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SKILL IN DIPLOMA PROGRAMME LEARNERS**

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RESUMEN

La habilidad de habla inglesa es un verdadero reto para aprendices del idioma Inglés como lengua extranjera. Por lo tanto, este estudio explora el impacto de la aplicación de los principios de Language Mentoring para el desarrollo de habilidades del habla inglesa en estudiantes del Programa de Diploma del Bachillerato Internacional en el Distrito de Educación 15D02 de Ecuador, como alternativa de enseñanza para mejorar esta habilidad. Language Mentoring es considerado un componente clave en la formación de profesores de idiomas y en el desarrollo profesional de los mismos alrededor del mundo; sin embargo, esta tutoría lingüística en el esquema docente-estudiante no ha sido estudiada profundamente. Para romper esta brecha, la presente investigación tiene como objetivo diseñar un manual de técnicas basado en los principios de Language Mentoring para el desarrollo de las habilidades del habla inglesa en estudiantes del Programa de Diploma de la Unidad Educativa El Chaco, en función de la literatura existente y los resultados obtenidos a través de un diseño pre-experimental quali-cuantitativo con medición previa y posterior de un solo grupo. Los resultados indican que la aplicación de los principios de Language Mentoring condujo a una mejora significativa en las habilidades de habla inglesa en todos los participantes. Por lo tanto, el presente trabajo abre el camino para aplicar estos principios en el campo de la enseñanza del idioma inglés como lengua extranjera y para desarrollar proyectos de investigación posteriores basados en los principios de Language Mentoring en contextos de docente-estudiante.

Palabras claves: Language Mentoring, habilidades del habla inglesa, estudiantes del Programa de Diploma, Inglés como lengua extranjera.

ABSTRACT

English speaking is a challenging skill for English as a Foreign Language (EFL) learners. Therefore, this study explores the impact of introducing language mentoring principles for the development of the English speaking skill with students in the diploma programme in the 15D02 Education District of Ecuador as an alternative to improve this important skill. Although language mentoring is a key component in the training of language teachers and professional development around the world, this type of linguistic tutoring in the teacher-to-student scheme language mentorship has not been studied deeply. To bridge the gap, this study aims to design a handbook with techniques based on the principles of language mentoring for the development of the English speaking skill in students of the diploma programme at El Chaco School. To meet this objective, the research data includes an analysis of the literature about the variables, a pretest/posttest to one group pre-experimental quali-quantitative design. The findings indicate that the use of language mentoring principles led to significant improvement in the English speaking skills in all the participants. Thus, this work opens the path to apply these principles in the field of teaching EFL and to enhance further research projects based on language mentoring principles in teacher-to-student contexts.

Keywords: language mentoring, English speaking skills, Diploma Programme learners, English as a Foreign Language.

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INTRODUCTION

Around the globe, English has become a Lingua Franca for businesses, exchange students, international tourists, scientists, and researchers. English proficiency expands horizons, reduces barriers, and boosts the exchange of information. Thus, in a globalized world where English is used as a common means of communication for speakers of different languages, governments and institutions must provide suitable environments and resources to teach this important communication skill and provide the opportunity of personal exploration and professional development. Although the most useful English skill is speaking, which allows for interaction between users of the language, it is also the most difficult skill to achieve for non-native speakers of English. Despite an abundance of research on the topic and the application of several methods around the world to improve the development of English Speaking Skill, many learners of this important language still cannot communicate properly.

According to Education First (2019), several factors have influenced the development of English skills including the speaking skill such as public and private investment in the teaching process, innovation, the quality of educational systems, and economic policies. Even though these factors vary from country to country, there are two main aspects that most nations with a high level of proficiency in English present: they have a strong connection with the globalized world and they also have high levels of equity because of their progressive policies. This evidence shows that around the world, countries that have feeble educational systems and high levels of inequity perform worse in their English proficiency than countries that present acceptable educational systems and satisfactory economic policies. Therefore, to improve the acquisition of English as a second or foreign language, solutions must come from all economic and educative actors involved, and new research must work to reveal new and creative results.

According to Education First (2019), the average English proficiency level in Latin America has not increased in the last 5 years; the low-performance educational

systems and highly unequal economic status have been barriers to improve the English proficiency of this region. As a result, there are few properly trained English language teachers, an issue that is closely related to their learners' performance and the methodology that has been applied in classes. In the EF English Proficiency Index Ninetieth Edition, 17 Latin American participant countries out of 18 were classified as intermediate, low, or very low English proficiency. This information contrasted with the Common European Framework of References for Languages (CEFR), the most well-known guideline used to describe achievements of learners of foreign languages across Europe and others countries (Council of Europe, 2019), shows that these 17 Latin American countries are between A1 and A2 levels of English proficiency. For Latin America to be competitive on the global stage, it must continue to develop the English language beyond this current low English proficiency.

Following the results of the EF English Proficiency Index Ninetieth Edition, Ecuador was ranked in the 81st position out of 100 hundred participant countries; it classified Ecuador as the last place of Latin American participant countries. Previous research carried out by the British Council (2015), stated that in Ecuador several factors affect English language learning including governmental policies, teacher training, and national and personal incomes. These factors had consequently led to low performance among Ecuadorian learners in the development of English skills. Besides, the previously mentioned study shows that its participants were least comfortable with their speaking skills (British Council, 2015). Despite the unacceptable educational policies and the unequal learners' status in this country, English teaching professionals can contribute positively to the improvement of English through implementing effective methodologies in their teaching process.

Further, as a developing country, Ecuador has put in place reforms to improve the quality of education in general, with English learning being an important part of these policies. According to Paredes, Henríquez, Zurita, Pinos, Apolinario, and Campoverde (2018), the Ecuadorian English Curriculum stated that English would be a compulsory subject from the second year of basic education until the third year

of baccalaureate. This initial reform positively influenced English language learning because according to Kohnkle and Jarvis (2019), the best age to start learning a language is in childhood, thus giving current students an academic advantage. Nevertheless, since Ecuador has a shortage of experienced, properly trained English language teachers, the learning of English has not improved significantly in recent years.

In Ecuador, learners' English proficiency level is also affected by teachers' target language skills and teachers' teaching skills. A research done by Intriago, et al., (2017) stated that 24.30% of English teachers in Ecuador have a B2 English proficiency level according to the CEFR standards. Moreover, in this study Intriago et al., showed that only 14.10% of English teaching practitioners were working as English teachers and the rest were teachers of different subjects besides English. Some might consider teachers' English proficiency and their teaching methodologies to be the most essential factors in the acquisition of English as a foreign language. In fact, evidence of this can be found in a study conducted by Faez, Karas, and Uchihara (2019), which indicates that second language proficiency shows a strong correlation with instructional strategies. These findings suggest a connection between the lack of teachers' language proficiency, poor teaching English skills, and the low performance of learners when acquiring the language. This aspect significantly inhibits the improvement of learning English as a foreign language process around the country.

In Napo, students from the District of Education 15D02, despite having been taught English for at least six years, are still performing poorly in their English speaking skill at the end of the third year of baccalaureate. According to the results of the International Baccalaureate Organization (2018), on average Diploma Programme learners from the school year 2017-2018 scored a mean of 3.38 out of 7 in the English Oral Assessment. The major reasons for this problem are teachers' low English proficiency, learners' lack of contact and interaction with the target language, low motivation among learners to acquire the target language, and teachers' methodologies. Even in the best teaching scenarios, these learners do not have

enough opportunities to practice their oral expression and interaction properly. This particular situation is also the case for the current Diploma Programme learners in this District of Education. Learners and teachers of English continue dealing with the considerable issues in the teaching and learning process of English as a Foreign Language (EFL) since these students have yet to develop the speaking skill necessary not only to obtain international English certifications but also to communicate ideas in a globalized world.

This unfortunate situation gives rise to the following research problem: what impact will the application of Language Mentoring principles have on the development of English Speaking Skill in Diploma Programme Learners? Therefore, the defended idea in this study is to provide evidence that the application of Language Mentoring principles improves significantly English speaking skill in Diploma Programme learners. To prove this idea, it is necessary to formulate objectives that lead to its accomplishment.

General Objective.

