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**TÍTULO DE MAGÍSTER EN PEDAGOGÍA DE LA ENSEÑANZA DEL
INGLÉS COMO LENGUA EXTRANJERA**

**The integration of the four language learning skills through the use of a
Moodle platform to enhance students' English oral performance**

TRABAJO DE TITULACIÓN

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Magister.

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De mi consideración:

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Loja, septiembre de 2018

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“Yo, Dillon Arias Silvia Lorena declaro ser autora del presente trabajo de titulación: The integration of the four language learning skills through the use of a Moodle platform to enhance students’ English oral performance, de la Titulación de Maestría en Pedagogía de la Enseñanza de Inglés como Lengua Extrajera, siendo el Mgtr. Fabián Marcelo Paredes Zúñiga director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados verídicos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Dillon Arias Silvia Lorena
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DEDICATION

To my mother and my father with deep love and admiration

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Silvia Dillon

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ABSTRACT

This study was conducted with university students at a private university in Quito, Ecuador. Two groups were the subjects of this research, i.e. the experimental and the control group. The purpose of this study was to investigate how the use of activities, which integrated the four language skills, enhanced students' English oral performance during oral exams. These integrated-skills activities to be performed in the Moodle platform, used in the institution where the research took place, aimed to work as exam preparatory activities. The data obtained included qualitative and quantitative data. On one hand, this data was gathered from a pre- and a post-test. On the other hand, data was collected from the oral exams. Moreover, a survey was applied to find out students' opinions about the activities and the use of the Moodle platform. Important findings revealed that students' oral performance showed improvement. They recognized the importance of doing activities to promote the success in their oral performance. In addition, they regarded the Moodle platform as a helpful and dynamic tool which contributed to achieving the objectives of this research.

Key words: integrated-skills activities, Moodle platform, oral performance, oral exam, experimental group, control group.

RESUMEN

Esta investigación se realizó con la participación de estudiantes de una universidad privada en Quito, Ecuador. Dos grupos fueron los sujetos de este estudio: el experimental y el de control. El objetivo principal fue investigar cómo el uso de actividades preparatorias que integran las cuatro habilidades mejora la comunicación oral de los estudiantes en el idioma inglés durante los exámenes orales. Estas actividades se realizaron en la plataforma virtual Moodle, utilizada en la institución donde la investigación se realizó. Los datos recolectados fueron de dos tipos: cualitativos y cuantitativos. Por un lado, la información se obtuvo de una evaluación diagnóstica previa y una posterior, y por el otro se recolectaron los resultados que arrojaron los exámenes orales. Adicionalmente, se llenó una encuesta de opinión sobre las actividades en Moodle y sobre el uso de esta plataforma. Los resultados más significativos demuestran una mejora en la destreza oral de los estudiantes. Ellos/ellas reconocieron la importancia y la mejora alcanzada al realizar estas actividades. Adicionalmente, consideran que la plataforma es una herramienta útil y dinámica que contribuyó a alcanzar los objetivos planteados.

Palabras claves: actividades que integran las cuatro habilidades, plataforma virtual de Moodle, comunicación oral, examen oral, grupo experimental, grupo de control.

INTRODUCTION

“English is the most spoken language in the world. It is the official or co-official language in more than 45 countries” (Mahu, 2012, p.374).

As Ureña (2014) mentions in her study *English Education in the Ecuadorian Sector: Gaps and Recommendations*, “speaking English is important to advance in education, and it is seen as a necessary tool to survive in this world where technology, research, and job opportunities are more accessible to people who speak this language.”

In Ecuador, English is taught mainly as a foreign language. Therefore, the number of hours of exposure required by students to become proficient in this language is limited in many public and private institutions. In 2012, the Ministry of Education designed the new National English Curriculum. It acknowledged the importance that English has as a tool for international communication as nowadays English is recognized as lingua franca (MOE, 2012)

The National English Language Curriculum was modified in 2016. “This curriculum is designed for students in Educación General Básica (EGB) from 2nd to 10th and Bachillerato General Unificado (GBU) from 1st to 3rd, whose mother tongue is not English” (MOE, 2016, p.2). The main objectives of this curriculum are to prepare students to communicate effectively, develop 21st century skills, foster students’ global engagement, enhance social and thinking skills as well as English lifelong learning, and make students reach a B1 level (threshold), which is the expected Ecuadorian High School Exit Profile.

In addition, the national curriculum is based on five core principles, i.e. (1) the Communicative Language Teaching Approach (CLT), (2) the Content and Language Integrated Learning Approach (CLIL), (3) international standards as the Common European Framework of Reference (CEFR), (4) thinking skills based on Bloom’s Taxonomy, and (5) the Learner-Centered Approach. In the same line, this EFL curriculum has been built taking into consideration four types of threads or strands of learning, i.e. (1) communication and cultural awareness, (2) oral communication (listening and speaking), (3) reading, (4) writing.

This EFL curriculum mainly focuses on the listening and speaking skills. Even though these two skills are considered key elements for the development of communicative competence, reading and writing are not disregarded since they are also strongly related to the development of oral communication. The oral communication thread is divided into three sub-threads: listening skills,

spoken production, and spoken interaction. Regarding spoken production, this curriculum emphasizes learners' fluency, accuracy, pronunciation and intelligibility.

Furthermore, in a study performed in 2013 about Latin American countries, Ecuador was ranked 46 out of 60 regarding its population's English proficiency, which showed that Ecuadorians have an extremely low level of English language proficiency. In Ecuador, the English curriculum has been redesigned. In the past, school graduate students had to reach B1 proficiency level. However, this level was not sufficient to access to academic programs overseas. As a result, the new curriculum demands from school students to reach a B2 level (Ureña, 2014). This situation mirrors the demands that university students have when they finish their university studies.

In order for students to reach a B1 or B2 level, they need -among other skills- to show good oral communicative skills. In fact, poor oral communication skills or the lack of them are one of the major problems that teachers face in their EFL classes (Imane, 2015). The focus of this research "the integration of the four language learning skills through the use of a Moodle platform to enhance students' English oral communication" is an attempt to deal with this situation.

Córdoba (2016), states that the four language skills should be integrated. Indeed, a way to develop communicative competence is by helping individuals to gain listening, reading, writing, and speaking skills. Therefore, when students show lack of success in the use of a foreign language, it may show a poor mastery of language skills. Furthermore, skills integration will lead learners not only to improve learners' communicative competence but also their language proficiency.

Skills integration combined with technology generate positive outcomes. The use of collaborative virtual learning environments such as the Moodle platform, allow instructors to create endless possibilities regarding the integration of language skills (Pihkala, 2014). One of the main benefits of interactive technologies is that they can be easily integrated to the contents of a course or program. As a result, they become part of the learners' educational process that contributes extensively to achieve their educational goals or outcomes.

Therefore, the general objective of this research is to determine if the students' English oral communicative performance is enhanced with the integration of the four language skills through Moodle task activities. On the other hand, the specific objectives of this research are threefold: 1) to create Moodle task activities which integrate the four language learning skills, 2) to compare the oral performance of the control group and the experimental group students' oral performance, and 3) to evaluate the experimental group's oral performance once they have completed the integrated-skills activities.

Some studies have been found which contribute to the main topics of this research study. Alam and Bashir (2013) in their study *Improving English communication skills of Pakistan public school's students* point out that speaking is the most demanding skill. Furthermore, a way in which students improve their speaking skills is by giving students various and different opportunities to practice the language. In addition, it is crucial that teachers create a conducive environment in which students have meaningful interactions. Furthermore, teachers should apply specific strategies for their students to gain fluency in the language. Moreover, Iftikhar and Aslam (2017) in their study *Integration of four language skills in English class at matriculation level* mention that skill integration has several benefits for the learners at several levels, i.e. linguistic, cognitive and social levels. They assert that “communication skills of the learners improve as usage of integrated skills by the instructor adds to their communicative efficiency” (p.46). Furthermore, Stewart, Rodríguez, and Torres (2014), in their study named *Language skills through a dictogloss procedure* state that learning by integrating the four language skills is more productive since it promotes language learning in a more natural way. In fact, it reflects how learners will eventually use the language in an everyday setting. This integration enhances students’ language learning deeper and opens new channels of communication. What learners need to experience is that all four language skills can be made purposeful through integrated activities.

This research study benefits English learners and instructors in general. Particularly, it benefitted the participants of this study, who were young adult students seeking to communicate and interact effectively in English at an intermediate level according to the CEFR descriptors of proficiency that correspond to B1 level. This study would also benefit the institution where it was conducted as well as the teachers who work in the English Department, since the results obtained would contribute to reinforce the teaching of the four language learning skills to develop students’ oral performance.

Furthermore, there are several reasons why this topic deserves to be researched. First, reaching a B1 or B2 levels, that is a requirement of the current Ecuadorian Educational curriculum, demands from learners to practice all the language learning skills in an integrated way. Second, it is crucial to develop students’ oral communication since this is a difficulty that many EFL students face, especially regarding productive oral skills (Imane, 2015). In addition, the enhancement of English oral communicative skills may show that an effective learning process is taking place. Third, practical applications that relate the integration of the four language learning skills with the purpose of enhancing students’ oral communication performance will

arise from this research study in the form of Moodle platform activities. Finally, the results obtained will give new insights in the development of English communicative skills and how to benefit the most of the combination of the four language learning skills. Therefore, teaching and learning practices may be created or improved.

CHAPTER I: LITERATURE REVIEW

The need to communicate effectively in an international language has given English a preeminent place around the world (Abad & Alzate 2016). According to Córdoba (2016), one of the main purposes of learning a foreign language is to be able to develop linguistic competence in order to communicate in a meaningful and successful way, both inside and outside the classroom. “However, it is not easy for students who use English as a foreign language (EFL) to speak English fluently in an environment where English is rarely used outside the classroom” (Suwannoppharat & Chinokul, 2015, p.237). Therefore, it is important that instructors focus on developing students’ oral communication skills and evaluate these skills in formative and summative ways.

Language Skills, Integrated Skill Approach (ISA), and oral testing

Language learning includes, among other aspects, the teaching of grammar, vocabulary, spelling, punctuation, etc. It also includes the teaching of the four macro-skills. According to Tulin (2016), a skill can be described as a type of knowledge already acquired that has a specific application-oriented purpose. The aim of language teaching instruction is that students master receptive and productive skills. Receptive skills refer to reading and listening, while productive skills refer to writing and speaking. In the same line, language proficiency can be described as a comprehensive set of skills properly developed (Uccelli, Phillips, Yeon, & Barr, 2015).

In reference to listening, Sejdiu (2017) points out that listening comprehension is an essential skill to L2 language learners. Ahmed, Yaqoob and Yaqoob (2015) make the differentiation between “hearing” and “listening”. “They point out that ‘hearing’ is a passive action, while ‘listening’ entails intentionally hearing, interpreting, remembering, and identifying feelings associated with words” (p.226). Furthermore, Sejdiu (2017) claims that learners who show listening skills in L2, show proficiency in other language skills since it establishes the base to develop oral language, grammatical structures, and contextualized vocabulary. Consequently, the importance of listening is that the aural texts act as primary channel for language input. These texts help construct and identify semantic, phonological, lexical, syntactic, and pragmatic knowledge. As cited in Likaj (2015), Vandergrift and Goh (2012) point out that listening has six micro-skills: (1) listen for details, (2) listen for main ideas, (3) listen for global understanding, (4) listen and infer, (5) listen and predict, and (6) listen selectively.

In reference to reading, as cited in Khoshshima, and Khosravani (2014), Chastain (1988) “reading is a process that involves the activation of relevant knowledge and related language skills...” (p.171). Becoming a fluent reader is related to reading comprehension. This is a crucial aspect for learners to develop literacy in L2 (Zaccaron, Dall'Igna, & Tomitch, 2017). Reading

comprehension includes several tasks and techniques such as doing skimming and scanning, understanding the text and how the language has been used, knowing the meaning of words and expressions, and getting the message through the text. As pointed out in Khoshsima, and Khosravani (2014), there are four types of reading comprehension, i.e. (1) literal comprehension: the recalling of specific information (2) inferential comprehension: understanding information that is not explicitly stated, (3) critical or evaluative comprehension: reading in order to compare information in a text, and (4) appreciative comprehension: reading to obtain a valued response in a passage. Zaccaron, Dall'igna, and Tomitch (2017) suggest that learners will become fluent readers when some aspects such as word decoding and literal comprehension that entails the reading process become automatic.

In reference to writing, Javadi (2018) points out that this is an essential skill in the process of learning a language. Writing is a productive skill along with speaking. Writing requires planning and tends to use more standardized forms than speaking. In addition, he explains that there are two approaches to the study of writing (1) the process-oriented approach and (2) the product-oriented approach. The former refers to the process through which a text reaches the finished product. It focuses on content prior to form. In contrast, the latter deals with the final product which resembles a model text. Therefore, the main focus is on the characteristics of that model text. As So and Lee (2013) suggest, L2 learners frequently have linguistic difficulties with during the writing process with vocabulary, sentence construction, and cohesive devices. He explains that writing is a complex issue since L2 learners always need to use four types of knowledge, i.e. content knowledge, context knowledge, language system knowledge and writing process knowledge.

Regarding speaking, Ramírez and Artunduaga (2018) point out that speaking has several simultaneous processes such as cognitive, linguistic, and socio-cultural. In addition, Shantha and Mekala (2017) explain that gaining spoken language proficiency is not an easy task. Learners often evaluate their speaking ability based on how well they communicate. As cited in Seong (2017), Lado (1961) and Carroll (1961) explained that language ability should be evaluated through the skill-and-elements approach. In other words, speaking performance should be assessed in terms of separate language elements such as lexicon, grammatical structure and pronunciation. On the other hand, Clark (1975) and Jones (1985) focus on communicative effectiveness and the role of performance. From this perspective, the speaking ability refers to the level of accuracy and effectiveness shown by learners to communicate in real-life situations. Vaca and Gómez (2015) suggest that L2 learners can find several ways to

reinforce the reading, listening, and writing skills outside the classroom. Ramírez and Artunduaga (2018) claim that it is not easy for L2 learners to develop good speaking abilities since students in EFL contexts experience major limitations to practice speaking outside the classroom. Low levels of grammar structures, vocabulary, pronunciation and background knowledge prevent students from practicing and developing speaking skills. Therefore, language instructors are supposed to generate better conditions inside and outside the classroom in which students become active learners and participants.

Furthermore, Tajzad and Ostovar (2014) point out, in the past proponents of the Audio-Lingual Method believed that language was mainly composed by the aural-oral aspects and that language learning was achieved through repetition of given grammatical structures, in which the language skills were taught separately. This teaching practice created communicatively incompetent learners since they were not able to use the skills to communicate their thoughts. As stated in Iftikhar and Aslam (2017), when skills are taught separately only one skill is emphasized at a time. That teaching approach is called “segregated skill approach”, whose main focus is on the language itself but not on communication. This way of teaching reflects traditional EFL classes.

Ulteriorly, Tajzad and Ostovar (2014) claim that practitioners started to teach skills and language components in an integrated way. That teaching method was based on the Integrated Skill Approach (ISA). The philosophy of this approach has its origin in the notion that language should be learned as natural as possible and it should reflect true-to-life experiences. Moreover, the purpose of ISA was to raise learners’ proficiency levels and use language meaningfully. Furthermore, it gives learners a holistic view of language and it focuses on meaning rather than form. With this approach, the teacher’s role changes, i.e. s/he becomes a facilitator of students that are actively participating in language learning, and students frequently become the source of information. Moreover, ISA helps students to learn a language in a more authentic way, i.e. as a whole. Furthermore, when material is presented, learners develop the ability to understand the material in a better way (Tajzad & Ostovar, 2014). Finally, ISA focuses on communication, which enhances students’ participation and interaction in the class since students tend to share the information that has been acquired while fostering all the skills and sub-skills.

As Hinkel mentions (2012), there are two ways to integrate the four skills, i.e. simple integration and complex integration. The first goes from receptive to productive skills. In this case, a receptive language skill serves as a model for a productive language skill. On the other hand, complex integration refers to the use of a variety of skills which needs to be thematically linked.

These are some important aspects ought to be taken into consideration when the four language skills are integrated in the classroom. For instance, learners should be taught more about the various ways to integrate language skills. In addition, learners should reflect and evaluate the skills being integrated. Finally, instructors should select instructional materials that promote the integration of all the language skills.

As Abad and Alzate (2016) points out, through skill integration language learners show several positive behaviors. For instance, they communicate only through the target language. Moreover, they try to practice the language as much as possible and tend to make assertive guesses of words or structures they are not familiar with. In addition, they are constantly monitoring their speech and they focus on meaning and form.

In summary, “the integrative skill approach focuses on meaning rather than form, on communication rather than accuracy, and obtaining information rather than mastery of language forms” (Tajzad & Ostovar, 2014, p.95). As a result, students end up understanding how skills complement one another.

This research study focuses on the application of the ISA approach not as a teaching method, but as a preparatory tool for oral language testing. As stated in Wei (2013), international English test developers like Educational Testing Service (ETS) and Pearson Tests of English (PTE) integrate the four skills in their language proficiency tests to assess learners’ language ability with two purposes: (1) to handle situations and (2) carry out tasks about a vast variety of topics.

According to Hossain and Ahmed (2015), a test is a procedure that measures students’ ability, knowledge and performance and how they have progressed in specific areas. Testing has an effect in the education process. In fact, “testing puts you face-to-face with your own effectiveness as a teacher” (37). Therefore, testing can be frustrating for both, the students and the teacher if the results are lower than expected. However, testing can identify areas for remedial work and can be a source to motivate students to learn. Basanta (2012) asserts that even if nowadays English is taught using communicative textbooks, they do not always provide tests that have communicative orientation.

As mentioned by Gorbunova (2017), it is crucial that testing follows its own methodology or system. In reference to the creation of the oral prompts for the oral exams, two important elements need to be taken into consideration, i.e. test reliability and test validity. As Agasøster (2015) points out, reliability and validity are important concepts in testing and assessment. There is a close connection between these two elements. On one hand, reliability refers to the consistency of a test. This means that the results will be the same whenever the test is used.

However, as she also mentions “reliability is hard to obtain when testing spoken production because speaking is a ‘real time’ phenomenon, so one way to increase reliability is to base the grades on a fixed set of criteria using an agreed marking scale” (p.32). In order to increase the test reliability, this research study used as a marking scale an oral ability rubric to assess students’ oral production (See Annex 4). This instrument standardized the grading criteria. In addition, reliability is also achieved, to a less extent, when testing conditions are maintained (Badjadi, 2013). Regarding this issue, the same testing conditions were maintained for oral exam 1 and oral exam 2.

On the other hand, validity refers to assessing what it is supposed to be assessed. As Agasøster (2015) affirms, “a test task must be designed with the purpose of allowing test takers to achieve a particular goal. Authentic tasks maintain validity since they prepare students for handling speaking outside the classroom...Validity for a test can be assured based on pre-set assessment criteria” (p.33).

However, Badjadi (2013) claims that there is no absolute validity. She mentions that there is a link and, at the same time, a gap between what tests intend to measure versus what they really measure. “In other words, what is real versus with what is ideal” (p.6). This research study focuses on content and construct validity. “Content validity denotes how relevant and representative the test is in terms of covering the language ability and skills it intends to measure and it is increased through test specification” (p.6). In addition, construct validity was taken into consideration. “The term construct refers to the theory that underlies the design of a test. The particular aspects of language that are being assessed or the language ability that are broken down into sub-skills or in terms of can do statements” (ALTE Members, 2015). The construct underlying the design of the oral exams in this research was to assess students’ speaking ability at B1 level through the integration of the four language skills. In order to assure content and construct validity, many steps were followed.

As test specification, a speaking test grid was used (ALTE Members, 2015). The purpose of this was to create validity through the use of a speaking exam grid that is aligned to B1 CEFR standards (See Annex 6). The grid included detailed information about the oral exam. Some of the categories are mentioned as follows: (1) the target language, (2) the number of tasks in the exam, (3) number of skills used, (4) the duration of the test, (5) the CEFR level that is being tested, (6) the channel, (7) the purpose of the exam, (8) the content, (9) the type of interaction, (10) audience, (11) types of prompts, (12) the setting, and (13) CEFR topics that are being evaluated (See Annex 6).

The testing methodology used in this research was to create oral tests that have a standardized format (See Annex 6) and that were aligned to both, B1 level according to CEFR standards and to the integrated-skills activities (See Annex 7 and 8). These activities were created in the Moodle platform and the students' oral performance was evaluated by the use of an oral ability rubric (See Annex 4), which is used in the private institution where the study is being carried out as the official tool to assess students' oral production. Furthermore, this rubric is aligned to the rubric used by Cambridge English Assessment, which assesses learners' speaking performance that corresponds to B1 (threshold) called independent users (See Annex 3), which in turn reflects the standards set by the Common European Framework of Reference (CEFR) (See Annex 1 and 2).

According to CEFR, learners at B1 level should be able to show the following linguistic, pronunciation and oral production skills:

“Learners can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken, can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans” (Council of Europe, 2011, p.24) (See Annex 1). Regarding oral production, learners “can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points” (Council of Europe, 2011, p.58) (See Annex 2). In addition, “pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur” (Council of Europe, 2011, p.117) (See Annex 2).

As it is mentioned by Agasøster (2015), speaking requires planning, word formulation, and articulation. She emphasizes the differences between language knowledge and language skills. Language knowledge refers to all what people have acquired and enables them to speak. Language skills refer to the kind of knowledge that allows learners to carry out a task. According to the CEFR standards, when oral situations are being evaluated certain categories or competences have to be applied. The CEFR describes as competences the “sum of knowledge, skills and characteristics that allow a person to perform actions” (Council of Europe, 2001, p.9). The oral assessment criteria grid set by the Cambridge English Assessment includes four categories which go from “0 to “5”: (1) grammar and vocabulary (2) discourse management, (3)

pronunciation, and (4) interactive communication (See Annex 3). In addition to the description given in the grid, learners are assessed with some questions for each one of the categories which guide the assessor during the test:

For grammar and vocabulary - Does the speaker use simple grammatical forms with control? Does the speaker attempt to use complex grammatical forms? Does the speaker use a range of appropriate vocabulary to talk about familiar topics?, for discourse management - Are the answers of an appropriate length for the task? Is there much hesitation? Are the contributions relevant? Is there much repetition of ideas? Does the speaker organize their contributions and use cohesive devices? Is there a range? for pronunciation - Are the answers clear? Can the speaker be generally understood? Is the speaker's intonation generally appropriate? Does the speaker use sentence stress generally correctly? Is word stress correct?, For interactive communication: Does the speaker start discussions? Does the speaker introduce new ideas? Does the speaker react appropriately to what the interlocutor or other candidate says? Does the speaker keep the interaction going? Does the speaker say more than the minimum? Does the speaker involve the other candidate? Does the speaker try to move the interaction in an appropriate direction? (e.g. S/he develops the interaction and negotiate towards an outcome) Does the speaker need support? (Cambridge English, 2011, p.5).

