are very popular in English-speaking countries, and it is highly important to consider this topic when traveling to a different country. In addition, weather reports are fundamental to avoid or protect people from natural disasters and catastrophes.

Talk shows

A talk show is a radio or television program on which famous guests are asked questions about their achievements or a particular topic (Cambridge Dictionary, 2022). The main focus of this investigation is television talk shows. These shows are structured around spontaneity, so everyone on the set may be an active participant. In addition, TV talk shows often motivate language English classes regarding collaboration and communication among peers (Amri & Aboubou 2021). The interaction between students is fundamental when learning English because they use the language to communicate their needs, interests, and so forth. Therefore, teachers must present a clear example of real interaction between people.

Furthermore, talk shows are supportive teaching materials inside and outside the classroom because students have contact with a natural common language (Amri & Aboubou, 2021). It is fundamental for students to get acquainted with informal English because they will be using it in their real lives with people from different backgrounds, nationalities, cultures, etc. Moreover, talk shows support students in maintaining comprehensive communication between speakers and listeners (Nafisya 2017). Thus, talk shows in the classroom allow students to improve their communicative competence. Thus, students follow the example of the host to produce a natural conversation with the guests and audience.

Elmiana (2019), radio or TV talk show programs can enhance and encourage students to give their best in their speaking production when they see their favorite celebrities on screen. Students are highly interested in knowing about celebrities' lives and gossiping about them. Therefore, educators should take advantage of popular talk shows to enhance students speaking skills. Additionally, students are able to contribute to class planning and development by suggesting to the teachers the types of talk shows and their funniest and most interesting moments. Thus, students are active characters in the teaching-learning process.

According to Holmes (2018), talk shows can be classified in four main sub-genres:

Political talk shows: It is a program where political experts develop a discusion about different political parties, activities, and decisions from a specific country. Also, this talk show is very popular during presidential elections because the experts analyze little by little the advantages and disadvantages of every candidate and proposals to improve the country in general. This type of talk show has its raiting when elections are about to come, and citizens need a ummary of their political promises, campaign and background.

Example: Real time with Bill Maher

Issue-based talk show: It is a program where people discuss their life issues or concerns. Then, the host invites other people related to the guest to share diverse perspectives about the guest's issue. In addition, this show is about drama where relationships among friends and family are essential to solve the issue. This type of talk show is popular with house-wives because of its drama and comedy. However, these shows are previously scripted and performed with actors or random people from a country.

Example: The Amber Ruffin Show

Comedic talk show: It is a program where the host is the main character. It is characterized by the satire and mocking of current events, celebrities gossip, and popular topics. This talk show entertains and informs people about matters but with a humorous touch. This type of show is adaptable because it can be for everyone or only for adults when hosts and guests use non-appropriate language or offensive gestures. Nevertheless, these shows mute or pixelate pictures or people often.

Example: The Tonight Show Starring Jimmy Fallon

Interview talk show: It is a program where the host asks questions to celebrities about any topic. However, famous people go to this show to discuss a new project, like a movie or series. On the other hand, some celebrities are invited to perform their music like musicians or singers. Besides, this type of show is well-known for discussing trending topics or matters from famous people, even asking them private questions to dig on their lives beyond their professional roles.

Example: The Graham Norton Show

The main component of talk shows is the host due to its responsibility for program development (Paz, 2020). A talk show needs a charismatic host who makes the guests and audience feel comfortable during the program. Therefore, the host must be a polite person who is willing to interview, discuss, or talk with anyone despite gender, race, religion, etc. Besides, talk show is considered a popular culture genre where several issues are discussed with a mainstream audience (Cheema 2018). Hence talk shows have become an open space where people can share their thoughts and opinions freely without being judged or criticized by others. Thus, the hosts are the ones who encourage people to speak up by themselves using satire and comedy.

Besides, the host is the person who leads the talk show to the audience. Hence, the host must investigate the current trends and spread gossip deeply. Paz (2021) stated that talk shows hosts are highly engaged with social media platforms to attract younger generations to the talk show. Investigating current affairs involve youth and their expertise on social media. It is fundamental for teachers to ask for students' support with social media platforms' usage and worth. Educators need to update their knowledge in areas where students have expertise.

Perez (2021) mentioned three main components in a usual talk show program:

The guests: The strongest moment in the talk show is during the interview between the host and the guests. The celebrities invited are commonly there because they promote an upcoming movie, song, or initiative. Also, the guests are commonly motivated to share details about diverse aspects of their professional and personal lives. However, the questions must always be respectful and within boundaries. It is fundamental for the guest to have a friendly but courteous interaction with the host and vice versa.

The audience: It is a group of people located in front of the talk show stage. The audience pays a ticket to see the talk show, and they are allowed to ask questions and participate in the show. The amount of participation depends on the type of talk show. In addition, the audience can see their favorite artists and celebrities in only one day. It is very refreshing for a talk show to create a fun dynamic with the audience before and after the show to keep them happy and entertained while the show is being recorded or streamed.

The host: It is a captivating figure who connects with the audience and the guests. Therefore, the host is an outgoing and gracious person who leads the talk show in a specific way. Additionally, the host is the person who is in charge of diverse aspects while anchoring. Hosts are multi-tasking people who entertain the audience, exchange a conversation with a celebrity and promote ads and services. Therefore, the host is vital for a talk show to be successful in every single way.

Dependent Variable: Speaking skill

English language

The English language is a substantial component that interferes with international communication events (Ahmadi, 2018). Currently, people are learning English for different purposes such as studies, work, travel, etc. Therefore, English learners have increased amazingly in the last few years. It is considered a universal language because there will always be someone who speaks English to support monolingual people. Despite the purpose of learning English, more and more people are joining the language learning journey.

Furthermore, learning the English language is not limited to the classroom or during lecture time (Aziz et al., 2018). Nowadays, learners may learn English in different contexts for different reasons. For example, workers do not have time to go to a language institute or hire a teacher. Therefore, they use apps or available material on the internet to learn English by themselves. On the other hand, some people travel to an English-speaking country to learn the language naturally. Despite people's needs and reasons to learn English, it is evident that English language interest has increased, and learning traditionally is not the only option anymore.

According to Ilyosovna (2020), many counties include ESL (English as a second language) in school syllabus, and students start learning English when they are very young. Learning English is something indispensable for everybody these current days. That is why parents have increased their interest in educating their children under an English regime to get used to the language since they are toddlers. Thus, children start speaking English at the same time they start with their first language. Additionally, schools are implementing English programs using CLIL (Content

Language Integrated Learning) to promote English in all areas, such as maths, science, history, etc.

English language skills

According to Safiyeh and Farrah (2021), English language skills are reading comprehension, speaking, writing, and listening. Also, there are two main areas which are vocabulary and grammar. English language skills are abilities that learners develop when learning a language. On the other hand, areas are aspects of the language that students learn to support English language skills. It is necessary to mention the areas within the English language skills because, without them, learners will not have the chance to use the language correctly. Besides, Safiyeh and Farrah presented a summary of each English language skill and areas:

Reading comprehension: This is a receptive skill which is based on understanding the main ideas from texts in which learners have to combine thinking abilities to figure out messages and construct meaning. Reading is a basic skill in English language due to its impact in other skills. Therefore, it is fundamental to develop reading comprehension since the beginning to avoid problems with other skills. That is why, babies learn to read word by word when they learn a language to produce it later effectively.

Writing skills: This is a productive skill based on performing written texts using handwriting or typing on a computer where learners can portray their knowledge on paper. This skill is considered as one of the most difficults to develop without an appropriate guide in any language. Therefore, it is fundamental for people who learn a second language like English, to write correctly in their mother tongue to avoid mistakes and misunderstading in other languages. Writing in a foreign laguage is essential for a proper communication.

Listening and Speaking skill: Despite listening skills being receptive and speaking skill being productive, they are related because of communication. There is always someone who produces ideas and someone who receives those ideas. Therefore, both always are measured and developed together. Listening and speaking are two of the most important skills in the English language because it is the base of a good communication and mutual understanding among people. Therefore, it is

fundamental to perceive the language by listening to a somebody and produce it by answering or replying to someone.

Grammar: This area is the structure of the language, and it is necessary to develop it to use the language appropriately. Grammar is consider an area of English language because it is not an ability to handle or memorize grammatical structures or tenses. It is fundamental for learners to learn grammar to produce coherent and appropriate conversations among people. Using correct grammatical forms allow learners to be understood and understand the language. However, grammar must now be memorized, but practiced day by day.

Vocabulary: This area plays a meaningful role in language learning because it allows learners to have communicative competence and a variety of repertoire. Vocabulary is a fundamental area of English learning to produce longer stretches of language in different contexts. Therefore, English learners must learn vocabulary for specific ituations they could fce in their lives and have the appropriate words, phrases and expressions to show emotions, thoughts, feeling, etc. Also, vocabulary learning depends on students' needs and interests.Thus, the variety is wide among learners from different ages, level, gender, and so forth.

Productive skills

Ampa and Quraisy (2018) stated that productive skills are the ones in which learners produce ideas, messages, or comments in a written or spoken way. Learners produce language when they need to express their needs and interests. Therefore, it is fundamental to understand the importance of productive skills within the English language. Human beings are constantly interacting with others all the time. Thus, communiation is a basic need for people who are part of an active society where the exchanging of ideas are constantly evolving promoted to the influence of technology, internet and social media.

Productive skills, writing and speaking, play an essential role in the English language teaching and learning process (Bobojonova, 2020). The role of both productive skills is communication. Nowadays, people learn English for different purposes. Therefore, there are many ways to produce language, such as having conversations or writing a paragraph. Thus, students demonstrate their ability to use

the English language by themselves. Now, it is fundamental to understand the role of teachers regarding productive skills. Educators are the ones who promote students' speaking and writing production based on a stimulus or previous instructions.

Zahra et al. (2019), productive skills are related to authentic English since both are involved in real-life situations activities. When learners produce the language, the can demonstrate their ability to speak and write correctly and adequately. However, teachers do not always promote students' productive skills with real-life situations but with old-fashioned topics which are considered boring and repetitive by students. Therefore, educators must find different real-life events in which students may feel interest and they may see the real use of English language in their daily lives.