To design a Language Mentoring guidebook for the development of English speaking skill in Diploma Programme learners

Specific Objectives:

1. To identify the foundation of Language Mentoring and the influences they have on speaking skill.
2. To appraise Diploma Programme learners' performance in speaking skill through quantitative and qualitative research.
3. To apply Language Mentoring principles for the development of English speaking skill in Diploma Programme learners.
4. To analyze the impact of Language Mentoring principles in the development of English speaking skill in Diploma Programme learners.

This research employed the scientific method outline stated by (Hernández, Fernández, & Batista (2014), where is necessary to decide what to research, formulate a research problem, elaborate the theoretical framework, contextualize the research design, state the hypothesis or idea to defend, determine the population and sample, edit and analyze the data, and present the results. In the previous paragraphs, the two first steps have already been established: deciding what to research and formulating a research problem. In what follows, Chapter I presents the theoretical framework about Language Mentoring and English speaking skill literature review to have a brief understanding of the independent and dependent variable of this study. Chapter II contextualizes a quali-quantitative approach applied to get reliable data through a pre-experimental pretest/posttest to one group design; moreover, in this chapter, there is also stated the hypothesis to test and the description of the population and sample. Chapter III shows the analysis of the results after applying the non-parametric Wilcoxon signed-rank test that was necessary to analyze the results from a pretest and posttest data collection tool. Additionally, it shows qualitative descriptive statistics about participants' perceptions after having applied a survey based on a Liker scale collective questionnaire before and after the intervention phase. Finally, Chapter IV displays the conclusions found in this study and some recommendations for further researches in the same field. As the main objective of this project research, a Language Mentoring guidebook for the development of English speaking skill in Diploma Programme learners was designed as a proposal for the last chapter.

In an increasingly globalized world, the need for non-native English speakers to communicate orally is as important as ever. This high demand for the English language demonstrates the professional and ethical imperative to study alternatives for the improvement of English speaking skill proficiency in Diploma Programme learners from the District of Education 15D02. It is imperative to educational authorities, learners, and even more for teachers of English as a foreign language. The lack of English speaking skill proficiency in this group of students opens the door to implement more effective methodologies that aim to increase this important skill

not only to get the international baccalaureate English certification but to communicate ideas in a globalized world. Therefore, this research supports the teaching and learning process of English as a foreign language, principally the speaking skill in Diploma Programme learners. It proposes the application of effective principles for foreign language acquisition focused on students centered learning that improves the exposure with the target language, the enjoyment of the learning process, the selection of techniques focused on student learning styles, and systematic practice of English.

CHAPTER I: STATE OF THE ART

1.1 Language Mentoring

Language Mentoring has been used to describe a variety of relationship within different formats. In the realm of English Language Teaching (ELT), mentoring has been moderately documented in English teaching practice (Inayati, Nurbatra, & Maro, 2017). Previous studies have found that Language Mentoring can occur at least three different contexts: teacher-to-teacher training as a continuing professional development, student-to-student as peer mentoring, and teacher-to-student mentorship. In the scheme of teacher training and professional development, the definition and roles of mentoring have emerged when language instruction was viewed as acquiring knowledge from an expert in concordance with the behaviorist approach to second language acquisition (Delaney, 2012). On the other hand, student-to-student language mentorship is defined as the activity of providing support in learning English to junior learners by the more senior and experienced learner (Inayati, Nurbatra, & Maro, 2017). From a teacher-to-student mentorship scheme, Language Mentoring is a process by which an educator (mentor) teaches, encourages, counsels, and befriends a learner (mentee) for the specific purpose of addressing needs associated with language learning and encouraging the development of learner autonomy (Kohnkle & Jarvis, 2019). Thus, teacher-to-student language mentorship is an approach that enriches language learning to encourage the development of learners' autonomy. In what follows, it is presented a literature review that supports the teacher-to-student format in teaching English as a foreign language.

Despite the recent expansion of language mentoring in education settings, there is a gap in the current literature regarding to the engagement of foreign language students' mentorship in secondary settings. Language Mentoring has been the focus of teacher education and approaches to professional development for novice and veteran teachers for a considerable time (Mai, 2017). Moreover, Mentoring has had great benefits for mentees in different mentorship settings, these positive impacts included: positive attitude to study and improve academic performance, enhance

self-esteem and self-confidence, improve relationships with academics and peers, enhance social, communication, relationship, and decision-making skills (Nosheen, 2013). However, mentoring focused on language learning has not been commonly documented in secondary and higher education settings. Evidence of language mentoring in the teacher-to-student scheme is supported by several researchers, for example, participatory action research conducted by Stevens, Emil, and Yamashita (2010), focused on mentoring through reflective journal writing concluded that participants learned a variety of reflecting writing strategies, which allow them to reflect on their academic, social and cultural challenges. This resulted in participants' development of greater confidence with the English language.

In addition, to support the effectiveness of Language Mentoring in teacher-to-student settings a recent study titled "Developing Mentorship Provision for Academic English success" conducted by Kohnke and Jarvis (2019) concluded that most of the participants indicated satisfaction with the learner-directedness and flexibility of language mentoring. They emphasized the importance of being able to discuss their weakness in English during the mentoring sessions and the importance of the materials involved in the process. Likewise, they considered mentoring as an effective support to learn English. They carried out this study in higher education settings at The Hong Kong Polytechnic University in a teacher-to-student scheme. The mentoring program was run for 10 weeks out of 13 weeks of a semester and comprised weekly meetings face-to-face and online between mentees and mentors. Through frequent contact between these two groups, it was expected that mentees would experience increased self-efficacy and reduced anxiety regarding academic success. The methodology used in this study was an explorative and interpretative case of study with two phases of research design included a qualitative and a quantitative phase. The study relied on convenience sampling and the participants were 46 freshman undergraduate students. The data from this research showed that Language Mentoring can help students to develop confidence in language use. Therefore, the effectiveness of language mentoring could have been because of the low-stakes environment and more personal nature of mentorship. Some participants

also stated that mentoring stimulated their interest in learning English (Kohnke, L. & Jarvis, 2019). Thus, to bridge the gap between language mentoring and teaching English as a foreign language in a teacher-to-student context is imperative to highlight the principles of such methodology.

Based on the previous literature, Language Mentoring in teacher-to-student schemes can be defined as an approach to ensure any language learning. According to Machová (2016), this approach aims to enrich any form of language acquisition based on the enjoyment of the content and the contact with the language that can be combined with any learning method to be followed systematically. For example, if a person wants to learn English as a foreign language, she/he has to enjoy the content and must have a lot of hours of contact with the target language. Moreover, this person needs to find an effective method that suits his/her learning style and to ensure the language acquisition all these three principles mentioned before need to be done systematically. Thus, the Language Mentoring approach focuses on four important principles of language learning: compelling input and process, a lot of contact and exposure to the target language, following a specific method according to students' learning styles, and it has to be done systematically as a leaning behavior. However, the field of Language Mentoring in the International Baccalaureate Diploma Programme learners is relatively unexplored. To provide a concise framework of Language Mentoring in learning English as a foreign language in a teachers-to-student context, the following paragraphs address this issue briefly.

1.2 Principles of Language Mentoring

Principles are invariable characteristics of human language learning that appear to apply to all languages universally (Brown, 2007). The literature about Language Mentoring in teacher-to-student context describes four principles to learn any language: fun content, contact/exposure with the target language, the selection of an effective method according to every person learning style, and the systematic practice as a habit formation (Machová, 2016). It also relates these principles to some theories of second language acquisition and theories of learning such as the comprehensible and compelling input hypotheses, meaningful learning, scaffolding,

the zone of proximal development, interactional hypothesis, and language learning as a habit formation. To determine how to improve Diploma Programme learners' speaking skills in the light of the findings from language mentoring research, it is necessary to condense the major findings identified in the literature into four principles that should underlie the pedagogy in a teacher-to-student mentorship scheme where the acquisition of communication skills is the goal of teaching EFL. In terms of their pedagogical consequence, these principles are re-conceptualized as: compelling input and process, contact and exposure with the target language, methods according to students' learning styles, and systematic learning. Therefore, in what follows these principles are entitled to take into account those considerations for a better organization in this document.

