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Carrera de Idiomas

Research work previous to obtain the professional degree as:

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THEME

“METHODOLOGY FOR SPEAKING SKILL TO OVERCOME THE B2 LEVEL
ACCORDING TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE IN THE
STUDENTS AT 8TH SEMESTER “A”, LANGUAGE CAREER IN THE UNIVERSIDAD
NACIONAL DE CHIMBORAZO, IN THE CITY OF RIOBAMBA, CHIMBORAZO
PROVINCE DURING THE ACADEMIC TERM APRIL-AUGUST 2015”

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Los miembros del Tribunal de Graduación del proyecto de investigación de título: “METHODOLOGY FOR SPEAKING SKILL TO OVERCOME THE B2 LEVEL ACCORDING TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE IN THE STUDENTS AT 8TH SEMESTER “A”, LANGUAGE CAREER IN THE UNIVERSIDAD NACIONAL DE CHIMBORAZO, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE DURING THE ACADEMIC TERM APRIL-AUGUST 2015”; presentado por las señoritas: Paola Cristina Herrera Ochoa y Johanna Maritza Arrobo Coronel, y dirigida por: Mgs. César Augusto Narváez Vilema.

Una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito en la cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la UNACH.

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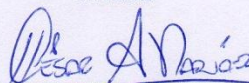
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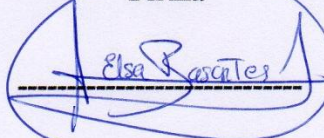
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AUTHORSHIP

“The content responsibility of this graduate work belongs exclusively to: Paola Cristina Herrera Ochoa, Johanna Maritza Arrobo Coronel and Mgs. César Augusto Narváez Vilema; and its intellectual heritage to Universidad Nacional de Chimborazo.”

Acknowledgments

Every failure is a step to success –William

Whewell

This work has been an effort, due to the time, resources and hard work we have spent developing it; however this research could not be succeed, without the help of our tutor; Mgs. César Augusto Narváez Vilema, for this reason I want to say thanks, for each recommendation, and suggestion. Also, my sincere thanks to my parents, Angel Enrique Herrera Vinueza and Carmen Susana Ochoa Paladines my sister Sofia Herrera, my grandmother Dora Paladines and my aunt Mariana Herrera who have supported me throughout my career with advices and economic resources, as well.

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Johanna Maritza Arrobo Coronel

Dedication

The human being, always need to surround good energy for getting new things, goals, and rewards.

My daughter Alejandra has been my motor, because she has let me become in mother, thanks to her, I overcome some situations that happened in my personal and academic life, my baby was my inspiration along my career, for this reason this research work is dedicated to her and my parents too, because they play an important role in my life, they have supported and given me some tools for facing life every day.

Paola Cristina Herrera Ochoa

To all my family, especially to my parents Angel Gabriel Arrobo Vega y Rosa Elena Coronel Jimenez, because with great efforts, they have guided and supported me throughout this journey, for all work and effort put in this research I dedicate it to them with love.

Johanna Maritza Arrobo Coronel

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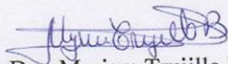
FIGURE

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SUMMARY

Why is it important oral expression at the B2 level? The oral expression in English as a foreign language is a skill that has been developed over time especially in developing countries, in areas such as education, business, social policy, etc. This language is widely used for communication and the purpose to improve the quality of life, which is why; the Common European Framework has established six benchmarks to mediate mastering a foreign language: A1, A2, B1, B2, C1 and C2. For this, there are several international exams such as TOEFL, FCE, IELTS that place people at each of the levels, according to the scores obtained from a basic level A1 to advanced C2. In this research strategies are proposed, to continuously improve oral production of the English language, because a foreign language must be practiced frequently, so that the speaker will acquire a significant linguistic ability, and can successfully face an international test, at the same time, can use language as a tool to express ideas, agreements and disagreements. The main objective of this proposal is to search, select, and adjust a manual activities that can be used in class, as well; provides guidance to teachers and students; thus, the latter have the chance to perfect their oral production in English independently. In the manual three exams (FCE, TOEFL, and LSAT) with three properly developed techniques for each of its sections are mentioned, it also has real and clear examples for easy use and development of language.



Dra. Myriam Trujillo B. Mgs.

COORDINADORA DEL CENTRO DE IDIOMAS



Introduction

This research is a gathering of information in which, there are some investigations, that help and support this work such as: “A multifaceted approach to investigating pre-task planning effects on paired oral test Language Testing”, by Elder, C., Iwashita, N., & McNamara, T. (2002), “The Language Teacher Readers’ Forum 33 Learning to speak English: Japanese junior high school, student views” By: Douglas James Rapley Kawasaki Medical School (2010.), “Estimating the difficulty of oral proficiency tasks: What does the test-taker have to offer?” by Elder, C., Iwashita, N., & McNamara, T. (2002) and “Rethinking Assessment of Thai EFL Learners' Speaking Skills Language Testing in Asia” by Kemtong Sinwongsuwat (2012), also these researches allow us to understand some problems at the moment to acquire the English language, developing process in the speaking area.

Other bibliography which supports this study are: the “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” (2014, p.24), First Certificate in English Guide (Cambridge English First, 2015), THE TOEFL-iBT Test Guide (Speaking Section Academic Speaking Skills, 2014), International English Language Testing System (IELTS-Exam.net, 2014), and “Improving Adult English Language Learner’s Speaking Skills” by Brown, 1994; Burns & Joyce, 1997.

In this research it has been evidenced some difficulties in speaking skill, by means of interviews and surveys applied to students at 8th semester in the Languages Career at Universidad Nacional de Chimborazo ; for this reason, the research entitle “Methodology for speaking skill to overcome the B2 level according to the Common European Framework of Reference in the students at 8th semester, Language Career in the Universidad Nacional de Chimborazo”, was proposed for helping students

to improve their speaking skill through the use of some strategies that teacher may use in the classroom.

This research explains the importance of speaking and the characteristics of a speaker in the level B2 according to the Common European Framework of Reference (CEFR) moreover; it contains a sort of strategies that may help learners to improve their English speaking skill that could be meaningful tools at the moment to face a B2 iBT test.

The main goal of this research is focused on describing some strategies, processes, activities, policies, resources, etc. to help students face successfully an international test, thereby, learners can practice the target language, and develop new approaches for learning.

The present investigation is divided into three chapters and each one of them contents meaningful information based on the development of the research's variables (B2 level and speaking skill) so the first chapter contains the research problematic where is explained clearly the different drawbacks in the speech area, why and how these affect undergraduates, the second chapter shows us a set of definitions, concepts, and strategies that supports the investigation, and finally the third chapter covers the analysis and interpretation of data, also this part includes the techniques and instruments used to get information from the population and the most relevant criteria here are; data procedure and processing.

CHAPTER I

3. REFERENCIAL FRAMEWORK

3.1 Research Problem

“Methodology for speaking skill to overcome the B2 level according to the Common European Framework of Reference in the students at 8th semester “A”, Language Career in the Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo Province during the academic term April-August 2015.

3.2 Problem Statement

The Universidad Nacional de Chimborazo is an Educational Institution, which forms professional in the field of research and entrepreneurship with scientific and axiological foundations that contribute to the solution of problems of the society and the country (UNACH-mision, 2013 p. 2). It has four faculties which are: Ciencias de la Salud, Ingeniería, Ciencias Políticas y Administrativas and Ciencias de la Educación, Humanas y Tecnologías; the last one is located at Eloy Alfaro Avenue and 10 de Agosto Street, where Carrera de Idiomas is and its mission is forming high quality teachers of English Language with a broad knowledge on the areas of science, technology and, human studies to successfully overcome the challenges of today`s globalized world (Idiomas Career-mission, 2013 p. 2). There are 130 undergraduates studying therein who come from different parts of the country and have a middle Socio-economic status. (Dep. Tutoría-Facultad Ciencias de la Educación-Unach 2015)

One of those challenges is the necessity of a thorough knowledge of English Language, not only because, it is considered the current Lingua Franca but, as cited in the National Curriculum Guidelines of Ecuadorian (2014, p. 3), most of the technological, scientific, academic, and social information is written in English; at the same time, it is an

obligatory entrance requirement in all of the prestigious universities around the world (TOEFL Official Guide, 2009, p.2).

Ecuador's government is conscious of this reality, that is why, the Ministry of Education set a new curriculum in the area based on standards of the Common European Framework of Reference for language: Learning, teaching, assessment (CEFR) and the Communicative Approach (National English Curriculum Guidelines, 2014), the same department in 2012 established the Ecuadorian in-service English teacher and the English Language learning standards and, foster some academic programs to give English teachers the opportunity to improve their language proficiency, such as: "Go Teacher". Also, it is set as a national obligatory requirement to be an English teacher, to have the B2 level of English according to the Common European Framework of Reference as minimum (Acuerdo Ministerial 153-13, 2013, Arts. 5, 8).

All of these policies are due to the negative results got in a test taken to the English teachers by the Ministry of Education; as Freddy Peñafiel Vice-Minister of Education (2014) explained "less than the 2% of teachers who were evaluated have the B2 level".

This problem is evidenced in the local educational environment too; after some observations and the application of a sample test for evaluating speaking skill developed by the Cambridge University (2009), to students at 8th semester "A" in 2015 by professors in charge of the research study entitled "Programa de Refuerzo Académico para vencer un examen nivel B2 según el Marco Común Europeo o su equivalente" which this research is part of, it was possible to identify that the 92% of the students at 8th semesters "A" are under the desired level (B2).

The main cause is the lack of knowledge of how to face an international test like FCE, TOEFL-iBT and IELTS, etc. The students do not know what kind of materials and

activities are used for evaluating the macro skills of English in these tests, the strategies, techniques, resources, processes that they have to follow in order to deal with them successfully. In addition, they have just superficial ideas about where they can take these tests; the time assigned for each skill, the general policies and the requirements a candidate has to fulfil in order to take an international test.

What was exposed before is assumed by the application of a survey to the same population in 2014. The results reflect that the 65% of students do not have any single idea about the tests; the 35% of them have isolated ideas about the materials and activities which are used in the tests but no more than that.

In the same survey, the students affirm that, other factors that affect the development of their English proficiency are the lack of vocabulary and their conformist attitude to practice speaking by themselves, which in the case of international tests are essential aspects to be evaluated. In the academic area, the 82% of the students consider that, the methodology used by professors at the University is mostly focused on training the undergraduates as teachers rather than helping them to use speaking for real communicational purposes, forgetting the importance of this skill because through speaking, people can share ideas, feelings and, emotions, as Brown, (1994) and Burns & Joyce (1997) stated.

Because of the reasons described above, the research study entitle “Methodology for speaking skill to overcome the B2 level according to the Common European Framework of Reference in the students at 8th semester “A”, Language Career in the Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo Province during the academic term April-August 2015” is proposed to provide students a methodology (strategies, processes, activities, policies, resources, etc.) to deal successfully with an in international test in the level of B2 according to the CEFR.

3.3 Problem formulation

How to help students at 8th semester “A”, Language Career in the Universidad Nacional de Chimborazo, in the city of Riobamba, to deal successfully with an international test in speaking at level B2 according to the CEFR, during the academic term April- August 2015?

3.4 QUESTIONS GUIDELINES

- How does the review of specialized bibliography help to understand deeply international language proficiency tests?
- How can the students at 8th semester “A” in Language Career of the UNACH, deal successfully with an international test in speaking at level B2 according to the CEFR?
- Which are the suitable activities to improve students’ speaking proficiency in order to overcome the level B2 according to the CEFR?
- How is the Methodology (strategies, processes, activities, policies, resources, etc.) for speaking in the level B2 according to the CEFR applied in an EFL classroom?

3.5 OBJECTIVES:

3.5.1 GENERAL OBJECTIVE

To describe the Methodology (strategies, processes, activities, policies, resources, etc.) for speaking skill to help students at 8th semester “A”, Language Career, in the Universidad Nacional de Chimborazo, in the city of Riobamba; to deal successfully with an international test in speaking at level B2 according to the CEFR, during the academic term April- August 2015.

3.5.2 SPECIFIC OBJECTIVES

- To understand deeply how international tests like: FCE, TOEFL, and IELTS work, through a bibliographic analysis.
- To look for strategies, processes, activities, policies, resources, etc. which can be used for helping students at 8th semester “A” in Language Career of UNACH, to deal successfully with an international test in speaking at level B2 according to the CEFR.
- To select the most suitable activities which would help students at 8th semester “A” in Language Career of the UNACH to get the level B2 in speaking.
- To assemble a manual where the Methodology (strategies, processes, activities, policies, resources, etc.) for speaking in the level B2 is explained and how it should be applied in an EFL classroom.