Speaking skill

Speaking skill is the ability to communicate and express opinions and thoughts to a listener (Baron, 2020). This ability is fundamental because people are constantly communicating and sharing their ideas with others. That is why English learners must develop this skill adequately. Also, speakers should have someone else or a stimulus to produce oral performances. Thus, speaking is the main skill when learning a foreign language or travel to an unknown country. However, there are some aspects to consider before performing oral production. According to Cambridge Dictionary (2022), there are criteria to consider when grading speaking for students with a B2 level:grammar and vocaublary, discourse management, pronunciation, and interactive communicarion

Grammar and Vocabulary: Grammar is the language structure and rules study regarding words and time tenses, forms, and combinations to create sentences. While vocabulary is a fundamental part of the language because it involves all sets of words existing in a particular language used by speakers. According to Cabrera et al. (2018), English learners with a B2 level must demonstrate an appropriate degree of control of a range of simple and complex grammatical forms and vocabulary about different topics.

Discourse Management: The ability to produce clear and coherent extended stretches of language in an organized way (Traugott, 2020). English learners with a B2 level must be able to develop an oral production with very little hesitation and provide

relevant and suitable ideas while speaking. Additionally, it is fundamental to use cohesive devices and discourse markers to demonstrate a higher level of language communication and demonstrate order to combine a diversity of ideas within the same comment or thought. Basically, learners are able to exchange different ideas and lead the conversation.

Pronunciation: It is how people say letters and words correctly using spoken language (Kyriakopoulos et al., 2018). Learners with a B2 level are able to produce intelligible stretches of language with appropriate intonation, word stress, and rythim. Besides, the sentences must be accurate according to each word stress and its function within a sentence. The sounds are essential because they need to be clear for the listener to understand and reply further questions or answers.

Interactive Communication: The ability to promote or encourage a conversation with a partner to get an agreement, negotiate, discuss ideas, etc (Lubis & Hamuddin, 2019). It is fundamental for learners with a B2 level to contribute appropriately to other speakers' contributions or opinions. Also, the speaker must maintain a conversation to achieve a goal or a conclusion. The interaction between two or more people is highly important because we interact daily with people. Therefore this sub-skill must be developed with practice.

Lestari (2019), improving speaking ability support comprehensive and apprehensive communication among people. Communication is essential to master a foreign language because it is the main method for express our needs and interests to others. Therefore, English learners must develop their speaking skill adequately by applying correct grammar structures and being fluent. Moreover, the rapport between interaction and speaking skill development because both are produced with two or more people involved (Namaziandost & Nasri, 2019). Speaking skill is developed when speakers have the opportunity to exchange ideas with other people in general. In addition, teachers should promote student interaction because they trust in their classmates more than teachers.

Speaking skill can be considered a reflection of how much somebody masters the language (Ayuningtias & Yana, 2019). English learners struggle with their speaking ability, and it is hard to show their knowledge regarding grammar or

vocabulary. As a result, quiet students are underestimated. In addition, Pratiwi and Ayu (2020) concluded that speaking skill is one of the most complex skills to achieve for students. When students learn a language, there is always the fear of making mistakes, especially in a foreign language like English. Therefore, learners present concern and nervousness when they give oral presentations or conversations.

Namaziandost et al. (2018) stated that students' lack of confidence promotes quietness in the classroom. Teachers sometimes question their language knowledge because students do not speak. However, it is not a lack of knowledge, it is a lack of self-assurance in their abilities. Hence, educators must encourage students' participation using other means until they feel comfortable giving oral production. The class atmosphere does not support speaking activities due to the monotony and boredom that students present in the class (Risawandi, 2018). Some teachers still use the traditional teaching style, which involves reading a textbook and solving exercises. Yet, the old-fashioned style does not work anymore with modern students who are immersed in technology.

Technology allows educators to teach English using different tools and sources to cover students' needs, interests, levels, learning styles, etc (Aziz & Dewi, 2020). Nowadays, technology has become a necessity rather than a luxury. In addition, students handle technology from a young age. Thus, learners' knowledge about technology is gold because it supports teachers' awareness and encourage language learning. Moreover, Gistituati et al. (2018) pointed out that visual aids are attractive ways to support students' speaking skill development. It is essential to use different and engaging material to keep students' attention toward language learning. Hence, educators should use different visual aids to promote language learning by using images, videos, objects, etc.

1.1 Objectives

1.1.1 General objective

- To analyze the influence of talk shows in the development of the speaking skills in the students of seventh semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" major at Universidad Técnica de Ambato.

1.1.2 Specific objectives

- To define the importance of talk shows to enhance students' speaking skills.
- To identify students' level of speaking proficiency before and after using talk shows.
- To determine the effectiveness of talk shows in developing students' speaking skills.

1.2 Fulfillment of objectives

The present research proposed to analyze the influence of talk shows in the development of students' speaking skills The fulfillment of this general objective depends on three specific objectives that were stated considering the effects of the independent variable over the dependent variable.

The first objective was accomplished by investigating several scientific articles, academic papers, and research works related to Talk shows and their influence on speaking skill. Besides, a PowerPoint presentation was presented to students from seventh semester "A" about Talk shows and speaking skill.

The second objective was fulfilled by applying a pre-test based on the Cambridge B2 examination FCE (First Certificate in English) speaking paper part 3 in pairs to identify students' level of speaking proficiency. This speaking examination test lasted 3 minutes for each pair. It was focused on assessing students' ability to talk about a topic using the support of five prompts and reach a conclusion among them.

The third objective was accomplished by using statistical methods to determine the effectiveness of talk shows in developing students' speaking skills. The pre-test and post-test were compared to describe how talk shows influence speaking skill. After collecting the data, it was analyzed and interpreted using tables and figures for the representation.

CHAPTER II

METHODOLOGY

2.1 Materials

This research work was developed by using human, institutional and technological resources. In addition, the First Certificate in English exam (FCE) from Cambridge was applied, specifically speaking paper part 3 as the pre-test and the post-test. Furthermore, this research work involved technological resources such as WhatsApp, YouTube, and internet connection. Also, the lesson activities were developed by using classroom-teaching aids, such as TV, computer, cellphones, whiteboards, and markers.

2.2 Methods

The current research work had a mixed approach. Dawadi (2020), mixed-method research involves both quantitative and qualitative data collection in response to research questions. Therefore, it was fundamental to understand the impact of both approaches on this investigation. Sampieri (2018) stated that quantitative studies are based on numerical or statistical data obtained from experiments, while qualitative studies are based on first-hand observations from the subjects. This investigation involved the qualitative approach because the information gathered from observation allowed the researcher to analyze the impact of talk shows on students' speaking skill. Likewise, this study involved a quantitative approach because the data was collected numerically using a pre-test and post-test with the FCE speaking rubric. Finally, the results from both tests were analyzed statistically using Statistical Package for Social Sciences (IMB SPSS) statistics software.

2.3 Research modality

Bibliographic research

Besides, bibliographic research involves describing each piece of work guided by joining them together to develop an investigation (Pant & Sharma, 2018). Consequently, this investigation used different academic papers, books, journals, and scientific articles to analyze the influence of talk shows on the development of students' speaking skill. Besides, the bibliographic research supported the study in

order to acquire knowledge about both variables before the experimentation part to avoid mistakes and misunderstandings during the data collection process.

Field research

Immersion in the field involves becoming aware of the study setting by identifying sources that provide data and guide the researcher through it (Sampieri, 2018). Therefore, this investigation used field study to obtain authentic data to carry on with the analysis of the influence of talk shows on students' speaking skill. Also, it was fundamental to go to the study field to obtain accurate and real results after applying the talk shows treatment. Besides, the study was carried out after observing and analyzing students' strengths and weaknesses in the speaking skill.

2.4 Design

Quasi-experimental design

Quasi-experiments are observational studies that involve the manipulation of both variables to cause an impact on a specific group of people (Maciejewsk, 2018). In the case of this study, the independent variable was Talk shows, whereas the dependent variable was speaking skills. Additionally, the researcher selected the population intentionally to perform the experiment based on their English level and knowledge. Therefore, it was essential to use the quasi-experimental design. Moreover, the manipulation of both variables was necessary to obtain factual results after applying the treatment.

2.5 Level or types of research

Descriptive

According to Sampieri (2018), descriptive research details the characteristics of the context, population, situation, or events within a phenomenon to carry out an investigation. Hence, this investigation used descriptive research to describe the features of both variables, talk shows, and speaking skill. In addition, there was a description of the population and its context to analyze the impact of talk shows on college students' speaking skill. Thus, the population and their development during the treatment were described throughout this study.

Exploratory

It investigates an unexplored research hypothesis that needs more research to discover new information and understand the research problem adequately (Pawar, 2020). Thus, this investigation involved talk shows as an innovative type of authentic material with very little research in the educational field to improve learners' speaking skill. Also, talk shows is an innovative type of teaching material for English learners and teachers. Therefore, it was necessary to research about the usefulness of this material in college students by discovering positive findings or even challenges during the application.

2.6 Population and sample

The participants who were part of this research work involved 16 students, with an age range of 21 to 26 years old, where 10 participants were females, and 6 participants were males. The subjects were students from seventh semester "A" of Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

Table 1.
Population

Population	***Experimental group***	***Percentage***
Female	10	63%
Male	6	37%
Total	*16*	*100%*

Note: These data were taken from seventh semester students from PINE major.

2.7 Instruments

The instrument used for the research work was a pre-test and a post-test taken from First Certificate in English (FCE) developed by Cambridge Assessment English. B2 First or FCE (First Certificate in English) exam is one of the most accepted Cambridge English qualifications around the world. Its purpose is to evaluate learners' English language skills in order to work or study by themselves in an English-speaking country to obtain a B2 level under the Common European Framework of Reference

(CEFR). In addition, this research work analyzed the speaking skill. Therefore, the speaking paper part 3 was involved.

2.8 Procedure

First, the instrument was selected based on students' speaking proficiency level which was B2. Thus, the First Certificate in English (FCE) exam from Cambridge was applied. Additionally, this study involved the use of speaking paper part 3 which analyzes the speakers' ability to express opinions and justify ideas using the language correctly and appropriately. It is fundamental to mention that part 3 analyzes interaction among partners which is essential to analyze the impact of talk shows' treatment due to the fact that this material involves the interaction between two or more people in a specific context.

The research process involved 10 interventions, which 5 were face-to-face classes, and 5 were virtual flipped classes during 6 weeks. In addition, the experiment was performed in English VII class. The interventions were held using two modalities; face-to-face and virtual flipped class. The schedule to perform the treatments were on Tuesdays from 3 pm to 4 pm (virtual flipped class) and Fridays from 4 pm – 5 pm (face-to-face class).