1.2.1 Compelling Input and Process

The more people enjoy the process of language learning the more they make rich and appropriate connections. From this perspective, compelling input and process suggest that people acquire a foreign language through having contact with comprehensible, fun, interesting, and meaningful input exposure and process because this accelerates the language acquisition increasing intrinsic motivation. To reinforce this idea, one of the most hilarious statements ever said combining neurology and learning was stated by Thomson (2012) "enjoyment causes dopamine and dopamine feeds dendritic growth", as we know dendritic growth speeds up the leaning process, so the acquisition of a foreign language must follow this pattern to optimize time and sources. In the context of language learning Machová (2016), stated that people who are learning a language must enjoy it. This idea is supported by the compelling input hypothesis that argues if the input is so interesting, learners forget that it is in another language (Krashen, 2011). In other words, compelling input and process is the mixture of comprehensible, interesting, fun, and meaningful content to which the learner is exposed to acquire the target language.

This first principle of Language Mentoring is also closely related to at least two of the five hypotheses of Krashen and Terrell (1998), the natural approach for language

acquisition in the classroom; the comprehensible input and the affective filter hypothesis. The input hypothesis states that people acquire language by understanding input that is a little beyond their current level of competence. This hypothesis also claims that listening comprehension and reading are of primary importance to language learning. Therefore, learners need to have contact with comprehensible and compelling content. Moreover, compelling input and process appeal to the affective filter hypothesis, which highlights that attitudinal variables such as motivation, self-esteem, and anxiety succeed in second language acquisition (Krashen & Terrell, 1998). It means that learners with a high level of motivation and self-esteem learn better than those who do not present these characteristics.

Furthermore, the compelling input and process principle is supported by the cognitivist theory of learning described by David Ausubel, which states that learning takes place in the human organism through a meaningful process of relating new events or items to existing cognitive concepts. Ausubel's theory of learning has been important for second language learning and teaching because it started the improvement of meaningful communication rather than rote activities (Brown, 2007). In other words, most learning is not the result of instruction, it is rather the result of participation in meaningful settings and interaction and compelling content. Thus, content must be comprehensible and meaningful to reduce the affective filter and increase learners' motivation; all this can be translated into the compelling input and process principle of Language Mentoring.

1.2.3 Contact and Exposure to the Target Language

There is no secret that to acquire a language people need substantial exposure and contact with the target language. According to Machová (2016), mastering any language requires a huge amount of contact with the target language. There is no shortcut; the work simply must be done. Supporting this idea, in 2018, a study called "A critical period for second language acquisition: Evidence from 2/3 million English speakers" showed that the average amount of time experience years to acquire an advanced level of proficiency in a second language is 30 years (Hartshorne et al., 2018). Moreover, evidence that people learn a foreign language after a long time of

exposure is supported in a previous study whereby an analysis of foreign language education commends learning in that context may continue for at least a couple of decades (Huang, 2015). Therefore, learners of English as a foreign language must have massive contact and exposure to the target language. There is not a magic path to acquire a high level of proficiency in English as a foreign language; learners need to have contact with the target language. In the following paragraph, the interactional approach described how languages are acquired through the learners' exposure and contact with the target language.

Exposure to the target language can be done through interaction process and output production, the more it happens the more language is acquired. The interaction approach attempts to account for learning through the learner's exposure to language, production of language, and feedback of that production Long (1983). Long argues that conversational interaction is an essential, if not sufficient, condition for second language acquisition. He studied how speakers change their speech and their interaction patterns to help learners to participate in a conversation or understand some information. Moreover, Swain (1985) argues that the function of output in the sense of practicing the language is to push learners ahead in their language development. It happens when learners produce language that their interlocutors can understand, so they are most likely to see the limits of their second language ability and the need to find better ways to convey the message properly. Thus, the interaction process and output production are necessary for second language learning to ensure accuracy and fluency.

This exposure principle is also supported by the constructivism theory of learning that emphasizes the learners' role in constructing meaning out of available linguistic input and the importance of social interaction in creating a new linguistic system (Brown, 2007). Researchers analyzing first and second language acquisition have demonstrated constructivist perspectives through studies of conversational discourse and sociocultural factors in learning. For example, the zone of proximal development (ZPD), defined by Vygotsky (1978), as the distance between the actual developmental levels as determined by independent problem solving and the level

of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers, has had a great impact on psychology, education and applied linguistics. This assumption elicits the interaction and participation between mentors and mentees supporting the acquisition of the target language considering the differences between learners' current level of knowledge and ability to use it and the acquisition of new ones through the collaboration with a more linguistic knowable person. Thus, the importance of exposure to the target language with the support and aid of a person who is beyond the level could cause significant benefits in the second language acquisition process. That is why language mentorship plays an important role in the interaction and acquisition process of a foreign language in the teacher-to-student scheme.

1.2.3 Methods

Each person has a unique way of learning a foreign language. There is no universal best learning language method. People acquire well a foreign language when they enjoy the experience. In the field of teaching and learning English there are lots of methods used by teachers and learners, some methods are selected by the teacher according to their expertise and teaching assumption and some of them are chosen by the students according to their learning styles and preferences. According to Brown (2000), a method is an overall plan for a systematic presentation of language based on a selected approach. The methods that learners employ to internalize and to perform in the language are as important as the teachers' methods or even more. According to Machová (2016) learning a language can be done in many ways but some are more effective than others, using effective ones will get you to fluency a lot faster. To contextualize the methods based on Language Mentoring, it is necessary to present the schema design and procedures sub-elements described by Richards & Rodgers (1999), such as learners' roles, teachers' roles, the role of instructional materials, and classroom techniques.

1.2.3.1 Teachers' role as mentors

Teachers as mentors need to be inspiring role models and effective communicators to elicit a positive impact on learners' academic outcomes. Researchers and experts had defined the role of mentors in different ways, and most of them agree that mentors play an important role in the teaching and learning process. In language mentoring programs, teachers are called to carry out a variety of diverse educational, psychological, technical, and ethical roles. According to Sekhar (2019), the following are the roles that language teachers have to play: educational roles such as the provider of language models, developer of materials, assessor, and evaluator of student learning and communicator. Psychological roles like motivator, coach, guide, counselor, advisor, and supporter of student work; technical/managerial roles such as resource manager, monitor, consultant, and coordinator; and ethical roles like a facilitator, foster counselor, and cultural mediators.

Others point of view from the literature reviewed by Sekhar (2019), suggest that the role of a mentor is to encourage, listen, give advice, advocate, and acts as a role model, share information and experience. This author also states that a mentor is someone who: helps young people to achieve their potential, encourage positive choices and promotes high self-esteem, is caring and devotes time to a young person, develops in mentees self-awareness and interpersonal skills, inspire and show the mentees the ropes and acts as an audience. Moreover, Machová (2016) defines the role of language mentoring as: help people to learn a language effectively, guide learners on how to use simple and effective methods for language learning, help learners to create their sustainable learning system, and motivate, encourage and help overcome obstacles at any stage. Some of these roles are also mentioned previously by Stevens, Emil, & Yamashita (2010), where mentors are defined as advisors, supporters, tutors, masters, sponsors, and role models.

Therefore, teachers immerse in language mentoring need to be inspiring role models, facilitators of the content. They also need to motivate and encourage

learners to acquire the target language and overall they have to support its acquisition by changing the traditional instruction in language teaching.

1.2.3.2 Learners' role as mentees.

Curriculum based on the constructivism learning theory emphasizes both the learners' role in constructing meaning out of available linguistic input and the importance of social interaction in creating a new linguistic system (Brown, 2007). In the context of teacher-to-student language mentorship Machová (2016), states that language learning is only sustainable if learners find a system that leads them to know their destination and the way to get there. She also stated that learners have to learn the language at home, not only in classes, otherwise it simply does not work, and the learner must do most of the work. To lay hands on, learners need to be aware of their learning differences such as language aptitude, motivation, learners' strategies, and learners' styles. According to Skehan (1991), these four areas are important for foreign and second language acquisition; researches on language aptitude demonstrated that aptitude for foreign languages is to some extent a residue of first language ability.

