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**IMPROMPTU SPEECH AS A STRATEGY TO IMPROVE THE  
SPEAKING SKILL IN TWELFTH – GRADE STUDENTS AT  
COLEGIO TÉCNICO PROFESIONAL DE ESCAZÚ DURING  
THE SECOND QUARTER 2023**

**Thesis submitted to Obtain the Bachelor in English with Concentration in Teaching**

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First, I want to dedicate this research to God, because he responded to my prayers during the process, from the beginning to the end. I want to dedicate this to the most important person in my life, my mother Lilleana. She deserves all from the world and more. She is the person I am today; she has been supporting me for all my life and, I thank God because he allowed her to see me taking this big step. Also, my brothers, they supported me during this process. Finally, I want to dedicate this dissertation to me, for working hard, for never giving up during the hard times throughout this process and believing in me.

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### **Abstract**

The present investigation focused on the use of the strategy selected, Impromptu Speech, to improve the student's speaking skill at Colegio Técnico Profesional de Escazú. The researcher was able to solve the problem identified not just for the students selected, but for all the students and teachers who are looking for an alternative to improve this skill. During the application of the strategy, the investigator used other strategies to develop speaking skill. The instruments selected for this research are lesson plan, rubrics, pre-task, main task, language focus, task activity, and post-task, to finalize the collection data. When the data was collected and analyzed, the investigator provided the corresponding results, with well-explained conclusions, and recommendations for those future researchers. In the end, the author provided a strategy proposal based on all the information from the research done.

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### **Resumen**

La presente investigación se centró en el uso de la estrategia seleccionada, Impromptu Speech, para mejorar la habilidad oral de los estudiantes del Colegio Técnico Profesional de Escazú. El investigador pudo resolver el problema identificado no solo para los estudiantes seleccionados, sino para todos los estudiantes y docentes que buscan una alternativa para mejorar esta habilidad. Durante la aplicación de la estrategia, el investigador utilizó otras estrategias para desarrollar la habilidad de hablar. Los instrumentos seleccionados para esta investigación son el plan de lección, las rúbricas, pre-task, main task, language focus, task activity, and post-task, para finalizar la recopilación de datos. Cuando los datos fueron recolectados y analizados, el investigador proporcionó los resultados correspondientes, con conclusiones bien explicadas y recomendaciones para aquellos futuros investigadores. Al final del documento, el autor proporcionó una propuesta de estrategia basada en toda la información de la investigación realizada.

# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Chapter I

### Introductory Framework

This research evaluates the strategy Impromptu Speech in high school students and its effectiveness in the speaking skill in Colegio Técnico Profesional de Escazú. This research intends to demonstrate how the strategy works during the English classes and how it improves the English language acquisition. In addition, the corresponding chapter to read, presents the identification of the problem and the objectives proposed in order to solve the problem. Each of the subtopics to read contains its corresponding explanation with supported ideas found, according to the problem and topic proposed.

#### 1.1 Problem Statement

There exists many difficulties for non-native English speakers when they are acquiring English as a second language. One of such difficulties is presented when they must establish a conversation, as they would feel afraid to put into practice the language. For example, Latin Americans, as it is known, have a particular accent when they speak in the English language and sometimes the message cannot be understood by the other person. In addition, one of the main problems is the speaking skill. Most people do not have a good level in this skill, so oral communication cannot be completed. In the classroom, it can be noticed that some students are not prepared to establish a conversation in English. Consequently, they need more practice during the English classes, not only regarding this skill, but also all the other skills. Therefore, when they end the program, they could obtain a very good of English level.

Moreover, English teachers plays an important role when teaching English as second language. Some of those teachers only teach the language using a book that contains a lot of information, such as grammar, vocabulary, and/or listening. However, it does not cover all the

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skills, so the language is not fully acquired. Teachers should use others material and be creative.

The creativity is important during the classes because teachers will plan a totally different class with a lot of strategies that cover all the skills: listening, reading, writing, and speaking. The latter should be the one that is always covered.

In Costa Rica, in regards to public education, there exit a low level of English. For that reason, it was found the students do not have a good command of the target language ~~have not~~, especially of the speaking skill. This There was problem was found because when a group of students begin to study the English, they usually introduce themselves and tell the teacher that they do not know much about the language, especially when the time to speak arrives. As a result, this research wants to put into practice a strategy to improve the speaking skill in secondary students. For that reason, the following research question was created: How the Impromptu speech strategy can improve the speaking skill in twelfth grade students at Colegio Técnico Profesional de Escazú during the second quarter 2023?

### **1.2 Objectives of the Investigation**

#### **1.1.1 General Objective**

- ✓ To analyze Impromptu Speech as strategy to improve speaking skill in twelfth – grade students at Colegio Técnico Profesional de Escazú during the second quarter of 2023.

#### **1.1.2 Specific Objectives**

- ✓ To identify the weakness of the speaking skill in twelfth – grade students at Colegio Técnico Profesional de Escazú.
- ✓ To create activities for students to deliver good impromptu speeches and improve their speaking skill.
- ✓ To evaluate the results from the activities proposed regarding Impromptu Speech as strategy for students.

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### **1.3 Justification of the Study**

When acquiring a language, in this case English, the students may find many difficulties. There are four skills that every English student must acquire. Those are reading, writing, listening, and speaking. The latter, is the one which the students consider they struggle the most. It is important to mention that there are many strategies that can be used to teach/learn each skill, and to improve it.

The lesson plan from the Ministerio de Educación Pública of Costa Rica, focuses on speaking inside the academic English classes, the acquisition of vocabulary regarding different topics, the correct use of grammar, and listening. For that reason, most Costa Rican teachers, prepare their classes based on that program, and thus, they do not focus their classes on the acquisition of the English language. In addition, it is important to state that teachers can easily apply new strategies to improve their student's speaking skill. That is why this research has as main propose to find out if the strategy proposed, Impromptu speech, could improve positively the speaking skill in twelfth – grade students at Colegio Técnico Profesional de Escazú in 2023.

The problem is already identified, as it is related to the fact that most of the students have difficulties when speaking English, given that some of them does not have fluency or they are not comfortable using the language. Inside the institution to study, there are many students who do not know how to establish a conversation, create a dialogue, talk about a topic, or simply, say something to the teacher or to their classmates in English. This is because of the students' insecurity when they must use the language. That is why, this investigation wants to evaluate the improvement of the application of this method during the classes to increase such skill and make them feel comfortable when speaking English so they can learn new vocabulary and carry out conversations outside the English classes.

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The skill under study, speaking, is one of the most important skills because human beings use it to talk and communicate among themselves. When acquiring a second language, in this case English, it is important to develop this skill to have an effective communication with English speakers. According to Angela, et al. (2021), “Speaking is a basic skill that should be possessed to communicate. Speaking have a level of ability and to be a good speak we must have expertise in speaking both pronunciation when speaking and using grammar when we have communication.” Affirming the above, speaking is one of the most important skills that humans should be good at. It is the first thing that humans use to communicate. It is important to mention that inside the speaking skill, there are some factors, such as: fluency, grammar, eye contact, pronunciation, and comprehension. These play an important role when speaking because when a student has mastered all these abilities dominated, the speaking skill will be developed easily.

There are many methodologies that can be used to develop the speaking skill; nevertheless, impromptu speech was selected for this research because the principal idea of this method is to put into practice the use of the speaking (talk) in the English language with learners, in this case high school students. Moreover, the idea of this method is to increase speaking, along with the acquisition of new vocabulary and to allow the learner to develop security when they have to talk, as this method increases, with continuous practice, the factors mentioned before. In addition, the students under study have the necessity to have a good English level for the future, so they can start a conversation, talk about any topic and, the most important, make the student feel comfortable when speaking the language with others.

Additionally, it has to be stated that there are not many studies or investigations dealing with speaking outside the classroom, so this research will help the people interested in the subject to understand how this method works, its effectiveness. The results of this investigation will benefit those teachers who are using this strategy during their English classes, as they can understand

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how much it improves the speaking skill and the benefits that it has. It is also intended to ~~for~~ those students who wants to improve their skills. Moreover, the researcher wants to reach those people who are not aware of the existence of the strategy. For that reason, this research wants to inform the audience mentioned before, about the effectiveness and how the strategy works.

### **1.4 Antecedents**

For years, some students of English as a foreign language tend to struggle with the language, especially due to they are afraid to speak. This skill is one of the most difficult to acquire. One of the reasons is the insecurity that the students may have regarding the language because they think that someone might laugh at them or they simply do not practice pronunciation and are afraid they will not be understood. Consequently, teachers and students should try to create a secure zone to make students feel comfortable while using the language.

What is speaking? Speaking consists on ~~in~~ producing sounds, providing, and receiving important information among people. Kürüm (2016) mentioned that “When we talk of a person who knows a language, we usually tend to mean that that person is able to produce meaningful sentences in that language; in other words (s)he can speak that language. Thus, the claim that (S)he knows English usually includes the statement that (S)he can speak English.” To affirming the above, when a person who can speak English with fluency, it is said that she/he has good speaking skills, as she/he can understand the message or what the other person wants to communicate. The good understanding of it, means that they are having a good communication.

On the other hand, it is important to mention that teachers play an important role, because they teach the language. The term ESL (English as Second Language) is related to teaching in a good way. This role must be effective when considering all the skills, so students can learn the language almost or completely perfectly. According to Eyüp (2016),

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The teaching of a second or foreign language, therefore, one way or other covers the teaching of speaking skills. It is safe to assume that many learners starting to learn a foreign language usually seek an improved competency in their productive skills; namely writing and speaking. These learners assess their progress in the target language in terms of their ability to speak fluently in communication.

For that reason, all the teachers must know all the strategies that can be considered when teaching this and the other skills, so learners can have a proper command of the target language and its skills. In addition, teaching a foreign language implies that teachers must have the knowledge to teach every skill, so their students can learn efficiently.

Moreover, pronunciation plays an important role in the speaking skill. Sacale (2012) stated that “Pronunciation is a crucial speaking sub-skill and by far the departure point for any oral interaction since the success of any communication process is closely tied to the mastery of the sound system.” For that reason, it is considered that the teachers should accomplish this. It means, that their learners could have an excellent pronunciation, so they can interact effectively. As mentioned before, in this way communication will be effective. For example, teachers who teach the language can use videos of native speakers, so the students will acquire the correct pronunciation of the words. The idea of this example means that by having the correct pronunciation will have a better command of the speaking skill.

Furthermore, there exists one strategy that can help to improve the speaking skill. Therefore, this research is focused on such strategy and as main purpose, it wants to find out its effectiveness. Impromptu speech can be defined as the way of talking about a topic, without any preparation and time. According to Enkvist (1982), “Impromptu speech can be defined in different ways: in terms of situational context, linguistic characteristics, and real-time processing. These approaches are not contradictory. There are certain situations that call for rapid processing

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of spoken discourse, and the needs of that processing are reflected in the structure of the text.”

Consequently, impromptu speech means real time conversation or speech about a certain topic.

Therefore, the researcher wants to use this strategy to improve the speaking skill of the students, as they will acquire vocabulary and fluency, and thus, their pronunciation will be enhanced during the application of the strategy. In addition, the students will develop any topic during a conversation.

There was research carried out by Ortega (2022) that took place in Guanacaste. Such investigation was developed to prove, that applied the effectiveness of impromptu speech in students. It mentioned that

Impromptu speaking or impromptu speech is a technique that everyone can benefit from, it can help in the developments of communications skills for social situations like weddings, birthdays, or even business. It is always a challenge to have unprepared speeches or answer unexpected questions. ... Student will be able to quickly think and formulate an answer to what is asked, for example, talk about a landscape for five minutes without having done any previous research.

Ortega mentioned exactly the main objective that the investigator of the present research is looking for, that is the students can be able to think and communicate any topic with security and fluency. Ortega obtained a lot of results during his research. Therefore, he recommended that teachers can easily use new methods to teach speaking. Moreover, he recommended the students not only to use the language, in this case English, inside the classroom, but the idea of the strategy is also to communicate and establish a conversation about any topic that they know.

Moreover, Montero and Alvarado (2019) from the Universidad de Costa Rica, mentioned that “It is possible to say that public speaking is one of those tasks that causes more fear and hesitation in students. Particularly, when that public speaking must be done in a language that is

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not the speaker's native language, the situation gets more critical since more fears arise." It affirmed that speaking is the skill that English learners are afraid of; in other words, they are nervous about using incorrectly words or grammatical structures, and pronouncing words in the incorrect way, among others. That is why, this research wants to use impromptu speech to improve the speaking skill.

### **1.5 Scope**

There are some goals that are expected to be obtained with this research.

- ✓ Understand how the strategy selected can improve the speaking skill. The main idea of the research is to know and understand how Impromptu Speech can improve this skill, as well as pronunciation, and how students can maintain a conversation.
- ✓ Build confidence in the English learners. The researcher, wants to eliminate the fear that the students have, so they can put into practice their speaking skills, and thus, they can increase their knowledge and feel confident when the time of using the language arrives.
- ✓ Create a significant change in the speaking learning. This goal is aimed to change the way that the skill is taught, as most of the teachers uses oral presentations or conversations as a strategy to teach speaking. For that reason, the researcher wants to improve the creativity and change a little the way of teaching speaking.

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## Chapter II

### Theoretical Framework

In this section, the reader will find information regarding the teaching and the speaking teaching process, according to the objectives proposed. The information is based on the researcher's perspective supported by ideas given by specialists in the area under investigation. In addition, this section provides the theoretical context to have a better understanding of the topic. Finally, this chapter contains significant information regarding the teaching process focused on speaking.

#### 1.1 Literature Review

Impromptu to speech is a strategy created to improve the speaking skill. Speaking is one of the most difficult skills for non-native English speakers to manage in a high level. That is why, this strategy and others, were created for the English students and teachers to increase it. Therefore, the following are some theories that tell the reader how it works. Globally speaking, some books are created to learn English; however, most of them do not emphasize on all the skills that exist. The majority only have some reading, writing, and listening tasks, and do not consider the speaking task. Additionally, the institutions related with the acquisition of the English language focuses on the books that they have, so speaking is missing. For that reason, some institutions does not have, at the end, the goal to allow their students to develop in the language. The speaking strategies should be considered by those institutions during the classes and the class planning, so students can use effectively the target language in the real life.

In Costa Rica, there is a percentage of people who learned English as foreign language. They learned the language in different ways; for example, at the school or high school, at any institution, at home (their parents taught them), or they were autodidactic (they learned by

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themselves). The methods presented are some examples that people have applied to acquire the foreign language. It is important to mention that there are many other ways to learn the language, such as institutions or other type of self-studies.

National education plays a role regarding to the English learning, because the Ministerio de Educación Pública implemented the learning (pedagogical plan) of this language. However, there are some students who find it difficult or even there are some teachers who do not speak correctly or in a correct way the language. The Ministerio de Educación Publica wants that the students, at the end of their last year of high school, to obtain an intermediate level of English. For that reason, they try to focus their pedagogical plan thinking in the best of the students; even though, some teachers do not use more strategies to offset the plan.

The reality is that private schools teach the language in a suitable way, as their main goal, is that students can understand the language since they are kids, and thus, they can maintain a conversation in English. The mission of private institutions is the students to speak English as foreign language. For that reason, there is a difference between the public and private institutions. In this research, there will be a long explanation regarding teaching English as a Foreign Language, specifically speaking. In addition, there will be some others strategies in relation with the speaking skill.

