



Using Oral Recording and Collaboration to Improve Oral Accuracy

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Abstract

The aim of the study was to measure the effect of oral recordings and collaboration facilitated by WhatsApp messenger in order to improve oral fluency and to know to what extent students' attitude changed towards speaking English. Action research was the main methodology used in this work. Also, quantitative and qualitative instruments were used to gather data. After an innovation that took into consideration a lesson which focus on a real task activity, participants were able to improve their oral accuracy mainly in the fields of vocabulary, pronunciation, and grammar. The effect size in each of the field of accuracy: vocabulary (1.494), Grammar (0.634) and pronunciation (0.653) confirmed that this innovation is significant. In addition, by the end of the innovation, participants also claimed that their attitudes towards speaking English in class improved. It is concluded that collaboration, recordings facilitated by the use of this technological tool, can in fact, improve the oral accuracy of students and improve their attitudes towards speaking English. This research can lead to future studies in the field of TESOL as well as in the field of EFL in the Ecuadorian context.

Keywords: oral accuracy, collaborative work, WhatsApp recording, formulaic language.

Resumen

El objetivo del estudio fue medir el efecto de las grabaciones orales y colaboración entre estudiantes utilizando el mensajero de WhatsApp para mejorar la fluidez oral y para saber en qué medida la actitud de los estudiantes cambió para hablar inglés en clase. La investigación - acción fue la principal metodología utilizada en este trabajo. Además, se utilizaron instrumentos cuantitativos y cualitativos para recopilar datos. Después de una innovación que tomó en consideración una lección que se enfoca en una actividad de tarea real, los participantes pudieron mejorar su precisión oral principalmente en los campos de vocabulario, pronunciación y gramática. El impacto de la innovación en cada uno de los campos de la destreza oral: vocabulario (1.494), gramática (0.634) y pronunciación (0.653) confirmaron que esta innovación es educativamente significativa. Además, al final de la innovación, los participantes también afirmaron que sus actitudes hacia hablar inglés en clase mejoraron. Se concluye que la colaboración, las grabaciones facilitadas por el uso de esta herramienta tecnológica puede, de hecho, mejorar la precisión oral de los estudiantes y mejorar sus actitudes hacia el habla en inglés. Esta investigación puede conducir a futuros estudios en el campo de TESOL, así como en el campo de la enseñanza de inglés como lengua extranjera en el contexto Ecuatoriano.

Palabras clave: precisión oral, trabajo colaborativo, grabación en WhatsApp, lenguaje formulado.

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Currently, globalization has influenced people to speak a foreign language. In this process, English has become the lingua franca in the world. More people use English in various multicultural situations (Graddol, 2003). People are embracing English as an important aspect of their life because it allows them to have better opportunities.

In Ecuador, learning English in public schools is compulsory from the second grade. Despite that, a few students finish their high school stage with an intermediate proficiency in English. According to the Ecuadorian standards of English teaching, high school students should conclude their secondary studies with a B1 level according to the Common European Framework for Languages (Ministerio de Educacion, 2012). Regarding the CERF scale, a B1 fluency level user should be able to “keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.” (Council of Europe, 2011, p. 7) This has not been completely accomplished since the level of English knowledge of students at the end of high school does not fulfill that level. In fact, the level of English in Ecuador is low according to English First (Education First, 2018).

Traditionalistic approaches to speaking instruction have been presented in classrooms in order to build fluency on students, but they had not been effective. Li and Mu explain that in traditional classes, teachers explain English vocabulary and grammar directly or translating back to students (2014). Moreover, by examining the five domains of the English teacher standards, it is mandatory the use of technology in the classroom. Especially, domain three, in the curriculum development, urges teachers to be aware of the use of technological resources in order to promote learning among students (Ministerio de Educación, 2012). In current years, technology has been part in every aspect of life. In classrooms, bringing information and communication technology tools

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can benefit students understand the content as well to increase attention on topics that they find interesting. By doing this, technology encourages learning (Chai, Koh, Tsai, & Tan, 2011).

The use of technology in public schools in Ecuador is deficient. There is not planning of the use of technological gadgets in the macro and micro curricular planning. In addition, there is no evidence of technological resources to be part of the objectives, content, or as a resource (Peñaherrera, 2012). Having this in mind, it is important to mention that, by the year 2017, the use of smartphones among young people was 57.4% (Instituto Nacional de Estadísticas y Censos, 2017). More than ever it is important to take advantage of what teachers and students have at hand. Smartphones offer applications that can contribute to the improvement of oral skills.

Previous studies have been conducted using WhatsApp to promote fluency and accuracy showing positive results. Andújar-Vaca, and Cruz-Martínez (2017) worked with university students from Almeria, Spain. In this research, the group exposed to the innovation showed better results than the group that was not exposed to the innovation. Another study directed to 140 undergraduate students showed that the use of WhatsApp was useful for the objectives of the course. A Likert scale survey was applied. This survey showed that participants strongly agreed with the use of WhatsApp in the course (Klein, Da Silva, Vieira Da Silva, Barbosa, & Baldasso, 2018). Cetinkaya (2017), in a study with high school students between the ages of 15 and 16, showed that WhatsApp had a great impact as a complementary technology in the classroom. These studies showed that WhatsApp was a useful technological resource but there were still gaps to fill in especially in the high school context and teaching English.

Literature Review

Oral fluency is defined as “the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing” (Lennon 2000, p. 26). The definition of oral fluency holds various fields of sub-skills but the aim of this innovation will focus on accuracy. Accuracy is the capability to produce speech without errors (Housen & Kuiken, 2009). Other authors like Ellis and Barkhuizen state that accuracy is the ability to evade mistakes while speaking showing a better control over the target language (2005).

In order to understand the meaning of accuracy is important to understand the meaning of oral fluency. First, the definition of fluency has created controversy since different authors have shed light over different aspects of fluency. This is the case of Fillmore who points out that fluency is the skill to produce speech at length with a few silences (as cited in Gürbüz, 2017). This definition does not convey with Lennon’s perspective of the same matter. Lennon defines fluency as “native-like” speed.

Despite these perspectives, fluency and accuracy are in constant debate since these language features are used to measure how proficient people are to speak a language. This is supported by Gürbüz who mentions that fluency and accuracy are complementary because both of these language features, in balance, create successful language users (Gürbüz, 2017).

Students struggle when they come to articulate sentences. Speaking is the hardest skill to master for it integrates more than the use of grammar and vocabulary. Senra writes that language does not only integrates vocabulary and grammar but also social communication (Senra, 2017). Since social communication supports real-life situations, it is recommended to use activities that promote this kind of interaction.

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This innovation is grounded in collaborative work. The purpose of collaborative work is to enable the social aspect of language using the cooperation of learners by giving the students the chance to participate in a discussion. This discussion is based on real-life situations. Students will become more interested and engaged in the dialog (Richards, 2006). This is supported by Senra who also states that second language students should get training to use language that people use in real life situations which are contrasted with the one used in the classroom (2017).

In order to increase significant learning, real tasks, and previous experiences should be part of the learning process. This is supported by Ausubel who promotes the use of previous knowledge that students have in order to create a new cognitive structure (2009). Previous knowledge also comes from prior life experiences. Hitotuzi states that students possess prior knowledge in areas such life, language, and content areas that contribute in the process of learning (as cited in Leon, D'Costa, & Franco, 2010).

In order to build up rapid transitions to have a variety of lexicon choices to pick from when speaking, it is important to create a useful vocabulary that students can use in various real and meaningful situations. McCarthy and Carter in their study have recognized 200 formulaic language that students can use in order to build fluency (2006). This is supported by Boers et.al. who found that L2 students that used formulaic language were considered more fluent when speaking (2006).

