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Implementation of digital tool “My english lab” to improve oral skill of sixth grade students at Rubira School

Implementación de herramienta digital “My english lab” para mejorar la habilidad oral de alumnos de sexto grado del Colegio Rubira

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Abstract

The following research focuses on improving the oral skills of sixth-grade students using interactive activities through digital tool "My English Lab." The study was conducted at the Rubira Educational Unit in Ecuador. The methodology used was quantitative methods to understand the effectiveness of My English Lab in each class during the teaching-learning process in which compared students using the tool with those receiving traditional instruction. The results emerged from the application of students who used My English Lab, where oral fluency, accuracy, pronunciation, comprehension, and memorization improved significantly compared to students who received traditional instruction. In conclusion, the safe and supportive environment provided by My English Lab allows students to feel comfortable practicing their oral skills, as this tool offers a variety of activities and exercises that allow students to practice their oral skills in different contexts. This demonstrated the potential of digital tools to revolutionize language learning, particularly for speaking, a traditionally challenging area.

Keywords: my english Lab, oral skills, digital tools

Resumen

La siguiente investigación se enfoca en mejorar las habilidades orales de estudiantes de sexto grado utilizando actividades interactivas a través de la herramienta digital “My English Lab”. El estudio se realizó en la Unidad Educativa Rubira en Ecuador. La metodología utilizada fue métodos cuantitativos para comprender la efectividad de My English Lab en cada clase durante el proceso de enseñanza-aprendizaje. Los resultados surgieron de la aplicación de los estudiantes que utilizaron My English Lab, donde la fluidez oral, precisión, pronunciación, comprensión y memorización mejoraron significativamente en comparación con los estudiantes que recibieron enseñanza tradicional. En conclusión, el entorno seguro y de apoyo proporcionado por My English Lab permite que los estudiantes se sientan cómodos practicando sus habilidades orales, ya que esta herramienta ofrece una variedad de actividades y ejercicios que les permiten a los estudiantes practicar sus habilidades

orales en diferentes contextos. Esto demuestra el potencial de las herramientas digitales para revolucionar la enseñanza del lenguaje, particularmente para la habilidad oral, un área tradicionalmente desafiante.

Palabras clave: my english lab, oral skills, digital tools

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INTRODUCTION

Background

In today's globalized world, English has emerged as the universal language of communication, commerce, and academia. Proficiency in English is no longer just a desirable skill but a fundamental necessity for personal and professional growth. One of the key aspects of language learning is the development of oral communication skills, which allows individuals to effectively engage in real-life conversations and express their thoughts and ideas with confidence and clarity.

Oral communication is an essential skill for students to master in order to be successful in school and in life. In recent years, there has been a growing interest in the use of digital tools to improve oral communication skills. One such tool is My English Lab, a web-based platform that provides students with a variety of activities to practice their speaking and listening skills.

The purpose of this study was to investigate the effectiveness of My English Lab in improving the oral skills of sixth grade students at Rubira School. The study used a quasi-experimental design with a control group and an experimental group. The control group received traditional instruction in oral communication, while the experimental group received instruction using My English Lab.

This research aims to investigate the effectiveness of the digital tool "My English Lab" to promote oral communication and assess its potential impact on the development of English as a second language for students.

General Objective

To analyze the implementation of digital tools through the use of "My English Lab" to improve the oral skills of sixth-grade students at Rubira School

Specific Objectives

To explore the features and functionalities of "My English Lab" as a digital language learning platform.

Evaluate the effectiveness of "My English Lab" to improve the oral communication skills of sixth-grade students.

Propose recommendations and best practices for integrating "My English Lab" effectively into language teaching methodologies.

Justification

English is a foreign language for many students who do not have many opportunities to speak it outside of the classroom. This can make it difficult to improve their speaking skills. The digital tool "My English Lab" can help students improve their oral skills by providing them with a safe and supportive environment to practice.