Regarding learners' motivation, it is clear that this area has a significant influence on language learning success. As reported by Celce-Murcia, Brinton, and Snow (2014), teachers and learners use the word motivation widely when they speak about language learning success or failure. For the previous authors, motivation has been considered as an emotion and cognition factor and used as a stable of individual difference and a transient-state attribute, it is also a process that is in constant change, going through ebbs and flows. These authors state that motivation answers the question of why people behave as they do, and it determines the direction and magnitude of human behavior. Thus, motivation is responsible for why language learners decide to do something, how long are they eager to sustain the activity, and how hard are they to pursue it.

On the other hand, learners' strategies are behaviors adopted by them to acquire the target language such as metacognitive-strategies, decision-making, monitoring, and evaluating are vital for language learning (Skehan, 1991). Besides these strategies, Celce-Murcia, Brinton, and Snow (2014) divide these behaviors in strategic competence, metacognitive strategies, cognitive strategies, social strategies, and effective strategies. Therefore, students and teachers need to be aware of these strategies because they control how learners notice, understand, and acquire the target language. However, recent research has shown that some of these strategies may occur without the learners' conscious knowledge or awareness of how they are acquiring a new language or using it to communicate (Celce-Murcia, Brinton, & Snow, 2014). In fact, learners differ in the strategic processes they appeal to acquire and use the target language.

In addition, learners' styles are important components of effective language acquisition processes, as reported by Felder (1995), the ways an individual acquires, retains and retrieves information that corresponds to individuals' learning styles. He mentioned that there are several dimensions of individuals' learning styles such as sensitive and intuitive, visual and verbal, active and reflective, sequential and global, inductive, and deductive. He argues that the point is not to categorize all learners into one or another style category; the goal is to become students aware of how they acquire the language best and provide them opportunities to practice their language skills in a balanced atmosphere in all classes at all levels. Supporting the idea of several learning styles Celce-Murcia, Brinton, and Snow (2014), outline three categories of learners' styles to represent natural orientations of learners: perceptual preferences which include auditory style, visual style, and kinesthetic style; personality preferences that involve learners' degree of openness to new experiences describe as introverted and extroverted styles; and processing preferences which involve global-oriented style, detailed oriented style, inductive style, deductive style, and analytic style. Thus, learners' styles play a crucial role in the acquisition process of a foreign language.

Considering the previous paragraphs learners' roles within the Language Mentoring teacher-to-student scheme can be defined in the following terms: (a) Learners have to spend many hours of contact and exposure with target language writing, reading, listening, or speaking. (b) Learners work with the language systematically. (c) Learners participate actively, individually and as members of a group as well. (d) Learners learn from the teacher, from other learners and speakers of the target language, and from other instructional materials. (e) Learners assume responsibility for what they do inside and outside of the classroom to acquire the target language. (f) Learners reflect, monitor, and evaluate their progress. (g) Learners choose their learning system according to their learning differences.

1.2.3.3 Instructional materials role.

Instructional materials are aids used in the transference of information from one to another. They are employed to present information, practice content, facilitate information among others. These aids might follow some specifications in order to be effective in learning foreign language contexts and come in several formats as well. According to Richards & Rodgers (1999), the role of instructional materials will reflect decisions concerning their goal such as to present the content, to present the content, to facilitated communication between learners, and to enable learners to practice content without the teachers' aid.

In the context of functional/communicative methodology the role of instructional materials will focus on communicative abilities of interpretation, negotiation, and expression; focus on understandable, relevant, and interesting exchange of information; involve different kinds of texts and different media. In the Language Mentoring teacher-to-student scheme, these roles of instructional materials can be implemented in the classroom in order to promote interaction and exposure to the target language. By contrast, the role of individualized instructional materials system might include the following specifications: allow learners to progress at their rates of learning, allow from different styles of learning, provide opportunities for independent study and use, and provide opportunities for self-evaluation and progress in learning

(Richards & Rodgers, 1999). In teacher-to-student language mentorship, these roles perfectly can be applied outside of the classroom to rehearse different language skills such as extensive reading, listening comprehension, and speaking production.

Nowadays, plenty of materials and tools that can help to improve the English language acquisition process. Nevertheless, teachers must be aware of the amount and quality of materials and tools to be used inside and outside the classroom. There are several forms of instructional materials and tools such as worksheets, printable, books, workbooks, magazines, reading books, software, websites, DVDs, CDs, realia. According to Tomlinson (2012), instructional materials should achieve impact, help learners to feel at ease, help learners to develop confidence, be perceived by learners as relevant and useful, require and facilitate learner self-investment. Moreover, the previous author claims that materials should expose the learners to language in authentic use, provide learners with opportunities to use the target language to achieve communicative purposes, consider that the positive effects of instruction are usually delayed, and learners differ in learning styles and attitudes, they should permit a silent period at the beginning of the instruction, and overall materials should maximize learning potential by encouraging intellectual, creative and emotional involvement which stimulates both right and left brain activities. Thus, the decision of English teachers about the choice of instructional materials and tools must be done considering these principles.

1.2.3.4 Procedure.

The term procedure refers to the process to carry out step by step to accomplish a particular goal in teaching and learning a language. Procedures cover the actual moment-to-moment techniques, practices, and behaviors that operate in teaching a language according to a particular method. There are three dimensions at the level of procedure: the use of teaching activities, how particular teaching activities are used for practicing a language, and the procedures and techniques used in giving feedback to learners (Richards & Rodgers, 1999). According to Harmer (2007), a

procedure is an ordered sequence of techniques, described like the steps to accomplish a goal. Procedures within the Language Mentoring scheme allows the establishment of a variety of techniques necessities to acquire a second or foreign language such as using videos, recordings, role-playing, picture descriptions, listening to podcast, mingle activities, discussions, conversations, debates.

Furthermore, from a sociocultural constructivist learning perspective is influential in the field of second and foreign language acquisition as it verifies that knowledge is constructed and develop through interaction with others. This implies that Language Mentoring schemes must consider interactive scaffolding learners' strategies and techniques as a source of learning and interaction. Therefore, teacher-student and peer interaction must serve the purpose of the target language development.

1.2.4 Systematic learning

To acquire a certain level of foreign language proficiency, learners need to have a lot of contact and exposure to the target language through compelling input following a method that fits their individual differences, as it was mentioned before. Additionally, systematic exposure to the target language increases language acquisition, and it has to be done as habit formation. According to Lightbown and Spada (2011), behaviorist theory explains learning in terms of imitation, practice, reinforcement, and habit formation. Despite many drawbacks and criticism against behaviorism, the idea of habit formation is also supported by Brown (2007) who states that there is no doubt that the perspective of habit formation has had a lasting impact on the understanding of the process of second language acquisition. Thus, it is important to create a system of habit formation to acquire the language effectively. Moreover, neurolinguistic researches state that developing the ability to communicate orally in a second language is essentially a process of creating language habits. This means that knowledge through practice is transformed into an ability that from a literacy perspective enables teachers to view language acquisition as developing habits rather than language knowledge (Netten & Germain, 2012).

Therefore, it is important to have contact with the target language systematically to ensure the acquisition process optimizing the leaning sources and time. This systematic learning process can be translated into learning the language as habit formation, creating routines inside and outside the classroom that facilitate and increase the contact and exposure with the language through compelling input and techniques based on students´ individual differences.

Systematic learning from the perspective of habit formation increases the acquisition of a second and foreign language. According to Abdullah and Rahman (2017), habit formation is the process by which a behavior, through regular repetition, becomes automatic or habitual. In a study conducted by the previous authors, shows that there is a positive correlation between learners' habit movie-watching activity and their listening skills. Moreover, to support the habit formation perspective, previous research conducted by Suhana and Haryundi (2017), states that there is a significant positive effect of reading habits towards students' reading comprehension. In other words, researches on habit formation towards different language skills demonstrate that habit formation increases the acquisition of a foreign language. Thus, it is important to apply the systematic learning Language Mentoring principle to increase the acquisition of English as a foreign language in different contexts and educational settings.

1.2 English speaking skill

Approximately 1.75 billion people speak the English language at a useful level worldwide, a quarter of the world's population, and by 2020, two billion people will be using it or learning to use it. This is the language of communications, science, information, technology, business, entertainment, and diplomacy (British Council, 2013). From this perspective, English is the world's common language; according to the British Council (2013), two qualities have been crucial in the evolutionary rise of English: momentum and adaptability. The momentum was originally provided by the political, military, religious, and merchant classes and its adaptability joining

contributions from a thousand years adapting and absorbing vocabulary from elsewhere.