In addition, pronunciation of the English language is also an important part of oral accuracy. According to Kline, pronunciation is how people produce words clearly when speaking (as cited in Muñoz & Ramírez, 2018). Here it is when comprehensibility plays a role when talking about oral accuracy. Levis and Levis write that Comprehensibility is not only attached to pronunciation (2018). It also brings up other components such as

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fluency, grammar, accuracy among others (Isaacs & Trofimovich, as cited in Levis & Levis, 2018)

The attitudes that students have towards speaking English have become a source of anxiety that can be detrimental for performance in the classroom. This is corroborated by Macintyre and Gardner who consider speaking a source of anxiety for students when speaking a second language (1991). This symptom of negativity towards speaking a language is not a sign of lack of awareness of the language but it is matter of lack of confidence and how students feel about speaking in class (Haidara, 2016). According to Gardner, Lanlone and Moorcroft, attitude has an impact in language learning because the amount of effort put into learning depends on students' attitude (as cited on Toomnan & Intaraprasert, 2015).

In order to improve students' attitudes towards speaking, studies have demonstrated that implementing ICT tools into the classroom reduce anxiety. These tools can help students to comprehend content and increase stimulation by bringing interesting topics into the classroom (Chai, Koh, Tsai, & Tan, 2011). In addition, the approach that a teacher uses to language learning is important to reduce anxiety in students. Dörnyei states that communicative strategies create positive attitudes in students (as cited in Toomnan & Intaraprasert, 2015).

Research in the field of audio recording has shown that it enables participation among students since students become part of effective discussions. Studies show that the benefits of these applications are to encourage interaction between students and instructor as well as to encourage active learning by providing feedback (Desai & Graves, 2006; Farmer, 2003; Rambe & Bere, 2013).

The use of mobile applications such as WhatsApp in the educational field has been proven to enhance collaborative learning as well as creating discussions in small and

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large groups (Amry, 2014). WhatsApp helps participants to have discussions and also enables members to overcome anxiety when using the language (Hamad, 2017).

Furthermore, the use of WhatsApp has demonstrated important advances in terms of oral proficiency in participants where language related episodes occurred (Andújar-Vaca, & Cruz-Martínez, 2017).

Due to the speaking difficulties that students are facing is important to consider the effectiveness of collaboration facilitated by WhatsApp to improve accuracy and to reduce anxiety when speaking English. So, by considering the gaps in the previous research, combining ICT mobile tools, such WhatsApp, and TEFL teaching, it is possible to find a link that would allow the use of WhatsApp to improve oral accuracy. Therefore, the following study aims to answer the following questions: to what extent do students from the second grade of International Baccalaureate improve speaking accuracy in English through collaboration using WhatsApp? and, to what extent can voice recording using WhatsApp change students' attitudes to speak English?

Innovation

The teacher used a lesson based on a backwards design model. Students learned how to solve a real-life situation. In order for students to develop a good understanding of the final task, the teacher scaffolded the activities that students did. These activities sought to develop skills, such as writing a Curriculum Vitae, a cover letter, and a job ad. These skills helped students to progress into the final task which is a job interview.

This innovation had 24 sessions of 45-minute class time and it was executed in the course of one unit. Students learned useful vocabulary, phrases, and formats for writing the corresponding written and oral assignments. During the first and second weeks, students built up their professional portfolio by developing a Curriculum Vitae and a cover letter. Later on, students read job ads. These job ads helped students to develop

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their job interview skills. It is important to mention that students used the information and experience that they collected during their business internship class. In order to develop the job interview, students interacted with peers by using digital audio recordings in WhatsApp.

Since this innovation involves the use of WhatsApp, the teacher made sure that students had this application installed on all the phones. The teacher introduced the use of WhatsApp messenger if it was necessary. Second, the teacher paired up students and created a WhatsApp group for each pair of students. The teacher was the moderator of each group. This was important to keep high levels of participation. In each group, students actively interacted orally. Students role-played a job interview situation. They used learned vocabulary in order to interact correctly. This was the pre-test activity. After the pre-test, students peer evaluated the first audio. They had a rubric in which they checked and marked down according to the evaluation criteria. This rubric was prepared by the teacher in anticipation to the task.

Methodology

This investigation is based on an action research with an analysis of qualitative and quantitative data. Creswell states that a mixed method design occurs when qualitative and quantitative methods exists in the study (as cited in Yurtseven & Altun, 2015). In order to analyze data, the results were triangulated to support quantitative claims. Action research allowed the teacher to participate and to put theory into practice (Han, 2017). The main purpose of collecting qualitative data was to comprehend and analyze concepts, perceptions, and beliefs of the participants in order to answer the research questions and to obtain new knowledge (Sampieri, Collado, & Lucio, 2010).

The post-tests interviews were useful to gather information about the reasons, old experiences, attitudes towards speaking drills, and topics of interest that student liked to

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speak about. These post-tests interviews led the researcher into improving the lesson and adapting new possible ways to intervene. The observations served as means for listening for students' accuracy.

The quantitative data gathered information from a pre-test. In this pre-test, students had a small conversation with a fixed topic. The teacher used a rubric to assess students' oral production. The teacher graded the conversation using the rubric. The purpose of collecting numerical information was to analyze, interpret, and present the information (Teddlie & Tashakkori, 2009). The information gathered in this pre-test helped the teacher highlight the aspects that needed more attention. Quantitative investigation aims to generalize results from a group (sample) to a bigger sample (universe) as well as to replicate the research in other settings (Sampieri, Collado, & Lucio, 2010).

After the intervention, the researcher proceeded to take the post-test, along with the same rubric, in order to quantify in what amount the intervention helped the students. Along with the pre-test and the post-test, there was a survey using a Likert scale. Likert scales are items presented in a way of affirmations to measure the reaction of the participants in different categories (Sampieri, Collado, & Lucio, 2010). Additionally, this is supported by Likert who states that this scale measures "psychological and social phenomena" (as cited in Warmbrod, 2014). This survey offered insights about students' attitudes towards the use of technological devices to record voice samples in order to check accuracy while they speak.

Ethical standards in this study assured the anonymity of the participants as well as the educational institution where the research took place. In this work, there are no trace of students' personal information which can guarantee the objectivity of the results. Participants of this research were informed that they were into a study and their audio

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recordings were only for academic purposes. Also, the participants were notified that the audio recordings were going to be used only by the researcher. In addition, use of WhatsApp messenger was used only for recording and sending information relevant for the development of the innovation and no for other purposes.

Data Analysis

The pre-test as well as the post-test were classified and quantified in a spreadsheet in excel, and later exported to SPSS (statistical package for social sciences). In this program, the variables went through a process of analysis. The main features that this statistical software was to bring up are the mean scores and standard deviation. Also, effect size (Cohen's d) between two variables was obtained. The mean scores showed in what amount the students improve their ability to speak English accuracy. Cohen's d was used to know the impact of the innovation. Cronbach's alpha was run to get the reliability of the survey.

In order obtain the information using the qualitative information, one interview and surveys were applied. First, a post-test interview was applied to all students that participated in the study. Researcher recorded in a physical and digital form the most significant and repetitive answers provided by the participants. The second post-test survey, as well as the first one, was answered by all the participants. This Likert style survey, was recorded in physical and digital form. In order to test reliability of the survey, the Cronbach's alpha was used. The score of this test was 0.772. The results of this test illustrated a respectable degree of reliability (DeVellis, 1991). This survey contained ten questions about the post experience of using collaboration facilitated by WhatsApp in order to help participants to increase oral accuracy.

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Participants

The group of students that participated in this study belongs to a public school in Quito, Ecuador. Their ages range between 15 and 17 years old. These students were part of the international baccalaureate program which allowed students to have five class hours of 40 minutes of English per week. There were 15 female students and 11 male students. It was important to mention that they have middle – low economic status. Even though they were in economic disadvantage from other groups of students, especially from private schools, they had the sufficient materials to work in this study. In order to know the level of the participants, it was necessary to take an online test which showed that students are at an A2 level. Regarding the use of Whatsapp, out of the whole population of participants, 17 members (65,38%) said that they frequently use this application. This clearly suggests that the use of online messaging is strong among the contestants. Finally, twenty-two participants had access to technology.