2.8.1 Session 1

The first intervention aimed to apply the pre-test to students. First, the instructions for the pre-test were delivered to students. Then, students performed the pre-test in pairs. Finally, the teacher asked the class president to create a WhatsApp group to share videos and assignments for the following weeks, which was created to save class time and allow students to send the assignments without being within the classroom.

2.8.2 Session 2

The second intervention started with a brief introduction of talk show definition and examples. Then, the researcher played twice the first video in which Emma Stone was the famous guest sharing her experience at the Oscar awards. Next, the researcher wrote on the whiteboard vocabulary words and general questions about the video. Also, the video and the questions were sent through the WhatsApp group. Students

had to send a 1–2-minute audio answering the questions using the information from the talk show.

2.8.3 Session 3

The third intervention was asynchronous. The researcher sent through the WhatsApp group talk show title. The video was about Chris Evans in his role as Captain America. Students predicted the content from the video, and then they watched the video to confirm their predictions. Next, the teacher sent general questions about the video to evaluate students' understanding of the topics covered in the talk show. Finally, students sent a 1–2-minute audio answering the question to the WhatsApp group.

2.8.4 Session 4

The fourth intervention was asynchronous. The researcher sent through the WhatsApp group the name of an important political figure such as Hillary Clinton. Then, the talk show with Hillary Clinton involved kids' letters sent to her during her presidential election. Students watched the talk show and answered general questions about the talk show. Finally, the researcher asked students to create a 50-word letter and send a 1–2-minute audio reading of the letter to the WhatsApp group.

2.8.5 Session 5

The fifth intervention was asynchronous. The researcher sent the name of a well-known American holiday, Thanksgiving using the WhatsApp group. Then, it was presented a talk show in which Jimmy Fallon performed a monologue about the Thanksgiving celebration during the pandemic. Finally, the researcher asked students to answer questions about their own holiday experiences while being locked down. Thus, students send a 1–2-minute audio through the WhatsApp group answering the questions.

2.8.6 Session 6

The sixth intervention was asynchronous. The researcher sent a set of vocabulary words to the WhatsApp group to make students predict the talk show topic. Then, it was presented a talk show about Salma Hayek picking up street dogs. Next, students answered general questions about the talk show. Finally, students got in pairs

to develop a discussion to provide reasons to take homeless animals off the street by sending a 2–3-minute audio through the WhatsApp group for each couple.

2.8.7 Session 7

The seventh intervention was asynchronous. First, the researcher sent a video about the three types of English accents: American, British, and Australian. Then, students answered some questions about themselves using accents while speaking. Next, a talk show about Emily Blunt's kids and their accents was presented. After that, the researcher asked students to get in pairs to perform a debate about acquiring an accent to speak English. Finally, students send a 2–3-minute audio through the WhatsApp group for each couple.

2.8.8 Session 8

The eighth intervention was asynchronous. The class started with the researcher writing some questions about convincing people. Then, students watched a talk show about Maitreyi Ramakrishnan on convincing people to meet a famous person. After watching the talk show, students wrote unknown vocabulary words and searched in the dictionary. Finally, students were asked to perform a role-play about two friends who met a famous person. Thus, students sent a 2–3-minute audio with the role-play through the WhatsApp group to take advantage of class time.

2.8.9 Session 9

The ninth intervention was asynchronous. First, the researcher asked students to recall the topics seen in the talk shows until now. Then, students answered general questions about their feelings and opinions about using different talk shows and the aspects they have learned throughout this time. Finally, the teacher asked students to choose only one topic from the presented talk shows and perform a Talk show role-play. Students sent 2–3-minute video through the WhatsApp group.

2.8.10 Session 10

The last intervention aimed to apply the post-test. Then, the researcher delivered instructions for the post-test to the students. Finally, students developed the post-test. Additionally, the post-test was the same as the pre-test to evaluate students' progress after applying talk shows. The post-test results were positive regarding the

pre-test results, which means that talk shows were helpful for students to improve their speaking skill.

Hypothesis

H1

The use of talk shows enhances the speaking skill development from seventh-semester students from PINE major.

H0

The use of talk shows does not enhance the speaking skill development from seventh-semester students from PINE major.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter covers the statistical findings, analysis, and interpretation of the information gathered from the pre-test and post-test given to students of the Pedagogia de los Idiomas Nacionales y Extranjeros.

Furthermore, the grades obtained in the pre-test and post-test were analyzed using tables and bar graphs. For that, it was analyzed the results from both tests using the Cambridge FCE speaking rubric, which involves four criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication. This speaking rubric is over 20 marks; each criterion is worth 5 points. It was essential for this research work to obtain data using a rubric to measure students' speaking proficiency and analyze the influence of talk shows before and after the treatment.

Besides, the results were analyzed using IBM SPSS statistical program to verify the hypothesis through statistical tests. Therefore, it was performed a normality test to determine if the distribution of results is normal. In addition, a non-parametric test was developed to determine the level of significance between the two related samples in order to accept or reject the hypothesis. Finally, the Wilcoxon test was performed to identify the improvement or decrease in students' scores in the post-test.

3.1.1 Pre-test results

The results from the pre-test applied to seventh-semester students were presented. All participants performed the FCE test before the application of the treatment. Moreover, the FCE exam aimed to identify students’ speaking proficiency level before the experimental stage. The test consisted in speaking paper part 3, which involved pairs having a 2-minute discussion using spidergram about ideas to attract more tourists to town and a 1-minute conclusion. In addition, the test was graded over 20 points; each criterion was over 5 points. The results obtained by students are shown in the following table:

Table 2

Pre-test scores

Grades over 10 points	Frequency	Percentage
5	1	6,3
6,5	5	31,3
7	6	31,3
7,25	1	12,5
8	2	12,5
9	1	6,3
Total	16	100,0

Note: Grades obtained in the pre-test by students of seventh semester from PINE major.

Table 3

Pre-test results

Pre-test Results		
	Part 3	**Pre-test score**
Average	6,95	6,953

Note: Grades obtained in the pre-test by students of seventh semester from PINE major.

Analysis and interpretation

The table shows the average results presented in the speaking pre-test part 3, where the average is 6,953 out of 10 points. As a result, the test average is 6,95 over 10 points. The results from the pre-test evidenced that students have an average speaking proficiency for their English level within the PINE major.

The pre-test results were essential to identify students' weaknesses in speaking skill. Students showed that they have a proper domain of the English language in terms of pronunciation, grammar, and vocabulary. However, they presented difficulties regarding interactive communication. Students did not present interest in their partners' opinions after providing their own, which was concerning indeed. In addition, students presented difficulties in discourse management. They tended to repeat ideas and hesitate about their opinions about the test topic; attracting tourists to town. Also, it

was noticed that students could not talk about different topics simultaneously. Students needed to finish one idea to start with another one instead of contrasting or connecting.

3.1.2 Post-test results

The results from the post-test are obtained after applying talk shows to improve students' speaking skill. The FCE speaking test part 3 was the same used as in the pre-test. It was used a spidergram with ideas to attract tourists to a town by performing a 2-minute discussion and reaching a 1-minute conclusion under the criteria of the FCE speaking rubric.

Table 4

Post-test scores

Grades over 10 points	Frequency	Percentage
7	1	6,3
8	8	50,0
8,5	3	18,6
9	1	6,3
9,5	2	12,5
10	1	6,3
Total	16	100,0

Note: Grades obtained in the post-test by students of seventh semester from PINE major.

Table 5

Post-test results

Post-test Results		
	Part 3	**Post-test score**
Average	8,41	8,406

Note: Grades obtained in the post-test by students of seventh semester from PINE major.

Analysis and interpretation

The table shows the average results presented in the speaking post-test part 3, in which the average is 8,406 out of 10 points. As a result, the test average is 8,41 over 10 points. The results from the post-test demonstrate that talk shows produced a positive impact on students' speaking skill.

The post-test results were essential to analyze the impact of talk shows on students' speaking skill. Therefore, it was applied the FCE speaking test part 3 to measure PINE students' progress after the experiment. It was evidenced that students improved their speaking skill in terms of interactive communication and discourse management. Students demonstrated willingness to ask their partners' opinions during the post-test. In addition, students provided other reasons to develop the test topic about attracting tourism to a town. Besides, students could exchange ideas smoothly and go from one topic to another with little hesitation. Finally, the students were graded using the FCE rubric with four criteria over 5 points with 20 marks. Students demonstrated progress using innovative authentic material like talk shows to enhance their oral production.

3.1.3 Comparative results pre-test and post-test

Table 6

Comparative results pre-test and post-test

Criteria	Pre-test average	Post-test average	Difference
Part 3	6,95	8,41	1,46
Total	6,95	8,41	1,46

Note: General average pre-test and post-test, and difference.

Analysis and interpretation

The table above presents FCE speaking test part 3 average comparison among the pre-test and post-test. First, the average obtained in the pre-test was 6,95, whereas the average from the post-test was 8,41. There was an increase of 1,46 points. It is evident that students demonstrated an adequate advance in their speaking skill after using talk shows.

In sum, talk shows were supportive of students' speaking skill. It was noticed that students improved their interactive communication skill and discourse

management. Now, students demonstrate that speaking involves exchanging ideas rather than only giving them. In addition, talk shows are considered interactive and engaging material where students can improve their oral ability while they watch their favorite celebrities on screen.

3.2 Verification of the hypothesis

The data collected for this research work was analyzed using Statistical Package for the Social Sciences software (IMB SPPSS) through the Shapiro-Wilk normality test because of the population size. In addition, the Wilcoxon comparative signed ranks test was performed as part of the non-parametrical tests.

Hypothesis statement

Null hypothesis (H0)

The use of talk shows does not enhance the speaking skill development from seventh-semester students from PINE major.

Alternative hypothesis (H1)

The use of talk shows enhances the speaking skill development from seventh-semester students from PINE major.

3.2.1 Test of normality

Table 7

Test of normality

Test of normality						
	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadistic	gl	Sig.	Statistic	gl	Sig.
Pre-test	,243	16	,012	,884	16	,045
Post-test	,267	16	,003	,868	16	,026

a. Lilliefors significance correction.

Note: Normality test values from Shapiro-Wilk.