### **2.1.1 Teaching English as a Foreign Language**

There are many ways of teaching English. In EFL, according to Lorente (2008), English as a foreign language is studied by speakers of other languages, and it is used in relation to demographic information. Adding to the mentioned before, it means those non-native English speakers. (p. 16). For that reason, there are many strategies, methods, activities to teach and learn the language, so students have a different and didactic class and learning.

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There is an important characteristic to mention. English teachers must have the knowledge when they are teaching the language, as well as the specific qualifications to teach. Depending on the English level, there are many ways to teach students the language. Therefore, teachers must have the knowledge and know the difference when teaching kids, teens, and adults. For example, the best way to teach kids is teaching by playing; as, this is one of the best way to teach kids. As Ortega Barrera and Sánchez Cuervo (2016) mention teachers who have their professional qualification must include the pedagogy learning, it means that they must know how to create a lesson plan in order to make it easy the students' learning (p. 31). Based on the mentioned before, teachers not only should know each type of pedagogical teaching for each age to facilitate the students' learning, but also, they must know all the other things that means to be a teacher, the different methodologies that exit for every skill, how to teach every content or topic, and so on.

As mentioned before, there is another thing to add to better understand the difference between teaching kids and adults. Cooze (2017) mentions that there is a difference when professionals teach children because they have less fear to make a mistake, but they have shorter attention, in contracts to older students, as they can control their own learning. That means that teachers can understand and identify how learning is in different ages. Not all humans like the same thing, for that reason when someone wants to become an English teacher, they must identify what age they want to teach, and later, the teaching procedure that will be effective.

Additionally, Abad et al. (2021) refer to the pedagogical knowledge of teachers. They mention that teachers know the strategies and the creative thinking inside the classroom, as for example conflict resolutions. Furthermore, to be a teacher it means to understand that teaching is not only to be in front of the class, but also to understand that there are different types of learning,

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and therefore, that it should not be applied the same strategy when teaching. There will be some types of groups that the teacher should analyze in order to have an appropriate class.

Some students are afraid to communicate in English in a spoken way. Griffiths and Tajeddin (2020) mention that teachers must create a good and supportive learning environment. This because they are afraid to talk and use the language, aspect that is totally true as when the students are learning English, they do not feel comfortable speaking in English, since they are afraid to make a mistake. Consequently, the mission of the teacher is that the student can be able to communicate in English. In some cases, there are students who cannot have a complete conversation, for that reason when the teachers recognize that type of problem, they have to consider to put into action some other strategies for the students to make them increase their skill, and to the end, they can be able to have good communication in the target language.

Teaching English a foreign language cannot only be based on only teaching grammar with pronunciation. Teaching a language comes with some elements that are important. First, grammar, as if this element is taught correctly, the student will be able to use it correctly in writing and speaking. Second, reading, as it is used so students can obtain a variety of vocabulary, or vocabulary acquisition. Furthermore, reading aloud will help the students to memorize and pronounce better the words. Another element is pronunciation, which, is the way to pronounce well the words, and thus, the student can put into practice the vocabulary and grammar learned before. Next, there is listening, which is other element that is crucial when teaching languages, because when this is taught correctly, the student will be able to understand a conversation with a native or non-native speaker. In addition, listening works very well with pronunciation as through listening, the student will acquire the correct pronunciation or articulation of the words. Finally, if those elements mentioned are identified, studied, and

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analyzed when teaching speaking, it will result positive because the student will have a good level of English.

Additionally, English teaching will have some other topics during its learning process. Ahmed et al. (2020) state that there is a way to teach a topic in specific, as when they must explain the topic and then provide types, how is it, and so on. It is important to provide examples for the better understanding of the students. Therefore, English teachers must take in consideration various strategies when a certain topic is taught, and make sure to provide examples to be sure their students understand it. Nowadays, there are many ways to teach English, from the students' age, topics, and for every skill, such as for writing, reading, listening, and speaking. Kolb and Schocker (2021) state that there are tasks for teaching English and define them as leaning activities. This investigation wants to emphasize those tasks for the speaking skill.

### **2.2 Teaching Speaking**

There are some reasons why this research wants to emphasize on this skill. Harmer (2007) states three reasons of the importance of teaching speaking. The first reason is that practice speaking inside the class provides a safe zone for the students, because they can practice the skill in real life and they will feel motivated each time that the teacher states a speaking practice. For the second reason, Harmer states that when there is an interaction among students – teacher or student – student, they will practice all the vocabulary they know during this practice, and they will be providing feedback and receiving feedback. In other words, there exist a mutual collaboration among the elements to increase the skill. Consequently, having this constant practice will affect the student in a positive way, because the student's fear to talk English in public will disappear. Finally, the third reason is that constant speaking practice will allow the student to be fluent in the language. Using constantly the foreign language in a speaking way,

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will affect positively those non-English native students. In general, when a student is learning a new language, in this case English, the constant speaking practice will make become to them fluent with pronunciation and grammar application.

On the other hand, it is important to mention the teacher's role during the speaking assessment. The most important thing is correcting speaking. Teachers must make sure they correct speaking in general, that is from pronunciation to speaking grammatically correct. For example, if there is a conversation in class regarding a certain topic, and one student pronounces something incorrectly, the teacher's role will be to correct the student appropriately, and make sure that the student and all the group are learning, too. In addition, the teacher has to make them repeat several times the word or words, so the brain can memorize the correct pronunciation.

It is important to know how to correct the students, because the teacher must understand that not every student accepts the feedback. Therefore, the teacher has to explain them that correction/feedback is part of the learning process. By telling them that they have the teachers' support during the class and outside the class, they can see it from a different perspective. Additionally, one way to correct grammar is to do a little review to refresh the student's knowledge on the topic. If the teacher finds out that a certain grammar topic is not being understood by the students are not understanding, or it is hard to apply during the speaking practices, the teacher can go over the topic by providing new examples and them making them put in to practice it.

In general, there are some teachers who talk only in English during the class, as their idea is the student can avoid their native language and only use the English language. From the time they enter to their class, they automatically understand this and force themselves to only communicate in English. This can create a safe environment to the students. This example is

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considered one of the most important because this can help the students to lose the insecurity that they feel.

It is important to mention that listening is also necessary when teaching speaking. Bailey (2020) states that through listening, the student can acquire pronunciation, as they can practice by repeating. Bailey mentioned that when someone listens and speaks at the same time, he/she can develop these two skills, because many linguistic subsystems are involved. For example, when a little child is learning to speak, the child first listens and then repeats all what he/she heard. Some words are not well pronounced, but the adult, in this case, corrects the child by repeating the word correctly, then the child automatically repeats it until such word is said correctly and the brain memorizes it.

There are some elements which teachers could put into practice to enhance the class environment. One of them consists of class decoration, as for instance some expressions to help students to use in case they need it. For example, every day phrases, such as go to the restroom, may I go..., What is the definition of..., and so on. The class environment is also important for the student. As mentioned, they need a safe environment. In addition, teachers can provide them with some rules. For example, during English class no other languages are allowed, so the student will understand that only English is permitted for whatever reason. This will make the student to use more and more the language for any purpose. Another rule will be that the student should only try to speak in English, so they are forced to only use the target language. This rule will help the students that are not fluent little by little, say their thoughts in English language, with the help of the teacher and classmates.

Teaching outside the class is difficult for teachers. However, there is something that teachers can recommend and make their students feel interested in continuing learning, even though they are not in class. The teacher can encourage them to watch their favorite program or

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movie in English with subtitles in English. This will enhance the language acquisition because while they are listening and reading the words. Consequently, the student will recognize the word by reading it and will listen to the correct pronunciation. In addition, this can be done with music, since if they listen to and read the lyrics, they will identify in both ways the word. It is important that if they do those activities, they must try to repeat the words, so the brain will memorize the correct pronunciation. Based on that, learning occurs not only in the class, but it also happens outside the class.

### **2.2.1 Methods for the Speaking Skill**

There are many methods and strategies to reinforce the speaking skill and to get better pronunciation. To obtain good results when teaching speaking, some activities Sujariati et, al. (2020) explain that Setting up and Speaking practice are key. The authors explain that before applying activities, the setting up must be taken as the introduction process of any activity. During this first process, the teachers will explain the name of the game, by describing how it works and then, they explain the results (if any it have) and, if materials are required and how to use them. Finally, the teacher has to ~~any demonstrated~~ with an example so the students can have a better understanding. Next, the students start to do their speaking practice.

Sujariati et, al. (2020) mention that during this process, the first thing to do is to ~~all that~~ ~~the~~ let the student ~~do their~~ practice. However, the teacher can assist students if help is required. This especially if but if they need the teachers help, help them, the student are communicating among themselves in pairs, groups, teams using the target language. At the end, the students present their activities, and the teachers provides any positive feedback, makes corrections, and the most important, does it in general so all the class can pay attention to any misspelled word or any good example that the teacher highlights. The following are some methods – activities that teachers could use during the speaking lesson.

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### **2.2.2 For or Against?**

The following activity reported by Newton et al. (2018) explains that the teacher must select a current topic or a topic that is currently in the local media. Later, the students with the teacher formulate a list of questions and then, they have to answer them in a discussion - debate. This method will put into practice the communication in English among students, as they will be practicing their pronunciation.

Setting up: as mentioned, teachers will provide the students with the name of the game; moreover, the teacher has to by describ it and explain how it works. The class will be divided into two groups. Group A is set as the for team and the group B is set as the against group. The first thing to do, is the teachers to provide the topic to discuss, then the groups can do a little research on the topic to have a well elaborated argument. Once the students are informed, with teacher´s help they elaborate a list of questions and answers according to their arguments. Finally, they create a debate in which the students will practice their speaking while doing this activity.

Speaking practice: Once the students started to work on the activity, they will be practicing and analyzing the arguments in groups, to see which of them adjusts well in the future debate. They will be preparing and memorizing their arguments as the teacher explained. During the debate, the teacher presents again the topic to discuss. Moreover, each group will have the chance to present their arguments, what they have investigated, and thus to defend why they are in favor or against the topic. At the end, the teacher provides the final argument to the groups, closes the discussion, and does the corresponding correction and feedback, in general.

### **2.2.3 Ice breakers – Two Truths and a Lie**

The following activity is proposed by Sepulveda (2018). In this activity, the teacher explains to the students that they will tell two thigs that are true and one lie, and that the other

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students will guess what is the lie. This method will practice the conversational part and will help to know each other in a new class.

**Setting up:** As mentioned, the teacher will introduce and describe the activity. Teacher should provide an example as she/he say two truths and one lie. Next, the students have to discuss among them and try to guess which of those three statements are truth or not. The teacher also has to explain to the students the main propose of the game, that is to “break the ice,” as so they all, including the teacher and students, can know each other a little more. Once the students understood how the game works, they can start thinking what they will say before the activity starts.

**Speaking practice:** Once the students are ready to say their truths and lies, student one starts taking about his/her likes, dislikes, family members, abilities, etc., so the others students will try to guess the lie and truths. During this activity, they will be constructing a comfortable environment. Moreover, the teacher’s task is correcting mispronunciation of words, in a way that the students feel comfortable while talking among them and the teacher, too.

### **2.2.4 Persuasive Speeches**

The following strategy proposed by Griffin (2016) states that persuasive speeches are one method that helps students to increase the speaking skill, as it practices new vocabulary about a topic. This method requires previous preparation and investigation, so the students will acquire new vocabulary.

**Setting up:** Before beginning, the teacher’s role is important in this task because the activity requires good guidance to achieve good results at the end of this activity. The teacher has to introduce the topic by defining persuasive, provide the steps to deliver a good speech, such as introducing the topic, provide arguments to obtain a reaction from the audience, analyze the audience, and good speaking techniques, like body language, audience interaction... The

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teacher's role in this type of speech is fundamental, because the students will develop good speaking techniques at the end of this activity.

Speaking activity: Once the students know the topic or what to persuade, they have to start the preparation process of the speech; that is, they have to start organizing the speech, arguments, conclusion, and so on. The teacher's help is available during this process, so the students feel comfortable when the time of the speech arrives. At the end of each speech, the teacher will provide the corresponding corrections and feedback to the students, and the positives things to emphasize on.

### **2.2.5 Your Position in the Family**

The following activity explanation, proposed by Victoria (2021) states that this strategy is to create a conversation between students, so they will talk about their family. This will help with the speaking skill of the students.

Setting up: The teacher introduces the activity by describing it. To make sure the students understood, the teacher can provide examples to the students to have a better understanding. As this type of speech deals with description, the teacher can provide some techniques, so the student can easily create their own activity. Important to mention, at the end any student can add a comment to the classmate's description.

Speaking activity: Students start to prepare their activity by using the vocabulary that they know, as they have to introduce the family, describe each member of the family, and themselves and their role in the family. The student can add anything that they want to share with the class. At the end, the teacher's role is to make the respective correction and provide feedback to the class.

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### **2.2.6 Teaching Vocabulary**

The following activity explanation, proposed by Munro and Thomson (2022), states that teaching vocabulary by speaking will help the students with the correct pronunciation of each word and, they will learn a new language.

Setting up: the teacher will introduce the activity by describing it. It could be any topic that is learned in class. With the help of materials, the teachers will provide the student the correct pronunciation of each of the, words and the student has to repeat it after the teacher.

Speaking activity: Once the activity is explained, the teacher's role in this activity is to make sure the student are acquiring the vocabulary in a good way, first by listening to the word, then by repeating it and seeing any example through an ~~by~~ image, sentence, and definition. Using all this together, at the end, the students will memoriz the word correctly and, in the future, to identify it and know how to say it correctly.

### **2.2.7 Find It**

The following game explanation, proposed by Delamain & Spring (2022), states that this activity seeks for the students be able to find something through a description. One student will describe orally the item and the others will guess what it is.

Setting up: As the authors proposed, the teachers should divide the group into two teams. Then, the teacher has to explain to each group that they have to start analyzing and preparing the description of each element given. At the end, the groups have to guess the item. The group with more items identified, will be the winner.

Speaking activity: Once the groups are ready to start the activity, they have to describe each element, and the other group has to try to guess as many items as possible to win. The teacher's role in this activity is to make sure the students are communicating in English. In addition, the teacher has to correct any mispronounced word and provide feedback.

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### **2.2.8 Role Plays**

This activity is the one most commonly used by teachers, because this activity is easy to apply with many topics and it does not take much time to prepare. There are many ways to make the students create a role play.

Setting up: for the role play, the teacher has to explain or describe the situation as the topic requires, the elements that can and cannot be. Moreover, the teacher has to explain that everyone has to speak and try to not read (this last one depends on the level of the group: basic, intermediate, and advance).

Speaking activity: Once the situation is presented, the students are able to start creating the role play. Therefore, they can start talking among them, working with their classmates, to have all the ideas clear and, start practicing the presentation. The teacher will have a role during this activity because the students will have doubts regarding the situation or the elements to use. After the role play has been presented, the teachers can do the corresponding corrections to the class appropriately.

### **2.4 Impromptu Speech**

Impromptu speech is defined as the speaking activity in which the student has to use their knowledge about certain topic, put into practice the speaking skill, and, at the end, to. There are many advantages of this method. However, it seems to be difficult to basic speakers, but as they practice, their fear to talk in public will disappear. This strategy works as providing a speech without a certain previous preparation.