As it was mentioned above, the oral ability rubric (See Annex 4) that was used to assess the participants' oral performance in this research is similar to Cambridge English Assessment rubric. However, there are some differences. This oral ability rubric has five categories and the scores go from "0" to "4". The first category is "pronunciation/enunciation", which deals with pronunciation aspects such as in/correct intonation, inflection, and expression. The second category is "vocabulary, which focuses on in/correct word choice and diction that enhance or hamper communication. In addition, word repetition is taken into account in this category. The third category deals with "grammar". In this category, the learner needs to communicate effectively by using correct structures and tenses. In contrast, in Cambridge English Assessment rubric "grammar" and "vocabulary" are merged into one category. Moreover, the fourth category is "quality of content", which focuses on the learners' discourse and the use of appropriate and relevant information. This category is equivalent to Cambridge English Assessment rubric's "discourse management" category. Finally, the fifth category is "fluency", which deals with how learners' conversation flows and develops. The Cambridge English Assessment rubric includes

“interactive communication”. The oral ability rubric used in this research does not include a category that assesses learners’ interaction rather it focuses on individual performance.

Oral communication, oral performance and error analysis

Whenever a language is taught, it does not only serve academic purposes but also communication purposes. Therefore, a class should focus on day-to-day life experiences so that students learn to deal effectively with real and practical situations. This is one of the main characteristics of communicative language teaching (CLT). As mentioned above, this research uses the Integrative Skill Approach (ISA), which is directly aligned to CLT since the latter emphasizes meaningful and realistic language and enhances learners’ communicative competence (Abdrabo, 2014).

In a typical classroom setting, when learners have to participate of a communicative situation, they are often limited to producing isolated sentences or phrases that are out of context (Pihkala, 2014). Even if they are given the possibility to participate, they will show difficulties in many aspects such as sentence structure, vocabulary, pronunciation, fluency, etc. This type of poor oral production may be related to the basic background knowledge that learners have about the target language (Hadi, 2016). This kind of oral performance may be also encountered in teacher-centered classrooms in which instruction focuses on mechanical practice, isolated structures, and conventional grammar paper tests (Ho & The Binh, 2014). Moreover, González (2016) points out that in teacher-centered classes the development of language skills is disregarded especially the ones related to listening and speaking. In other words, listening comprehension, oral production as well as pronunciation and fluency are often neglected in teacher-centered classes since in the past scholars thought that these skills were learned only through exposure to the language and interaction with native speakers.

Another situation that hinders learners to improve oral communication skills is that learners only focus on outcomes. When instructors do not apply good teaching practices in their classes, there is a tendency that students adopt “a surface approach to learning”. Therefore, students will focus on passing exams and not developing language skills (Alam & Bashir, 2013). In teacher-centered classes, students have limited abilities since they have limited oral output or poor class participation, and if opportunities for speaking are given to students they are not used effectively. Indeed, students may be reluctant to participate due to many reasons such as shyness, lack of interest or low proficiency. In addition, there are times in which the teaching methods or class activities become predictable and boring. This usually leads to lose opportunities to engage students in the class or in any oral activity. According to Gill (2013), students need to participate

of more “communicative” activities. In fact, learners’ utterances should include many aspects of communication. In other words learners would be encouraged to:

“(1) speak clearly, (2) speak at the right volume/projects voice, (3) speak at the right speed, (4) speak with correct sentence rhythm, (5) speak with the right pitch/inflection/tone, (6) pronounce with correct word-stress, (7) speak in understandable words and sentences, (8) speak with adequate grammatical correctness, (9) hold the listener’s attention, (10) make appropriate eye-contact with the listener, (11) have appropriate body-language/stance, and (12) avoid distracting movements and gesture” (Gill, 2013, p.31).

Based on what Suwannoppharat and Chinokul (2015) point out, environments that focus on meaningful participation and interaction among individuals are called experiential learning environments. They are aimed at developing the learners’ communication skills. Therefore, instructors within these environments help students to develop effective oral communication skills. One of the main purposes of developing these skills is to make students not feel the need to talk in their native language. Furthermore, better speaking skills encourage learners to use appropriate strategies when interacting, which demonstrate comprehension of one another and shows that effective communication is taking place.

As stated by Ho and The Binh (2014), a good speaking program emphasizes communication and exposes students to real-life situations. Indeed, the Communicative Language Teaching (CLT) is a learner-centered method that enhances the learners’ oral performance by making students participate in meaningful communication. It focuses on the use of communicative grammar teaching, through which students improve their grammar competence and oral production. As it is mentioned by Juhay (2014), there are four elements of CLT that benefit learners, i.e. (1) CLT promotes learners interaction taking into consideration their own abilities, (2) educators are able to monitor the students’ language level depending on the students’ level of fluency and accuracy, (3) it promotes natural language learning and use since students do not to focus on being grammatically correct all the time, and (4) students feel intrinsically motivated since this method promotes learning. Besides these benefits, this teaching method focuses on teaching language structures in context. It promotes the use of more authentic materials that make learners experience the real world. This communicative approach is also reflected on testing. Regarding oral tests, the instructional material and test prompts should be communicative and oriented to the use of information in context, which encourage learners to

speak at a discourse level (See Annex 9). In general, they should attempt to develop learners' extended discourse (Birjandi & Bagherkazemi, 2011).

As learners participate or interact in class or take an oral evaluation, they are showing their knowledge of the target language. As they speak, it is common that they produce errors. According to Ciesielkiewicz (2015), error production is part of the learning process. She points out that when someone is learning a language, errors are produced because of the interference from L1 into L2. In other words, learners tend to transfer the structure of their mother tongue into the language that is being learned. Errors may reflect the areas or concepts that students find difficulty to master. As language instructors detect those errors, they tend to correct them. However, error production should not only be identified or corrected, but it should also be analyzed. In addition, Ciesielkiewicz (2015) points out that in the past errors were analyzed by using contrastive analysis, i.e. by identifying the similarities and differences of L1 and L2. Lado and Fries introduced this concept in 1957. One of the main purposes of contrastive analysis was to explain the reason why some structures are difficult for students to learn and why some others are rather easy. Later, Corder in 1981 went a step forward by establishing the concept of error analysis. Error analysis became a new perspective in which errors are seen as positive and inevitable as they are part of the learning process. This new perspective contrasts with the ideas given by Behaviorism, in which errors were regarded as a failure. Error analysis suggests that students should learn from errors rather than only focusing on preventing them. From this new perspective, errors were seen as evidence of learning and a source of information to the learner, the teacher and the researcher. Furthermore, the aim of error analysis is to describe and study the communicative production of the learners. This is one of the main differences between contrastive analysis and error analysis. The latter identifies the learners' faulty inferences about the rules of the language that is being learned and tries to understand why they were produced. Errors are classified based on the correct linguistic elements that are not present in a statement or discourse.

Jing, Xiaodong and Yu (2016) point out that Richards (2000) distinguished the words "mistake" and "error". According to this author, a mistake can be regarded as an error of performance or a "slip" that is made at random and it is non-systematic. In fact, a mistake can be the result of lack of attention, fatigue, or any other situation taking during the student's speaking performance. Learners can self-correct mistakes especially when these errors have been pointed out by the language instructor. On the other hand, an error is systematic and it shows clearly the deviation of grammar rules. It shows the learner's lack of competence. As they are systematic, these

errors can reveal the individuals' language learning process and current state of language learning. As cited in Jing, Xiaodong and Yu (2016), Chomsky (1965) describes the distinction between "competence" and "performance". Competence refers to knowing the language and performance is doing something with the language. If we relate these two concepts to error production, it can be said that errors of competence are considered "true errors". In contrast, errors of performance are regarded as "mistakes". However, sometimes it is difficult to make the distinction between "errors" and "mistakes" since errors could be taken as mistakes as they are produced during the learners' early stages of developing their competence in the new language. Yufrizal (2017) explains that "learners' is observable, and it is only through performance that competence can be developed, maintained, and evaluated" (p.868).

Furthermore, Sáez (2015) claims that when two or more languages interact "interlanguage" appears. Interlanguage is a type of language used by learners when they are in the process of learning a new language. L1 influence or transfers is part of the learning process. According to Brown (2014) there are four main stages when learning a language, i.e. the (1) "pre-systematic stage", (2) "an emergent stage", (3) "a systematic stage", and (4) "a post-systematic stage". At the pre-systematic stage, random errors are produced. Students experiment with the new language. At an emergent stage, learners start to internalize simple rules. At this stage, learners will find difficulties coping with some structures and topics. Furthermore, learners lack the necessary knowledge to self-correct. At the systematic stage, learners use structures that resemble the target language to a great extent. When errors are pointed out to learners in direct or indirect ways, learners are able to correct them. Finally, at the post-systematic stage learners start to develop fluency. Errors are still produced but to a limited extent. They are able to self-correct. Brown's model shows, in general terms, the process of learning a second language. From this perspective, his model offers parameters of reference of this learning process. However, learners can be at different stages depending on the topic or domain they are dealing with.

According to Dissington (2017), studies confirm that the mother tongue causes interference in the second language and that is shown in second language production. He suggests that in languages that are "moderately" similar like Spanish and English, there is more interference as learners use forms they think they are equivalent. As a consequence, the transfer of errors is fairly high. Obviously, the common direction of the influence will be from L1 or the mother tongue to L2 or the foreign language. According to Braga and Dominguez (2010), English has a high influence on other languages and Spanish is not the exception. In their study, they noted that

speakers use compensatory strategies. This means that whenever speakers have a linguistic problem, they tend to use L1 forms to “compensate” their lack of knowledge. Based on Jing, Xiaodong and Yu’s study (2016), whenever the mother tongue influences second language performance, we are referring to interlingual transfer.

In addition, Phuket and Othman (2015), interlingual errors are also called native language interference. These types of error are the most common. Therefore, language instructors should be aware to what extent the learner’s native language is influencing his/her learning process. As cited in Phuket and Othman’s study (2015), Richards (1971) suggests that when someone is learning a new language, that individual relates his/her knowledge about L1 to L2 consciously or unconsciously. In fact, learners cannot avoid using their existing knowledge of a language with the one they are learning. As pointed out in Sáez (2015), Slobin (1996) explains that L1 patterns are so firmly established in the L2 learner that some of these linguistic patterns will prevail even if they deviate from the L2 norm. Some patterns are more resistant than others.

This type of transfer can be positive or negative. As pointed out in Ekundayo (2014), Selinker (1972) explains that a positive transfer is related to all the similarities found in L1 and L2 and that help language acquisition. In contrast, a negative transfer refers to the differences between L1 and L2 that cause interference. From a deeper perspective, negative transfers can be classified in four types. The first type is underproduction errors. In these types of errors certain elements are omitted. The second type is overproduction errors, in which elements of L1 are added incorrectly in L2. The third type is misinterpretation errors, in which L1 and L2 are mixed. Finally, production errors are the fourth type. This last type has been divided into two subtypes: substitutions and calques.

Furthermore, interlingual transfers appear to be the main source of errors. In interlingual transfers, the influence of the mother tongue can be positive or negative so that the transfer can be negative or positive. In this regard, linguistic interference can occur in many linguistic areas such as phonology, morphology, syntax, lexis, and semantics. On the other hand, Phuket and Othman (2015) also refer to intralingual errors. Intralingual errors occur when the learner does not have sufficient knowledge of the applications of the rules or the restrictions of the rules of the target language. Intralingual errors can be classified in overgeneralization, incomplete application of rules, omission, and false analogy. It has been found that the combination of intralingual and interlingual factors produce errors.

Cabrera et al. (2014) conducted a study about Spanish interference in EFL students’ writing production. The study was carried out in Loja, Ecuador. They explain that English is mainly

taught as a Foreign Language in most Ecuadorian schools. Therefore, students' English practice takes place mostly in class. As a consequence, Spanish causes a high level of interference in English learners, which is evident in students' productive skills. Regarding writing production, they point out that students use Spanish structures and vocabulary. In fact, they tend to translate a text literally, i.e. word for word. They found that regarding grammatical interference, learners produced errors in word order, pronouns, determinants, verb tenses and moods. Regarding lexical interference, they identified that borrowing was the most common error. Furthermore, regarding orthographic interference learners a common error was altering the spelling of words.

Computer-Assisted Language Learning (CALL) and E-Learning Platforms

Patel (2015) points out that technology has gained a lot importance as a tool that facilitates and mediates language learning. Computer-Assisted Language Learning (CALL) can be considered an approach in which technology is integrated in the classroom through the aid of computers. In fact Yunus, Salehi and Amini (2016) claim that CALL has been highly integrated in EFL teaching namely in language skills, grammar learning, vocabulary acquisition, and phonology.

As cited in Anwar and Arifani (2016), CALL has been defined by Levy (1997) as a “search and study of computer applications in language teaching and learning” (p.173). Nowadays, CALL is being used in virtual learning environments, and its philosophy focused on creating student-centered materials that allow them to gain autonomy as they can work on their own. CALL has as guidelines the principles of pedagogy and teaching methodology, which they also integrate the cognitive, behaviorist and constructivist theories. In fact, according to Khoshsima and Khosravani (2014) the foundation of CALL is constructivism. This theory claims that whenever we learn something, the old notions should be related to the new ones.

In Constructivist CALL programs, the focus is on providing learners materials that allow them to work on their own. These materials feature interactive learning and individualize the learning process. There is a wide variety of CALL materials. Some of them include software, courseware, websites, and virtual environments (Dashtestani, 2014).

In fact, the use of collaborative virtual learning environments allows educators to create new possibilities to develop students' language learning skills and oral communication (Pihkala, 2014). From a broader perspective, as mentioned in Banditvilai (2016) virtual learning environments are part of the blended-learning approach which combines face-to-face instruction with computer mediated instruction. The purpose of this teaching-learning method is to complement each other. As it is well known, students learn in different ways and at a different pace. Therefore, classroom teaching alone may not be enough for some students and additional

instruction or test preparation may be needed. In this scenario, e-learning platforms appear as a solution that support students' learning and test preparation outside the classroom, which meet learners' needs and preferences. Costa, Alvelos and Teixeira (2012) point out that e-learning platforms allow teachers to have a more student-centered form of learning.

One of the applications of CALL is Moodle. This is a platform used in Virtual Learning Environments. As it is cited by Lamb (2004) in Gunduz and Ozcan (2017), Moodle has also been built with a constructivist pedagogical framework. Its purpose is to enhance students' experience in learning. This is an e-learning program that has facilitated student-centered learning. As a consequence, face-to-face classroom teaching has been complemented with these technologically driven educational platforms. In turn, classes have become more learner-centered, more collaborative and more innovative. Learners have gained autonomy since these learning tools help students to continue learning outside the classroom. Furthermore, the teacher's role is crucial. He/she needs to do a lot of planning and preparation since all the applications derived from CALL are based on pedagogical principles.

The Moodle platform is one of the most widely used e-learning platforms. It is versatile since it allows users to exchange information even if they are in different places at the same time i.e. synchronically for instance in chats. In addition, it allows asynchronous communication in the case of doing tasks or assignments. The Moodle platform is also considered functional since it allows the creation of quizzes, online assignments and tests. In this research study, the Moodle platform served as a synchronous functional tool in which activities that integrate the four skills were (See Annex 7 and 8).

Gonzalez (2016), states that the use of this interactive technology like e-learning platforms has spread rapidly and has become quite popular since it is continuously offering numerous opportunities for teaching and learning a foreign language. Teachers use technology as a way to teach online courses, either fully online or as a complement of face-to-face class. Course materials and resources such as textbooks may not always take into consideration the learners' needs or interests. In contrast, e-learning environments allow the elaboration or use of authentic material that can be adjusted to students' needs and preferences and that can be applied inside and outside the classroom. According to Gunduz and Ozcan (2017), despite the fact that through e-learning teachers can maximize students' achievement, the role of technology and the role of the teacher should always be balanced so that learners benefit from both. In fact, instructors should always look for the best ways to adapt the course contents and material according to the students' needs. The use of the Moodle platform helps instructors in this task.

In this research the preparatory activities, created in the Moodle platform, are based on specific contents of the students' textbook "Touchstone 4" by McCarthy, McCarten, and Sandiford (2016).

Rezida, Yarmakeev and Fakhrutdinov (2014) claim that interactive learning platforms whose main purpose should be to reinforce students' communicative skills allow instructors the smooth integration of contents of a course or program. In fact, technology helps learners to access information, activities, and tasks which are related to their course program. In addition, instructors can assess and evaluate students' progress in an on-going basis to verify if students are achieving the desired outcomes (Hadi, 2016). In this research study, what is mentioned above was applied. In other words, skills-integrated activities were created in the Moodle platform which are completely aligned to the students' course contents.

As stated by Banditvilai (2016), some studies show that learners benefit from online practice especially regarding the four language learning skills. Some of the students' comments are detailed as follows: "This program helps me think and develop my language skills." "I like e-learning because it can help me improve myself in learning English." "E-learning helps me develop my listening skills. If at first, I cannot understand what they say. So I listen again and again until I can understand." "My reading skills have improved and I can read faster." "I think it is good to use this platform because I have more opportunity to practice listening, speaking, reading and writing" (p.225).

In this light, students show a new active role that reflects that the philosophy of learner-centeredness is being applied. As stated in Gonzalez (2016), autonomous learners are the ones who are aware of their learning processes and accept that they are responsible for their own learning. This means that they show initiative regarding learning strategies, monitoring their progress, and self-evaluating their learning outcomes. Therefore, Moodle helps learners to be self-directed and be encouraged to practice outside the classroom.

To summarize, all the topics mentioned above are interrelated and all serve the same purpose, which is to enhance learners' oral communication skills. Furthermore, the integration of the four language skills contributes to having an authentic and meaningful language learning experience. Finally, the use of e-learning platforms allows learners to be exposed to the language in an interactive way, which allows learners to adapt to their needs and receive immediate feedback from the instructor or the computer.

CHAPTER II: METHOD

Setting and participants

This research took place at a private university located in Quito-Ecuador. It was conducted for four months in the period that went from September 2017 to December 2017. It was applied to two groups of students whose age ranged from 18 to 23 years old. They were EFL intensive-course students who attended two-hour sessions from Monday to Thursday. The research participants were Spanish native speakers who were in fourth level, which corresponded to B1 according to the standards of the CEFR. There were 21 students in each group. One group was selected as the experimental group and the other as the control group. This selection was done randomly.

Procedure

In order to get accurate results for this study, a complete research process was followed. All the methods and techniques that were used were selected with the purpose of obtaining ample and reliable information so that the objectives of this research could be solidly proven. Books and a large number of journal articles and other sources were chosen meticulously to be included in the literature review. Research studies that were previously conducted on the main topic of this research were also included. All this information supports this study theoretically.

This research presents a new perspective regarding oral tests. It uses the Integrated Skill Approach (ISA) for testing purposes rather than for teaching purposes, and the use of technology with the Computer-Assisted Language Learning Approach (CALL) through the use of a Moodle platform. In other words, activities that integrate the four language skills were created in a Moodle platform in order to help experimental group students to get prepared for oral exams.

The data obtained was analyzed by using the qualitative and quantitative methods through the use of graphs and tables. In addition, the experimental research was applied. The purpose of this method is to identify the cause-and-effect relationship between the independent variable and the dependent variable. In this research, the independent variable was the use of the Moodle preparatory activities and the dependent variable was the results the students obtained in the oral evaluations.

Two instruments were used to collect information: (1) an oral ability rubric (See Annex 4) and, (2) an opinion survey (See Annex 5). In addition, in order to increase the validity of this research study, many tools were used to collect information. A total of four oral evaluations were given, i.e. a pre-test, a post-test and two oral exams. The pre-test and post-test were given to both, the experimental group and the control group. The oral exams 1 and 2 were taken only by the

experimental group students. These oral exams were given with a five-week interval. All the oral evaluations given to both groups were assessed by using the oral ability rubric.

In order to obtain accurate results for this research study, a step-by-step procedure was followed. All those steps were aligned to the objectives proposed in this research. Hence, the procedure that was followed had the following steps:

First, a pretest that measures the students' English oral communication skills was given to the control and the experimental group. The questions used corresponded to topics and contents measured in B1 level (Eurospeak Language School Blog, 2014). This pre-test included five questions: (1) describe your family, (2) which would be the perfect place to live? (3) what plans do you have for the future? (4) what type of films do you like to watch?, and (5) describe Quito's weather. As it was mentioned above, the oral ability rubric was used to evaluate the students' oral performance.

Second, the preparatory activity 1 (See Annex 7) was assigned to the experimental group students. These preparatory activities or integrated skills activities had been previously created in the Moodle platform. The activities included questions of many types such as matching, multiple choice questions, cloze questions, and open-ended questions. The preparatory activity 1 was based on the contents of Touchstone Student's Book 4 (McCarthy, McCarten, & Sandiford, 2016). The title of the text was "Developing Your Problem Solving Skills" by Janice Arenofsky. The activities included the listening, reading, writing, speaking skills and the use of vocabulary. A reading text was selected from one of the units of the textbook (Unit 8) and the rest of the integrated skills activities were created around this reading text. Therefore, all the preparatory activities were interrelated with one another. As it was mentioned before, all the skills were included in the Moodle platform, except for the speaking activity, which was performed by the students in class just before taking the oral exam. Once the students completed the activities, the writing activity was corrected in the platform. Afterwards, the grades students obtained in all the rest of the integrated skills activities were checked.

