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The evaluation of the effect of assessments techniques in oral production as a mean to enhance the oral skill in sixth-graders at Colegio La Salle during the First Quarter of 2021

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## Chapter 1

### Introductory Framework

Learning a language can sometimes be a challenging and frustrating experience. At times you might feel that you have reached a dead-end (or hit a brick wall) and motivating yourself can become difficult. Don't forget that speaking a second language, not only opens new doors but also has numerous other advantages, according to Beth Watson (2015). Nowadays it is very common to see English classes in all schools since it is fundamental for the future of all students.

The education of English is extremely important since It is the most used language today, offering these classes since the students are small, will make them develop skills and confidence when talking with someone native, school is an age in which students learn everything in a faster and easier way and also enjoy the lessons more, even at this age they look for cartoons in English and learn new words that catch their attention.

The oral part is essential in children's learning, preparing them from an early age so that they can communicate more fluently will make them feel confident when they arrive at school and have confidence when speaking with a native person. Assessing students in a way that they do not feel pressured also greatly influences their performance.

Students of a second language must not only learn grammar or vocabulary, but their main objective must be communicative and, for this, it is essential to speak, something that for many students is not easy or comfortable. Oral skills must be worked on in class, also in primary school, as in any other educational stage. It is the teacher's responsibility that the classroom becomes a place where communication is the basis of learning. The reality is that many teachers still understand and develop their classes as a unidirectional process in which the teacher is the one who must communicate and the rest receive the message and, thus, the

oral expression will hardly be encouraged and improved. We must not forget that you learn to speak by speaking according to Mosquera Gende (2020)

Not only teachers should be in charge of student performance in English classes, but also parents at home and the effort and dedication that students give.

### **1.1 Problem Statement**

English is made up of different skills, all of them are of great importance when it comes to learning the language but the one that requires more practice and therefore its good evaluation and teaching is of utmost importance is the ability to speak. To communicate in another language, the correct pronunciation, and tone of voice have a relevant role since it is what allows the person who communicates to be understood by the people who master the language.

In Costa Rican educational centers, part of the objectives when teaching English is to ensure that students reach an advanced level in their oral, written, and listening production according to the MEP (2016), and for this, the necessary and adequate resources are needed to guarantee quality learning in students so that these skills are developed in the best way.

On the other hand, a problem that is affecting schools is that teachers are not giving much importance to what are oral tests in primary school, children are not leaving with good English to go to school, it cannot be generalized that all the schools, but in their majority. In primary school, they focus on children learning the basics, but they do not make an effort in the oral part, so they arrive very lost and nervous in this case in seventh grade.

Knowing the effect that oral tests have on children would make teachers make an effort to do them daily since they help a lot to the educational development and even the student's personal. Are oral tests, important in children especially in sixth grade

The evaluation of oral competence is one of the most subjective ones in the second language teaching and sometimes the most conflictive one related to the fair or unfair testing depending on the aims of that evaluation. Apart from the subjectivity problem we have to add the difficulty of the required time-consuming fact, mainly if that evaluation is carried out in an individual way, the activity preparation, the right rubric, and all the requirements that a good evaluation process or protocol implies.

In this document, we will display a theoretical framework of evaluation of oral competence in second language acquisition, the evaluation process, the importance of rating scales and their descriptors studying the most commonly used in well-known institutions and we present a holistic rate scale to be presumably used in the process of candidates selected in a job interview according to Pomposo Yanes (2016)

## **1.2 Objectives of the investigation**

The objectives of the research are to verify and demonstrate that the use of oral tests and oral practices as a strategy to effectively teach the English Language in sixth grade students at Colegio La Salle. Also identify the effect that these tests have on students and how this benefits their learning and development. In addition, it will be justified why the use of oral activities is an empirical method and, in this way, demonstrate to educators its advantages so that in the future they can speak with greater confidence.

### **1.2.1 General Objectives**

- To demonstrate the effect of the importance of oral assessments in sixth grade as a means for improving oral skills in the transition stage to enter college.

### **1.2.2 Specific Objectives**

- To analyze the effectiveness of oral assessments to measure the English level of students in sixth grade at Colegio La Salle.
- To identify the effect of oral assessments in students finishing sixth grade to know what their process is.
- Establish new assessment methods in oral tests to reinforce the development of students.

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

The reasons for studying English are many and varied. Perhaps the most common reason people have is that English is essential when it comes to finding work and even a better position. We know that our job opportunities will increase if we have a command of the language. On the other hand, another reason to learn English is to be able to have a better education without being limited to the educational centers of our country.

Oral language is one of the most important components when it comes to learning a language. Communication is essential for psychological, social, and cognitive development. Humans interact with people from their young age with sounds, words they hear from their family, and even from television. Both to learn the native language and to learn a second language, it takes care of constancy and interaction

Many educational centers in Costa Rica have gradually been developing a system for their students to finish school with a mastery of English, it is about taking them one step further so that they have better opportunities. But we know it is known that in other schools they do not give much emphasis to English so that students do not feel fully prepared and safe to advance with their professional life.

This research project is mainly sought to understand why oral tests are of great importance for students, especially when they are finishing school, that is, sixth grade. In this mentioned grade, students enter a stage of many changes, effort, and discipline

Oral evaluations undoubtedly have their degree of difficulty since teachers must act with an understanding and supportive attitude so as not to make students feel that they are judges since this can lead them to make the most common mistakes that are failing in pronunciations, not having any more ideas to talk about and it makes them doubt themselves.

The purpose of this project is to develop a new ability in teachers to perform oral tests on sixth-grade students with reluctance and prepare them psychologically for the new world that is school, without making them feel pressured and afraid, but rather in confidence and that they show the skills they have with the English language.

Knowing the results of this research is of great interest to educators and mainly those in which their subjects are related to language teaching since the use of oral tests are widely used by teachers to teach vocabulary, grammar and develop fluency of each of the students.

#### **1.4 Antecedents**

The first research is carried out by Michell Joselyn, Vega Guerrero (2020) for the Universidad Técnica de Ambato with the theme of Feedback and the development of oral skill.

It consists of the following general objective: Determining how feedback improves the oral ability of students in the fifth semester of Pedagogy in National and Foreign Languages of the Technical University of Ambato, in addition to identifying the most used types of feedback and the best results to improve the skill.

The study involved an investigation with a quantitative-quantitative approach. Consists of the following conclusion: Giving students feedback when they have done an oral assignment is a way to make them trust themselves more and also gives value to the student's successes and generates motivation for learning.

The second research is carried out by Gerald Alberto Yépez Jouvin (2019) for the Universidad Casa Grande with the theme Peer-Feedback to Student-Created Videos to Improve Oral Skills.

It consists of the following general objective: Improve the oral skills in students using videos created by them. The study involved an investigation with a quantitative-quantitative approach. We conclude that this method was very creative and interesting since students can have fun and learn a lot by making videos of themselves and learning from their mistakes. This study also has benefits for teachers who want to consistently develop students' oral skills by providing them opportunities to interact within a real context.

The third research is carried out by Casanova, Cuartrecasas, Garcia, and Sancho for the University of Barcelona, Spain with the theme: Empowering Teachers' Self-Assessment of Their Practice on Student's Oral Skills.

It consists of the following objective: The construction, implementation, and validation of a digital Decision Support System conceived as a teacher empowerment tool for self-assessment and decision making about their teaching practice concerning students' oral skills. The study they did in this research project seems very innovative to me since the more ideas and technology teachers have to evaluate and measure the oral abilities of students, the better they will do in their learning of this language.

The next research is carried out by Quintanilla Morán and Quirós Hidalgo for the Universidad de Costa Rica with the theme Short Story-Based Tasks Used to Develop Oral Skills in Tenth Graders at a Public Academic High School in the Costa Rican Western Region.

It consists of the following objective: Describe short story-based tasks to enhance oral skills, to test various short story-based tasks to enhance oral skills, to determine the

effectiveness of these short story-based tasks to enhance oral skills, and finally, to create a set of literature-based tasks for the enhancement of oral communication.

The previous research provides an alternative to the current research to enrich the speaking ability of English learners. The short stories can also function as a future way of enhancing the speaking skill and evaluating it through this technique, and in this way to achieve in students a good oral production as well as in their pronunciation and tone of voice. The short stories can also be adapted to the needs of the teacher and the student so that it is more useful when evaluating it.

The following research is carried out by Bonilla Rodríguez for the Universidad Nacional with the theme Strengths and weaknesses of oral approaches in the English major at the Universidad Nacional and Universidad de Costa Rica.

It consists of the following objective: To identify the strengths and weaknesses of the approaches implemented in each one of those oral courses and their impact on the development of the learner's level of proficiency in English. Determine whether the level of proficiency attained by the students at each stage of their training ESL speakers meets the expectations of the authorities in each institution.

The previous investigation complements the current investigative work since it demonstrates the strengths and weaknesses of the system to rate the oral part of students when learning English. Mainly, it is extremely important to take into account the weaknesses presented by the author of the previous work so that in the present investigative work, alternatives can be sought to improve these oral evaluations of the students and see what is the effect it has on the oral production of the students to guarantee a better speaking skill.

### **1.5 Scope**

The objective of this research is to ensure that primary school students, especially sixth-grade students, have the opportunity to improve their listening skills and communicate well with both their classmates and native speakers in the future. Mastering the English

language can be very frustrating for many and they consider it impossible, but if the assessments are changed and how to teach students this process improves, it will benefit them a lot.

Taking good oral tests weekly so that students improve their English could help them a lot in the school stage since in primary school the learning process is even faster, but how could this be done? making students feel comfortable with their teacher and with their classmates will help them a lot to face their fears.

One of the procedures that can be implemented when taking oral assessments is that students do not feel afraid of having a high grade, but rather that they really learn and do not study out of commitment, Teachers must work hard on their personality when evaluating students and not call their attention if they failed their test, but give them feedback and recommend various options for their mastery.

For many, English is complicated and difficult, but if you know how to evaluate it properly, students will see it with emotion and will stop feeling fear when speaking. This project wants to show that oral tests are important and require a lot of effort on the part of the teacher and the student.

In the teaching-learning process, teachers collect information about the level of achievement of the linguistic competencies, reached by the students, this information will allow prompt and timely decisions to be taken to monitor or improve the educational process, according to the results obtained by the student body according to MEP. (2018)

When we speak of oral language in the professional world, we cannot forget a type of language that is complementary to that of words, formed by gestures, postures, and looks that express states of mind, consciously or unconsciously, to express states of mind or feelings: non-verbal communication. Its importance is such that it is considered that, in face-to-face communication, up to 65% of the information can be non-verbal (gestures, movements, signals, etc.) (Ongallo, 2007)

## **Chapter II**

### **Theoretical framework**

In the next chapter, the theories that complement this research and that support it to make it a credible investigative work will be reviewed. All theories are important for the development of this research as they will help to better understand the subject and analyze the problems of this. In addition to showing more in-depth information on how human beings communicate in another language.