The teacher's role is fundamental during the application of this strategy, because it will provide to the student tips to have a good speaking presentation. To better understand the strategy, there are some examples of Impromptu Speech, as the politician interview, in where they have to answer several questions about certain topic. Other example can be the round tables

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in television, as for example political debates, where they have to also provide quick-answers with good arguments. Another example an interview, where the interviewee has to answer correctly the questions asked by the interviewer. Therefore, the application of this strategy in English class will affect positively to the student in real life communication.

To understand better the strategy, there are some purposes that will be explained one by one. The first one is that Impromptu Speech offers the students the possibility to think quickly when they provide an argument without depending on previous investigation on the topic. Moreover, this strategy allows to provide critical thinking, analysis, speech preparation skills outside the class; in other words, real life situations. Furthermore, the students become social in outside situations because they will feel conformable while speaking; outside the class. All these advantages mentioned before will allow, the students to defend themselves in real life in the English language.

Humphrey (2017) says that this type of speech is one of the most difficult to do, because it does not have a previous preparation, and then, he provides some suggestions to create a good one. He says that the students need rapid thinking and organize what they will say about the topic and the circumstance, read, and analyze the audience. It will help the speaker to do a good speech and do not make any mistakes. For that reason, there will be some ways to creating a good Impromptu speech.

### **2.4.1 Creating a Good Impromptu Speech**

The first recommendation provided by Fleming (2019) states that to deliver a good impromptu speech, the speaker should not be afraid for not having knowledge on the topic, as they can easily create a good oral presentation by having confidence, making pauses to think about what to say, and sense of humor. As mentioned before, this strategy will challenge the

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student to develop their skills in a positive way. Even though, some students will not like the activity, the main idea, is to make them in communication.

Moreover, according to Media (2022) it is important to always create an imaginary story and support it. Such recommendation will help the speaker to remember what he/she is talking about by organizing his/her own ideas. In addition, by providing examples and try to explain each one, will help the speaker to be more secure about that he/she is saying. In addition, Munawarah (2012) proposed a step by step to create Impromptu Speech. As the first step, the teacher should explain the material to be used in for the activity. Next, the teacher has to prepare the material of some topics as well as questions to be discussed. Later, the teacher should divide the group, in subgroups of at least five participants. The next step is for each subgroup to receive the topic randomly, so then the teacher will ask each student from the group to present the topic to the class. Finally, the teacher will ask the students to ask questions about the topics to the other groups, so at the end, everyone can be engaged in a conversation. Finally, Munawarah (2012) says that the teacher's role during this strategy is very important, because the student needs to feel comfortable at the time of speaking or the time to defend their arguments comes. Moreover, the students need to feel the teacher's attention all the time. Furthermore, they can use the teacher as support during the activity, because at the end, they are learning.

There is another way to use this strategy in the class. First, the teacher must prepare some topics to give to the students and explain that they have from 2 to 3 minutes, once the teacher provides the topic, to develop, provide opinions, explains how it works, and so on. This strategy will help the student to think fast, organize the idea and to explain it with fluency in the language. In addition, there are some techniques of delivering a good impromptu speech. The first one, give yourself time to prepare. Even though, impromptu means no preparation, the students can have the time to take a deep breath, organize the ideas, and deliver the speech. Additionally, the

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student needs to feel confidence, and speaking with security, smile to the audience, and stand tall. Moreover, to have a very good body language also counts. Another technique to consider is that the student has to go slow, because it gives the student time to think and organize the ideas as they are speaking. Moreover, the audience can understand the speaker's ideas and absorb them as well reacting to them. In addition, it reduces the noises that the speaker could make while thinking. The student has to be focused Focus, as this technique helps the speaker to go straight to the point, maintain contact eye contact with the audience, and do not say many things that are not related with the topic.

### **2.4.2 Body Language in Impromptu Speech**

Impromptu Speech can cause a lot of stress because the non-preparation of the speech could affect the speaker. That is why there are some techniques that will help the speaker to have a better presentation. The first one in hand must never be embraced. Closed hands are signs that the speaker is uncomfortable or insecure about the presentation. The hands must be moving, but not much. For example, pointing an important thing, the speaker must have the hands open, or palms open to point to the audience and show security to them.

Stage movement is another important body technique while presenting a speech. Nevertheless, this type of movement, will present the speaker as comfortable and secure of what he/she is presenting to the audience. It is recommended not to move fast or much in the stage during the presentation, so the audience will not be distracted. Additionally, head position is one technique the speaker should take into consideration, because seeing the audience or public will cause an interaction between them, as communication is happening. Smiling brings the audience a positive impression about the speaker, as it shows that the speaker is sharing positive ideas. Having the knowledge of the all the mentioned before, will help to those teachers to be able to

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teach correctly the speaking skill, as well as knowing other strategies to teach speaking, and to help the students to develop the language inside and outside the class.

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## Chapter III

### Methodological Framework

The following chapter provides the type of approach of the investigation, and all the components that it has, such as the design, the instruments, and some definitions for better understanding. In addition, this section presents the corresponding strategies, according to what the researcher wants to evaluate. This section presents supported theoretical evidence to define everything that needs to be explained. Moreover, this chapter is important because it contains the instruments done by the investigator for collecting the information and interpretate it in the next chapter.

#### 3.1 Research Approach

There are three approaches to consider when doing an investigation, The quantitative approached is used when investigators want to quantify data during their investigation, as it includes numerical and statistical representations. The qualitative method that is defined as the methods that investigators consider when studying the phenomenon by the participant´s point of view. Finally, the mixed method, which is the combinations of both (quantitative and qualitative method) and it includes the numerical, textual, statistical, and other representations during the study.

Based on the terms and deep analysis, this investigation uses the qualitative method. According to Hernandez and Mendoza (2018), the qualitative research is appropriated when the investigator wants to find the magnitude of the phenomenon and to prove its hypothesis. In other terms, the qualitative process wants to confirm if the hypothesis proposed is relevant and trustworthy. This investigation wants to confirm how the method impromptu speech improves the speaking skill in the students.

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### **3.2 Research Design**

Inside the qualitative approach, are many types of designs, but it depends on what the researcher wants to study and which adjusts better to the investigation. In this case, this investigation wants to study the impact of the strategy selected and to evaluate the speaking skill. In addition, based on the proposed problem, this research has two types of design: the descriptive and action research. According to Hernandez and Mendoza (2018), the descriptive design wants to find the level of one or two things inside one population. Its final objective is not to find how is the relation between the phenomena. Based on the mentioned before, this investigation is descriptive because it wants to find the effectiveness of the strategy proposed. It describes step by step the process of the application of the methodology impromptu speech, so after the evaluation, it can provide a before and after – analysis of how impromptu speech works and improves the speaking skill.

On the other hand, , according to Manfra (2019), “Action research shifts the paradigm of contemporary educational reform by emphasizing inquiry and placing teachers at the center of research-into-practice. By situating teachers as learners, action research offers a systematic and intentional approach to changing teaching... it focuses on understanding changes in teacher pedagogical content knowledge, disciplinary inquiry, and critical pedagogy through action research.” Based on this, this study also has this type of design, because this investigation wants to evaluate through a methodology one skill. In other words, this study is focused on the educational category. Furthermore, it has an interrelationship between the phenomenon during all the investigation. In addition, the idea of impromptu speech, based on the type of design, is to evaluate the pedagogical education part.

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### **3.3 Information Sources**

When the someone is investigating something, for any kind of purpose, there can be used three types of information sources to support the information about certain topic. During the creation of this research, three types of sources were used: primary sources, secondary sources and, tertiary sources. As primary sources, according to Ellis (2022), are those documents that provide first-hand information or details about a certain topic. It could be scientific studies, photographs, videos, legal documents, student's researchers, and so on. This investigation uses primary sources because there was a previous investigation done about the topic selected, so it will work as important information to be based on.

Furthermore, secondary sources are defined by Ellis (2022), as records that analyse primary sources and provide conclusion about those sources and other ones. Documents like books, educational textbooks, thesis papers, reviews, and others are part of the secondary sources. This investigation uses secondary sources because they are crucial information that needs to be cited, for example books to provide theoretical information to the reader. Finally, tertiary sources are defined by Ryan (2022) as sources derived from primary and secondary sources, important information about any certain consulted topic. It does not provide original information. Some examples are databases, dictionaries, glossaries. This investigation also uses tertiary sources because there are some words that should be defined, so they were consulted in those resources.

### **3.4 Analysis Categories**

To introduce the section, it is important to mention that categories of analysis help the reader to understand some words, that they do not know. Here will be defined the meaning of the following list of words: speaking skill, impromptu speech, methodology, teaching, pronunciation, and strategy.

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### **3.4.1 Speaking**

It is the ability to transmit information in a verbal way. It is developed with time and practice. As explained by Cambridge Academic Content Dictionary (2008), speaking is “the act or skill of giving a speech at a public event.” In addition to the previous definition, speaking is the verbal act to provide a speech in a specific moment during the human being life.

### **3.4.2 Skill**

Cambridge Academic Content Dictionary (2008) defines skill as “a special ability to do something.” In other words, skill is the one thing that the person can do easily and maybe, could develop better with practice.

### **3.4.3 Impromptu**

It is a speaking methodology in which preparation is not needed; in other words, it is an improvised speech. As stated by Cambridge Academic Content Dictionary (2008), an impromptu speech is as “done or said without earlier planning or preparation.” In addition, a speech of any topic that you make with no time preparation, this helps students to improve their communication skills.

### **3.4.4 Methodology**

Methodology means the technique to teach any topic. As reported by Cambridge Academic Content Dictionary (2008), methodology is defined as “a set of methods used in a particular area of study or activity.” Affirming the explained above, for better understanding, the word means the way used to teach something in specific.

### **3.4.5 Andragogy**

This term refers to all the components that are involved or related with adult teaching. As stated by Cambridge Advanced Learner’s Dictionary (2013), andragogy is defined as the theory, methods, and activities involved in teaching adult learners.

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### **3.4.6 Pedagogy**

As stated by Cambridge Advanced Learner's Dictionary (2013), pedagogy is defined as the study of the methods and activities of teaching. Based on the definition presented, this word is the study of the approaches and strategies during the act of teaching.

### **3.4.7 Teaching**

Teaching means something that is taught and or a profession. Based on Cambridge Academic Content Dictionary (2008), teaching is defined as "the job of being a teacher." As was said above, teaching is the act or profession of a person who teaches.

### **3.4.8 Pronunciation**

Pronunciation, means, the product of producing sounds in the speech. Cambridge Academic Content Dictionary (2008) defines pronunciation as "the way in which a word or letter is said, or said correctly, or the way in which a language is spoken."

### **3.4.9 Strategy**

For this investigation, strategy means the designed action to accomplish or improve the proposed and obtain good results. Cambridge Academic Content Dictionary (2008) defines strategy as "a long-range plan for achieving something or reaching a goal, or the skill of making such plans.

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## Chapter IV

### Data Analysis

The following chapter presents all the data analysis of the study done. The importance of this section is due to the explanation of the data collected, as well as all the information required to obtain the results of the research. For a better understanding, there are some data representations with their corresponding explanation.

#### 4.1 Approaches to the Investigation

There are different types of approaches in a research. It depends on the objectives and the focus of the investigation that researchers decide they want to go for. It is important to know and to have clear the approach, so the phenomenon under study will go in the desired direction and it can be obtained the results from the hypothesis proposed. This investigation uses the qualitative approach, which allows an investigator wants to see if the hypothesis proposed, worked or not.

#### 4.2 Theory vs Data Analysis

To introduce this section, the investigator wants to provide some context. The main idea of this section is to make a deep analysis of the theory presented in the previous chapter, in relation with the results found in the analysis. The theory represents the explanation of the information consulted in previous chapters, that is, the variety of strategies which can be used in class to increase the speaking skill of the students. In addition, these strategies were implemented in class activities constantly, as they were designed to increase students' speaking skill, as well their vocabulary knowledge. The main strategy used in this research was is impromptu speech. This strategy can be considered as is an activity of giving a speech without previous preparation. Additionally, it is used to give a response of a specific topic given. There are some steps to deliver a good impromptu speech, which were explained in previous chapters. On the other hand,

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the is the data analysis. This part is one of the most important because it represents the analysis of the collected information to study. Moreover, it provides the results of the investigation, as well a meaningful conclusion. It involves organizing, cleaning, summarizing, and analyzing the data, using appropriate statistical tools and techniques. Furthermore, to collate data, the researcher used instruments which were applied to the population under study to obtain the information required.

### **4.3 Analysis and Interpretations of the Results**

The following section will provide the analysis and interpretation of the information obtained, after completing the application of the instruments selected for this research. The population under study, contains a total of 43 students in both groups. They currently are attending their senior year. At the beginning, they presented good English skills, so for the activities would be easier for them to complete. The instrument used was a lesson plan, explained in the previous chapter. It contained two lesson plans, which included some activities to improve their speaking skills, as well the strategy, impromptu speech. The lesson plans were used from the “Unit 2 Get Ready. Get set. Go!” from the Ministerio de Educacion Pública academic program. It was divided into two days of lessons. In the first lesson, it was worked “Theme 1: Get ready: Take a Look at your Dreams and Fears.” At the beginning of the class, the researcher introduced the topic with some activities. Next, she explained to the students the main topic to study with activities. Finally, so at the end of the class, the researcher provided closing activities.

Additionally, during the second lesson, the students worked on “Theme 2: Get Set: College or Career? Surviving or thriving? Developing your soft skills.” This had the same structure used in lesson plan 1. In other words, the researcher used some activities to introduce the topics. Moreover, it was provided main topic explanation with activities and closing lesson activities. Finally, the information recollected during the lessons imparted, is the corresponding analysis and results.

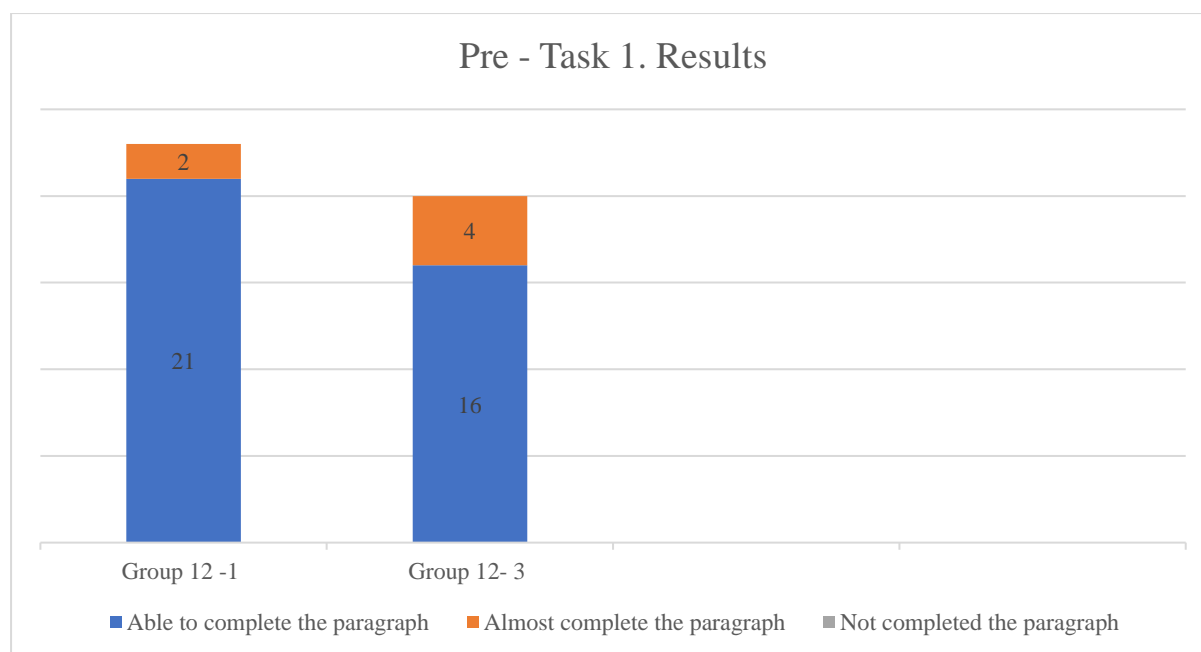
## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

### 4.3.1 Lesson Plan 1

#### 4.3.1.1 Pre – task 1. Writing a paragraph

The teacher played the video “What hopes and dreams do you have for the future?” from YouTube, <https://www.youtube.com/watch?v=VNtEIIA4yA0> , while the students must pay attention to it. Next, the student must write a 10 lines short paragraph describing their dreams. Then, students shared the work done orally.

