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**Impromptu oral presentation as a technique to improve
the use of compensatory strategies and intelligibility in
EFL learners**

TRABAJO DE TITULACIÓN

Para optar al título de Profesor de Inglés y
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Introduction

Getting students to speak is a challenging task in English as a Foreign Language (EFL) contexts. Schools expect EFL students to be competent in oral production; however, they are not trained to do so. In Chile, the Ministerio de Educación (MINEDUC) creates and suggest a national program in which speaking is seen as a desirable outcome rather than a process that requires a lot of practice. Therefore, in almost every school students are expected to produce language orally. However, teachers seem neither provided with guidelines on how that should be done nor do not seem to be trained to do so, resulting in reduced or inexistent opportunities for L2 speaking.

In my educational context, a public school located in Viña del Mar, the story repeats itself. Seventh graders find it difficult to communicate with each other and with teacher using the target language orally. According to an informal conversation with the mentor teacher, seventh graders show understanding of the foreign language in different ways such as gathering information and recognizing the gist of a short text, and writing short paragraphs. However, they are unable to get their meaning across without heavily relying on their notes. Without those notes, they tend to go blank in oral tasks.

A contributing factor to this situation is that speaking activities done during face-to-face lessons are merely a repetition of dialogues and written texts that are read out loud. By doing so, learners lack opportunities to interact in real communicative and meaningful activities. A second contributing factor to this issue can be inferred as students' lack speaking strategies instruction. If learners go blank every time they are asked to speak, they may need strategies to rely on at the moment of getting their meaning across orally.

To address the above factors, in this AR proposal, I contend that learners would engage in impromptu speaking activities if properly trained on the use of compensatory strategies and intelligibility, both essential aspects of oral communication. Compensatory strategies will help students maintain a fluent and more natural conversation. Likewise, a focus on intelligibility at the suprasegmental level will help learners become aware of how clear pronunciation is also relevant in order to be understood by other people.

Accordingly, the action research question that will guide this AR proposal is: *“To what extent does training on compensatory strategies and intelligibility help EFL learners perform well in an impromptu oral presentation?”*.

To assess the effectiveness of this AR proposal, I will use a series of data collection instruments to compare students' first performance with the outcome, as well as to receive feedback from students before, while and after the implementation of the action plan.

This Action Research proposal is structured as follows: first it presents a theoretical framework that describe the constructs for the relevant identified issue. Then, action plan for filling the gap. Finally, a reflection on the process and a conclusion.

Theoretical framework

Four main strands of theory inform the following theoretical framework: Compensatory Strategies, Intelligibility, Task-based learning, and Speaking.

For students to effectively communicate in the L2, they need to be fluent in the language. For this, I will propose the instruction of compensatory strategies and the training in intelligibility at the suprasegmental level (intonation). Moreover, following the tenets of task-based learning, students will be able to integrate impromptu speaking.

1. Compensatory strategies

Compensatory strategies enable learners to use the new language for their comprehension or production of the limitation in knowledge (Oxford, 1990, p.46). Therefore, for this proposal it is expected that students are trained in the use of strategies to be competent enough at the moment of oral production. For this, Oxford (1990), proposed 8 compensation strategies for overcoming limitation in speaking and writing: *Switching to the Mother Tongue, Getting Help, Using Mime or Gesture, Avoiding Communication Partially or Totally, Selecting the Topic, Adjusting or Approximating the Message, Coining Words, and Using Circumlocution or Synonym*. Having stated that, two of the proposed strategies were considered and adapted from this AR pedagogical proposal: *Using Mime or Gesture, Using Circumlocution and Synonyms* (divided in “*Use of Circumlocution* and *Use of Synonyms*”). Considering that the proposed strategies accounted not only for speaking but also for writing, one of the main reasons for the its selection was its relation with oral production. Additionally, the selected strategies aim to push learners to maintain the speaking flow by filling the oral gaps and not pausing their message. Thus, the selected strategies aligned with impromptu oral speaking.

Using Mimes or Gesture is defined as using physical motion, such as mime or gesture, in place of an expression to indicate the meaning (Oxford, 1990). By using this compensatory strategy students will be able to convey the oral message without speaking, which will facilitate their oral performance pace.

Using Circumlocution is defined as getting the meaning across by defining the concept. For example “what you use to wash the dishes with” as a description for dishrag (Oxford, 1990). As students go blank when they speak, a good way to keep them talking if they do not

remember a word is to describe the concept they are referring to. Consequently, the learner will sound more fluent.

Using Synonyms is defined as using a word that means the same thing (Oxford, 1990). In the same case as *Using Circumlocution*, the learner will not be block by not remembering one word, instead he/she can rely on synonyms to maintain an online oral production.