Third, the oral exam 1 was given to the experimental group students. The prompts of the exam were related to the preparatory activity 1 (See Annex 9). The exam had three communicative prompts, which asked students such as to give their opinion on specific information, to summarize information using their own words, or to use convincing statements about specific topics (ALTE Members, 2015). The exam prompts were aligned to B1 "can do" statements (See Annex 1).

Fourth, the experimental group students were assigned the preparatory activity 2 (See Annex 8). This time the reading text was selected from unit 12 lesson C. The title of the reading was “Ace that interview” (n.a.), which was taken from Touchstone Student’s Book 4 (2nd ed.) by McCarthy, McCarten, and Sandiford (2016). The preparatory activities were also based on that reading text. Once again, after students completed the activities the writing activity was corrected and the grades obtained in the other integrated skills activities were checked.

Fifth, the experimental group students were given oral exam 2. The exam prompts were based on the preparatory activity 2 (See Annex 9). The exam followed the same format the oral exam 1 did. The exam had three communicative prompts, which asked students such as to give their opinion on specific information, to summarize information using their own words, or to use convincing statements about specific topics (ALTE Members, 2015). The exam prompts were aligned to B1 “can do” statements (See Annex 1).

Sixth, a post-test was given to the experimental and control groups. The purpose of this post-test was to measure the oral communication skills of both groups. It is important to mention that the control group never had to do the preparatory activities. The post-test consisted on asking students three questions, which were taken from contents found in different units covered by the students in their course textbook Touchstone Student’s Book 4 (e.g. units 3, 8, and 9). The questions are detailed as follows: (1) describe your personality, (2) how do you spend your monthly budget? and (3) what are some good and bad manners in Ecuador? Annex 10 has extracts of the units mentioned before. They give an idea of the knowledge students were supposed to know while taking the test.

Finally, an opinion survey (See Annex 5) was filled out by the experimental group. It consisted of three sections. In the first section, students rated the impact the integrated-skills activities had on their oral communication performance. In the second section, students rated how helpful the use of the Moodle platform was to do the preparatory activities. In the last section, students had to select the skill/s helped them the most to get prepared for the oral examinations.

Furthermore, the answers given by the students in each oral evaluation were assessed by using a standardized rating scale, i.e. an oral ability rubric (See Annex 4), which assesses speaking sub-skills such as pronunciation, vocabulary, grammar, quality of content and fluency. The oral ability rubric applied in this research is the official evaluation tool used by the English Department where the research was conducted, which assesses students’ performance in oral exams. This rubric is aligned to the Cambridge Assessing Speaking Performance Rubric - Level B1 (See Annex 3).

The information gathered from the oral evaluations, the opinion survey, and the integrated-skills activities were tabulated. The results were expressed in percentages, which were represented through graphs and tables. In addition, the qualitative analysis was done by transcribing the students' answers given by them in the pre- and post-tests. From the students' answers, the morphological, syntactical, and lexical errors were analyzed. In order to increase validity, the triangulation technique was used in this research study.

The quantitative and the qualitative results confirmed that the integrated-skills activities improved the students' oral performance in the oral exams. Therefore, the use of the Integrated Skills Approach (ISA) as a test tool enhances the students' English oral performance along with the use of the Moodle platform seen as one of the applications of CALL. In fact, computer-mediated activities that used the language skills proved to be quite effective to help learners to reach good language levels.

CHAPTER III: RESULTS AND DISCUSSION
Description, analysis and interpretation of results

The purpose of this section is to analyze quantitatively and qualitatively, through the use of graphs and tables, all the data that was collected. The analysis covered the following results, i.e. (1) control and experimental group quantitative and qualitative results in the pre-test and post-test, (2) experimental group oral exam results and rubric results, (3) experimental group integrated-skilled activity results, and (4) experimental group survey results.

Control and experimental group quantitative results in the pre-test and post-test

The research study started with a pre-test, which was given to the control and the experimental groups. As it was mentioned before, for the pre-test students responded to five general questions: (1) describe your family, (2) which would be the perfect place to live? , (3), what plans do you have for the future?, (4) what kinds of films do you like?, and (5) what is the weather like in Quito? (Eurospeak Language School Blog, 2014).

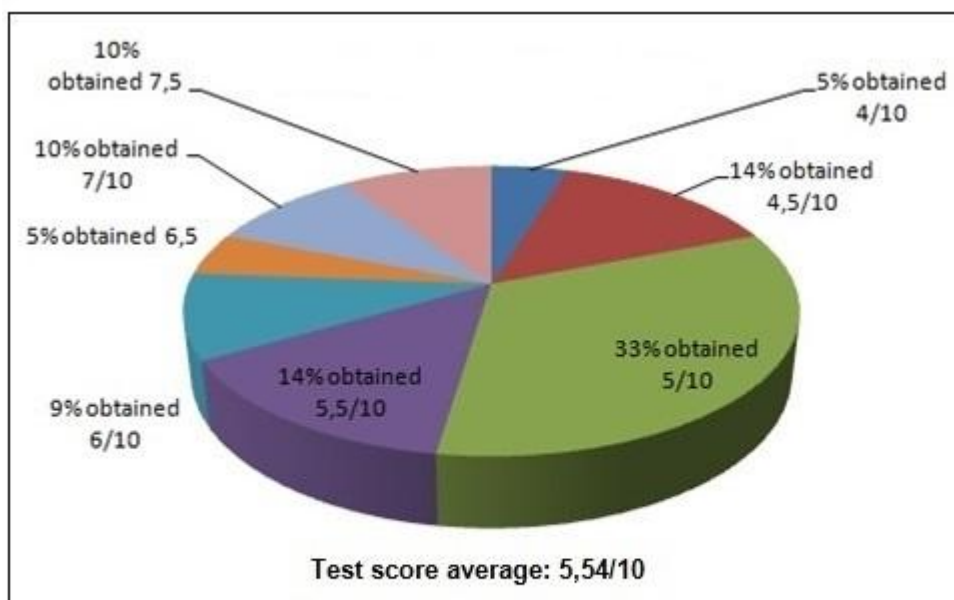


Figure 1. Pre-test control group
 Source: Pre-test
 Elaborated by: Silvia Dillon

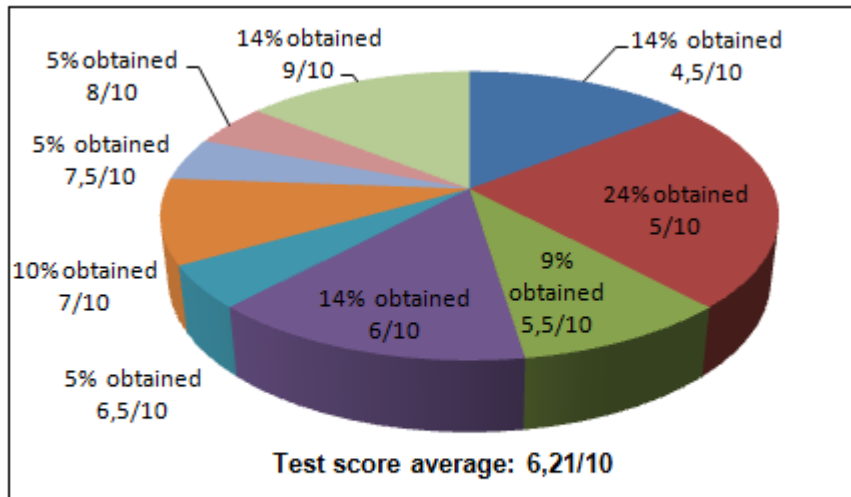


Figure 2. Pre-test experimental group
 Source: Pre-test
 Elaborated by: Silvia Dillon

As it is shown in figure 1 and 2, in both groups there were students who obtained a passing grade and others who obtained a failing grade. In the institution where the study was carried out, a passing grade is considered “6/10”. The total score obtained by the control group was 5.54/10 and the total score obtained by the experimental group was 6.21/10. A total of 66% of students in the control group and 47% in the experimental group obtained less than “6/10”. The rest of students obtained a passing grade whose grade ranged from 6.5/10 to 9/10.

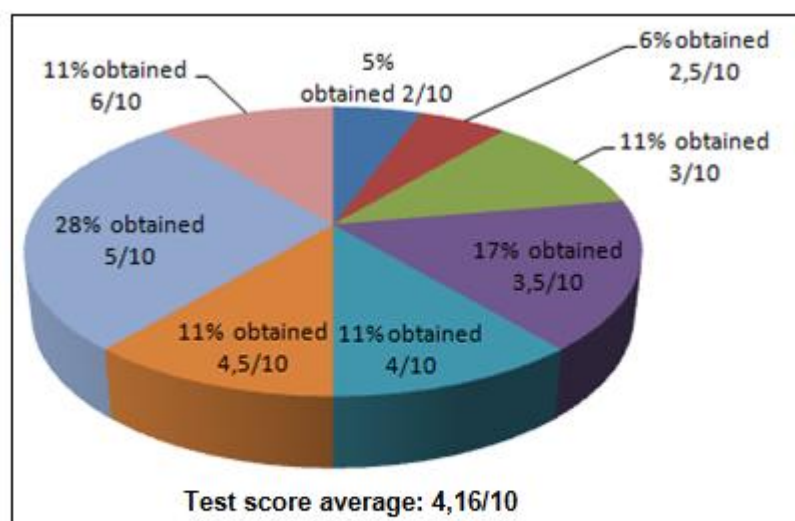


Figure 3. Post-test control group
 Source: Post-test
 Elaborated by: Silvia Dillon

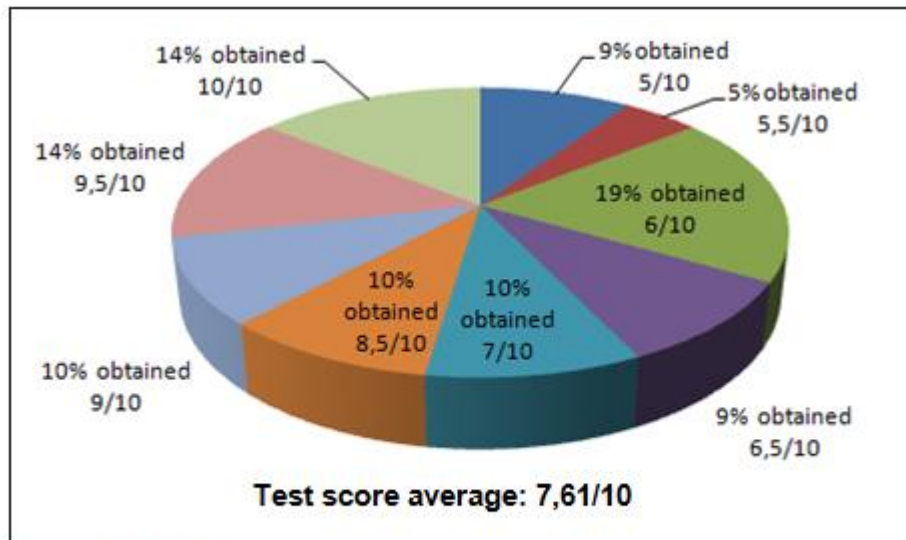


Figure 4. Post-test experimental group
 Source: Post-test
 Elaborated by: Silvia Dillon

As it was mentioned before, during the post-test three questions were asked, i.e. (1) describe your personality, (2) what are some good manners and bad manners in Ecuador?, and (3) how do you spend your monthly budget?(See Annex 13). Figure 4 shows that the experimental group test score is a lot higher than the control group score illustrated in figure 3. Eighty-six percent of the students in the experimental group had a passing grade. In contrast, only 11% of the students in the control group had a passing grade. The highest score in the control group is 6/10. In contrast, 10/10 is the highest grade in the experimental group. Fourteen percent of the students in this group obtained top marks.

Control and experimental group qualitative results in the pre-test and post-test

In this research study, the oral performance of the control group and the experimental group is analyzed qualitatively. Most of the answers given by the students in the pre and post tests have been transcribed (See Annexes 12 and 13). A total of 3,514 words have been analyzed and 253 errors have been identified. Based on Martinez's study (2015), the errors found in the students' responses in this research were classified into three categories, i.e. morphological, syntactical and lexical. In order to identify the students' errors easily, an error color-code was used, i.e. turquoise for the morphological errors, yellow for the syntactical errors, green for the lexical errors, and pink for unknown words or unanswered questions. In addition, these three main categories were subdivided into subcategories. The errors, which belonged to each subcategory, were assigned numbers to make their identification easier.

In reference to the morphological errors, the following subcategories have been taken into account: (1) third person singular, (2) apostrophe “s”, (3) determiners and articles (a/an/the), (4) infinitives, (5) negative forms, (6) generalization with plurals, (7) prepositions, (8) verbal tense: present continuous, (9) relative pronouns, (10) subject, object, possessive pronouns & possessive adjectives, (11) subject-verb agreement, and (12) word form. Regarding the syntactical errors, the analysis included (13) adjective-word order (14) sentence-word order, (15) impersonal subject “it”, (16) verb “to be”. Additionally, (17) sentence fragments have been identified. Regarding lexical errors the (18) use of words in Spanish, (19) lexical extensions and word choice, and (20) lexical creation have been taken into consideration.

Table 1. Error analysis of the control and experimental group participants in the pre-test

	Type of errors	Control Group		Experimental Group	
		Number of Occurrences	Examples	Number of Occurrences	Examples
Morphological Errors					
1	Third Person Singular	12	“My family <u>live</u> in Otalvalo.”	6	“My father <u>work</u> in Lago Agrio.”
2	Apostrophe “s”	1	“My <u>aunt name</u> is Victoria.”	1	“I want to continue my <u>master degree</u> .”
3	Determiners and Articles (a/an/the)	7	“My mom <u>is teacher</u> .”	2	“I would like to travel to <u>USA</u> ”
4	Infinitives	2	“My future <u>plans is graduate</u> .”	0	-----
5	Negative forms	1	“My house is my favorite place and in that <u>no change</u> .”	0	-----
6	Generalization with plurals	1	“I prefer to watch horror <u>movie</u> .”	0	-----

7	Prepositions	7	He always play with me <u>in</u> the weekends.”	3	“I prefer to live <u>in</u> the beach.
8	Verbal tense: Present continuous	5	“I <u>am live</u> with my father, mother, brother, and sister.”	0	-----
9	Relative Pronouns	2	“A place <u>who</u> you can play with the animals.”	1	“I <u>consider in</u> Ecuador people don't work with kids with special necessities.”
10	Subject, Object, Possessive Pronouns & Possessive Adjectives	4	“ <u>Her is</u> student.”	1	“ <u>She's</u> name is Eleonore.
11	Subject Verb Agreement (SVA)	2	“My future <u>plans is</u> graduate.”	3	“ <u>Some day is hot</u> and some days are cold.”
12	Word form	4	“My brother is an <u>engineering.</u> ”	4	“You don't find <u>noisy</u> and insecurity.”
Syntactical Errors					
13	Adjective Word Order	1	“It is a <u>place very beautiful</u> to live.”	4	“I like to watch talk shows and documentaries about my career and <u>comedy romantic.</u> ”
14	Sentence Word Order	4	“The weather <u>in Quito</u> changes.”	2	“... <u>so for my studies</u> who help me is my mother.
15	Impersonal subject “it”	3	“In the afternoon <u>is</u> really different.”	2	“In the afternoon it rain... <u>is</u> crazy.”
16	Verb “to be”	3	“He <u>married</u> with	1	“My father <u>doesn't</u>

			Luisana.”		<u>married.</u> ”
17	Sentence Fragments	4	“ <u>But I scare a lot.</u> ”	6	“ <u>And we live only four.</u> ”
Lexical Errors					
18	Use of words in Spanish	8	“My plan in the future is to be a doctor and have <u>a consultorio</u> and help the people.”	7	“I would like to graduate and I study the postgraduate in psychology and travel in <u>Alemania.</u> ”
19	Lexical extension and word choice	13	“A place who you can play with the animals and <u>realize</u> another actions.”	13	“I think the best place to live would be places with cold weather. I think maybe places with <u>stations.</u> ”
20	Lexical creation	1	“In the USA because is a <u>mundial potenge.</u> ”	0	-----
	TOTAL	85		56	

Source: Pre-test
Elaborated by: Silvia Dillon

In general terms, during the pre-test a total number of 85 errors were identified in the control group and 56 errors in the experimental group (See table 1). In both groups, the morphological errors were the most recurrent, the lexical errors appeared as the second, and the syntactical errors appeared in third place.

Taking a closer look to the morphological category, for the control group the use of *third person singular* was ranked as the highest recurrent error (12 errors). An example of this type of error is “My family live in Otavalo.” *Determiners and articles* go in second place (7 errors). One of the students gave the following example, “My mom is teacher.” The incorrect use of *prepositions* (7 errors) also appeared in second place. An example given was “He always play with me in the

weekends.” In reference to the experimental group, *third person singular* (6 errors) was ranked as the highest, for example “My father work in Lago Agrio.” In second place, 4 errors were found for *word form*, e.g. “You don’t find noisy and insecurity.”, and 3 errors for *subject-verb agreement* “Some day is hot and some days are cold.”

Regarding morphological errors, which were the most recurrent for both groups, many students did not use the “-s” for third personal singular. According to Jeptarus and Ngene (2016), these errors are caused when the transfer of structures from Spanish into English takes place. In other words, transferring occurs when students apply the rules of their mother tongue in L2. As a result, interference takes place. Third person “-s” is not used in Spanish with verbs in the present indicative as it is used in English. This rule from Spanish may have caused interference as students did not use it in English. In reference to prepositions, Ciesielkiewicz (2015) points out that there is a big difference between the use of prepositions in Spanish and English. As her study shows, prepositions represent the third most difficult aspect for Spanish students. She pointed out that students use prepositions in English in the same way as they do when they speak Spanish. The examples given by students in this research confirmed this statement. The same preposition (e.g. “in”) has been used incorrectly in three examples, i.e. in the weekends, in the beach, in the night. Furthermore, the incorrect use of articles. In this case, the indefinite article “a” was omitted in all the examples when students talked about someone’s profession. In this case, the use of “a” is not required in Spanish, but it is in English. Therefore, students were transferring the structures of L1 into L2.

In reference to the lexical category, the highest score for both groups was in *lexical extension and word choice*, i.e. 13 errors were identified for both groups. It was observed that students used existing terms but they used them as extensions of meaning. “Extensions refer to amplifying the meaning of words incorrectly” (Martinez, 2015, p.21). An example of lexical extension is “A place who you can play with the animals and realize another actions.” In this example the verb “realize” has been used instead of the verb “do”. Moreover, the *use of words in Spanish* appeared in second place, i.e. 8 errors for the control group and 7 for the experimental group. For instance, “My plan in the future is to be a doctor and have a consultorio and help the people.” In the pre-test, students in both groups tended to use words in Spanish frequently. For instance, they used “Alemania”, “templado”, “contraloria”, “comedia/s”, “enclaustrado”, etc. Jeptarus and Ngene (2016) point out that when a learner uses or imports words or expressions in L1, this process is called “substitution” or “language switch” as in “I like to watch comedia.” or

“The weather is templado”. These errors show that students lacked the necessary vocabulary words as they replaced the word with its Spanish counterpart.

Regarding the syntactical category, for the control group the errors that were ranked the highest were *sentence word order* (4 errors), for instance, “The weather in Quito changes.”, and *sentence fragments* (4 errors), for example, “My family is small, (17)but much love.” In reference to word order, Guerrero (2014) states that English word order is a lot more rigid than Spanish. For example, in Spanish it is possible to drop the subject but that is not possible in English unless imperatives are being used. Sentence fragments is also the most common error for the experimental group (6 errors), for instance, “And we live only four.” Moreover, adjective word order is the second most recurrent error for this group (4 errors). Guerrero (2014) explains that in English adjectives which give a qualitative characteristic to the noun always come before the noun. Such rules tend to cause problems to Spanish speakers as they tend to use L1 word order in L2. For instance, one of the examples found was “I like to watch talk shows and documentaries... and comedy romantic.”

The post-test was given at the end of the research period. When this post test was taken by the students, 10 units of the textbook (Touchstone 4) had been studied by both groups. Furthermore, the experimental group had completed a series of activities in the Moodle platform. Those activities, which integrated the four language skills, served as oral preparatory activities before experimental group students took the oral examinations.