In the globalization process, the English language continues and has intensified today; it has led to diverse "Englishes", slightly different not from "standard" English, but from each another (British Council, 2013). Despite the differences among its variations, there are a group of skills that cannot be separated from this language, those are receptive skills: reading and listening; and productive skills: writing and speaking. In what follows, it is presented a brief literature review about the speaking skill related to how it is acquired, what knowledge is necessary to its production, what kind of tasks are rehearsing in educational settings, and how this skill is asses in concordance with the main institutions' standards around the world.

1.2.1 The speaking processes

Speaking is an interactive process of constructing meaning, which involves receiving, processing, and producing information (Brown, 2007). According to Nunan (2001), one of the fundamental skills in the English language is speaking, which involves the development of a particular type of communication skill that involves four main processes: conceptualization, formulation, articulation, and self-monitoring. Conceptualization refers to planning the message content. The formulation phase finds the word and phrases to express the meaning; it also prepares the sound patterns of the words to be used. The articulation stage involves the motor control of the articulatory of the organs; in English: the tongue, lips, teeth, alveolar palate, velum, glottis, mouth cavity, and breath. The last process self-monitoring is concerned with the language users being able to identify and self-correct mistakes (Nunan, 2001). It is important to point out that all this happens quick and to be succeeding, depends on automation.

The previous paragraph addresses us to know that speaking is a complex process that involves a command of certain skills and several types of knowledge. According to Thornbury (2005), speech production takes place in real-time and it is therefore linear. It means that utterances follow utterances at the moment people are talking.

Speech production is planned, and it happens spontaneously. According to this author, the speech process also accounts for at least three stages: conceptualization, formulation, articulation, during which the speaker is also engaged in self-monitoring and repair with some degree of automaticity along these stages. Therefore, it is critical to consider the factors that influence the speaking process of a second language such as linguistic knowledge and extralinguistic knowledge. In what follows, it presents a brief explanation of these components.

1.2.2 Speaking Knowledge

Speaking knowledge comprises several linguistic and extralinguistic factors that are the foundation of competent second-language speakers, these factors can be affected by different speech conditions. According to Thornbury (2005), the speaking knowledge can be categorized as features of the language (linguistic knowledge) and knowledge that is independent of language (Extralinguistic knowledge). The types of Extralinguistic knowledge that affect speaking include cultural Knowledge, Knowledge of the content, and socio-cultural knowledge. On the other hand, linguistic knowledge includes genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary, and phonology (Thornbury, 2005). Thus, it means that to speak a foreign language the brain and the body need to evoke several articulated functions and competences.

Researchers have identified several factors that play an important role in determining the degree of fluency that is achievable. According to Thornbury (2005), there are four categories of these conditions: cognitive, affective, performance, and physiological factors. Cognitive factors include familiarity with the topic, the genre, the interlocutors, and processing demands. In other words, if the topics are more familiar, the interaction frequency with interlocutor is higher and if tasks are easier to perform, the speaker is more fluent.

Besides, affective factors such as feelings towards the topic and/ or the participants, and self-consciousness are crucial conditions in speaking performance. For example, if people are well disposed to the topic they are talking about, and/ or to the participants, the easier it is likely to be. Performance factors include the mode: speaking face to face or by telephone, for example; the degree of collaboration such as individual or group participation; discourse control, planning and rehearsing time, time pressure, and environmental conditions as well. The last category corresponds to physiological factors such as tiredness, introversion, and extroversion (Thornbury, 2005). All these conditions can affect positively or negatively the speaking performance according to each individual's circumstance.

Alternatively, Celce-Murcia (2014), consider that there are four factors of a competent second language speaker: fluency, accuracy, appropriacy, and authenticity. Accuracy is conforming to the language itself, whereas fluency refers to operating the language quickly. Both accuracy and fluency are essential for successful oral communication. According to Brown (2007), teaching methodology might concern recommendations for a balanced approach to fluency and accuracy. Thus, in a setting where speaking activities are limited as in teaching English as a foreign language, strategies must be applied coordinately between accuracy and fluency.

Subsequently, appropriacy refers to sociocultural context or pragmatics. For speakers of English as a foreign language, it is not enough to be accurate and fluent, the need also to be competent socially and culturally (Celce-Murcia, Brinton, & Snow, 2014). It means that learners must consider factors such as politeness, register, directness, and formality. Additionally, speakers of English as a foreign language must show certain patterns of authenticity as well.

1.2.3 Types of Speaking Task

Speaking tasks are activities that involve speakers in using the language for achieving a particular goal or aim in a particular speaking situation (Luoma, 2009).

When designing speaking tasks, it is useful to distinguish between 'pedagogic' or 'language-focused' tasks, which are created specifically for certain types of language use, often to enable learning or assessment, and 'real-life' or 'target' tasks, which simulate language use outside the classroom (Nunan, 1989). Thus, in teaching English as a foreign language context, it is important to have as much contact as possible with the different kinds of tasks to promote the target language acquisition and to prepare learners for standardized assessment.

Researches argue that there are several types of speaking tasks, according to Bygate (1987) there are factually oriented talk tasks and evaluative talk tasks, the first one category includes description, narration, instruction, and comparison; whereas evaluative talk tasks correspond to explanation, justification, prediction, and decision. These kinds of tasks are closed similar to the states by the Common European Framework of Reference, which divides functional competence into two categories: macro and micro functions. Macro functions correspond to chunks of spoken or written language serving the same functional purpose, such as description, narration, commentary, explanation, and demonstration. Micro functions refer to individual actions, which are often completed in an interaction scheme, such as inviting, apologizing, or thanking (Council of Europe, 2001: 125). Therefore, the broader the tasks students are exposure, the better learners perform at speaking.

1.2.4. Assessing Speaking

The term assessment refers to a range of ways of collecting information on a learner's language ability or performance (Carter & Nunan, 2001). Assessing speaking is special because of its interactive nature mostly in teaching English as a foreign language it is often tested in live interaction. Nevertheless, there are other formats of assessing speaking, such as tape recording, video recording, and video conference and by cellphone based. Moreover, there is some variability in the rating process because it involves human raters. Therefore, certain procedures are needed to ensure the reliability and validity of the scores (Luoma, 2009).

The development and use of speaking assessment is a cyclical process, it begins from a need of speaking scores and concludes with the use of the scores for this purpose. From this perspective, there is a test development process and two stages of the testing process, whereby the test is first administered and then scored. The administration is an interaction between the examinees and the interlocutor or other examinees to complete the tasks. The rating process is the interaction between the raters, the criteria, and the performances (Luoma, 2009).

Speaking scores have to be dependable, fair, and useful for the intended purposes, to fulfill these requirements there are some principles of language assessment that experts and professional teaching practitioners consider. In this context, according to Luoma (2009), specialists use technical qualities such as reliability and validity. Reliability refers to the consistency of the scores, and validity to their meaningfulness for the intended uses. Moreover, the test needs to be practical in terms of the resources required for its management.

The management of the speaking test depends on several factors such as the approaches of assessing, the skills that are integrated, and the test mode. According to Luoma (2009), there are two approaches to assess speaking construct-based and task-based assessment of speaking. The first approach refers to testing the speaker language ability in a broad sense, it primarily focuses on the construct of the language ability. On the other hand, the task-based refers to the use of tasks and language-use contexts as the first level of categorization, it is used mainly in professional contexts (Luoma, 2009). In secondary education, practitioners in second language assessment frequently use the construct-based approach of assessing.

Furthermore, a speaking test can differ one from another depending on the skills that it concentrates, it can be integrated or stand-alone; and the test mode such as live or taped-based. When a speaking test concentrates on other skills such as listening or reading, it is called an integrated test and when it is based just on speaking skills it is called stand-alone (Luoma, 2009). Live testing is two-directional. From this

perspective, speaking tests can be a one-to-one interview or paired tasks between examinees and group testing. The most common way of assessing speaking is face-to-face interaction, but there are other alternatives for testing speaking such as by telephone or through teleconferencing. The last one is used when for different circumstances it is impossible to bring the tester and the examinee face-to-face interaction. On the other hand, tape-based speaking testing is one-directional it means that the examinee needs to accommodate to the tape but the tape cannot accommodate to the examinee. In what follows, it is presented some speaking rating scales used by examination boards.