2. Intelligibility

According to Cambridge's Dictionary website, *Intelligibility* is defined as the quality of being possible to understand. Intelligibility works at the segmental level (individual sounds of a language; vowel and consonant sounds) and suprasegmental level (aspects of pronunciation that affect more than one sound segment, such as stress, intonation, and rhythm; the musical aspects of pronunciation). Considering that the purpose of this AR proposal is to help students to get their meaning across in speaking tasks and not to block when they perform orally, I will focus on intelligibility at the suprasegmental level, particularly in intonation patterns. By training students on intonation, they will be able to identify purpose of speech acts and make themselves clear to their interlocutor at the moment of producing speaking. Nikbakht (2011) claimed that pronunciation intelligibility is of great importance for successful oral communication to take place since a reasonably intelligible pronunciation is an essential component of communicative competence (as cited in Celce-Murcia et al., 1996; Morley, 1991). Hence, students will be exposed to authentic material (video) for noticing and practicing suprasegmental features, to later on, incorporate them in their own speech.

3. Task-based learning

A communicative approach is at the core of this pedagogical proposal. In this regard, Communicative Language Teaching (CLT) claims that learners learn a language through its use to communicate in authentic and meaningful communicative tasks in which fluency plays an important role (Richards & Rodgers, 2001). Moreover, Task-based Language Teaching (TBLT) will guide the action plan, since language is acquired through its use. In other words, students acquire the language they need when they need it in order to accomplish the task that has been set before them (Larsen-Freeman & Anderson, 2011).

Therefore, speaking tasks involving pair and group interaction along with individual tasks were designed and implemented throughout all the time the intervention is expected to last. As TBLT suggest, students acquire language by using it in meaningful communicative tasks. Therefore, apart from being instructed in compensatory strategies and trained in intelligibility, the teacher will gradually incorporate content and language resources that students will need to perform the final task: impromptu oral presentation.

4. L2 Speaking

L2 speaking is a natural and integral feature of human beings. Speech production takes place in real time and it is therefore essentially linear. It is produced utterance-by-utterance, in response to the word-by-word and utterance-by-utterance of the interlocutor. This accounts for its spontaneity. This is not to say that speech is unplanned, but that the planning time is severely limited (Thornbury, 2007, p. 1).

There are two types of speech: planned and unplanned. The former allows the learner to create an script and practice it multiple times before its delivery. The later aims to simulate actual oral communication with spontaneity; the learner does not have time to prepare a script and practice, it is impromptu. (Celce-Murcia, 2001, p. 107).

Impromptu oral presentation belongs to the category of unplanned speech in L2 speaking. Unplanned speech provides students with not only actual practice with the target language, but it also forces students to think, and speak on their feet without the benefit of notes or memorization (Celce-Murcia, 2001, p. 107). Furthermore, according to Thornbury (2007), “practice that helps automatization is best when the learner’s attention is distracted from temptation to refer to the rules of grammar and to generate every utterance from scratch” (p.79). Considering that not only students lack of realistic communicative tasks, but also block when they speak without their notes, impromptu oral activities could serve as instances where there is a real need to resort to compensatory strategies and make sure that the chunks of language they produce are highly intelligible.

Action plan

This action plan is developed around **Unit N°3: Sports and Free-time Activities, Lesson 6: My hobbies**. The language focus of the created lessons is Past Simple and compound words, and it will be implemented in 8 sessions with a total of 20 pedagogical hours.

The goal of this intervention is to implement *impromptu oral presentation as a technique to improve the use of compensatory strategies and intelligibility*.

Moreover, the content vocabulary and grammar that will be covered in this unit were based on the English student's book for 7th grade (Ministerio de Educación, 2020). Likewise, the final outcome was aligned with assessment indicators provided by *Planes y Programas* (Ministerio de Educación, 2016). Additionally, objectives for each class were classified according to: procedure, attitude (based on values proposed by PEI), and content (based on levels of cognitive domain proposed by Bloom's taxonomy). For this, students will gradually escalate from "remembering" to "creating" (Retrieved from https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf).

Students will work in pairs and individually on performing a series of impromptu speaking activities, such as: dialogues, discussions, conversations and oral presentations. Additionally, with the explicit instruction of compensatory speaking strategies and intelligibility at the suprasegmental level, students will be expected to get their meaning across when speaking. For this, learners will practice impromptu oral speaking activities in order to reach the final outcome, which is: an impromptu oral presentation (Appendix A). Furthermore, a Gantt Chart (Appendix B) is designed to provide a complete overview of the action plan per session.