3.6 JUSTIFICATION

The main goal of this research is to describe the Methodology (strategies, processes, activities, policies, resources, etc.) for speaking skill through the assemblage of a manual, to help students at 8th semester “A”, Language Career, in the Universidad Nacional de Chimborazo, in the city of Riobamba; to deal successfully with an international test in the level B2 according to the CEFR, during the academic term April- August 2015.

This project is pertinent because, it helps the students at 8th semester of language career; to study, prepare and improve their speaking proficiency through the use of the resources presented in the methodological manual proposed; thereof, it has some authentic activities, techniques and strategies about the speaking area in the level of B2. The students are going to know exactly what kind of activities and resources the international tests use for evaluating the speaking skill, and how to manage them. They also are going to be exposed to a variety of speaking tasks proper for the level B2, in the module the most important strategies, processes, activities, policies, resources, etc. are provided to deal successfully with an international test in the level B2.

The instruments and all the resources used were taken from some of the most experienced universities around the world in training for international tests, such as: Cambridge, Oxford, University of Wisconsin-Madison, University of Arizona, etc. as well as the strategies they use for helping their students to have an excellent speaking skill. Those resources were adapted to the population reality taking into account, their weaknesses and strengths, aptitudes and attitudes, needs and interests, etc.

The beneficiaries of this project are: the students because, with the use of this manual, probably learners will be able to overcome the B2 test in the speaking area, professors, because they may get new teaching approaches at the time of teaching English, the researchers because, it is possible to get a thorough knowledge about B2 level and

improve the four English macro skills and specially in speaking one; the Language Career (UNACH) if undergraduates have this level of English proficiency, the career will accredit and this would be the first step or the opportunity to have international deals with recognized Universities around the world.

This is a social research due to the knowledge of English language open doors in the life of English undergraduates, giving them some opportunities to success, at the same time, it is closely related to the 9th objective of the “Plan Nacional del Buen Vivir 2013-2017”.

This research is feasible because the learners at 8th semester “A” of Language Career, professors and the authorities are willing to cooperate and help with the researchers, also there are, the necessary physical, human, economic, bibliographic, and technological resources to accomplish the research goals.

CHAPTER II

4. THEORETICAL FRAMEWORK

4.1. Background investigations regarding to the Problem to be investigated

In the Universidad Nacional de Chimborazo there is no similar research to the present one, but around the world there are some related studies which will be the theoretical base of this study, like:

A multifaceted approach to investigating pre-task planning effects on paired oral test performance Language Testing, by Elder, C., Iwashita, N., & McNamara, T. (2002) in which the authors investigate the impact of performance conditions on perceptions of task difficulty in a test of spoken language.

The Language Teacher Readers' Forum 33 Learning to speak English: Japanese junior high school, student views, By: Douglas James Rapley Kawasaki Medical School (2010.) This research helps native- English teachers to better understand the current condition of EFL and EFL learners in Japanese JHSs. The author concludes that making learning English “fun” and to give learners the satisfaction of retelling a story in English at the end of the lesson encourage independent reading.

Rethinking Assessment of Thai EFL Learners' Speaking Skills Kemtong Sinwongsuwat Language Testing in Asia (2012). This paper reassesses the mainstream tasks used for evaluating Thai ELF learners' speaking skills: face-to-face interview and role-play also, help to improve the students' ability to converse in naturally with better proficiency in English conversation. The author concludes that the goal as teachers and practitioners is to develop learners who possess not only linguistic but also conversational competencies.

4.2. THEORETICAL FOUNDATION

4.2.1 The Common European Framework of Reference (CEFR)

The result of over twenty years of research is the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR); is exactly what its title says it is: a framework of reference. It was designed to provide a transparent, coherent and comprehensive root for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. (Council of Europe, 2014) Also, it divides the language proficiency in six levels:

- A1-beginner,
- A2-basic user,
- B1 and B2 independent user,
- C1 advance level and,
- C2 proficient level.

4.2.2 B2 ENGLISH LEVEL ACCORDING TO THE CEFR

People who are placed in this level “B2” or are Independent Users as described in the CEFR, they can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and independent disadvantages of various options. (Common

European Framework of Reference for Languages: Learning, Teaching, Assessment, 2014, p.24)

In simple words; learners who have this level “B2” are able to generate clear and organized ideas immediately they receive input; so they produce output, and are able to establish a fluent communication even with foreign people.

4.2.3 SPEAKING SKILL IN THE LEVEL B2 ACCORDING TO THE CEFR

In oral production (speaking) activities the language user produces an oral text which is received by an audience of one or more listeners.

Examples of speaking activities include:

- Public address (information, instructions, etc.)The students have to develop a dialogue where they express ideas, opinions or feeling using a suitable vocabulary. It is essential to be conscious of the tone of voice, accuracy and fluency, for giving a correct message in an accurate way.
- Addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.). One of the most important point here is listening, because learners have to pay attention about what the other person is talking about.

The CEFR establishes specific criteria to the oral proficiency in the level of B2, thus the tests taker must give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. They have to give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

The person at this level can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples, they can construct a chain of reasoned argument and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options, can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener. Also, they can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail, depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression; can give a clear, prepared presentation, giving reasons in support of or against a particular point of view, take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2014, pp.58-61)

Because of the last, it is a good idea to consider activities where students can be involved with:

- Reading a written text aloud;
- Speaking from notes or from a written text or visual aids (diagrams, pictures, charts, etc.); where learners have to use some notes in order to organize their ideas at the moment of speaking, thus generate a fluent, coherent and cohesive conversation.
- Acting out a rehearsed role; it allows simultaneous interaction among students, they may prepare their own dialogues and study before to present it in the class, this is a good strategy for losing the fear.

- Speaking spontaneously; it allows students use vocabulary they already know; it helps students develop their linguistic capabilities and the production of oral language as well.
- Singing; this strategy helps learners in listening, pronunciation, vocabulary, and; it is good for getting familiarized with the language (English). Singing also may help for improving student´s speech.

4.2.4 INTERNATIONAL ENGLISH PROFICIENCY TESTS

It is essential to know how the different kinds of international English proficiency tests as First Certificate in English (FCE), Test Of English as a Foreign Language (TOEFL-iBT) and International English Language Testing System (IELTS) evaluate the English macro skills, especially the speaking one; that is why in the next pages will be explained the methodology (strategies, processes, activities, policies, resources, etc.) for acquiring a B2 level in the speaking skill, as well as, in a general way, what students have to know about the evaluation of the rest of the skills.

4.2.4.1 First Certificate in English (Cambridge English First 2015)

The First Certificate in English is a test which measure some capacities or skills such as listening, speaking, writing, vocabulary, grammar and reading. The exam takes about three hours and twenty nine minutes; by the way each proficiency has set time and sections.

For instance Listening has four sections with forty questions which have to be answered in thirty minutes; Speaking for interview has a set time of fifteen minutes; Reading has three sections with forty questions to be completed in sixth minutes, and Writing where

the candidate has to write two pieces of writing in sixty minutes. Generally the test include questions formats like:

- **Multiple-choice questions;** where the candidate has to choose the correct or best alternative, avoiding incorrect or inferior alternatives, known as distractors. (Cynthia J. Brame, 2016).
- **Missing words or Completing;** it asks learners to think about the topic and make an analysis of the text for completing it with logical words or phrases.
- **Open cloze;** it consists in reading intently and after filling some spaces with a word according to the context.
- **Jumbled order;** the learners have to put in order, sentences or phrase meaning in mind coherence.
- **Key word transformation;** it consists in a sentence followed by a key word and a second sentence which has a gap in it. The learner have to use the key word to complete the second sentence so that it means the same as the first sentence
- **Word formation;** The Chinese University of Hong Kong (2014) states that “...this kind of words are built by two parts which are; bound morphemes(dis, pre, in,un, ful, etc) and free morphemes (test, content, tolerable, etc), so it allows the formation on new words E.g; pretest, discontent, intolerable.”
- **Gapped text;** the candidates need to put back paragraphs that have been removed from a text. It is important to be concentrated for understanding the text and be able to order the reading with cohesion and coherence.
- **Matching questions;** it is a series of statements followed by a text divided into sections or several short texts. The candidates have to match each statement to the section or text in which they can find the information. (Cambridge English Language Assessment, 2016)

- **Spoken questions;** here the speakers ask some questions and their interlocutors have to answer them with accuracy and fluency.
- **Visual and written stimuli with spoken instructions;** the test taker presents some pictures and the participants have to look at them and, write what they observed with details.

In addition, it is important to mention that the Cambridge English test is aimed at learners who want to:

- Start working in an English-speaking environment
- Study at an upper intermediate level, such as foundation or pathway courses
- Live independently in an English-speaking country.

This exam has different parts for each skill:

SPEAKING

FCE Test in speaking area has four parts (**Part One** Interview, **Part Two** Describing, **Part Three** Collaborative Task, and **Part Four** Discussion) in which candidates develop some activities that the tester explain at the moment the aspirants participate.

Part One Interview: A conversation between the interlocutor and each candidate (spoken questions). Candidates are expected to be able to respond to questions and to interact in conversational English.

Part Two Describing: An individual ‘long turn’ for each candidate, followed by a response from the second candidate (visual and written stimuli with spoken instructions).

Part Three Collaborative Task: A two-way conversation between the candidates (written stimuli, with spoken instructions).

Part Four Discussion: A discussion on topics related to Part three (spoken questions). Candidates are expected to be able to respond to questions and interact in conversational English.

MARKS AND RESULTS

Cambridge English: First gives detailed, meaningful results. All candidates receive a Statement of Results. Candidates whose performance ranges between CEFR Levels B1 and C1 will also receive a certificate. Candidates sometimes show ability beyond Level B2. If a candidate achieves a grade **A** in their exam, they will receive the First Certificate in English stating that they demonstrated ability at Level C1.

Grade B or C.- If a candidate achieves grade **B** or **C** in their exam, they will be awarded the First Certificate in English at Level B2.

CEFR Level B1.- If a candidate's performance is below Level B2, but falls within Level B1, they will receive a Cambridge English certificate stating that they demonstrated ability at Level B1.

Some strategies for working on the speaking skill to the level B2 are listed next:

- Recording
- Debates
- Learn a New Word Everyday
- Describe pictures
- Silent viewing activity
- Prediction
- Role play
- Exchanging information
- Conversation

- Sharing cultural information
- Dialogue based on guidelines
- Discovering stages

Bellow it is presented two useful strategies that can help learners to develop their speaking proficiency, the rest of them are detailed in the proposal of this study:

Recording

This strategy can have advantages for blended and online distance learning due to the revision and the re-use of materials. With advances in technology, this practice is becoming increasingly popular with many classroom learning and teaching activities now being stored on university servers (Edinburgh Napier University, 2014).

Through this strategy candidates may listen again and again the record for improving their speaking and listening skills; it allows candidates get better results when they interact with others, because; if they practice listening skill, they may be able to understand and interpret oral information into their mind and at the same time produce oral speech.

Learn a New Word Everyday

Learning new words is not a magical process. And it is not rocket science. It just takes a willingness to learn and an appreciation of how useful words can be. It is important to remember that the best words are not necessarily the longest ones- or the strangest ones. Indeed, most great writers agree that the best words are the simple ones that express thoughts in plain language that is sincere and direct. (Learning Express 2009).

Practicing a word every day, it is a good way to increase vocabulary; also this strategy helps students improve each day their oral language skill so be able to differentiate the langue functions and meanings of words.

4.2.4.2 THE TOEFL (Speaking Section Academic Speaking Skills, 2014) This test measures the ability of non-native English speakers to use and understand English as it is read, written, heard and spoken in the university classroom. More over each part of the test has been set limited according to the skill, because each one of them involves different criteria and activities.

This examination tests the four English skills (reading, listening, speaking and writing), the timing is set for each skill: Reading 60-80 minutes for 36-56 questions; Listening 60-90 minutes for 34-51 questions; Speaking twenty minutes to complete six tasks, Writing fifty minutes to complete two tasks.

For each skill to be evaluated the material to be used are: academic passages, listen to the lecture or a classroom discussion, speak about familiar topics and discuss material that the participant read and listen too, and listen to a recording then type the written response.