Results

Table 1 shows the overall result of the innovation and answers question one of the research study, which is; to what extent do students from the second grade of the International Baccalaureate improve accuracy in English in collaboration using WhatsApp? The mean and standard deviation were found in order to get the effect size of each of the components. This table exposes the effect size which determined to what extend the innovation succeed. Table 1 also displays the mean difference, and P-value.

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Table 1.

Pre-test and Post-Test

Aspects	Number of participants	Mean	Standard deviation	Mean	Standard deviation	Mean difference	P - value	Effect Size
Vocabulary	26	6.192	1.556	8.192	1.077	-2.00	0.000	1.494
Grammar	26	5.827	1.696	6.808	1.379	-0.981	0.000	0.634
Pronunciation	26	6.577	1.404	7.385	1.042	-0.808	0.000	0.653

Table 2 shows the general results from the interviews and answer the second research questions which is; to what extent can voice recording using WhatsApp help students to speak English with a better attitude towards speaking activities? These answers offered the insights that participants had after they participated in the innovation.

Table 2.

Interview Answers

Questions	Answers
Do you feel comfortable with your pronunciation and grammar when speaking English in class? Why?	P1: "There are unknown words that I cannot pronounce well", P2: "My partners make fun of me and I feel humiliated."
When speaking English, do you feel more comfortable to practice with your teacher or with a classmate? Why?	P4: "I feel more comfortable with a classmate because we can support each other" P5: "I feel more comfortable with the teacher because he can help me get better" P6: "I feel more comfortable with classmate because I don't feel afraid to make mistakes"
How would you feel using your cellphone in order to speak English?	P1: "I feel good because we are young and I like to be in touch with technology" P2: "I feel good because I would be less nervous"

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How do you think that the use of a cellphone improved your grammar, pronunciation and vocabulary performance?	P1: "Once I listened to the audio, I could record again improving my speaking" P2: "I learned how to write sentences in a coherent way" P3: "In the recordings, I feel that my pronunciation has improved"
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Along this interview, one Likert scale survey was also applied. This survey considered the attitudes that participants had towards using WhatsApp messenger which contributed to answer the second research question. Among the results, participants agreed that WhatsApp was useful for the course and that it helped to interact with their partners and the teacher.

Table 3.

Survey results

	Number of students	Mean	SD	Category
WhatsApp helped you to interact with your partner.	26	4	0.845	Agree
WhatsApp added value to the course	26	3.34	1.261	Neither agree nor disagree
WhatsApp helped to support the contact with the teacher and other students.	26	4.41	0.682	Agree
WhatsApp could be used in other courses.	26	4.10	0.900	Agree

Discussion

The first research question was, to what extent students from the second grade of International Baccalaureate improve speaking accuracy in English in collaboration using WhatsApp. It was found out that using oral recording devices can indeed improve oral accuracy, thus, confirming the first research question. In order to test oral accuracy, three aspects of accuracy were taken into consideration. First, participants had a great increase

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in their vocabulary skills. The mean score showed that there was an increase of 2.0 points after the post test. The mean score after the post test was 8.192, which according to the rubric students met expectations. In addition, the effect size index in this category is 1.494 which is large. As cited previously by Boers et. al (2006), learning formulaic language can in fact increase oral accuracy and the effect size index asserts it.

Among the other components of oral accuracy, grammar is also included. In this segment, the effect size is 0.634. This is also large effect size and showed an increase of the skill. Grammar, as one important aspect of oral accuracy (Trofimovich as cited in Lewis & Lewis, 2011), showed an increase in the post- test. The mean score in this section after the post-test rose in 0.981. According to the rubric, the mean score after the treatment was considered to be just below the passing grade which also suggests that participants needed improvement in this area. This increase was not as large as the previous feature but also large in the scale.

The way that participants improved their pronunciation during this innovation also displayed an increase. Pronunciation is an important aspect in oral accuracy and through this innovation, participants improved how to utter new vocabulary better. This confirmed Kline who claimed that pronunciation is how people produce words clearly when speaking (as cited in Muñoz & Ramírez, 2018). Pronunciation as being an essential part of oral accuracy also showed an effect size of 0.653. This represents a large effect size which also demonstrated an improvement in this skill. The total mean in this aspect after the post-test increased in 0.808. The mean score in this section showed that participants got a passing grade and also met the expectations. It is worth to say that by looking at the effect size of the three components, all of them were educationally meaningful (Bialo & Silvin-Kachala, 1996). Finally, the p-value of all of the three

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components was less than 0.005 which demonstrates that there is a significant difference between the means.

The second research question deals with to what extent can voice recording using WhatsApp help students to have a better attitude towards speaking activities. In order to obtain the information to answer this question, an interview and surveys were applied. Anxiety was one of the issues that participants have to deal when speaking English (MacIntyre & Gardner, 1991). Anxiety when speaking English in class is corroborated with the answers obtained from the interview from participants. Participants claimed that *“I do not feel good since there are unknown words that I cannot pronounce well”* and *“My partners make fun of me and I feel humiliated”*. In other words, the negativity towards speaking English in class comes from that lack of confidence and how participants feel when students speaking in class (Haidara, 2006).

Collaborative work also has been tested to effective in order to reduce anxiety when speaking English in class. Participants mentioned that *“I feel more comfortable to talk with a classmate because we can support each other”* and *“I like to talk with a classmate because I don't feel afraid to make mistakes”*. In addition, participants agreed that using WhatsApp helped them to interact and to get support from their classmates. Participants also agreed that WhatsApp made them feel good when communicating with others.

The members of the study stated that using ICT tools such WhatsApp transformed the experience of speaking English in class. They mentioned that *“I feel good because we are young and I like to be in touch with technology”* and *“I think that it would be good because I would be less nervous”*. According to these answers, it is shown that participants felt comfortable and secure when speaking English. They also mentioned that this innovation helped them to communicate with other participants creating a more

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comfortable environment. Participants mentioned that using WhatsApp makes them “*feel good because I can communicate with people who knows English*” This asserts Dörnyei (as cited on Toomnan & Intaraprasert, 2015) about using communicative strategies in order to reduce anxiety and also (Hamad, 2017) who states that WhatsApp helped participants to enhance communication and reduce anxiety.

According to these results, it is important to notice that participants’ attitudes towards using WhatsApp in speaking activities have increased based on the test results and the surveys. This confirms Lanlone and Moorcroft (as cited in Toomnan, Intaraprasert, 2015), that attitude has an effect on language learning. Participants agreed that the use of WhatsApp was helpful for the course and it was a good complement for the course activities.

Conclusions

This innovation focused on improving secondary high school students’ oral accuracy using collaboration in oral recording facilitated by WhatsApp. After the innovation, the use of oral recording has been proven to work when students are prepared and have the sufficient tools in order to improve their oral skills. The researcher used a lesson plan which focused on a real-life task. This motivated participants to be engaged in the activity.

The achievement of this innovation proved to improve oral accuracy through collaboration facilitated by a technological tool which is usually underestimated by teachers and school authorities. By looking at the results, collaboration through WhatsApp largely supported participants to learn new vocabulary, improving grammar, and pronunciation. This was done by having a pretest which was fundamental for measuring the participants’ skills before intervening. This helped the researcher to have an overview of the weakness that participants had.