**Figure 1**



*Source: Pre-task 1.*

Figure number one represents the results of the Pre -task 1, corresponding to Lesson Plan 1. The student’s attention during the video was good. The first group results show that from 23 students, 2 almost completed the paragraph in regards to the video. However, they did not complete the paragraph with 10 lines as requested. The same happened with the second group (20), as some students just mentioned the dreams, but not the description. The rest of the students

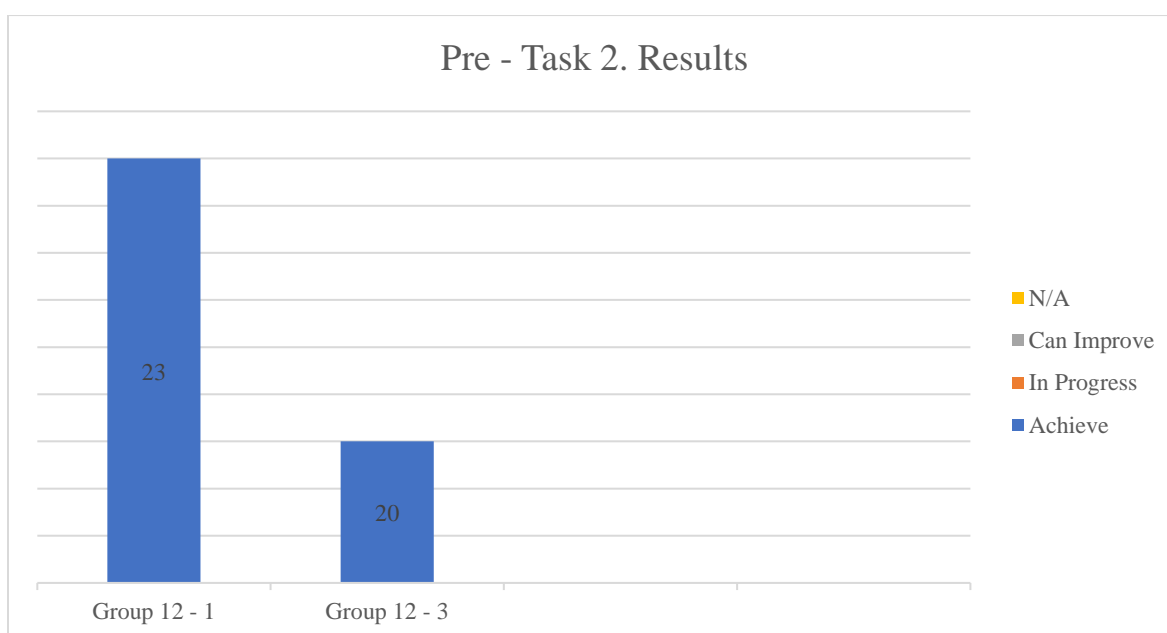
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who were able to complete the paragraph, they did it as requested with the lines asked by the teacher.

### 4.3.1.2 Pre – task 2. Talking about Dreams and Fears

The facilitator provided the students a table. (Annex #1), which consisted of some questions one student had to asks to 5 classmates. The questions in the table were related to the topic. The teacher checked the exercises orally. The teacher used Rubric 2 to evaluate this task.

**Figure 2**



*Source: Pre-task 2 (Annex 1)*

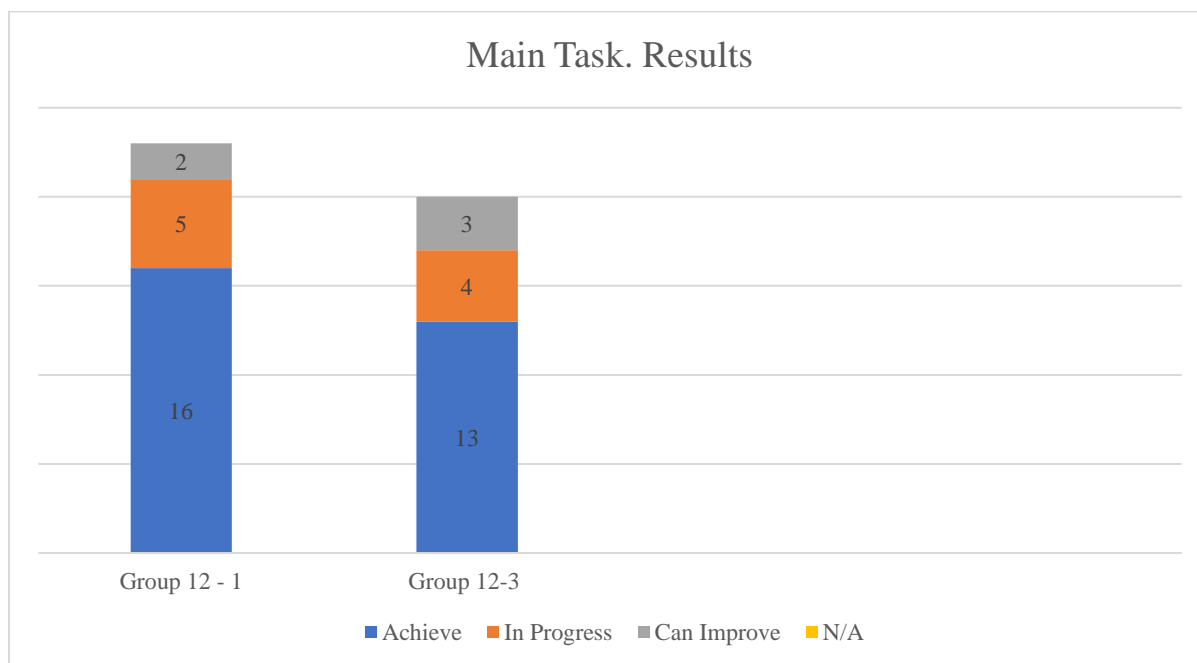
Figure number two represents the results of the Pre – task 2, corresponding to Lesson Plan 1. There is a result from the activity, in which it can be noticed that all the students from both groups, achieved the Pre – Task 2. To achieve means that the students were able to complete the task in a totality. There were no mistakes during the application process. Moreover, the students applied the speaking skill during the activity, as the activity focus was to speak with others.

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### 4.3.1.3 Main Task. Impromptu Speech – Life dreams

The instructor prepared each student to speak about Life dreams for 3 minutes using vocabulary as the student could. The facilitator provided time for preparation; then, each student had to do the Impromptu Speech as requested by the teacher. The teacher monitored pronunciation. In addition, the teacher used Rubric 1 to evaluate this task.

**Figure 3**



*Source: Main Task*

Figure number three represents the results of the Main Task, corresponding to Lesson Plan 1. According to the results obtained from the first group (23), it can be stated that 16 students achieved the task; in addition, in the second group, (20) 13 student achieved the task, that means that they were able to complete it with no errors. Five students from first group and four from the second group, were classified as in progress regarding the task. This means that they almost completed the task with 1-3 errors. Finally, there were two students from first group and three from second group that needed to improve in the task, as they had more than 3 errors

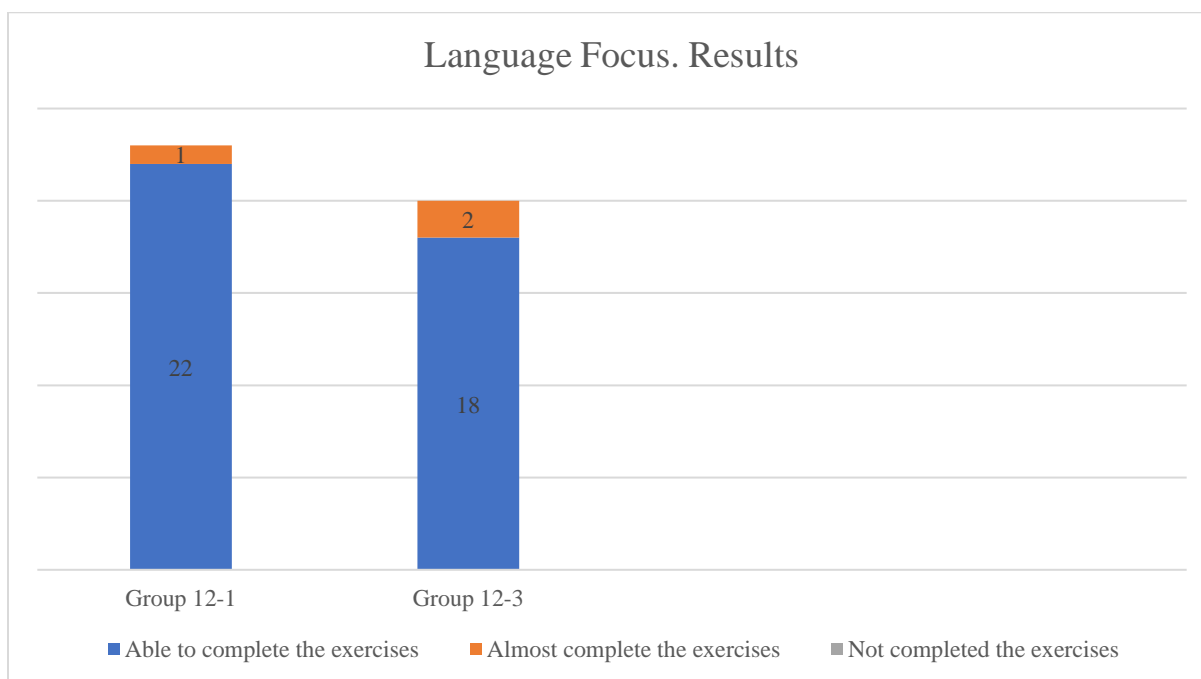
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during the activity. There is an important thing to mention, for those students who could not be able to complete the task in a totality, was because they lacked vocabulary regarding the topic, so they lost time thinking on words.

### 4.3.1.4 Language Focus. Use of Modals to talk about Future – Conversation

The educator shared a presentation about the “Use of Modals to talk about Future” (Annex 2). After the presentation, the instructor provided the practices about the modals explained by the teacher (Annex 3). The teacher asked the students to create a short conversation using the future modals learned. The instructor checked the exercises orally.

**Figure 4**



*Source: Language Focus (Annex 2 – 3)*

Figure number four represents the results of Language Focus, corresponding to Lesson Plan 1. In the first group (23), one student almost completed the activity, because there were from 1-5 errors. The same thing happened two students from the second group (20). The rest of the

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

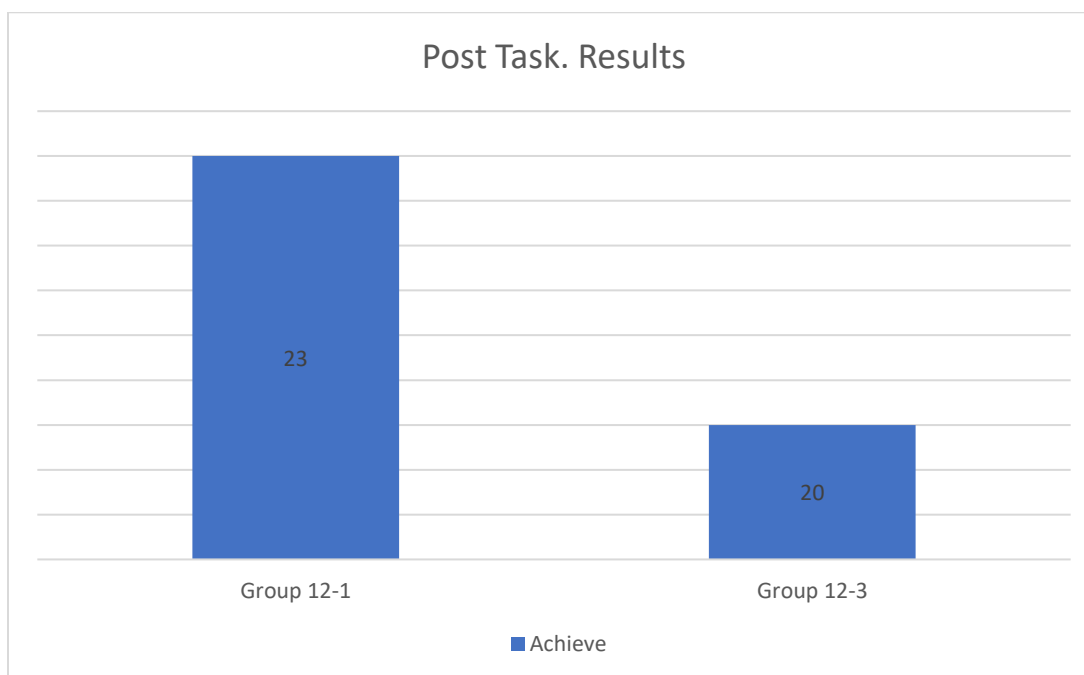
students were able to complete the activity with zero errors. This shows that the 98 percent of them understood the Grammar topic with the help of the practices.

### 4.3.1.5 Post – task. Kahoot Game

At the end of the lesson, the teacher shared a Kahoot with the students to play and check if they could answer correctly the questions related to the lesson given. The teacher shared the code of the Kahoot, and the students connected with their phones. In case someone did not have a phone, they could play in teams or use a computer or tablet.