1.2.4.1 Rating scales for assessing speaking.

The series of statements from lowest to the highest speaking scores constitute a rating scale for oral output and interaction. According to Luoma (2009), speaking scores indicate how well the examinees can speak the language being tested. They usually take the form of numbers, but they may also be verbal categories such as excellent or poor. There are different rating scales depending on their main purpose and their target audience; afterward, it is showed the Cambridge B1 Preliminary Assessment Scale (see Table 1), this scale is divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. It is divided into four criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication. Statements for each criterion are provided for bands 1, 3, and 5 and indicated what a candidate is expected to demonstrate in each band (Cambridge English Assessment, 2020). On the other hand, Table 2 shows a rating speaking scale from the International Baccalaureate Organization (IBO) Diploma Programme used to assess learners' individual oral performance, it is divided into four criteria: criterion A (language), criterion B1 (message-stimulus), criterion B2 message-conversation, and criterion C (interaction skill). This rating scale measures candidates' performance from 0-30 available marks. The first criterion is graded up to 12 marks, whereas the others are graded up to 6 marks. To accomplish one of the specific

objectives this study employs the rating scale from the OBI to appraise participants' speaking skill performance (International Baccalaureate Organization, 2018).

Table 1. B1 Preliminary Speaking Assessment Scale

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	Produces extended stretches of language despite some hesitation.	Is intelligible. Intonation is generally appropriate.	Initiates and responds appropriately.
	Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms.	Produces responses which are extended beyond short phrases, despite hesitation.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately.
	Uses a range of appropriate vocabulary when talking about familiar topics.	Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.		Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms.	Produces responses which are characterized by short phrases and frequent hesitation.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty.
	Uses a limited range of appropriate vocabulary to talk about familiar topics.	Repeats information or digresses from the topic.		Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Source: Taken from Cambridge English Assessment (2020)

Table 2. Language ab initio Internal Oral Assessment Scale

Marks	1-3	4-6	7-9	10-12
Criterion A: Language	Command of the language is limited.	Command of the language is partially effective.	Command of the language is mostly effective and accurate.	Command of the language is effective and mostly accurate.
How successfully does the candidate command spoken language?	Vocabulary is rarely appropriate to the task or is often repetitive or formulaic.	Vocabulary is sometimes appropriate to the task.	Vocabulary is appropriate to the task.	Vocabulary is appropriate to the task, and varied.
• To what extent is the vocabulary appropriate and varied?	Limited basic grammatical structures are used.	Basic grammatical structures are used.	A variety of basic grammatical structures is used, with some attempts to use more complex structures.	A variety of basic and more complex grammatical structures is used effectively.
• To what extent are the grammatical structures varied?	Language contains errors in basic structures. Errors consistently interfere with communication.	Language contains errors in basic structures. Errors interfere with communication.	Language is mostly accurate in basic structures, but errors occur in more complex structures. Errors rarely interfere with communication.	Language is mostly accurate. Occasional errors are minor and do not interfere with communication.
• To what extent does the accuracy of the language contribute to effective communication?	Recurrent mispronunciations and imprecision in intonation interfere with communication.	Pronunciation is sometimes unclear and obviously influenced by other language(s).	Pronunciation and intonation are influenced by other language(s), but do not interfere with communication.	Pronunciation and intonation are generally consistent and clear, and facilitate communication.
• To what extent do pronunciation and intonation affect communication?		Imprecision in intonation may interfere with communication.		
Marks	1-2	3-4	5-6	
Criterion B1: Message-Stimulus	The presentation is mostly irrelevant to the stimulus.	The presentation is mostly relevant to the stimulus.	The presentation is consistently relevant to the stimulus and draws on explicit and implicit details.	
How relevant are the ideas to the selected stimulus?	The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete.	With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus.	The presentation provides both descriptions and personal interpretations relating to the stimulus.	
• How well does the candidate engage with the stimulus in the presentation?				
• How well are the ideas linked to the target culture(s)?	The presentation is not clearly linked to the target culture(s).	The presentation is mostly linked to the target culture(s).	The presentation makes clear links to the target culture(s).	
Criterion B2: Message-Conversation	The candidate consistently struggles to address the questions.	The candidate's responses are mostly relevant to the questions.	The candidate's responses are consistently relevant to the questions and show some development.	
How relevant are the ideas in the conversation?	Some responses are appropriate and are rarely developed.	Most responses are appropriate and some are developed.	Responses are consistently appropriate and developed.	

<ul style="list-style-type: none"> • How appropriately and thoroughly does the candidate respond to the questions in the conversation? • To what depth are the questions answered? 	Responses are limited in scope and depth.	Responses are mostly broad in scope and depth.	Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.
Marks	1-2	3-4	5-6
Criterion C: interactive skills- Conversation	Comprehension and interaction are limited.	Comprehension and interaction are mostly sustained.	Comprehension and interaction are consistently sustained.
To what extent does the candidate understand and interact?	The candidate provides limited responses in the target language.	The candidate provides responses in the target language and mostly demonstrates comprehension.	The candidate provides responses in the target language and demonstrates comprehension.
• How well can the candidate express ideas?	Participation is limited. Most questions must be repeated and/or rephrased.	Participation is mostly sustained.	Participation is sustained with some independent contributions.
• How well can the candidate maintain a conversation?			

Source: Taken from International Baccalaureate Organization (2018)

CHAPTER II. METHODOLOGY

2.1 Research Approach

This research is based on a quali-quantitative paradigm, it applies a mixed approach since there was the need to analyze and contrast correlated information and realities obtained from the qualitative variable (Language Mentoring) that served to clarify and extend the quantitative variable data (English speaking skill). The level of this research was applicative because it evaluated the influence of the independent variable into the dependent variable. The design of the investigation used in this research was pre-experimental, whereby there was the application of pretests and posttests before and after the intervention phase to each participant. The results from before and after the twelve-week intervention phase let make a longitudinal comparison between the pretest post-test collected data.

2.1.1 Quantitative Research

The results of the pretest and posttest were analytical scored using the standardized Individual Oral Assessment Criteria of English ab initio (see appendix 1) taken from the International Baccalaureate Diploma Programme curriculum, which allowed the assessment of students' performance in the English speaking language, message, and interactive conversation skills. This rubric was used before and after Language Mentoring intervention; therefore, the results demonstrated the total scores on a scale from 0 to 30 available marks, of English speaking proficiency before and after the intervention of the independent variable.

2.1.2 Qualitative Research

Qualitative research was necessary to contextualize the data results obtained from quantitative exploration. It was done through the application of a collective questionnaire base on a ten-item Liker scale before and after the intervention phase to compile data about participants' perceptions of the independent variable. The qualitative phase clarified and extend the initial quantitative data phase to create a holistic picture of the phenomenon of interest. The instrument applied in this stage lead to know to what extent the Language Mentoring principles: compelling input and

process, contact and exposure with the target language, systematic learning, and methods taking into account the learners' individual differences were applied before and after the intervention phase. The procedure of this research used the considerations in constructing, calculating attitudinal scores, and analyzing a Liker scale described by Kumar 2011.

2.2 Basic research modality

2.2.1 Field Research

The data was collected from a public managed school called Unidad Educativa "El Chaco" in the District of Education 15D02, province of Napo, in Ecuador. The method to be explained helped to obtain reliable data about Diploma Program learners' speaking performance and the methodology applied during the experimentation phase.

2.2.2 Documentary research

The analyzed content information that supports this study was obtained from different sources such as books, academic papers, journals, and websites closely related to the English language-teaching field. This process nourished the analysis, comparison, and inferences of several theories, approaches, definitions, and concepts about Language Mentoring and the English-speaking acquisition process. The documents examined let have a piece of wide and sharp knowledge about the variables studied in the current research.