Analysis and interpretation

The significance level for a sample of fewer than 50 individuals is displayed using the Shapiro-Wilk normality test. The post-test significance level is 0,26 while the pre-test significance level is 0,45. It is clear that the outcomes do not conform to a

standard distribution. As a result, a non-parametric test like the Wilcoxon rank test must be used.

The application of talk shows influenced on the level of significance of the post-test regarding to the pre-test. Therefore, it can be interpreted that there was an improvement. However, it is necessary to apply another test to get accurate results.

3.2.2 Wilcoxon signed ranks test

Table 8

Wilcoxon signed ranks test

Ranks				
		N	Mean Rank	Sum of Ranks
Post_Test – Pre_Test	Negative Ranks	0[a]	,00	,00
	Positive Ranks	16[b]	8,50	136,00
	Ties	0[c]		
	Total	16		
a. Post_Test < Pre_Test				
b. Post_Test > Pre_Test				
c. Post_Test = Pre_Test				

Note: Wilcoxon signed ranks test values.

3.2.3 Test statistics

Table 9

Test statistics

Test Statistics	
	Post-test/ Pre-test
Z	-3,621[b]
Sig. asintót. (2- Tailed)	,000
a. Wilcoxon signed ranks test.	
b. Based on Negative Rank.	

Note: Asymptotic Significance test statistics values.

Analysis and interpretation

The tables above represent the Wilcoxon ranks test to identify students' positive or negative performance on the post-test after the treatment. For that, the range involved the subtraction among the pre-test and post-test. It was observed that negative ranks (a) gave a value of 0, which means that any students got a lower grade in the post-test. In addition, there were 16 positive ranges (b) which means that all students demonstrated positive results on the post-test, and ties (c) with a value of 0. A value of 00 is produced by adding all of the negative ranks together. On the other side, a value of 136,00 is produced by adding the positive ranks.

Furthermore, the test statistics table is used for the verification of the hypothesis based on the level of significance obtained among both tests. It is observed that the value is 0,000, which is less than 0,05. The alternative hypothesis is therefore approved, and the null hypothesis is dismissed. This confirms that talk shows were used to help students from seventh semester strengthen their speaking abilities.

3.2.4 Discussion of results

It was determined that talk shows do enhance seventh-semester students' speaking skill after analyzing and contrasting the from both tests. It is evident that students demonstrated improvement after 10 interventions. The first results showed that students presented an average of 6,95, which means that their grades were regular. However, the latest results showed an average of 8,41 which means that they performed positively after using talk shows. The speaking skill improvement from students was beneficial because this type of authentic material could support students' fluency and interaction using real-life talk.

Elmiana (2019) stated that media could influence learners' speaking skill in terms of fluency, motivation, and comprehension. Therefore, teachers must use media within the classroom to engage students positively. The TV talk show is an example of media available in free video platforms that motivate students due to the interest and language used in this show. Students learn the informal English language, such as colloquial expressions, slang, and idioms.

The talk show is a tool that instructs students in communication and persuasion (Nafisya, 2017). The classroom context involves ongoing interaction among classmates. Therefore, it is fundamental for students to produce authentic conversations rather than scripted dialogues. In addition, students must speak the language confidently by being compelling with another speaker or listener. For that, students need to be guided by native speakers themselves to gain that confidence. Thus, learners will manage the language just as they do with their mother tongue.

Amri and Aboubou (2021) TV talk show supports students' anticipation and attitudes toward English language learning. Nowadays, learning a foreign language requires motivation and willingness to achieve a specific learning goal. Therefore, teachers must provide different tools for students to learn and produce the language comfortably. Also, educators must keep updated about new and popular trends, which can be helpful for academic purposes.

In conclusion, the results were favorable for students' speaking skill. After applying the treatment based on talk shows, it is evident that students develop their oral production and interactive skills. Therefore, talk shows showed a positive influence on the speaking skill development of seventh-semester students.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing and interpreting the collected data before and after applying the talk shows treatment to improve students' speaking skill and considering the objectives. Thus, the following conclusions have been obtained.

- The application of talk shows within the English language classroom is important because it provides and supports students' speaking confidence and motivation toward this foreign language. Yet, it is fundamental for teachers to choose adequate talk shows for specific academic purposes, such as learning new vocabulary words, improving fluency, and so forth. Hence, talk shows must be used wisely and carefully depending on students' level, age, interests, and needs.
- The speaking proficiency level of students in the seventh semester from PINE major was identified through the pre-test (Cambridge FCE B2 First exam sample), speaking paper part 3 with an average of 6,95 over 10 points. Therefore, it was interpreted that students presented an average result. Nevertheless, the post-test results showed that students obtained improvement with an average of 8,41 over 10 points. Students performed progress of 1,46 points between the pre-test and the post-test. Thus, students improved their speaking skill development after using talk shows as the treatment.
- The effectiveness of talk shows was demonstrated throughout the experiment on students' speaking skills. It was evidenced that students improved their discourse management and interactive communication. Besides, students demonstrated willingness and inquisitiveness about talk shows as teaching material to develop their speaking skills because they did not feel the same about traditional videos or audio from the textbooks. Additionally, talk shows engaged students to become aware of the diversity of accents and styles that involve speaking in the English language.

4.2 Recommendations

This research work has contributed to students' speaking skills using talk shows. Thus, the following recommendations should be considered:

- Including talk shows is essential to enhance speaking skill development in college students. It is recommended that teachers find appropriate talk shows in order to improve specific oral production and other English skills and areas. Also, teachers must listen to their students' interests in talk shows to provide an appealing context within the classroom.
- Teachers must identify students' levels before using talk shows. That is why teachers need to use standardized tests to recognize students' strengths and weaknesses in the English language. Thus, teachers can analyze students and support their learning with dynamic materials according to their English proficiency level.
- Educators must include media like talk shows as teaching material to stimulate the teaching-learning process. Hence, it is suggested that teachers look for authentic material to promote language usefulness in students' daily lives. Yet, it is fundamental to show students how English is truly spoken by native speakers. Using non-scripted talk shows, students can acknowledge and understand that English is a language used for communication, such as their mother tongue. Thus, students will be eager to learn English fearlessly and confidently.

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ANNEXES

Annex 1. Approval

Ambato, 3 de octubre de 2022

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

De mi consideración:

Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Talk shows and the speaking skill" propuesto por la estudiante Emily Alejandra Rodríguez Gavilanez, portadora de la cédula de ciudadanía N° 180495870-8, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
COORDINACIÓN

.....
Mg. Sarah Jacqueline Iza Pazmiño
Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
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0984060528
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Annex 2. Pre and Post-test

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Name:

Level:

Date:

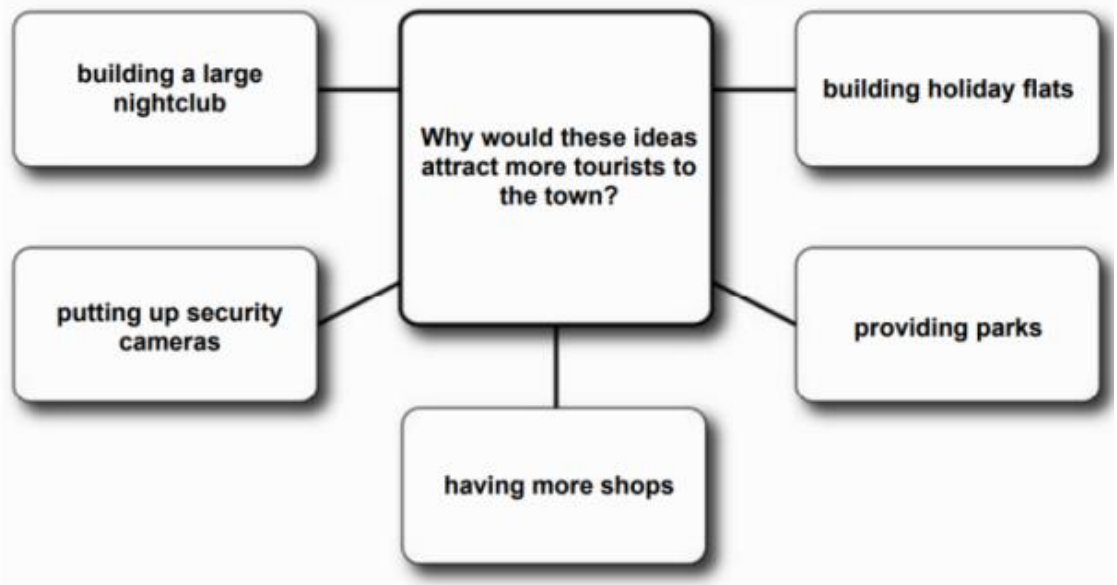
Pre-test and Post-test

FCE (First Certificate in English)

Speaking Part 3 (Collaborative Task)

Instructions

- ✓ Read the spidergram main questions and prompts for 15 seconds
- ✓ Discuss about the different ideas of attracting more tourists to the town using the prompts for 2 minutes
- ✓ Reach a 1-minute conclusion about the most suitable idea to attract more tourists to town



Note: Source: First Certificate in English (FCE) Speaking Rubric. Done by: University of Cambridge

Annex 3. Rubric

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of a range of simple and some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organization of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
4	Performance shares features of Bands 3 and 5			
3	• 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 a wide range of familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	Performance shares features of Bands 1 and 3			
1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, despite some repetition. • Uses basic cohesive devices	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
0	Performance below Band 1.			

Note: Source: First Certificate in English (FCE) Speaking Rubric. Done by: University of Cambridge

Annex 4. Lesson plans

Lesson Plan 1

Teacher: Emily Rodríguez **Subject:** English VII

Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** October 21, 2022 **Duration:** 30 minutes	**Methodology:** Presentation, practice, production (PPP)

Aim

- To identify students' level of speaking proficiency by applying a pre-test.