#### **2.1 Literature Review**

##### **2.1.1 How to teach oral communication**

First, what is oral communication? Oral communication is established when two or more people speak using a particular language. Oral communication allows us to transmit information to other people which we want to share ideas, emotions, beliefs, opinions. The oral communication process, in turn, is framed within a context that can influence the meaning or meaning of the message: the place, the situation, and the circumstance in which it is delivered will determine how it is received. and interpreted.

Oral communication is characterized by being spontaneous, elaborated on the fly, being direct and simple, resorting to body language to reinforce or emphasize the message (gestures, attitudes, postures), by being dynamic and immediate. All people have different ways of communicating.

Oral communication can be difficult at school as students have many distractions and speaking a non-native language causes them fear and embarrassment. The teaching of a foreign language must be coupled with the new changes brought by educational technologies. The current language teacher, in addition to managing an approach that encourages the

development of communicative competence, faces great challenges that have to do with how information and communication technologies can be included in the process of teaching a language so that the students can adapt.

On the other hand, creating a good learning environment requires pedagogical efforts and a classroom design in which all students regardless of their disabilities or differences can learn equitably. Oral ability is the one that represents a challenge in teaching since activities are needed that combine technological educational resources that contribute to fluency in speaking and build confidence in students. In obtaining the oral ability of the English language in online or virtual learning, communication tools are essential to achieve interaction and fluent and natural oral expression, which means that the language teacher must use technology as an effective means that will help you achieve one of the most desired objectives of language learners: to be able to speak it without any fear.

It is necessary to develop confidence in the learner so that they are encouraged to actively participate in the constant oral interaction required to develop communicative competence, in the primary grades, even more activities that require conversation in the English language should be implemented, since when they enter the school will have many more responsibilities and the difficulty increases.

Specifically, in sixth-grade students as mentioned during the work, it is important to establish a bond of trust with the teacher and students when it comes to evaluating them and talking in English since it is not news for all that children feel fear when it comes to expressing themselves, but why are sixth-graders mentioned?

In this grade, children are entering a transition stage, that is why as teachers they have to prepared students for a new beginning which is the high school in many schools, they do not emphasize oral tests as they should. That is why children come to high school with fear of speaking, a little lost in English lessons as they will have to apply it even more.

The establishment of an optimal communication climate is a priority task in teaching because it not only facilitates learning but also stimulates the development of the same communication skills in the student. Teachers must always prioritize their students and their learning, that is why taking time is essential for the development of these aforementioned skills.

The use of OER has been able to extend lately to more disciplines and educational levels. Ramírez (2012) mentions that OER can be integrated into all disciplinary areas to promote declarative, procedural, and attitudinal learning. One of the disciplines can be the teaching of languages and within this, the oral competence of English.

### **2.1.2 Factors that affect oral participation**

Students of a second language should not only learn grammar or vocabulary, but their main objective should be communicative and for that, it is essential to speak, something that for many of the students is not simple or comfortable. Oral skills should be worked in class. It is the teacher's responsibility that the classroom becomes a place where communication is the basis of learning and in which all the students enjoy learning.

In many cases, children present a certain type of stress and anxiety when speaking English, especially in situations such as conversations, oral participation, role plays, or any oral activity. However, an opposite reaction or behavior is seen when they participate in other types of classroom activities, in the case of written exercises, the group works, reading HomeWorks. This is because they feel confident and are not afraid of making mistakes in front of others. When they work in a group, they feel much more assured of themselves than when they work individually.

Facing this type of problem in which such feelings, affect the behavior are involved is a little difficult, especially if we as the teacher do not have the appropriate knowledge or adequate strategies to deal with it. Is important to know that all kind of feeling that has to do with negative attitudes can affect students performance, block their memory and even impede

their learning and provoke other emotional problems that could be irremediable if they are not treated on time, teaching a language, especially English, must be done with great dedication and effort so as not to intimidate students.

As mentioned during the research, speaking English can cause students to feel very scared and this should also be the responsibility of the school psychologist and there should be good communication with the teacher to know how to handle the problem and give it more attention. Individualized. A student's good performance has to do with many aspects which involve not only positive emotions but also getting academic high grades, integral formation, and others.

Inside all the classrooms, language teachers, have to deal with different types of situations or aspects like academic, affective, and psychological among others, and it is necessary to provide students appropriate situations that help them to develop their communicative abilities, facilitate the second language learning as a participant in a socio-cultural situation, an individual who relates to others. Learning language and using it are interactive activities that develop on some types of relationships with others and with the culture as a whole, the second language acquisition process is strongly influenced by individual personality traits residing with the learner.

IntechOpen (2020) said that conversation is the very heart of schooling and pedagogy. In early education, oral language development is particularly significant for interactions, social relationships, and friendships, and for building a sense of belonging. Educators help children develop oral language skills both directly through linguistic interaction with them and indirectly by creating an environment, which is rich in learning stimuli.

The reality is that many teachers still understand and develop their class as a one-way process in which the teacher is the one who most communicates and the student receives the message and thus, will hardly be encouraged and improved oral expression. We must not

forget that talking is learned by speaking and that if teachers do not include activities in which children can practice more in their classes, they will always be afraid of this language.

However, we must not lose sight of the fact that the student does not always have enough English level to face certain authentic tasks, which is why the student gets bored and gives up. To avoid them it is convenient to make comprehensible the oral and/or written input, adapt it to the level of difficulty of the language to the real possibilities of the student. Teachers should increase the degree of difficulty as the student improves, so as not to make him feel frustrated. Encouraging icebreaker class activities is of great importance because if students know their classmates from the beginning, they will not feel sorry when talking with them or with their teacher in English and they will be able to express themselves much better in-class activities to be assigned.

When anxiety is present in the classroom, there is a down-spiraling effect. Anxiety makes students nervous and afraid and this contributes to poor performances, this, in turn, creates more anxiety and even worse performances. The feelings of fear and nervousness are intimately connected to the cognitive side of anxiety, which is a worry of not satisfying your teacher or of not being the best in your class

Furthermore, Students need to be able to communicate confidently and appropriately in the classroom; they need to learn how to interact productively in class discussions. There is low participation due to lack of motivation for not having the correct didactic material to improve their oral communication, they are afraid to make mistakes, and did not interact spontaneously and the presence of the teacher.

It is important to take into account that learning is a process and therefore some important actions along the way must be necessary to reach the goals teachers pretend. Motivation is one of the most important steps in the learning process, which is "a cluster of factors that energize behavior and give it direction " (Hilgard Atkinson, 1979).

### **2.1.3 Importance of teaching materials**

One of the most important actions that every teacher must do is the choice of material to be used in your classes; his selection is a direct consequence of his concept of education, of his degree of training as a professional, and their level of personal commitment to teaching and above all with society. When it comes to learning a language, the use of didactic materials has great participation, since, with these, children will be able to understand how to learn and understand better. There is a growing interest in using materials that respond more and more to the academic, cultural, and value needs of students, and likewise, there is a progressive interest in developing materials supported by new technologies.

In the case of sixth-grade students, having enough support material will help them to visualize their knowledge more broadly, they will be able to see where they are failing, and which method helps them the most to learn and correct their mistakes. It is necessary to take into account the elaboration of these materials since they must be dynamic and of interest to the students, in this way, they will take the classes with more energy and enjoy them.

Teachers at the sixth-grade level must be aware of the type of teaching material that will be provided to students, some teachers make simple materials because they believe that because students are in school they cannot perform more complex tasks but these students go for the school, where everything will be even more strict and complex, that is why they must prepare for this great change.

The importance of teaching materials in the classroom to improve oral communication skills, according to Richards (2006) it is taking into account in the communicative language teaching methods. These principles are:

- Second language learning is facilitated when learners are engaged in interaction and meaningful communication.

- Effective classroom learning tasks and exercises provide opportunities for students to negotiate to mean, expand their language resources, notice how language is used, and take part in a meaningful interpersonal exchange.
- Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
- Communication is a holistic process that often calls upon the use of several language skills or modalities.
- Successful language learning involves the use of effective learning and communication strategies.
- The role of a teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

It is necessary to develop confidence in the students to encourage them to participate actively. The importance should be given to improving oral production skills through an effective syllabus that involves oral design the exploration and application of various strategies for the development of oral skill by the English teacher help to students to communicative in the language more naturally. To develop the oral student's communication and improvement of

their oral skills, it is necessary to identify which would help to make learning an active process in which they can enjoy the learning process.

Because we live in a knowledge society, it is essential that as teachers we inform ourselves well before making any decision. Therefore, teachers must go to the theory before plan classes and thus avoid making mistakes. This will also help students improve their grammar

skills. Choosing a book is a difficult task and the teacher should do so with clear criteria and concrete ones such as the way of conceiving education, the way of conceiving the use of the language, the option methodological that defends, the professional experience they have, the availability of time and other aspects to consider such as the characteristics of the students, those of the educational center and its environment, etc.

It should be borne in mind that in some cases the content of the books used at school may be short or long depending on the subject being studied. If the information is too excessive, it can be synthesized. If, on the contrary, the information is limited, it can be expanded, but always taking into account the level of English that the students have to adapt well in the class.

The question that teachers should ask themselves when making materials are many since with these, the children will clarify their doubts and see what material serves them when studying. The material must be attractive to students as they will do it with more dedication, on the other hand, they must be very organized, so as not to confuse them, and the most important is that all material is clear and provides explanations that are easy to understand for all students.

Didactic resources offer us multiple possibilities of exploitation and are useful when we teach students with different learning styles as we can adapt the material to their needs specific: kinesthetic, visual, auditory, logical-mathematical, linguistic, etc. providing us with a form of attention to diversity.

#### **2.1.4 Importance of Assessment's**

Assessment is the process of determining a student's competence and progress of each student. That is why it becomes the most important aspect of education. The teachers must assess their students after giving them learning materials in the classroom by using the most appropriate instrument, method, and procedures to get real information about the students. The result of the assessment can be helpful information for the teacher, especially for knowing the students, know how they learn and how can they improve subjects that maybe was a difficult

process in the past. And then, the teacher can determine the best strategy or actions to improve the weakness.

On the other hand, assessment is designed so that students understand their progress towards course goals and modify their behavior to meet those goals. To do that, assessments should be ongoing. In other words, classes that use one or two exams a term are not using assessment as effectively as they could be used. For students to gain a true representation of their understanding, frequent assessment is critical, and it should be accompanied by feedback, especially oral evaluation.