Kahoot: <https://play.kahoot.it/v2/?quizId=6ac04f17-37ab-40c9-8c24-b76516cc8509>

**Figure 5**



*Source: Post task (Annex 4)*

Figure number five represents the results of the Post – task, corresponding to the Lesson Plan 1. There is a result from the activity, in which it can be noticed that all the students from both groups achieved the Post Task. This means that the students were able to complete the task

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

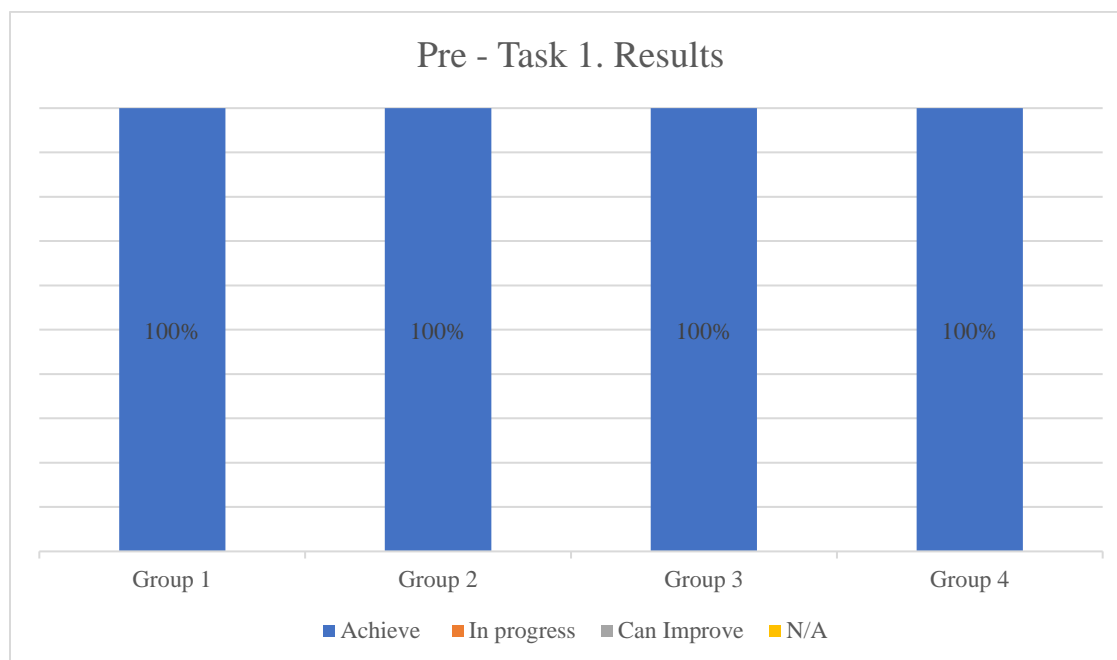
in a totality. There were no mistakes during the application process. Moreover, the students used the speaking skill during the activity, as it was focused on speaking with others.

### 4.3.2 Lesson Plan 2

#### 4.3.2.1 Pre – task 1. 12-1. Oral Presentation Hard – Soft Skills

The teacher divided the class into four groups. The first and third group prepared a short presentation about Soft Skills. The second and fourth group prepared a presentation on Hard Skills. It must include the definition of it in their own words and their importance. Then, some students shared the work done orally. The facilitator monitored pronunciation during each presentation. The teacher used Rubric 3 to evaluate this task.

**Figure 6**



*Source: Pre – task 1. Group 12-1*

Figure number six represents the results of the Pre – task 1, corresponding to Lesson Plan 2. From the subgroups created all students in 12-1 were able to complete the task. The students

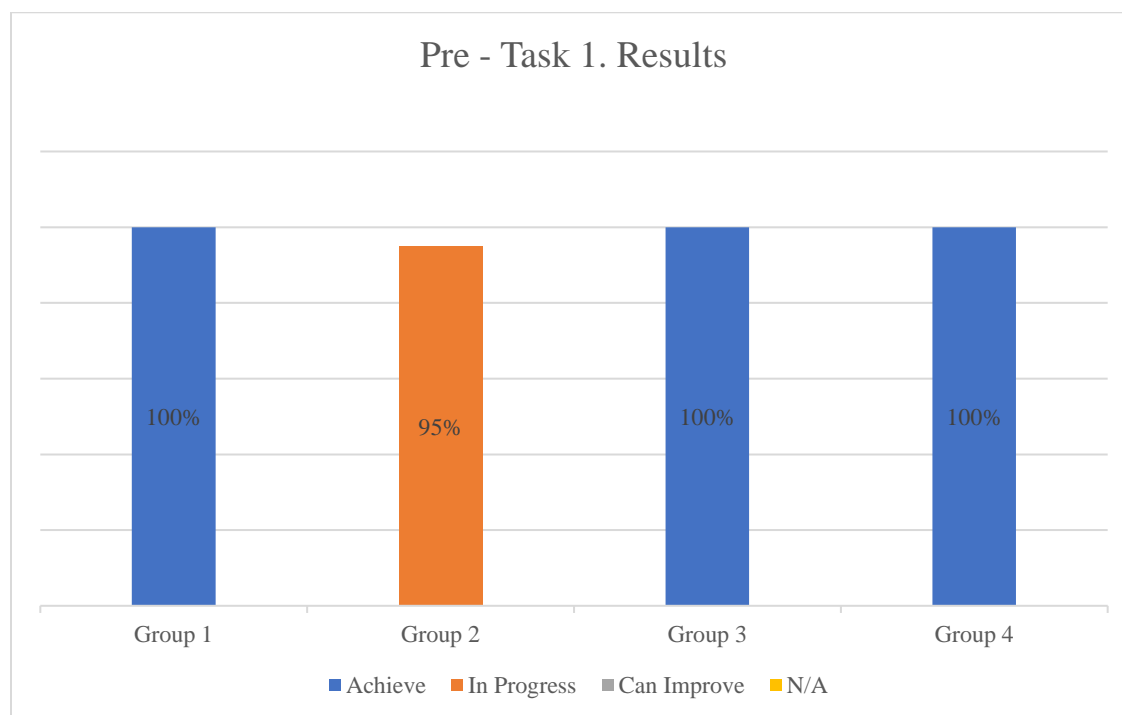
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demonstrated full knowledge of the topic under study. That is why they achieved the task and were able to provide the definitions and importance of soft and hard skills.

### 4.3.2.2 Pre – task 1 12-3. Oral Presentation Hard – Soft Skills

The teacher divided the class into four groups. The first and third group prepared a short presentation about Soft Skills. The second and fourth group prepared a presentation on Hard Skills. It must include the definition in their own words and their importance. Then, some students shared the work done orally. The facilitator monitored pronunciation during each presentation. The teacher used Rubric 3 to evaluate this task.

**Figure 7**



*Source: Pre task 1. Group 12-3*

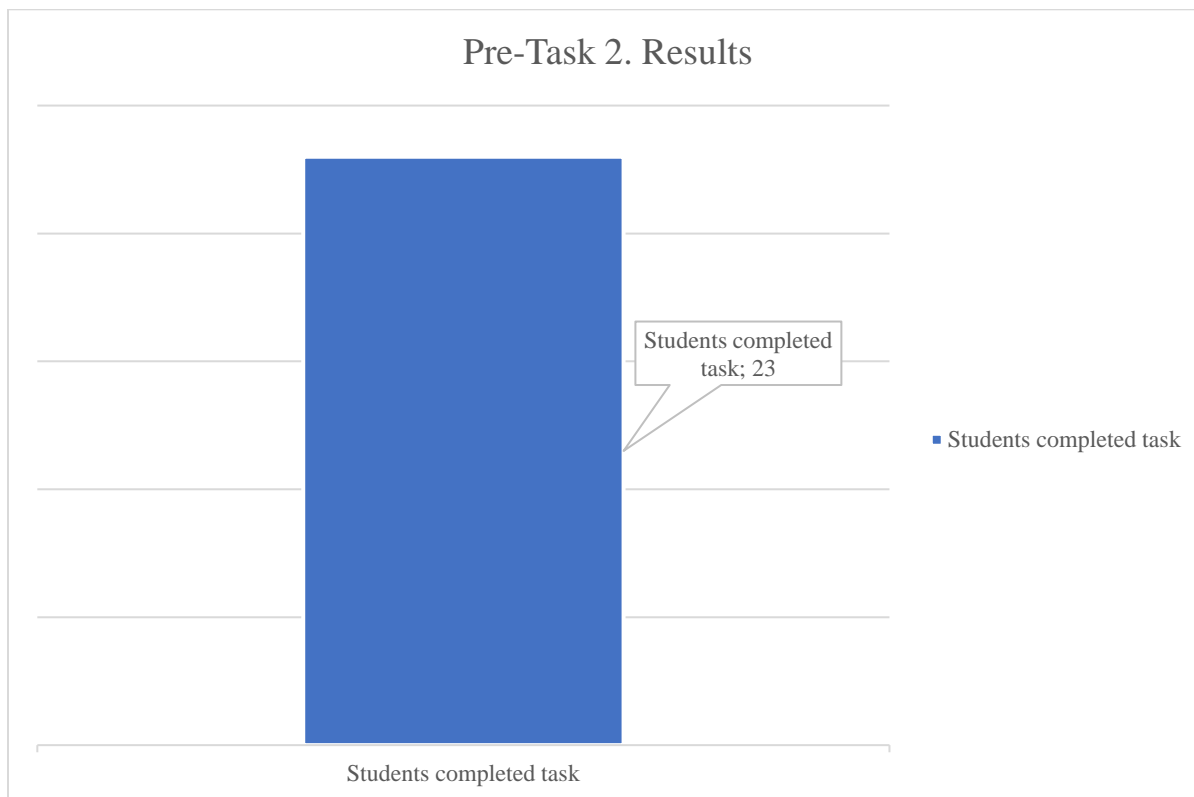
Figure number seven represents the results of the Pre – task 1, corresponding to Lesson Plan 2. From the subgroups created in 12-3, one the group was not able to complete the activity. They were 1-3 errors and the students did not provide the information in a complete way. For the rest of the groups, they were able to complete the task with zero errors.

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### 4.3.2.3 Pre – task 2 12-1. Identifying Jobs Skills

The teacher provided the students with Annex 4, which was a list of jobs. The students must identify it by listing the hard and soft skills that they found.

**Figure 8**



*Source: Pre – task 2. Group 12-1. (Annex 5)*

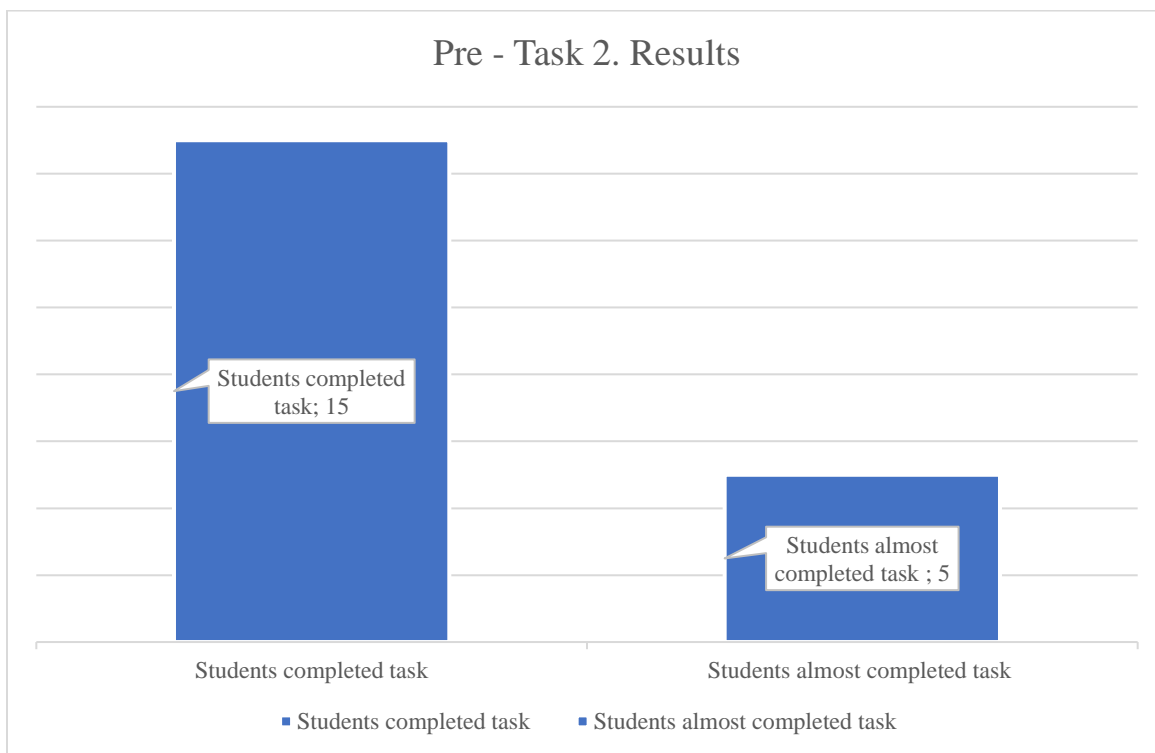
Figure number eight represents the results of the Pre – task 2, corresponding to Lesson Plan 2. All the students were able to identify and list all the skills from the job list given to them by the teacher. This means that the students understood the topic that was seen in class.

### 4.3.2.4 Pre – task 2. 12-3. Identifying Jobs Skills

The teacher provided the students with Annex 4, which was a list of jobs. The students must identify it by listing the hard and soft skills that they found.

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**Figure 9**



*Source: Pre – task 2. Group 12-3. (Annex 5)*

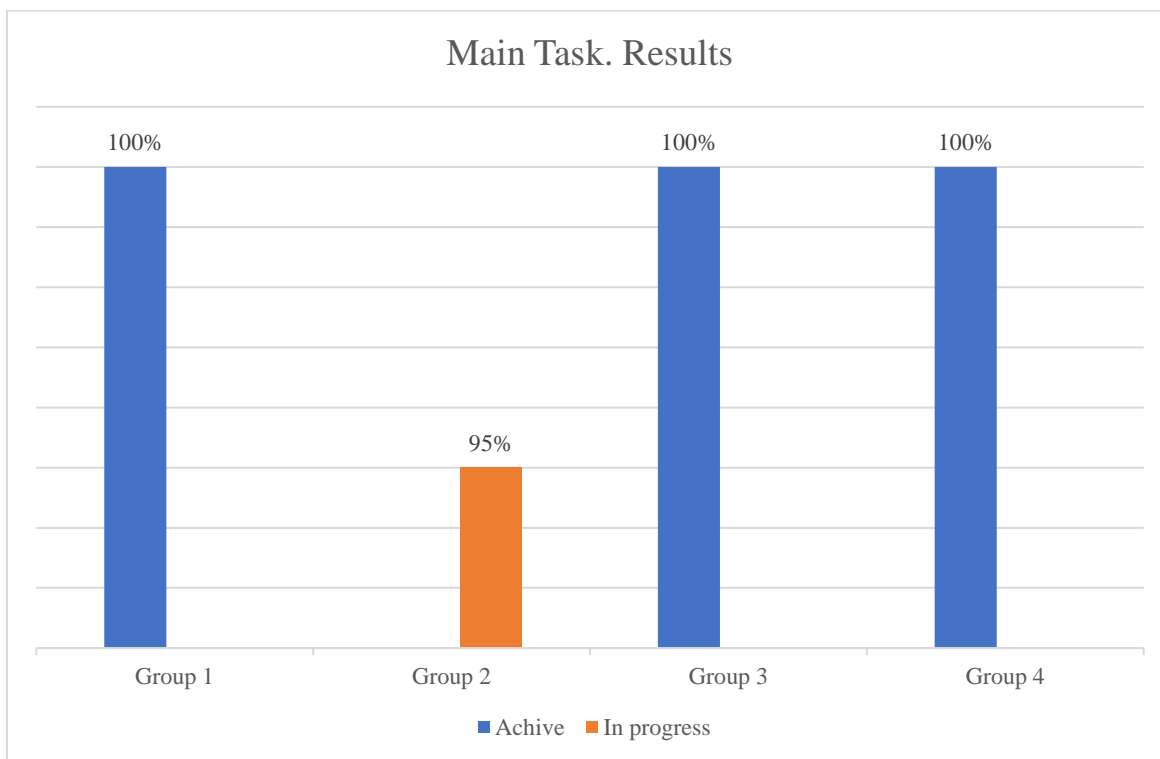
Figure number nine represents the results of the Pre – task 2, corresponding to Lesson Plan 2. There were five students who almost completed the task, because they had 1-3 errors. This means they did not totally identify the skills from the job list given. On the other hand, 15 students totally identified all the skills from the job list. There were not errors found in their lists.