Table 2. Error analysis of the control and experimental group participants in the post-test

	Type of errors	Control Group		Experimental Group	
		Number of Occurrences	Examples	Number of Occurrences	Examples
Morphological Errors					
1	Third Person Singular	0		1	“My father every week <u>give</u> 60 USD to eat and to take a taxi.
2	Apostrophe “s”	1	“Bad manner is	0	

			<u>people</u> <u>unpunctuality.</u> "		-----
3	Determiners and Articles (a/an/the)	8	"I love <u>the</u> pets."	10	"I save <u>the</u> money because I sometimes like to buy things for me."
4	Infinitives	2	"I like to read books in the night <u>for</u> go to sleep."	3	"Good manners is <u>say</u> "hello"
5	Negative forms	0	-----	1	"A bad manner is <u>don't</u> shake hands with people.
6	Generalization with plurals	0	-----	0	-----
7	Prepositions	12	"A bad manner is the people speak a lot <u>in</u> the bus."	2	"When I meet <u>with</u> new people when I don't like to stay with another people I sometimes feel arrogant."
8	Verbal tense: Present continuous	0	-----	1	"My parents give 10 USD for the week and <u>I'm</u> <u>work</u> ..."
9	Relative Pronouns	2	"A bad manner is the people <u>speak</u> a lot in the bus."	0	-----
10	Subject, Object, Possessive Pronouns & Possessive Adjectives	6	"I spend my money in my food..."	3	"Bad manners are to walk barefoot in <u>your</u> house and to point at people."
11	Subject Verb Agreement (SVA)	6	" <u>A good manners is</u>	1	"When people <u>it's</u>

			<u>people</u> is very polite in public transportation.”		rude and cut in line is bad manners.”
12	Word form	6	“Bad manner is people <u>unpunctuality.</u> ”	4	“I’m friendly with my friends. I’m <u>open mind.</u> ”
Syntactical Errors					
13	Adjective Word Order	5	“I think I’m <u>a person sympathetic.</u> ”	1	“I’m a relaxed person. I don’t an <u>aggressive person or pushy.</u> ”
14	Sentence Word Order	2	“Bad manners <u>for me</u> is to drink beer in the streets.”	1	“My father <u>every week give</u> 60 USD to eat and to take a taxi.”
15	Impersonal subject “it”	0	-----	1	“...people think <u>is</u> a bad manner.”
16	Verb “to be”	1	“I <u>very shy</u> with my new friends.”	1	“I’m a relaxed person. I <u>don’t</u> an aggressive person or pushy.”
17	Sentence Fragments	4	“I’m friendly... <u>my personality.</u> ”	1	“In the <u>public transportation many errors...get out of the sites of old people.</u> ”
Lexical Errors					
18	Use of words in Spanish	1	“Good manners... <u>could be</u>	2	“Eat in front of other persons and

			all the people like to <u>saludar</u> .		<u>emitir sonidos</u> and cut in line.”
19	Lexical extension and word choice	18	“People give <u>your chair</u> when you are pregnant.”	3	“When I meet with new people when I don’t like <u>to stay</u> .”
20	Lexical creation	2	“A good manner is respect <u>a special capacity person</u> .”	0	-----
	TOTAL	76		36	

Source: Post-test
Elaborated by: Silvia Dillon

During the post-test, the global number of errors was 76 for the control group and 36 for the experimental group (See table 2). The errors in the control group doubled in number those of the experimental group. According to the results, the morphological errors scored the highest in both groups, while the lexical errors appeared in second place and the syntactical errors scored last. Regarding the morphological errors, 43 errors were identified for the control group and 26 for the experimental group. Four subcategories ranked the highest for the control group, i.e. *subject-verb agreement, prepositions, word form, and articles and determiners*. The first subcategory was *subject-verb agreement*. Six errors were identified for the control group and only 1 for the experimental group. One example given was “A good manners is people...” The second subcategory is *prepositions*. Twelve errors were identified for the control group, e.g. “A bad manner is the people speak a lot in the bus.” In contrast, for this category two errors were identified for the experimental group. Regarding *word form*, 6 errors were identified for the control group and 4 for the experimental group. For instance, one of the students said, “Bad manner is people unpunctuality.” In reference to *articles and determiners*, 8 errors were identified for the control group, e.g. “I love the pets.” In reference to the experimental group, this subcategory was ranked as the highest. In fact, 10 errors about *articles and determiners* were identified. For this group, the most recurrent error was the misuse of “another” and “other”. According to Martinez (2015), this is a common error in foreign language teaching. English language learners tend to use “another” with plural nouns and “other” with singular nouns. The following examples show the incorrect use of these two determiners. “I prefer to listen to another people...” or “In Ecuador, not say ‘hello’ when you come to other house is bad manners.” In addition, errors with the use “a” and “the” were also identified for this group. For example, “I save

the money because I sometimes like to buy things for myself.”, “I think I’m friendly when I have a confidence.”, or “Bad manner is to cut in line in a supermarket.” As it was explained in the pre-test examples, the incorrect use of the articles and determiners showed L1 interference.

In general terms, it can be seen that the experimental group oral performance improved regarding the morphological category. The biggest improvement for this group was the correct use of prepositions. In fact, prepositions were used correctly in many examples. “I can deal with it.”, “eat in public...”, “I have a budget for the week.” “It’s polite to enter a place...” The integrated-skills activities helped students to improve the use of prepositions.

Regarding the lexical errors, 21 errors were identified for the control group and 5 errors for the experimental group. *Lexical extensions and word choice* scored the highest, i.e. 18 errors were identified for the control group compared to 3 errors for the experimental group. For instance, “People give your chair when you are pregnant.” In this example, what the student was trying to say was that *people offer their seats to pregnant women on buses*. In this case, the student amplified incorrectly the meaning of the word “chair”. A second example is the following “A good manner is to talk good morning to everyone.” The best possible answer would be, “A good manner is to say good morning to everyone.” Once again, the verb “to talk” was used as an extension of the verb “to say”.

Furthermore, during the post-test, six students in the control group, and only 1 in the experimental group, were not familiar with some vocabulary words included in the question 2) and 3), i.e. question 2) *What are good manners and bad manners in Ecuador?* and question 3) *How do you handle your budget?* (See Annex 13). In specific terms, the students did not know what the word “manners” meant, and they were not familiar with the word “budget” either. As a consequence, those questions were not answered by the students.

Regarding this category, the biggest improvement for the experimental group was the correct word choice. Furthermore, it was noticed that in their responses the students used more elaborated vocabulary as well as lexical chunks such as “cut in line”, “shake hands”, “have an argument”, “I try to stick to my monthly budget”, etc. The integrated-skills activities helped students in this area. In fact, they had to do specific activities using new vocabulary.

In reference to the syntactical errors, 12 errors were identified for the control group and 5 errors for the experimental group. The control group students showed problems mainly in two subcategories, i.e. adjective word order (5 errors), for example “I think I’m a person sympathetic.” and sentence fragments (4 errors), for instance, “I’m friendly...my personality.” In contrast, the experimental group showed only one error in this subcategory. The experimental

group students showed improvement in this area and also in sentence and adjective word order. As it can be seen, the experimental group students showed better structured sentences (See Annex 13). For example, one of the students said, “I’m decisive and I try to do it with no regret. I’m patient when someone has a bad reaction. I can deal with it.” Students were able to speak using compound sentences and used statements that reflected L2 structure. In fact, they showed that many of them could form simple correct sentences. For example, “I’m very sensitive. I always cry.”, “I’m a relaxed person.” In addition, they were able to form compound sentences. For instance, “I’m patient when someone has a bad reaction.” or “Sometimes I can be pushy, but I always try to be calm and cool. The integrated-skills activities helped students to organize their ideas and improve their discourse.

Experimental group oral exam results

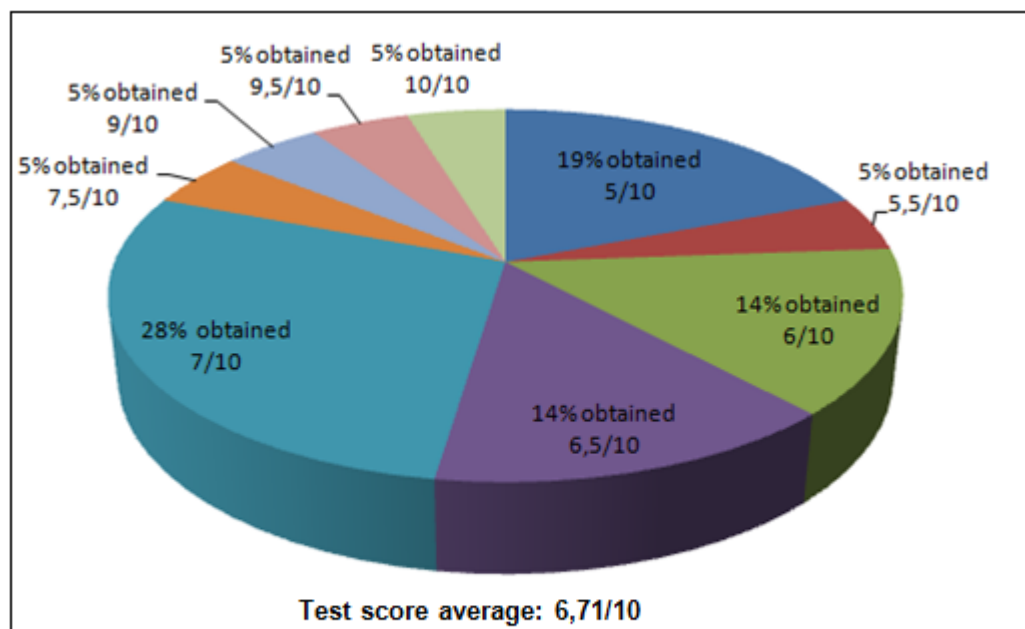


Figure 5. Experimental group – Oral exam 1
 Source: Oral exam 1
 Elaborated by: Silvia Dillon

Figure 5 shows that after the oral exam 1 (See Annex 9), the total score obtained is higher than the one obtained by the same group in the pre-test. Before taking this oral exam, students had to complete the preparatory activity 1 that integrated the four language skills (See Annex 7). Based on the results, 76% of students obtained a passing grade in the oral exam 1, which is higher than the 62% obtained in the pre-test (See figure 2). Therefore, students showed

improvement in their oral performance. As table 9 shows, pronunciation and fluency were the two categories in which students had a big improvement (See Annex 11). In fact, most of the students pronounced the target vocabulary correctly. The vocabulary words and expressions included “wrestling”, “influence”, “efficiently”, “demonstrate”, and “tolerance for ambiguity”. Furthermore, one of the oral-exam prompts required students to talk about a personal experience (See Annex 9). In their responses they could successfully combined new vocabulary along with information about the reading and their personal experiences they had to describe in the writing activity in the preparatory activity 1. Students spoke more fluently about their topics. Their ideas were convincing and they demonstrated their knowledge about the topics.

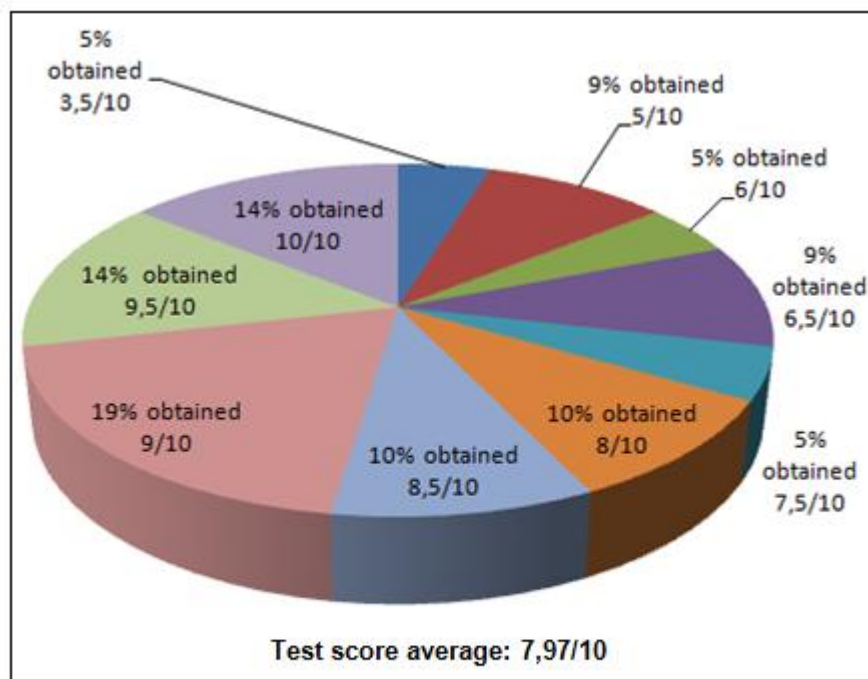


Figure 6. Experimental group – Oral exam 2
 Source: Oral exam 2
 Elaborated by: Silvia Dillon

For the oral exam 2 (See Annex 9), the results showed that the total average score in figure 6 is higher than the one obtained in the oral exam 1 (See Figure 5). Before taking this exam, students had to do the preparatory activity 2 (See Annex 8). The results showed that 95% of students obtained a passing grade. If we analyze the results in the figure above, we can see that a large number of students obtained high marks. Furthermore, if we compare this score with the pre-test exam score for the experimental group, the average score in this exam has increased

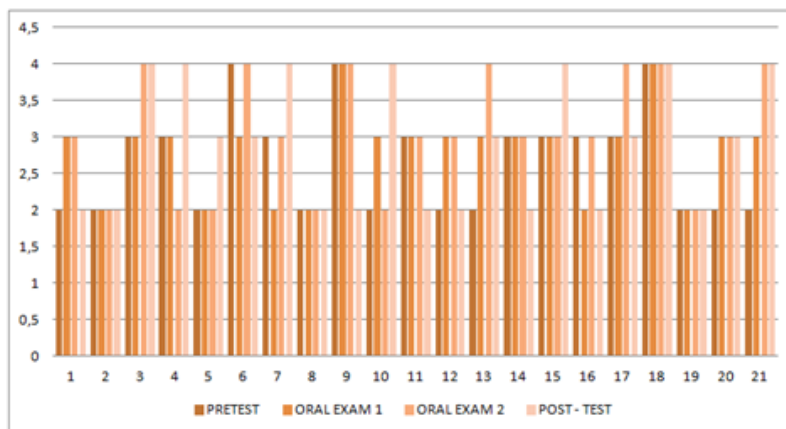
28%. As table 10 shows (See Annex 11), “vocabulary” and “content” are the areas which showed improvement.

Experimental Group Rubric Results

All the test scores obtained by the experimental group are analyzed in depth as follows. The graphs and tables included below show the results obtained in the pre-test, oral exam 1, oral exam 2, and post test on each of the categories of the oral ability rubric, i.e. pronunciation, grammar, vocabulary, (quality of) content, and fluency.

Table 3. Experimental Group – Pronunciation Results

PRETEST	ORAL EXAM 1	ORAL EXAM 2	POST - TEST
2	3	3	2
2	2	2	2
3	3	4	4
3	3	2	4
2	2	2	3
4	3	4	3
3	2	3	4
2	2	2	2
4	4	4	2
2	3	2	4
3	3	3	2
2	3	3	2
2	3	4	3
3	3	3	2
3	3	3	4
3	2	3	2
3	3	4	3
4	4	4	4
2	2	2	2
2	3	3	3
2	3	4	4
2,66666667	2,80952381	3,047619048	2,9047619



Source: Pre-test/Oral Exam 1-2/ Post-test Figure 7. Experimental group – Pronunciation Results
Elaborated by: Silvia Dillon

As it can be seen in table 3 figure 7, most of experimental group students improved their pronunciation in the post-test (2.90/4) in comparison to their pre-test average (2.66/4). Only 14.28% of the students obtained a score of “4/4” in the pre-test. In contrast, a total of 33% obtained that score in the post-test. Moreover, the oral exam 2 showed the highest score (3.04/4) in this category. As it is described in the oral ability rubric (See Annex 4), a score “3/4” is obtained by students who show no serious problems whose pronunciation, inflection, and non-verbal communication is satisfactory. It can be said that integrating the four skills improved students’ pronunciation scores as they reinforced the contents for the exam through different skills, especially through the listening activities (See Figure 12). In fact, some students

mentioned that “the listening activity helped them the most to improve their pronunciation.” (See (See Figure 15). This explanation matches the one given by the CEFR standards, which states that at B1 level “pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur” (Council of Europe, 2011).

Table 4. Experimental Group – Vocabulary Results

PRE-TEST	ORAL EXAM 1	ORAL EXAM 2	POST-TEST
2	3	4	4
2	2	1	2
2	3	4	4
2	4	4	3
2	2	2	3
4	3	4	2
2	2	3	4
2	3	2	3
4	3	4	2
2	2	2	4
2	2	4	3
2	3	4	2
2	3	4	3
2	2	3	2
3	2	3	4
4	4	4	4
2	2	2	2
2	4	4	4
2	3	4	3
2,42857143	2,71428571	3,333333333	3

Source: Pre-test/Oral Exam 1-2/ Post-test
 Elaborated by: Silvia Dillon

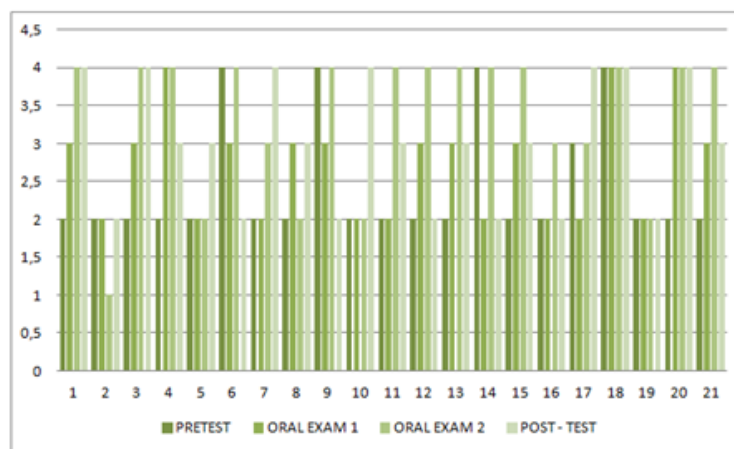


Figure 8. Experimental group – Vocabulary Results

Regarding the use of vocabulary, it is important that students show “knowledge of the vocabulary and the meaning of the words... and to know how to apply lexical phrases, i.e. chunks of words occurring together” (Agasøster , 2015, p.18). Results displayed in table 4 and figure 8 showed that experimental group students improved the way they used vocabulary as the score in the pre-test was (2.42/4) and in the pos-test was (3/4). In the pre-test, 13% of students obtained “4/4”. While in the post-test, 33% got that score. One of the Moodle platform activities was a vocabulary activity, which was based on the reading text. It was shown that most of the students could use the target vocabulary correctly. Some of them used self-correction if they used any of the target words incorrectly. Furthermore, if they did not remember the word, they could explain it with their own words. For instance, during the oral exam 2 one student did not remember the word “ace” and he explained that word by saying “this word means when you are very good at something.” In addition, students were able to use the new vocabulary words correctly, e.g. “ace”, “side job”, “trip someone up”, “a good fit”, and “articulate”. In addition, their

answers were interesting and engaged the listener. The integrated skills activities helped students to enhance their vocabulary as 57.14% students increased their scores to (3/4) or (4/4). As described in the rubric, a score of “3” shows that students had minor difficulties to use the appropriate vocabulary and occasionally they had to rephrase their explanation. Moreover, in relation to the score of “4”, students used the correct choice of words and they could express their ideas eloquently (See Annex 4). As cited in Atas (2018), Cameron (2001) points out that knowing about a word means knowing its form, its meaning, and its use. In the same study, Read (2000) points out that the number of words someone can identify is higher than the number of words that are actually used. In fact, he made the distinction between receptive and productive vocabulary. Receptive vocabulary refers to the vocabulary that learners are able to recognize but not always they are able to use. Productive vocabulary refers those words and expressions that learners are able to use in different forms and contexts. Based on this information and the results obtained, it can be said that experimental group students increased both their receptive and productive vocabulary.

Table 5. Experimental Group – Grammar Results

PRE-TEST	ORAL EXAM 1	ORAL EXAM 2	POST-TEST
2	2	3	3
2	2	1	2
3	3	4	3
2	3	3	4
1	2	2	2
3	3	4	2
3	2	2	4
2	2	2	2
3	3	4	2
1	2	2	4
3	2	3	2
2	2	3	3
2	3	4	4
3	2	3	2
3	3	4	3
3	4	4	4
2	2	2	2
3	4	3	4
2	3	3	3
2,42857143	2,57142857	3	2,9047619

Source: Pre-test/Oral Exam 1-2/ Post-test
Elaborated by: Silvia Dillon

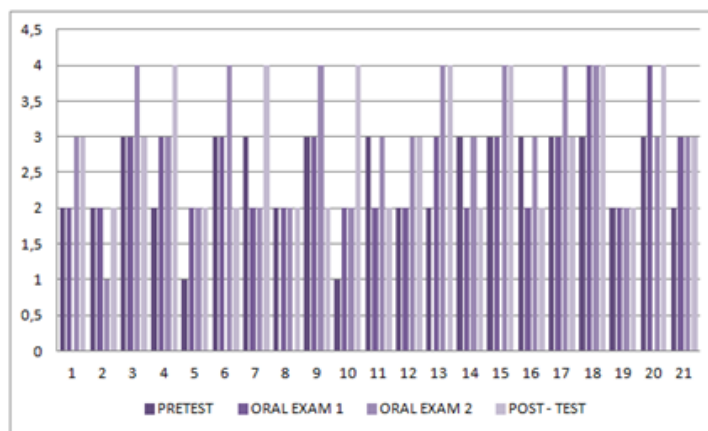


Figure 9. Experimental group – Grammar Results

According to the Cambridge Speaking Assessment Rubric (See Annex 3), students in B1 level should show a good use of simple grammatical structures and form some complex grammatical

forms. The data displayed in table 5 and figure 9 showed that students improved their grammar performance as in the pre-test, students obtained (2.42/4), and in the post-test, they got (2.9/4). Furthermore, it can be observed that students obtained the highest score in the oral exam 2. In fact, they showed that many of them could form simple correct sentences. For example for the oral exam prompt “Explain the title of the reading with your own words? In your opinion, which are the top qualities someone should have to apply for a job?” (See Annex 9) Students gave the following answers. “Companies like creative people.”, “Some companies need open-minded people.” or “Companies look for people who solve problems.” Many students reflected the abilities described in the oral ability rubric score “4” since many of them were able to communicate effectively and they used a certain level of sophistication in their answers (See Annex 4). For example, “Some people need to have self-esteem and a responsible attitude.” The integrated-skills activities helped students to use and reinforce structures and content in different contexts. Most of their answers were accurate combining simple and compound sentences.