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The second research question measures participants' attitudes towards speaking English in class. Surveys were applied. These surveys confirmed that participants felt more comfortable using WhatsApp. Another accomplishment of this work is to confirm that collaboration facilitated by applications like WhatsApp can reduce anxiety in students when speaking in class. These positive results can be the solution for teachers who deal with anxiety when doing speaking activities in class. In addition, the attitude towards speaking English also changed since students' anxiety decreased when using this technological tool. To conclude, collaboration facilitated by WhatsApp messenger made it possible to develop accuracy in high school students.

Limitations

The limitation of this study is the accessibility that some students have to obtain technological resources. According to the survey, 19.24% of participants use WhatsApp eventually. This is because 11.54% of members do not have Internet access from their homes. This is also a problem when using digital platforms such as Schoology. In addition, there were some participants that did not have cellphone to do the activities and Internet connection to send the recording to the instructor. Another limitation that this study recognized is that 50% of participants claimed to have basic knowledge in technology. This delayed the application of the innovation since it required extra time to immerse the participants in the use of technology.

Recommendations

Other researchers would enrich this study by following the next recommendations. First, this innovation focused improve students' accuracy, further research can be done to address fluency. This is highly suggested by the results obtained in this research. Additional research needs to work on pronunciation which was the component with the least improvement. Second, it would be recommended to have other

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recording devices such as computers or other devices that would facilitate the use of participants. When necessary, it is recommended to work with only one device per groups. This is recommended since there is a few number of participants that are not familiar with the use of the application. In addition, it is also suggested to request internet access to school authorities in order to facilitate the use of online data sharing. Finally, according to the survey, participants also suggest that the use of WhatsApp can be used in other subjects.

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Appendixes

Instruments.

The following instruments are intended to help the researcher to obtain demographic, quantitative and qualitative information about the investigation. Specifically, the data that is going to be collected is going to show the stages of learning that the students pass during the process of the study. The first research question is: Can students from the third grade of International Baccalaureate improve speaking accuracy in English by using voice recording tools such as WhatsApp? And the second question is to what extent voice recording in WhatsApp help students to speak English more confidently among high school students from the third grade of International Baccalaureate?

Appendix 1

Demographic Information Survey / Encuesta Información Demográfica.

Instructions: Complete the following survey with your information. Please mark an “X” or use complete sentences when needed.

Time needed: 20 minutes

Name: _____

Nationality: _____

Check school type/ Selecciones el tipo de institución:

Public () Private () Bilingual () IB () Foundation () Co-financed ()

Pública () Privada () Bilingüe () IB () Fundación () Cofinanciada ()

School name/Nombre de la institución: _____

City/Ciudad: _____

Course-Cohort/level – Curso-paralelo/nivel: _____

Sex/Género: Male/Masculino () Female/Femenino ()

Ethnicity/Étnia:

Native Ecuadorian () Afroecuadorian () White () Mix-race ()

Age/Edad:

() 11 - 17 () 18 - 22 () 23 - 26

Native Language/Language Materno: Spanish/Español () English/Inglés ()

Quichua ()

English learning background / Antecedentes de aprendizaje de Inglés (donde, por cuánto tiempo, dificultades):

Special needs/Necesidades especiales:

Do you have access to technology/Tiene acceso a tecnología: Yes/Sí () No ()

Do you have Access to technology from/Tiene acceso a tecnología desde:

Home/casa () School/institución educativa () Coffee shops/ciber cafés ()

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Public access/Acceso publico()

Other/otro:

What is your knowledge about technology?/Tiene Conocimientos sobre tecnología?:

None/nada ()

Beginner/principiante ()

Basic/básico ()

Intermediate/intermedio()

Advanced/avanzado ()

Employment Status / Estado profesional/empleo:

Student/estudiante() employed/empleado ()

Unemployed/desempleado()

Analysis after the data collection.

The analysis of the data collected with this instrument is to show demographic information of the students. The results of this instrument are to have a better understanding about the situation of the students that are going to be part of the innovation. This instrument would allow the researcher to predict better results according to the experience that some students might have in the field of English or to have a backup plan to assist students with special needs.

Appendix 2

Interview to assess students' attitudes towards speaking English in class.

Instructions: Please answer the following questions according to your personal experiences.

Estimated time: 10 minutes.

Name: Course/Level: Age:

1. Do you feel comfortable with your pronunciation and grammar when speaking English in class? Why?

2. Do you think that you have enough vocabulary to perform the tasks that the teacher tells you to do?

3. What do you think about your speaking English skills?

4. When speaking English, do you feel more comfortable to practice with your teacher or with a classmate? Why?

5. Do you practice your English-speaking skills at home? How?

6. How would you feel using your cellphone in order to speak English?

7. Do you have the chance to repeat your speech in class?

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8. How do you think that the use of a cellphone improved your grammar, pronunciation and vocabulary performance?

Appendix 2

After post test

1. Do you feel comfortable with your pronunciation and grammar when speaking English in class? Why?	P1: "Not good since there are unknown words that I cannot pronounce well", P2: "not really, my partners make fun of me and I feel humiliated.", P3: "I don't know how to pronounce words." P4: "I don't have a clear pronunciation" P5: "I don't have fluency" P6: "no, because I don't have a good grammar"
2. Do you think that you have enough vocabulary to perform the tasks that the teacher tells you to do?	P1: "I think that I don't have enough vocabulary, but I search them in the dictionary" P2: "No, But I sometimes use the translator" P3: "I need more connectors" P4: "I only use the words I know" P5: "Yes, but I really need to learn more words and expressions." P6: "Yes, because every day I learn something new"
3. What do you think about your speaking English skills?	P1: "I think that I can defend myself but I need to get better" P2: "I have the basic skills but I get nervous I becomes difficult to remember the vocabulary" P3: "I need to improve my skills" P4: "I wouldn't be able to have a conversation in English" P5: "I think that my skills are not perfect but in the future I would be able to be better" P6: "I have some basic skills which I use daily but would like to improve my skills"
4. When speaking English, do you feel more comfortable to practice with your teacher or with a classmate? Why?	P1: "I would feel more comfortable talking with my teacher because the teacher can correct my mistakes" P2: "I would rather talk with a classmate because there are more confidence, but academically, it is recommended to have a conversation with a teacher" P3: "With both of them since you can create confidence because I wouldn't be afraid to make mistakes" P4: "I feel more comfortable with a classmate because we can support each other" P5: "With the teacher because he can help me get better" P6: "With a classmate because I don't feel afraid to make mistakes"

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5. Do you practice your English-speaking skills at home? How?	P1: "sometimes, I have a program to learn English, I also teacher English to children" P2: "Yes, singing English songs and talking English with my family" P3: "Yes, with music, I also search for news to read and with videogames" P4: "With some music and texts" P5: "Yes, I practice with myself and also listening to music" P6: "No, because I don't have enough time"
6. How would you feel using your cellphone in order to speak English?	P1: "I feel good because we are young and I like to be in touch with technology" P2: "I think that it would be good because I would be less nervous" P3: "More comfortable since I don't feel nervous and I can developed my skills" P4: "Very good, because I would help me to communicate" P5: "I wouldn't know, because in person I feel more secure however using the phone is funnier" P6: "Good, because I can communicate with more people who knows English"
7. Do you have the chance to repeat your speech in class?	P1: "yes, If I have a chance to redo it. I would repeat it until I correct all the mistakes" P2: "Yes, because the cellphone is a great tool which I can use at any time" P3: "Yes, because at first I am nervous but I would it better next time" P4: "Of course, If make mistakes I will repeat it" P5: "Yes, I practice until I get a good pronunciation" P6: "Yes, I had the chance to repeat it. I can detect my mistakes and correct them"
8. How do you think that the use of a cellphone improved your grammar, pronunciation and vocabulary performance?	P1: "Once I listened to the audio, I could record again improving my speaking" P2: "I learned how to write sentences in a coherent way" P3: "In the recordings, I feel that my pronunciation has improved" P4: "I realized my pronunciations problems and also to increase my vocabulary" P5: "I feel that my vocabulary has increase a lot" P6: " I think that my heard my own pronunciation and I could change based on my mistakes"

Analysis after the data collection.