### **4.3.2.5 Main Task. 12-1. Listing Job Skills**

The instructor divided the class into small groups. Next, the teacher gave them a job name, so the students must think what the skills were required for that job. Then, they had to list them so at the end, they shared with the class orally.

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**Figure 10**



*Source: Main Task. Group 12-1.*

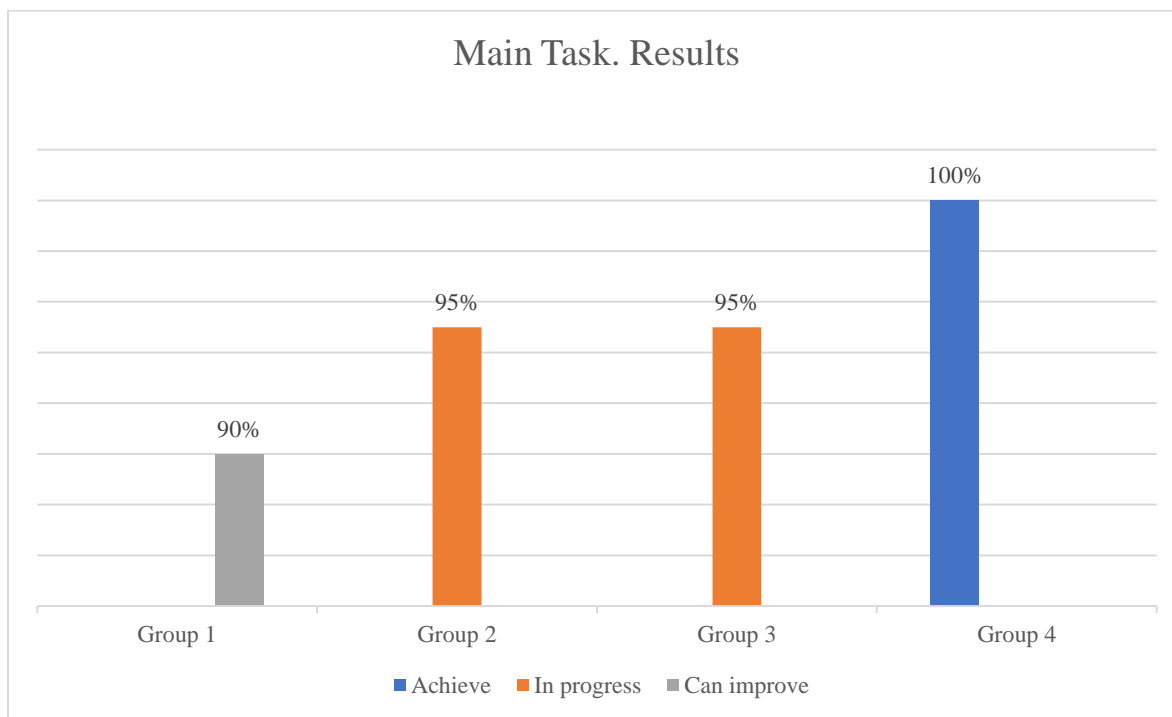
Figure number ten represents the results of the Main Task, corresponding to Lesson Plan 2. There was one that was not able to complete the task, as they had difficulties when thinking about the hard and soft skills. The rest of the groups were able to complete the task with no difficulties.

### **4.3.2.6 Main Task. 12-3 Listing Job Skills**

The instructor divided the class into small groups. Moreover, the teacher provided them with a job's name, so the students must think what skills were required for that job. Then, they had to list them, so at the end they shared it with the class orally.

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**Figure 11**



*Source: Main Task. Group 12-3.*

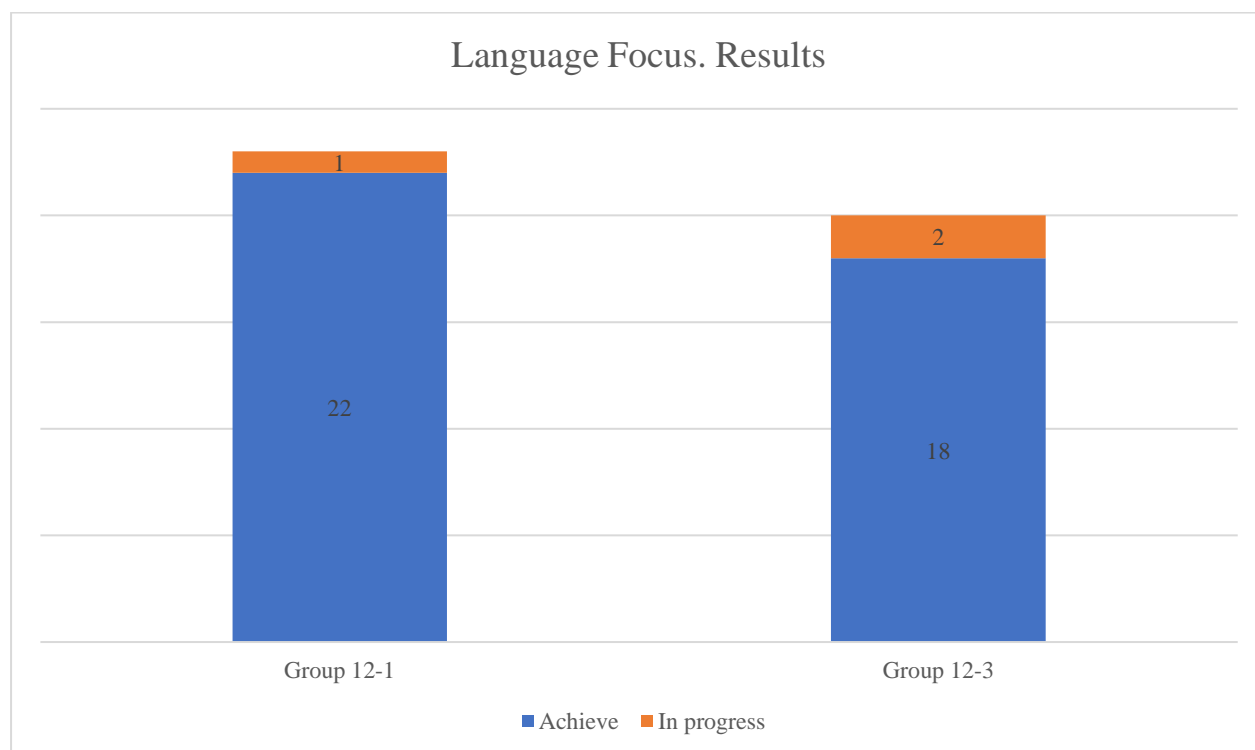
Figure number eleven represents the results of the Main task, corresponding to Lesson Plan 2. From the four subgroups, only one group of students achieved the task, which means that they were able to complete the task with no difficulties. Moreover, it can be stated that, two groups were in progress, as they had some difficulties to mention and list the skills from the job provided. Finally, one group obtained the qualification of can improve because they provided only two skills from the job provided to them.

### **4.3.2.7 Language Focus. Grammar: Future Tenses**

The teacher shared a presentation about the “Future Tenses” (Annex 5). After the presentation, the educator provided an exercise on the Future Tenses (Annex 6).

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

**Figure 12**



*Source: Language Focus. (Annex 6 – 7)*

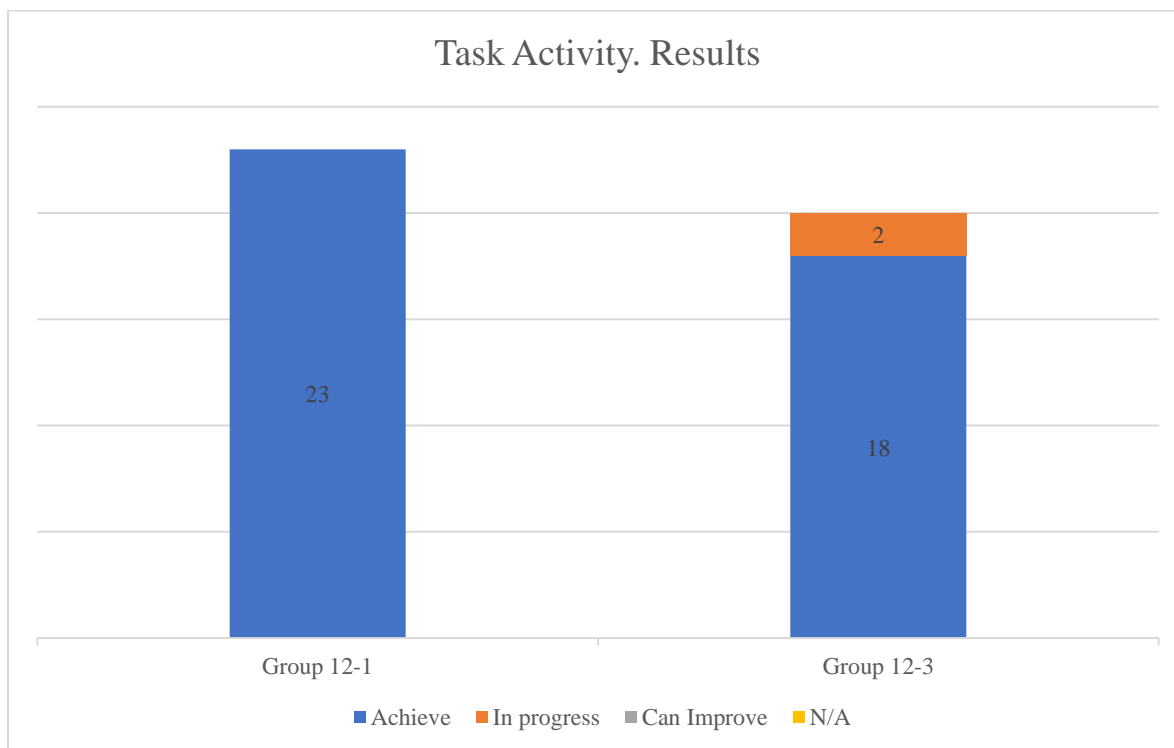
Figure number twelve represents the results of the Language Focus, corresponding to Lesson Plan 2. For group 1 (23), it can be stated that 1 student had errors in practice, which means that the student was still in progress. The same situation happened in the group 2 (20), as two students had errors in their practice provided by the facilitator. The rest of the students from both groups had no errors in their practice, which means that they achieved the task.

### **4.3.2.8 Task Activity. Impromptu Speech – Studying a Major**

The teacher prepared the student to speak about a major that the student would like to study in the future, adding the skills required. The students must include future tense during the impromptu speech of 2-3 minutes. The educator monitored pronunciation during the speech. The teacher used Rubric 4 to evaluate this task.

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Figure 13

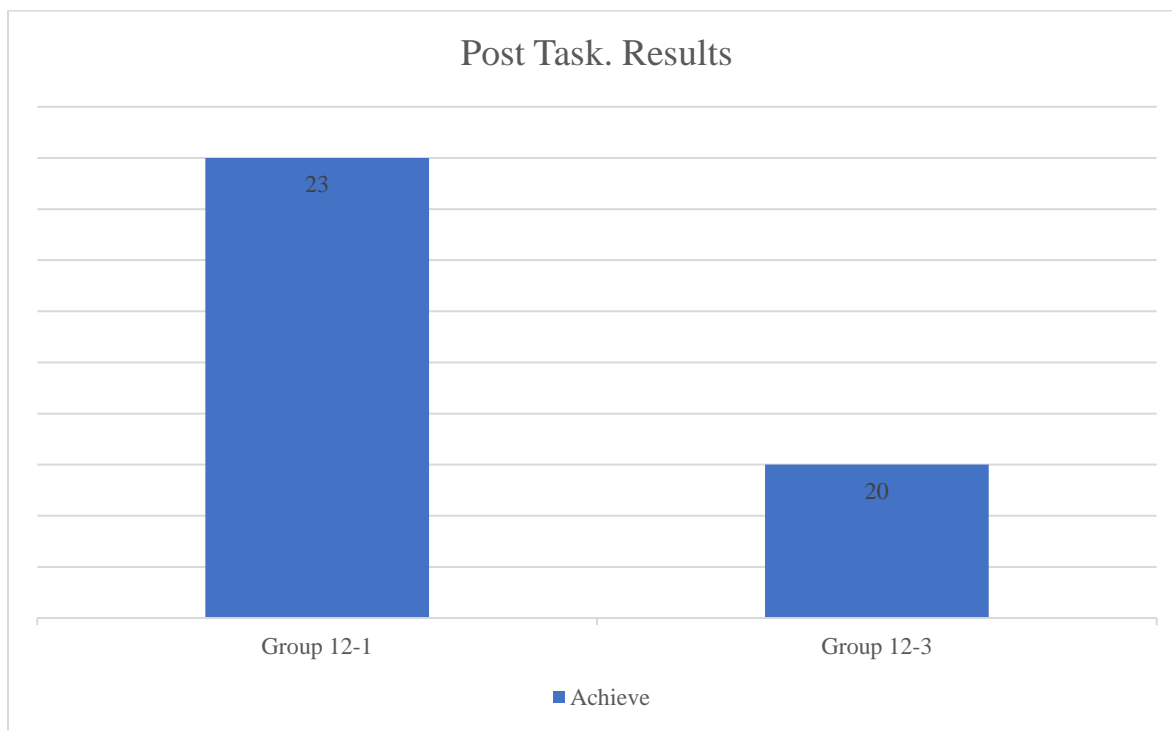


*Source: Task Activity.*

Figure number thirteen represents the results of the Task Activity, corresponding to Lesson Plan 2. According to the results obtained from group 1 (23), all the students achieved the task, as they were able to complete it within the time requested, using all the vocabulary that they could with no pauses. On the other hand, regarding group 2 (20), 18 students completed the task, as well. However, there were 2 students in progress, because they had some difficulties to express themselves using their own vocabulary knowledge.

### 4.3.2.9 Post Task. Review of Future Tenses

At the end of the class, the teacher asked one student randomly to say at least one use of the Future Tense Will, and then asked other student the same but regarding Future Tense Going to. Moreover, the teacher asked to another student to say at least one of the tenses formulas, either Will or Going to.

**IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL****Figure 14**

*Source: Post task.*

Figure number fourteen represents the results of the Post Task, corresponding to Lesson Plan 2. From both groups of students, all of them were able to complete the task. The students demonstrated full knowledge of the topic under study. That is why they achieved the task and were able to provide the definitions, uses, and formulas that the teacher asked during the task. At the end, the students understood the topic.

# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Chapter V

### Conclusion and Recommendations

This chapter presents the final part of a research. Hernandez and Mendoza (2018) stated that this chapter is considered as the response of the Research Question presented at the beginning of every research. The current chapter provides conclusions, recommendations, limitation/difficulties, and strategy proposal to ensure a closure to the topic studied. Without a doubt, conclusions are an important part of the investigation because they provide the final results of the research and the objectives. In addition, the analysis was conducted from the analysis of students' speaking skill to the application of the strategy proposed, which was impromptu speech, to obtain results of its effectiveness.

The purpose of this chapter, in general, is to provide the overall results of the investigation, so future readers can see the effectiveness of the strategies used during the study and the students' reactions to them. In addition, there were some unexpected results, as the difficulties and limitations that the researcher had. Moreover, there are recommendations which the future researchers can take and analyze for their future studies, but also for their classes, because at the end, they will be future teachers. Finally, there is the restatement of the research question with its detailed response. Finally, the chapter contains a strategy proposal, which reader can consider step by step. The proposal is provided because the researcher not only wants to provide the results of the Impromptu speech, but also the idea is to improve all the skills of the students, by creating suitable activities that can catch the students' attention in order for the educator will create a good class environment and activities for the good of the students.