Just as assessment helps students, assessment helps teachers. Frequent assessment allows teachers to see if their teaching has been effective. The assessment also allows teachers to ensure students learn what they need to know to meet the course's learning objectives,

Each student has but also to see their skills and what they are good at to make an assessment that can help improve student errors in a way that they do not feel judged different ways of learning and expressing themselves, that is why teachers should get to know them little by little to know how they can evaluate them without making students feel nervous. Also, it is of the utmost importance that teachers create highly inclusive material for students. That is why oral and diagnostic tests in the seventh grade are among the most important things at this level.

It is widely known that assessment involves measurement. Measuring can be done by directly observing or testing behaviors or characteristics and assigning a numerical rating to whatever is measured using an instrument. Most teachers do this procedure, but they sometimes forget about the basic purpose of assessment. The teacher sometimes only conducted an assessment for getting students' data in form of the score for their educational reports. In this context, it does not mean that assessment is only the case of observing and testing the students.

The most important thing is how the teachers use the data that they have collected through the test can describe the real students' ability. Then, the teachers think seriously to find the best solution for the students' problem found in the test result. It is known that many of the students, although they study the subject with time and are very good, at the time of the tests they may get very nervous and do wrong in something they knew, so teachers should not always be guided by the test grade, that's why looking for a way that truly measures the student's abilities will make them feel much more proud.

The assessment can also be used to find out the strengths and weaknesses of the learning process, not for judging students' weaknesses. On many occasions, teachers only making judge for the students' current ability without following up for the students' improvement. After evaluating, the teacher sometimes did not do actions for improvement. In other words, they used assessment only to fulfill the administration's purposes. The teachers should make revisions, changes, and modifications after identifying the information about the student. Teachers must focus on the real learning of the students and not only on complying with the administrative, the quality of the test that the teachers take will measure the learning that they have instilled in the students, that is why they should not be routine, but varied and measuring learning in different ways.

Through assessing the teacher can know what type of learning can make students interested in taking classes and getting good results like it was mentioned during the investigation, the use of technology can catch students' attention. The teacher evaluates so that students can find out where their mistakes are in accepting the lesson, then they will improve their learning methods to get good results from the knowledge delivered by the teacher and see what is their easiest method to learn a language.

Assessment plays an important role in the teaching and learning process. Therefore, assessment can be a reflection of teachers' success in teaching and how proactive have they

been during the teacher of the lesson is obliged to convey knowledge and then evaluate students in a way they can express well what they learned. After making an assessment, the teacher can deduce what percentage of students have passed the lesson. After knowing that in assessing more students who got good grades above the standard, that means a teacher has been successful.

Hence, from that a teacher may not judge his student with a bad word just because he failed the lesson, but used it for information of improvement in the next lesson but use that information of a way of improvement in the next lesson and that the student can see the mistakes he made so as not to make them again. At the sixth-grade level, students are fearful of failing as they want to move on to seventh grade, this is why teachers should prepare and advise them before any tests and diagnoses.

One type of assessment is called authentic assessment. This authentic assessment directly measures learning based on the students' performance or products indicative of their undertaking a given task. Students are allowed to show what they have learned through collections of work overtime, performances, exhibitions, and demonstrations. most students prefer this type of assessment as they do not feel pressured to get a high grade on a written test and do not feel that kind of frustration when taking an exam, tests Authentic helps students feel free to express what they learned in a more fun way.

This type of evaluation would be a very good option for sixth graders since the main objective is to be able to express themselves in front of others without any fear and not feel that they are being evaluated in a very critical way. Furthermore, by doing authentic assessments in English lessons, students can actively show the material they have obtained in class through performance. Not only some active students show their ideas, but all students in that class. Not many teachers used authentic assessment in the classroom, if the institutions were able to apply

this type of technique, it would help the students who entered a new stage, which is seventh grade.

A frequent piece of advice given to teachers designing they assess that the best classroom assessments are authentic. The teacher is not just giving material, then giving a question and giving a score. The teacher should work hard to make the students understand the teaching material and apply it in form of performance. If a survey is conducted in schools, students would choose to do skits, presentations, etc than an exam, as many tend to get frustrated.

According to Gordon Joughin (2010) Assessment can be exclusively oral, or, as is frequently the case, can be combined with other modes of communication, depending on the nature of the assessment task. What makes the assessment ‘oral’ is that at least part of the assessment, and part of what counts towards a student’s mark or grade, depends on what the student communicates by word of mouth. Of course, it is not only the student who speaks. Oral assessment may involve an assessor or assessors posing questions orally, with varying degrees of spoken interaction as the assessment proceeds. Moreover, others may be involved in the assessment – the Nursing student interviewing a patient while his or her preceptor looks on; the Law student mooting in front of a barrister in the role of a judge; or peers who are responding to a seminar presentation.

There are many reasons why teachers should orally evaluate students, among the main ones are to know how the student poetry about the outside world and how much they can get on explaining a topic, it promotes the cultural learning of students, they become more self-critical. One of the most important characteristics of most forms of oral assessment is that follow-up questions can be used to determine the limits of what the student knows. Unlike a written exam, assessors can ask the student to elaborate on an answer and can use a series of

carefully graduated questions or probes until they have reached the limit of what the student knows.

assessment involves measurement that may be done by directly observing or testing behaviors or characteristics and assigning a numerical rating to whatever is measured using an instrument.

The student has the right to receive an assessment after he has carried out the teaching and learning process and the assessment is by the effort he does, and the teacher cannot be careless in assessing students. As the result, the teachers can explore the students' strength to be increase and the students' weakness to be improved for the next teaching and learning planning, Gordon Joughin (2010)

Assessment is a key component of learning because it helps students learn. When students can see how they are doing in a class, they can determine whether or not they understand the course material. Assessment can also help motivate students. If students know they are doing poorly, they may begin to work harder. The more oral presentations the students make in front of their peers and notice what they have improved in pronunciation, fluency, and grammar will make them feel confident and calm at the time of a test.

Exams and essays along with speeches and projects are forms of assessment. Assessment is a critical step in the learning process. It determines whether or not the course's learning objectives have been met. A learning objective is what students should know or be able to do by the time a lesson is completed and if they are ready to pass the level.

At the end of the day, taking some time to think about why and how you're going to assess your students is a worthwhile investment of time. It can help ensure you're assessing the skills and knowledge that you intended and it could open up new possibilities for different ways to assess your students, some of which may be more efficient and effective than the current methods you're using and how this will help students feel prepared in high school.

### **2.1.5 Technology in teaching speaking skills**

The challenge that the country assumed since the end of the eighties, focused on the improvement and animation of the educational offer. In this sense, the participation and training of educators were essential to building an adequate vision about why to have technology in schools and how to take better advantage of the opportunities that they offer as learning resources. This allowed us to overcome the hopeful but misleading vision that the simple insertion of technology could generate innovation and improvement in the quality of education. Gómez and Quesada (2005)

Incorporating technology into education provides a series of benefits that help improve efficiency and productivity in the classroom, as well as increase the interest of children and adolescents in academic activities.

According to Bahadorfar and Omidvar (2014), Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Feedback by a machine offers additional value by its ability to track mistakes and link the student immediately to exercises that focus on specific errors. Studies are emerging that show the importance of qualitative feedback in software. When links are provided to locate explanations, additional help, and reference, the value of technology is further augmented.

Today technology has become part of our lives and in many fields, it is of great help to improve different aspects, in this case in education it is a tool that if teachers have access they should use as much as they can for their students. Implementing technology in class will not only make it more dynamic and the students do not get bored, but also that they will have excitement when attending the class and they will not see it as a "typical boring class" but they will keep in constant change during learning. Using technology does not mean that all students

should have their tablet or even computer, it does not. If not that teachers implement digital whiteboards, recorders among others in their classrooms.

In a year like 2021 that due to the pandemic the classes were virtual, most of the students have some electronic device and this helps them to enrich their knowledge with all the internet access they have. Online teaching inside the classroom seems to be interesting and makes the students find out the suitable materials for them. Students are instructed to do the grammar exercises which are available online. Nowadays there are many pages with various grammar exercises which when they are completed, correct the answers and this helps students a lot in their learning at home.

Technology can be a powerful way of developing oral communication skills in students, when used thoughtfully and appropriately Technology not only benefits the student to learn more effectively and interestingly, but also helps the environment by letting go of using materials such as sheets to make exhibitions which can sometimes be extensive. Also, it may be easier for teachers to review material online than to take home materials on paper.

In this case, what you want to improve in students is oral skills and that they have confidence in themselves when communicating and teachers must implement several options for this to be fulfilled. Audios, videos are very useful in English classes since students are tuning their ears and are listening to the correct pronunciation of native people, with the students can improve their pronunciation and even expand their vocabulary.

On the other hand, teachers can greatly benefit from technological advances to make their work more attractive and to be more efficient. Many activities that are part of their daily routine can be optimized with the help of computer applications and devices, allowing them to dedicate more time to their training, which in the long term will not only benefit them but also their students.

Modern technological tools are much more interesting and provide fun and enjoyable learning, motivating the students, and help them to enhance their language learning fruitfully, moreover, these tools help students learn at their own pace and promote autonomy in them. As technology has developed the incorporation of this medium into the instruction process becomes necessary. Not only for the educational part but also technology has helped a lot for teachers to communicate more quickly with students and students with teachers.

Certainly, using technology in the academic environment is not something new, however, how such technology is used has changed a lot over the years, allowing greater flexibility, efficiency, and use of educational resources and offering training higher quality to students.

Today technology has become part of the common life of all people since it is present in everything that surrounds humans, from the home, the closest circles, and of course the educational centers. This digital process plays a fundamental role in education, as it helps to acquire new knowledge, skills, and necessary issues so that students can live in this society focused on technological knowledge, that is why it is imperative to be at the height of the circumstances that demand this new technological era.

Podcasting allows students to use their tech-based entertainment systems for educational purposes. With it, we can move away from the traditional face-to-face training without losing the student-to-trainer relationship that is so effective in any learning process. Podcasts enable students and teachers to share information with anyone at any time. An absent student can download the podcast of a recorded lesson and can access the missed lectures. They could also access lectures of experts which may not otherwise be available because of geographical distance and other reasons. Sri Kuning (2019)

It is understandable that students who receive their virtual classes one day run into the misfortune of not having an internet connection, but with these podcasts, they will be able

to catch up and observe the class as if they were there, even see it as many times as they want. and clarify doubts.

In sixth grade, students are very excited about entering seventh grade, which teachers must take advantage of that emotion of the students to instill recommendations and even prepare them for this new stage, making students do their homework and others using technology will make them expand their knowledge even more and help them get along more with their classmates. The teacher must study and analyze well the situation of these students in their last year of school and see what methods can be useful to improve their oral skills with the use of technology.