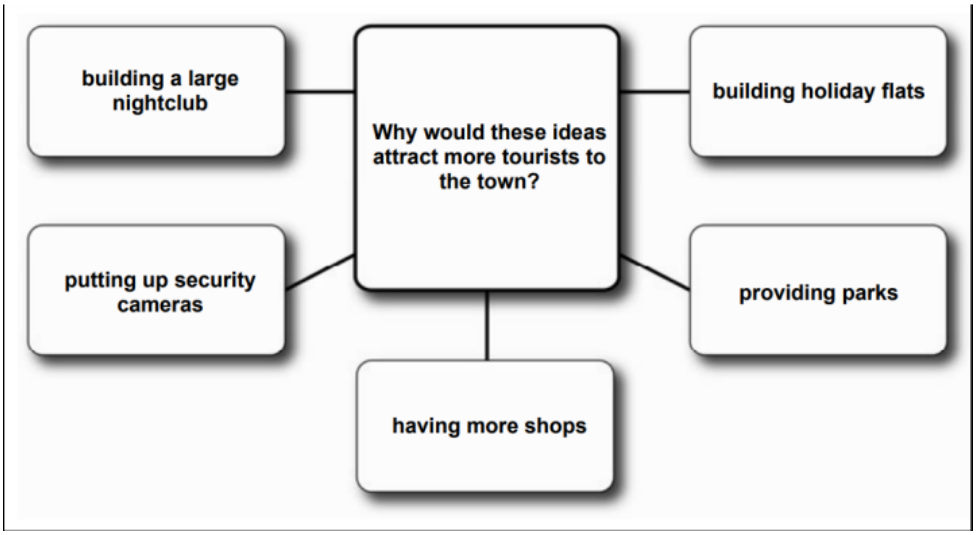
Objective

- Students will be able to demonstrate their speaking proficiency by taking a pre-test.

Time	Stage	Activity	Tools and materials
5 mins	Presentation	• The teacher introduces herself and her • The teacher explains instructions to take the pre-test: ✓ Students get in pairs ✓ The teacher provides a picture with a topic in the form of a question and a few prompts linked to it. ✓ Students have 15 seconds to read the picture and its prompts.	Power point Computer TV Pictures Internet
5 min	Practice	✓ Students develop a two-minute conversation using the picture. Then, students have 1 minute to reach a conclusion about the general topic.	
25 mins	Production	✓ Students develop the pre-test	Printed sheet

Resources

Pre-test



Note: Source: First Certificate in English (FCE) Speaking Part 3 – Sample Test. Done by: University of Cambridge

Rubric

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of a range of simple and some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*			
3	• 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 a range of familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, despite some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
0	*Performance below Band 1.*			

Note: Source: First Certificate in English (FCE) Speaking Rubric. Done by: University of Cambridge

Lesson Plan 2

Teacher: Emily Rodríguez **Subject:** English VII

Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** October 28, 2022 **Duration:** 30 minutes	**Methodology:** Presentation, practice, production (PPP)

Aim

- To analyze students' general understanding using questions after watching a Talk show

Objectives

- Students will be able to reflect on the questions provided by the teacher
- Students will be able to interpret vocabulary words from the Talk show

Vocabulary:

- 30-year-old mind - weird -surreal - easy breezy - rush - feeling 30 - sweet memory - nuts

Time	Stage	Activity	Tools and materials
4 mins	Presentation	• The teacher asks questions to students: -What is a talk show? -Can you provide examples of Talk shows? • The teacher presents the slides to explain about the research work topic	Cardboards TV Computer Internet Power point presentation
8 mins	Practice	• The teacher provides an example of Talk show video to start with the treatment • The teacher asks students to tell her the meaning of different vocabulary words according to the video context.	TV Computer Internet Power point presentation Video: https://www.youtube.com/watch?v=eYUjlbpo-Yk&ab_channel=TheTonightShowStarringJimmyFallon
15 min	Production	• Teacher asks general questions to students about the video: -What were the topics discussed in the video? -What is the rapport between the host and the guest? - How did the guest feel towards Leonardo Di Caprio?	TV Computer Internet Power point presentation WhatsApp Cellphone

		• Students answer the questions through WhatsApp (1–2-minute audio)	
3 min	Assessment	• Students reflect about the video by giving a general conclusion about it.	

Resources

Power point presentation

Note: Source: Field Research.

Video

Link: https://www.youtube.com/watch?v=eYUjlbpoYk&ab_channel=TheTonightShowStarringJimmyFallon

Note: Source: YouTube website. Done by: The Tonight Show with Jimmy Fallon channel (2018)

Oral Presentation Rubric

Oral Presentation Rubric : Oral presentation

Teacher Name: **Ms. Mejia**

Student Name: _____

CATEGORY	2	1.5	1	0
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Note: Source: Studylib website. Done by: Perez, P (2022)

Evidence

Note: Picture Source: Field Research.

Lesson Plan 3

Teacher: Emily Rodríguez **Subject:** English VII

Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** November 1, 2022 **Duration:** 30 minutes	**Methodology:** Virtual Flipped Classroom (VFC)

Aim

- To evaluate students' knowledge about special effects on movies.

Objectives

- Students will be able to predict the Talk show topic based on the title from the video.
- Students will be able to describe the topics discussed in the Talk show.

Vocabulary:

- bucks -grossing -good-looking -lock and key -spoil -shabby -nonsense -vile

Time	Stage	Activity	Tools and materials
5 mins	Before	• The teacher sends the title of the video to students: "Chris Evans Spoiled Captain America's Avengers: Endgame Twist for Anthony Mackie" • Students predict the video content from the title.	Computer Internet Cellphones
10 mins	During	• The teacher presents the video to students • The teacher sends through WhatsApp group vocabulary words from the video • Students explain the meaning of the vocabulary words according to the context from the video	Computer Internet Cellphones Video: https://www.youtube.com/watch?v=wlcoYGlnTOA&ab_channel=TheTonightShowStarringJimmyFallon
10 min	After	• The teacher asks general questions to students about the video:	TV Computer Internet WhatsApp

		- What was the role of Chris Evans in Avengers Endgame? - What is CGI and why actors/actresses from Marvel use it? -How people can tell that Chris Evans is lying? • Students send a 1–2-minute audio answering the questions above through the WhatsApp group.	Cellphone
5 min	Assessment	• Students reflect about their earlier prediction about the video • The teacher asks students: -Do Talk shows always cover only one topic? -How can you go from one topic to another so quickly?	

Resources

Video

Link:
https://www.youtube.com/watch?v=wlcoYGlnTOA&ab_channel=TheTonightShowStarringJimmyFallon

Note: Source: YouTube website. Done by: The Tonight Show with Jimmy Fallon channel (2019)

Oral Presentation Rubric

Oral Presentation Rubric : Oral presentation

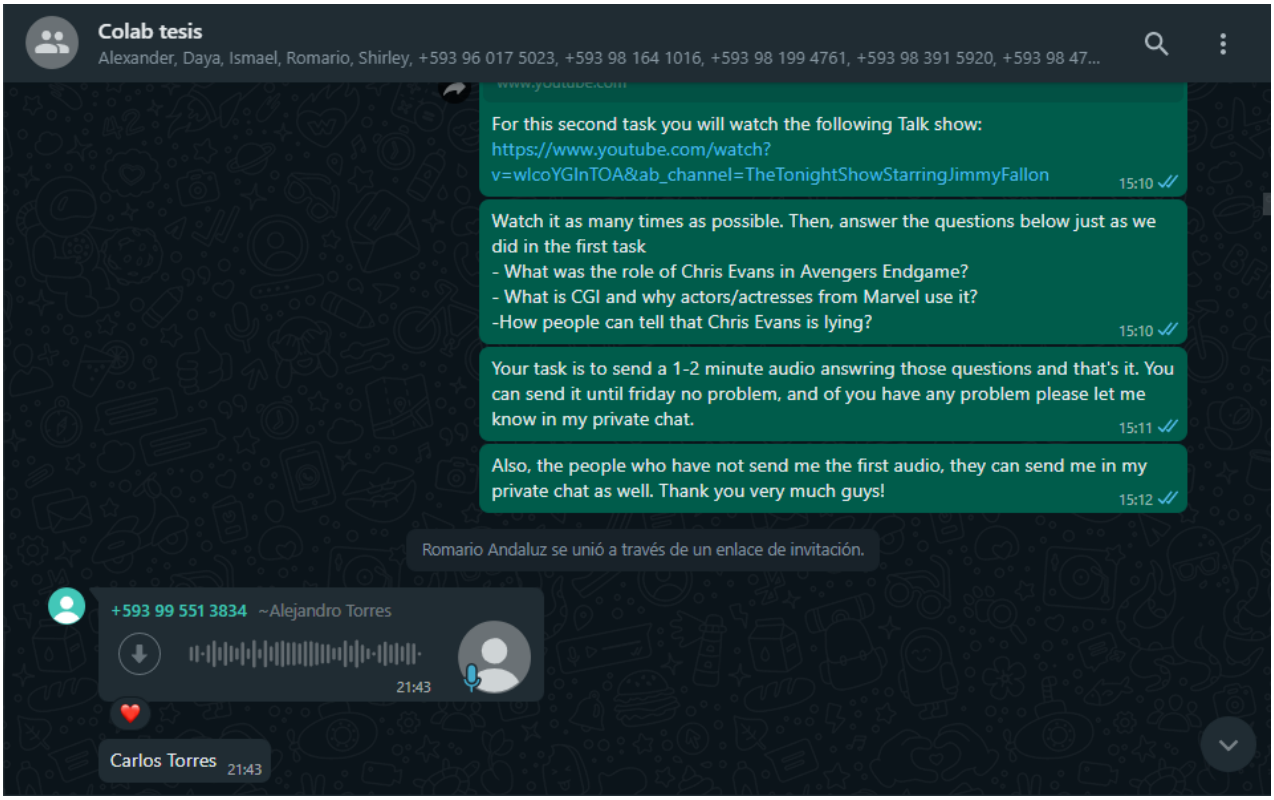
Teacher Name: **Ms. Mejia**

Student Name: _____

CATEGORY	2	1.5	1	0
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Note: Source: Studylib website. Done by: Perez, P (2022)

Evidence



Note: WhatsApp screen capture Source: Field Research.

Lesson Plan 4

Teacher: Emily Rodríguez **Subject:** English VII

Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** November 4, 2022 **Duration:** 30 minutes	**Methodology:** Virtual Flipped Classroom (VFC)

Aim

- To identify students' awareness about a famous American politician.

Objectives

- Students will be able to recognize a political American figure.
- Students will be able to create a letter about ways to improve English speaking skill.