Table 6. Experimental Group – Content Results

PRETEST	ORAL EXAM 1	ORAL EXAM 2	POST - TEST
2	3	4	3
2	2	2	2
3	2	3	4
2	2	4	4
2	2	2	3
3	2	4	2
2	2	2	4
2	2	4	3
3	4	4	3
2	3	4	4
2	2	3	3
1	2	3	3
2	2	4	4
3	3	3	3
2	2	4	3
3	2	4	3
3	3	4	3
3	4	3	4
2	2	2	2
2	4	4	4
2	2	3	4
2,28571429	2,47619048	3,3333333333	3,23809524

Source: Pre-test/Oral Exam 1-2/ Post-test
 Elaborated by: Silvia Dillon

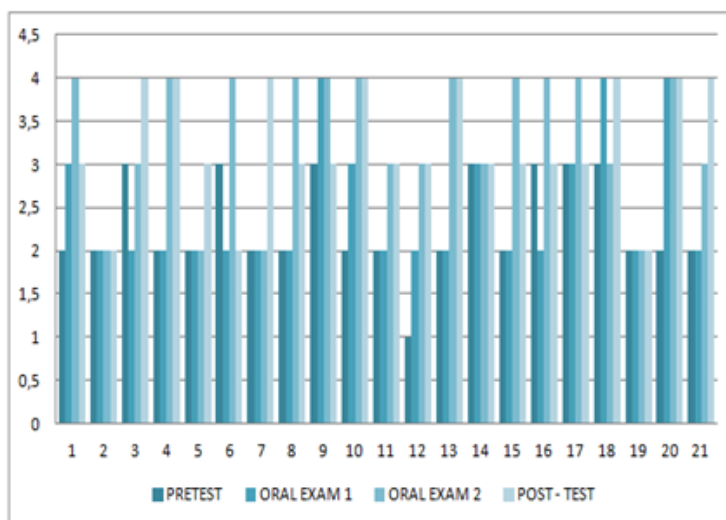
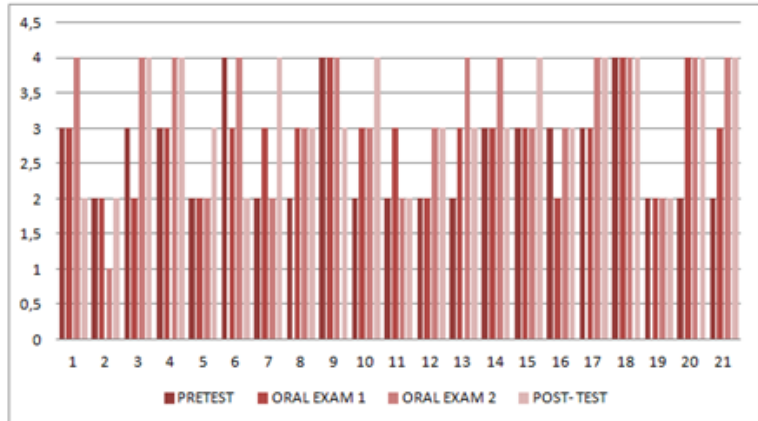


Figure 10. Experimental group – Content Results

Regarding the quality of content, table 6 and figure 10 also showed that students obtained higher results during the post-test (3.23/4) than during the pre-test (2.28/4). In general, the quality of content given by students in the post-test was much better than in the pre-test. In fact, 47% of the students improved their grades regarding this category. For instance, participant 10 obtained (2/4) in the pre-test and (4/4) in the post-test. In the pre-test, his answer to the question “Describe your family”, was “My family is very lovely and they always being doing more things to do in all day. For question 2 “What would be the perfect place to live?” he said, “I think is Otavalo. I think is the nicest place. You can’t find noisy and insecurity.” As it can be seen, errors in these answers were evident. In contrast, this student in the post-test for question 1 “Describe your personality”, he answered “I’m laidback and relaxed and open-minded.” For question: 3 “What is an example of good manners and bad manners in Ecuador?”, he said “A bad manner is not to say ‘hello’. Good manners is to say ‘thanks’ and ‘you’re welcome’.” This student showed improvement in many areas such as grammar, vocabulary and quality of content. Furthermore, many of the answers given by other students were interesting and relevant. For example, for question 1 “Describe your personality”, one of the students answered “I think I’m open-minded because I like to listen. I accept all what people say and I try to comprehend their ideology.” In addition, for question 2 “Do you have a monthly budget?”, another student answered “I have a monthly budget but my parents give me some treats. I keep track of what I spend and save the bills.” (See Annex 13) These answers matched score “4” of the oral ability rubric, which says that the answers given were interesting and relevant to the topic, and that students responded to questions with appropriate answers and expressions, and they incorporated them as part of his/her discourse (See Annex 4). Students were motivated and willing to give extended answers. The integrated-skills activities helped students to get to know the contents really well since they practiced and they personalized their knowledge.

Table 7. Experimental Group – Fluency Results

PRE-TEST	ORAL EXAM 1	ORAL EXAM 2	POST-TEST
3	3	4	2
2	2	1	2
3	2	4	4
3	3	4	4
2	2	2	3
4	3	4	2
2	3	2	4
2	3	3	3
4	4	4	3
2	3	3	4
2	3	2	2
2	2	3	3
2	3	4	3
3	3	4	3
3	3	3	4
3	2	3	3
3	3	4	4
4	4	4	4
2	2	2	2
2	4	4	4
2	3	4	4
2,61904762	2,85714286	3,238095238	3,19047619



Source: Pre-test/Oral Exam 1-2/ Post-test Figure 11. Experimental group – Fluency Results
Elaborated by: Silvia Dillon

As table 7 and figure 11 illustrated, “fluency” also showed improvement. During the pre-test, students obtained a score of (2.61/4) and during the post-test they obtained a score of (3.1/4). A total of 61.9 % of students improved their fluency during the post-test. As it is described in Agasøster (2015), “fluency was measured in terms of flow and smoothness in language, as well as the use of pausing and hesitation markers. Furthermore, fluency is perceived as coherent speech with comfortable pace and it is not interrupted by excessive hesitation.”(p.19). In general, the score students obtained in fluency matched the score of “3” of the oral ability rubric, which states that speech is generally fluent with occasional lapses. Minor difficulties to maintain the conversation are present (See Annex 4). It was noticed that even if students did not remember a specific term or topic or they wanted to clarify a term, they were able to use their own words to explain themselves. Furthermore, they answer immediately after the question was made. As in question 2 of the post-test “Do you have a monthly budget?” The answer given by this student was the following: “My parents give me 10 USD every day. I’m not very good with money. Sometimes, I need to buy something for myself and for my friends.” (See Annex 13) If we analyze the student’s answer, s/he tried to explain how he spends his/her money instead of giving a precise answer to the question. The student continued speaking fluently. The skilled-integrated activities helped them to improve fluency as they have knowledge about the topic and

could use vocabulary related to the topic, and they had the opportunity to practice all the language skills before the exam.

Integrated-skills activities results in the Moodle platform

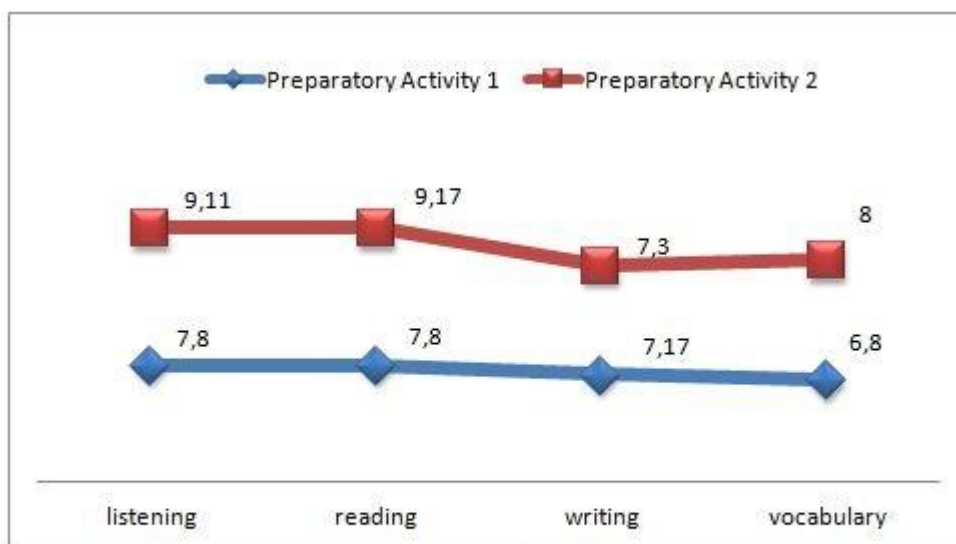


Figure12. Experimental group – Integrated-skill activities results in the Moodle platform
Source: Integrated-skill activities
Elaborated by: Silvia Dillon

Experimental group students completed the preparatory activities 1 and 2 (See Annex 7 and 8). Both activities integrated the language skills and a vocabulary activity. The vocabulary activities were based on the reading text. As it was mentioned before, the activities had to be completed in the Moodle platform, except for the speaking activity which was performed as a class activity. Although the speaking activity was “ungraded” it had a clear purpose, i.e. to help students review the contents of the integrated-skills activities and prepare them to take the oral exam.

Figure 12 shows the results obtained in the listening, reading, writing, and vocabulary activities. In the preparatory activity 1, learners scored the highest in listening and reading. The vocabulary activity obtained the lowest score. In the preparatory activity 2, the listening and reading also scored the highest and the writing activity scored the lowest. In reference to the vocabulary activity, students’ scores improved in comparison to activity 1.

In general terms, students improved their scores in the preparatory activity 2. In both activities, students obtained the highest scores in the receptive skills. From the results obtained, students showed a high level of listening and reading comprehension. According to Yunus, Salehi and Amini (2016), the use of technology can bring added value to foreign language teaching. In

reference to reading, the use of the Moodle platform seemed to have a positive effect. In fact, these authors explain that learners who read texts on a computer screen have a better reading comprehension. Furthermore, the writing activity does not show significant improvement in activity 2. In this regard, So and Lee (2013) explains that writing is considered a complex activity for L2 learners, who often encounter difficulties with structuring sentences, connecting ideas, and using the correct vocabulary. However, as Ziad (2016) points out learners prefer to do writing assignments in Moodle because it offers a wide variety of tools and options. In addition, it is a platform that it is easy to access and to use.

In reference to the vocabulary activity, students improved their scores in activity 2. According to Yunus, Salehi and Amini (2016), learners score higher on vocabulary tests with computer-mediated activities. In addition, Atas (2018) explains that vocabulary plays an important role in second language learning since it is an element that links the four language skills. In fact, the vocabulary used in vocabulary activities 1 and 2 linked all the integrated-skills activities in the Moodle platform.

Experimental group's opinion survey

This section attempts to give an overview of the different opinions students had about the skill-integrated activities and the use of the Moodle platform. This survey consisted of three questions: (1) Did the preparatory activities help you to improve your oral performance in the oral tests?, (2) Was it helpful to do the preparatory activities in the Moodle platform, and (3) Which activities helped you the most?

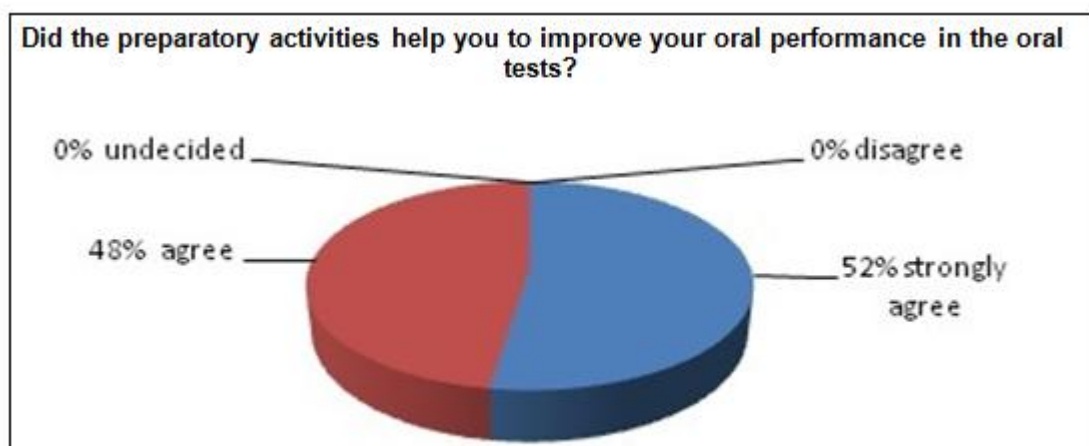


Figure 13. Experimental group – Survey question 1
Source: Survey
Elaborated by: Silvia Dillon

As figure 13 shows, all students in the experimental group agreed that the preparatory activities were useful. They made a wide variety of comments regarding the benefits they found doing the integrated-skills activities (See Annex 14). Some of them pointed out that they felt better prepared after doing the activities. Some others mentioned that what they liked about them was to receive immediate feedback after doing the activities, which helped them to identify errors or incorrect answers. Furthermore, they found really extremely useful that the activities were aligned with the questions in the exam and they were able to practice the contents and related material before the exam. Moreover, students felt motivated to do the activities. They thought that the skill-integrated activities were about interesting topics. Therefore, they considered it was easier to talk about topics they consider interesting.

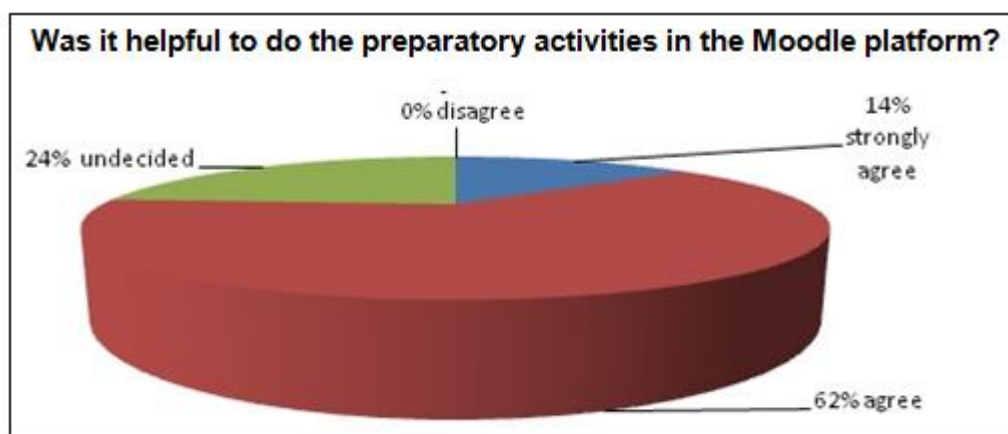


Figure14. Experimental group – Survey question 2
Source: Survey
Elaborated by: Silvia Dillon

As it is illustrated in figure 14, a total of 76% percent of the students thought that doing the skill-integrated activities through the use of the Moodle platform really helped them, only 24% were undecided. For some students, completing the activities in the Moodle platform was really positive because they could review the answers contents as many times as they were needed. In contrast, some of the students thought that the Moodle platform activities were not useful and demanded a lot of time and effort. For some other, even if they considered the activities useful, they reported they forgot to do them (See Annex 15). According to Gunduz and Ozcan (2017), some findings suggest that even if these platforms offer benefits and students find them positive, they do not use the system as frequently as they should. One reason for this behavior is that students are still accustomed to traditional teaching and learning methods, so that they need time to get used to computer-mediated activities and become digitally literate.

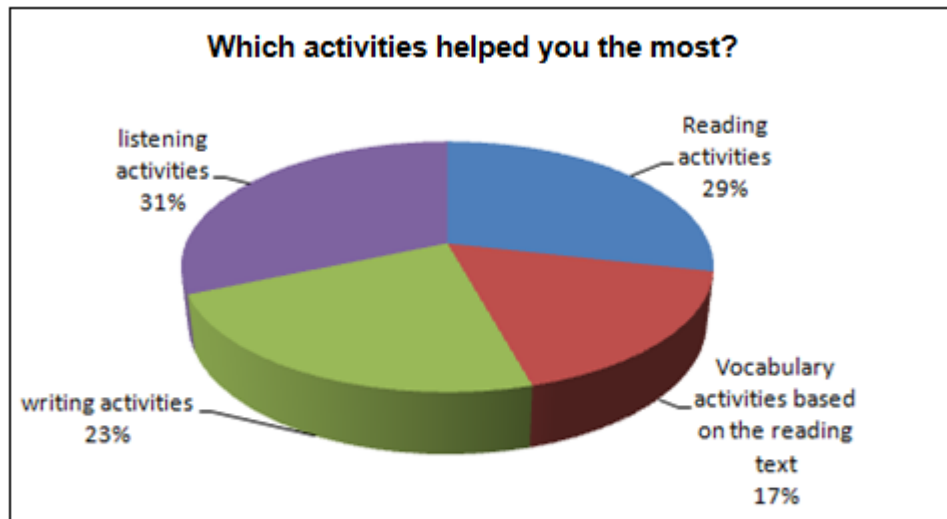


Figure15. Experimental group – Survey question 3
 Source: Survey
 Elaborated by: Silvia Dillon

As figure 15 showed, 31% of the students considered that the listening activities helped them the most. Some of them mentioned that the listening activity improves their memory, so after doing the listening part they could remember all the information presented and they could also practice pronunciation. Moreover, 29% and 23% considered that the reading and writing activities were very useful. For example, they thought that writing helped them to organize their ideas. Finally, 17% considered vocabulary as the most helpful preparatory activity since they could learn how the target vocabulary was used in the reading text (See Annex 7). Based on these results, it can be deduced that the receptive skills, i.e. listening and reading acted as a model for written and oral production. The integrated-skill results (See figure 12) support these percentages.

CONCLUSIONS

The results revealed that the experimental group improved their oral performance to a large degree in comparison to the control group. This is shown in the average and percentages obtained by each group. It can be observed that in the post-test, most of the students in the control group got low marks. In contrast, most of the experimental group students obtained high marks showing good communication skills. As a result, it can be confirmed that the integration of the four language skills enhanced students' English oral performance.

Based on the results, it can be seen that the creation of the Moodle task activities contributed to achieving the general objective of this research. That is to say, these computer-mediated activities successfully combined the four language skills as students obtained high marks on them and their oral performance was enhanced.

It could be observed that the practice of the language skills helped the experimental group students to develop communicative language abilities and that these skills also promoted natural language learning. As a consequence, the qualitative results show that most of the experimental group students ended up speaking at a "discourse level". In contrast, most of the control group students continued speaking at a "sentence level".

Through the triangulation technique, from the quantitative perspective it was noticed that the experimental group students showed improvement in all the rubric categories such as pronunciation, vocabulary, grammar, content and fluency. In addition, from the qualitative perspective the error analysis demonstrated that the experimental group improved in all the linguistic categories. It can be assumed that a great number of students in the experimental group reached B1 level according to the standards established by CEFR.

The preparatory activities that included the four language skills helped experimental group students improved many subcategories in each of the macro-categories. The biggest improvement is shown in the use of prepositions, subject verb agreement, lexical extension and word choice. As a consequence, students not only improved their fluency and discourse level, but also their level of interference in L1 decreased.

The experimental group's oral performance improved after doing the Moodle activities in comparison to the control group's oral performance. The results supported this affirmation since the number of errors produced by the control group in the post-test doubled the number produced by the experimental group. Therefore, the evidence confirmed that the integration of the four language skills enhanced students' oral performance.

The results showed that after doing the Moodle activity 1 and the Moodle activity 2, the experimental group students improved their oral performance. It was observed that they became their own source of information. Furthermore, they started to use rewording, rephrasing and self-correction techniques, which improved their oral performance.

Experimental group students improved after taking each oral exam. Percentages support this statement. It was noticed that as students practiced the four language skills, they improved their oral performance and, in turn, their language proficiency level was raised.

RECOMMENDATIONS

It would be of great importance that the use of the four skills as a teaching method or as a study technique becomes part of the course program or curriculum. As a result, all the lesson plans, course contents, assignments, and evaluations would be aligned to the curriculum and included in the syllabus.

If language instructors would like to implement activities that integrate the four language skills, it would be important that students develop specific sub-skills previously. For example, in reading skimming and scanning; in listening understanding the main idea; in speaking developing fluency and evaluating students' oral performance once they have completed the integrated-skills activities; in writing the use of cohesive devices. This could be a main theme to develop for future studies.

When assessing students' oral performance, it would be important to assess not only students' individual performance but also pair or group performance. The latter would give us an idea how interlocutors interact and how they react to each other's comments or questions, which would reflect a more natural conversation. Further research would be needed regarding this issue.

The Moodle platform was used as a tool to do the integrated skills activities. Each student had to access the platform and complete the assigned work. No interaction among students was required. However, it would have been interesting to promote peer or group collaboration while doing the activities in the Moodle platform. This was a limitation of this research study.

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ANNEXES

Annex 1

Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Council of Europe, 2001

Annex 2

OVERALL ORAL PRODUCTION	
C2	<i>Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</i>
C1	<i>Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</i>
B2	<i>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</i>
	<i>Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</i>
B1	<i>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</i>
A2	<i>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</i>
A1	<i>Can produce simple mainly isolated phrases about people and places.</i>

Source: Council of Europe, 2001

PHONOLOGICAL CONTROL	
C2	As C1
C1	<i>Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</i>
B2	<i>Has acquired a clear, natural, pronunciation and intonation.</i>
B1	<i>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</i>
A2	<i>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i>
A1	<i>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</i>

Source: Council of Europe, 2001

Annex 3

Assessing Speaking Performance – Level B1

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

Source: Cambridge English – Assessing Speaking Performance – Level B1, 2011.

Annex 4

Oral Ability Rubric

CATEGORY/ POINTS	4	3	2	1	0	Score 20 p
Pronunciation / Enunciation	Pronunciation was clear and inflection and expressions were used to enhance communication. Errors in pronunciation are rare. Almost always uses appropriate intonation.	No serious problems arose, but better pronunciation, inflection, and/or non-verbal communication could have made communication more efficient.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or expression. Student may have been difficult to hear. Frequently uses inappropriate intonation.	Pronunciation, inflection, and/or expression confused communication. Student may have been very difficult to hear. Rarely uses appropriate intonation.	Pronunciation, intonation, and enunciation severely interfered with communication.	
Vocabulary	Vocabulary studied in class was used to express ideas eloquently. Choice of words indicates a broad knowledge of vocabulary. Uses appropriate terms and words to express ideas.	A few minor difficulties arose from not using appropriate vocabulary. Occasionally must rephrase ideas because of vocabulary limitation.	Some difficulties arose due to limited vocabulary and/or bad diction. Frequently uses the wrong words. Words are often repeated.	Communication was severely hampered due to lack of vocabulary and misuse of words.	Width and depth of vocabulary do not meet the level standards.	
Grammar	Grammar covered in class was used to communicate effectively. Rarely makes grammar, word order, and verb tense errors, which do not always obscure meaning. Shows some degree of sophistication in the sequencing of tenses.	A few minor difficulties arose from not using the grammar studied in class. Makes occasional grammar, word order, and verb tense errors, which do not always obscure meaning.	Grammatical errors led to many minor difficulties or one major breakdown in communication. Restricts him/herself to simple grammatical structures.	Grammar, word order, and verb tense errors make comprehension difficult. Restricts him/herself to the simplest grammatical structures or leaves sentences unfinished. Uses isolated words to express ideas.	Too many mistakes were produced in the simplest grammatical structures. Leaves most sentences unfinished.	
Quality of Content	Interesting and relevant to the topic. Student responded to questions with appropriate answers and expressions; acknowledged all statements, and incorporated them into the discussion. Clear setting: beginning, middle, and end.	Somewhat relevant to the topic. Student responded to most questions, acknowledged most statements, and incorporated many of these into the conversation.	Most of the content was off-topic or irrelevant. Student failed to answer some questions appropriately OR failed to acknowledge some statements and incorporate these into the conversation.	The content was off-topic and irrelevant. Student didn't understand or ignored most questions and statements. Student may have been using notes.	The content was off-topic and irrelevant. Student didn't understand or ignored most questions and statements. Student used notes throughout the assessment.	
Fluency	Speech is fluent and is rarely hesitant. Ideas are linked in a logical sequence. The conversation flows and develops.	Speech is generally fluent with occasional lapses while student searches for the correct manner of expression. Some minor difficulties maintaining the conversation were evident.	Speech is frequently disrupted by the student's search for the correct manner of expression. There may have been a few long pauses.	Much effort was required to maintain the conversation. Hesitant, makes repeated long pauses. Discourse is disconnected.	Unable to maintain the conversation. Discourse is disconnected.	