Asking students to conduct interviews with their peers or even the idea that they create and invent a virtual product and expose it in front of their peers is a way to help them with speaking and make them feel more confident with themselves. It is the most decisive moment of the school year and there may be difficulties for students, and in some cases, they may already be unmotivated and tired, so teachers should help them make the most of all the tools that the school has. and the students.

In the field of distance training, educational technology allows not only it to expand its scope, but also makes it more flexible in the interaction with its students and favors a quick response to their demands and those that arise as a consequence of the educational process. It also favors that educational training can be carried out independently of the space and time of the location of both the teacher and the student. This benefits the student since it will make it easier for the student to set her own pace, according to her particular needs and circumstances.

At the end of the day, taking some time to think about why and how you're going to assess your students is a worthwhile investment of time. It can help ensure you're assessing the skills and knowledge that you intended and it could open up new possibilities for different ways to assess your students, some of which may be more efficient and effective than the

current methods you're using, help at home with parents is as important as the help provided at school by the teacher.

According to Mora, Escalante (2021) Education is a dynamic axis of knowledge. This supposes a continuous and permanent approach of the educational systems with the digital technologies, which will offer a wide panorama of educational opportunities for the new generations”, concluded Mora Escalante.

The development of second language teaching methods and approaches has been constant and varied. The prevalence of proposals focused on the student, their process, and the teacher's specialty as a guide between the student and the target language is not discussed. Traditional teaching displaced by the communicative approach already by the 70s, allowed to establish a panorama of greater awareness of the importance of interactive strategies for teaching in second languages. In this change, it has been seen how technology has been implemented since the last century when, for example, computers with voice recognition software or programs that tried to be interactive were used (Llisterri, 1998, 2001, and 2017).

To conclude this topic, the role of the teacher is transformed from their communication skills, enhanced by the multiple didactic options offered by technologies; the student, on his part, becomes a dynamic, critical, and self-critical actor in his training process.

### **2.1.6 Motivation in Teaching**

Motivation in the educational process is a pillar for students to have profitable learning and to complete their goals satisfactorily, as mentioned during the research, the sixth-grade level is a bit complex since teachers have to deal with stress and the nerves of the students in every subject. In this case, emphasis is placed on the subject of English since speaking another language has always generated a certain type of fear. The paper of motivation to achieve meaningful learning is related to the need to induce in the student the necessary interest and effort, and it is the labor of the teacher to offer the direction and pertinent guides in each situation.

At this level, teachers of the English material must know how to motivate students so that they feel happy and satisfied in their lessons and thus be able to communicate well with them in the language they are learning every day. Generally in the educational environment, it is observed that not all teachers are concerned with awakening a motive in the student to demonstrate the knowledge and skills that he has acquired since his attention focuses above all on how the student makes use of the knowledge of it and not on how he applies that knowledge to demonstrate his abilities.

As teachers, we must let students know how well they are doing their jobs and how hard they are being. Students are very proud of themselves and go the extra mile when teachers let them know about their improvement over the course of school.

Finally, the search for novel alternatives for the selection, organization, and distribution associated with the design and promotion of cognitive learning and instruction will facilitate the performance of each of the students, on the other hand, the importance of promoting interaction between the teacher and his students as well as among the students themselves, through group management through the use of cooperative learning strategies they must be present at all the moment.

The teacher must take into account that each one of the students develops a different ability to learn. When consulting about this phenomenon we find that there is a theory related to these skills called Multiple Intelligences which were observed in didactics. children who stand out for their intelligence interpersonally often exchange ideas with their peers. They love to direct, organize, relate to, manipulate and mediate when conflicts arise. The classroom context must be one of trust and mutual respect. Children have to feel like members of a group.

Teachers must use different strategies that motivate students. In the learning process, to improve the level of attention and interest in the subject, especially when it comes to

learning a foreign language. There must be constant control by the teacher of the work that is assigned in class, especially when working with a guide text already that this is supposed to be a tool that facilitates the process of teaching-learning.

## Chapter III

### Methodological Framework

In this chapter, different instruments will be studied which will help to collect the desired result, these instruments will serve as a guide for teachers and with them, they will be able to realize what students are failing and how they could help them improve. Each of the students has different ways of learning, but it is always good to know how to evaluate something in which they often fail.

#### 3.5 Data collection Instruments

The instruments that will be used to collect the desired information will be interviews, complete blank spaces, read aloud, and oral tests and creative power point presentations, each of them has a specific purpose in this research and will provide sufficient support to students. These instruments were selected and evaluated since they can be used for oral reinforcement in sixth-grade students, specifically each of them will help them to develop more with the English language in a more creative and non-routine way.

By doing more interactive evaluations and not written exams, it will help students to learn the main objective that is to know how to communicate freely with people in this second language, without fear and without feeling embarrassed, that is why the choice of these tests was made.

The interview is a conversation that is proposed with a specific purpose other than the simple fact of talking, students with this instrument can relate much more and get to know each other little by little with their classmates, in addition to the fact that they would be talking in this second language about things that they would like to hear from others.

On the other hand, we have questionnaires which are a set of questions that must be answered in an exam, test, or survey, the purpose is for the students to exchange various

questions on different topics and answer them randomly to practice different vocabularies and expand their knowledge.

And finally, the PowerPoint presentations that besides being very useful since the students can modify them as they like, the use of technology is being made as mentioned during the project. What is a PowerPoint presentation? It is software that allows you to make presentations through slides. The program includes the possibility of using text, images, music, and animations. This will help students to become more self-critical, investigate and be able to express their opinions in front of an audience, this instrument will generate confidence in students since the most difficult thing about English is speaking to it in front of people.

### **3.6 Collection data process and data analysis**

To collect the data as mentioned above, all the instruments will be used to answer the question of this research and thus conclude it. The questionnaires will be carried out by the sixth-grade students of La Salle School, which they will share randomly with their classmates and answer with their knowledge. With this, it will be possible to measure the level of English of the students since the questions will be on varied topics, which the students must answer with varied vocabulary.

The interviews will be varied and divided into two sections, in first the teacher will be the one who interviews the student with topics of interest and varied, before this, the student-teacher will interview all students with personal and random questions. The second stage will be student-student, in this part, the students will ask their companions their questions of interest to see how much they know about the topic, this tool helps students express themselves on different topics and feel confident with their classmates when speaking in English.

What do we want to achieve with the final interview? Interviewing is an important step in the employee selection process. If done effectively, the interview enables the employer to determine if an applicant's skills, experience and personality meet the job's requirements. Students are used to having to make power point presentations exposing a topic given by the

teacher, but implementing interviews to get the student to develop more in their personality and objectives will benefit them in the future and even more because everyone is motivated to go to the university. exchange in Memphis that they do in tenth grade.

It also seeks to see how students communicate with each other, asking questions of interest or see how much their partner knows about a specific topic. These 3 types of interviews are very different since they know the teacher and some may feel afraid and others may be very calm, as can also happen with the student-teacher.

And finally, the PowerPoint presentations will be requested by the teacher, an unknown topic will be given to the students which they will have to investigate, have mastery of the subject, and present in front of their classmates who will ask questions and give recommendations to their classmates. The difference in these presentations is that the students should have technology as their main resource and make this a creative presentation where the students feel entertained and eager to learn.

To conclude, these instruments mentioned plus others to be carried out will help teachers to measure their level of English, fluency and how much students can communicate with others, they are useful instruments to ensure that students are self-critical, detailed as they will enter a new stage which it's high school. The main thing to evaluate in this research are the tests and oral activities that can be performed with the students for their greater understanding and progress in the language. Preparing them for their new transition and for the future is the priority with these tests. There will always be students who learn in different ways and with different methods, but the oral part is something in which everyone must strengthen and improve day by day in the educational center in many interactive and creative ways.

## **Chapter IV**

### **Data Analysis**

In this chapter, the researcher will compile all the information collected in the instruments and will analyze it to conclude. The main purpose of this chapter is for the researcher to analyze the information collected to conclude each of the objectives established within the investigation as well as to answer the research question. In addition, that all the information collected will be explained and organized in its entirety to be presented and evaluated to reach a conclusion.

#### **Analysis and Interpretation of the Results**

Colegio La Salle opened its doors in 1951 with 27 students divided into different sections from first to fifth grade. In 1953 the land was purchased in the savannah where it is now located in the school where this research is being carried out. This School was inspired by the example of Saint John Baptist de la Salle of educating children and young people in a human and Christian way, its conception of school goes beyond school hours and helps students to open up to a world of increasingly larger dimensions. spacious.

The students who have come out of this school are concerned with living and putting into practice the principles, values and attitudes acquired throughout their educational training process. They value the transcendent role of the human person. They live the experience of love and respect for the individuality of the other. have a sense of freedom that allows you to act consciously and make personal decisions consistent with your personal life project. It systematically seeks truth and justice, as the basis for responsible and honest behavior.

La Salle has always been to promote the comprehensive and harmonious development of all the student's abilities. In this case the group taken was the sixth grade level, specifically section 6-3. Students range in age from 11 to 12 years old and their interest in

English lessons is very apparent as soon as the lessons begin. More than 25,000 organisations in 130 countries around the world rely on our secure exams and tests as proof of English language ability.

La Salle uses a methodology that optimizes the oral, auditory and written areas. University of Cambridge certification for teachers and students. Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding. Their unique approach encourages continuous progression with a clear path to improve language skills. Cambridge have qualifications for schools, general and higher education, and business. Spelling Bee in Preschool and Elementary.

These qualifications are specifically designed for school-age learners. They provide a strong foundation and learning framework to help children and teenagers gain confidence and improve their English language skills. Thanks to all these tools, sixth grade students are even more prepared for the school-to-college transition, which is what many students in many colleges fear.