The digital revolution has created a demand for innovative technology-based language learning solutions. My English Lab is an interactive and engaging environment that meets the individual needs of the student, provides personalized feedback, and promotes independent learning. English is becoming increasingly important in global communication, so it is essential that students develop the skills they need to succeed in today's interconnected world.

The digital tool "My English Lab" offers a variety of exercises that teach and guide students in learning and practicing the language. In addition, many schools offer English classes that teach students the four skills of listening, speaking, reading, and writing. However, it is important to focus on speaking, as it is the skill that requires the most practice. The application is a viable intervention that can be implemented in a school setting where students can experience and practice.

This study investigates the digital tool "My English Lab" with the aim of providing valuable information to teachers and educational institutions to help design more effective language teaching programs and focus on improving oral communication skills. This results in more effective and engaging language learning experiences that allow students to navigate the linguistic challenges of today's global society with confidence.

Context

The importance of English as a global language has been established. It is the lingua franca of international business, communication, and education. English is considered the language of international communication, and according to the British Council, around two billion people will learn English in the world by 2020. Therefore, the use of digital tools in teaching is becoming increasingly common.

These tools can provide students with access to high-quality content and resources, and suggest that digital tools can be effective in improving language learning outcomes. For example, a study by the British Council showed that students who used digital tools to learn English significantly improved their oral language skills.

As explained, English plays an important role in many fields of science and technology in today's society, and learning this language is very useful. This is why Ecuador implemented new changes in its educational policy to meet the needs of a globalized world. To carry out the learning of a language, it is necessary to consider the factors that influence the learning of a language and the various methods and cultural aspects that surround this language.

According to the needs of a linguistically and culturally diverse population, learning English is mandatory. Therefore, new curricula have been added where students, regardless of their mother tongue, study English at the primary, intermediate, and advanced levels to meet the needs of the modern world. The Ministry of Education implemented the national curriculum and financially supports schools to acquire digital tools for the teaching of this subject.

The importance of English proficiency in Ecuador is increasing. Many companies and organizations now require their employees to speak English. Ecuador's tourism industry will also benefit from the growing demand for English language skills.

Santa Elena is a coastal province of Ecuador, where its main economic axis is tourism. English for tourism professionals is an essential tool in all areas where it is developed, from tourist information to the management and promotion of tourist destinations or activities, through intermediation companies, accommodation, and transportation.

Contributions

The implementation of the digital tool "My English Lab" to improve the oral skills of sixth-grade students at Rubira School is a timely and important initiative. It is aligned with international, national, and local trends in English language education.

The project has the potential to make a significant difference in the academic field of Rubira School students and help them develop their English language skills:

Personalized learning: The digital tool "My English Lab" allows students to learn at their own pace and focus on the areas where they need more help. This can help them feel confident and motivated to improve their oral skills.

Immediate feedback: The digital tool "My English Lab" provides students with quick feedback on their work, helping them identify their strengths and weaknesses.

Collaborative learning: The digital tool "My English Lab" allows students to collaborate with each other on projects and activities, which helps them practice their oral skills in a safe and supportive environment.

Motivational features: The digital tool "My English Lab" includes motivating features such as badges, awards, and leaderboards. These features can help students stay motivated and engaged in learning.

Overall, the digital tool "My English Lab" has the potential to improve the oral skills of sixth-grade students at Rubira School by providing them with personalized learning, interactive activities, immediate feedback, collaborative learning, and motivating activities.

Here are some specific examples of how the digital tool "My English Lab" can be used to improve oral skills:

- Students can use the tool to practice pronunciation and intonation.
- Students can use the tool to record themselves speaking and then listen to their recordings to identify areas for improvement
- Students can use the tool to participate in virtual conversation activities with other students from around the world.
- Students can use the tool to access a library of resources on oral communication, such as videos, articles, and exercises.