Source: Adapted from <http://resources.deary.edu> (UDLA School of languages, 2017)

Annex 5

Survey

Please take some minutes to fill out this survey. Explain your reasons.

Question	Strongly Agree	Agree	Undecided	Disagree	How? / Why?
1. Did the preparatory activities help you to improve your oral performance in the oral exams?					
2. Was it helpful to do these preparatory activities in the virtual classroom?					

Activities	How? /Why?
Which activity or activities helped you the most (reading text, vocabulary activity, writing activity, listening activity)?	

Elaborated by: Silvia Dillon

Annex 6
Grid for the Speaking Exam 1/2

0	Name of test provider	Silvia Dillon						
1	Name of test	Oral Exam 1/ Oral Exam 2						
	Component	Speaking component						
2	Target language	English						
3	Nº. of tasks in the speaking component	1	2	3	4 or more			
4	Integration of skills ¹ (circle at least one)	Speaking	Reading	Writing	Listening			
	Comment	X	X	X	X			
		Skill-integrative activities helped students to get prepared for the oral exams.						
5	Total duration of speaking component	Approximately 10 minutes						
6	Target performance level CEFR – General (p26, p58) (Also appendix D for ALTE Can Do's – p244) (circle at least one)	A1	A2	B1	B2	C1	C2	
		X						
7	Channel	face to face	phone	computer aud vid	video conference	tape recorder	video recorder	
		X						
8	Test Purpose	general proficiency X		specified purpose (Language for Specific Purposes):				
9	Language of instructions/rubric	language of test provider English		target language of test English		other languages ?		
10	Instructions spoken or written (channel)	spoken X		written	recorded	pictorial/iconic		
11	Level of language of instructions/ rubric	much easier than level of test		easier than level of test	same as level of test X	more difficult than level of test		
12	Task duration (minutes)	Three tasks in total Task 1: approx 4 minutes Task 2: approx 2 minutes Task 3: approx 4 minutes						

13	N°. of assessors present	0	1 X	2		
14	Recorded?	yes - audio	yes - video	No X		
15	Control/guidance by the task (flexibility of task frame ²)	rigidly controlled X	partially controlled	open format		
16	Control/guidance by interlocutor (flexibility of interlocutor frame ³)	rigidly controlled format (e.g. list of questions to be asked) X	partially controlled format (e.g. interview in controlled format with specified topic)	open format (e.g. undirected interview or discussion)		
17	Specification of content	Specified X	Not specified			
18	Interaction type	dialogue: paired candidates	dialogue: grouped candidates	dialogue: candidate/examiner	dialogue: simulated/recorded prompts	monolog
		repetition of prompt	role play	reading aloud	react to a prompt X	other:
19	Discourse mode (genre)	Interview		story telling (narration)		
		speech, presentation		discussion/conversation X		
20	Audience (real)	Assessor	other candidate	Teacher X	none (e.g. tape recorder)	other:
21	Audience (imagined, as in role play)	employer	committee, board	business, shop, etc.	Teacher X	answering machine
		general public	family member	friend, acquaintance	other: (specify)	
22	Type of prompt (select at least one)	oral only (given orally by examiner) X				
		textual (written)		written sentence, question, instructions		
		iconic				
		pictorial (non-verbal)				
		other (specify)				

23	Topic CEFR p52 (select at least one)	personal identification		current affairs	
		X			
		house/home/environment		shopping	
		daily life		food and drink	
		X			
		free time, entertainment		services	
		travel		places	
		relations with other people		language	
		X			
		health and body care		weather	
education		celebrities			
science and environment		work environment			
		X			
other (please specify):					
24	Planning time	30 secs	1 min	2 mins	not applicable
					X
		comments			
25	Setting (imagined)	Workplace	Social	Educational	other
				X	

Source: Adapted from ALTE Members. The CEFR grid for speaking, 2015

Annex 7

Preparatory Activity 1

Reading Activity



Developing Your Problem-Solving Skills

by Janice Arenofsky

Problem solving is wrestling with algebra or chemistry homework. But it's also taking on the day-to-day challenges of being a human being. At

school or work, you are confronted by challenging situations. For example, what do you do about a lost wallet, a misunderstanding with a friend or co-worker, or a forgotten assignment? How well and how quickly you deal with these situations matters. Your problem-solving skills can greatly influence your personal and professional success.

A+ Appeal

The ability to solve problems efficiently is one of the top 10 qualities that companies want in new employees. This is what Kellah M. Edens says. She is an education professor at the University of South Carolina in Columbia. "During job interviews, it's common to be asked 'what if' questions," says Edens. "How you answer will demonstrate your problem-solving ability. Generally, these questions deal with real problems in the workplace."

Why do interviewers ask "what if" questions? Applicants with good problem-solving skills usually have positive personality traits, such as patience, independence, and curiosity. Good problem solvers usually have self-esteem, competence, and a responsible attitude toward decision making. "Other problem-solving

traits include flexibility, open-mindedness, and tolerance for ambiguity [uncertainty]," says Edens.

Step-by-Step

The most productive problem solvers are also creative. Take Albert Einstein. The world-famous physicist understood that most problems have many possible answers. And the first answer is not always the best. Generating multiple solutions is highly desirable. To do this, you must think less rigidly, or "outside the box," says Michael Michalko, author of *Thinkertoys: A Handbook of Business Creativity*.

Evaluate each alternative. Don't criticize yourself or feel embarrassed by any errors you make, writes Michael E. Martinez, an education professor at the University of California at Irvine. If one real-life exercise doesn't get the hoped-for result, try another and another. Remain coolheaded. "Allow enough time for ideas to form," suggests Edens.

How do you do that? Take a step-by-step approach to problem solving.

1. State the problem in the form of a question. Make it clear and specific.
2. Gather accurate information.
3. Brainstorm a wide variety of solutions, both creative and conventional.
4. Examine and try alternatives.
5. Choose a solution.

Source: McCarthy, M., McCarten, J., & Sandiford, H. (2006). *Touchstone: Student's Book 4*. (1st ed.). USA. Cambridge University Press

Vocabulary Activity

Read the text. Match each underlined words with the best meaning.

Problem solving is wrestling with algebra or chemistry homework.

Drag answer here

have an effect on

quickly and well

trying to solve

the ability to live with

show

Answering "what if" questions can demonstrate your problem-solving ability.

Drag answer here

One problem-solving trait is tolerance for uncertainty.

Drag answer here

Your problem-solving skills can greatly influence your personal and professional success.

Drag answer here

The ability to solve problems efficiently is a quality that companies want.

Drag answer here

Vocabulary Activity

Question 1

Not yet answered

Marked out of 12.00

Flag question

Edit question

Read the text "Developing Your Problem-Solving Skills"(by Janice Arenofsky) and complete the paragraph with the correct information.

Why do interviewers ask "what if" questions? Applicants with good problems solving skills usually have personality , such as , independence, and curiosity. Good problem solvers usually have , competence, and a toward . "Other problem-solving skills include , , and for (uncertainty).

Writing Activity

Question 1

Not yet answered

Marked out of 10.00









Flag question

Edit question

Identify a problem that you have. Follow the 4-step process, written below, to find the best solution to solve it.

1. Write the problem you currently have.
2. Write the reason why you think you have that problem
3. Write two possible solutions
4. Choose a solution and explain why you chose that solution.

Please, print the answer to this question for the day of the exam.

Paragraph **B** *I*        

Path: p

Listening Activity

Question 1

Not yet answered

Marked out of 9.00

Flag question

Edit question

Listen to four people talk about things they are trying to fix.

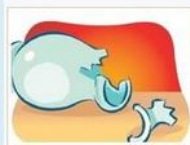
Click on this link: <http://www.cambridge.org/us/esl/touchstone/audio/>

Go to touchstone 4, and click on

Page 70, Lesson C, Exercise 1B
Page 71, Lesson C, Exercise 3A
Page 71, Lesson C, Exercise 3B
Page 71, Lesson C, Exercises 4A and 4B

What is the problem that needs to be fixed?

Number the pictures from 1 to 4 according to the order the explanation that is given. Complete the information that is missing.



vase



barbecue



basket



computer

Vase: Just one piece off.

Barbecue: It's not properly. I think the charcoal is wet.

Basket: It just off. Maybe it was or something.

Computer: Software needs re , I think.

Speaking Activity

The class will be divided in groups of four. The students will have to share the information described in the writing activity. The students will have to listen to all of the group members actively and they will have to give possible solutions to each of the problems.

Elaborated by: Silvia Dillon

Annex 8

Preparatory Activity 2

Reading Activity

Lesson D

Job interviews

1 Reading

A What would you do to prepare for a job interview? Make a class list.

"One thing you need to do is research the company."

B Look at the three interview questions in the article. How would you answer them? Compare your ideas with a partner. Then read the article. How would you change your answers?

Reading tip

Try to predict the "great answers" to the questions before you read them.

The screenshot shows a web browser window with the URL <http://www.jobhunting...>. The article title is "Ace that Interview! Tough Questions, Great Answers". The article content includes:

Nothing can trip you up during an interview like an unexpected or difficult question. Whether you're applying for an internship, trying to get into college, or interviewing for a new job, here are a few questions that might stump you – along with the kinds of answers interviewers like to hear.

"Tell me about yourself."
Be ready to describe what makes you special as an individual. "What I don't want to hear is your life history," explains Dennis B., Director of Admissions at a major university. "I don't care how many siblings you have or where you were born. I want to know what makes you special. I want to see how well you project yourself, if you're articulate, and to hear your reasons for applying to do this course of study." The same applies at a job interview. Be concise and give concrete examples: "The main thing you should know about me is that while I was in college, I had a side job retrieving lost data from computers. I set up and marketed the business myself. I had 80 customers in the first year."

"What draws you to this line of work?"
Know what you're getting yourself into. "Publishing is a tough profession," says Tracy P., Editorial Director at a publishing house in New York City. "Unfortunately, some people want to get into it for the wrong reasons. Many candidates mention how much they love books and reading. However, that doesn't necessarily mean that editing or the business side of publishing is a good profession for you. You might be better suited to

teaching, for example. If someone doesn't understand the profession, the chances are they won't be a good fit for this type of work." In other words, show that you understand what the job involves in your response to the question and give an example of how you have acquired the relevant skills: "One skill you need to work in publishing is attention to detail. I worked on the college magazine and edited articles . . ."

"Tell me about a time you made a serious mistake. How did you handle it?"
"Many of our candidates get hired right after they graduate from college, before they've had a chance to get much work experience," notes Anita M., head of recruiting at a Fortune 500 financial company. "The reason I ask this question is that it's a tough question for everybody, and how a person answers is very revealing. It's important that people admit when they've made a mistake, rather than blame others. What I'm saying is that I expect candidates to be honest, and I look for signs that they've learned from the mistake." So, don't say you have never really made a mistake. Instead, try something along these lines: "One thing I did while I was working on a project in college was let down my team. I didn't complete my part of the project on time. I apologized. I also explained to the professor it was my fault and asked for an extension. Then I made it up to my teammates by working all weekend to finish the project. It taught me how to manage my time and not leave things until the last minute."

Remember: Speak clearly and at a normal pace of conversation. Don't rush your words because you're nervous. Be calm and speak with confidence.

Source: McCarthy, M., McCarten, J., & Sandiford, H. (2014). Touchstone: Student's Book 4. (2nd ed.). USA. Cambridge University Press

Question 1
 Not yet answered
 Marked out of 10.00
 Flag question
 Edit question

Read the text on page 124 and answer the following questions.

1. What mistakes do some candidates make when they are asked to talk about themselves?
2. What two things you need to tell an interviewer to show you're right for the job?

Paragraph B I [List] [List] [Link] [Image] [Video]

Path: p

Vocabulary Activity

Question 1
 Not yet answered
 Marked out of 6.00
 Flag question
 Edit question

Read the text on page 124. Match each word with its corresponding definition or synonym. You will need to know how to use these words in the oral exam.

ace	Drag answer here	You demonstrate emotional intelligence skills, and have the ability to read and adapt to the situation at hand
side job	Drag answer here	Anything part time, including freelance, temporary, short- or long-term, work-from-home,
trip someone up	Drag answer here	To make a mistake.
a good fit	Drag answer here	To excel at a particular sport or other activity.
articulate	Drag answer here	Having or showing the ability to speak fluently and coherently

Writing Activity

Question 1

Not yet answered

Marked out of
10.00

Flag question

Edit question

Summarize the text in 8 or 10 lines. (Title: Ace That Interview - page 124)

Paragraph **B** *I* [List Bulleted] [List Numbered] [Link] [Image] [Table] [Code] [Quote]

Path: p

Reading & Listening Activity

Question 1

Not yet answered

Marked out of 7.00

Flag question

Edit question

Read the online job advertisement on page 125. Can you guess the missing words? Then listen to Maria talk about the ad with her friend Alex.

[Page 125, Lesson D, Exercises 2A and 2B](#)

Go to this link:

http://www.cambridge.org/us/esl/touchstone/audio/level4/TS2eL4CD4T26_P125U12Ex2PtA_B.mp3

Tour Guide

A leading company is seeking someone who would enjoy meeting from other countries. You must be fluent in and . You should be interested in the local area and its . You will be traveling around the region days a week.

Flexible, fun, and applicants only.

Apply by e-mail, and also send your . Successful applicants will receive excellent pay and a generous benefit package.

Listening Activity

Question 1

Not yet answered

Marked out of
10.00

Flag question

Edit question

Why is Maria perfect for this job? Listen to the recording and complete the missing information.

Page 125, Lesson D, Exercises 2A and 2B

Go to this link: http://www.cambridge.org/us/esl/touchstone/audio/level4/TS2eL4CD4T26_P125U12Ex2PtA_B.mp3

It's only , so she can .

She enjoys people from .

She's in English and her is pretty good.

She her weekends going to and visiting .

Speaking Activity

The class will be divided in groups of three. Students will have to talk about the top-qualities a candidate applying for a position should have. Students will need to include information from the reading text and the listening exercises.

Elaborated by: Silvia Dillon (2017)

Annex 9

Oral Exam Speaking Prompts

Oral Exam 1	
<p><i>B1 level descriptor</i> <i>“Learners can produce simple connected text on topics which are familiar or of personal interest.” (Council of Europe, 2011, p.24)</i> <i>“Learners can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.” (Council of Europe, 2011, p.24)</i></p>	<p><u>Speaking prompt 1 (4 minutes)</u> Based on the text you read, what are some of the characteristics of people with good problem solving skills? Do you agree/disagree? Include new vocabulary from the vocabulary activity.</p>
<p><i>B1 level descriptor</i> <i>“Learners can produce simple connected text on topics which are familiar or of personal interest.” (Council of Europe, 2011, p.24)</i> <i>“Learners can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.” (Council of Europe, 2011, p.24)</i></p>	<p><u>Speaking prompt 2 (2 minutes)</u> Based on the recording that you listened, choose one of the items that need to be fixed and describe how it was fixed. What else could you have to done to fix it?</p>
<p><i>B1 level descriptor</i> <i>“Learners can produce simple connected text on topics which are familiar or of personal interest.” (Council of Europe, 2011, p.24)</i> <i>“Learners can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.” (Council of Europe, 2011, p.24)</i></p>	<p><u>Speaking prompt 3 (4 minutes)</u> Describe a problem that you have and use the step-by-step approach included in the reading text to find out a solution for that problem. Which of the possible solutions given by the members of your group would also help you to solve that problem?</p>

Elaborated by: Silvia Dillon

Oral Exam 2	
<p>B1 level descriptor</p> <p><i>“Learners can produce simple connected text on topics which are familiar or of personal interest.” (Council of Europe, 2011, p.24)</i></p> <p><i>“Learners can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.” (Council of Europe, 2011, p.24)</i></p>	<p><u>Speaking prompt 1 (4 minutes)</u></p> <p>Explain the title of the reading with your own words? In your opinion, which are the top qualities someone should have to apply for a job? Include the opinions given by your group members.</p>
<p>B1 level descriptor</p> <p><i>“Learners can produce simple connected text on topics which are familiar or of personal interest.” (Council of Europe, 2011, p.24)</i></p> <p><i>“Learners can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.” (Council of Europe, 2011, p.24)</i></p>	<p><u>Speaking prompt 2 (2 minutes)</u></p> <p>What two main things would you tell an interviewer to show you are right for the job? The reading gives you some examples. Do you agree with them? Why/Why not?</p>
<p>B1 level descriptor</p> <p><i>“Learners can produce simple connected text on topics which are familiar or of personal interest.” (Council of Europe, 2011, p.24)</i></p> <p><i>“Learners can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.” (Council of Europe, 2011, p.24)</i></p> <p><i>“Learners deal with most situations likely to arise whilst travelling in an area where the language is spoken.” (Council of Europe, 2011, p.24)</i></p>	<p><u>Speaking prompt 3 (4 minutes)</u></p> <p>Describe the type of job Maria is applying. Why is it the perfect job for her? Would it be the perfect job for you?</p>

Elaborated by: Silvia Dillon

Annex 10

Book Contents Used in the Post-Test Questions

Post-test Question 1: Describe your personality.

(Answers given by students were based on the following information.)

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to manage your own and other people's emotions. Emotionally **intelligent** people can express their feelings clearly and appropriately, and they are generally optimistic and positive, with high self-esteem. They would agree with these statements. Do you?

SELF-AWARENESS **MANAGING EMOTIONS** MOTIVATION EMPATHY SOCIAL SKILLS

AGREE DISAGREE

4. I don't feel guilty or ashamed about things I've done in the past.	<input type="checkbox"/>	<input type="checkbox"/>
5. Aggressive people don't upset me. I can cope with their aggression .	<input type="checkbox"/>	<input type="checkbox"/>
6. I don't get angry and upset if people disagree with me.	<input type="checkbox"/>	<input type="checkbox"/>

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to manage your own and other people's emotions. Emotionally **intelligent** people can express their feelings clearly and appropriately, and they are generally optimistic and positive, with high self-esteem. They would agree with these statements. Do you?

SELF-AWARENESS **MANAGING EMOTIONS** **MOTIVATION** EMPATHY SOCIAL SKILLS

AGREE DISAGREE

7. I'm very motivated , and I set realistic goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>
8. I have the confidence , determination , and self-discipline to achieve my goals.	<input type="checkbox"/>	<input type="checkbox"/>
9. My main motivation in life is to be happy and to make a difference for others.	<input type="checkbox"/>	<input type="checkbox"/>

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to manage your own and other people's emotions. Emotionally **intelligent** people can express their feelings clearly and appropriately, and they are generally optimistic and positive, with high self-esteem. They would agree with these statements. Do you?

SELF-AWARENESS **MANAGING EMOTIONS** MOTIVATION **EMPATHY** SOCIAL SKILLS

AGREE DISAGREE

10. I know when my friends feel sad or depressed .	<input type="checkbox"/>	<input type="checkbox"/>
11. I'm very sympathetic when a friend has a problem.	<input type="checkbox"/>	<input type="checkbox"/>
12. I think it's important to be sensitive to how other people are feeling.	<input type="checkbox"/>	<input type="checkbox"/>

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to manage your own and other people's emotions. Emotionally **intelligent** people can express their feelings clearly and appropriately, and they are generally optimistic and positive, with high self-esteem. They would agree with these statements. Do you?

SELF-AWARENESS **MANAGING EMOTIONS** MOTIVATION EMPATHY **SOCIAL SKILLS**

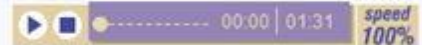
AGREE DISAGREE

13. If friends want to do things I don't want to do, I try to be flexible .	<input type="checkbox"/>	<input type="checkbox"/>
14. I think it's good to express emotions like grief , hate , and anger , but in private.	<input type="checkbox"/>	<input type="checkbox"/>
15. Honesty is important to me. I'm honest with people unless it will upset them.	<input type="checkbox"/>	<input type="checkbox"/>

Post-test Question 2: Talk about manners in Ecuador. What is permitted and what is not?
 (Answers given by students were based on the following information.)

1 Building vocabulary and grammar

A Listen. Are these statements about manners true in your country? Check (✓) true or false.



1-7	8-12	True	False
1. ▶ Eating food on a subway or bus is bad manners.		<input type="checkbox"/>	<input type="checkbox"/>
2. ▶ It's rude to cut in line .		<input type="checkbox"/>	<input type="checkbox"/>
3. ▶ You should try to keep your voice down in public.		<input type="checkbox"/>	<input type="checkbox"/>
4. ▶ You can offend someone by not bowing or shaking hands when you meet.		<input type="checkbox"/>	<input type="checkbox"/>



5. ▶ People might stare at you for walking around barefoot .	<input type="checkbox"/>	<input type="checkbox"/>
6. ▶ Having an argument in public is considered bad manners.	<input type="checkbox"/>	<input type="checkbox"/>
7. ▶ It's impolite to walk into someone's home without taking off your shoes .	<input type="checkbox"/>	<input type="checkbox"/>
8. ▶ Showing affection in public – holding hands or kissing – is inappropriate.	<input type="checkbox"/>	<input type="checkbox"/>



9. ▶ You should try not to stand too close to people. It's considered rude.	<input type="checkbox"/>	<input type="checkbox"/>
10. ▶ It's acceptable not to tip cab drivers.	<input type="checkbox"/>	<input type="checkbox"/>
11. ▶ You should be careful not to point at people .	<input type="checkbox"/>	<input type="checkbox"/>
12. ▶ It's customary to bargain with street vendors to get something cheaper, but it's not acceptable to do this in a store.	<input type="checkbox"/>	<input type="checkbox"/>



Post-test Question 3: How do you handle your budget?