Vocabulary:

- advice -friendly -straight -gear up -anonymous -mature -facts

Time	Stage	Activity	Tools and materials
5 mins	Before	• The teacher sends a name through the WhatsApp group: Hillary Clinton • The teacher asks the following questions: - Who is Hillary Clinton? -Why is she an important political figure in the USA?	Computer Internet Cellphones
10 mins	During	• The teacher presents the video to students • The teacher sends through WhatsApp group vocabulary words from the video • Students explain the importance of writing letters to politics.	Computer Internet Cellphones Video: https://www.youtube.com/watch?v=K818ZgIcoWE&ab_channel=TheTonightShowStarringJimmyFallon
10 min	After	• The teacher asks students to think about ways to improve the speaking skill • Students send a 1–2-minute audio with their explanations through the WhatsApp group.	TV Computer Internet WhatsApp Cellphone

5 min	Assessment	• Students discuss their ideas to improve their speaking skill	

Resources

Video

Link:
https://www.youtube.com/watch?v=K818ZgIcoWE&ab_channel=TheTonightShowStarringJimmyFallon

Note: Source: YouTube website. Done by: The Tonight Show with Jimmy Fallon channel (2016)

Oral Presentation Rubric

Oral Presentation Rubric : Oral presentation

Teacher Name: **Ms. Mejia**

Student Name: _____

CATEGORY	2	1.5	1	0
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Note: Source: Studylib website. Done by: Perez, P (2022)

Lesson Plan 5

Teacher: Emily Rodríguez **Subject:** English VII

Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** November 8, 2022 **Duration:** 30 minutes	**Methodology:** Virtual Flipped Classroom (VFC)

Aim

- To analyze students' holiday unconventional experiences during the pandemic.

Objectives

- Students will be able to describe their own untraditional holidays during the pandemic.
- Students will be able to relate similar holiday experiences with their partners.

Vocabulary:

- Thanksgiving -skate -parade -thankful -Zoom -Black Friday -turkey -keto

Time	Stage	Activity	Tools and materials
5 mins	Before	• The teacher asks students the following question through the WhatsApp group: -What is Thanksgiving?	Computer Internet Cellphones
10 mins	During	• The teacher presents the video to students • The teacher sends through the WhatsApp group vocabulary words from the video • Students explain the meaning of the vocabulary words according to the context from the video	Computer Internet Cellphones Video: https://www.youtube.com/watch?v=4mV71wIBhCk&ab_channel=TheTonightShowStarringJimmyFallon
10 min	After	• The teacher checks students' understanding from the video by asking reflective questions: - Why it was difficult to celebrate holidays on 2020's? - What holiday was untraditional during the pandemic? -What did you miss to do on holidays during the pandemic?	TV Computer Internet Power point presentation WhatsApp Cellphone

		• Students send a 1–2-minute audio answering the questions above through the WhatsApp group	
5 min	Assessment	• Students reflect about this Talk show about Thanksgiving • The teacher asks students: -Are American holidays different than Ecuadorian ones? Why or why not? -Were your holidays similar than your partners during the pandemic?	

Resources

Video

Link:
https://www.youtube.com/watch?v=4mV71wIBhCk&ab_channel=TheTonightShowStarringJimmyFallon

Note: Source: YouTube website. Done by: The Tonight Show with Jimmy Fallon channel (2020)

Oral Presentation Rubric

Oral Presentation Rubric : Oral presentation

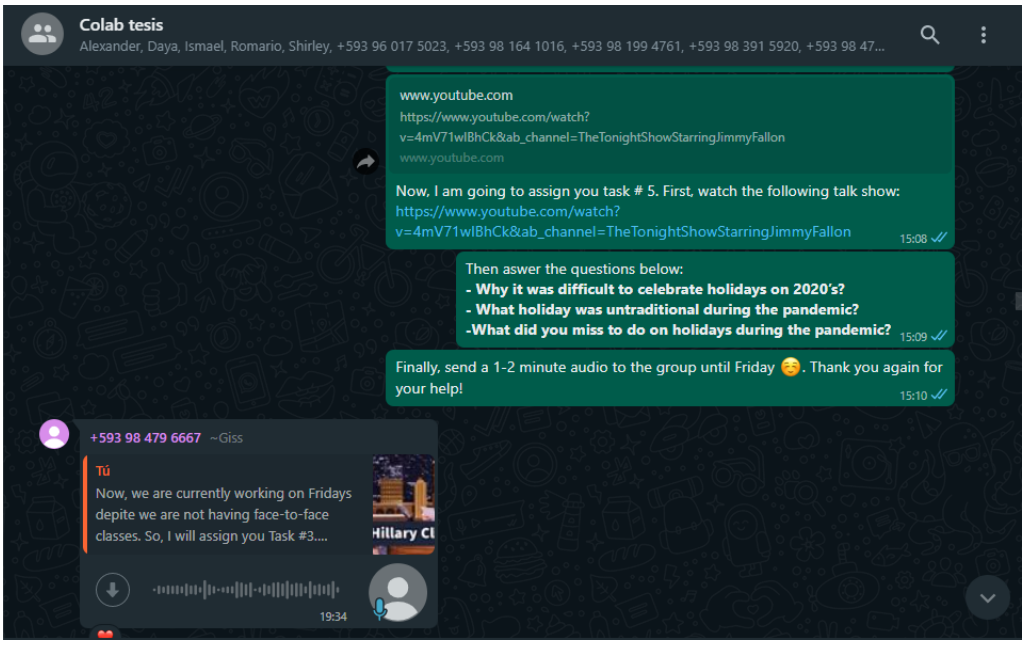
Teacher Name: **Ms. Mejia**

Student Name: _____

CATEGORY	2	1.5	1	0
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Note: Source: Studylib website. Done by: Perez, P (2022)

Evidence



Note: WhatsApp screen capture Source: Field Research.

Lesson Plan 6

Teacher: Emily Rodríguez **Subject:** English VII

Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** November 11, 2022 **Duration:** 30 minutes	**Methodology:** Virtual Flipped Classroom (VFC)

Aim

- To evaluate students' discussion after watching the Talk show about helping orphan animals.

Objectives

- Students will be able to predict the Talk show topic based on vocabulary words.
- Students will be able to discuss about reasons to pick up street dogs.

Vocabulary:

- shelter -orphans -homeless -puppy -sanctuary -lonely -issue -overwhelmed

Time	Stage	Activity	Tools and materials
5 mins	Before	• The teacher sends some vocabulary words to the WhatsApp group • Students guess the possible topics based on the words	Computer Internet Cellphones
10 mins	During	• The teacher presents the video to students • The teacher asks students some general questions about the video: - Does Salma Hayek adopt dogs from shelters? -Why Salma's husband threatened her about bringing more dogs to their house?	Computer Internet Cellphones Video: https://www.youtube.com/watch?v=4aPn1F0yHVE&ab_channel=TheTonightShowStarringJimmyFallon
10 min	After	• The teacher asks students to get in pairs • The teacher asks students to provide different reasons to pick up homeless dogs or street dogs • Students send a 2–3-minute audio discussing about the reasons to pick	TV Computer Internet WhatsApp Cellphone

		up street dogs (one audio for each couple) through the WhatsApp group.	
5 min	Assessment	• Students reflect about their earlier prediction about the video • The teacher asks students: -Was it hard to predict the Talk show's topic based on vocabulary words? -Do you think guests choose the questions or topics covered on the Talk show?	

Resources

Video

Link:
https://www.youtube.com/watch?v=4aPn1F0yHVE&ab_channel=TheTonightShowStarringJimmyFallon

Note: Source: YouTube website. Done by: The Tonight Show with Jimmy Fallon channel (2015)

Oral Presentation Rubric

Oral Presentation Rubric : Oral presentation

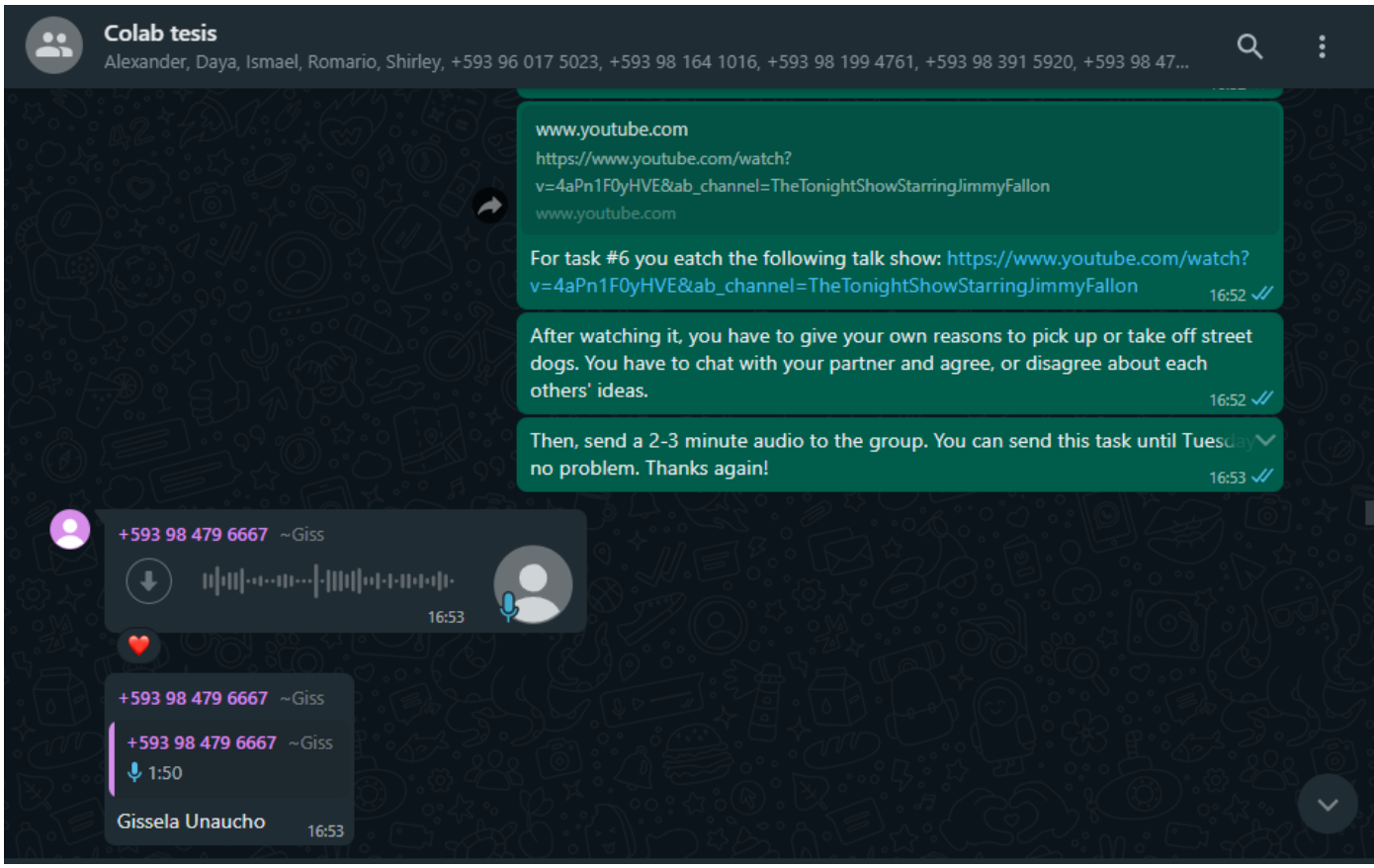
Teacher Name: **Ms. Mejia**

Student Name: _____

CATEGORY	2	1.5	1	0
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Note: Source: Studylib website. Done by: Perez, P (2022)

Evidence



Note: WhatsApp screen capture Source: Field Research.