LITERATURE REVIEW

In our environment, foreign language students typically do not want to speak another language and often behave passively in the classroom. Students can be encouraged to see a foreign language as a tool for social participation by providing them with oral skills training that allows them to communicate meaningfully and constructively, including exchanging information, negotiating meanings, defending and opposing ideas.

Humans are social beings who constantly interact with each other. Therefore, it is very important to promote scenarios where language learners can experience real communication in a foreign language. An argument that supports this opinion is Bygate (2019) point out: "Our students often need to be able to speak confidently to carry out many of their most basic transactions. It is the skill by which they are most often judged and through which they make or lose friends."

In contrast, Brown (2020) indicates that "In interaction, students can use everything they possess of the language, everything they have learned or casually absorbed in real-life exchanges." This quote emphasizes the value of genuine engagement, which offers language learners the opportunity to demonstrate their mastery.

Communication between people is the basis of communication and includes all communication and interaction skills (grammar, discourse, sociolinguistics), cooperation is necessary for the success of a

conversation. On the other hand, it is necessary to create a welcoming environment that promotes student communication.

Thanks to this, children do not have to be afraid of making mistakes when sharing their thoughts, feelings, and opinions. Additionally, the student can successfully complete communication tasks. Willis (2019) states that creating a stress-free atmosphere and using language for real purposes are ways to achieve meaningful communication and, through interaction, students have the opportunity to acquire discursive skills.

Use of Digital Tools to improve Spoken English as a Foreign Language Rigenbach (2020) argues that the use of digital tools to improve spoken English as a foreign language (EFL) is a valuable resource for EFL learners because they can provide opportunities for practice, feedback, and collaboration.

The book examines a range of different digital tools that can be used to teach spoken English skills as a foreign language and provides practical advice for teachers on how to use these tools effectively.

My English Lab (MEL) is a platform where you can practice spoken skills. It offers a variety of activities, approaches, and language practices to help students develop their language, learn at different levels, and at their own pace. However, the teacher still needs to correct the oral tasks, which can be time-consuming.

Previous research found that students who used MEL to practice their spoken skills made more grammatical errors. This prompted language teacher to create a framework for developing grammatical accuracy to improve spoken skills using the platform. This framework is based on three pedagogical stages of task-based learning (TBL): pre-task, task cycle, and language focus (post-task).

In the pre-task phase, teachers should ask students to pay attention to the most important grammar aspects covered in the classroom. The activities chosen in this phase focus on the grammar that students need to complete the tasks in the next stage of the methodology.

In the task cycle phase, students complete language tasks in which they have to use the recycled grammar from the previous phase. The teacher can organize conversation tasks for students to complete individually, in pairs or small groups, or as part of class debates with more advanced classes.

In the language focus, teachers should have students reflect on the use of grammar in the task. This reflection can be based on certain grammatical problems that students face even after completing the task, or on relevant aspects of the positive use of grammar in the developed oral communication task.

The Impact of Digital Tools on speaking skill as a Foreign Language Yataco (2022) examined the impact of digital tools on the development of spoken English skills among foreign language learners in Germany. The study found that students who used digital tools for oral practice significantly improved their oral proficiency. The study also revealed that digital tools can be effective for learners at different levels of English proficiency.

My English Lab according to Julca (2022), is a "virtual platform that provides interactive practice and assessment activities for students learning English as a foreign language. The product provides automatic feedback and correction tools to help students successfully develop their language learning. It also provides a versatile opportunity for teachers to customize assessment, diagnosis, and intervention tools, including analysis of common student errors, which allows them to focus on areas of difficulty in the classroom."

In a case study conducted by Barragán (2022), the effectiveness of My English Lab in improving student oral skills and motivation was investigated. The research highlighted the interactive features of the digital tool, such as virtual conversation partners and personalized language exercises, which had a significant impact on the development of student oral skills. Additionally, the study showed a positive effect on student motivation, increasing engagement and perseverance in language learning.