The data collected through this instrument is intended to visualize the attitude students have towards speaking English in the classroom. The results are going to allow

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the researcher to report the use of the innovation towards increasing the attitudes towards speaking English in class. In addition, the interview is going to make the researcher aware of the issues that students have when speaking in class. These answers are going to encourage the use of technology in the classroom, mainly in the field of speaking.

Appendix 3

Quantitative Instruments

Rubric for the pre-test and post-test.

Categories	2-Not able to perform.	4-Inadequate	6-Needs improvement	8-Meets expectation	10-Exceeds expectations
Vocabulary	Uses 0 to 4 words and expressions or inadequate vocabulary.	Uses 5-8 Vocabulary words and expressions Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses 9 to 12 vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses 13-16 Vocabulary words and expressions learned in class, and makes only a few errors in word choice.	Uses more than 17 expressions and a wide range of vocabulary learned in Class.
Grammar	Can't use appropriate sentence structures. Makes errors in the simple present verbs conjugations as well as past tense verbs. (10 errors or more)	Uses only basic structures and makes 9 to 7 mistakes in time tenses.	Uses a variety of grammatical structures (present perfect and present continuous) Makes 6 to 4 mistakes.	Uses a time tenses correctly however makes errors. 3 to 1	Uses many different structures learned and makes no mistakes.
Pronunciation	Teacher cannot understand what the student speaks.	Problems with pronunciation of key words. Voice is too quiet to hear,	Mispronunciation, and miss intonation errors in key statements sentences creates distractions and it difficult to understand.	Mispronunciation, of key words in a few number but it does not complicated understanding.	Students pronounce well the key words and have good intonation. Teacher understands the recording.

Adapted from:

TFU Language Educators' Group. TFU Foreign Language Assessment Rubrics. (n.d.).

Retrieved September 10, 2018, from

https://www.tfu.ac.jp/students/arprn890000001rch-att/rubric_languages_english.pdf

Analysis after the data collection.

The data obtained from this rubric is to show, at first instance, the results of a pre-test which is going to help the research to have valuable data about the skills students have at the beginning of the innovation. In addition, according to the results, the researcher is going to focus on the categories that students show more problems. The same rubric is going to work for the post-test. The reason to have the same rubric is to make students aware of the evaluation criteria. The post test results are product of the innovation that students had.

Appendix 4

Survey to measure how frequent students use WhatsApp messenger.

Instructions: Write an “X” in the space that you feel that mostly use WhatsApp messenger.

Estimated time: 1 minute.

WhatsApp® use Survey.

Frequently - every other day or daily	
Eventually use - about once per week	
Almost never use - never or less than once per month	
No answer	

Analysis after the data collection.

The analysis of this survey is to know how frequent students use WhatsApp. With this survey, the researcher is going to be able to plan ahead assignments in which WhatsApp is going to be used.

Survey to know student's previous experiences using WhatsApp messenger for academic purposes.

Instructions: Write an “X” in the space that mostly accommodates to your case.

Estimated time: 1 Minute

Previous WhatsApp® use for learning Survey

Yes	
If yes, In which class	
No	
No answer	

Analysis after the data collection.

This survey is going to help the researcher to know if students have previous experiences using WhatsApp in academic context. According to the answers, teachers can prepare students to use WhatsApp in English class.

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Adapted from:

Klein, A. Z., Da Silva Freitas Junior, J. C., Vieira Mattiello Mattiello Da Silva, J. V.,
Barbosa, J. L., & Baldasso, L. (2018). The Educational Affordances of Mobile
Instant Messaging (MIM). *International Journal of Distance Education
Technologies*, 16(2), 51-64. doi:10.4018/ijdet.2018040104

Appendix 5

Assessment of the experience of using WhatsApp® messenger in Educational settings. (after post-test)

Instructions: Write an “X” in the square that you most likely think is true according to your experience.

Estimated time: 20 minutes.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1) WhatsApp was helpful for the course					
2) WhatsApp was easy to understand.					
3) WhatsApp was an appropriate resource to understand the course.					
4) WhatsApp was a good complement for the course activities.					
5) WhatsApp helped you to interact with your partner.					
6) WhatsApp allowed you to use more creatively the material of the course.					
8) WhatsApp helped you to keep active during the activity.					

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9) WhatsApp added value to the course					
10) WhatsApp helped to support the contact with the teacher and other students.					
12) WhatsApp could be used in other courses.					

Suo, Y., Suo, Y., & Yuslina, M. (2017). Implementation of Voice Recording Activities in Improving Mandarin Oral Fluency. *European Journal of Interdisciplinary Studies*, 9(1), 56-61. Retrieved September 15, 2018, from journals.euser.org/index.php/ejis/article/view/2590/2531

Appendix 5

After Post Test

	Number of students	Mean	SD	Category
1) WhatsApp was helpful for the course	26	4.38	0.677	Agree
2) WhatsApp was easy to understand.	26	4.72	0.528	Strongly agree
3) WhatsApp was an appropriate resource to understand the course.	26	3.97	0.906	Agree
4)WhatsApp was a good complement for the course activities.	26	4.24	0.830	Agree
5) WhatsApp helped you to interact with your partner.	26	4	0.845	Agree
6) WhatsApp allowed you to use more creatively the material of the course.	26	3.93	0.884	Agree
8) WhatsApp helped you to keep active during the activity.	26	3.86	1.060	Agree
9) WhatsApp added value to the course	26	3.34	1.261	Neither agree nor disagree
10) WhatsApp helped to support the contact with the teacher and other students.	26	4.41	0.682	Agree
11) WhatsApp could be used in other courses.	26	4.10	0.900	Agree

Analysis after the data collection.

This instrument is a post-test survey and it is a way to assess the experience that students had during the innovation. This instrument is going to show in what extent students feel that this innovation helps them learn and improve their speaking skills. In

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addition, this survey is going to work to make improvements for future innovations in the field.

Appendix 6

Design from Your Goals¹

Instructional design of units for transfer of learning to real life contexts

Institution:	Institucion Educativa Fiscal Conocoto
Year of study:	3 rd Year International Baccalaureate
Student description: (include English Level)	The students in this course are about to graduate from high school and they are interested in pursuing a career. They belong to the international baccalaureate. They are from a public high school located in Valle de Chillos, Quito, Ecuador. There are 21 students in this class. The students in this class show an intermediate level. They come from low economic status.
Professor:	Fernando Ona
Unit title:	Professions.
Weeks:	5 weeks
Hours:	24 hours

I. Transfer Goal (Stage 1)

Standards the unit will work with: Students are going to have a straightforward oral presentation using correct and proper vocabulary.

Goal: I want my students to learn how to use proper vocabulary and structures which students will successfully be able to communicate in a formal context when necessary in order to introduce themselves professionally.

Breakdown of transfer goal

A. If we see and hear them do this, they CAN transfer this learning.	B. If we see and hear them do this, then they CANNOT (yet) transfer:	C. What I will commit to doing differently in my classroom to ensure my results look like Column A.
1. Use proper and specific vocabulary for example: requesting information and well formulated answers.	1. Use non-specific and not detailed language when giving questions and responses.	1. Give more time to students to do key activities. 2. Re-organize activities that could be difficult for students.

¹This unit design process was adapted from the Guillot Design Process worksheet (2017) *Design from Your Goals* based on Wiggins-McTighe Backward Design.