Lesson Plan 7

Teacher: Emily Rodríguez **Subject:** English VII

Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** November 15, 2022 **Duration:** 30 minutes	**Methodology:** Virtual Flipped Classroom (VFC)

Aim

- To identify diverse native English speakers' accents by using a video.

Objectives

- Students will be able to analyze different English accents.
- Students will be able to develop a debate about L2 learners picking up English accents.

Vocabulary:

- accent -spot -while -indeed -hideous -differences -quickly -pregnant

Time	Stage	Activity	Tools and materials
5 mins	Before	• The teacher sends a video about English accents from England, USA, and Australia • The teacher asks students the following questions: - What are the main differences in their accents? -What accent is easier for you to understand as an English learner?	Computer Internet Cellphones Video: https://www.youtube.com/watch?v=fy-bd5AC-Ms&ab_channel=LanguageofEarth
10 mins	During	• The teacher presents the video to students • The teacher sends through WhatsApp group vocabulary words from the video • Students explain the meaning of the vocabulary words according to the context from the video	Computer Internet Cellphones Video: https://www.youtube.com/watch?v=PFAAfYOYYtc&ab_channel=TheTonightShowStarringJimmyFallon
10 min	After	• The teacher asks students to get in pairs • The teacher asks students to develop a debate about picking up accents to speak English	TV Computer Internet Power point presentation WhatsApp Cellphone

		• Students send a 2–3-minute audio debating about the mentioned topic.	
5 min	Assessment	• Students reflect about the importance of accents in the speaking skill • The teacher asks students: -Do you have any accent to speak English? If so, which one? -Do accents support non-native speakers to develop their speaking skill?	

Resources

Before

Video

https://www.youtube.com/watch?v=fy-bd5AC-Ms&ab_channel=LanguageofEarth

Note: Source: YouTube website. Done by: Language of Earth channel (2020)

During

Video

Link:
https://www.youtube.com/watch?v=PFAAfYOYYtc&ab_channel=TheTonightShowStarringJimmyFallon

Note: Source: YouTube website. Done by: The Tonight Show with Jimmy Fallon channel (2022)

Oral Presentation Rubric

Oral Presentation Rubric : Oral presentation

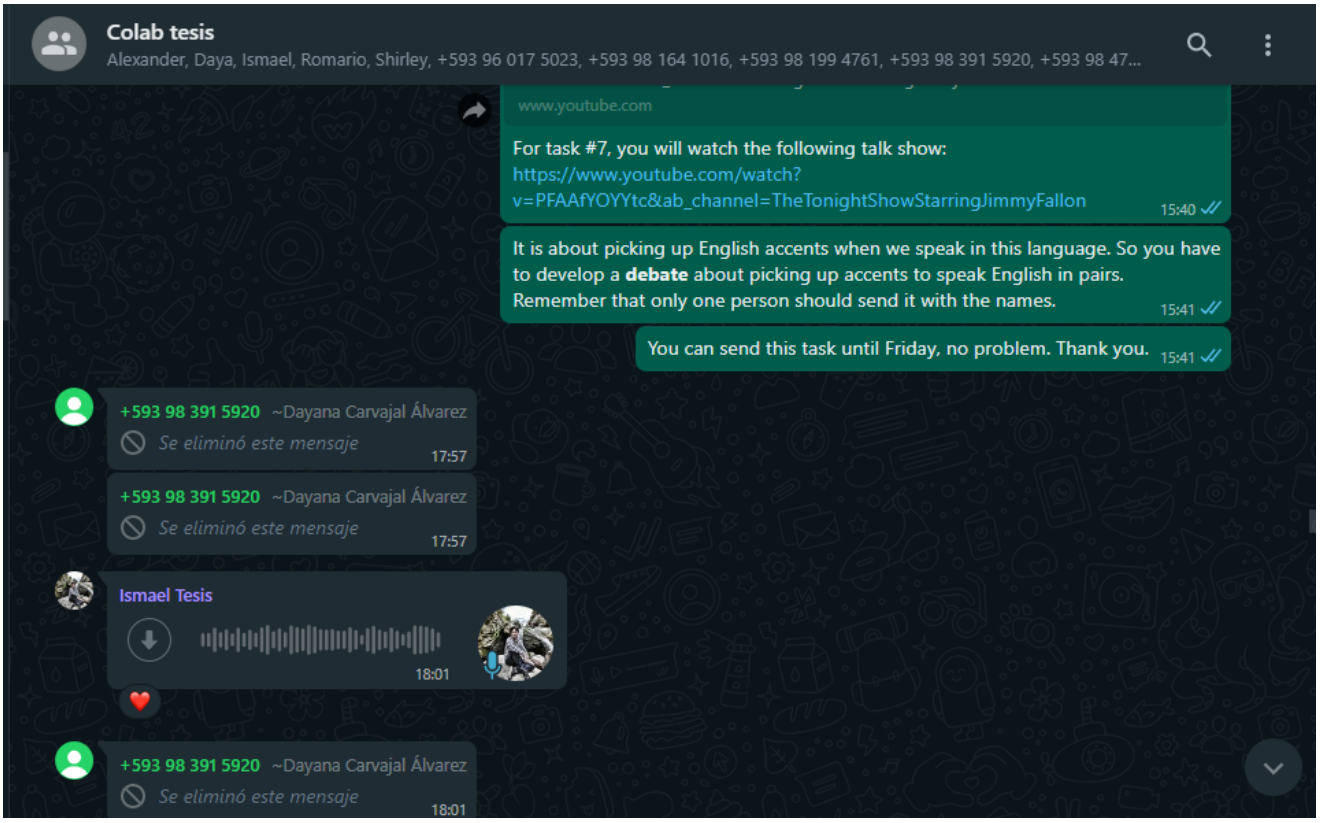
Teacher Name: **Ms. Mejia**

Student Name: _____

CATEGORY	2	1.5	1	0
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Note: Source: Studylib website. Done by: Perez, P (2022)

Evidence



Note: WhatsApp screen capture Source: Field Research.

Lesson Plan 8

Teacher: Emily Rodríguez **Subject:** English VII

Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** November 18, 2022 **Duration:** 30 minutes	**Methodology:** Presentation, practice, production (PPP)

Aim

- To evaluate the role-play activity about meeting a celebrity.

Objectives

- Students will be able to identify new vocabulary words from the Talk show
- Students will be able to perform a role-play about meeting a famous person.

Vocabulary:

- shabby -younger-sibling -gig -dork -related -match -gal -awkward -made up

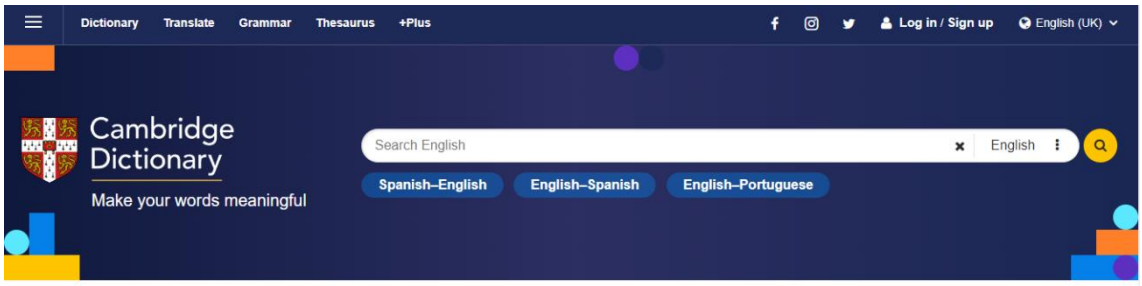
Time	Stage	Activity	Tools and materials
4 mins	Presentation	• The teacher asks the following questions to students: - Are you good at convincing people? -Why is it necessary to lie to convince someone to believe something?	TV Computer Internet
8 mins	Practice	• The teacher presents the talk show • The teacher asks students to write down new vocabulary words from the video • The teacher asks students to tell her the new vocabulary words to write them in the whiteboard • Students discover the meaning of the words by looking down in an online dictionary (Cambridge Dictionary)	TV Computer Internet Video: https://www.youtube.com/watch?v=AxeY9Ms4wKw&ab_channel=TheTonightShowStarringJimmyFallon Cambridge Dictionary: https://dictionary.cambridge.org/
15 min	Production	• The teacher asks students to get in pairs • The teacher asks students to perform a roleplay telling a short story about two friends who met a famous person • Students record an audio of themselves and send it through the WhatsApp group (2-3-minute audio)	TV Computer Internet WhatsApp Cellphone

3 min	Assessment	• The teacher asks the following questions to students: - Do Talk shows provide a safe space to talk about any topic? -How do you feel making the role-play about meeting a famous person?	