From **session 1 to 5** students receive instruction regarding specific contents that will help the understanding and later the delivery of the final outcome (impromptu oral presentation). Even though, students are given the opportunity to practice in each class through a formative assessment; in **session 6** they will dedicate 45 minutes to pure practice in pairs.

Additionally, in **session 7** they will deliver an impromptu oral presentation in front of the class, with the purpose of simulating evaluation conditions. The reason behind this, highly connects with mock tests effectiveness. Mock tests can be incredible beneficial for students, since they help them to not seeing an evaluation or exam as a potentially threatening event or

judgement on their ability, but as an opportunity to improve their weaknesses and be familiarized with evaluation format.

Finally, in **session 8** students will have to deliver an impromptu oral presentation in front of the class considering all aspects previously covered. This will count as a summative evaluation and it will be assessed with a rubric that asses five main criteria (Appendix C):

1. Organization and Structure
2. Grammar
3. Pronunciation
4. Compensatory Strategies
5. Time management

Due to the importance of feedback within the teaching context, formative assessment is included across **all sessions**. Boston (2002) claims that feedback given as part of formative assessment helps learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal (as cited in Ramprasad, 1983; Sadler, 1989). Therefore, instances of formative assessments will benefit not only students but also the teacher to focus on what learners lack regarding impromptu oral presentation skills. At the same time, it will constitute a valuable opportunity for learners to help each other, since there are instances for peer and group assessment as well (Appendix A).

As to illustrate the type of pedagogical materials I will use to implement the action plan I provide sample materials for session 1 and 2. In session 1 students will work on 3 handouts (listening activity, unit vocabulary and grammar review) that promote self-learning due to its learner-centered and peer- interaction nature (Appendix E). Moreover, in session 2 students will be instructed in compensatory strategies focusing on Mime or Gesture, to perform an impromptu oral activity at the end of the lesson (Appendix F).

For data collection, I will use the following instruments: a recorded impromptu oral presentation, a rating scale for students, formative assessment, and a final summative assessment.

In session 1 students will be asked to perform a short impromptu oral presentation (pre-task) which will be recorded for the teacher as a diagnostic assessment, in this way, it can be

compared to the final impromptu oral presentation (post-task). The rubric for the initial presentation will remain the same for the final outcome (Appendix C).

Additionally, a paper-based rating scale containing 13 statements will be delivered at the beginning and the end of the intervention. The aim will be to address students' perception of the target language in relation to speaking performance/interaction within the classroom before and after the intervention (Appendix G).

Furthermore, formative assessments will be present in every session as to have a track of students gradual improvements (Appendix D). Considering that, speech can be frightening for the speaker and, after a while, boring for the listeners, it is a good idea to assign the listeners some responsibilities during the speeches" (Celce-Murcia, 2001, p. 106). Therefore, students will have to assess their classmates in some instances, so they also get involved in their peer learning. In this regard, the analysis of those assessments will serve as a evidence of their improvement throughout the intervention.

For the analysis of the implemented data collection instruments, I will suggest using descriptive statistics analysis. that might show the number and percentage of respondents for each rating, question or category, the average and median ratings, the mode or most common rating, and some measure of central tendency such as the standard deviation.

Reflection

As a future teacher I believe that we should always create a proper environment among students which fosters their motivation towards the target language. Additionally, we should consider theory and be able to apply it to our educational contexts.

Accordingly, my way of teaching is a result of theory, observation and previous experiences. As we have been taught throughout the years of academic and professional training, our pedagogical decisions should be informed by theory. For instance, as I started the design of my action research proposal I had a clear idea of my goal: getting students to speak just using the L2. However, I did not know how to do it. Only by reading several authors I discovered the process that my students should get through to achieve the final goal. Thus, it is true that I had been given the tools for teaching, but theory is also important to make not only right, but informed decisions and to conduct your students on the right path.

On the other side, from my previous practicum and experience as a university student I have carefully observed my mentor teachers and teachers from University. From them I have learned classroom management strategies and how to increase students' motivation. Being a pre-service teacher and a student at the same time, helped me to realize that how one learns may be similar to how your students learn. In this sense, this experience has made me closer to my students and has shaped my teaching strategies. For instance, I try to include topics that may be of students' interest so they can be engaged from the beginning of the lesson. This enhances students' attention and fosters the learning of a specific content.