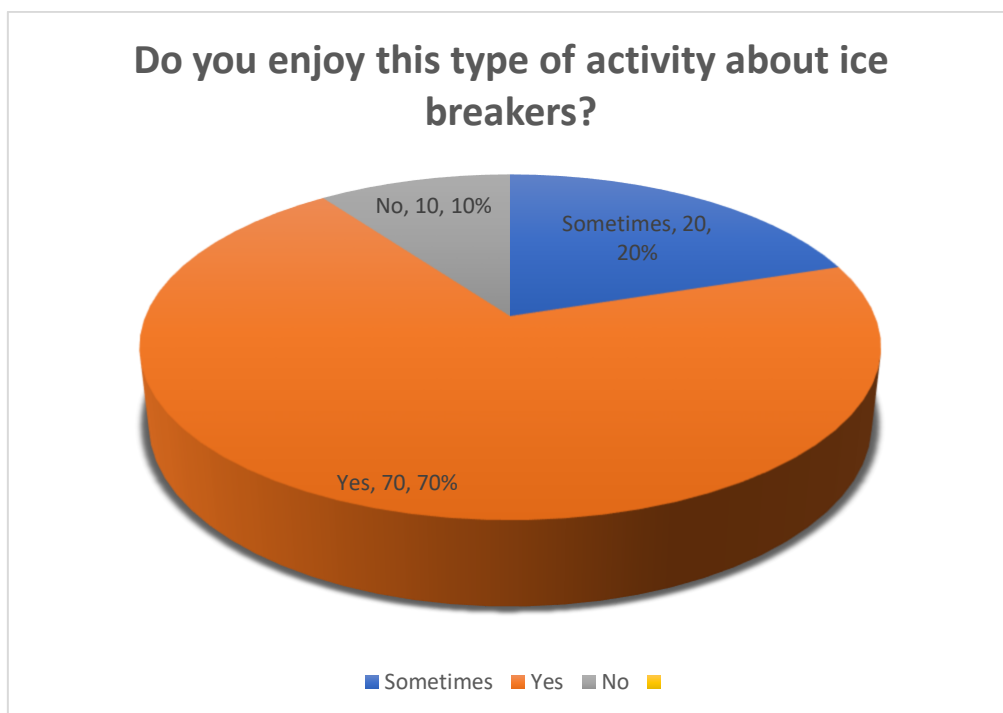
The testing was done in a sixth-grade group to measure part of the population of this generation. The important part of this research was to measure the level of English specifically their oral skills, how the students performed when talking with a person they did not know, how confident they felt when expressing their ideas and thoughts. Many samples were taken, in different ways to take into account other areas such as English language writing, pronunciation, and vocabulary.

Some questions were asked about all the activities to all the students of level 6-3 to know their opinion about it so that the teacher and the interviewer know that it can be changed and improved for the best performance of the students, they will be shown in the graphics and activities carried out:

1. The first activity that was done to the students was an icebreaker activity, in which the UIA student introduced herself and gave them a brief presentation, which is why she was in her lesson. Students were asked to introduce themselves individually so that the student could get to know them better and hear them speaking in English. Each student had their turn and they said from what grade they had been at La Salle, what was their favorite subject, what they needed from the face-to-face classes, what their study methods were like during the pandemic and how they feel about their progress in the language English.

### Graphic #1

#### 1.1 Icebreakers Activity



Graphic #1 illustrate if students enjoy the icebreakers activities at the beginning of a lesson to know more about their classmates.

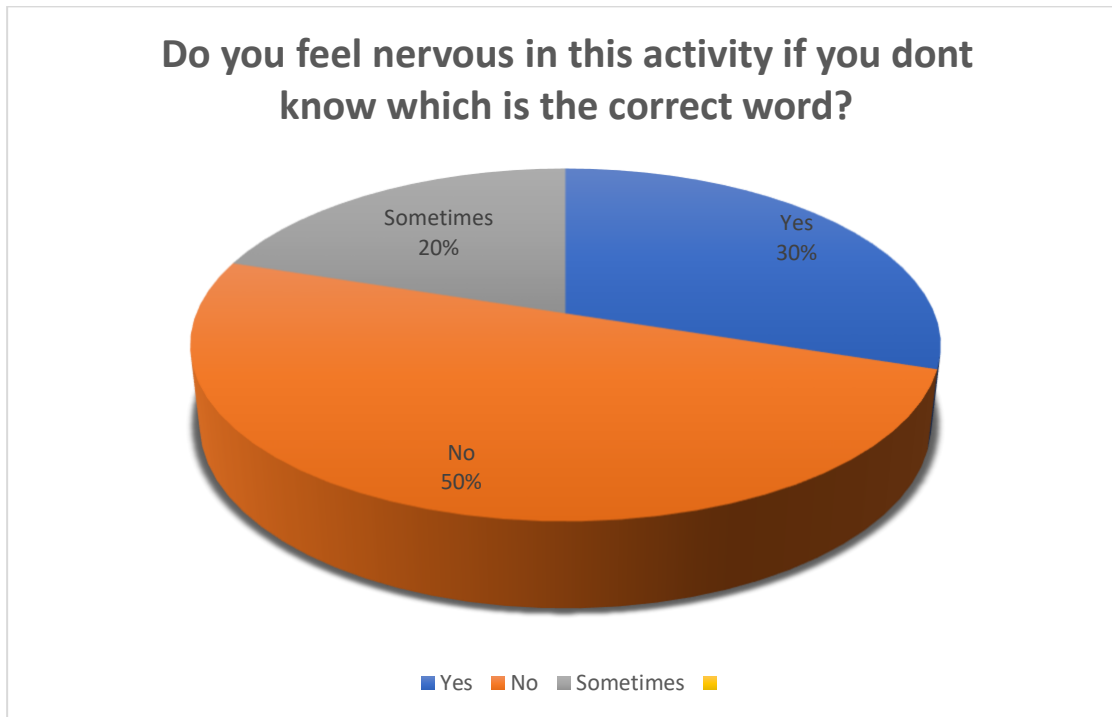
Most of the students thought that they like and enjoy the icebreakers activities since thanks to them they can get to know each other much more with their classmates, know their tastes, their opinions and ways of thinking, they are also struck by seeing what they have in common with classmates who may not speak much in class, on the other hand, others think that this type of activity makes them nervous because they block when expressing their opinions in English, that is why the teacher did it since one of the objectives is to see how the students interact as a group and individually.

2. Students were shown various incomplete sentences, each one of them had to read it calmly and decipher which was the missing word that best fit in that sentence.

o Purpose of this activity: To get students to read the sentence to listen to their pronunciation and understanding of grammar, to know how much vocabulary they handle at their level.

## Graphic #2

## 2.1 Incomplete sentences with vocabulary



Graphic #2 illustrate if students feel nervous when teachers ask to complete a blank space in a sentence with their own vocabulary.

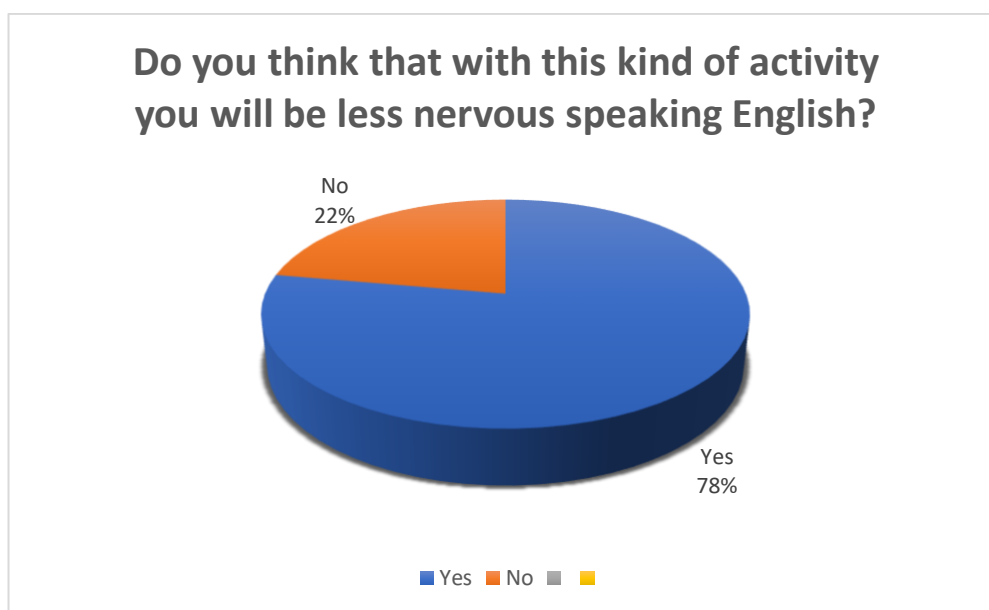
50% percent of students feel nervous when carrying out activities like the one mentioned above, which is to fill in the blanks with vocabulary that best fits, this because it may be that at the time of the nerves, they feel they will not use or come to them. the mind the right word or perhaps a word that grammatically is a bit more formal, the students gave their opinion regarding this activity since they were used to only having to fill in the spaces and if they were missing any, they could ask a partner for it , the difference in this case is that everyone had to read it aloud and hopefully use different words than the rest of their classmates.

3. They were shown a paragraph of a story with an advanced level of English and suitable for their grade, the students of this level had to read this text aloud and explain in their own words the main ideas of the text and give a personal comment.

o Purpose of the activity: This activity was used to measure the pronunciation of the students, their speed when reading a complex text and how they expressed themselves from their point of view, they were also evaluated how well they understood the text at the same time. time to get the main ideas.

Graphic #3

3.1 Advance paragraph of reading comprehension



Graphic #3 illustrate how students feel when reading a different text with an advance vocabulary.

In the third activity of reading a text with an advanced level of English, it scared the students a bit since there were words that were a little unfamiliar to what they normally use frequently every day, 70% of them think that at the end of this activity feel capable and proud of what they have learned so far in their lessons, this because it is a challenge that they manage

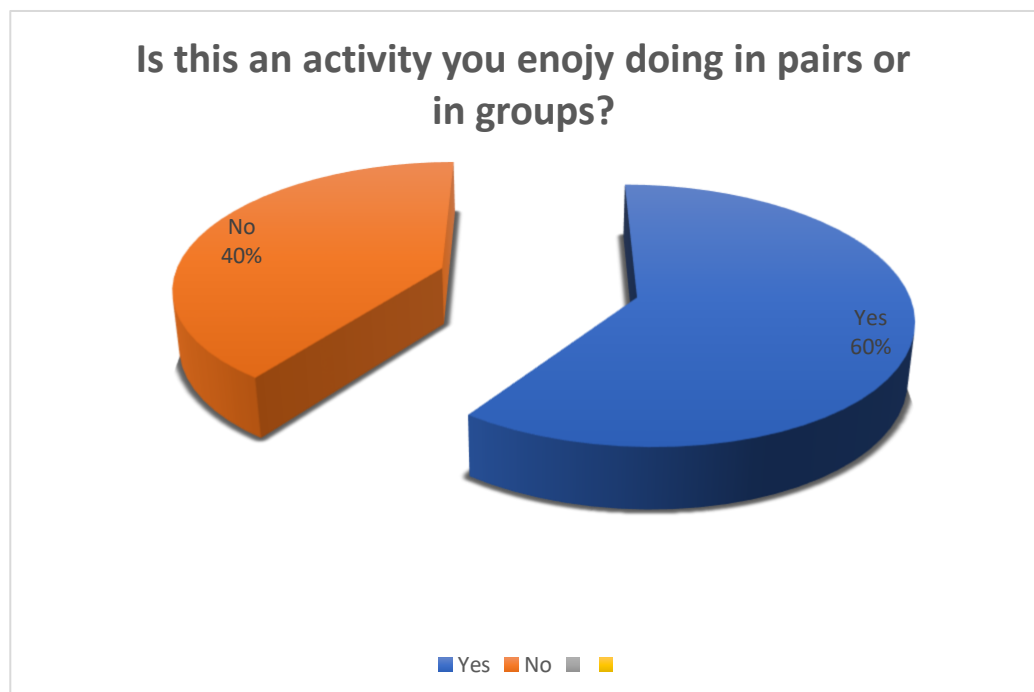
despite its difficulty, 20% of the students think that if this activity were individual and read it only to the teacher there would be been simpler and they would have felt less nervous.