Several approaches and methods for teaching spoken English as a foreign language have been explored. Salas (2020) argues that the integration of digital tools can be a valuable addition to traditional teaching methods, especially in the development of oral communication skills. The authors emphasize the importance of a communicative and student-centered approach, using digital tools to create a dynamic and interactive language learning environment.

Abarca (2021) defines speaking as an interactive process of meaning-making that involves the production, reception, and processing of information. Its form and meaning depend on the context in which it is developed, the participants, and the goals of the discourse. When observing oral practices, the need to provide students with the means to create cognitive structures that help them create their own ways of doing things to solve a problem that requires transforming ideas or thoughts and continuing learning is confirmed.

Speaking is defined as the ability of people to express themselves verbally, coherently, and fluently. According to Bookit (2022) speaking is a skill related to the speech, fluency, and pronunciation of English that ideally should be developed at a young age and decisively in a given meaningful context, both for transactional and interactive purposes, using correct pronunciation, grammar, and vocabulary and adopting practical and complex rules of spoken language.

When teaching English, it is ideal for students to study with programs that allow them to develop all four language skills at the same time. According to Diaz (2023), speaking is a tool for evaluating the level of linguistic competence and the development of students over time. In other words, the development of speaking is one of the most important elements in the acquisition of a second language, because it is a productive skill that is part of the English language.

Speaking is a productive skill for listening and speaking and involves the creation of systematic verbal expressions to convey meaning. According to (Quiroz , 2023) like reading, listening, and writing, speaking is an important skill for learning English. Speaking can be defined as the ability to produce complete, relevant, and meaningful spoken messages. It includes interactive communication in conversations where you alternate between listening and speaking.

Oral skills cover two areas: fluency and accuracy. Alfaro (2021) point out that student activities should be planned based on the equivalence of fluency and accuracy. Therefore, both fluency and accuracy are important elements of communicative competence.

Fluency

The first competence in oral expression is fluency, Horche (2021) argues that it the main goal of teachers when teaching oral skills. Fluency is the ability to produce spoken language without unnecessary pauses or hesitations. Too many hesitations and pauses in speech can hinder fluency and overwhelm the speaker.

Hughes (2021), point out that fluency is the ability of the student to speak clearly and without interrupting communication because the interest of the audience can be lost. Therefore, it is the ability of the student to use mechanical skills such as pauses, speed, and rhythm; also language, coherence,

and reasoning; and finally judgment, which is the ability to speak appropriately depending on the context.

Accuracy

The second competence in oral expression is accuracy, according to Fernández (2019) Students must master accuracy in second language learning. Therefore, teachers should emphasize accuracy in their teaching process. Accuracy of speech refers to the degree to which the language produced conforms to the standards of the target language, which means correct pronunciation, vocabulary, and grammar.

Therefore, students should pay sufficient attention to the accuracy and integrity of the language form when speaking, focusing on grammatical structures, vocabulary, and pronunciation.

Grammatical structures: Students' correct use of grammatical structures requires the length and complexity of well-structured expressions and clauses.

Vocabulary: Gaining accuracy in terms of vocabulary means selecting appropriate words in appropriate contexts. Sometimes students apply similar words or expressions in contexts that do not mean similar things. Therefore, students should be able to use words and expressions correctly.

Pronunciation; Condo (2020) stated that pronunciation is the lowest level of knowledge that students usually pay attention to. To speak English accurately, students must master phonological rules and be aware of the different sounds and their pronunciations. Students should also be aware of accent, intonation, and tone.

Technology tools, such as My English Lab, have strong relationships with oral skills in several ways. For example, these tools can provide students with opportunities to practice speaking in a variety of contexts, such as role-playing exercises, simulations, and interactive games. Additionally, technology tools can provide students with feedback on their speaking, which can help them identify and correct their errors.