According to Educational Testing Service (2014) there is no passing or failing score, marks requirements are set by individual colleges and universities, the test taker will receive after ten days, and can view them easily online, they will also be mailed to personal e-mail accounts if it is selected that option when registering, the results are valid for two years after the test date.

TOEFL Speaking

The Test of English as Foreign Language (internet based test) TOEFL-iBT speaking section has six tasks. There are only 3 kinds of question formats though. It will take about twenty minutes in total to complete the Speaking section. Each of the questions is

given a mark of 0-4. Your total score is then scaled to a value out of thirteen. For a decent score you must get at least three out of four for all six speaking tasks.

Speaking responses is based on three factors: delivery, language use and topic development.

- Delivery means how well speaking.
- Language use means how well it can use grammar and vocabulary.
- Topic development refers to how well to answer the question.

Academic Speaking Skills

The TOEFL speaking section takes twenty minutes to complete and it contains six sections (**Part 1**.Personal Preference, **Part 2**.Choice, **Part 3**. Fit And Explain, **Part 4**.Academic Course Topic: General/ Specific, **Part 5**.Campus Situation Topic: Problem/ Solution and **Part 6**.Academic Course Topic: Summary). It is done on a computer. The answers are recorded and sent to Educational Testing Service (ETS) for marking.

The TOEFL speaking tests contain academic situations set both inside and outside the classroom. In classrooms, there are situations where the candidate must:

- Respond to questions,
- Contribute to class discussions,
- Read or listen to something and then summarize it,
- Give opinions of topics under discussion.

In situations outside the classroom, you need to:

- Take part in conversations with administrative staff, such as at the library, restaurant, stores, etc.

- Take part in casual conversations with other students to talk about future professional plan, family, personal opinions about academic topics, politics, social problems, etc. Some key phrases for giving personal opinions are presented in the following table:

Table 1 *Keys for Giving Opinions*

<p>I agree</p> <p>I think so, too.</p> <p>I feel that...</p> <p>I believe...</p> <p>In my opinion...</p>	<p>I disagree / I do not agree</p> <p>I do not think so</p> <p>I do not feel ...</p> <p>I do not believe ...</p>
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Source: NorthStart 2 “Listening and Speaking” (p; 70)
Authors: Johanna Arrobo and Paola Herrera

Description of the speaking tasks

Independent Tasks

1. Personal Preference.-

General features:

- **Preparation time:** fifteen seconds.
- **Response time:** forty and five seconds.

This question will ask you to speak about a person, place, object or event that is familiar to you.

2. Choice.-

General features:

- **Preparation time:** fifteen seconds
- **Response time:** forty and five seconds

The candidates will be presented with two situations or opinions.

Integrated Tasks (Read, Listen and Speak)

3. Campus Situation Topic: Fit and Explain.

General features

- **Preparation time:** thirty seconds
- **Response time:** sixty seconds
- A reading passage (75–100 words) presents a campus-related issue.
- A listening passage (sixty–eighty seconds, 150–180 words) comments on the issue in the reading passage.
- The question asks the test taker to summarize the speaker’s opinion within the context of the reading passage.

4. Academic Course Topic: General/ Specific.

- **Preparation time:** thirty seconds
- **Response time:** sixty seconds
- A reading passage (75–100 words) broadly defines a term, process, or idea from an academic subject.
- An excerpt from a lecture (sixty–ninety seconds; 150–220 words) provides examples and specific information to illustrate the term, process, or idea from the reading passage.

The question asks the test taker to combine and convey important information from the reading passage and the lecture excerpt.

Listen/Speak

5. Campus Situation Topic: Problem/ Solution.

- **Preparation time:** twenty seconds
- **Response time:** sixty seconds.
- The listening passage (sixty–ninety seconds; 180–220 words) is a conversation about a student-related problem and two possible solutions.
- The question asks the test taker to demonstrate an understanding of the problem and to express an opinion about solving the problem.

6. Academic Course Topic: Summary.

- **Preparation time:** twenty seconds
- **Response time:** sixty seconds.
- The listening passage is an excerpt from a lecture (ninety–one hundred and twenty seconds; 230–280 words) that explains a term or concept and gives concrete examples to illustrate that term or concept.

The question asks the test taker to summarize the lecture and demonstrate an understanding of the relationship between the examples and the overall topic. (TOEFL-iBT Speaking Section Academic Speaking Skills, 2014)

STRATEGIES

Next there is a list of some strategies for improving speaking skill for facing successfully the TOEFL test.

- Interview a native speaker
- Choose the topics
- Memorable events
- Getting opinions
- Reading news
- Develop speaking skill with description
- Motivation phrase
- Documentary
- Music Message
- Guessing meaning from context
- Jigsaw
- Reading passage
- Listen to the entire message without judging or refuting
- Using body language
- Create a passage, improving to speak
- Broken Phone
- Listener and Talker
- Storytelling

Next, it is presented two important strategies that would help learners to develop their speaking proficiency:

Motivation phrase

This strategy consists in that learners have to find a quotation, and presents it in front of the class, in order to reflect about it, and make students share their points of view, thus they develop their critical thinking.

Students can share information by means of questions, opinions, experiences, etc.; moreover, while interacting they create authentic communication so develop their speaking proficiency. This strategy is helpful because students can generate new ways of thinking going further and open their minds.

Documentary

This strategy consists in involving students in real facts, and relate directly with the target language, because they may understand the documentary and use some expressions for explaining their ideas at the end; documentary could be a film, an audio and a text.

Applying this strategy, it is possible to find two ways for improving in three important English skills, first listen the audio documentary, second read the text, third speak about what they understood or giving a summary of the principle ideas presented in the documentary; bearing in mind always the linguistic competence (coherence and fluency).

4.2.4.3 IELTS (Exam.net, 2014)

IELTS, the International English Language Testing System, is designed to assess the language ability of candidates who need to study or work where English is the language of communication.

In this test there are four sub-tests, or modules, to the IELTS test: Reading, Writing, Listening and Speaking. Students must sit all four sub-tests. While all students take the

same Listening and Speaking tests, they sit different Reading and Writing tests, depending on whether they have selected the Academic Module or the General Training Module.

Also in testing listening there are four sections with forty items and a set time around thirty minutes. Generally, Training Reading has three sections with forty items and a set limit of sixty minutes; Academic Reading has three sections with forty items and a set time limit of about sixty minutes. General training writing contains two tasks (150 and 250 words) with set limit sixty minutes, academic writing contains two tasks (150 and 250 words) with set limit sixty minutes. Finally speaking section with a set time limit of eleven to fourteen minutes. (IELTS - International English Language Testing System IELTS- Exam.net, 2014)

IELTS speaking – band scores explained

How is the IELTS speaking band score calculated? This is an important question for any IELTS candidate because many mistakes can be avoided by knowing what the examiner is looking for and how the speaking test is graded. This study gives a brief outline of the grading criteria, how band scores are calculated and how examiners typically grade the speaking skill.

In this area the test has three part (**Part 1** Introduction and Interview, **Part 2** Individual Long Turn, **Part 3** Two – Way Discussion), in which the candidates have to develop some accomplishments.

Part 1 Introduction and Interview: In this first part, the examiner will ask to the candidates a number of general questions, so they should be prepared to introduce themselves and talk about things which are personal, for example, their country and home town, their family, his studies or work, what he likes doing in his free time and what he might do in the future.

Part 2 Individual Long Turn (3-4 Minutes): In this part, the examiner will give to candidates a card that asks them to talk about a person, place, event or object. The candidates have 1 minute to prepare to speak, and then talk for 1-2 minutes, during which the examiner will not speak. The examiner will then ask one two rounding-off questions.

Part 3 Two – Way Discussion: In the last part, the candidate will talk with the examiner about issues related to the topic on the card. However, the discussion will be on less personal topics. For example, in Part 2, the candidate may talk about a teacher, he/ she had at school, but in Part 3 the aspirant might talk about education in her country.

THE FOUR GRADING CRITERIA according to the “DC IELTS Your guide to exam success and better English IELTS speaking – band scores” (2014)

Fluency and coherence: How fluently the test taker speaks and how well he/she links his/her ideas together. Where **fluency** is a combination of: Speed of speech, Length of answer and Pausing correctly; while **Coherence** is the ability to: expand your answers, answer the questions directly, add relevant detail to explain or illustrate your answers and connect your sentences by using tenses and connectors

Pronunciation: How accurate the test taker’s pronunciation is. The main point here is how easy to understand the candidates’ pronunciation is, and whether it is able to make a clear meaning. Features of good pronunciation include: basic word pronunciation, linked speech sounds, correct sentence stress, and correct use of intonation (rising and falling). There is no need to have a “British” or “American” accent.

Lexical resource: How accurate and varied the vocabulary used is. Once again the key concept here is clarity which means to have enough vocabulary to discuss a range of

topics, use vocabulary accurately, and be able to explain yourself when you do not have the right word. A common mistake here is to use long words without really knowing what they mean.

Grammatical range and accuracy: How accurate and varied the grammar used is. There are two key points to understand here: it is necessary to avoid grammar mistakes especially with tenses and it is important to use a range of grammatical structures and should not just use simple sentences all the time.

Some strategies to deal successfully this test are mentioned below.

STRATEGIES

- Development of full skill
- Improvisation
- Draw sequence activity
- Development of central area of memory
- Hidden pictures
- Activate the thinking system
- Collating ideas
- Speaking collage
- Presenting and solving real problems

Following, it is presented two important strategies that may help learners to develop their speaking proficiency:

Hidden pictures

Francis Bacon The great English philosopher, statesman and advocate of the scientific method, wrote in 1605, “Critical thinking is the desire to seek, patience to doubt, fondness to meditate, slowness to assert, readiness to consider, carefulness to dispose and set in order; and hatred for every kind of imposture”.

With this approach this strategy catches students’ attention; and asks students to be concentrated for finding hidden draws, also they have to relate the pictures with a specific environment for giving an opinion at the end.

This strategy is helpful, because students improve their concentration and logical part of their brain, also learners use the target language for talking what they look up, and thus they can develop their critical thinking, and the most important use authentic language for expressing their ideas.

Presenting and solving real problems

This strategy makes students interact with people outside the classroom, and discover possible problems that are affecting their environment, and then think about some solutions for solving them.

This strategy helps the learners participate with others and get information, thus they become in positive social entities, and at the same time they develop their speaking skill, because they use English as a medium for communication, so that they put in practice the L2.

4.2.5 ENGLISH SPEAKING LEVELS ACCORDING TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

In the next paragraphs are exposed the levels of English speaking and the CEFR Level, Equivalent Exams Level, the ability and the corresponding course, that a person should take to improve the English proficiencies.

For beginner level the equivalent exams are: level IELTS one-two, TOEIC 0-150, it means that the participant is able to speak and understand English in a very limited way, may be able to shop or travel with Basic English. It possible to know the fundamentals of English pronunciation; the corresponding course are: Beginners English and Vacation and Travel English.

For Elementary level, CEFR corresponding at A1 level; the equivalent exams level are: IELTS two-three, TOEIC 151-300, CAMBRIDGE KET. People placed in this level can understand language used in everyday situations if the speaker speaks slowly and clearly; make simple sentences and reply to simple questions; talk about likes/dislikes, family and routines; order a meal in a restaurant/go shopping and understand and write basic text; the corresponding courses are: General English, Vacation and Travel English.

For Pre-Intermediate level, CEFR corresponding at A2 level. The equivalent exams level are: IELTS three-four, TOEFL-iBT zero – thirty-one, TOEIC 301-400; who are in this level can communicate in a range of everyday social and travel contexts. By the end of this level: talk with confidence (go shopping, book a hotel room); make conversation in English; write & understand simple written text and understand a wider range of grammar and vocabulary, the corresponding courses are General English, Communication Skills, English for University, and Language Semester Abroad. The

corresponding courses are: General English, Communication Skills, and English for University, and Language Semester Abroad.

For Intermediate level, CEFR corresponding at B1 level; the equivalent exams level are: IELTS four-five, TOEFL-iBT thirty-one – thirty-two, TOEIC 401-525 and CAMBRIDGE PET; the participant can speak English with some confidence, take part in routine conversations; write & understand simple written text; make notes & understand most of the general meaning of lectures, meetings, TV programs and extract basic information from a written document. The corresponding courses are: General English, Communication Skills, Language Semester Abroad, FCE Exam, and English for University.