In this regard, my way of teaching facilitates students' learning since I try to address different learning styles and provide them with more than one option for completing tasks. For instance, for the pedagogical sequence of my action research proposal, I created material for students. One of the designed handouts, consisted of a listening activity. Students were expected to watch a video to recognize and repeat patterns of intonation. Then, they are asked to identify the expressions people used and recycle that information for the next activity. Then, students have to create sentences using that information, and finally, they have to perform an impromptu dialogue with a similar topic. In this sense, the material created contained visual and audio support, involved four skills (reading, writing speaking and listening), and provided different grouping along tasks(pair, individual, group work).

Additionally, for my practicum I was asked to create handouts as if it were implemented in a face to face classroom environment. For this, I designed activities that involved the four skills in every session (reading, writing, listening and speaking). Moreover, I provide students with options for working on tasks (pair or individual) (Appendix H). The end of my formation process was not as I expected. This year we were affected by Covid-19 which changed everything, including our practicum. As pre-service teachers we were asked to adapt our way of teaching to long-distance learning. At first, I thought it was something almost impossible and everything that have been taught to us became distant. But, as time passed, we get to read some articles about teaching with technology, besides the handbook created by Professor Cárdenas and her collaborators, that made the situation less overwhelming. It is true that I did not get the chance to directly teach my students but I did make the connections of the process of long-distance learning through my mentor teacher who told me what it was like and what to expect. My practicum classmates also shared their experiences with me, and I realized that it was possible to teach in this new format. As much as I would have loved to get involved in a “normal” practicum, I believe that this extreme change helped me to be aware of the adaptations that a teacher needs to do in order to teach in different context. It is not necessary that a worldwide pandemic situation happens for a teacher to be flexible in their teaching practices. Teachers must be always ready to modify their techniques according to students’ needs, lesson plans, activities, and even evaluations if the situation requires, even if it is at the very last minute. Moreover, through this process I developed technological skills that will serve me for the rest of my professional life.

Finally, I would have enjoyed to implement my action research pedagogical proposal to see if it worked in reality. I know that in the future I will have the opportunity to implement it and put in practice everything that I have read and designed for a group of students.

All in all, the final step of my professional formation will always remain unique. It was done through a difficult time, but I was able to get through it. Thus, I am looking forward to the new challenges that will be waiting for me as I finished this program and face the reality of being a teacher.

Conclusion

Getting to create an action research project is not easy. The truth is that you need to dedicate a lot of time to your work to make informed decisions. It takes a lot of time to condense the parts of the information you need to include and find a way in which you can implement it into the real life. Creating this action research project helped me to notice the importance of the theory beyond the practice and the context of its application. It is an enriched process that, if applied (not in my case yet), it helps you to modify your way of teaching once you see the result of your intervention. Even if it is not implemented, you still gain knowledge about the creation of an AR project that will be necessary to implement once in a while to check your students' learning progress.

The creation and implementation of action research project, should always be necessary for a teacher at any level. Personally, I will try to conduct and implement an action research intervention everytime I could as a professional. I believe it is a good way to get pedagogical benefits from your students' and your own teaching.

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Appendixes

Appendix A: Action Plan

Learning Area: English hours				Time: 20 pedagogical		
Grade: 7th grade						
Unit 3: Sport and Hobbies - Sub-unit: My Hobbies						
Learning Objective: Students will be able to perform an 2-3 min impromptu oral presentation about hobbies/free time activities using at least one compensatory speaking strategy and exhibiting intelligibility.						
Learning Contents: Simple tenses - Compound words - Impromptu oral speaking stages and tips - Intelligibility at the suprasegmental level (Intonation) - Compensatory speaking strategies						
Assessment indicators: OA2 - OA5 - OA6 - OA7 - OA8						
Session	Objectives	Content	Activities	Materials	Time	Assessment
1	Procedural : -Students will be able to repeat and rehearse speech intonation Attitudinal: -Students will listen respectfully to their classmates Content/skills: -Students will be able to talk about hobbies using unit vocabulary, formulaic expressions and proper intonation.	-Intelligibility (intonation) -Unit vocabulary - Expression for daily conversations -Expressions for showing preferences - Present Simple review - Past simple	-Listening of authentic material to recognize intonation -Repeat sentences with appropriate intonation -List their hobbies and tell their partner about them -Impromptu oral conversation about favorite free time activity last summer and now(exhibit proper intonation for intelligibility)	- Slide show presentation - Notebook -Data Projector -Speakers -Authentic listening material -Handout	180 minutes (2 classes of 90 minutes)	Formative: Impromptu oral conversation in pairs (peer assessment)