4. Students were asked to create an interactive dialogue in pairs, the topics they were given were, Technology, Education, Medicine, Family.

o Purpose: To give students different topics which have a variety of vocabulary, in order to get them out of their comfort zone and to be able to see if they are able to talk about topics that they do not have much knowledge and that they know how to improvise in front of the public.

Graphic #4

#### 4.1 Interactive dialogue in pairs.



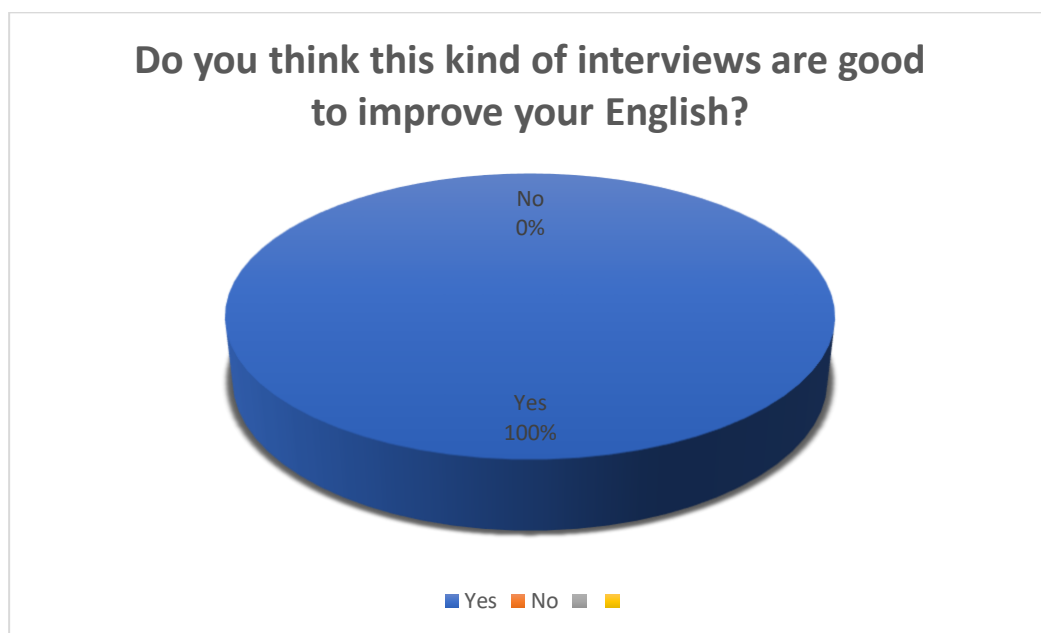
Graphic #4 illustrate if students prefer to make this kind of activity in pairs.

5. The last activity carried out by the UIA student were individual interviews, which were to qualify both the pronunciation, fluency, understanding of the question and how comfortable or stressed the students felt when being interviewed. Below are the questions asked.

- Tell me about yourself
- What is your greatest strength?
- Where do you see yourself in 5 years?
  - Which is the subject that you find easy and the one you find difficult and why?
  - What do you do in your free time?
  - How do you feel with virtual classes?
  - Do you think your English have improved and why?
  - Have you been scared when you have to speak in English in front of your classmates or teacher?

## Graphic #5

## 5.1 Interviews



Graphic #5 illustrate how good are the interviews in students during the learning process.

The final activity was the most profitable for the sixth graders, as this interview took them out of their comfort zone and allowed them to express themselves freely with the interviewer. Many of them got nervous at the beginning but as they progressed, they developed much more and their security was very noticeable, this helped them to know how capable and creative they are when being interviewed with various questions both in the field. present and future.

In all these tests that were carried out on the students in section 6-3, 90% of them felt afraid of having to speak in English, both at the time of having to converse with their teachers or make a presentation in front of their classmates, since they feel afraid that they can make mistakes and that others will make fun of the mistakes, this is very common in all schools, both private and public and it is a fear that most students face today.

The importance of frequent oral tests on students would be a very useful tool to avoid them feeling scared when talking in English or presenting a project, since nerves can

cause a student with a lot of knowledge to block and despite To be one of the best in this matter, they win your nerves when you are in front of an audience.

La Salle School has greatly improved the methodology of the English subject, which prepares the student for upcoming international tests and for a future exchange in Tenth Year which motivates students to fight for their dreams and take a liking to the language.

At La Salle, they incorporated the Cambridge methods into their lessons, what is this? According to (Cambridge University, 2021) a solid platform that incorporates all the course content, its materials and its administration in a single and the same easy-to-use online system. It allows teachers to easily manage classes and their students' progress, highlighting their strengths and weaknesses to enable continuous improvement of their performance

Thanks to this platform, the sixth-grade students of Colegio La Salle are very prepared for the transition to school, English has improved a lot since these programs encourage the student to feel capable and confident to express their ideas in a deeper.

According to what the teacher said and what he emphasized, is that the students were not very involved in carrying out all the oral activities, if not, they saw the English classes more like doing written exercises which were not so dynamic.

### **Interview**

The interview was applied to the teacher in charge of the sixth-grade group specifically on 6-3 to know their opinion on the use of activities and oral tests within the class to learn vocabulary and improvements in both pronunciation and fluency and to know their experience regarding the use of this resource. In addition, knowing the strengths and limitations that they can present for students when learning and according to their knowledge of the technique in the classroom how effective it can be for students

#### 1. What strategies do you use in class?

According to the teacher, some of the strategies she uses for the lessons, is to take advantage of the technology that they have in the classroom, so as not to bore the students only

with books and photocopies. She mentions that technology captures their attention in class and helps them stimulate their listening and pronunciation.

2. What material do I use if the course books don't motivate students?

The teacher mentions that not all students will like the books that are being asked of them at school, but that in one way or another it will help them understand the subject they will see in class and they will learn new vocabulary as they carry out their homework.

3. When you teach without oral activities, do you think students understand and really internalize the subject?

The teacher mentions that as a teacher her main objective is for all students to feel motivated and eager to attend classes, but that it is understandable that many of them do not learn as quickly as others can.

4. How do students react when you asked them to make an oral presentation?

According to the teacher, when mentioning oral presentations, most of the students seek to do it in pairs or groups since they may feel less nervous when it comes to being in front of their other classmates, but on the other hand, some seek to do it alone since they do not have distractions, many change their opinion when doing it in groups as well.

5. What effect have you seen on students when using oral activities to teach vocabulary?

According to the teacher, when teaching vocabulary orally, students concentrate even more since the pronunciation of the word draws their attention both by the teacher or by the recording that is played, this makes the class a little more interactive and less boring for the students. When doing oral activities of this type, one can observe how the students go by repeating the words that caught their attention.

On the other hand, within the interviews carried out by the students with their classmates, very repetitive questions were observed, but all always with the same approach of knowing the taste of their classmates and knowing if they coincide with their same opinion. At this point in school, students want to know how others feel about the change they will have when they go to school, since it is something that scares most of them and even makes them melancholic because many change schools. In these interviews it was sought that the students would look for companions with whom they had almost no relationship.

The teacher-student was a listener in many of the interviews between students, and the following questions could be heard several times:

1. What are you going to miss the most about school?
2. Do you think you will continue with the same group of classmates from school?
3. how prepared do you feel for an interview to be selected in Memphis?
4. In your free time what do you like to do?
5. What musical group do you enjoy the most and the one you listen to the least?
6. If you had superpowers, what would it be?
7. What do you want to study when you finish school?

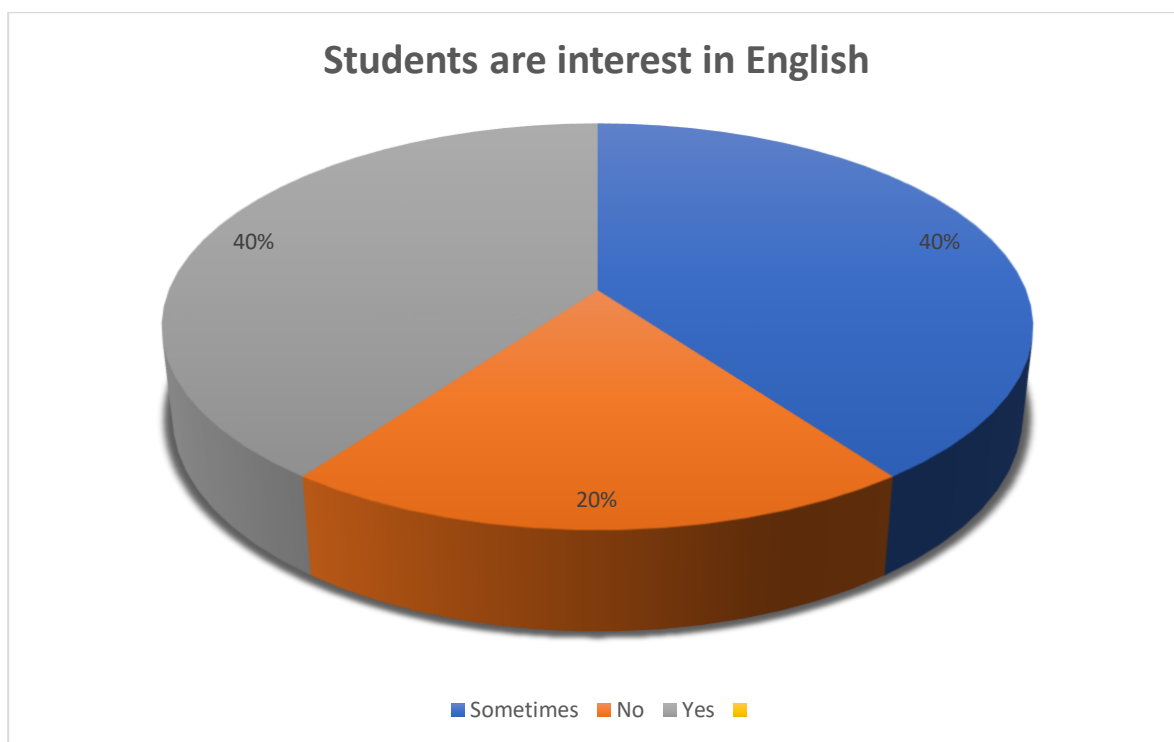
These questions were the most repetitive during the interviews and how can be observed with questions in which students feel doubt and intrigue as to whether their classmates are feeling and thinking the same thing, many of them felt calm and at peace when they agreed with an answer with their classmates.