For Upper intermediate level, CEFR corresponding at B2 level; the equivalent exams are IELTS five-six , TOEFL iBT thirty five-fifty nine , TOEIC 526-750, CAMBRIDGE FCE, the participant can use English effectively. By the end of this level: take part in extended conversations; write & understand most text, including a simple essay; understand most of a TV programs, presentation or lecture, but not technical or theoretical information. The corresponding courses are English in Action CAE Exam, General English Communication Skills, English for University, Language Semester Abroad.

For Advanced level, CEFR corresponding at C1 level; the equivalent exams are: IELTS six-seven, TOEFL-iBT sixty – ninety-three, TOEIC 751-900, and CAMBRIDGE CAE. The participant can use English in a range of culturally appropriate ways, take part in lengthy conversations & discussions; write and understand most text including formal, academic and professional documents; easily understand TV, plays, films, lectures and presentations. The corresponding courses are: English in Action, General English, Communication Skills, and English for University

For Proficient level, CEFR corresponding at C2; the equivalents exams are: IELTS seven-eight, TOEFL-iBT ninety-four – one-hundred-and-nine, TOEIC 901+ CAMBRIDGE CPE. The participant can use English in a range of culturally appropriate ways, take part in lengthy conversations & discussions; write and understand most text including formal, academic and professional. (Study Group Embassy English, 2015)

4.2.6 SPEAKING

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. (Brown, 1994; Burns & Joyce, 1997)

In other words, speaking is considered as the ability which is acquire since childhood, also; it is a process in which the brain order the ideas and reproduce as message by means of vocal cavity, these words have to be produced in a coherent and well-articulated way in order to create a clear communication.

To acquire a good speaking in a foreign language, it is necessary to practice again and again, also knowing and using authentic vocabulary because for producing a good communication is essential the use a wide range of words by the speaker and receptors.

The importance of communication skills is clearly defined in the conception of a communication as a two-way process involving the speaker and the listener. Communication just can be considered effective if both aspects are achieved successfully.

In order to objectively assess one's speaking skill, there has to be a basic understanding of the speaking assessment criteria, which are enumerated below. Gauge your speaking skill based on these:

- **Pronunciation** - This refers to the way each word is uttered correctly and clearly.
- **Stressing and Intonation** - This refers to how certain words and phrases are given emphasis, as well as the correct rise and fall of pitch.
- **Correctness** - This refers to grammar, syntax, and construction. These aspects need to be correctly used; errors and mistakes can give a negative impression on the listeners and create confusion.
- **Vocabulary** - This refers to the choice of words; the speaker must have a wide vocabulary to effectively verbalize thoughts and ideas.
- **Voice Quality** - Aside from the speaker's physical appearance, the quality of his voice also affects the impression of the listener on him. The voice must be clear, crisp, and full because, it is the medium by which the message is relayed to the listener.
- **Fluency** - This refers to the ability to use the required language in a manner that is smooth and spontaneous. (Exforsys, 2010)

4.2.7 TECHNIQUES FOR IMPROVING THE SPEAKING SKILL

Oral proficiency interviewing

Ross and Berwick (1992, p. 160) define an oral proficiency interview as “a sample of extended discourse, as a fusion of interview and conversational interaction, and as an instance of communication across cultures”. Central to this apparently simple definition are the fascinating Communicative Language Teaching (CLT) words “interaction” and “communication across cultures”.

Oral proficiency goes further than the production of words, it is a kind of mix for interaction with other people, for establishing communication and sharing ideas about

cultures (costumes, religions, festivities, traditions, etc.), where the educators have an important role into educational environment, due to the students can learn in the classroom.

Stein (1999) in her research work entitled “Developing oral proficiency in the immersion classroom” proposes some techniques to improve students’ oral skill; which are described below:

Familiarize yourself with the linguistic structures in the target language (phonology, morphology and syntax). Knowledge of the linguistic structures enables to assess your students’ needs. Some examples of specific phonological differences and linguistic structures include:

- The difference between the sound of “p” in Spanish and in English (phonology), article-noun-adjective agreement features (syntax and morphology), subject-verb agreement (syntax and morphology), use of prepositions (syntax), and the verb system (tenses, aspects, moods) (syntax and morphology).

Encourage use of non-academic vocabulary in the classroom

Many of the daily activities in the lower elementary grades lend themselves well to the development of non-academic vocabulary, such as “show and tell.” The challenge becomes greater in the upper elementary grades at which time the teacher needs to be creative and specifically plan to incorporate activities that include everyday vocabulary. For example, it can organize activities around the topics of food and nutrition (recipes), shopping, traveling, and clothes, relating them to the different seasons and situations. By making use of storybooks and activities that emphasize everyday vocabulary teachers can strategically support its use.

There are some strategies that teachers can use into the classroom, through application of authentic activities, teachers can encourage their students with extrinsic motivation, so get positive results, and learners would acquire the English language not by memorization but as meaningful learning.

Encourage more oral production in classes

Research shows that teachers in immersion classes do most of the talking (Allen et al., 1990). Use a recorder to record and listen to how much talking students do and how much talking do in the day. Here is a list of helpful tips to guide these teacher-student interactions:

- Relate to questions or points of discussion to students' lives. (E.g. What do you do in your free time?, What is your favorite subject? Why? Do you practice any sport?, etc.)
- Ask students what they did the day before, for example, especially if it was a weekend. (E.g.: Did you travel anywhere?, Did you play with your family or friends?, What activities did you perform on Saturday/Sunday?, etc)
- Encourage students to tell about their families, their friends, their siblings, what they are wearing and what their preferences are for food, movies, TV programs, etc.

Bashir, Azeen and Hussain (2011, p. 39-41) in the study "Factors Effecting Students' English speaking skills" published in the British Journal of Arts and Social Science suggest other useful techniques like:

Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as: obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations, so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not

understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

These three techniques mentioned before, allows to follow student's progress since an elementary until an intermediate English level, they can develop speaking skill putting in training these keys in order to learners loss the fear, and practice oral language for stablishing a coherence conversation with their partners; first with minimal responses, or developing of short dialogues, for producing into the students' brain modifications about English language structure, after they develop their linguistic capability for communication. Also these techniques are useful by teachers and students to improve/develop speaking skill as target language, for getting a good speech it is necessary practicing, because it allows to develop cohesion, coherence, fluency, and accuracy, aspects of pretty importance at the moment to stablish communication.

4.3. HYPOTHESIS

The Methodology for speaking skill helps students at 8th semester "A", in Language Career of the Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo Province, to be prepared for facing successfully a B2 level test according to the Common European Framework of Reference.

4.4 VARIABLES

4.4.1 Dependent variable

B2 level according to the Common European Framework

4.4.2 Independent variable

Methodology for speaking skill

4.5 DEFINITION OF BASIC TERMS

B2 level: In this level, the one in which the present study is focused on, the participants can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.

Candidate: is the person who takes a test for measuring his/her English proficiency.

FCE: The First Certificate in English is a test which measure some capacities or skills such as listening, speaking, writing, vocabulary, grammar and reading.

IELS: The International English Language Testing System, it is designed to assess the language ability of candidates who need to study or work where English is the language of communication.

Manual: it is a tool thereof there are some useful techniques to help undergraduates face successfully a B2 English test.

Methodology: are the strategies, processes, activities, policies, resources, etc. to follow in the application of the different techniques set in a manual.

Overcome: is the successful result of an examination.

Proficiency: It is ability or capacity to develop a determined skill for instance writing, listening, reading or speaking.

Speaking Proficiency: is the ability to use the language orally with fluency, accuracy, cohesion and coherence.

TOEFL-iBT: a test which measures the ability of non-native English speakers to use and understand English as it is read, written, heard and spoken in the university classroom.

Undergraduate: is a person who is studying in a university.

CHAPTER III

5. METHODOLOGICAL FRAMEWORK

5.1. RESEARCH DESIGN

This research is **descriptive** with a quanti-qualitative approach, because it helps to explain and characterize the level of speaking proficiency relative to B2 level according to the Common European Framework of Reference, in students at 8th semester “A” of Language career at UNACH.

In addition because, it is described the methodology (strategies, processes, activities, policies, resources, etc.) for helping the population of the present study to deal successfully with an international proficiency test in the level of B2.

It was used the **inductive-deductive** method which let to understand the problem and to generalize the empiric data collected along the research process; the **statistic** method helped to organize the information obtained through the application of the data collection instruments in the diagnostic stage thorough sample tests developed by the Cambridge University (2009) and a survey applied to students at 8th semester “A”; the **hermeneutic and bibliographic** methods let the collection and interpretation of bibliography to build up the theoretical framework and analyze the empirical data obtained based on it.

The data was gathered through the revision of different scientific bibliography, presented by some of the most important universities around the world which offer and prepare students for taking these kinds of tests.

The present research is not applied because the policies of the Universidad Nacional de Chimborazo stablish that all the studies must have the quality of descriptive, so the hypothesis will not be proved. Therefore, the final product of this study is the assemble of a methodological manual (strategies, processes, activities, policies, resources, ways

of evaluation, etc.) based on the results obtained in the diagnostic stage and the contrast of the same with the scientific knowledge compiled in the theoretical framework, that will probably contribute in the acquirement of B2 level in the speaking skill.

a. TYPE OF RESEARCH

This is a field and descriptive research.

Field research. - Because this allows collecting basic information, this was effective, since the researchers were involved with reality; it was possible to establish a thorough knowledge over the problem at 8th semester “A”.

Descriptive research.- Because it helped to analyze and explain the research problem from a scientific approach.

b. POPULATION AND SAMPLE

The population for this research was formed by 17 students of 8th semester “A”, Language Career in the Universidad Nacional de Chimborazo.

As the population was relatively small it was not necessary to take a sample.

Techniques and Instruments for Data Collection

In this investigation, it was used the Survey, Testing and Interview techniques.

TECHNIQUES

Survey: It is a method of data collection for research purposes of sociological investigation (WebFinance, Inc, 2015) where the researcher seeks for trust information about how undergraduates think and act, as well as the way they perceive the educational process where they are in.

Testing: Testing is verifying procurement specifications and managing risk (Washington, DC: 2007), and by means of this it can be verified and diagnosed some students' failure in the area of speaking.

Interview: According to Dr. S. M. Amunuzzaman, "Interview is a very systematic method by which a person enters deeply into the life of even a stranger and can bring out needed information and data for the research purpose". It was used to know the student's English speaking proficiency level.

These techniques were applied to students at 8th semester of Language career at UNACH in 2015, for obtaining true information which are analyzed and interpreted based on the theoretical framework in the results of this research and which is the base for the proposal of the same.

INSTRUMENTS

Questionnaire is a tool used to get physical information that helps to focus on the problem and give possible solutions, so it is an act of recognizing and noting a fact or occurrence measurement with instruments.

Test: this is a kind of tool where there are series of questions, problems, or physical responses designed to determine knowledge, intelligence, or ability, moreover; to find some problems and solutions related to the research theme.

Interview guide: According to Gary Dessler, "An interview is a procedure designed to obtain information from a person's oral response to oral inquiries."

In the same way as the techniques these instruments were applied to students at 8th semester of Language career at UNACH in 2015.

c. PROCEDURE

- Critical analysis of bibliographic information related with international English proficiency tests and speaking skill development.
- Identification of strategies used to practice English speaking skill to face international English proficiency tests in this area.
- Selection of the most suitable strategies which help students to develop the speaking skill to the level B2, considering the environment where the population live in and based on the diagnostic phase results.
- Analysis of the strategies and description of their use in a manual based on the theoretical framework.
- Conclusions and recommendations.

d. PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS

The results of this research have been gotten through the application of pertinent research tools like: questionnaire, test and interview guide. These instruments helped us to understand the problematic statement of this project.

In order to the researchers have some ideas for focusing toward this exploration, also in this research has been used some techniques for collecting data like: survey, testing and interview.