(Answers given by students were based on the following information.)

Unit **9** *Material world* TOUCHSTONE
Lesson *B* *Money* page 88

1 Building vocabulary

A Listen and read the questionnaire from a money magazine. Answer the questions by checking *yes* or *no*. Then tally your answers. Are you good at managing your money?

00:00 | 01:52 speed 100%

How good are you at managing your money?

*Go through our checklist to find out. If you answer **no** to more than five questions, then you might need to do something to get things under control.*

1-4 5-8 9-12

	Yes	No
1. Do you have a monthly budget and stick to it ?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you keep track of how much you spend each week?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you give yourself an allowance for special "treats"?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you pay all your bills on time?	<input type="checkbox"/>	<input type="checkbox"/>

How good are you at managing your money?

*Go through our checklist to find out. If you answer **no** to more than five questions, then you might need to do something to get things under control.*

1-4 **5-8** 9-12

	Yes	No
5. Do you set aside money each month in a savings account ?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you have a bank account that pays good interest ?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you invest money in reliable stocks and bonds ?	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you put enough money away for "a rainy day"?	<input type="checkbox"/>	<input type="checkbox"/>

How good are you at managing your money?

Go through our checklist to find out. If you answer **no** to more than five questions, then you might need to do something to get things under control.

1-4 5-8 **9-12**

- | | Yes | No |
|---|--------------------------|--------------------------|
| 9. Do you pay in cash or by check to avoid charging too much to a credit card ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. When you borrow money from friends or family, do you pay it back right away? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. If you took out a loan , would you pay it off as soon as you could? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. If you got into debt , would you know how to get out of debt ? | <input type="checkbox"/> | <input type="checkbox"/> |

Source: McCarthy, M., McCarten, J., & Sandiford, H. (2014). *Touchstone: Student's Book 4*. (2nd ed.).USA. Cambridge University Press.

Annex 11

Table 8. Experimental Group – Pretest

#	Pronunciation / Enunciation	Vocabulary	Grammar	Quality of Content	Fluency	AVERAGE
1	2	2	2	2	3	5,5
2	2	2	2	2	2	5
3	3	2	3	3	3	7
4	3	2	2	2	3	6
5	2	2	1	2	2	4,5
6	4	4	3	3	4	9
7	3	2	3	2	2	6
8	2	2	2	2	2	5
9	4	4	3	3	4	9
10	2	2	1	2	2	4,5
11	3	2	3	2	2	6
12	2	2	2	1	2	4,5
13	2	2	2	2	2	5
14	3	4	3	3	3	8
15	3	2	3	2	3	6,5
16	3	2	3	3	3	7
17	3	3	3	3	3	7,5
18	4	4	3	3	4	9
19	2	2	2	2	2	5
20	2	2	3	2	2	5,5
21	2	2	2	2	2	5
						6,21428571

Source: Pre-test

Elaborated by: Silvia Dillon

Table 9. Experimental Group - Oral Exam 1

#	Pronunciation / Enunciation	Vocabulary	Grammar	Quality of Content	Fluency	AVERAGE
1	3	3	2	3	3	7
2	2	2	2	2	2	5
3	3	3	3	2	2	6,5
4	3	4	3	2	3	7,5
5	2	2	2	2	2	5
6	3	3	3	2	3	7
7	2	2	2	2	3	5,5
8	2	3	2	2	3	6
9	4	3	3	4	4	9
10	3	2	2	3	3	6,5
11	3	2	2	2	3	6
12	3	3	2	2	2	6
13	3	3	3	2	3	7
14	3	2	2	3	3	6,5
15	3	3	3	2	3	7
16	2	2	2	2	2	5
17	3	2	3	3	3	7
18	4	4	4	4	4	10
19	2	2	2	2	2	5
20	3	4	4	4	4	9,5
21	3	3	3	2	3	7
						6,71428571

Source: Oral-Exam 1

Elaborated by: Silvia Dillon

Table 10. Experimental Group - Oral Exam 2

#	Pronunciation / Enunciation	Vocabulary	Grammar	Quality of Content	Fluency	AVERAGE
1	3	4	3	4	4	9
2	2	1	1	2	1	3,5
3	4	4	4	3	4	9,5
4	2	4	3	4	4	8,5
5	2	2	2	2	2	5
6	4	4	4	4	4	10
7	3	3	2	2	2	6
8	2	2	2	4	3	6,5
9	4	4	4	4	4	10
10	2	2	2	4	3	6,5
11	3	4	3	3	2	7,5
12	3	4	3	3	3	8
13	4	4	4	4	4	10
14	3	4	3	3	4	8,5
15	3	4	4	4	3	9
16	3	3	3	4	3	8
17	4	3	4	4	4	9,5
18	4	4	4	3	4	9,5
19	2	2	2	2	2	5
20	3	4	3	4	4	9
21	4	4	3	3	4	9
						7,97619048

Source: Oral Exam 2

Elaborated by: Silvia Dillon

Table 11. Experimental Group – Post-test

#	Pronunciation / Enunciation	Vocabulary	Gramma r	Content	Fluency	AVERAGE
1	2	4	3	3	2	7
2	2	2	2	2	2	5
3	4	4	3	4	4	9,5
4	4	3	4	4	4	9,5
5	3	3	2	3	3	7
6	3	2	2	2	2	5,5
7	4	4	4	4	4	10
8	2	3	2	3	3	6,5
9	2	2	2	3	3	6
10	4	4	4	4	4	10
11	2	3	2	3	2	6
12	2	2	3	3	3	6,5
13	3	3	4	4	3	8,5
14	2	2	2	3	3	6
15	4	3	4	3	4	9
16	2	2	2	3	3	6
17	3	4	3	3	4	8,5
18	4	4	4	4	4	10
19	2	2	2	2	2	5
20	3	4	4	4	4	9,5
21	4	3	3	4	4	9
						7,61904762

Source: Post-test
 Elaborated by: Silvia Dillon

Annex 12

Table 12. Control and experimental group participants' performance during the pre-test

No.	TYPES OF ERRORS
	MORPHOLOGICAL ERRORS
1	Third Person Singular
2	Apostrophe "s"
3	Determiners and Articles ("a/an/the")
4	Infinitives
5	Negative forms
6	Generalization with plurals
7	Prepositions
8	Verbal tense: Present continuous
9	Relative Pronouns
10	Subject/Object/ Possesive Pronouns & Possessive Pronouns
11	Subject Verb Agreement (SVA)
12	Word form
	SYNTACTICAL ERRORS
13	Adjective Word Order
14	Sentence Word Order
15	Impersonal subject "it"
16	Verb "to be"
17	Sentence Fragments
	LEXICAL ERRORS
18	Use of words in Spanish
19	Lexical extension and word choice
20	Lexical creation

Parts of speech color coding	
Morphological Errors	Turquoise
Syntactical Errors	Yellow
Lexical Errors	Green
Unanswered Questions	Pink

Participant	Pre-test intervention CONTROL GROUP Questions	Pre-test intervention EXPERIMENTAL GROUP Questions
	<ol style="list-style-type: none"> 1. Describe your family. 2. Where would be the perfect place to live? 3. What plans do you have in the future? 4. What kind of films do you like to watch? 5. What is the weather like in Quito? 	<ol style="list-style-type: none"> 1. Describe your family. 2. Where would be the perfect place to live? 3. What plans do you have in the future? 4. What kind of films do you like to watch? 5. What is the weather like in Quito?
1	<p>Question 1</p> <p>"My family have(1) three sisters</p>	<p>Question 1</p> <p>"I live with my parents and brother. My</p>

	<p>and one brother. My mom is from Colombia and my father is from here. My brother study(1) architecture. My father is a lawyer. My mom is (3) teacher.”</p> <p><u>Question 5</u></p> <p>“It (1)change. All day is different. In the afternoon it is really different.”</p>	<p>parents are (19)shepherds and my brother (1)study psychologist. (17)And we live only four.”</p> <p><u>Question 2</u></p> <p>“My perfect place to live is the Coast because I like the beach. The people feel free and the weather is hot.”</p> <p><u>Question 4</u></p> <p>“I like to watch talk shows and documentaries about my career and (13)comedy romantic.”</p>
2	<p><u>Question 1</u></p> <p>“My mother (19)in the physical she is very (19)big. My (2)aunt name is Victoria. ”</p> <p><u>Question 2</u></p> <p>“...In the USA because it is a (20)mundial potenge.”</p>	<p><u>Question 1</u></p> <p>“My mother...(10)she’s name is Eleonore and she’s 45 years old. My father (1)work in Lago Agrio. He is an engineer.”</p> <p><u>Question 2</u></p> <p>“The beach...This is (12)relax and (19)funny. I prefer to live (7)in the beach than in Quito (7)for the weather.”</p> <p><u>Question 4</u></p> <p>“I like horror movies because they are really interesting. I’m (19)not scared of (3)the movies.”</p> <p><u>Question 5</u></p>

		<p>“The weather is too (12)change. (17)In the morning have a sun and in the afternoon it rain...(15)is crazy.”</p>
3	<p><u>Question 1</u></p> <p>“My father, my mom and me. My mother is an engineer. My father is (3) architect.”</p> <p><u>Question 3</u></p> <p>“My future plans (11)is (4) graduate and live in another country because I want to study (18)the maestria.”</p>	<p><u>Question 1</u></p> <p>“My family is only me and my mother. We live in the same place close to my grandparents and my cousins.”</p> <p><u>Question 2</u></p> <p>“I think the best place to live would be places with cold weather. I think maybe places with (19)stations.”</p> <p><u>Question 3</u></p> <p>“Right now I’m thinking to visit my grandfather. After I finish it, I will study another career.”</p>
4	<p><u>Question 1</u></p> <p>(14)“My mother right now (10)her not work. My dad is a professional driver. He has three buses. (10)Her is (3) student. (10)Her is (19)introvertive. He always play(11) with me (7)in the weekends.”</p> <p><u>Question 2</u></p> <p>“I would like to live in Spain because the medicine is more advanced (7)for Ecuador.”</p>	<p><u>Question 1</u></p> <p>“I have a sister and tree brothers. I live in El Quinche.”</p> <p><u>Question 2</u></p> <p>“I think the perfect place to live is the lake with my friends.”</p> <p><u>Question 3</u></p> <p>“I’m going to study for 5 or 6 years in another country to get my major in Medicine.”</p>

	<p><u>Question 3</u></p> <p>“It is (4)create a clinic in association with my sister.”</p>	
5	<p><u>Question 1</u></p> <p>“I (8)am live with my father, mother , brother, and sister. I was born (7)to Peru and my brother also, but my sister (16)born in Ecuador.”</p> <p><u>Question 3</u></p> <p>“I want to finish my career.”</p>	<p><u>Question 1</u></p> <p>“I have two siblings. I live with my sister and my parents. My baby is Agustin and he’s 9 months old.”</p> <p><u>Question 3</u></p> <p>“I would like to graduate and I study (19)the postgraduate in psychology and travel (7) in (18)Alemania.”</p> <p><u>Question 4</u></p> <p>“I like the movie Junko because I like the actor Will Smith.”</p>
6	<p><u>Question 1</u></p> <p>“We are five members in my family. My father, my mother, and two brothers. My brother, Roger is 27. He ‘s (3) electro mechanic. He’s a (19)beautiful person.”</p> <p><u>Question 4</u></p> <p>“I like Disney movies, but I prefer to watch horror (6)movie. (17)But I scare a lot.”</p>	<p><u>Question 3</u></p> <p>“I would like to travel to (3) USA and (19)follow a master’s degree in Neuropsychology.”</p> <p>“I consider (9) in Ecuador people don’t work with kids with special (19)necessities.”</p> <p><u>Question 5</u></p> <p>“The weather in Quito (12)is varied because some days the sun shines and some days (15)rains.”</p>

7	<p><u>Question 1</u></p> <p>“My family (1)live in Otavallo. I have my father my mom and two sisters.”</p> <p><u>Question 2</u></p> <p>Quito is a city (14)with a(3) traffic (9)have a (14) many people.”</p>	<p><u>Question 1</u></p> <p>“In my house we’re 5 members. I have two brothers and my mother and my parents (16)doesn’t married but we live together.”</p> <p><u>Question 3</u></p> <p>“I’m going to live in a big house in Montañita.”</p> <p><u>Question 4</u></p> <p>“I love to watch drama movies because they’re very interesting and the cinema is the seventh art.”</p>
8	<p><u>Question 1</u></p> <p>“I’m (19) unique child. My father is (3) helicopter technician and my mother is (18)ama de casa.”</p> <p><u>Question 5</u></p> <p>“In Quito the weather is very crazy. In the morning (15) is very hot and (7)in the night (15) is very cold.”</p>	<p><u>Question 1</u></p> <p>“I live alone here. My father, my mother, my brother, my sister are living in Napo, (14)so for my studies who help me is my mother.”</p> <p><u>Question 2</u></p> <p>“For me is here Quito because the weather is (18)templado.”</p> <p><u>Question 5</u></p> <p>“It’s (19)farely. Some (11)day (11)is hot and some days are cold.”</p>
9	<p><u>Question 1</u></p> <p>“I have a mother, a brother, a</p>	<p><u>Question 1</u></p> <p>“I have two little sisters. I live with my</p>

	<p>grandmother. My brother (1)work in (18)la Contraloria. (8)I'm study."</p> <p>Question 2</p> <p>"My house is my favorite place and in that (5)no (19)change."</p>	<p>mom and my dad."</p> <p>Question 2</p> <p>"I really like Europe. I'd like to go to Italy because you can find good food, beautiful places, cars, and soccer."</p> <p>Question 4</p> <p>"I really like to watch stuff like comedy, thrillers, and films that make you think."</p>
10	<p>Question 1</p> <p>"My family (1)live in Ibarra. My (12)young sister (16)have 10 years old."</p> <p>Question 2</p> <p>"¿Cómo se llamaba?" (15)is far (7)to Riobamaba city . It is a (13)place very beautiful to live. (19)It's short and very beautiful."</p>	<p>Question 1</p> <p>"My family is very lovely and they always (17)being doing more things to do in all day."</p> <p>Question 2</p> <p>"I think it is Otavalo. I think it is the nicest place. You don't find (12)noisy and insecurity."</p> <p>Question 4</p> <p>"Comedy is my favorite thing to watch. I like to laugh."</p> <p>Question 5</p> <p>"Quito's weather is very interesting and crazy."</p>
11	<p>Question 1</p> <p>"My brother is an (12)engineering. He married (7)with Luisana."</p>	<p>Question 1</p> <p>"I have my mother, my father and my sister. My sister is older than me. I don't know... but Italy."</p>

	<p><u>Question 3</u></p> <p>“My plan in the future is to be a doctor and have a (18) consultorio and help the people.”</p>	<p>“I’m going to graduate and I’m going to do a master’s degree in other countries.</p> <p>“Now it’s sunny but normally it’s raining.”</p>
12	<p><u>Question 1</u></p> <p>“We are four people. I have a brother.”</p> <p><u>Question 2</u></p> <p>“My favorite place is the mountains (7) in the night. A place (9) who you can play with the animals and (19) realize (3) another actions.”</p>	<p><u>Question 1</u></p> <p>“My family (19) conformed of five members. My mother, my father, two brothers and me. My father (1) work in (18) Contraloria and my mom (1) work in the house. I study (13) Science Politics.”</p> <p><u>Question 2</u></p> <p>“I think the perfect place to live is Quito.”</p> <p><u>Question 4</u></p> <p>“I like to watch documentaries of my career... the First World War and the Second World War. I like to watch comedies and cartoons.”</p> <p><u>Question 5</u></p> <p>“The weather of Quito...because one day (17) make a sun and the other day make a rain. I think the weather is cold.”</p>
13	<p><u>Question 1</u></p> <p>“I live with my father, mother, brother, and sister.”</p> <p><u>Question 2</u></p>	<p><u>Question 1</u></p> <p>“My family (1) live in Ibarra. I came to Quito to study (13) Science Politics.”</p> <p><u>Question 2</u></p>

	<p>"I want to travel to Europe."</p> <p><u>Question 5</u></p> <p>(14) "The weather in Quito changes."</p>	<p>"I think one of my dreams is living in Europe and you can work in a good (19)work."</p> <p><u>Question 4</u></p> <p>"I like to watch (18)comedia. I think the most interesting is (18)comedias and spend a good time with your friends."</p>
14	<p><u>Question 1</u></p> <p>"My family is (19)conformed of four persons. In my family (19)stayed very happy."</p> <p><u>Question 5</u></p> <p>"The weather in Quito is variable. It (19)sunned then (1)rain."</p>	<p><u>Question 3</u></p> <p>"I'm going to pass my English level." "After I graduate from the university, I'm doing my master's degree in another university."</p> <p><u>Question 4</u></p> <p>"Action films and I don't like thriller films."</p>
15	<p><u>Question 1</u></p> <p>"My family is (19)short. (17)My father , my mother, my sister and I. They're beautiful. I love (10)they."</p>	<p><u>Question 1</u></p> <p>"I have a sister. My father...he (1)have a pharmacy and my mother a store. We are a small family. I love my family."</p> <p><u>Question 2</u></p> <p>"I don't know the name of the country in English...(18)"Finlandia". It's very good for the society and for children."</p> <p><u>Question 3</u></p> <p>"When I finish this career, I could start another and try another one."</p>
16	<p><u>Question 1</u></p>	<p><u>Question 3</u></p>

	<p>“I live in Lago Agrio. I have one brother. He (16) have 5 years. My mother is a doctor. She (1) have a clinic. My family is small, (17) but much love.”</p> <p><u>Question 3</u></p> <p>“When I finish the university, I can work in the (18) clinica of my mother.”</p>	<p>“If I finish the university, I want to work in another country. I want to continue my (2) master degree.”</p> <p><u>Question 5</u></p> <p>“Quito is cold sometimes. Here at night it is so cold. The weather is crazy.”</p>
17	<p><u>Question 1</u></p> <p>“I have one brother, Andres. He will graduate tomorrow.”</p> <p><u>Question 3</u></p> <p>“I will be a good doctor. I have a (18) clinica. I have a family. I will be a good (12) pediatric. (19) No more.”</p>	<p><u>Question 1</u></p> <p>“We´re from Portoviejo. I live in Quito. My mother is moody and my father an easygoing person.”</p> <p><u>Question 2</u></p> <p>“Portoviejo is my favorite place. It’s a small city. All people (11) is really easygoing. To make friends is really easy. Quito is (18) enclaustrado.”</p> <p><u>Question 5</u></p> <p>“You can’t predict the weather in Quito.”</p>
18	<p><u>Question 1</u></p> <p>“I’m (8) live with my mother and my father. My mother is (3) psychologist. My father (1) have a company. He’s the manager. We have two dogs more.”</p>	<p><u>Question 4</u></p> <p>“I like to watch (13) action movies, funny, horror, and romantic comedy.”</p> <p><u>Question 5</u></p> <p>“It’s kind of variable. One day you have a sunny day and another a rainy day.”</p>

	<p><u>Question 2</u></p> <p>“I prefer to go to Europe. I prefer to visit (18)Moscú.”</p>	
19	<p><u>Question 1</u></p> <p>“My family (8)is lived in Atuntaqui. My brother (8)is live in Spain. My mother is in the house.” (17)“My father in the work in textiles and me is the work in Quito in publicity.”</p> <p><u>Question 2</u></p> <p>“In the future I will work in (18)productora audiovisual.”</p>	<p><u>Question 1</u></p> <p>“My family is very (19)basic...my mother my father one sister and a dog.”</p> <p><u>Question 2</u></p> <p>“(17)The perfect place..I love Europe. I love this continent... you can (19)displace to other countries.”</p> <p><u>Question 3</u></p> <p>“I love human rights. (14)I see me in ten years in Kenya to help these kids.”</p>
20	<p><u>Question 1</u></p> <p>“We are four persons in my family. My father my mother and my sister. My sister is a doctor. My father is an engineer and my mother is a nurse. I’m studying medicine in 6th (12)semestry.”</p> <p><u>Question 5</u></p> <p>“What is weather?”</p> <p>N.B. The student did not understand the word “weather”.</p>	<p><u>Question 1</u></p> <p>“I live with my mom and 2 brothers and ...he’s studying Medicine. My younger brother is 11 years old and he’s spoiled.”</p> <p><u>Question 2</u></p> <p>“I like to travel to Canada. (17)A little bit complicated. I’m a student and will have to work and pay.”</p> <p><u>Question 5</u></p> <p>“Quito’s weather is very strange. Some days are very hot and some other days are very cold.”</p>

<p>21</p>	<p><u>Question 1</u></p> <p>“My family is (19) conformed for 4 persons. My father my mother and my brother. My father is an engineer, my mother is a designer. My bother (1) study law.”</p> <p><u>Question 2</u></p> <p>“The best place is (19) whatever place.”</p>	<p><u>Question 1</u></p> <p>“My father’s name is Jorge and my brother’s name is Leo.”</p> <p><u>Question 2</u></p> <p>“My favorite place here in Ecuador is the mountains.”</p> <p><u>Question 4</u></p> <p>“I like to watch TV just the (19) notices.”</p>
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Source: Pre- test
Elaborated by: Silvia Dillon

Annex 13

Table 13. Control and experimental group participants' performance during the post-test

MORPHOLOGICAL ERRORS	
1	Third Person Singular
2	Apostrophe "s"
3	Determiners and Articles ("a/an/the")
4	Infinitives
5	Negative forms
6	Generalization with plurals
7	Prepositions
8	Verbal tense: Present continuous
9	Relative Pronouns
10	Subject/Object/ Possessive Pronouns & Possessive Adjectives
11	Subject Verb Agreement (SVA)
12	Word form
SYNTACTICAL ERRORS	
13	Adjective Word Order
14	Sentence Word Order
15	Impersonal subject "it"
16	Verb "to be"
17	Sentence Fragments
LEXICAL ERRORS	
18	Use of words in Spanish
19	Lexical extension and word choice
20	Lexical creation

Parts of speech color coding	
Morphological Errors	Turquoise
Syntactical Errors	Yellow
Lexical Errors	Green
Unanswered Questions	Pink

Participant	Post-test intervention	Post-test intervention
	CONTROL GROUP	EXPERIMENTAL GROUP
	Questions 1. Describe your personality. 2. What are good manners and bad manners in Ecuador? 3. How do you handle your budget?	Questions 1. Describe your personality. 2. What are good manners and bad manners in Ecuador? 3. How do you handle your budget?
1	<u>Question 1</u> "Sometimes I'm friendly and sometimes I'm a little angry."	<u>Question 1</u> "I consider I'm very sweet because I always help my family. Also, I'm very sensitive. I always cry."