			y)			
2	<p>Procedural : Students will discuss about hobbies in order to choose a suitable one regarding school schedule</p> <p>Attitudinal: Students will listen and participate respectfully in impromptu oral dialogue</p> <p>Content/skills:</p> <p>-Students will be able to recall phrases for agreement/disagreement and likes/dislike to use them in impromptu oral dialogues.</p> <p>-Students will be able to make use of mime or gesture as a compensatory strategy.</p>	<p>-Compensatory strategies overview and definition (use of mime or gesture, synonyms, circumlocution)</p> <p>*Focuses on mime or gesture.</p>	<p>Impromptu oral dialogue deciding which is the most suitable hobby according to their school schedule (using proper intonation + mimes and gestures as compensatory strategy)</p>	<p>- Slide show presentation</p> <p>- Notebook</p> <p>-Data Projector</p> <p>-Speakers</p> <p>-Handout</p>	<p>135 minutes (1 class of 90 minutes + 1 class of 45 minutes)</p>	<p>Formative: impromptu oral dialogue</p>
3	<p>Procedural : Students will discuss in pairs in order to choose a free time activity</p> <p>Attitudinal: Students</p>	<p>-Synonyms for free time activities and hobbies vocabulary</p> <p>-Compensatory strategies (focus on synonyms)</p>	<p>-Impromptu oral dialogue with a partner to decide what the best option is regarding</p>	<p>- Slide show presentation</p> <p>- Notebook</p> <p>-Data Projector</p> <p>-Speakers</p> <p>-Handout</p>	<p>90 minutes</p>	<p>Formative: Impromptu oral dialogue in pairs</p>

	<p>will listen and participate respectfully in impromptu oral discussions</p> <p>Content/skills:</p> <ul style="list-style-type: none"> -Students will be able to perform an impromptu oral discussion about a free-time activities. -Students will be able to use synonyms as a compensatory strategy 		<p>free time activities (Student A vs Student B) (using synonyms as compensatory strategy and exhibiting intelligibility)</p>			
4	<p>Procedural: Students will deliver to their partner an impromptu oral presentation using a compensatory strategy and stages</p> <p>Attitudinal: Students will listen and perform respectfully an impromptu oral presentation</p> <p>Content/skills:</p> <ul style="list-style-type: none"> -Students will be able to make use of oral impromptu 	<p>-Prepared vs Impromptu oral presentation (main differences and focus on impromptu oral presentation stages)</p> <p>-Compensatory strategies (focus on circumlocution)</p>	<p>Impromptu oral presentation (2-3 min) in pairs about favorite free time activity with the family following the stages for impromptu oral presentation and using circumlocution as compensatory strategy for intelligibility</p>	<p>-Slide show presentation</p> <ul style="list-style-type: none"> - Notebook -Data Projector -Speakers -Handout 	180 minutes (2 classes of 90 minutes)	Formative: Impromptu oral presentation in pairs

	<p>stages for delivering an oral presentation</p> <p>-Students will be able to make use of circumlocution as a speaking strategy.</p>					
5	<p>Procedural : Students will deliver individually an impromptu oral presentation using compensatory strategies and tips within a group</p> <p>Attitudinal: Students will listen and perform respectfully an impromptu oral presentation</p> <p>Content/skills:</p> <p>-Students will be able to make use of compensatory strategies in impromptu oral presentations</p> <p>-Students will be able to make use of oral impromptu tips.</p>	<p>-Review on possessive pronouns</p> <p>-Tips for delivering an impromptu oral presentation</p>	<p>-Impromptu oral presentation (2-3 min) about best friend's favorite free-time activity using the tips and following the stages to present it to a group (using at least one compensatory strategy, tips, stages, and intelligibility)</p>	<p>-Slide show presentation</p> <p>- Notebook</p> <p>-Data Projector</p> <p>-Speakers</p> <p>-Handout</p>	<p>135 minutes (1 class of 90 minutes + 1 class of 45 minutes)</p>	<p>Formative: Individual impromptu oral presentation (group assessment).</p>

6	<p>Procedural : Students will discuss about sports in order to choose the most doable one at school</p> <p>Attitudinal: Students will listen respectfully to their classmates as they present an impromptu oral presentation at school.</p> <p>Content/skills:</p> <p>-Students will be able to perform an impromptu oral presentation using at least one compensatory strategy, following stages and tips, and exhibiting intelligibility.</p>	<p>-Previous contents overview</p> <p>-Review on phrases for agreement/disagreement</p>	<p>-Impromptu oral dialogue in pairs (in front of the class) deciding what sport is doable at school (using at least one compensatory strategy, stages and tips for delivery, exhibiting intelligibility)</p> <p>*Students are supposed to know this information, since they worked with sports before hobbies in unit 3</p>	<p>-Slide show presentation</p> <p>- Notebook</p> <p>-Data Projector</p> <p>-Speakers</p> <p>-Handout</p>	45 minutes	Formative: Impromptu oral dialogue in pairs in front of the class (peer assessment).
7	<p>Procedural : Students will practice an impromptu oral presentation following the stages and tips</p> <p>Attitudinal: Students</p>	<p>-Previous contents overview</p> <p>-Simple past</p>	<p>Individual impromptu oral presentation (2-3 min) within groups about their favourite sport as a kid or their favorite</p>	<p>-Slide show presentation</p> <p>- Notebook</p> <p>-Data Projector</p> <p>-Handout</p>	45 minutes	Formative: Individual impromptu oral presentation (group assessment)