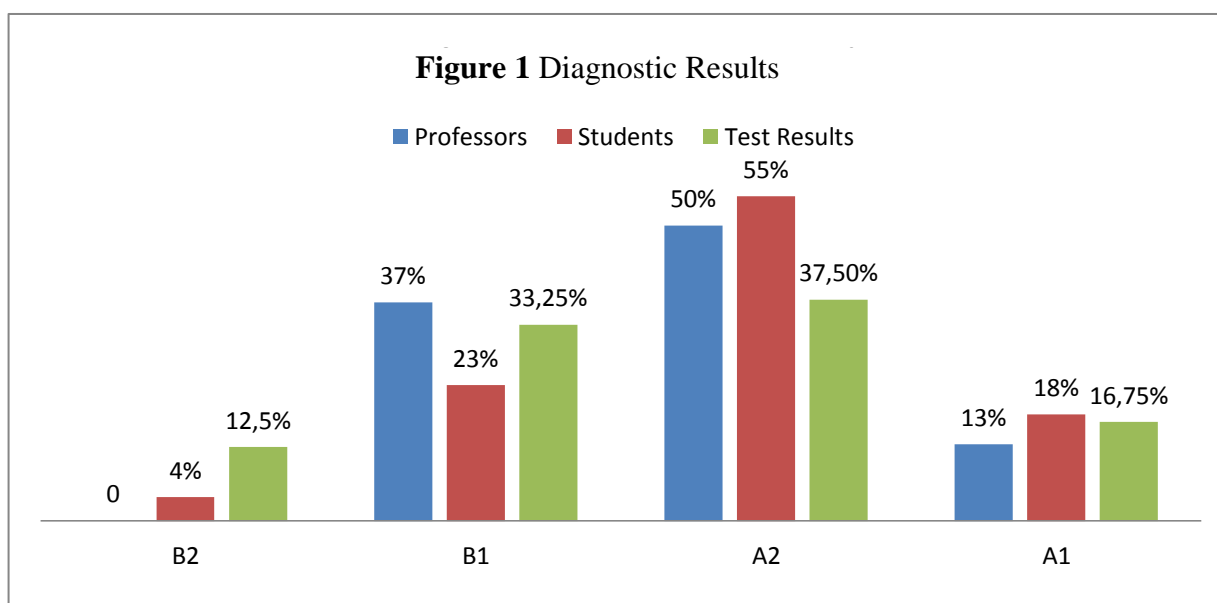
All of these tools and techniques played an important role at the moment to get true information.

It is important to mention that the diagnostic test and its results were taken from the research study entitled “Programa de Refuerzo Académico para vencer un examen nivel B2 según el Marco Común Europeo o su equivalente” which this study is part of.

Next, it is presented some of the most relevant results.

The survey was applied to professors and students in 8th semester of the Languages Career at UNACH, with the purpose of knowing exactly their perspective of the level of speaking students have.

The survey contained aspects like: opinions about students’ English level, factors influencing or affecting English proficiency in students, previous experiences in teaching-learning process, factors that have facilitated teacher’s role, students’ listening, speaking, reading and writing level, methodology influence in developing communicative competence, importance of international English certificates, knowledge about Common European Framework tests, etc.

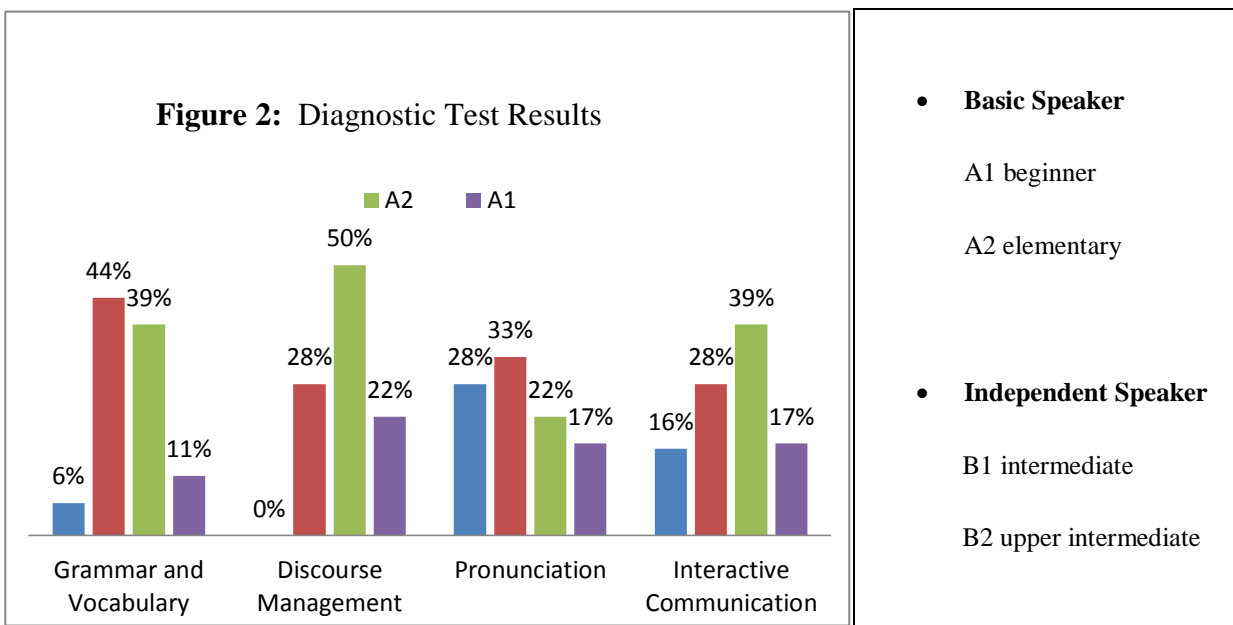


Source: Diagnostic Stage (survey, interview and test)
Authors: Johanna Arrobo and Paola Herrera

The results reflect that, the 4% of students consider themselves have the B2 level, while the 32% of them consider be under this level. The survey applied to the professor shows

that, they consider that the 100% of their students do not have the desired level B2. The diagnostic test (FCE sample test, 2009) disclosed a different reality, placing the 12, 5% (that corresponds 2 students) of students in a B2 level, and the rest of learners are located in the lower levels, 33,25% (that corresponds 7 students) in the B1 level, 37,50% (that corresponds 5 students) at A2, and 16,75% (that corresponds 3 students) at A1.

The survey also reflected that professors and students have their own criteria about the possible causes which are affecting their speaking development. Thus, professors argued that the lack of practice and self-education strategies of learners are the principal reasons; while, the students assume that, the lack of speaking practice, the poor vocabulary they have, and the miss of interaction opportunities with native speakers are the main problems to overcome to have a good English level.



Source: Diagnostic Stage
Authors: Johanna Arrobo and Paola Herrera

The test applied to the population evaluated factors like: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication; these criteria were an adaptation from a sample test of First Certificate in English (FCE) developed

by the Cambridge University in 2009; the results reflected that most of the students (70.75%) are between B1 and A2 levels.

The specific areas in which students have problems are: Discourse Management, Grammar and Vocabulary and Interactive communication. The results showed that just the 22% of students have an acceptable level.

The three factors declared before, are the focus in which the “Methodological Manual” proposed in the present research is based on. In this way, strategies, processes, activities, policies and resources were assembled having always in mind the reality of the population, to provide them a useful tool to work on their speaking proficiency.

The strategies were identified after the application of a survey to professors and students, and a diagnostic test and interview to the last. The data collected were contrasted with the scientific information with the help of hermeneutic method. That is why, the proposal has a thorough scientific support and social pertinence.

Following, it is listed the strategies which form part of the proposal and some links where students can practice as well.

STRATEGIES FOR THE FIRST CERTIFICATE IN ENGLISH (FCE)

- Recording
- Have a Debate
- Learn a New Word Everyday
- Describe pictures
- Silent viewing activity
- Prediction
- Role play
- Exchanging information
- Conversation

- Sharing cultural information
- Dialogue based on guidelines
- Discovering stages

For on-line practicing, join the following links:

http://www.esolexams.ru/content/files/fce/fce_speaking.pdf

http://www.mansioningles.com/first/first_cert11.htm

STRATEGIES FOR THE TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

- Interview a native speaker
- Choose the topics
- Memorable events
- Getting opinions
- Reading news
- Develop speaking skill with description
- Motivation phrase
- Documentary
- Music Message
- Guessing meaning from context
- Jigsaw
- Reading passage
- Listen to the entire message without judging or refuting
- Using body language
- Create a passage, improving to speak
- Broken Phone
- Listener and Talker

- Storytelling

For on-line practicing, visit the next pages:

http://www.splendid-speaking.com/exams/fce_speaking.html

<https://www.ets.org/Media/Tests/TOEFL/TPOStudentTour/>

STRATEGIES FOR THE INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS)

- Development of full skill
- Improvisation
- Draw sequence activity
- Development of central area of memory
- Hidden pictures
- Activate the thinking system
- Collating ideas
- Speaking collage
- Presenting and solving real problems

For on-line practicing, try these links:

<http://www.englishaula.com/en/cambridge-first-certificate-in-english-fce-exam-speaking.php>

http://www.ielts-exam.net/ielts_speaking/

All strategies cited above are great but the most relevant chosen by researchers for facing the FCE, TOEFL-iBT and IELTS tests are:

Recording; Base on diagnostic stage, recording has been selected with the purpose of improving pronunciation and interactive communication.

This strategy also involves listening skill and of course interaction, moreover learners may be able to understand and interpret oral information into their minds, thus if they apply this strategy every day, the results will be better, because practicing plays an important role on learning and getting good results in any language area, in this case in speaking skill.

Learn a New Word Every Day; Taking into account the results gotten from the diagnostic phase, this strategy was considered for helping students improve their grammar-vocabulary and discourse management, because through this strategy learners may be able to differentiate the language functions, the meaning of words and put in practice words orally with the aim of improving their speaking skill; this strategy allows learners to develop good communication competences.

These strategies also are supported by Genesee (1995) "... language is acquired most effectible when it is learned for communication in meaningful and significant social situation"

Motivation phrase.- This strategy consists in that learners have to find a quotation, and presents it in front of the class, in order to reflect about it, and make students share their points of view, thus they develop their critical thinking.

Students can share information by means of questions, opinions, experiences, etc.; moreover, while interacting they create authentic communication so develop their speaking proficiency. This strategy is helpful because students can generate new ways of thinking going further and open their minds.

Documentary was selected because of the benefits that this strategy carries on; students can develop their speaking skill, by expressing their ideas and doing a summary after

working on a documentary (film, audio or text); thus, they improve Discourse Management and their linguistic competence as well.

Hidden Pictures; this strategy was chosen to let learners improve discourse management. This strategy prepares learners to concentrate in what they are observing and associate it with a specific environment; after that, learners have to share with their mates what they have found, and how they associated the pictures with a determinate place to create meaningful communication.

Presenting and solving real problems; this technique was chosen to help students work on Interactive Communication, Pronunciation and Discourse Management, moreover learners through the use of this strategy would become in worthy social entities due they identify social problems and look for some potential solutions, at the same time they develop their speaking skill because they use English as a medium for communication.

These two strategies are contributed by Francis Bacon (1605) "...critical thinking is the desire to seek, patience to doubt, fondness to meditate, slowness to assert, readiness to consider, carefulness to dispose and set in order; and hatred for every kind of imposture" and Griffith Institute for Higher Education (2011) exposes that: "Good problem solving skills empower students in their educational, professional, and personal lives. Nationally and internationally, there is growing recognition that if education is to produce skilled thinkers and innovators in a fast- changing global economy, then problem solving skills are more important than ever".

6. Conclusions and recommendations

Along the development of the specific objectives of the research, it was possible to set some conclusions about how and why the problematic is presented in the study context:

6.1 Conclusions

- The lack of knowledge about the policies, strategies and factors that international tests (FCE, TOEFL, and IELTS) evaluate, hinder or prevent that students may get worthy results when taking these tests.
- At the libraries of the Universidad Nacional de Chimborazo, there exist a lack of up-dated bibliographic material for practicing, learning and searching about international tests.
- The methodology applied by professors, is not directly focused on developing students' skills to face an international English test.
- The absence of a suitable manual or leaflet in which help to undergraduate facing the International English tests.

6.2 Recommendations

- Learners should know the policies, strategies and factors which involve International English Tests (FCE, TOEFL, and IELTS), in order to be able to deal successfully with them.
- The authorities of the university should provide the necessary bibliographic resources to the students to let and encourage them to be up-dated, thus become really good professionals, as described in the learning outcomes of the Languages Career.
- Professors should spend part of their academic time to talk with their students about parameters, kind of questions or activities, marks and results, policies of International English Proficiency tests, with the purpose of preparing them to face those tests successfully.
- As concluded, in the university there is no a manual based on an EFL environment to help students to face these kind of tests, so; it is suggested to use the manual proposed in this research, not only in academic environments but as a tool for self-learning.