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2. Use requesting information questions and answer information without hesitation and in the correct situation. 3. Use language with proper grammar and understandable pronunciation.	2. Use of the wrong vocabulary when giving directions. 3. Students stop and take time before giving responses.	3. Give more formative feedback to students.
--	---	--

II. Summative Performance Assessment Task (Stage 2)

Goal	Present appropriate interview answers and questions in a formal job interview in order to appropriately have a job interview.
Role	Interviewer and interviewee
Audience	People applying for a job
Situation	You are applying for a job that catches your attention. Together with your CV and cover letter, you have to present your skills to get this job.
Performance	Students will prepare a job interview which correctly communicates the characteristics and strengths of the student towards obtaining the job.
Standards	Good pronunciation Clear description of skills that matches the job ad Clear and precise questions. Appropriate grammar

Skills

III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

What students will need to know	The skills students will need to be able to do
Vocabulary for questions in an interview setting Vocabulary for responding accordingly to the question. Adjectives to show personal characteristics.	1. Students will need to be able to use proper adjectives, qualities and skills order to write a C.V. 2. Students will need to be able to use understandable grammar. 3. Students will need to be able to have an understandable pronunciation. 4. Students will be able to adjust their presentation skills to other fields of professional presentations. 5. Students will be able to address politely to people in different settings.

V. Learning Activities (Stage 3)

Abbreviated Performance Task: You have been searching for a job according to your interests and skills. While searching a job, you encounter your business management class internship company is searching for a new position. You are interested to work there since you have a better insight of the company. You have to prepare your CV and a cover letter in order to apply for this position. In addition, you are going to prepare for a formal interview in order to successfully pass the selection process.

[illegible]

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<p>“What type of jobs are currently popular in Ecuador?”</p> <p>“What kind skills are necessary to get that type of jobs?”</p> <p>a. Students are going to make a list of jobs and characteristics that that job requires.</p> <p>Week 1- Day 2. 2 hours period: Students are going to learn vocabulary</p> <p>A. Teacher is going to ask the following questions to students: “What is the meaning of job hunt?”</p> <p>B. Match skills, qualities with jobs.</p> <p>i. Student are going to write various number of professions in the board</p> <p>ii. Students are going to brainstorm vocabulary related to skills and qualities making two separating tables.</p> <p>iii. Students are going to make write a list in which they can match skills and qualities with jobs.</p> <p>C. Students are going to read job advertisement (job Hunt)</p> <p>a. Students are going to read job ads.</p> <p>b. Students are going to choose the job they are interesting in.</p> <p>c. They are going to answer the following questions:</p> <p>i. What type of skills you need in order to apply for that job?</p> <p>D. Students are going to create skills and qualities self-inventory.</p> <p>a. Students are going to write what are their main skills and qualities that best describe themselves</p> <p>E. In groups of two, students are going to present themselves by emphasizing in their qualities and skill.</p> <p>Week 1- Day 3. 2 hours period. Students are going to take their personal skills and qualities inventory</p> <p>A. Students are going reflect and answer the following questions:</p> <p>“What is the meaning of a job fair?”</p> <p>“What are the main characteristics that a worker should have in these current years?”</p> <p>B. Students are going to create a word bank using a vocabulary quilt.</p> <p>C. Students are going to brainstorm about important aspects that a CV should have.</p> <p>a. Teacher is going to write his own CV as an example.</p>				
	Hook	X		
	Developing		X	
	Summary			X
	Reflect	X		
	developing		X	
	Formative assessment			X

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<p>D. Students are going to use their own skills and aptitudes in order to write a C.V</p> <ol style="list-style-type: none"> Students are going to write a C.V. In pairs, students are going to share the CV and pair assess using a rubric. <p>WEEK TWO</p> <p>Week 2- Day 4. 1hour period. Students are going to write a cover letter.</p> <ol style="list-style-type: none"> Students are going to be exposed to vocabulary related to job skills and cover letter. <ol style="list-style-type: none"> Teacher is going to write his own cover letter as an example. Students are going to use their own skills and aptitudes in order to write a cover letter <ol style="list-style-type: none"> Students are going to write a cover letter In pairs, students are going to share the cover letter and pair assess using a rubric. Students are going to re write their cover letters and CVs (Homework) <p>Week 2- Day 5. 2 hour period. Students are going to present their C.V and Cover letter.</p> <ol style="list-style-type: none"> Students are going to answer the following questions: Under what criteria would you hire an employee? What is the best way to be prepared for a job interview Students are going to write down their answers in their resource called foldables. Students are going to present their C.V and cover letters in front of the classroom. <ol style="list-style-type: none"> Students are going to compare their C.V. and cover letter with the rubrics. Role play. Students are going to be assigned roles. (employer and employee) <ol style="list-style-type: none"> Students are going to act their part: employer is going to judge and decide to hire the employee or not. They are going to shift roles. Students are going to reflect on the experience by filling a chart with positive and negative aspects. <p>Week 2- Day 6. 2 hours period. Students are going to role play an interview</p>	Induction	X		
	developing		X	
	Formative assessment			X
	Hook	X		
	Compare and contrast		X	
	Formative assessment			X
	Hook	X		
	summary		X	

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<p>A. Teacher is going to create groups of two students using WhatsApp messenger.</p> <p>B. Students are going to select 5 job ads and put them in order of personal importance.</p> <p>C. In a graphic organizer, students are going to classify each job and write the positive and negative aspects of each job. Students must support their choice.</p> <p>D. Students are going to choose their first option job advertisement. The teacher, in pairs, will assign roles.</p> <p>E. Using WhatsApp messenger, students are going to act their part: employer is going to judge and decide to hire the employee or not.</p> <p style="padding-left: 40px;">a. They are going to shift places. (Pre-test)</p>	Formative Assessment			X
	Activation	X		
	Connection		X	
<p>WEEK 3</p> <p>Week 3- Day 7.1hour period. Students are going to create their own job ads.</p> <p>A. Students are going to use their previous experience in their business management class internship in order to create a job ad which will fit the requirements of the company.</p> <p>B. Students are going to create groups and share their jobs ads.</p> <p>C. Students are going to upload their job ads to Schoology.</p> <p style="padding-left: 40px;">a. Students are going to provide feedback to their classmates.</p>	Affirmation			X
	Motivation	X		
	Reflection		X	
<p>Week 3 - Day 8.2 hours period. Students are going to present themselves professionally.</p> <p>A. Students are going to be exposed to a video of an interview.</p> <p>B. Students are going to compare their speeches with the one from the video.</p> <p>C. Students are going to answer the following question “what are the differences between your interview with the interview from the video” Students will answer “would you hire this employee? Yes, no and why?”</p> <p>D. Students are going to watch the video again and write down the useful vocabulary they can hear, and they can use.</p> <p style="padding-left: 40px;">b. Role play. Using WhatsApp, students are going to record themselves and</p>	Formative Assessment			X
	Activation	X		

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<p>repeat the presentation using the new vocabulary from the video.</p> <p>Week 3- Day 9. 2 hours period. Students are going to acquire vocabulary related to interview.</p> <p>A. Students are going to reflect about the importance of formal vocabulary for professional interviews.</p> <p>B. Students are going to be exposed to interview related vocabulary.</p> <p>a. Students are going to use a vocabulary quilt in order to write down and classify the vocabulary.</p> <p>b. Students are going to write down their answer in their resource called foldables.</p> <p>C. Students are going to be exposed to the class the vocabulary used in professional interviews.</p> <p>a. Using a vocabulary quilt, students are going to organize the vocabulary and write a sentence in which they can use the word.</p>	Connection		X	
	Summary			X
	Reflection	X		
	Connection Assessment		X	X
<p>WEEK 4</p> <p>Week 4- Day 10. 2 hours period. Students are going to choose a job add they can apply to.</p> <p>A.Students are going to brainstorm andgivefeedback about CV and cover letter writing.</p> <p>B.Students are going to upload job ads in Schoology.</p> <p>C. Students are going to get to choose the job that they would like to apply to.</p> <p>a.Students are going to create a skill inventory in order to write their CV and cover letter.</p> <p>b.Students are going to write a CV and a cover letter applicable to the job ad that they chose.</p> <p>c.Students are going to write their CV and cover letter and uploadit to Schoology.</p>	Activation	X		
	Connection		X	