## **IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL**

### **5.1 Conclusions**

The following information provides the conclusions for each objective stated at the beginning of this research. Moreover, it also covers the information from Chapter II, which is the theory the investigator used during the application of the instruments. The conclusions will be presented in the order of the objective stipulated with its findings. It is important to mention, the conclusions were based on the application of the instruments and analysis from the Chapter IV.

#### **5.1.1 To identify the weakness of the speaking skill in twelfth – grade students at Colegio Técnico Profesional de Escazú.**

To begin, it is necessary to consider the national weaknesses of speaking skill in most students in Costa Rica. It is a reality that in most public national institutions, there is a lack of bilingual students. For that reason, some students were selected at Colegio Técnico Profesional de Escazú, to see if there are weaknesses in the language. In addition, the main point of this investigation was to improve the speaking skill by creating and applying activities. The results obtained, at this point of the investigation, from the instruments used, provided that the students had difficulties to express their ideas orally.

In addition, some of the student had more difficulties to complete the oral tasks because of the lack of vocabulary, along with poor speaking skills. This was identified during the implementation of the first lesson plan applied to the students. For that reason, the student – teacher applied the repetition of oral activities in the second lesson plan, to see a good results. Finally, the student – teacher proposed herself to improve this skill for the better of the students, by providing them feedback at the end of every activity and asking the students to pay attention to get better results the next time and complete an oral activity.

## **IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL**

### **5.1.2 To create activities for students to deliver good impromptu speeches and improve their speaking skill.**

During the creation of Chapter II, the investigator provided some activities which could improve the speaking skill of the students. Since it was identified the weakness of the skill studied, the investigator not only applied the proposed oral activity, but she also applied different oral activities to improve the student's oral communication. These activities were studied during the creation of Chapter II and some of them were applied during the lessons. In addition, the investigator provided the students with some techniques to deliver good impromptu speeches.

From the beginning, the oral activities created, had a good impact on the students and also on the teacher, because it showed good results. As a result, and the most important, is the students liked the activities done in class. Even, the students saw their improvement during the oral activities, at the same time that they were learning the topic learned in class. Not all the students obtained the same improvement; however, it can be stated that there was an improvement. For that reason, it can be said that the oral activities, provided improvement for the students' speaking skill. Adding to the conclusion, the investigator noticed that nowadays, the students preferred oral activities from the beginning to the end of the. Since there is repetition of the topic vocabulary. The students noticed that they were learning through these oral activities, so they asked for more. Teachers must be able to identify and study the students, as well as how they like to work in class, so there will be motivation and good results at the end of every closing topic.

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### **5.1.3 To evaluate the results from the activities proposed regarding Impromptu**

#### **Speech as strategy for students.**

As mentioned before, the results from the oral activities were good. The researcher emphasized on Impromptu Speech as strategy, so since the beginning of the application of the strategy, the teacher provided some vocabulary to allow the students to easily complete the task. The first results provided that some students were able to complete the task totally with no errors during the time requested. At the end, teacher provided feedback to those students, so they could improve more their skills in the next impromptu speech.

In addition, there were some students who had difficulties during the application of the task. They were nervous, so they lost time thinking in how to provide more information. The teacher provided feedback and strategies to improve the activity, so the students the next time could complete it without difficulties. The second time, since they already knew about the strategy and how it worked, they took the challenge to do it without that fear, nervousness, and lack of vocabulary.

It can be said that impromptu speech improved the speaking level of these students. They were able to complete the task, since they paid attention to the feedback provided by the teacher. The class environment played an important role during the application of the strategy. First, the teacher asked the students who were not doing the activity to respect the other students. In fact, they helped each other to accomplish the strategy better each time. The instructor also prepared the students with other speaking activities to make them feel comfortable each time they had to speak.

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### **5.2 Restatement of the Research Question**

It is important to answer this question since it is the essence of the present investigation, that is: How the Impromptu speech strategy can improve the speaking skill in twelfth grade students at Colegio Técnico Profesional de Escazú during the second quarter 2023? First, the researcher intended to find out if the strategy improved or not the speaking skill, and the correct answer was yes. This since the practices done in class allowed for an improvement in almost all the students because they lost the most important thing: the shame to do it wrong. The teacher provided the knowledge on the topic with other activities, so the students were able to understand it.

Additionally, the strategy improved the use of vocabulary of the students. They saw that step by step they accomplished each activity during the lessons, so at the end they asked to have more of this kind of activities during their classes. They knew the level of English that they had, so they asked for more oral activities like the ones done with them. As a conclusion, adding more oral activities such as Impromptu speech and others in class, can help to improve the students' speaking skill.

### **5.3 Unexpected Results**

#### **5.3.1 Difficulties / Limitations**

During the research process, there are some limitations and difficulties the research saw and had. It is important to mention some of them because this situation is presented in some cases. As the first thing to mention is the lack of modern information sources. This was presented at the beginning of the investigation process since it was hard to find modern sources to use in the Chapter II. It was found some sources as books, but their year of publication was too old to use.

## **IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL**

On the other hand, another limitation was the Costa Rican calendar system since they go on vacation during the middle of the year. For time purposes, the investigator lost two weeks, so she had to create and apply the instruments before they went on vacations. In addition, the evaluation calendar period was before vacations, so the investigator had to hurry with the application of the instruments. In addition, there was a lack of national research in this field. The investigator did research regarding the field to study, but she only found one national research. It can be said that in Costa Rica, there is not much research regarding the field, so it was hard to use them as sources.

Moreover, during the application of the instruments, the researcher found a limitation, which was the student's fear during some activities. Since there were some students who had difficulties to express their ideas when speaking, it was difficult for the instructor to make them do the oral activities because they felt a little nervous to make a mistake. For that reason, the teacher created a good class environment, as well preparation to make the students feel comfortable from the beginning to the end of the class. Another fact to mention was that classes were suspended due to a power outage. Such unexpected situation happened during the class activities. Since there was no power, the students left early the high school, so the investigator lost some time. For that reason, the investigator went to the high school one more day to complete the lesson plan with the group of the students who were missing to complete it. Finally, the availability of the type of material which was required for this specific topic, depended exclusively on online sources. Due to the lack of information, the investigator had to use online sources from those authors who can use their material with APA format.

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### **5.4 Recommendations**

The researcher provided some recommendations due to the conclusions made. The first recommendation for future researchers, is to provide students with confidence during the English lessons. The reason of this recommendation is that some students are afraid of speaking during the lesson, specially in front of the class. The following recommendation plays an important role and goes hand-in-hand with the previous recommendation; that is, create more speaking activities based on the ones carried out in this research to activate student's speaking skill. In the Chapter II, it can be found important information regarding teaching speaking and the class activities that every student-teacher can apply during the classes.

Another recommendation is using a wider range of materials and activities to catch the students' attention during classes. Catching students' attention is another way to make them feel comfortable during the speaking activities, since they will be interested on the activity. For that reason, it is important to study the groups and identify what they like. This will affect positively for students and teachers during the lessons because there will be good results from what it is expected from students.

It is important to mention that the researcher must study the groups to identify if there is any lack of vocabulary. In fact, if after analyzing the group, the investigator finds this lack of vocabulary, the first step is to teach them and provide them with the knowledge on the topic under study, so during the activities, they study can easily develop the topic. For example, during an impromptu speech, it is important for students to know the topic, so the results of this activity will be good. Furthermore, researchers should create authentic material ahead of time. It is important to take the time to create material for future activities, days before their application. This will help the teacher, so he/she can apply it with sufficient time.

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Lastly, future investigators must take time to research for modern sources and get themselves updated with new technological and technique material. As mentioned before, there exists a lack of modern and national information. For that reason, taking the time to investigate, obtain the knowledge from the new material, techniques, and studies for the application during the classes, will be of great importance for researchers and future teachers to be updated with information in this field.

### **5.5 Strategy proposal**

- A. Future researchers should invest on assess students' level of oral performance ahead of time. Therefore, he/she would be able to either apply strategies and polish areas of need before jumping to the meta-activities or to analyze if there is any student behind.
- B. Based on this research, future research field interest candidates should study the group to see if there is any deficiency in the skill, in this case speaking. In addition, it should be studied the speaking methods to increase the skill of speaking.
- C. Once this step has been completed; the facilitator would be able to apply more strategies/methods to use during the speaking English lessons.

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# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Annexes

### Annex #1



## UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS English Department Practicum Seminar

### Lesson Plan #1

**Student Teacher:** Mariana Ruiz Méndez.

**Supervisor:** Joshua Masis.

**Date:** June 21st, 2023.

**Level:** Twelfth Grade.

**Class topic: Unit 2. Get Ready. Get Set. Go! Theme 1: Get ready: Take a Look at your Dreams and Fears**

**General Objective:** By the end of this lesson the students will be able to describe the dreams and fears using modals by speaking

**Class Objectives:**

1. Identify fear and dreams.
2. Use modals to speak about dreams and fears.
3. Speak about dreams and fears correctly.

Obj.	Procedures	Language (vocabulary and	Time
------	------------	-----------------------------	------

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

		<b>expressions) / Grammatical- Phonetic Features</b>	
1	<p>The professor takes the attendance and class agenda at the beginning of the class.</p> <p><b>Warm up</b></p> <p>The facilitator starts the class by introducing some examples regarding the topic to see. Teacher asks the students orally if the expression belongs to a fear or dream. Based on the answer, the teacher asks why they selected the option.</p>	<p>Expressions:</p> <ul style="list-style-type: none"> <li>- Moving out of home to live alone.</li> <li>-Becoming a professional....</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>-The expression is a definition of..?</li> <li>-Why it is a fear/dream?</li> </ul>	10 min
1	<p><b>Pre-task 1</b> The professor plays the video “What hopes and dreams do you have for the future?” from YouTube, <a href="https://www.youtube.com/watch?v=VNtEIIA4yA0">https://www.youtube.com/watch?v=VNtEIIA4yA0</a> , while the students must pay attention to it. Next, the student must write a 10 lines, short paragraph describing their dreams.</p> <p>Then, students share the work done orally.</p>	<p>My dream is...</p> <p>I want to go to university...</p> <p>I dream to have a car....</p>	20 min

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

1	<p><b>Pre-task 2</b> The facilitator provides the students the table. (Annex #2), which consists of one student asks 5 classmates the questions that are in the table related to the topic.</p> <p>The professor checks the exercises orally.</p> <p>Professor uses <b>Rubric 2</b> to evaluate this task.</p>	<p>What's your biggest dream?</p> <p>What's your biggest fear?</p> <p>My biggest dream is...</p> <p>My biggest fear is...</p>	20 min
1,3	<p><b>Main Task</b> The instructor prepares each student to speak about Life dreams for 3 minutes using vocabulary as the student can. Facilitator provides time for preparation, then each student has to do the Impromptu Speech as requested by the teacher.</p> <p>The professor monitors pronunciation.</p> <p>Professor uses <b>Rubric 1</b> to evaluate this task.</p>	<p>I dream having a lot of cars...</p> <p>My dream is to travel around the world because...</p>	30 min
1.2.3	<p><b>Language Focus</b> The educator shares a presentation about the “<b>Use of Modals to talk about Future.</b>” (Annex 3)</p> <p>After the presentation, the instructor provides the practices about the modals just explained by the teacher. (Annex 4)</p> <p>The instructor checks the exercises orally.</p>	<p>Modals of future: will, may, might, could.</p> <p>Practice vocabulary</p>	25 min

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

	<p>The professor asks the student to create a short conversation using the future modals learned. Facilitator will check some dialogue orally.</p>		
1,2,3	<p><b>Post-task</b> At the end of the lesson the teacher shares a Kahoot to the students to play and check if the students answer correctly the questions related to the lesson given.</p> <p><b>The teacher shares the code of the Kahoot, and the students can connect with their phones. In case someone does not have a phone, they can play in teams or use a computer or tablet. (Annex 5)</b></p> <p>Kahoot: <a href="https://play.kahoot.it/v2/?quizId=6ac04f17-37ab-40c9-8c24-b76516cc8509">https://play.kahoot.it/v2/?quizId=6ac04f17-37ab-40c9-8c24-b76516cc8509</a></p>		15 min

# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL



## UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS English Department Practicum Seminar

### Lesson Plan #2

**Student Teacher:** Mariana Ruiz Méndez.

**Supervisor:** Joshua Masis.

**Date:** June 26th, 2023.

**Level:** Twelfth Grade.

<p><b>Class topic: Unit 2. Get Ready. Get Set. Go! Theme 2: Get Set: College or Career?</b></p> <p><b>Surviving or thriving? Developing your soft skills</b></p>
<p><b>General Objective:</b> By the end of this lesson the students will be able to speak about skills that are required to a job career, also be able to use correctly Future Tenses.</p>
<p><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>4. Talking about college or career decisions.</li> <li>5. Describing soft skills needed to be successful in working life.</li> <li>6. Use Future Tense correctly.</li> </ol>

Obj.	Procedures	Language (vocabulary and expressions) / Grammatical-Phonetic Features	Time

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

2	<p>The professor takes the attendance and class agenda at the beginning of the class.</p> <p><b>Warm up</b></p> <p>The educator starts the class by introducing some examples regarding the topic to see. Professor asks to the students orally two questions.</p> <ol style="list-style-type: none"> <li>1. What do you know about hard skills?</li> <li>2. What do you know about soft skills?</li> </ol> <p>Instructor provides the definitions of Hard and Soft skills with examples.</p>	<p>Questions:</p> <ol style="list-style-type: none"> <li>1. What do you know about hard skills?</li> <li>2. What do you know about soft skills?</li> </ol> <p>Vocabulary: Hard and soft skills.</p>	10 min				
<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Hard skills</th> <th style="text-align: center;">Soft skills</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>These are technical knowledge or trainings that fit the job. Normally, you can acquire hard skills in the classroom, in an online course, and by experience. These are</p> </td> <td style="vertical-align: top;"> <p><i>They're part of your personality, but you can learn them. These are the traits that make you a good employee.</i></p> <ul style="list-style-type: none"> <li>•Interpersonal Skills</li> <li>•Communication</li> <li>•Collaboration / Teamwork</li> <li>•Problem Solving</li> </ul> </td> </tr> </tbody> </table>	Hard skills	Soft skills	<p>These are technical knowledge or trainings that fit the job. Normally, you can acquire hard skills in the classroom, in an online course, and by experience. These are</p>	<p><i>They're part of your personality, but you can learn them. These are the traits that make you a good employee.</i></p> <ul style="list-style-type: none"> <li>•Interpersonal Skills</li> <li>•Communication</li> <li>•Collaboration / Teamwork</li> <li>•Problem Solving</li> </ul>			
Hard skills	Soft skills						
<p>These are technical knowledge or trainings that fit the job. Normally, you can acquire hard skills in the classroom, in an online course, and by experience. These are</p>	<p><i>They're part of your personality, but you can learn them. These are the traits that make you a good employee.</i></p> <ul style="list-style-type: none"> <li>•Interpersonal Skills</li> <li>•Communication</li> <li>•Collaboration / Teamwork</li> <li>•Problem Solving</li> </ul>						