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Annex 1

FCE Paper 5 Speaking

PAPER 5 SPEAKING

GENERAL DESCRIPTION

Paper format	The Speaking test contains four parts.
Timing	14 minutes.
No. of parts	4.
Interaction pattern	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for candidates. The other acts as assessor and does not join in the conversation.
Task types	Short exchanges with the interlocutor and with the other candidate; a one minute 'long turn'; a collaborative task involving the two candidates; a discussion.
Task focus	Exchanging personal and factual information, expressing and finding out about attitudes and opinions.
Marks	Candidates are assessed on their performance throughout the test.

STRUCTURE AND TASKS

PART 1

Task type and format	Conversation between the interlocutor and each candidate. The interlocutor encourages the candidates to give information about themselves, to talk about past experiences, present circumstances and future plans.
Focus	General interactional and social language.
Timing	3 minutes.

PART 2

Task type and format	The interlocutor delegates an individual task to each candidate. In turn, the candidates are given a pair of photographs to talk about.
Focus	Organising a larger unit of discourse by comparing and contrasting, giving information, expressing opinions.
Timing	One minute 'long turn' for each candidate.

PART 3

Task type and format	Two-way conversation between the candidates. The candidates are given visual and spoken prompts, which are used in a decision-making task.
Focus	Exchanging information, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, decision-making etc.
Timing	3 minutes.

PART 4

Task type and format	Discussion on topics related to the collaborative task. The interlocutor leads a discussion to explore further the topic of the collaborative task.
Focus	Exchanging information, expressing and justifying opinions, agreeing and/or disagreeing.
Timing	4 minutes.

The four parts of the Speaking test

Format

The paired format of the FCE Speaking test (two examiners and two candidates) offers candidates the opportunity to demonstrate, in a controlled but friendly environment, their ability to use their spoken language skills effectively. The test takes 14 minutes. One examiner, the interlocutor, conducts the test and gives a global assessment of each candidate's performance. The other, the assessor, does not take any part in the interaction but focuses solely on listening to, and making an assessment of, the candidates' oral proficiency.

At the end of the Speaking test, candidates are thanked for attending, but are given no indication of the level of their achievement.

The standard format is two examiners and two candidates, and wherever possible, this will be the form which the Speaking test will take. In cases where there is an uneven number of candidates at a centre, the last Speaking test of the session will be taken by three candidates together instead of two. The test format, test materials and procedure will remain unchanged but the timing will be longer: twenty minutes instead of fourteen. A 1:1 test format will only be allowed in exceptional circumstances and emergencies.

The Speaking test consists of four parts, each of which is assessed. Each part of the test focuses on a different type of interaction: between the interlocutor and each candidate, between the two candidates, and among all three. The patterns of discourse vary within each part of the test.

■ PART 1 – INTERVIEW

This part tests the candidates' ability to provide information about themselves and to offer their opinions on a range of topics.



Sample tasks and assessment criteria: pages 56 and 59.

This part of the test gives candidates the opportunity to show their ability to give basic personal information about themselves, e.g. family life, daily routines, free-time activities, etc. Candidates are expected to respond to the interlocutor's questions, and to listen to what their partner has to say.

The candidates do not need to talk to each other in this part of the test, though they may if they wish.

■ PART 2 – LONG TURN

This part tests the candidates' ability to produce an extended piece of discourse.



Sample tasks and assessment criteria: pages 57 and 59.

In this part of the test, candidates are given the opportunity to speak for one minute without interruption. Each candidate is asked to compare and contrast two colour photographs, commenting on the pictures and giving some personal reaction to them. They are not required to describe the photographs in detail.

Candidates can show their ability to organise their thoughts and ideas, and express themselves coherently in appropriate language. Candidates should pay attention while their partner is speaking, as they are asked to comment briefly (for about 20 seconds) after their partner has spoken. Candidates should be made aware, however, that they should not speak during their partner's long turn.

Candidates will always be asked to 'compare and contrast' two photographs. They will also be asked to say something which relates directly to the focus of the photographs.

■ PART 3 – COLLABORATIVE TASK

This part tests the candidates' ability to engage in a discussion and to work towards a negotiated outcome of the task set.



Sample tasks and assessment criteria: pages 58 and 59.

The candidates are given oral instructions and provided with a visual stimulus (one or several photographs/artwork/computer graphics, etc.) to form the basis for a task which they carry out together. Candidates are expected to work towards a negotiated completion of the task and are assessed on their speaking skills while doing this; they are not penalised if they do not complete the task.

The task gives candidates the opportunity to show their own range of language and their ability to invite the opinions and ideas of their partner. There is no right or wrong answer to the task.

■ PART 4 – DISCUSSION

This part tests the candidates' ability to engage in a discussion based on the topic of the collaborative task in Part 3.



Sample tasks and assessment criteria: pages 58 and 59.

In this part of the test, the interlocutor directs the interaction by asking questions which encourage the candidates to broaden and discuss further the topics introduced in Part 3.

This part of the test gives candidates an opportunity to show that they are capable of discussing certain issues in more depth than in the previous parts of the test.

Preparation

General

- Classroom activities which involve students working in pairs and small groups will give them practice in skills such as showing sensitivity to turn-taking and responding appropriately to their partners, which are essential to success in the Speaking test.
- Make sure your students are familiar with the format of each part of the test. They should be aware of the different interaction patterns (who speaks to whom) and what stimulus will be provided by the examiner.
- Encourage your students to speak clearly and audibly so that they can be heard by both the interlocutor and assessor, and to paraphrase when they do not know or cannot remember a word.
- Train your students to listen carefully to the instructions so that they know precisely what they have to talk about.
- Encourage your students to initiate discussion and to respond to what other students have to say. Remind them that they can always ask the examiner to repeat the instructions or a question before they embark on the task.

N.B. In some centres candidates from the same school are paired together. However, where candidates from a number of different schools are entered at the same centre, some candidates may find that they are paired with a candidate from another school. Students should check with the centre through which they are entering for the local procedure.

By part

■ PART 1

■ In this part of the test, examiners will ask candidates a range of questions about their everyday life, for example sports they enjoy, travel and holidays, work experience and so on. Encourage students to respond promptly with answers which are complete and spontaneous. Rehearsed speeches should be avoided as these might be inappropriate for the question asked.

■ Encourage your students to look for opportunities to socialise with English speakers. In class, they could role-play social occasions in which they meet new people, e.g. parties, long train journeys, joining a new class, starting a new job.

■ Students could be put into small groups to brainstorm questions from the categories above. The different groups could then answer each other's questions.

■ The questions asked in Part 1 may relate to past experiences, present activities, or future plans. Make your students aware of the different structures required to respond to these questions appropriately.

■ PART 2

■ Teach your students to listen carefully to the instructions and to carry them out. The examiner always asks the candidates to compare and contrast the photographs 'and say...'. Remind your students that they should listen carefully to the instructions which follow the words 'and say...'. If they do not do this in the test, they may miss the focus of the task and find it difficult to speak for a full minute.

■ Encourage your students to paraphrase instructions orally. This will help them to understand precisely what they have to do.

■ Writing the instructions down in their own words may improve your students' awareness of the type of questions asked. Remember, however, that while it is not possible for candidates to make notes during the Speaking test, it is acceptable for them to ask the examiner to repeat the instructions if they feel it is needed.

■ Asking your students to talk for up to a minute about any topic (such as things they do in their free time, or ways to learn vocabulary) will give them practice in organising an extended turn and in linking their ideas together.

■ Give your students practice for this part of the test by cutting thematically linked pairs of photographs from magazines and giving them a focus. For example, you might choose photographs of two different types of holiday and ask your students to compare and contrast the photographs and say what people would enjoy about a holiday in each of the different places.

■ Students could bring photographs to class and speak about them.

■ At FCE level, candidates are not expected to give detailed descriptions of each picture. Rather, candidates are asked to compare and contrast the pictures and give some personal reaction. Get your students to share ideas in pairs or small groups about what they might say before attempting the task.

■ Your students may find it useful to observe a good model answer given by a more advanced learner of English or by the teacher.

■ Encourage your students to focus on achieving accurate production of structures and vocabulary which are likely to be useful in this part. In particular, ways of expressing similarity and difference may help: e.g. 'they both ...'; 'one similarity is that ...'; 'one difference is that ...'; 'in this picture there's ... , whereas in the other there's ...'. Remind your students that using comparatives and linking words will produce a more extended and coherent sample of speech than simply stringing together a series of simple statements. This will help gain them marks under the assessment criterion Discourse Management.

■ Practice for this part of the test should be timed as students need a feel for how long one minute is. Without this, they may finish the task too quickly and as a result fail to give the examiners an adequate sample of language.

■ PART 3

■ Remind your students to make full use of the visual prompts before coming to a decision. If they decide too quickly, they may run out of things to say. In this part of the test, the examiner will say 'First talk about ... Then decide ...' The 'First talk about' instruction forms the bulk of the task. Train your students to move on to negotiating a decision only after having discussed the content of the visuals fully.

■ It is very important for candidates to interact with each other when they carry out the task. All classroom discussion in pairs and small groups, therefore, provides excellent preparation.

Remind your students to make positive contributions to move the discussion forward and show a willingness to take turns, inviting others to speak and listening and responding, as well as initiating discussion themselves.

■ In classroom activities, one student in each group could be made responsible for ensuring that every member of the group gets an equal opportunity to speak, so that students become alerted to the importance of turn-taking.

■ It may be useful to focus on achieving accurate production of functional language likely to be useful in this type of discussion. This may include ways of managing the discussion: e.g. 'Shall we start with this one?'; 'What do you think?'; 'Shall we move on to ...?'. Ways of expressing and justifying opinions, and agreeing and disagreeing (politely) are also likely to be useful.

■ PART 4

■ Encourage your students to give full answers to the questions asked.

■ Let your students practise asking each other for their opinions on everyday situations and current events and encourage them to give full answers to the questions asked.

■ Candidates should take the opportunity to initiate discussions and to involve the other candidate in the discussion. Therefore, as with Part 3, classroom discussions in pairs and small groups provide excellent preparation.

■ In order to raise awareness of the types of questions asked and of effective ways of answering them, it may help to give pairs of students different topics and ask each pair to think of six discussion questions for their topic. These sets of questions could then be exchanged by the different pairs and discussed.

■ Encourage your students to focus on achieving accurate production of functional language likely to be useful in this type of discussion. This will probably include ways of expressing and justifying opinions, and agreeing and disagreeing.

■ Remind your students that this is not a test of knowledge. It is quite acceptable to admit to not knowing much about a particular topic, but this should be followed by some sort of opinion (e.g. 'I don't actually know very much about this, but ...', so that the response provides a larger sample of language for assessment than 'I don't know'.

PAPER 5: SPEAKING

Part 1

For Oral Examiners' Use Only

Education and Work

- Can you remember your first English lessons? What were they like?
- What do you think were the most important things you learned at primary / elementary school?
- Do you plan to study anything in the future?
- Would you prefer to work for a big or a small company? Why?
- What do you think would be the most interesting job to do?

Leisure and Entertainment

- Do you like reading books? What sort of books do you enjoy reading most?
- What sports do people play most in your country? And what do people enjoy watching?
- Is it easy to meet new people where you live?
- Do you normally go out with family or friends?
- What do you enjoy doing with your friends?
- Where's the best place to spend a free afternoon around here/in your town?
- How expensive is it to go out in the evening where you live?
- Do you like going to the cinema?
- Tell me about your favourite filmstar.
- What are you going to do this weekend?

The Media

- How do you find out what's happening in the world?
- Do you ever listen to the radio? What programmes do you like?
- How important is TV to you?
- Do you like the same TV programmes as your parents?
- What's the difference between reading the news in the newspaper and watching it on TV?
- Do you think computers will replace newspapers and TV in the future?

Travel

- How do you prefer to travel, by train or plane? Why's that?
- What's the longest journey you've ever been on?
- What's public transport like in your country?
- Where did you spend your last holiday? What did you do?

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For Oral Examiners' Use Only

**First Certificate in English
Speaking Test**

Part 1 (3 minutes)

2002 Test Materials

Interlocutor

Good morning / afternoon / evening. My name is and this is my colleague He / she is just going to listen to us.

And your names are ?

Could I have your mark sheets, please?

Thank you.

(Hand over the mark sheets to the Assessor.)