Resources

Cambridge Dictionary

https://dictionary.cambridge.org/



Note: Source: Cambridge Dictionary by Cambridge University (2022)

Video

Link:
https://www.youtube.com/watch?v=AxeY9Ms4wKw&ab_channel=TheTonightShowStarringJimmyFallon

Note: Source: YouTube website. Done by: The Tonight Show with Jimmy Fallon channel (2022)

Oral Presentation Rubric

Oral Presentation Rubric : Oral presentation

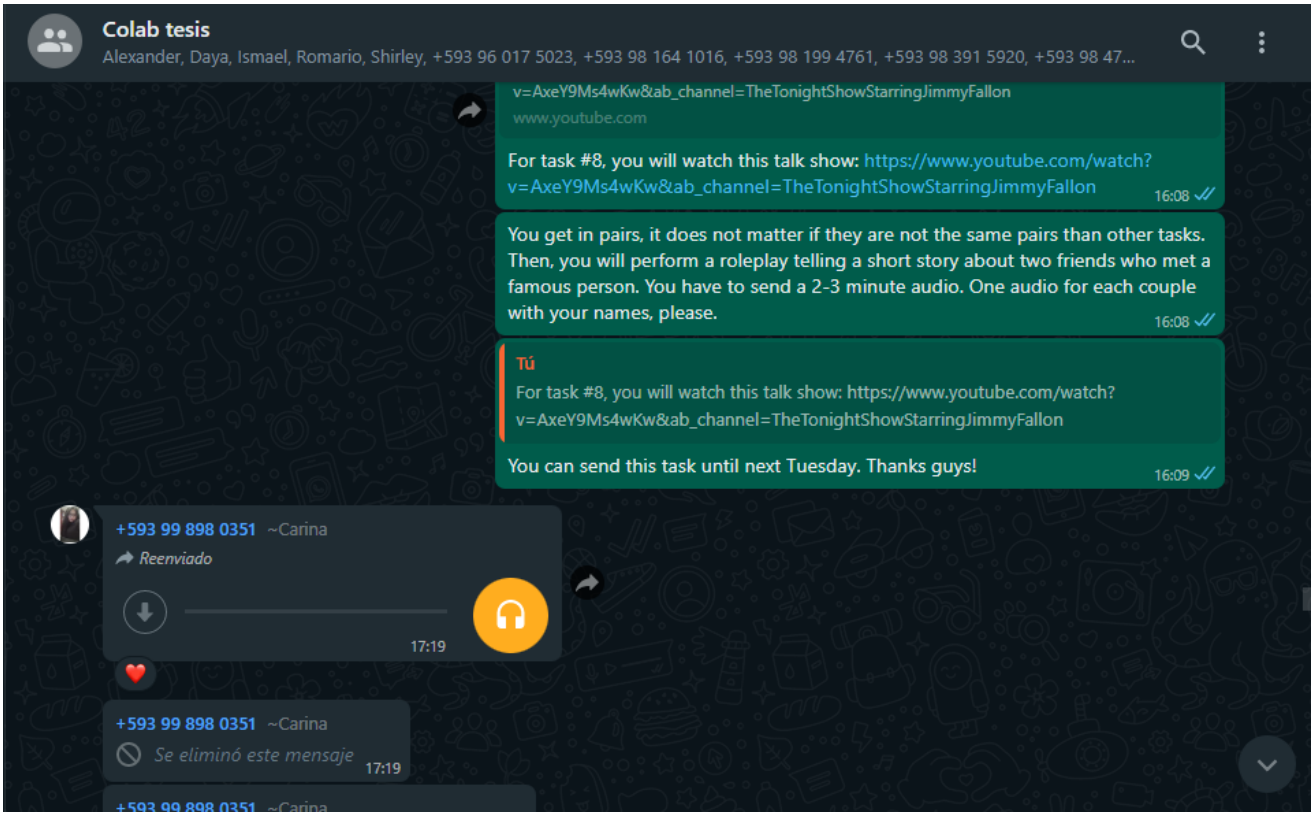
Teacher Name: **Ms. Mejia**

Student Name: _____

CATEGORY	2	1.5	1	0
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Note: Source: Studylib website. Done by: Perez, P (2022)

Evidence



Note: WhatsApp screen capture Source: Field Research.

Lesson Plan 9

Teacher: Emily Rodríguez **Subject:** English VII

Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** November 22, 2022 **Duration:** 30 minutes	**Methodology:** Virtual Flipped Classroom (VFC)

Aim

- To analyze students' speaking progress by roleplaying a Talk show.

Objectives

- Students will be able to recall the topics discussed throughout the experiment.
- Students will be able to perform a role-play about a Talk show in pairs.

Vocabulary:

The vocabulary will depend on the topic students choose.

Time	Stage	Activity	Tools and materials
5 mins	Before	• The teacher asks students to recall the topics from the Talk shows seen so far **Topics:** - Winning an award - Special effects in a movie - Letter to the president/ government - Untraditional holidays - Taking homeless animals off street - Picking up other accents - Convincing people to believe something	Computer Internet Cellphones
10 mins	During	• The teacher asks students to explain the main idea of each talk show • The teacher asks students to imitate the gestures and expression used by people on the Talk shows	Computer Internet Cellphones
10 min	After	• The teacher asks students to get in pairs • Students perform a role-play about a talk show where one student is the host and the other is the guest • Students send a video performing the role-play using Zoom through the WhatsApp group (2-3 minutes)	TV Computer Internet WhatsApp Cellphone

5 min	Assessment	• The teacher asks students to provide feedback about the experiment. -Do you think Talk shows were useful to improve your speaking skill? Why or why not? - As future teachers, would you use Talk shows with your students to promote oral production?	

Resources

Oral Presentation Rubric

Oral Presentation Rubric : Oral presentation

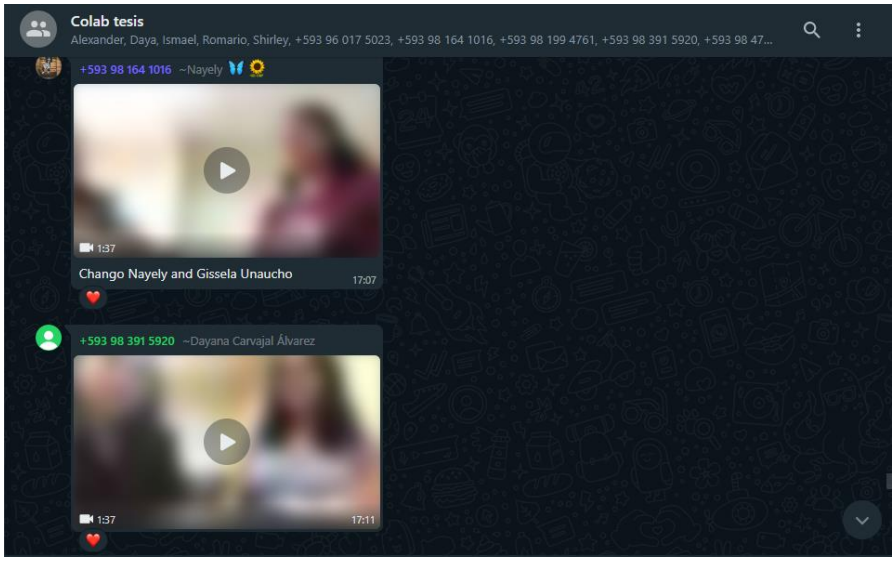
Teacher Name: **Ms. Mejia**

Student Name: _____

CATEGORY	2	1.5	1	0
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Note: Source: Studylib website. Done by: Perez, P (2022)

Evidence



Note: WhatsApp screen capture Source: Field Research.

Lesson Plan 10

Teacher: Emily Rodríguez **Subject:** English VII

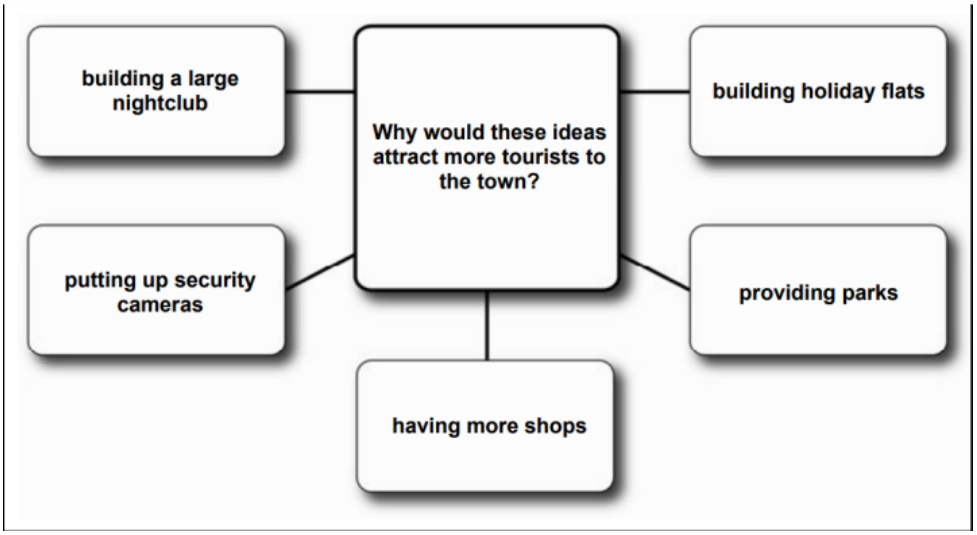
Level: 7th semester "A" CEFR Level B2

Institution: Universidad Técnica de Ambato

Group: 16 students (10 women, 6 men) **Date:** November 25, 2022 **Duration:** 30 minutes			**Methodology:** Presentation, practice, production (PPP)
Aims • To determine students' level of speaking proficiency by applying a post-test			
Objective • Students will be able to develop a speaking proficiency post-test.			
Time	**Stage**	**Activity**	**Tools and materials**
5 mins	Presentation	• Teacher explains instructions to take the post-test: ✓ Students get in pairs ✓ The teacher provides a picture with a topic in the form of a question and a few prompts linked to it. ✓ Students have 15 seconds to read the picture and its prompts.	Computer TV Pictures Internet
5 min	Practice	✓ Students develop a two-minute conversation using the picture. Then, students have 1 minute to reach a conclusion about the general topic.	
25 mins	Production	✓ Students develop the post-test	Printed sheet Rubric

Resources

Post-test



Note: Source: First Certificate in English (FCE) Speaking Part 3 – Sample Test. Done by: University of Cambridge

Rubric

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of a range of simple and some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*			
3	• 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 a range of familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, despite some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
0	*Performance below Band 1.*			

Note: Source: First Certificate in English (FCE) Speaking Rubric. Done by: University of Cambridge

Annex 5. Urkund report

Ouriginal by Turnitin

Firmado electrónicamente por:
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Document Information

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