A study, conducted by Alzamora (2020), stated that pronunciation is the lowest level of knowledge that students usually pay attention to speak English accurately, students must master phonological rules and be aware of the different sounds and their pronunciations. Students should also be aware of accent, intonation, and tone.

Here are some specific examples of how technology tools can be used to improve oral skills:

Role-playing exercises: Students can use technology tools to practice role-playing exercises in a variety of contexts, such as ordering food at a restaurant, asking for directions, or giving a presentation. This can help students develop their conversational skills and fluency.

Simulations: Technology tools can be used to create simulations of real-world situations, such as a job interview or a meeting with a client. This can help students practice oral expression in professional settings and develop their communicative skills.

Interactive games: Technology tools can be used to create interactive games that help students practice their speaking and listening skills. For example, there are many games that require students to listen to a recording and then answer questions about what they heard.

Feedback tools: Technology tools can provide students with feedback on their speaking, such as pronunciation and intonation. This feedback can help students identify and correct their errors.

METODOLOGY

This study used quantitative methods to investigate the effectiveness of My English Lab in improving the oral skills of sixth-grade students at Rubira School. Quantitative data were collected before and after the test through an oral assessment. The pre- and post-test oral proficiency assessment consisted of tasks that assessed students' fluency, accuracy, and pronunciation. The tasks consisted of reading aloud, describing the image, and discussing.

The study was conducted with a sample of 28 sixth-grade students from Rubira School. Students were randomly assigned to a control or experimental group. The control group received traditional oral communication instruction that consisted of speaking and listening weekly. The experimental group was taught in the My English Lab program. Students learned a variety of speaking and listening skills, such as oral presentations, videos, recordings, and role-playing.

The study was conducted over 4 weeks, with 10 classes. At the beginning of the study, all students were given a pre-test that assessed their oral skills. At the end of the study, all students were given a post-test to assess their oral skills.

Observed limitations

My English lab is a fantastic tool for developing oral skills, but It has some limitations.

My English Lab provides primarily automated feedback on pronunciation and accuracy, but it may not always detect subtle errors or provide explanations for improvement. Complex grammar issues or misunderstandings may be missed where nuanced feedback from a human teacher is irreplaceable.

Practice in the English Lab primarily involves practicing with pre-recorded dialogues or simulations, which can feel artificial compared to real-time conversations.

It is possible that not all students have access to reliable internet or the required equipment for My English Lab, which raises potential equity issues. Students who struggle with learning or technology challenges may need support.

RESULTS AND DISCUSSION

The results of the study showed that students in the experimental group improved their oral expression skills significantly more than students in the control group. On the post-test, students in the experimental group scored significantly higher than students in the comparison group in terms of fluency, accuracy, comprehension, and memorization.

The quantitative data showed that students who used My English Lab significantly improved their oral skills compared to students who did not use the tool. On the pre-test, the average language proficiency score of the My English Lab group was 2.5, while the average language proficiency score of the control group was 1.5. On the post-test, the average language proficiency score of the My English Lab group was 4.6, while the average language proficiency score of the control group was 2.5.

The quantitative data also showed that students who used My English Lab significantly improved their accuracy scores. On the pre-test, the average accuracy score of the My English Lab group was 80%, while the average accuracy score of the comparison group was 60%. On the post-test, the average accuracy score of the My English Lab group was 90%, while the average accuracy score of the comparison group was 70%.

The following graphs show the results of the study. The first graph shows the average pre- and post-test scores of the control group and the experimental group. The second graph shows the increase in scores from the pretest to the posttest for the comparison group and the experimental group.