First of all we'd like to know something about you, so I'm going to ask you some questions about yourselves.

either: (non-UK based candidates)
(Candidate A), do you live in?
(name of town/where examinations is being held)
And you (Candidate B)?

or: (UK based candidates)
Where are you from (Candidate A)?
And you (Candidate B)?

- What do you like about living (here / name of candidate's home town)?
- And what about you (Candidate A/B)?

(Select one or more questions from any of the following categories as appropriate.)

HomeLife

- Could you tell me something about the area where you grew up? What did you like about living there?
- How much time do you spend at home nowadays?
- What do you most enjoy doing when you're at home?
- Could you describe your family home to me?

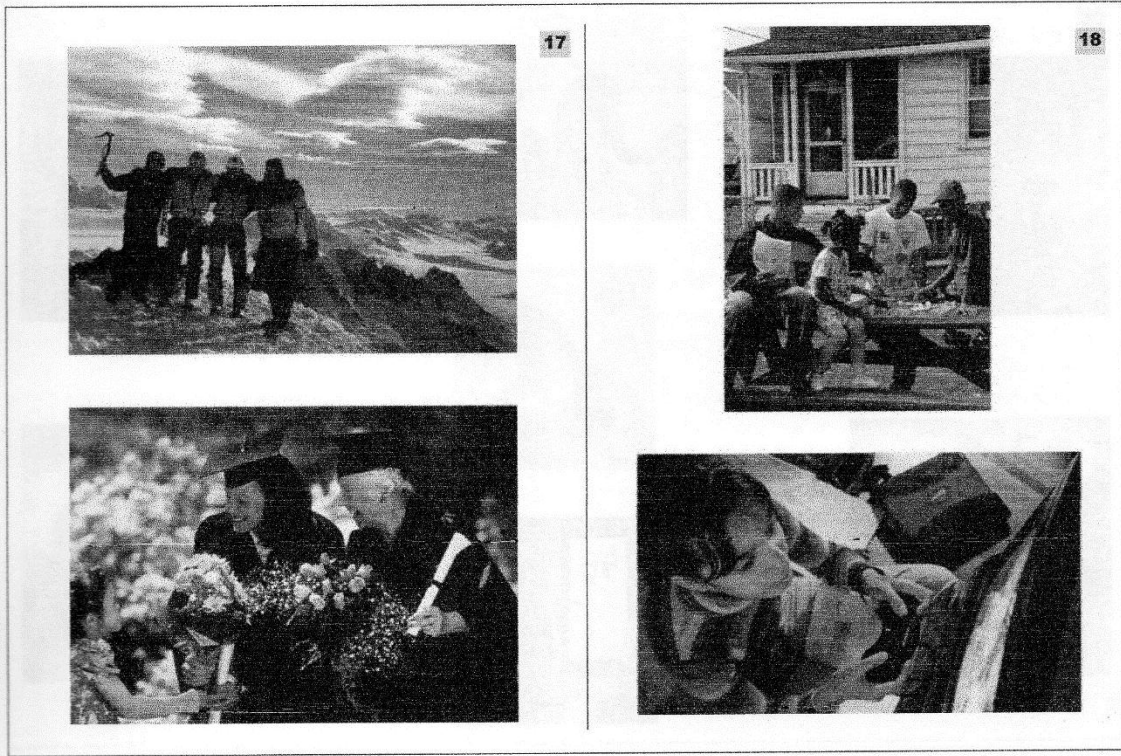
Personal Experiences

- Who are the most important people in your life?
- Do you and your friends share the same ideas?
- Tell me about your best friend.
- What's the most exciting thing you've ever done?
- Is there anything you'd love to be able to do in the future?
- What's your favourite day of the week? Why?

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PAPER 5: SPEAKING

Part 2



For Oral Examiners' Use Only

First Certificate in English
Speaking Test

Part 2 (4 minutes)

2002 Test Materials

- 17 Special moments
- 18 Leisure activities

Interlocutor

[17]

Now, I'd like each of you to talk on your own for about a minute. I'm going to give each of you two different photographs and I'd like you to talk about them. (Candidate A), here are your two photographs. They show people enjoying special moments in their lives.

[Hand over picture sheet 17 to (Candidate A).]

Please let (Candidate B) see them.

(Candidate B), I'll give you your photographs in a minute.

(Candidate A), I'd like you to compare and contrast these photographs, and say which of the people you think will remember this moment the longest.

Remember, you have only about a minute for this, so don't worry if I interrupt you. All right?

.....

Thank you. [Retrieve photographs]

(Candidate B), do you like doing dangerous things?

.....

Thank you.

Now, (Candidate B), here are your two photographs. They show people doing different activities in their free time. Please let (Candidate A) have a look at them.

[Hand over picture sheet 18 to (Candidate B).]

I'd like you to compare and contrast these photographs, and say how much you would enjoy doing activities like these.

Remember, (Candidate B), you have only about a minute for this, so don't worry if I interrupt you. All right?

.....

Thank you. [Retrieve photographs]

(Candidate A), do you ever do activities like these?

.....

Thank you.

Candidate A

⌚ 1 minute

Interlocutor

Candidate B

⌚ 20 seconds

Interlocutor

[18]

Candidate B

⌚ 1 minute

Interlocutor

Candidate A

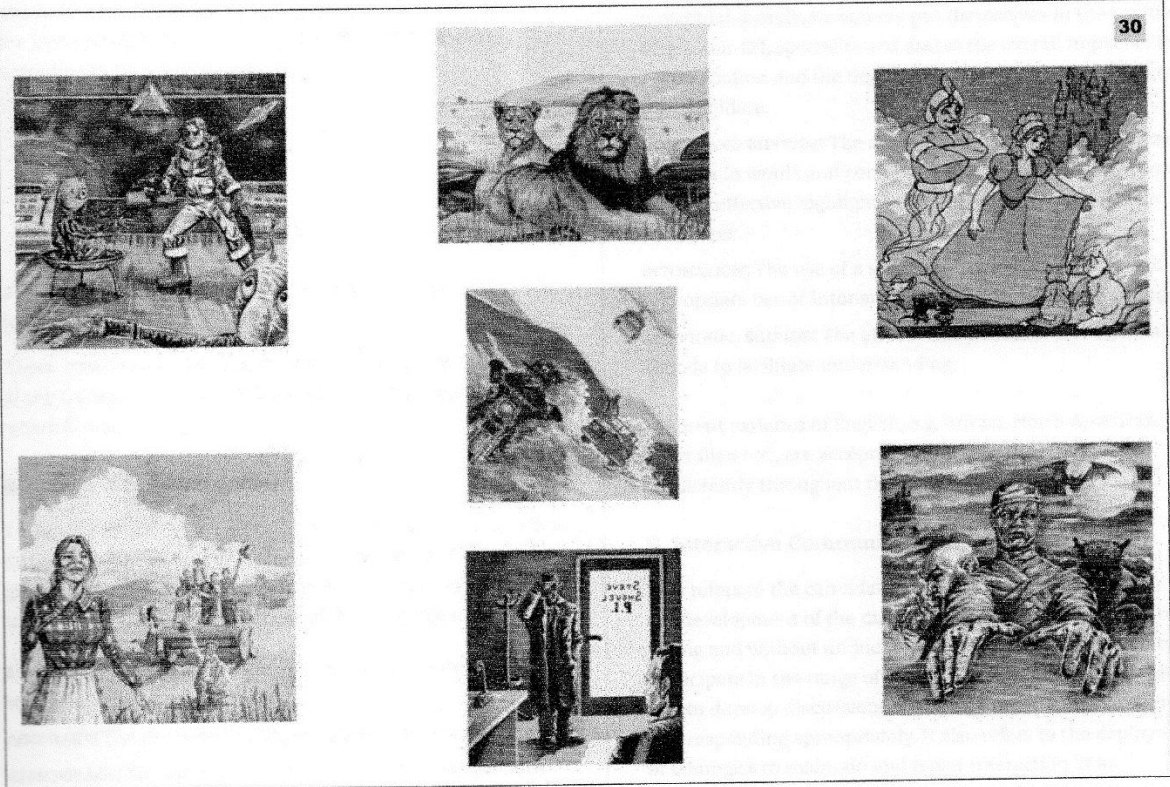
⌚ 20 seconds

Interlocutor

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PAPER 5: SPEAKING

Parts 3 and 4



30

For Oral Examiners' Use Only

**First Certificate in English
Speaking Test**

Parts 3 & 4

2002 Test Materials

30 Film club

Part 3 (3 minutes)

Interlocutor

Now, I'd like you to talk about something together for about three minutes. I'm just going to listen.

The film club at your school has asked you to choose two films which would be interesting for the students to watch and then discuss. Here are the films they are considering.

[Place picture sheet 30 in front of the candidates.]

First, talk to each other about how interesting these different types of film would be. Then decide which two would be the best for students to discuss.

You have only about three minutes for this. So, once again, don't worry if I stop you, and please speak so that we can hear you. All right?

Candidates
[3 minutes]

.....

Interlocutor

Thank you.

[Retrieve picture sheet 30.]

Part 4 (4 minutes)

Interlocutor

[Select any of the following questions as appropriate.]

- How popular do you think a club like this would be?
- What sort of films do you never watch? Why?
- Are there any films that you'd like to see again? Why (not)?
- Would you prefer to be in a film or behind the camera?
- How important do you think it is to watch films in English?
- What can you learn about a country's culture by watching films from that country?

Thank you. That is the end of the test.

[Check that all test materials have been replaced in the file.]

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Assessment

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. Both examiners assess the candidates according to criteria which are interpreted at FCE level. The assessor awards marks according to four analytical criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication.

The interlocutor awards a Global Achievement mark, which is based on the analytical scales.

These criteria should be interpreted within the overall context of the Cambridge Common Scale for Speaking on page 60, where FCE is at Level 3.

■ Grammar and Vocabulary

This refers to the accurate and appropriate use of grammatical forms and vocabulary. It also includes the range of both grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used.

RANGE: The active use of a range of grammatical forms and vocabulary.

ACCURACY: The accurate use of grammatical forms and syntax.

APPROPRIACY: The appropriate use of vocabulary to deal with the tasks.

■ Discourse Management

This refers to the candidate's ability to link utterances together to form coherent monologue and contributions to dialogue. The utterances should be relevant to the tasks and to preceding utterances in the discourse. The discourse produced should be at a level of complexity appropriate to FCE level and the utterances should be arranged logically to develop the themes or arguments required by the tasks. The extent of the contributions should be appropriate, i.e. long or short as required at a particular point in the dynamic development of the discourse in order to achieve the task.

COHERENCE: The logical arrangement of utterances to form spoken discourse and to develop arguments or themes.

EXTENT: The appropriate length of individual contributions (long or short) to develop the discourse and deal with the tasks.

RELEVANCE: The relevance of contributions to the tasks and to preceding contributions in the discourse.

■ Pronunciation

This refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements. This includes stress, rhythm and intonation as well as individual sounds. Examiners put themselves in the position of the non-EFL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

STRESS AND RHYTHM: The appropriate use of strong and weak syllables in words and connected speech, the linking of words, and the effective highlighting of information-bearing words in utterances.

INTONATION: The use of a sufficiently wide pitch range and the appropriate use of intonation to convey intended meanings.

INDIVIDUAL SOUNDS: The effective articulation of individual sounds to facilitate understanding.

Different varieties of English, e.g. British, North American, Australian etc., are acceptable, provided they are used consistently throughout the test.

■ Interactive Communication

This refers to the candidate's ability to take an active part in the development of the discourse, showing sensitivity to turn-taking and without undue hesitation. It requires the ability to participate in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. It also refers to the deployment of strategies to maintain and repair interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

INITIATING AND RESPONDING: The ability to participate in a range of situations and to develop the interaction by initiating and responding appropriately.

HESITATION: The ability to participate in the development of the interaction without undue hesitation.

TURN-TAKING: The sensitivity to listen, speak, and allow others to speak, as appropriate.

■ Global Achievement Scale

This scale refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the FCE Speaking test. The global mark is an independent, impression mark which reflects the assessment of the candidate's performance from the interlocutor's perspective.

■ Typical minimum adequate performance

Although there are some inaccuracies, the candidate's control of grammar and vocabulary is sufficiently accurate to deal with the tasks. Contributions are mostly coherent, with some extended discourse. Candidates at this level can generally be understood and are able to maintain the interaction and deal with the tasks without major prompting.