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

	<p>teachable and measurable abilities.</p> <ul style="list-style-type: none"> <li>•Marketing Skills</li> <li>•IT Skills</li> <li>•Writing</li> <li>•Reading</li> </ul>			
1	<p><b>Pre-task 1</b> The professor divides the class into four groups. The first – third group prepares a short presentation talking about Soft Skills. The second and fourth group prepares the presentation about Hard Skills. It must include definition of it in their own words and provide the importance of it.</p> <p>Then, some students will share the work done orally.</p> <p>Facilitator monitors pronunciation during each presentation.</p> <p>Professor uses <b>Rubric 3</b> to evaluate this task.</p>	<p>Vocabulary: Hard and soft skills.</p> <p>This skill is important because...</p>	20 min	

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

1	<p><b>Pre-task 2</b> The professor provides to the students Annex 4, which is a list of jobs. The students must identify it by listing the hard and soft skills that they found.</p>	<p>Vocabulary: Hard and soft skills.</p> <ul style="list-style-type: none"> <li>- Good listening skills</li> <li>- Good communicator</li> <li>- Passionate</li> </ul>	20 min
1,3	<p><b>Main Task</b> The instructor divides the class into small groups, which professor provides to them a job name, so the students must think what the skills are required for that Job. Then, they have to list them so at the end, they have to share with the class orally.</p>		15 min
1.2.3	<p><b>Language Focus</b> The professor shares a presentation about the “<b>Future Tenses.</b>” (Annex 6) After the presentation, the educator provides the Future Tenses practice just presented. (Annex 7)</p>	<p>Future Tense: Will and to be going to. Uses and tenses formulas. + Practice #1 vocabulary</p>	25 min

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

1.2.3	<p><b>Task Activity:</b> The professor prepares the student to speak about a career that the student would like to study in the future, adding the skills required. The students must include future tense during the impromptu speech of 2-3 minutes.</p> <p>The educator monitors pronunciation during the speech.</p> <p>Professor uses <b>Rubric 4</b> to evaluate this task.</p>	<p>Vocabulary: Hard and soft skills.</p> <p>Future Tense: Will and to be going to.</p>	20 min
1,2,3	<p><b>Post-task:</b></p> <p>At the end of the class, the professor asks the one student randomly to say at least one use of the Future Tense Will, then asks to other student the same but, Future Tense Going to, then to another student to say at least one of the tenses formulas, either Will or Going to.</p>	<p>Future Tense: Will and to be going to.</p> <p>Uses and tenses formulas.</p>	10 min

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Annex # 2 Worksheet 1

Student's Name: \_\_\_\_\_

Professor: Mariana Ruiz Méndez

Worksheet #1

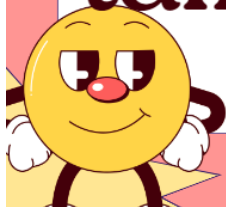
**Instructions:** Find 5 classmates and complete the following table. Remember to ask the questions orally.

Classmate's Name	What's your biggest dream?	What's your biggest fear?

**Annex #3 “Use of Modals to Talk about Future”**

PROFESSOR: MARIANA RUIZ

# “Use of Modals to talk about Future”




## What are modals?

These are special kind of helping verbs. A modal verb helps the main verb to express the mood of the subject and at the same time, it can indicate the possibility, persuasion, ability, and future.

Examples:

Will	Shall
May	Can
Could	Might



**IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL****Modals verbs of Future**

<b>Will:</b> Certain prediction of promise.	<b>May:</b> Permission or future possibility.	<b>Might:</b> Present or future possibility.	<b>Could:</b> Suggestion future possibility.
I think she will study harder now.	Richard may be coming tomorrow to see us.	I might join you if I finish my work early.	She could finish her project tonight.



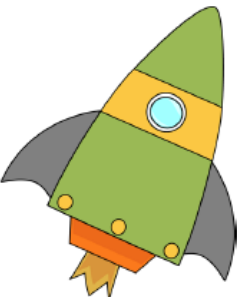
# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Annex #4 Worksheet 2

# Future with Modals

*Click on the correct form of the verbs. c*

1. Someday, we \_\_\_\_\_ have vacations on the moon.  
a. mustn't      b. might      c. don't
2. The future \_\_\_\_\_ look like a science fiction movie.  
a. may not      b. be able to      c. have to
3. Working from home \_\_\_\_\_ become more commonplace.  
a. could      b. never      c. do
4. They say that everyone \_\_\_\_\_ have a robot in the near future.  
a. could have      b. doesn't      c. will
5. We \_\_\_\_\_ driverless cars everywhere in a few years.  
a. will      b. couldn't      c. may see
6. There \_\_\_\_\_ a cure for cancer sooner than we think.  
a. could be      b. may      c. should have
7. Technology \_\_\_\_\_ police work  
a. should be      b. may      c. could transform
8. We \_\_\_\_\_ contact with alien life someday.  
a. might have      b. don't      c. wouldn't
9. Classes \_\_\_\_\_ to be virtual for a long time.  
a. continuing      b. won't      c. may continue
10. Robot teachers \_\_\_\_\_ in my opinion.  
a. will never happen      b. has happened      c. may to happen

**LIVEWORKSHEETS**

Taken from:

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Modals/](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Modals/)

[Future with Modals id2269462bs](#)

# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Annex #5 Kahoot!

The future \_\_\_\_\_ look like a science fiction movie.

16

0 Answers

▲ be able to      ◆ have to  
● may not      ■ is

Becoming a professional is a dream.

7

0 Answers

◆ True      ▲ False

Not being admitted at a university.

17

0 Answers

▲ Dream      ◆ Hope  
● Action      ■ Fear

Robot teachers \_\_\_\_\_ in my opinion.

13

0 Answers

▲ Has happened      ◆ Will never happen  
● May to happen      ■ Is going to happen

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

Making more good friends is a dream.

18

0 Answers

True

False

Start a new job is a fear.

13

0 Answers

True

False

We \_\_\_\_\_ contact with alien life someday.

18

0 Answers

Might have

Don't

Wouldn't

Will

Classes \_\_\_\_\_ to be virtual for a long time.

18

0 Answers

Continuing

Won't

Is not going

May continue

# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

18

Having the driver licence is a dream.

0 Answers

True

False

17

Graduating from high school is a fear.


0 Answers

True

False

# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Annex #6 Job Offers



Our Costa Rican Finance & Accounting team is growing, and we are looking for a Bank Reconciliations Processor I.

If you are interested or know someone who could be a good fit please contact [CostaRica-careers@stewart.com](mailto:CostaRica-careers@stewart.com) or call to 2291-3313

**Job Summary:**

The associate will be responsible to process daily and monthly bank reconciliations for assigned offices.

**Job Roles:**


- To match all bank information in an accounting period to information recorded in the books (AIM+, Resware, Ramquest, Softpro, CorrectDraw)
- To prepare a monthly reconciliation package including all related accounting reports for the given accounting period
- To follow up and research outstanding items with office field personnel, outsourced reconciliation team, banking partners, etc. to resolve/correct items in a timely manner

**Role Specific Knowledge**

- Experience in Reconciliation or General Accounting
- Detail oriented with the ability to multi-task
- MS Office Products including Excel and Outlook
- AIM+, Resware, Softpro, or Ramquest Production Systems
- Adobe Professional
- Excellent verbal and written communication skills

**Education & Experience:**

- Completion of a High School diploma
- Minimum of 1 year of experience in Escrow Bank Reconciliation which includes experience in Escrow Accounting.



## Customer Service Agent (Spanish-English) Temporary Job

**Essential Duties & Responsibilities**

**Interacts**  
with customers, company sales and/or service representatives.

**Updates**  
databases with status of returned materials issues and accounts for returns inventory.


**Ensures**  
service information accessible by sorting and filing documents/forms.

**Receives**  
customer requests and prepares documents/tickets.


**Records**  
and reports the status of equipment returns, repairs, replacements, sales orders and delivery schedules.

**Experience and Education**

  
 High School Degree

  
 Spanish-English (C1 level)



  
 Customer Service

  
 Standard Software

  
 Experience in Customer Service (plus)

**Qualifications**

- Problem solver
- Attention to detail
- Communicative
- Interpersonal skills
- Time Management

align |  | 
[aligntech.com/careers](http://aligntech.com/careers)
#lifeatalign

# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Annex #7 Future Tenses



### Future Will

- We use "will" to express a voluntary action.
- We use "will" to express a promise.
- We use "will" to express a prediction.

Form	FORMULA	EXAMPLE
Positive	S + will + verb + complement.	I will give a speech in the program.
Negative	S + will not / won't + verb + complement.	You will not be late.
Question	Will + S + verb + complement + ?	When will they leave?

### Future Going to

- We use "going to" to express a plan.
- We use "going to" to express a prediction.

Form	FORMULA	EXAMPLE
Positive	S + am/is/are + going to + verb + complement.	I am going to study more tonight.
Negative	S + am not/ is not/ are not + going to + verb + complement.	I'm not going to watch the show tonight.
Question	Am/is/are + S + going to + complement + ?	Are you going to paint tonight?

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Annex #8 Worksheet 3

Student's Name: \_\_\_\_\_

Professor: Mariana Ruiz

Méndez

Worksheet #3

**Future tense**

Instructions: Rewrite each sentence below in the affirmative, negative or interrogative.

1. I'm going to print it out for you.

Negative: \_\_\_\_\_

\_\_\_\_\_

Interrogative:

\_\_\_\_\_

1. Will she play with you?

Affirmative:

\_\_\_\_\_

Negative:

\_\_\_\_\_

2. We aren't going to eat out tonight.

Affirmative:

\_\_\_\_\_

Interrogative:

\_\_\_\_\_

### IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

3. Are we going to have pizza for dinner?

Affirmative:

---

Negative:

---

4. My parents will travel next weekend.

Negative: \_\_\_\_\_

---

Interrogative:

---

Instructions: Follow the example to write questions using “to be going to”.

**1. I won the lottery.**

**(what/buy) What are you going to buy?**

2. I'm going to travel next weekend.

(how/travel) \_\_\_\_\_

3. I'm going to give a party.

(who/invite) \_\_\_\_\_

4. The graduation is tonight.

(what/wear) \_\_\_\_\_

5. I'm going to have a special dinner tonight.

## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

(where/eat) \_\_\_\_\_

Instructions: # Complete the sentences with either “will” or “be going to”.

1. Brian and Marion \_\_\_\_\_ try out the talent show tonight.
2. Wait! I \_\_\_\_\_ help you carry those heavy boxes upstairs.
3. The Smiths \_\_\_\_\_ clean their house this weekend. They are expecting visitors on next week.
4. I think my parents \_\_\_\_\_ come to visit us tonight.
5. Debora \_\_\_\_\_ be an actor in the future!! She loves to act, make comic videos.
6. I'm sure he \_\_\_\_\_ like this gift.
7. Bob (not) \_\_\_\_\_ play soccer today. He needs to finish his homework.
8. Next summer, I \_\_\_\_\_ travel to New York. My sister lives there and she bought me a plane ticket for my birthday.
9. It's getting cold. I \_\_\_\_\_ take my coat!
10. Are you going to the cinema? Wait for me. I \_\_\_\_\_ go with you!
11. Jane and Tom (not) \_\_\_\_\_ study medicine next year. Jane \_\_\_\_\_ study French and Tom \_\_\_\_\_ take a gap year.
12. Mrs. Simons, those bags seem quite heavy. I \_\_\_\_\_ help you carry them.
13. Experts say the Earth \_\_\_\_\_ suffer seriously if we continue polluting.
14. Look at those black clouds. I think it \_\_\_\_\_ rain.

**IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL**

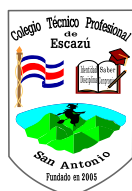
15. Bye Bye Joe. I \_\_\_\_\_ phone you as soon as I arrive home!

16. What \_\_\_\_\_ do tomorrow? I \_\_\_\_\_ visit my grandparents.

Taken from <https://en.islcollective.com/english-esl-worksheets/verb-tense-future/72360>

# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Annex #9 Rubrics



**Colegio Técnico Profesional de Escazú**  
**English Department**  
**Teacher: Mariana Ruiz Méndez**  
**Twelfth Grade**



### Evaluation Rubrics for Unit #2

**Scenario: Get Ready. Get set. Go!**

#### Themes:

1. Get ready: Take a Look at your Dreams and Fears

2. Get Set: College or Career?

3. Surviving or Thriving?

4. Go! The Future is Now

#### Objectives:

- Speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.
- Participate in-group work, expressing opinions and making suggestions actively.
- Express an opinion on different topics associated with everyday life and common issues.
- Present an argument clearly enough to be understood most of the time.

#### Rubric 1:

### Evaluation Chart

	<b>Achieve</b> <b>3pts</b>	<b>In Progress</b> <b>2pts</b>	<b>Can Improve</b> <b>1pt</b>	<b>N/A</b>
	The student was able to complete all the task.	The student completed almost the task.	The student did not answer at all.	The student no answer.
The student was able to speak during the time assigned.				
The student used many words as he/she can.				

### IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

The pronunciation never interfered with the meaning. The student used a clear voice				
The student demonstrated knowledge of the topic presented.				
<b>TOTAL 12pts</b>				

Comments:

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**Rubric 2:**

#### Evaluation Chart

	<b>Achieve 3pts</b> The student was able to complete all the task.	<b>In Progress 2pts</b> The student completed almost the task.	<b>Can Improve 1pt</b> The student did not answer at all.	<b>N/A</b> The student no answer.
The student included information regarding the topic assigned.				

**IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL**

The student was able to speak during the time assigned with no long pauses.				
The pronunciation never interfered with the meaning. The student used a clear voice				
The student demonstrated knowledge of the topic presented.				
<b>TOTAL 12pts</b>				

Comments:

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## IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL



**Colegio Técnico Profesional de Escazú**  
**English Department**  
**Teacher: Mariana Ruiz Méndez**  
**Twelfth Grade**



### Evaluation Rubrics for Unit #2

**Scenario: Get Ready. Get set. Go!**

#### Themes:

1. Get ready: Take a Look at your Dreams and Fears
2. Get Set: College or Career?
3. Surviving or Thriving?
4. Go! The Future is Now

#### Objectives:

- Speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.
- Participate in-group work, expressing opinions and making suggestions actively.
- Express an opinion on different topics associated with everyday life and common issues.
- Present an argument clearly enough to be understood most of the time.

#### Rubric 3

### Evaluation Chart

	<b>Achieve 3pts</b>	<b>In Progress 2pts</b>	<b>Can Improve 1pt</b>	<b>N/A</b>
	The student was able to complete all the task.	The student completed almost the task.	The student did not answer at all.	The student no answer.
The student included information regarding the topic assigned.				
The student was able to speak during the time assigned with no long pauses.				

### IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

The student delivered the speech with a correct order of the ideas. Clear ideas and examples.				
The pronunciation never interfered with the meaning. The student used a clear voice				
The student demonstrated knowledge of the topic presented.				
<b>TOTAL 15pts</b>				

Comments:

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**Rubric 4:**

#### Evaluation Chart

	<b>Achieve 3pts</b> The student was able to complete all the task.	<b>In Progress 2pts</b> The student	<b>Can Improve 1pt</b> The student did	<b>N/A</b> The student no answer.

### IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

		completed almost the task.	not answer at all.	
The student included information regarding the topic assigned.				
The student was able to speak during the time assigned with no long pauses.				
The student used Future Continuous correctly.				
The student used the Modals correctly.				
The pronunciation never interfered with the meaning. The student used a clear voice				
The student demonstrated knowledge of the topic presented.				
<b>TOTAL 18pts</b>				

Comments:

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**IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL**

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# IMPROMPTU SPEECH AS STRATEGY TO IMPROVE THE SPEAKING SKILL

## Annex #10 Pictures