Table 1

Pre- and post-test scores of the control group and the experimental group

Group	Pre-test	Post-test
My English Lab	2.5	4.69
Control	1.5	2.5

Graphic 1

Pre- and post-test scores of the control group and the experimental group

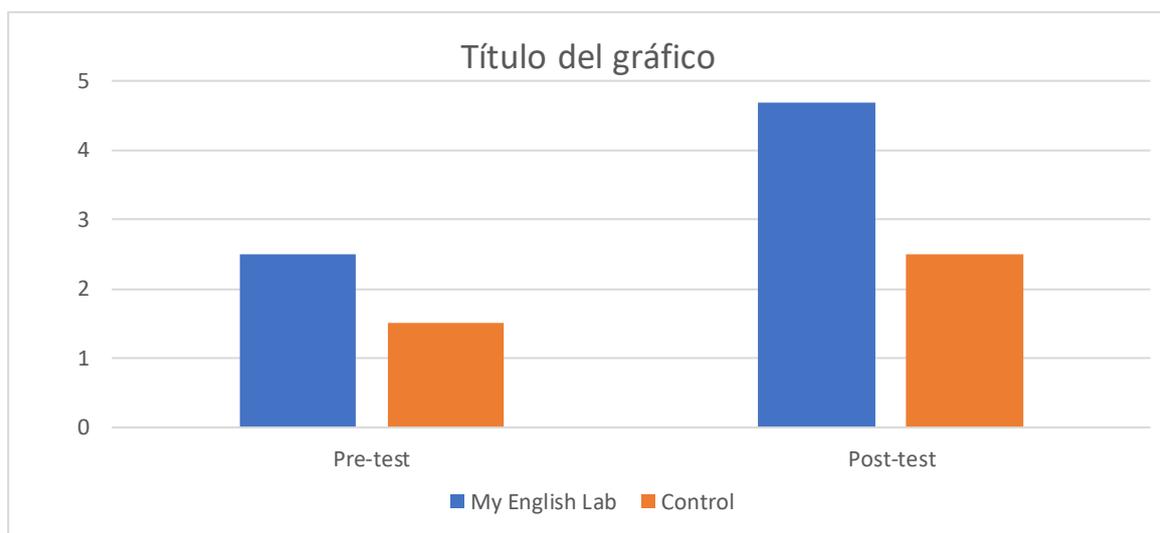


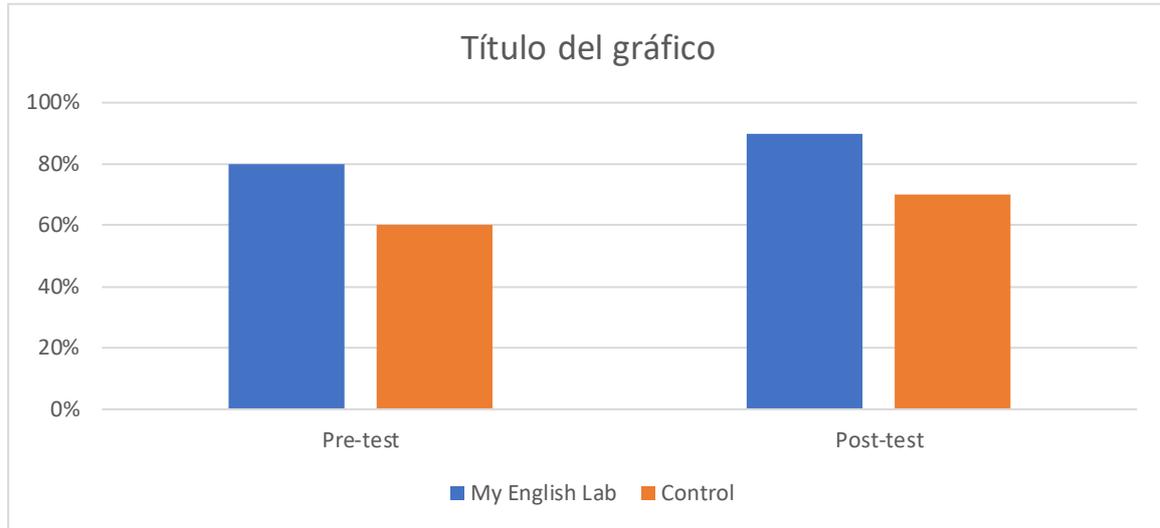
Table 2

Comparison group and the experimental group

Group	Pre-test	Post-test
My English Lab	80%	90%
Control	60%	70%

Graphic 2

Comparison group and the experimental group



Rubrics

Rubrics Used to Assess Oral Skills

Fluency: The ability to speak clearly and smoothly.