5

Marking

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately fifteen Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required.

The Team Leaders are responsible to a Senior Team Leader, who is the professional representative of Cambridge ESOL for the Speaking tests. Senior Team Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session in the UK. Team Leaders are appointed by the Senior Team Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both annual examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on video and then conduct practice tests with volunteer candidates in order to establish a common standard of assessment.

The sample tests on video are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.

Cambridge ESOL Common Scale for Speaking

The Cambridge ESOL Common Scale for Speaking has been developed to help users to:

- interpret levels of performance in the Cambridge Tests from beginner to advanced
- identify typical performance qualities at particular levels
- locate performance in one examination against performance in another.

The Common Scale is designed to be useful to test candidates and other test users (e.g. admissions officers or employers). The description at each level of the Common Scale aims to provide a brief, general description of the nature of spoken language ability at a particular level in real-world contexts. In this way the wording offers an easily understandable description of performance which can be used, for example, in specifying requirements to language trainers, formulating job descriptions and specifying language requirements for new posts.

LEVEL MASTERY C2 CERTIFICATE OF PROFICIENCY IN ENGLISH: Fully operational command of the spoken language

- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

LEVEL EFFECTIVE OPERATIONAL PROFICIENCY C1 CERTIFICATE IN ADVANCED ENGLISH:

- Good operational command of the spoken language
- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

LEVEL VANTAGE B2 FIRST CERTIFICATE IN ENGLISH:

- Generally effective command of the spoken language
- Able to handle communication in familiar situations.
- Able to organise extended discourse but occasionally produces utterances that lack coherence and some inaccuracies and inappropriate usage occur.
- Maintains a flow of language, although hesitation may occur whilst searching for language resources.
- Although pronunciation is easily understood, L1 features may be intrusive.
- Does not require major assistance or prompting by an interlocutor.

LEVEL THRESHOLD B1 PRELIMINARY ENGLISH TEST:

- Limited but effective command of the spoken language
- Able to handle communication in most familiar situations.
- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.
- Has problems searching for language resources to express ideas and concepts resulting in pauses and hesitation.
- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.
- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

LEVEL WAYSTAGE A2 KEY ENGLISH TEST:

- Basic command of the spoken language
- Able to convey basic meaning in very familiar or highly predictable situations.
- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Dependent on rehearsed or formulaic phrases with limited generative capacity.
- Only able to produce limited extended discourse.
- Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.
- Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

Annex 2

Speaking Rubric – FCE Adaptation.

Speaking Rubric

Researchers: Cristina Herrera and Johanna Arrobo.

Students' Name: 1 _____

2 _____

CATEGORY	4 (2.5)	3 (1.5)	2 (0.75)	1 (0.25)
Grammar and Vocabulary	Uses vocabulary appropriately and accurately. Always (98-100% of the time) speaks in complete sentences. 1() 2()	Uses vocabulary appropriately and accurately. Almost always (97%- 88% of time) speaks in complete sentences. 1() 2()	Uses vocabulary appropriately and accurately. Usually (87%- 80 of time) speaks in complete sentences. 1() 2()	Uses vocabulary appropriately and accurately. Sometimes (79%- 50% of time) speaks in complete sentences. 1() 2()
Discourse Management	The student is able to link utterances together to form a coherent monologue and contributions to dialogue and is able to accurately answer almost all (95%) questions posed by classmates about the topic. 1() 2()	The student is able to link utterances together to form a coherent monologue and contributions to dialogue and is able to accurately answer many (88%) questions posed by classmates about the topic. 1() 2()	The student is able to link utterances together to form a coherent monologue and contributions to dialogue and is able to accurately answer some (70%) questions posed by classmates about the topic. 1() 2()	The student is able to link utterances together to form a coherent monologue and contributions to dialogue and is able to accurately answer several (50%) questions posed by classmates about the topic. 1() 2()
Pronunciation	Produces comprehensible utterances to fulfil the task including an excellent use of stress, rhythm, intonation as well as individual sounds. Mispronounce no more than 2 words. 1() 2()	Produces comprehensible utterances to fulfil the task including a very good use of stress, rhythm, intonation as well as individual sounds. Mispronounce no more than 3 words. 1() 2()	Produces comprehensible utterances to fulfil the task including a good use of stress, rhythm, intonation as well as individual sounds. Mispronounce no more than 4 words. 1() 2()	Produces comprehensible utterances to fulfil the task including a regular use of stress, rhythm, intonation as well as individual sounds. Mispronounce 5 or more than 5 words. 1() 2()
Interactive communication	Takes an active part in the development of the discourse, showing sensitivity to turn-taking and without undue in doubts and hesitation. No more than 2 of them which break communication. 1() 2()	Takes an active part in the development of the discourse, showing sensitivity to turn-taking and without undue in doubts and hesitation. No more than 3 of them which break communication. 1() 2()	Takes an active part in the development of the discourse, showing sensitivity to turn-taking and without undue in doubts and hesitation. No more than 4 of them which break communication. 1() 2()	Takes an active part in the development of the discourse, showing sensitivity to turn-taking and without undue in doubts and hesitation. 5 or more than 5 of them which break communication. 1() 2()

Annex 3

Student's Survey

UNIVERSIDAD NACIONAL DE CHIMBORAZO

"STRENGTHENING PROGRAM TO OVERCOME B2 LEVEL REVIEW BY THE COMMON EUROPEAN FRAMEWORK OR ITS EQUIVALENT"

Information Date

Age: _____

Sex: M F

1. ¿Cómo considera usted su nivel de Inglés?(En la siguiente escala de 1 corresponden nivel básico y cinco que corresponde al nivel avanzado). Por Qué?

1 2 3 4 5

2. A cual de los siguientes factores atribuye su nivel en cuanto al dominio del Inglés? (Puede elegir mas de uno por favor explique).

- a. A su actitud como profesor
 - b. Al tiempo dedicado al estudio del inglés
 - c. Al trabajo de sus profesores
 - d. Al sistema político-educativo de la UNACH
 - e. Otro
-

3. ¿Cómo describe las experiencias previas que ha tenido en el aprendizaje del inglés en cuanto a calidad y duración? ¿Por qué?

- a. De buena calidad y suficiente
 - b. De buena calidad pero insuficiente
 - c. Suficiente pero de mala calidad
 - d. De mala calidad e insuficiente
-

4. ¿Cuáles de los siguientes factores han facilitado más su aprendizaje del inglés? Puede seleccionar las opciones necesarias.

- a. Calidad en la enseñanza de los profesores
- b. Disposición de infraestructura (Laboratorios, bibliotecas)
- c. Materiales para el estudio del inglés (bibliografía, softwares, recursos didácticos)
- d. Número de estudiantes de grupo
- e. Tiempo destinado al estudio del Idioma inglés (dentro y fuera de la universidad)
- f. Nivel de inglés de los compañeros de grupo
- g. Actitud de los compañeros de grupo

5. ¿Qué nivel de speaking considera que tiene? ¿Por qué?

- a) Alto
 - b) Medio alto
 - c) Medio
 - d) Medio bajo
 - e) Bajo
-

6. ¿Qué nivel de listening considera que tiene? ¿Por qué?

- a) Alto
- b) Medio alto
- c) Medio
- d) Medio bajo
- e) Bajo

7. **¿Qué nivel de reading considera que tiene? ¿Por qué?**

- a) Alto
 - b) Medio alto
 - c) Medio
 - d) Medio bajo
 - e) Bajo
-

8. **¿Qué nivel de writing considera que tiene? ¿Por qué?**

- a) Alto
 - b) Medio alto
 - c) Medio
 - d) Medio bajo
 - e) Bajo
-

9. **¿La metodología utilizada por sus profesores contribuyo al aprendizaje del idioma? ¿Por qué?**

- a) Mucho
 - b) Algo
 - c) Poco
 - d) Nada
-

10. **¿Según su experiencia, qué nivel de importancia cree que tiene obtener una certificación oficial para demostrar sus conocimientos del idioma inglés? ¿Por qué?**

- a. Es imprescindible
 - b. Es importante
 - c. Lo valoran
 - d. Es indiferente
 - e. Nada importante
-

11. **¿Conoce sobre los exámenes internacionales aceptados por el Marco Común Europeo para la certificación de dominio del idioma inglés?**

Sí No

12. **Si la respuesta anterior fue sí ¿Ha tomado alguno de estos? ¿Cuál?**

13. **¿Conoce cuál es el nivel establecido por el Ministerio de Educación del Ecuador para el libre ejercicio docente en el área de inglés? ¿si su respuesta es positiva señale cuál?**

Sí No _____

14. **¿Estaría dispuesto/a a participar en un programa de capacitación que le ayude a sobrellevar una prueba internacional nivel B2 satisfactoriamente?**

Sí No No estoy seguro/a

Gracias por su colaboración

Annex 4

Teacher's Survey

UNIVERSIDAD NACIONAL DE CHIMBORAZO

“PROGRAMA DE REFUERZO ACADÉMICO PARA VENCER UN EXAMEN NIVEL B2
SEGÚN EL MARCO COMÚN EUROPEO O SU EQUIVALENTE”

Identificación del informante

Edad: _____

Sexo: M F

1. ¿Qué nivel de inglés considera que sus estudiantes tienen? (En la siguiente escala, 1 corresponde a nivel básico y 5 a nivel avanzado) ¿Por qué?

1 2 3 4 5

2. ¿A cuál de los siguientes factores atribuye el nivel actual de sus estudiantes en cuanto a dominio del inglés? (Puede elegir más de uno) (Por favor explique)

- a. A su actitud como alumno
- b. Al tiempo dedicado al estudio del inglés
- c. Al trabajo de sus profesores
- d. Al sistema político-educativo de la UNACH
- e. Otro

3. ¿Cómo describe las experiencias previas que ha tenido en el proceso enseñanza-aprendizaje del inglés en cuanto a calidad y duración? ¿Por qué?

- a. De buena calidad y suficiente
- b. De buena calidad pero insuficiente
- c. Suficiente pero de mala calidad
- d. De mala calidad e insuficiente

4. ¿Cuáles de los siguientes factores han facilitado más su rol como docente? Puede seleccionar las opciones necesarias.

- a. Perfil de los estudiantes
- b. Disposición de infraestructura (Laboratorios, bibliotecas)
- c. Materiales para el estudio del inglés (bibliografía, softwares, recursos didácticos)
- d. Número de estudiantes de grupo
- e. Tiempo destinado al estudio del Idioma inglés (dentro y fuera de la universidad)
- f. Nivel de inglés de los compañeros de grupo
- g. Actitud de los compañeros de grupo

5. ¿Qué nivel de speaking considera que tienen sus estudiantes? ¿Por qué?

- a) Alto
- b) Medio alto
- c) Medio
- d) Medio bajo
- e) Bajo

6. ¿Qué nivel de listening considera que tienen sus estudiantes? ¿Por qué?

- a) Alto
- b) Medio alto
- c) Medio
- d) Medio bajo
- e) Bajo

7. ¿Qué nivel de reading considera que tienen sus estudiantes? ¿Por qué?

- a) Alto
 - b) Medio alto
 - c) Medio
 - d) Medio bajo
 - e) Bajo
-
-

8. ¿Qué nivel de writing considera que tienen sus estudiantes? ¿Por qué?

- a) Alto
 - b) Medio alto
 - c) Medio
 - d) Medio bajo
 - e) Bajo
-
-

9. ¿La metodología utilizada por usted contribuye al desarrollo de la competencia comunicativa de los estudiantes, es decir va mucho más allá de la formación docente? ¿Por qué?

- a) Mucho
 - b) Algo
 - c) Poco
 - d) Nada
-
-

10. ¿Según su experiencia, qué nivel de importancia cree que tiene obtener una certificación oficial para demostrar sus conocimientos del idioma inglés? ¿Por qué?

- a. Es imprescindible
 - b. Es importante
 - c. Lo valoran
 - d. Es indiferente
 - e. Nada importante
-
-

11. ¿Conoce sobre los exámenes internacionales aceptados por el Marco Común Europeo para la certificación de dominio del idioma inglés?

Sí No

12. Si la respuesta anterior fue sí ¿Ha tomado alguno de estos? ¿Cuál?

13. ¿Conoce cuál es el nivel establecido por el Ministerio de Educación del Ecuador para el libre ejercicio docente en el área de inglés? ¿si su respuesta es positiva señale cuál?

Sí No

Gracias por su colaboración

Annex 5
Photograph's Interview