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<p>interview and to create a question bank. These questions are going to be uploaded to Schoology in order for students to have access to the questions.</p> <p>B. Students are going to write an outline with the questions that they consider important for a job interview.</p> <p>a. Using an outline format, students are going to write questions and sub questions.</p> <p>b. b. Students are going to create a foldable in which they are going to write down the vocabulary that they will need to have a successful interview.</p> <p>C. Students are going to choose 5 interview questions and they are going to practice in class.</p> <p>c. In pairs, students are going to practice an interview using WhatsApp messenger.</p>	Formative assessment			X
	Activation	X		
	Connection		X	
	Affirmation			X
	Activation	X		
<p>Week 4 – Day 12. 1 hour period. Students are going to create a foldable with interview questions and interview vocabulary.</p> <p>A. Students are going to create a foldable.</p> <p>a. Students are going to brainstorm the important vocabulary.</p> <p>B. Students are going to label the tabs and write the vocabulary that they are going to use in order to write the CV, cover letter, and professional presentation.</p> <p>C. In pairs, students are going to share their foldables and check for all the important vocabulary.</p>				
<p>WEEK 5</p> <p>Week 5- Day 13. 2 hours period. Students are going to record their interview using WhatsApp</p>	Connection		X	
<p>A. In pairs, students are going to do an interview.</p> <p>a. Students are going to choose one job ad from the platform (Schoology)</p>				X

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<p>and they are going to simulate a job interview using WhatsApp.</p> <p>B. As a practice, one student is going to be the interviewer and using the questions previously elicited and publish on the platform, he/she is going to interview their partner. Once this process is finished, they are going to exchange roles.</p> <p>C. They are going to use WhatsApp to record their interaction. (Post-test)</p> <p>Week 5- Day 14. 2 hour period. Role Play. (Job fair) Students are going to go to a job fair. They have to have their C.V. and their cover letter printed out to apply for a job. They would be several stands where jobs are being offered. They are going to reach the stands and introduce themselves to the stand manager and explain their skills and skills that would make them suitable for the job requirements.</p>	Summative assessment			
	Formative assessment			X

Learning process: A = Acquisition, M = Meaning Making, T = Transfer

Intention: Hook, **formative assessment**, initiating, developing, review, closure, **research**, other.

Indicate Week 1, 2, etc. and number of hours.

VI. On-going Self-Assessment

As I reflect on student learning, what will I do if my plan is not yielding my expected results?
One the options that I would take in order to change my plan for obtaining my expected results is to reevaluate the activities, especially the ones that have to do with acquisition of vocabulary. I would also consider to plan extra speaking activities that would help my students to have a better understanding of the main objective of the lesson.

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Attachments

Job advertisement.

ENGINEER REQUIRED

Applications are invited from dynamic and young candidates for the position of Engineer.

- Bachelor Degree in Civil Engineering.
- Minimum 10 years working experience at a similar position.
- Proficiency in using Ms Office and AutoCAD.
- Excellent English language, communication and interpersonal skills.

Attractive salary package and other benefits will be offered based on qualification and experience. Interested applicants must contact on given below number.

Mr. Noor Muhammad Sons
0300-3925349

JOB OPPORTUNITY

MARKETING MANAGER

We are looking for Marketing Manager for one of our Sports franchise in Karachi. Candidate must possess 10 - 15 years Experience in marketing. Responsible for managing digital and mainstream marketing to attract potential sponsors for the franchise.

ADMIN MANAGER

A reputed private company located in Karachi invites application for the post of admin Manager. Army retired officers are encouraged to apply. Must have 10-15 years experience.

Interested candidates may send their CV through E-mail at:
applicationforjobs16@gmail.com

Web Developers Required

PHP, MySQL, HTML, CSS, JavaScript, AJAX, jQuery

Preference: Wordpress, Joomla, Drupal, Magneto
with Application Development Experience

Handsome salary negotiable as per experience (Minimum 2 years)

It's an equal employment opportunity.

APPLY ONLINE BEFORE March 10, 2013
www.softackle.com

DUBAI CLIENT INTERVIEW
ON 14/01/2018

▶ **STRUCTURAL FABRICATORS/FITTERS**(GCC Preferred)
▶ **DRIVERS** (Light & Heavy- UAE Lic valid)

CV SHORTLISTING

▶ **WELDERS** (Tig & Arc -6G) SS & CS
▶ **PIPE FABRICATORS & FITTERS**
▶ **WELDING INSP. CSWIP 3.1 & 3.2**

VACANCIES IN LARGE NOS.

A Thai-French joint-venture, located at Ploenchit Road is now seeking:

ACCOUNTANT

Qualifications:

- Female
- High Vocational education/Bachelor in Accounting
- Knowledge of PC
- Minimum of 2 years experience