2.3 Level of research

2.3.1 Pre-experimental design

Studies that examine association or influence can be experimental, quasi-experimental, and pre-experimental design. This research applied a pre-experimental design, which is generally conducted when researchers have less control over the extraneous variables, there is no random assignment, and there is no control group (Bernal, 2010). Therefore, this study used a pre-experimental

pretest/posttest design to measure the impact of Language Mentoring principles in the development of English speaking skill on the sample, this enables to make a comparison of individual learners' English speaking proficiency before and after the intervention phase and students perceptions before and after implementing Language Mentoring principles as well. In what follows, it is presented the sampling method used in this research.

2.4. Population and Sampling

This study relied on a non-probabilistic convenience sampling to identify students/mentee participants based not only on their availability but also on their appropriateness to the purpose of the research. Participants in the present study included 12 students of a secondary high school in the District of Education 15D02 who were attending the second year of the International Baccalaureate Diploma Programme. On the other hand, the author of this study took part as a teacher/mentor who was aware of the heightened English speaking skill of Diploma Programme learners because of his previous experience with similar groups of students.

2.5 Operationalization of variables



2.5.1 Independent Variable: Language Mentoring.

Table 3. Independent variable: Language Mentoring

Independent Variable: Language Mentoring					
Definition	Categories	Quality Indicator	Items	Techniques	Instruments
Language Learning philosophy that enriches people's language acquisition process focused on the enjoyment of the content, the contact with the target language, and selective methods to be followed systematically.	Principles of language mentoring	-Compelling input and process	1. I find the content of the English speaking activities compelling. a. Agree b. Neutral c. Disagree	Survey	Collective Questionnaire
		-Contact and exposure	2. The English speaking activities in each English lesson are compelling. a. Agree b. Neutral c. Disagree		
		-Systematic Learning	3. I practice English at least four days per week. a. Agree b. Neutral c. Disagree		
		-Methods and techniques	4. I spend more than one hour when I practice English speaking skill. a. Agree b. Neutral c. Disagree		
	Individual learning differences	-Learners Aptitude	5. I practice the English speaking skill at least four days per week. a. Agree b. Neutral c. Disagree		
		-Learning styles	6. I enjoy the English speaking activities that I do at home. a. Agree b. Neutral c. Disagree		
		-Learners Strategies	7. I enjoy the English speaking activities that I do in classes. a. Agree b. Neutral c. Disagree		
		-Motivation	8. The teacher supports, guides, encourages and motivates my English speaking learning process. a. Agree b. Neutral c. Disagree		
			9. I find the instructional material (videos, reading books, magazines, stories, audios, worksheets, etc.) easy to understand. a. Agree b. Neutral c. Disagree		
			10. I participate actively in the English speaking activities. a. Agree b. Neutral c. Disagree		

2.5.2 Dependent Variable: Speaking Skill.

Table 4. Dependent variable: Speaking skill

Dependent variable: Speaking skill						
Definition	Categories	Quality Indicator	Items		Techniques	Instruments
Productive verbal skill of language learning that shows the process to convey information, feelings, and thoughts, through systematic production of verbal utterances and open-ended responses through the development of different micro-skills on the target language.	Speaking communicative competence	Extralinguistic Knowledge -Content Knowledge -Cultural Knowledge -Sociocultural Knowledge Linguistic Knowledge -Genre Knowledge -Discourse knowledge -Pragmatic -Vocabulary -Grammar -Phonology	Supervised preparation time (15 minutes)		Oral Interview	-English ab initio Internal Oral Assessment -English ab initio Internal Oral Assessment' Rubric
			Identities			
			A1	A2		
						
			Part 1: Presentation (1–2 minutes)			
			The student describes the visual stimulus and relates it to the relevant theme and the target culture(s).			
			Part 2: Follow-up prompts discussion (3–4 minutes)			
			Do you like ice cream/hamburgers/junk food? What is your favorite junk food? How often do you have ice cream, snacks, or pizza? How many meals do you usually eat every day? At what times do you usually have those meals? Do you always have dinner in family? Do you prefer to eat at a restaurant or at home? What are some foods that you consider unhealthy? What are some foods that you consider healthy for your body?			
			Part 3: General prompts discussion (3–4 minutes)			
			1. Media Do you like watching movies, series and TV shows or news? What is your favorite movie, series, TV show? Why do you like it?			

What kind of social networks do you like to use? Why?
Do you think that using cellphones in classes is a good idea? Why do you think about this?

2. Environment

Do you recycle?
What are some things that you recycle?
How often is garbage collected in your neighborhood?
What can you do to help the environment?

3. Physical health

Do you think you have a healthy lifestyle?
Do you think it is more important for you to eat healthy or tasty food?
What are the most effective ways to lose weight?
Do you think diets are useful or not?

4. Holidays

Have you ever gone to the beach?
Do you like the beach? Why yes or why not?
What are some activities that people do at the beach?
Have you ever gone surfing, snorkeling, or kayaking?

2.6 Data Collection Plan

2.6.1 Techniques and instruments

This study focused on two techniques of primary sources for data collection in, the first technique applied in this work was a survey with a collective questionnaire as an instrument; synchronously, an oral interview technique was administered with the English ab initio Internal Oral Assessment as the instrument of data collection correspondently. Initially, to ensure a high response rate and to provide respondent assistance a ten-item survey Likert scale questionnaire was administered collectively (see appendix 2). According to Kumar (2011), administering collectively a questionnaire is the best way to get information from a captive audience such as students in a classroom. This ensures a high response rate and the possibility to explain the purpose, relevance, importance, and clarification of questions that students may have. Therefore, this technique and the instrument mentioned above were applied to all the participants to determine their perception towards the teaching and learning methodology before and after the intervention phase.

Concurrently, and structured oral interview technique was applied to measure learners' English speaking proficiency before and after the intervention phase. It was done taking into account the features of speaking knowledge described by Thornbury (2005), and the standardized English ab initio oral assessment format from the International Baccalaureate Diploma Programme 2020 as the instrument of data collection (see appendix 1). This technique was applied to all the participants through a pretest and a posttest considering the guidelines management of the Individual oral assessment for Language ab initio (see appendix 7). This guideline provides a standardized format and procedure for assessing Diploma Programme learners.

2.6.2 Data Collection Procedure

The data collection of this study consisted of three stages: pretest, intervention, and posttest. The first stage was divided into two parts: an initial ten-item survey Likert scale collective questionnaire used to identify learners' perceptions about the

teaching and learning process applied before and after the intervention phase; the pretest consisted in the individual assessment of the English speaking skill to all the 12 participants in this study. The pretest assessing process was carried out considering the individual oral assessment criteria of English ab initio for Diploma Programme learners, (see appendix 1). It led to the measurement of how successfully does the candidate command spoken language, how relevant are the ideas to the selected stimulus, how relevant are the students' ideas in the conversation, and to what extent does the candidate understand and interact in the target language. The accomplishment of this process was done taking into consideration the Management of the oral individual oral assessment guidelines (see appendix 7).

The intervention stage was carried out once all participants were appraised in their speaking skill proficiency. This stage started the second term of the school year 2019-2020 after getting the authorization from the District of Education 15D02 to conduct this study (see appendix 3), this intervention last from 28 February 2020 to 22 June 2020, 12 weeks in total. It comprised one virtual weekly meeting through Zoom and Jitsi Meet platform. The mentoring intervention was held every Tuesday from 9 a.m. to 11 a.m. Every virtual meeting consisted of two engaging speaking games to warm up students' participation such as tongue twisters, puzzles, spelling chains, and spot the differences. Then a conversation was held to talk about their achievements, difficulties, and commitments in the English language learning process. Next, general feedback about learners' home activities performed during the previous week was given to improve their English proficiency. After that, to rehearse the speaking skill techniques such as role-playing, picture description, speed dating, video telling, mingle activities, and discussions were adapted virtually to afford student-talking time within an active participation environment. Finally, students were encouraged to keep practicing their English skills at home, especially their speaking skill through the recording of videos and audios with the duration between one and two minutes, twice a week on the Flipgrid platform and recordings apps; some examples of the topics recorded by learners are shown in appendix 4.