	<p>will listen and participate respectfully in an impromptu oral presentation within groups</p> <p>Content/skills:</p> <p>-Students will be able to perform an impromptu oral presentation using at least one compensatory strategy, stages and tips and exhibiting intelligibility.</p>		<p>free time activity as a kid. using at least one compensatory strategy, stages and tips for delivery, and exhibiting intelligibility)</p>			
8	<p>Procedural: Students will deliver an impromptu oral presentation</p> <p>Attitudinal: Students will listen respectfully an impromptu oral presentation</p> <p>Content/skills:</p> <p>-Students will be able to perform an 2-3 min. impromptu oral presentation about</p>	<p>-Previous contents covered</p> <p>-Simple tenses</p>	<p>Individual oral presentation (2-3 min) within related to topic unit (use at least one compensatory strategies, stages and tips for delivery, and exhibiting intelligibility)</p>	<p>-Whiteboard</p> <p>- Markers</p>	90 minutes	Summative: Individual impromptu oral presentation

	hobbies/free time activities using at least one compensato ry speaking strategy and exhibiting intelligibilit y					
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Appendix B: Gantt chart

Steps	Session 1 August 3rd	Session 2 August 10th	Session 3 August 13th	Session 4 August 17th	Session 5 August 24th	Session 6 August 31st	Session 7 August 31st	Session 8 September 7th
Students recognize pronunciation of suprasegmental features	x							
Students apply pronunciation of suprasegmental features	x	x	x	x	x	x	x	x
Students use expressions for daily conversation	x		x			x		
Students use expressions for preferences	x	x	x	x	x	x	x	x
Students identify compensatory strategies		x						
Students use mime or gesture as compensatory strategy			x					x
Students use synonyms as compensatory strategy				x				x
Students use circumlocution as compensatory strategy					x			x
Students recognize parts of impromptu oral				x				

presentation								
Students apply parts of impromptu oral presentation when they perform				x	x	x	x	x
Students recognize tips for the delivery of impromptu oral presentation					x			
Students use tips for the delivery of impromptu oral presentation					x	x	x	x
Students review phrases for agreement/disagreement						x		
Students use phrases for agreement/disagreement		x	x			x		
Students practice impromptu oral speaking		x	x	x	x	x	x	x
Students practice impromptu oral presentation					x	x		
Students deliver an impromptu oral presentation	x							x

Appendix C: Rubrics to evaluate impromptu oral presentation

Impromptu oral presentation

Name: _____

Date: _____

Topic: _____

Points: ____/15

Checkpoint Lesson 2	Needs Improvement (1)	Good (2)	Excellent (3)
Organization & Structure	Presentation follows 1 stage and 1 delivery tip.	Presentation follows 2 stages and 2 delivery tips.	Presentation follows 3 stages and 3 delivery tips.
Grammar	Student exhibit more than three grammatical mistakes	Student exhibit three or fewer grammatical mistakes	Student exhibit no grammatical mistakes
Pronunciation	Student uses inaccurate intonation. The speech is not intelligible.	Student most of the time uses proper intonation. Sometimes speech is intelligible.	Student uses proper intonation. The speech is intelligible.
Compensatory strategies	Student does not use compensatory speaking strategies at all.	Student attempts to use at least one compensatory strategy.	Student correctly uses at least one compensatory speaking strategy.
Time management	Student delivers an impromptu oral presentation in more than 5 minutes	Student delivers an impromptu oral presentation in 4-5 minutes	Student delivers an impromptu oral presentation in 2-3 minutes
Comments			

Appendix D: Data collection instruments - Rubrics for peer formative assessment

Name_____evaluator_____

Criteria:

The student mentions the topic at the beginning of the task

The student uses at least one compensatory speaking strategy

The student's speech is mostly intelligible by peers and teacher

The student completes the task in 2-3 minutes

Student's name	Topic	Compensatory strategies	Intelligibility	Time
_____	The topic is mentioned at the beginning	The students use at least one compensatory strategy	The speech is most of the time intelligible by their peers	The student speaks from 2-3 minutes
Does my classmate do the following?	YES / NO	YES / NO	YES / NO	YES / NO
What can be improved next time?	<hr/> <hr/> <hr/>			

Appendix E: Sample Material - Session 1

Unit III: Sports and Hobbies

Name: _____ 7th Grade Date: _____

Lesson objective: Students will be able to talk about hobbies using unit vocabulary, formulaic expressions and proper intonation.