At the end of this activity, the teacher and the student teacher observed how many of the students continued talking with their classmates who perhaps did not have much contact but thanks to this activity they were able to join a little more.

Below are some graphs showing the progress and interest of the students from the point of view of the student-student:

#### Graphic #6

##### 6.1 Interest in English classes

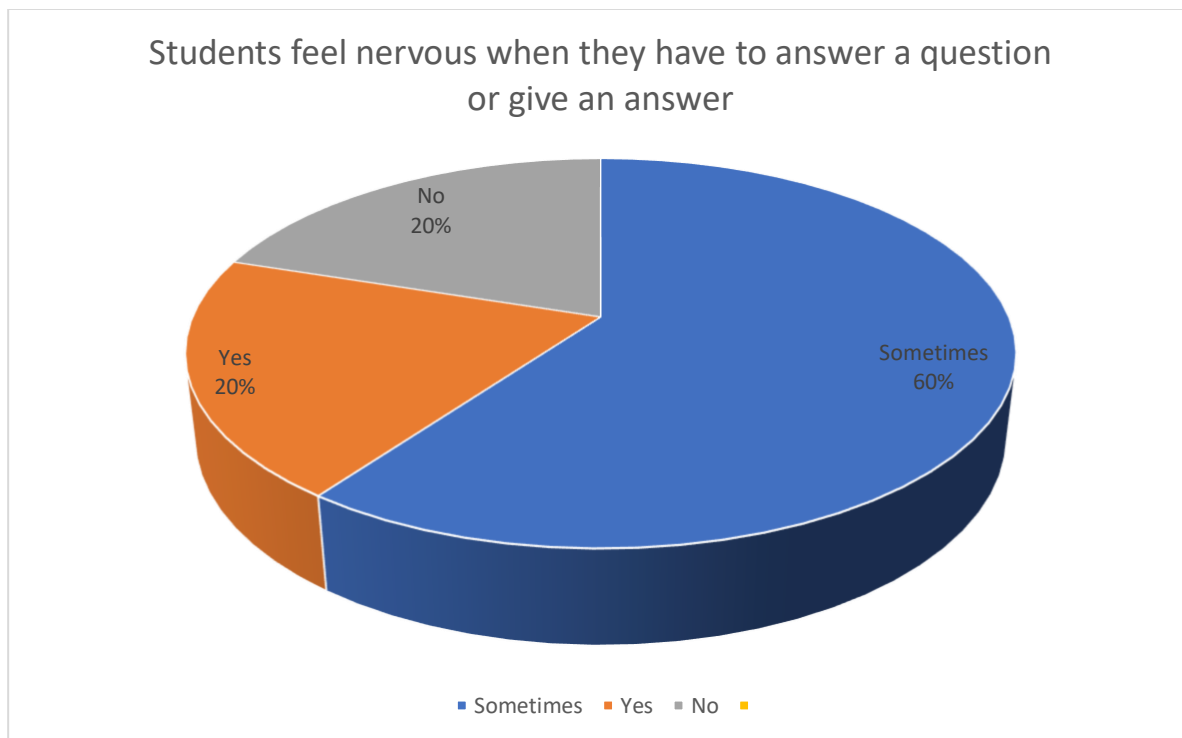


Graphic #6 illustrate the interest of student when learning English

During all the evaluations, the observer could notice that when the students felt that the activity was going to be a bit annoying or boring, they began to look around or talk with their classmates. Doing activities and explaining them in a way in which students feel motivated is of great importance for their performance in class and even more if it is a language.

## Graphic #7

## 7.1 Questions and answers

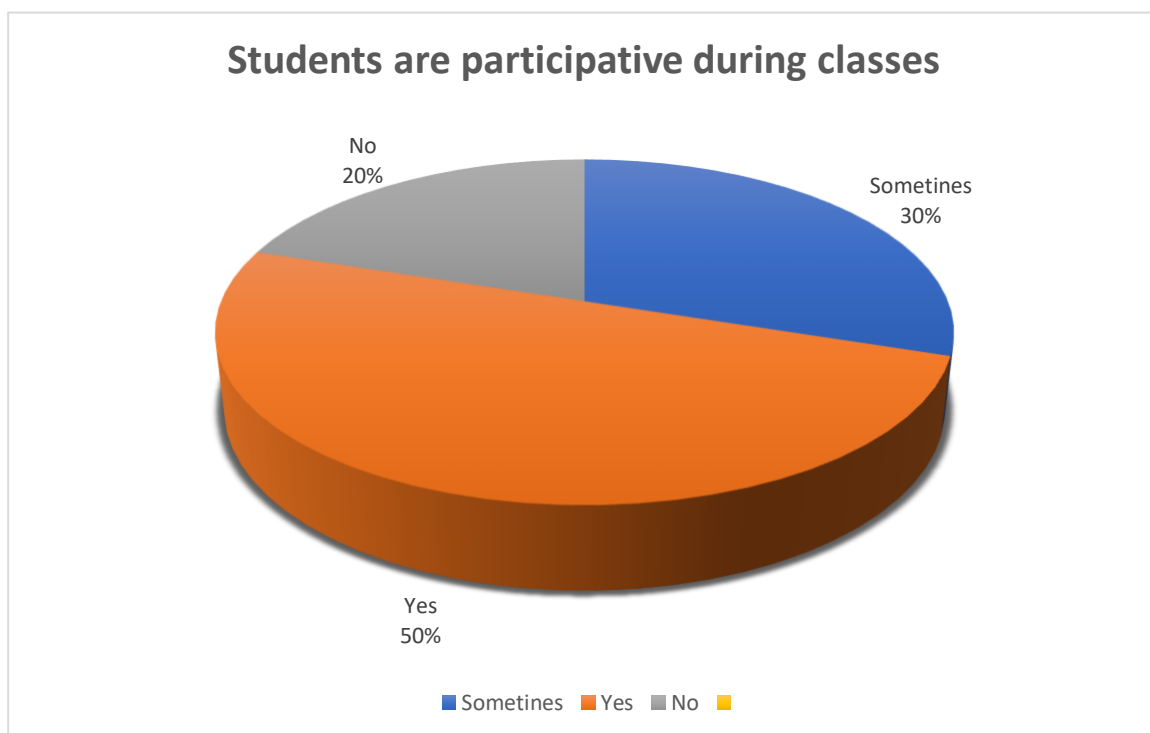


Graphic #7 illustrate if students feel anxious when they have to make a question or answer it.

Feeling nervous when answering or giving an answer in English is common, since students are just entering a stage of self-confidence and may feel afraid to answer badly for various reasons such as being scolded by the teacher, for being The reason for making fun of their peers or because they simply do not like to make mistakes, frequently doing these activities in which everyone participates and supports each other will be of great help to everyone. The teacher will be able to see where the students are failing and what they could improve to feel confident when giving an answer or asking a question.

## Graphic #8

## 8.1 Participation in English classes



Graphic #8 illustrate how participative are students in this subject.

Class participation is a strategy that many teachers employ to encourage active and reflective learning by their students. Participation will depend a lot on how well the students are in what is being asked, since they will know if they are answering well or badly, making them feel free to say what they think is very important, since they will not feel that they always They are being evaluated by the teacher, letting them know that making mistakes is okay will make them participate even more since they will not be embarrassed to make mistakes. There will always be some students who are less social and less active than the rest of the class and that is fine, they should not be made to feel compelled to respond.

Normally, in oral activities, students will feel more nervous either because of their pronunciation or if they will say the answer correctly, that is why the support that the teacher gives are of great importance.

## **Chapter V**

### **Conclusions and Recommendations**

#### **5.1 Purpose of the Conclusion**

The information gathered in the icebreaker activity, interviews, full blanks, dialogues and reading aloud shows that different types of methods help students to develop many of their skills as many different areas are worked but in all always focused on students speaking the language. Not only improves students' understanding of the subject and what the teacher speaks. above, but also provides a pleasant and joyful learning environment that is of great benefit to student learning, and what the interviewer looks in the oral part is that students are sure of themselves.

The results of this research were concrete to demonstrate that the use of different activities in which the oral part has to be used has very positive effects on students' learning and that it really affects their performance and understanding within the class if they are not these exercises are practiced and encouraged frequently. As mentioned above, there was a better result both in the researcher's evaluation and in the student's self-evaluation, where the students demonstrated to understand better and feel much more freedom to talk and participate and do the practices better.

According to the information collected, it is important to mention that the activities carried out are an effective method to learn, understand and develop the oral part in different ways also using writing, interviews and others, not only the presentation activities as they have always been done. According to the students and the teacher in charge, they consider that

activities that involve conversing in English should go together with other teaching methods or resources so that learning is meaningful and not boring. These didactic resources can be as mentioned by the teacher, photocopies, textbooks or electronic resources and many more activities with creativity and group work, this in addition to providing better learning in students also captures their attention since most of the students agreed on that a topic attracts them more when they see your progress.

## **5.2 Conclusions**

The main conclusions are in accordance with the specific objectives of the investigation.

- **To analyze the effectiveness of oral assessments to measure the English level of students in sixth grade at Colegio La Salle.**

Within the field of teaching there are too many teaching strategies as well as many teaching resources that are more effective than others, but all have the same purpose. The oral tests and practices in this case proved to be an extremely important resource for the students to achieve extensive development of their skills.

The same students reaffirmed this in the interview concluding that they felt very capable of seeing how they have managed to improve their pronunciation and fluency and are a valuable resource for their learning and that this helps them to better understand if a native person speaks to them or they want to communicate. either by messages or in front.

- **To identify the effect of oral assessments in students finishing sixth grade to know what their process is.**

As mentioned, the sixth-grade level is in a stage of many challenges and changes and these tests and oral practices were very helpful as they are also preparing for future English tests abroad. On the other hand, the interest students have in learning to speak English fluently is impressive.

- **Establish new assessment methods in oral tests to reinforce the development of students.**

Therefore, this demonstrates the effectiveness of oral tests and practices in teaching vocabulary and oral and even written development, since they help students to better understand words and even help students to better understand the teacher about a specific topic. Its effectiveness as a reinforcement when expressing their ideas and comments in English is high and as a result it gives a better performance by the students as well as a better internalization of new words.