	<p><u>Question 2</u></p> <p>“Bad manners...when you eat and (19)stay with (13)open mouth.”</p> <p><u>Question 3</u></p> <p>“I save the money in the bank. Good manners...say hello when you get to a place.”</p>	<p><u>Question 2</u></p> <p>“...cut in line is a bad manner in Ecuador. ...having an argument in public.”</p> <p><u>Question 3</u></p> <p>“I save (3)the money because I sometimes like to buy things for myself.”</p>
2	<p><u>Question 1</u></p> <p>“I think I’m a (13)person sympathetic. I’m polite. I’m friendly...(17)my personality.”</p> <p><u>Question 2</u></p> <p>“(11)A good manners (11)is people (9)is very polite in public transportation. People give (7)your (19)chair when you are pregnant.”</p> <p><u>Question 3</u></p> <p>“I spend my money (7)in the month. First, I pay the semester in the university. I buy a lot of clothes (7)in the month. I buy food.”</p>	<p><u>Question 1</u></p> <p>“I’m very (12)quietly. I don’t talk much. My personality is not interesting. I prefer to listen to (3)another people to recommend what to (19)make to help (3)another people.”</p> <p><u>Question 2</u></p> <p>“Good manners is (4)say “hello” when (19)stay in class.” “...eat in front of other persons and (18)emitir sonidos and cut in line.”</p> <p><u>Question 3</u></p> <p>“I buy clothes, shoes and pay the books of the university.”</p>
3	<p><u>Question 1</u></p> <p>“I’m sensitive. I’m talkative. I’m (12)open mind and I’m friendly.”</p>	<p><u>Question 1</u></p> <p>“I’m decisive and I try to do it with no regret. I’m patient when someone has</p>

	<p><u>Question 2</u></p> <p>“Good manners...greet all people. In Ecuador, people don’t respect the traffic (19)transit.”</p> <p><u>Question 3</u></p> <p>¿Budget es como me gano la vida?</p>	<p>a bad reaction. I can deal with it.”</p> <p><u>Question 2</u></p> <p>“...eat in public is considered bad manners.”</p> <p>“When you meet someone you have to shake hands.”</p> <p><u>Question 3</u></p> <p>“I try to know in what I will spend my money and try not to waste too much.”</p>
4	<p><u>Question 1</u></p> <p>“(3)Bad manner is (2)people unpunctuality.”</p> <p>“I (16) very shy with my new friends and I love (3)the pets.”</p> <p><u>Question 2</u></p> <p>“A good manner is (4)respect a (20)special capacity person.”</p> <p>“A bad manner is (3)the people (9)speak a lot (7)in the bus.”</p> <p><u>Question 3</u></p> <p>N.B. The student did not the word “budget”.</p>	<p><u>Question 1</u></p> <p>“I think I’m friendly when I have (3)a confidence. I think I’m talkative.”</p> <p><u>Question 2</u></p> <p>“A bad manner is (5)don’t shake hands with people.”</p> <p>“...say ‘hello’ to the people because if you don’t say ‘hello’, people think (15)is a bad manner.”</p> <p><u>Question 3</u></p> <p>“(3)All the months, I have a budget with my father to save my money.”</p>
5	<p><u>Question 1</u></p> <p>“I am happy and ... in moments I’m sad because (17)is very change</p>	<p><u>Question 1</u></p> <p>“I’m friendly with my friends. I’m (12)open mind. I’m disorganized with</p>

	<p>and always very different emotions.”</p> <p><u>Question 2/3</u></p> <p>N.B. The student did not the word “budget” and “manner”.</p>	<p>my things and ideas.”</p> <p><u>Question 2</u></p> <p>“It’s rude to have an argument with people.”</p> <p><u>Question 3</u></p> <p>“My parents give 10 USD for the week and (8)I’m work and I spend (10)my money in the university and I bought (10)my clothes.”</p>
6	<p><u>Question 1</u></p> <p>“I’m (19)introvertive person. I like to read books (7)in the night (4)for go to sleep. I’m happy watching a movie with my friends.”</p> <p><u>Question 2</u></p> <p>N.B. The student did not the word “manners”.</p> <p><u>Question 3</u></p> <p>“I spend money in copies and food and sometimes I spend in the cinema.”</p>	<p><u>Question 1</u></p> <p>“I’m an open-minded person. Sometimes I can be pushy, but I always try to be calm and cool.”</p> <p><u>Question 2</u></p> <p>“It’s considered rude to answer your cell phone. “...shake hands when you meet someone.”</p> <p><u>Question 3</u></p> <p>“I try to stick to my monthly budget and not spend too much for a rainy day.”</p>
7	<p><u>Question 1</u></p> <p>“I’m sensitive. I’m talkative.”</p> <p><u>Question 2</u></p> <p>“A good manner is to say hello</p>	<p><u>Question 1</u></p> <p>“I’m very sensitive, sweet, kind and pushy.”</p> <p><u>Question 2</u></p>

	<p>when you get to a place.”</p> <p>(3) Bad manner is when you eat and (19) you open the mouth.”</p> <p><u>Question 3</u></p> <p>“I spend money in copies and food.”</p>	<p>“In Ecuador, not (4) say “hello” when you come to (3) other house is bad manners.”</p> <p>“...shake hands is good manners.”</p> <p><u>Question 3</u></p> <p>“I have a budget for the week.”</p>
8	<p><u>Question 1</u></p> <p>“I’m funny. I’m a (12) honestly person.”</p> <p><u>Question 2</u></p> <p>“Good manners...shaking your hands when you meet people. Bad manners is seating (7) in the bus because the noise is bad.”</p> <p><u>Question 3</u></p> <p>“I spend some of my dollars because I (19) travel to my house on the bus.”</p>	<p><u>Question 1</u></p> <p>“I’m very easygoing with some people. When I meet (7)with new people when I don’t like to (19) stay with (3) another people I sometimes feel arrogant. I’m very shy.”</p> <p><u>Question 2</u></p> <p>“Give a hand to (18) saludar.”</p> <p>“(3) Bad manner is to cut in line in a supermarket.”</p> <p><u>Question 3</u></p> <p>“Every week my mother sends me 60 USD.”</p>
9	<p><u>Question 1</u></p> <p>“I’m very laidback, relaxed and a little rude.”</p> <p><u>Question 2</u></p> <p>“A good manner is to wash (3) the hands after (3) the dinner.”</p>	<p><u>Question 1</u></p> <p>“I think I’m thoughtful, talkative, and sensitive.”</p> <p><u>Question 2</u></p> <p>“Saying ‘hello’ when you meet someone is good manners.”</p>

	<p>A bad manner is to (19) split garbage in the streets.”</p> <p><u>Question 3</u></p> <p>“I spend my budget (19) in the scholarship and buy the books.”</p>	<p>“Talking with your mouth full of food is bad manners.”</p> <p><u>Question 3</u></p> <p>“I have a monthly budget. I try to save money and give me treats.”</p>
10	<p><u>Question 1</u></p> <p>“I’m very sweet, disorganized and laidback.”</p> <p><u>Question 2</u></p> <p>“When you say ‘thank you’, ‘hello’, ‘welcome’, ‘please’.</p> <p>When you talk with your (13) open mouth (7) on the dinner or you have (13) attitude rude in public.”</p> <p><u>Question 3</u></p> <p>N.B. The student did not the word “budget”.</p>	<p><u>Question 1</u></p> <p>“I’m laidback and relaxed and open-minded.”</p> <p><u>Question 2</u></p> <p>“A bad manner is not to say ‘hello’.</p> <p>Good manners is to say ‘thanks’ and ‘you’re welcome’.”</p> <p><u>Question 3</u></p> <p>“I have a monthly budget.”</p>
11	<p><u>Question 1</u></p> <p>“My personality is (19) normally (12) happiness and sometimes is ugly. I don’t have (12) patient.”</p> <p><u>Question 2/3</u></p> <p>N.B. The student did not the words “budget” and “manners”.</p>	<p><u>Question 1</u></p> <p>“I’m a relaxed person. I (16) don’t an (13) aggressive person or pushy.”</p> <p><u>Question 2</u></p> <p>“It’s polite to enter a place and say ‘good morning’ or (4) shaking hands. It’s impolite to cut in line.”</p> <p><u>Question 3</u></p>

		<p>"My parents give me 15 USD. I eat here in the university and I spend 3 USD in copies."</p>
12	<p><u>Question 1</u></p> <p>"I'm a very friendly person. I'm honest. I'm very happy (7)in my family and with my friends. I (19)considerate an interesting person."</p> <p><u>Question 2</u></p> <p>"Good manners is when you go to some (11)place and say good morning and bad manners...come late to the events."</p> <p><u>Question 3</u></p> <p>"I spend (10)my money in my travels from my (20)providence...buy some food (7)with my alimentation and some (19)papers in the university."</p>	<p><u>Question 1</u></p> <p>"I'm a quiet person. I'm a laidback and relaxed person."</p> <p><u>Question 2</u></p> <p>"...say 'hello' is good manners."! "When people (11)it's rude and cut in line is bad manners."</p> <p><u>Question 3</u></p> <p>"I spend my money in things of the university and the rest I save."</p>
13	<p><u>Question 1</u></p> <p>"I'm sensitive. I'm talkative."</p> <p><u>Question 2</u></p> <p>"A good manner is when you say 'hello'." "A bad manner is to cut in line."</p> <p><u>Question 3</u></p> <p>"I have a budget every month."</p>	<p><u>Question 1</u></p> <p>"I'm (3)open minded and anxious person."</p> <p><u>Question 2</u></p> <p>"People are very humble. (17)In the public transportation...get out of the sites of old people."</p>

		<p><u>Question 3</u></p> <p>“My parents give me a monthly budget because I have to administer (12)correct.”</p>
14	<p><u>Question 1</u></p> <p>“Friendly (19)in the times, not always angry.”</p> <p><u>Question 2</u></p> <p>“People help other people on the bus when they need directions.” Bad manners when people (7)speed a lot.”</p> <p><u>Question 3</u></p> <p>N.B. The student did not the word “budget”.</p>	<p><u>Question 1</u></p> <p>“I try to be a gentleman. I’m honest and decisive. I’m very motivated in my life.”</p> <p><u>Question 2</u></p> <p>“Ecuadorian people shake (7)in hands is a good manner.” “To smoke in public places is a bad manner.”</p> <p><u>Question 3</u></p> <p>N.B. The student did not the word “budget”.</p>
15	<p><u>Question 1</u></p> <p>“I’m a (13)person friendly because I like to talk with my friends and other persons I (19)how meet. I’m (19)eccentric because I (12)thing in myself.”</p> <p><u>Question 2</u></p> <p>“Good manners...could be all the people like to (18)saludar. Bad manners...sometimes people do not say ‘thank you’.”</p>	<p><u>Question 1</u></p> <p>“I’m not an aggressive person. I’m laidback and relaxed and open-minded and self-confident.”</p> <p><u>Question 2</u></p> <p>“A bad manner is not to say ‘hello’. Good manners is to say ‘thanks’ and ‘you’re welcome’.</p> <p><u>Question 3</u></p> <p>“I set aside 20 or 30 USD every</p>

	<p><u>Question 3</u></p> <p>“I spend (10)my money in (10)my food, my (14)car is washed and gasoline, especially (10)my money in (10)my food.”</p>	<p>week.”</p>
16	<p><u>Question 1</u></p> <p>“I think I’m really sweet and most of the time I’m very pushy...in general I’m (12)open mind and relaxed person.”</p> <p><u>Question 2</u></p> <p>“Good manners...say hello when you get to a place. Bad manners are when you eat and have your (13)open mouth.”</p> <p><u>Question 3</u></p> <p>N.B. The student did not the word “budget”.</p>	<p><u>Question 1</u></p> <p>“I’m not aggressive. I don’t have too much (12)patient.”</p> <p><u>Question 2</u></p> <p>“A bad manner is to talk at the same time that you eat.” “To be polite with people is a good manner.”</p> <p><u>Question 3</u></p> <p>“I live alone in Quito. I save money for the necessities I have in the week or in the month.”</p>
17	<p><u>Question 1</u></p> <p>“I’m smart. I’m eccentric. I’m very competitive also I’m sensible and sweet. I’m a little arrogant.”</p> <p><u>Question 2</u></p> <p>“I save (3)the money in the bank. A good manner is (19)to talk good morning to everyone. “A bad manner is to talk or bother</p>	<p><u>Question 1</u></p> <p>“I think I’m open-minded because I like to listen. I accept all what people say and I try to comprehend their ideology.”</p> <p><u>Question 2</u></p> <p>“...eat in public is a bad manner. To</p>

	<p>people in the street.”</p> <p><u>Question 3</u></p> <p>N.B. The student did not the word “budget”.</p>	<p>show respect to adults is considered good.”</p> <p><u>Question 3</u></p> <p>“I have a monthly budget, but I try to save money for a rainy day.”</p>
18	<p><u>Question 1</u></p> <p>“I’m friendly.”</p> <p><u>Question 2</u></p> <p>“A good manner is to say hello when you get to a place. “Bad manners is when people do not say ‘thank you’.”</p> <p><u>Question 3</u></p> <p>“I spend my money on food.”</p>	<p><u>Question 1</u></p> <p>“I’m sensitive, talkative and self-confident.”</p> <p><u>Question 2</u></p> <p>“A good manner is to keep your voice down.” “I consider a bad manner when people throw away garbage in the streets.”</p> <p><u>Question 3</u></p> <p>“I have a monthly budget but my parents give me some treats. I keep track of what I spend and save (3)the bills.”</p>
19	<p><u>Question 1</u></p> <p>“I’m careful and very friendly and very happy.”</p> <p><u>Question 2</u></p> <p>N.B. The student did not the word “manners”.</p> <p><u>Question 3</u></p> <p>(17) “100 USD or 200 USD in me</p>	<p><u>Question 1</u></p> <p>“I’m sweet, relaxed and I’m open-minded with my best friends.”</p> <p><u>Question 2</u></p> <p>“A good manner is to say ‘hello’. ...cut in line is a bad manner.”</p>

	<p>in the month is no problem in dinner and in lunch.”</p>	<p><u>Question 3</u></p> <p>“My parents give me 10USD every day. I’m not very good with money. Sometimes, I need to buy something for myself and for my friends.”</p>
20	<p><u>Question 1</u></p> <p>“Sometimes I’m friendly and sometimes I’m a little angry. I’m a funny person.”</p> <p><u>Question 2</u></p> <p>“The people (11)is very very friendly and try to help you when you need something. (14)Bad manners for me is to drink beer in the streets.”</p> <p><u>Question 3</u></p> <p>“I spend 40 USD a week and 120 (7)in a month.”</p>	<p><u>Question 1</u></p> <p>“I’m sensitive, impulsive and jealous.”</p> <p><u>Question 2</u></p> <p>“Bad manners are to walk barefoot in (10)your house and to point at people. A good manner is bowing or shaking hands when you meet people.”</p> <p><u>Question 3</u></p> <p>“I spend my money in treats. I always set aside money in my savings account.”</p>
21	<p><u>Question 1</u></p> <p>“I’m honest. I don’t like people who tell me (3)a lies. I tell (7)to the people the things I think.”</p> <p><u>Question 2</u></p> <p>“A bad manner (17)when I have to the bus the people don’t respect the line.”</p>	<p><u>Question 1</u></p> <p>“I’m an open-minded person. New ideas are always welcome in my life.”</p> <p><u>Question 2</u></p> <p>“A bad manner is jaywalking and a good manner is to keep voice down and not scream.”</p>

	<p>“The Ecuadorian (11) person (11) is very gentle this person says “hello” or “bye” when they come in or come out to (19) whatever place.”</p> <p>Question 3</p> <p>“Budget: I spend (10) my money in the (19) parkings in UDLAPARK is very expensive.”</p>	<p>Question 3</p> <p>(14) “My father every week (1) give 60 USD to eat and to take a taxi.”</p>
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Source: Post-test
Elaborated by: Silvia Dillon

Annex 14

Survey Results – Qualitative Data

Table 14. Transcriptions of the students' results – Question 1

Participant Number	Question 1 Did the preparatory activities help you improve your oral performance in the oral exam?
1	Strongly agree "I feel more secure and confident when I do the activities."
2	Agree "I like it because I can know what words I did incorrectly."
3	Agree "I think that doing the activities really improved my oral performance."
4	Agree "I strongly agree because the oral test was about the preparatory activities."
5	Strongly agree "The preparatory activities gave an idea about what the oral test was going to be about and they gave the opportunity to practice."
6	Agree "Yes, but I'm nervous and I don't speak well."
7	Strongly agree "I can explain everything better thanks to the activities."
8	Agree "The activities make me improve when I have an oral test."
9	Agree "When I do the preparatory activities, after I can remember the things I did."
10	Strongly agree "They make me practice and be aware about what was going to be in the test."
11	Agree "I think the oral exam will be based on interesting things"
12	Agree "I repeat the activities and I speak fluently most of the time."

13	Agree “I agree because these activities help me when something in the class is not clear.”
14	Agree “Absolutely, it gives us a summary to prepare for the oral exam. In my case, they help me a lot.”
15	Agree “These preparatory activities are a good way to study for the oral exam.”
16	Strongly agree “They have all the topics that are going to be part of the exam.”
17	Strongly agree “The preparatory activities helped me in the oral exam because I feel I’m better prepared to do the exam.”
18	Strongly agree “It’s a good activity to practice.”
19	Strongly agree “I practice and memorize everything.”
20	Agree “The preparatory activities help me with my pronunciation and I feel more confident.”
21	Strongly agree “I have more time to prepare and look for words I don’t understand and look for its pronunciation. This helps me improve my English and I feel more confident.”

Source: Survey
Elaborated by: Silvia Dillon

Annex 15

Survey Results – Qualitative Data

Table 15. Transcriptions of the students' results – Question 2

Participant Number	Question 2 Was it helpful to upload these activities in the virtual classroom?
1	Agree "Yes, because I reinforce what I learned in each unit."
2	Agree "It was useful for the test and practice for the oral exam."
3	Undecided "I think the activities in the virtual classroom are not really good."
4	Agree "They prepare you to know what it is going to be in the test."
5	Agree "The activities in the virtual classroom have to be done very consciously."
6	Agree "It was very helpful to upload the activities in the virtual classroom."
7	Undecided "Sometimes the virtual classroom can be annoying and you forget to do it."
8	Undecided "Yes, but these activities demand a lot of time."
9	Agree "It allows you to check them again before taking the oral exam."
10	Agree "It's a way to make sure I was ready for the exam. It's a piece of evidence."
11	Undecided "Just listening was helpful."
12	Agree "Now I understand more English."
13	Strongly agree

	"I strongly agree because this reinforces the class."
14	Agree "It's a good way to practice. It is more dynamic."
15	Agree "We can study with these activities."
16	Agree "It has all the steps in a clear way to do the activity."
17	Agree "I have to read about the topic of the exam, but sometimes I forget to do it."
18	Agree "I agree because it is better to do activities online. But there are a lot of activities."
19	Undecided "It's helpful but sometimes I forget to do them."
20	Strongly agree "Sometimes it is necessary to study when we have an exam."
21	Strongly agree "Yes, it was helpful because I can have immediate feedback of the activities, and improve and correct them."

Source: Survey

Elaborated by: Silvia Dillon

Annex 16

Survey Results – Qualitative Data

Table 16. Transcriptions of the students' results – Question 3

Question 3					
Which activity or activities helped you the most (reading text, vocabulary activity, writing activity, listening activity)?					
Participant Number	Writing	Reading	Listening	Vocabulary	All skills
1			“They helped me the most.”	“They helped me the most.”	
2	“They helped me the most.”	“They helped me the most.”			
3	“They helped me the most to learn more English.”		“They helped me the most.”		
4		“Reading because based on this, I could talk and answer what the teacher asked.”			
5	“They helped me the most.”		“They helped me the most I can learn more when I do these		

			activities.”		
6		“They helped me the most.”	“They helped me the most.		
7			“They helped me the most for the oral exam.”		
8	“They helped me the most.”		“They helped me the most.”	“They helped me the most.”	
9				“They helped me the most.”	
10	“They helped me the most because it helped to organize my ideas.”				
11			“They helped me the most.”	“They helped me the most.”	
12		“They helped me the most because it helped to understand vocabulary.”			
13		“They helped me the most.”	“They helped me the most.”		
14			“They helped me the most		

			because it's perfect to learn more."		
15	"They helped me the most."				
16			"They helped me the most because I learn how to speak and pronounce better."	"They helped me the most because I learn more words and their meaning."	
17		"They helped me the most because I learn about the text and I understand the text."			
18		"They helped me the most because I practiced my pronunciation."			
19			"They helped me the most because I learned how to say things."	"They helped me the most because I learned more words."	
20		"They helped me the most."	"They helped me the most."		

21					“All the activities because they are complementary.”
Skills	Writing	Reading	Listening	Vocabulary	All skills
	6 participants	8 Participants	12 participants	7 participants	1 participants

Source: Survey
Elaborated by: Silvia Dillon