Send complete resume with a recent photo to:
P.O. BOX 1120 BMC BKK. 10000

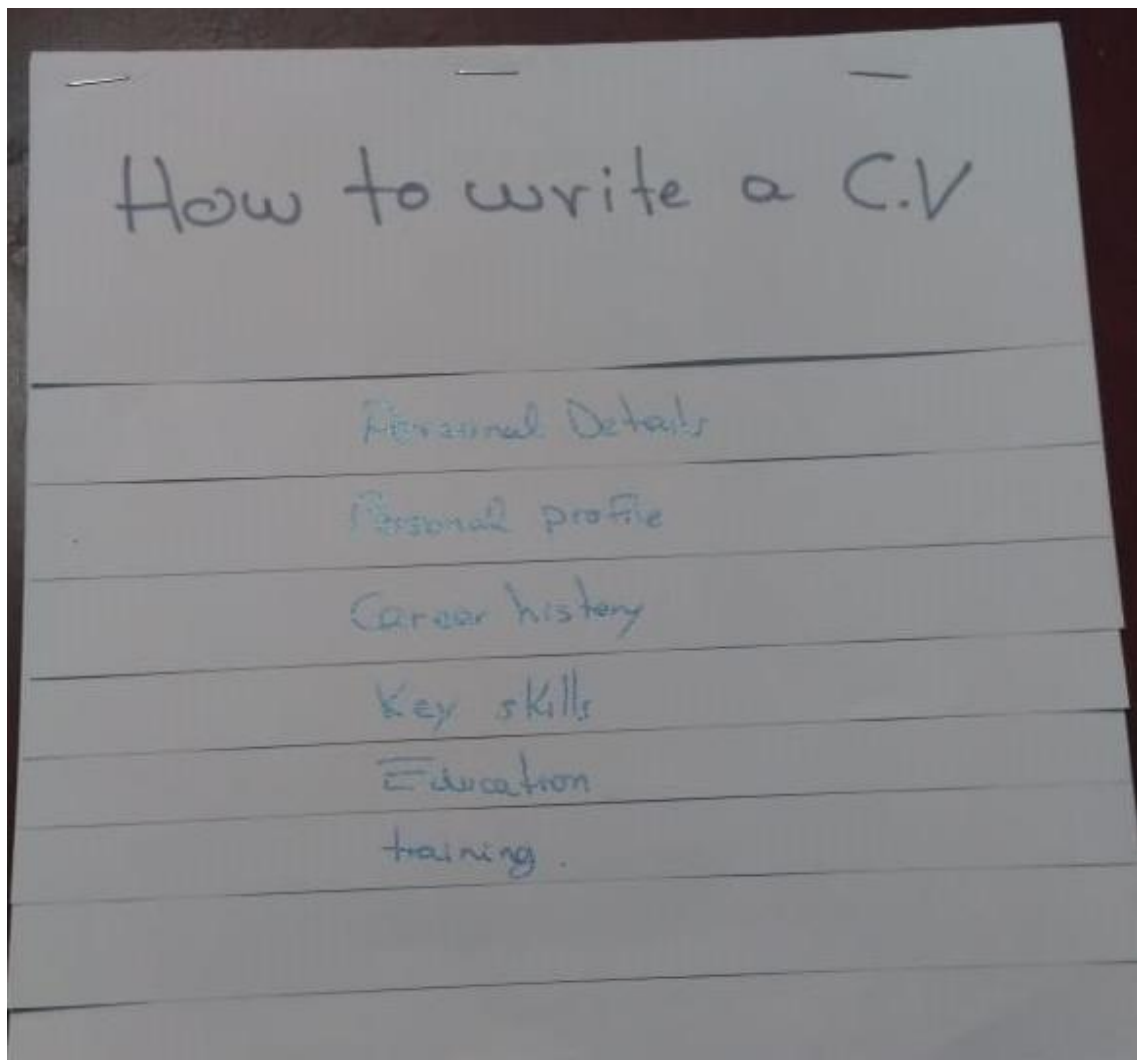
Example of a Vocabulary Quilt

Word: Form: Meaning: Use: Sentence:	Word: Form: Meaning: Use: Sentence:
Word: Form: Meaning: Use: Sentence:	Word: Form: Meaning: Use: Sentence:
Word:	Word:

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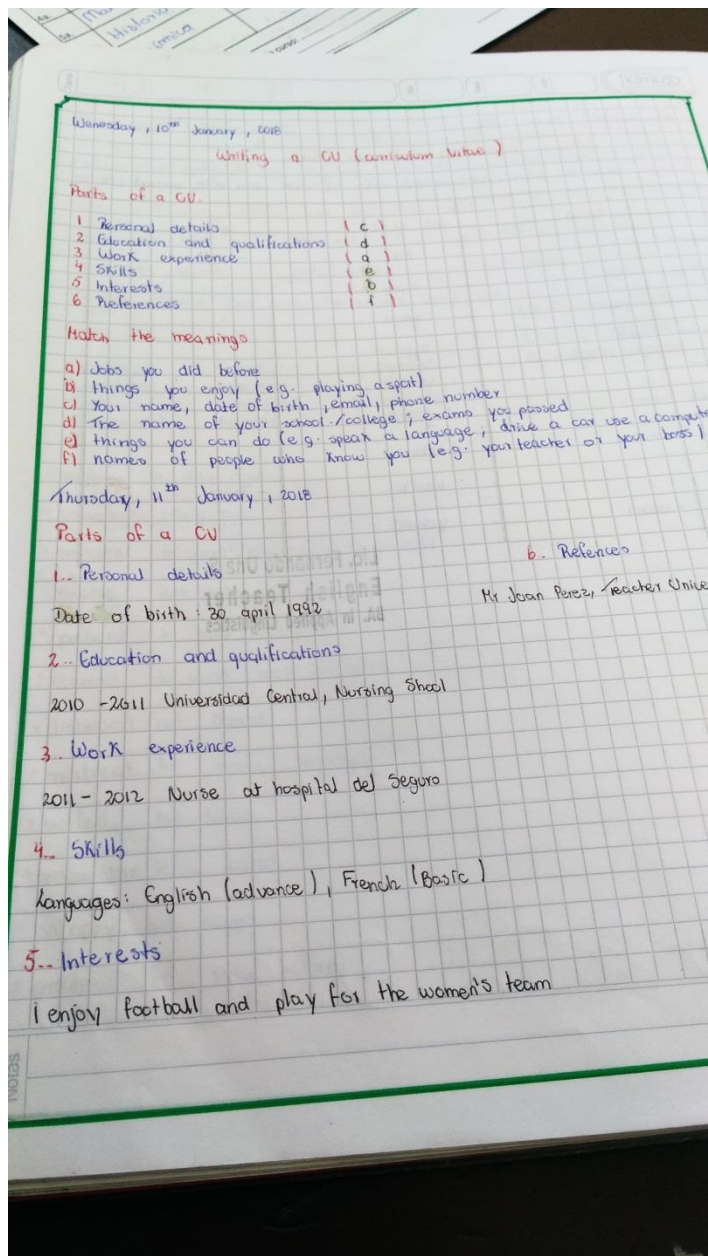
Form: Meaning: Use: Sentence:	Form: Meaning: Use: Sentence:
Word: Form: Meaning: Use: Sentence:	Word: Form: Meaning: Use: Sentence:

Foldable Example:



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C.V Draft



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Not all CVs have the same layout, but as a general rule the following might be a logical order:

- 1 personal details
- 2 personal profile
- 3 career history (last job first)
- 4 key skills
- 5 education
- 6 training

Cover Letter Draft.

Thursday, 25th, January, 2018 Classwork

Part 1 of cover letter (carta de presentación)

- 1) job you want to get
- 2) where did you find the ad (newspaper - TV - radio)
- 3) current job
- 4) type of job you want to get
- 5) interests
- 6) school you study
- 7) previous experience
- 8) qualifications, responsible, punctual
- 9) skills
- 10) contact information

(Classwork)

I am student with my qualification and experience in High School. I am looking for a job in Police Officer.

I am currently employed in my studies my qualifications but am keen to pursue a career in my information, I enjoy reading in diversity in the world.

I graduated in National Conoceto High School. At I gained some experience volunteer help a Teacher in Education Corporal, fluent and Basic English.

Example of Whatsapp Interaction



Job skills and Qualities vocabulary.

Ambitious	dynamic	efficient
energetic	Loyal	pleasant personality
Office	self-confident	self-starter
skillful	trustworthy	

Useful vocabulary for writing a cover letter

Apply	advertised	employed
Pursue	attached	experience
Familiar	pressure	fluently
Available	hesitate	

Video for interviews tips: <https://www.youtube.com/watch?v=yBtMwyQFXwA>
Useful Vocabulary for Interview

ORAL RECORDING AND COLLABORATION

USEFUL LANGUAGE

The language of interview questioning

Look at the type of questions the interviewer asks in the dialogue on page 20. These are known as *open questions* and usually avoid *yes* and *no* answers. Below are some examples of the way you can word your interview questions to get people talking about themselves and their experience.

What ...?

What aspect of your job do you like best?

What do you know about ...?

What experience have you had of ...?

How ...?

How do you go about dealing with ...?

How would you handle ...?

Why ...?

Why do you want to leave your present job?

Why did you deal with the situation in that way?

OR

I'd like you to tell me ...

Could you give me an example of ...?

Interesting. What else do you ...?

USEFUL LANGUAGE

Establishing rapport and relaxing the candidate

It's nice to welcome you here and I hope you'll enjoy the interview.

Please feel free to ask any questions you may have.

I'm going to start by ... and then we'll talk about Finally, we can deal with any points you would like to raise.

Asking follow-up questions

Could you tell me some more about ...

What exactly do you mean by ...?

Could you enlarge on that?

personal profile = outstanding qualities, a brief summary of your work experience and abilities

training = relevant courses attended, qualifications or certificates from on-the-job training

key skills = achievements/skills in career, language skills

career history = duties in previous jobs, previous employers, dates of previous employment

personal details = name and address, nationality, full contact details, marital status, specializations/publications, professional qualification or title (eg BSc, PhD)

education = school and university details, main exams or degree

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Could you tell me about your relationship with your present supervisor?/How do you get on with ...?

Could you outline one or two staff problems you have had and how you dealt with them?

Could you give some examples of how you handle customers well?

What shift hours do you normally work?

Could you give me some details of decisions you have had to make on your own initiative?

How well do you work under pressure? Could you give some examples?

Pledger, P. (2016). English for Human Resources. New York: Oxford University Press

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Appendix 7

WIX PAGE: <https://fernandoona.wixsite.com/fernandoona>