On the other hand, students consider that oral tests and activities are of great importance for learning new vocabulary and that they help them understand its meanings and fluency in the language. In addition, they consider that these give them motivation to learn about the subject and participate more because they understand better what the teacher is talking about and they feel more confident when responding.

In addition, a large part of the students consider that a topic draws more attention to them when different activities are used to explain it, this provides a positive point for oral activities since by attracting the students' attention it will facilitate the teacher to explain the topic and it will also make learning more meaningful and effective. This would be the opposite in a class where the students do not feel interest in the subject and consequently the attention of the students would be dispersed since what the English class will cause them is nerves when they do not understand what the teacher is talking about and how they can answer.

In conclusion, the use of these tools within the field of oral education is a resource of great importance due to the great benefits that they provide not only for the teacher but also for the students, both in the environment it provides for the class and for the student. learning new vocabulary that can sometimes be difficult to understand and be able to transmit to outsiders who are going to meet in their life.

### **5.3 Unexpected Results**

Despite the fact that the result regarding the use of different Oranian tests to teach the language was positive since it demonstrated great effectiveness in its objective, data was collected from the interview with the teacher that differed from the interviews and questions made by the students.

Within the interview with the teacher, he affirms that the use of oral tests is important in the classroom, but he does not consider it to be the most important thing, since he says that the use of written grammar also has its study and importance and that with this Students will also be able to communicate, but within the same interview the teacher emphasizes that written exams are a widely used resource in the area of language education and that students do not become more participatory nor do they think that this motivates them more to learn. On the other hand, the students confirmed that the oral tests do motivate them to learn, participate and understand within a language class although it makes them feel a little more nervous than in a written test, since what they want is to talk about a fluent way and with good pronunciation.

### **5.4 Side Results**

Although the result regarding the use of different oral activities to teach vocabulary was positive since it demonstrated great effectiveness in its objective, the teacher affirms that it is not everything to have an effective teaching, she mentions that reading activities at home, projects Writings are also important, the student-teacher agrees but suggests that if all the previous proposals are made with oral exercises they will be putting their skills in the language into practice.

### **Recommendations**

- It is considered essential that the use of activities and oral tests to learn vocabulary and develop skills in students be frequent throughout the school year. As reflected in the interviews, spontaneous dialogues among others ..., many students have different types of learning, so applying strategies where each type of learning is reinforced to develop a more equitable class for all is gain. It can be through songs, drawings and that students express their feelings, videos, stories and even interviews with each other and in this way the teacher will develop a pleasant learning environment with the inclusion of art to make it more meaningful.
- Reinforce learning with didactic materials and activities such as photocopies, textbooks and conversations and the use of the creativity of each of the students, so that the students use vocabulary in real situations and in this way they internalize and retain it for much longer.

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## Appendixes

### Appendix I – Complete blank spaces

hype	brand	slogan	interrupt	premonition
blurt	shriek	mumble	intuition	convince

1. Don't believe all the \_\_\_\_\_ about that new movie. It's not that good.
2. Can you let me finish what I'm saying without \_\_\_\_\_ me all the time?
3. The surprise was spoiled because he \_\_\_\_\_ out the whole plan before I could stop him.
4. Don't worry about other people. Trust your \_\_\_\_\_ and do what you want.
5. I don't really care what \_\_\_\_\_ of jeans I wear as long as they're comfortable.
6. I'm not going in a car today. I had a \_\_\_\_\_ about being in a car accident.
7. I'm \_\_\_\_\_ that recycling is essential for helping the environment.
8. Could you stop \_\_\_\_\_? I can't understand you.
9. It's the car company whose \_\_\_\_\_ is, "We try harder."

1. We were expecting him to arrive at noon. It's only eleven o'clock, and he has \_\_\_\_\_ arrived.
2. The teacher is asking for the test papers, but those students haven't finished \_\_\_\_\_.
3. They were supposed to be here an hour ago, but they haven't arrived \_\_\_\_\_.
4. Her boss is very angry because she hasn't arrived at the office \_\_\_\_\_.
5. I have a big test tomorrow, but I haven't studied \_\_\_\_\_.
6. She has only been in the United States for a few weeks, but she \_\_\_\_\_ speaks English very well.
7. "Have you written that letter?"  
"Yes, I have \_\_\_\_\_ written it."
8. "Have you \_\_\_\_\_ studied for the final exam?"  
"Yes, I have."
9. Mr. Johnson usually gets home at six o'clock, but he is home \_\_\_\_\_ and it's only five-thirty.
10. Pete usually loses things very easily. I gave him a pencil a few minutes ago, and he has \_\_\_\_\_ lost it.

## Appendix II – Read aloud

### Pet heaven?



In some parts of Europe and the US, many pet owners see their cat or dog as a member of the family. In the UK, owners spend an amazing €4 billion (about \$5,640,000,000) annually on keeping their pets in shape, healthy, and entertained. In one survey, it was found that up to 40 percent of owners said they bought gifts for their pets, including Christmas and birthday presents. Owners happily pamper their pets with increasingly lavish lifestyles, including toys, furniture, accessories, and “gourmet” food. There are also pet psychologists for those with problems, pet passports for those who want to travel, and a

whole range of services on offer. There are hundreds of retail outlets offering owners a vast array of products. But many pets have everything they could ever ask for. The question for many owners now is: What do you give to the pet that has everything? We asked some owners what their pet got for his or her last birthday . . .

Sylvia and Brad Phillips and their cat Princess: The Phillips family, from California, acquired Princess three years ago when some friends emigrated. “We didn’t really know much about cats then, and at first we didn’t know how it would work out,” says Sylvia. “But right from the start, she just made our family complete and the kids adore her. They’re always finding new things to buy for her. She probably is spoiled but it’s fun.” Last year, they got her a present they were really excited about: a custom-made outfit that cost about \$150. “She doesn’t really wear it because it seems to irritate her, but we took some great photos!” says Sylvia.

Claudette and Pierre Leroi and their dog Mignon: Claudette and Pierre live in Paris with their Yorkshire terrier, Mignon. Because Mignon is a longhaired dog, Claudette says that it’s necessary to take her to the

hairdresser regularly. “I take her to the beauty parlor once a week to have her hair done. I don’t think it’s a luxury really.” Mignon has it washed and brushed and sometimes cut and even curled. On special occasions, like her last birthday, for example, Mignon had the hair on the top of her head pulled back and tied as a ponytail, while the rest of her hair was cut short. “She looked so cute—like a little Barbie doll,” says Claudette. She gets the dog anesthetized to do these things so that she stands still for long enough, but Claudette thinks it’s worth it.

So has all this pet indulgence gone too far? Or is it simply spoiling a valued member of the family?



## Help Yourself through Hypnosis



Do you ever lose yourself reading a book or surfing online? Do you ever completely tune out in front of the TV? Do you ever find yourself in a daze at work or at school? Do you ever drive to your destination and not remember the journey? If you answered yes to any of these questions, then you have experienced hypnosis.

It's a popular misconception that hypnosis is mind control or brainwashing. It's actually just an increased state of focused attention. When guided by a hypnotherapist, it can be an effective way to cure physical and psychological conditions. It can help a person quit smoking, lose weight, or reduce stress. It can also help to overcome phobias and improve self-confidence.

Under hypnosis, a patient is in a relaxed state of mind. This makes the patient more receptive to the statements a hypnotherapist makes. Depending on a patient's goals, the hypnotherapist repeats positive, encouraging words, such as "You love to exercise every day," or, "You have the confidence to accomplish anything."

One dramatic success story is Angela Pitman, an American woman who underwent hypnotherapy in order to

lose weight. While under hypnosis, Pitman was convinced that she had actually had an expensive procedure called "Lap Band surgery," in which the size of the patient's stomach is reduced. "Afterwards, I started eating smaller portions," said Pitman. "If I ate too much, I'd feel sick. Before hypnotherapy I had tried to lose weight myself. But nothing ever worked. I've lost 75 pounds, and I feel so much better about myself." Pitman gained many of the benefits from the actual surgery without risking any of its potential side effects.

While having a hypnotherapist to guide you through hypnosis is ideal, it is also possible to hypnotize yourself to reach certain goals. First, think of a clear, specific statement, such as, "I am not afraid of spiders." Find a quiet place, get comfortable, and close your eyes. Breathe slowly and let all the tension leave your body. Imagine a peaceful scene. Assure yourself that you are very safe. Then repeat your statement to yourself: "I am not afraid of spiders, I am not afraid of spiders, I am not afraid of spiders . . ." When you are ready to return from your relaxed state, count backward from five and slowly open your eyes. Notice how good you feel.

If you have any issues you need to work through, you may want to seriously consider this alternative therapy. Hypnosis is not about a mysterious man swinging a pocket watch in front of you, controlling you, and commanding you to cluck like a chicken or do other embarrassing things. It's a unique therapy that can change your perception of things around you and improve your well-being.

## Appendix III – Dialogue

## Can You Send a Plumber?



- A. Armstrong Plumbing Company. Can I help you?
- B. Yes. There's something wrong with my kitchen sink. Can you send a plumber to fix it as soon as possible?
- A. Where do you live?
- B. 156 Grove Street in Centerville.
- A. I can send a plumber tomorrow morning. Is that okay?
- B. Not really. I'm afraid I won't be home tomorrow morning. I'll be taking my son to the dentist.
- A. How about tomorrow afternoon?
- B. Tomorrow afternoon? What time?
- A. Between one and four.
- B. That's fine. Somebody will be here then.
- A. What's the name?
- B. Helen Bradley.
- A. And what's the address again?
- B. 156 Grove Street in Centerville.
- A. And the phone number?
- B. 237-9180.
- A. Okay. We'll have someone there tomorrow afternoon.
- B. Thank you.

## Appendix IV – Students Interview



### Students Interview

- Tell me about yourself
- What is your greatest strength?
- Where do you see yourself in 5 years?
- Which is the subject that you find easy and the one you find difficult and why?
- What do you do in your free time?
- How do you feel with virtual classes?
- Do you think your English have improved and why?
- Have you been scared when you have to speak in English in front of your classmates or teacher?

## Appendix V – Teacher's Interview



### Teachers Interview

1. What strategies do you use in class?
2. What material do I use if the course books don't motivate students?
3. When you teach without oral activities, do you think students understand and really internalize the subject?
4. How do students react when you asked them to make an oral presentation?
5. What effect have you seen on students when using oral activities to teach vocabulary?

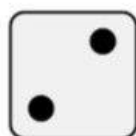
## Appendix V1- Icebreaker Activity

# Dicebreakers



If you were invisible for a day, what would you choose to do?

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If you could choose a unique super power, what would it be?

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What is the grossest food you have ever tried?

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Who is your favorite movie character?

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What is your favorite game to play?

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What is one thing you are really good at?