Listening: Young people and their free time



Pre listening activity:

Group discussion: In groups of 3 predict:

- 1) What do you think is the video about?
- 2) What free time activities do you think are going to be mentioned?

While listening activity

1.- You will watch a video called “Young people and their free time”

(<https://www.youtube.com/watch?reload=9&v=akZrk7jF5Jo>)

Individual work: Play the complete video once and answer

1.- Do you recognize some of the activities mentioned in the video? Which ones?

2.- Watch the video again and find:

A speaker who likes doing outdoor activities	
A speaker who likes playing sports	
A speaker who likes cooking	
A speaker who likes reading	
A speaker who likes meeting friends	

3.- Watch the video again while reading the script to focus on people's pronunciation (raising and falling intonation):

Much better!!!



And what do you do in your free time?

Speaker A: Free time? I am normally with the girls I work with. We're actually going camping soon, so we're taking the weekend off and going camping, which will be really good, down by the seaside.

So what do you do over the weekends?

Speaker A: At weekends I work, unfortunately, but it's a good job. If I'm not working I tend to go home and visit my parents or sort of come into London because there's always something to do.

How much free time do you have?

Speaker B: Every evening in the week and every weekend.

So what do you do in the evenings? Do you cook?

Speaker B: I cook. I watch films, I read books, I meet friends.

Speaker C: I love cooking. I love Thai food, I like to play around with the Thai herbs like lemongrass and the kaffir lime leaves. That's probably my most enjoyable cuisine type.

So do you play any sports?

Speaker D: Yeah, I play basketball on a recreational basis and as well as that I also started playing American football in the summer. It's been quite fun learning a new sport. And as well as a bit of rugby as well.

So how often do you practise?

Speaker E: Well, tennis I get an opportunity maybe twice a week for about 3 hours, basketball is on a basis where on a Friday afternoon we kind of have a training session, every week and then there are games and matches and so on.

Speaker F: My main sport is kickboxing and then... I do that mainly outside college. And then in Cambridge I do rowing and I play football and I go running.

How often do you practise kickboxing?

Speaker F: When I'm at home, five or six times a week.

What do you like to do when you're not studying?

Speaker G: I like to listen to music, I like to read. I've been trying to read quite a few books over the summer, so... just trying... just do non-Chemistry related things.

4.- In pairs read out loud the script. Make sure you use the proper intonation for questions and answers.

Post listening activity:

Group discussion

- 1. Which is your favorite activity? Why?**
- 2. Which is your favorite sport? Why? or Do you play any sport?/
Would you like to practice any sport? Which one? Why?**



Unit III: Sports and Hobbies

Name: _____ 7th Grade Date: _____




Lesson objective: Students will be able to talk about hobbies using unit vocabulary, formulaic expressions and proper intonation.

Unit vocabulary: Free time activities and hobbies

Individual or pair work: Match the definitions with the corresponding pictures:

Listening to music - reading books - watching a movie - cooking - rollerblading - watching tv - going camping - running - playing video games - skateboarding - dancing - playing sports

		
_____	_____	_____
		
_____	_____	_____
		
_____	_____	_____

		
<p>_____</p>	<p>_____</p>	<p>_____</p>

Expressions for daily conversation



Pair work: Translate the following daily expressions:

To talk about habits	Para hablar de hábitos
I spend a lot of time....	
Whenever I get the chance, I...	
You'll always find me...	
I tend to...	

Asking for clarification	Preguntar por clarificación
I'm sorry, what did you say?	
Could you repeat that, please?	
What was that?	

Check understanding	Verificar el entendimiento
Do you know what I mean?	
Do I make myself clear?	

Show interest	Mostrar interés
Really?	
How interesting!	
I see what you mean	

Unit III: Sports and Hobbies

Name: _____ 7th Grade Date: _____

Lesson objective: Students will be able to talk about hobbies using unit vocabulary, formulaic expressions and proper intonation.

Present Simple Review

Be

	Affirmative	Negative	Interrogative
I	I am.	I am not.	Am I?
He/ She/It	He is.	He is not.	Is he?
You/We/They	You are.	You are not.	Are you?