Accuracy: The ability to speak without errors.

DISCUSSION

The results of this study suggest that My English Lab is an effective tool for improving the oral skills of sixth-grade students. The tool offers a variety of activities and exercises that are engaging and challenging, and provides students with immediate feedback on their progress.

The tool also allows students to practice their oral skills in a safe and supportive environment, providing additional evidence to support the growing body of research that suggests that digital tools can effectively improve spoken communication skills.

The results of this study are consistent with those of other studies that have investigated the effectiveness of digital tools for improving oral skills. These studies show that digital tools can be valuable for helping students practice their oral skills in a way that is engaging, challenging, and effective.

CONCLUSIONS

The results of this study show that My English Lab is an effective tool for improving oral communication skills. The study provides more evidence to support the growing body of research that suggests that digital tools can be effective for improving oral communication skills.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

Schools should consider using My English Lab or other digital tools to improve students' oral communication skills.

Teachers should incorporate digital tools into their teaching of oral communication.

Digital tool developers should continue to develop tools that effectively improve oral communication skills.

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ANNEXES

Table 1

Activities plann

Week	Unit	Topic	Time	Activities in class	Communicational objectives
1	Unit 1	Events and Times	AGOSTO Tuesday 01 Wednesday 02 Thursday 03	What time is it? Early, on time, late Events vocabulary Days of the week Ordinal numbers Months of the year Verb be: questions about time. Prepositions in, on, and at for dates and times Contractions. Talk about the time of an important event Ask about birthdays in oral presentation	Talk about the time of an event. Ask about birthday
2	Unit 2	Our World Names, countries nationalities and occupations	Tuesday 8 Wednesday 9 Thursday 10	Review the alphabet Sounds Introduce the vocabulary related to Countries and nationalities and occupations Verb be: Singular and plural statements, contractions Yes / no questions and short answers and Wh Question. (Where) Tell a classmate your occupations and spell your name and identify your classmates through oral presentation	Tell a classmate your nationality and occupation Identify your classmates Spell names
3	Unit 3	Books and movies	Tuesday 15 Wednesday 16 Thursday 17	Present vocabulary about kinds of books and movies and adjectives to express opinions. Learn verbs to express likes and dislikes. Review the verb to be to talk about famous popular character from book and movies Record a video where talk about like and dislike kinds of book and movies, then express your opinions about books and movies and their popular character.	Talk about like and dislike kinds of book and movies. Express your opinions about books and movies. Talk about popular character.
4	Unit 4	Family	Tuesday 22 Wednesday 23 Thursday 24	Introduce family relationship vocabulary and adjectives to describe people and adverbs very / so Explain and practice the use of have and has	Identify people in your family Describe your relatives Talk about your family

				At the end students develop the speaking skill and ability to pronounce accurately expanding and applying all the knowledge learning and show this in a record of video.	
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Table 2

Unidad educativa rurbica

	FLUENCY	PRONUNCIATION AND ACCENT	VOCABULARY	GRAMMAR	DETAILS	PUNTAJE
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required	
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included	
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided.	
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning	Description lacks some critical details that make it difficult for the listener to understand	
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured	Description is so lacking that the listener cannot understand	
TOTAL						

Table 3

Fluency

	FLUENCY	PRONUNCIATION AND ACCENT	VOCABULARY	GRAMMAR	DETAILS	PUNTAJE
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required	
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included	
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided.	
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning	Description lacks some critical details that make it difficult for the listener to understand	
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured	Description is so lacking that the listener cannot understand	
TOTAL						