Have

	Positive	Negative	Interrogative
I/you/we/they	I have.	I do not have.	Do I have I?
He/she/it	He has.	He does not have	Does he has?

1.- Individual work: **Complete** the following chart with the missing information



	Affirmative	Negative	Interrogative
I	I play.		
You		You do not read.	
He			Does he sing?
She	She runs.		
It		It does not jump.	
We	We talk.		
You			Do you work?
They		They do not help.	

2.-Individual work: Create 5 questions to ask your to partner related to unit topic and write his/her answers

Example: Do you like any sport? Which one?

- 1.- _____
- 2.- _____
- 3.- _____
- 4.- _____
- 5.- _____






3.- Pair work: Read the sentences **out loud** to practice intonation

4.- Pair work:

Talk with your partner about your favorite activities using **present simple** and **proper intonation**.



Appendix F: Sample Material - Powerpoint Presentation for session 2

1	<div><h1>COMPENSATORY STRATEGIES</h1><p>7th Grade Claudia Rodríguez Mandiola</p></div>
2	<div><h2>COMPENSATORY STRATEGIES</h2><ul style="list-style-type: none">• Compensatory strategies helps you to maintain the flow of your oral production.• We will focus on three types:<ol style="list-style-type: none">1. Mime or Gesture2. Synonyms3. Circumlocution</div>
3	<div><h2>COMPENSATORY STRATEGIES</h2><ol style="list-style-type: none">1. Mime or Gesture: To indicate the meaning of a word using physical motion<div></div></div>

4

COMPENSATORY STRATEGY: MIME OR GESTURE

1.- Look at the following sentence:



I like to _____ (eat)

5

Activity

Pair work: Talk about the most suitable hobby for you according to your school schedule. You need to use “*mime or gesture*” if you forget a word.



Appendix G: Data collection instruments- rating scale

Escala de valoración

Objetivo: Evidenciar la percepción de los y las estudiantes sobre la habilidad oral e interactiva en las clases de inglés.

Nomre _____ Fecha _____ clase _____

Instrucciones: Marca con una equis (x) la opción que más se acerque a tu percepción.

1 = Nunca

2 = A veces

3 = Regularmente

4 = Siempre

Participación en clases de inglés	1	2	3	4
Cuando el profesor hace una pregunta respondo.				
Cuando el profesor realiza una actividad individual la finalizo en clases. I would highlight only the key information				
Cuando el profesor realiza una actividad en parejas la finalizo en la clase.				
Cuando el profesor realiza una actividad en grupo la finalizo en la clase.				
Cuando el profesor me llama a la pizarra voy de inmediato.				
Cuando el profesor pide que use el inglés para hablar dentro de la sala de clases lo hago.				
Cuando el profesor me pregunta algo respondo en inglés.				
Cuando el profesor me pide que participe lo hago en inglés.				
Cuando hablo con mis compañeros/as en una actividad uso el inglés.				
Cuando se debe hablar en inglés participo activamente.				
Cuando debo hablar frente al curso en inglés no tengo dificultad en hacerlo.				
Cuando debo hablar frente al curso en inglés me pongo nervioso/a				

Appendix H: Sample of professional practicum materials

Unit 1: Information and Communication Technologies

Name: _____ 8th Grade Date: _____




Learning Outcome: Today, we are going to learn how to express preferences using a correct sentences form.





Spanish tip: Toda nueva palabra, agregarla a la sección “Vocabulary” de su cuaderno que debería estar en la parte posterior. Acá, los estudiantes anotan las palabras en Inglés y su significado en Español.

Vocabulary

Express: Expresa
Ask: Preguntar
Write: Escribir

1.- Individual work: Express your preference about the following topics:

	<p>Example: <i>I enjoy doing my homework at home</i></p>
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2.- Individual or pair work: Ask your partner the following questions and **write** his/her answers:

a.- Do you enjoy playing video games? Why?

b.- Do you like watching videos on Youtube? Why?

c.- Do you like posting on social media? What do you post?

d.- Do you enjoy watching movies? Why?

Unit 1: Information and Communication Technologies

Name: _____ 8th Grade Date: _____

Learning Outcome: Today, we are going to create a short dialogue via audio recording.

Spanish tip: Toda nueva palabra, agregarla a la sección “Vocabulary” de su cuaderno que debería estar en la parte posterior. Acá, los estudiantes anotan las palabras en Inglés y su significado en Español.

Vocabulary

Look: Mirar
Translate: Traducir
Audio recording: Grabación de audio

1.- Pair or individual work: Look at the following pictures and translate the dialogue



2.- Pair or individual group: Create a similar dialogue in whatsapp via audio recording