Moreover, to complement the acquisition process of English as a foreign language, participants were encouraged to have exposure to listening compelling input to increase their listening comprehension through systematic practice on the iSLCollective platform (see appendix 4). They were also elicited to practice their listening comprehension with short audios and videos with topics related to their interest every weekday.

Considering that Language Mentoring hasn't been applied before in teaching English as a foreign language in the studied population, the researcher performed the role of mentor based on his English language skills, teaching skills, and knowledge of Language Mentoring principles. During the sessions, the mentor was responsible for guiding learners in the English learning path, support learners to face difficulties in the target language learning process, provide feedback, facilitate the speaking process and speaking knowledge, and overall motivate, encourage and inspire participants. Moreover, second-year Diploma Programme learners performed the role of mentees during the twelve-week duration of this intervention phase. The role of mentees was to participate actively and systematically in all the activities proposed during the virtual meetings and the ones proposed to rehearse their English skills during the week.

On the other hand, in terms of instructional materials, the use of several videos and audios from YouTube channel, iSLCollective, English Listening Lesson Library Online (ELLLO) were necessary to provide audiovisual compelling input in the target language. Moreover, to rehearse the speaking skill the use Flidgrip platform, English Central website, voice, and video recording websites were implemented as well to rehearse oral output and speaking interaction. Besides, extensive reading of graded books according to students' selection and level of proficiency were used as complementary material to increase the acquisition of vocabulary and practice of grammatical structure patterns necessary to produce the spoken target language. The last stage was also divided into two parts: a final ten-item survey collective questionnaire used two identify learners' perceptions about the teaching and

learning methodology applied during the intervention phase; and a posttest necessary to make a longitudinal comparison and analysis contrast with the pretest learners English speaking performance. The posttest also consisted of the individual assessment of the English speaking skill to all the 12 participants in this study. Similarly, to the pretest, the posttest assessing process was carried out considering the individual oral assessment criteria of English ab inito for Diploma Programme learners (see appendix 1). The accomplishment of this process was also completed taking into consideration the Management of the oral individual assessment guidelines (see appendix 2).

CHAPTER III. ANALYSIS OF RESULTS

3.1 Analysis of results

The current investigation applied a pre-experimental pretest/posttest to one group design to measure participants' English speaking skill proficiency, and a survey collective questionnaire that consisted of ten Likert type items was used to appraise students' perceptions towards the methodology applied before and during the intervention phase. First, all the participants were tested before and after the intervention phase to measure their English speaking skill proficiency based on the individual oral assessment for the component English ab initio from the International Baccalaureate Diploma Programme (see appendix 1). Participants were also surveyed through a collective questionnaire to get qualitative data about their perception of the methodology applied before and during the intervention phase (see appendix 6). In what follows, you can observe the quantitative analysis of the results that were processed employing the Statistical Package for the Social Sciences (SPSS), through the implementation of the non-parametric Wilcoxon signed-rank test that according to Lind, Marchal, & Wathen (2008), it is used to compare two repeated measurements on a single sample. This non-parametric test provides descriptive statistics such as the mean, minimum and maximum values; and inferential statistics such as negative and positive ranks, mean rank, the sum of ranks, and statistics of contrast that helped to analyze and interpreted the results. Additionally, the survey based on a Likert scale collective questionnaire was also analyzed with the SPSS software, and it provided descriptive statistics that support the quantitative data results. The following data is divided into two sections; first, it is presented quantitative analyzes of the data gotten from the pretest and posttest divided into descriptive statistics analysis and inferential statics analysis. Follow by a qualitative holistic analysis of the data gotten from the collective questionnaire applied to all participants.

3.1.1 Pretest and posttest results analysis

3.1.1.1 Descriptive statistics analysis.

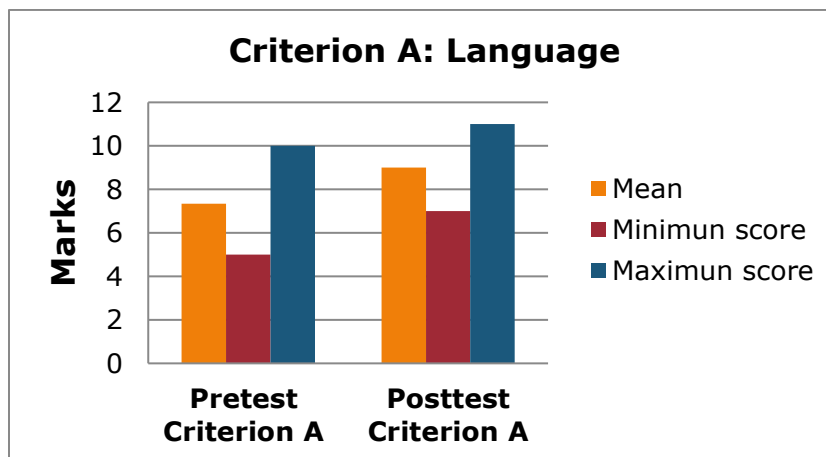


Figure 1. Descriptive statistics of criterion A: Language

Analysis

Based on the results showed above, the score mean gotten by the 12 participants in Criterion A of the pretest was 7.33 where the minimum score gained by the participants was 5 out of 12 and the maximum was 10. On the other hand, the score mean in Criterion A of the posttest was 9.00 whereby the minimum score was 7 out of 12 and the maximum was 11.

Interpretation

As you can see in Table 3, there is a significant difference between the mean of the pretest and the posttest in Criterion A, which refers to how successful does the participant command spoken language. The posttest results indicate that participants' command of the language is mostly effective and accurate. The candidates expand more their vocabulary, and the use of a variety of basic grammatical structures with some attempts to use more complex grammatical structures; language was mostly accurate in basic structures, but some errors occur in complex structures, the pronunciation and intonation were influenced by the target language, but it did not interfere with communication. The improvement in this criterion was because of implementing techniques based on Language Mentoring principles, such as the systematic exposure to the target language through compelling input that allows the acquisition of a varied vocabulary and grammatical structures that contribute to effective communication.

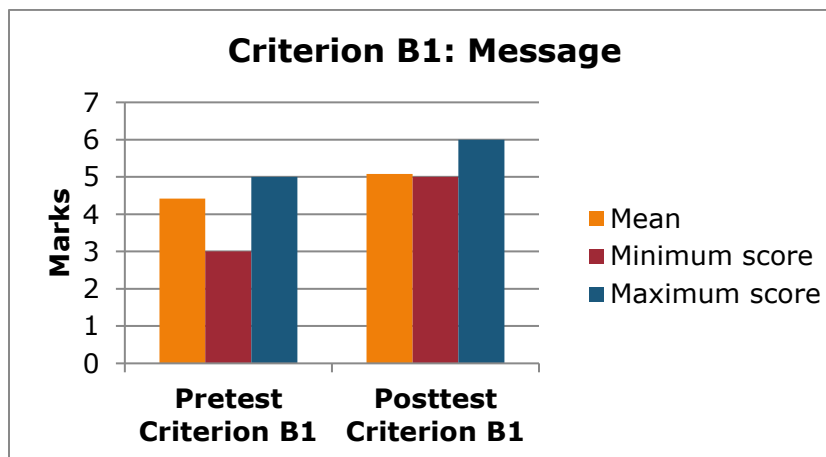


Figure 2. Descriptive statistics of criterion B1: Message-Stimulus

Analysis

The results of the pretest criterion B1 show a score mean of 4.41 out of 6 available marks whereby the minimum score was 3 out of 6, and the maximum was 5. Otherwise, the score mean of the posttest in the same criterion display 5.08 whereby the minimum score was 5 out 6 and the maximum was 6.

Interpretation

The results of the pretest in Criterion B1 which refers to the message about the stimulus differed slightly from the posttest results. In the pretest, the presentation was mostly relevant to the stimulus; there was a focus on explicit details, and the candidates provided descriptions and basic personal information relating to the stimulus. On the other hand, after the intervention phase, the participants provided a better presentation and interpretation of the stimuli and the presentation made a clearer link to the target culture. Candidates elaborated relevant ideas to the selected stimulus and were more engaged with it during the presentation. The improvement in this criterion was due to the application of Language Mentoring techniques based on compelling input and process, because learners were more engaged to the target language through fun, interesting, and meaningful content and activities according to their proficiency language level and their individual differences.

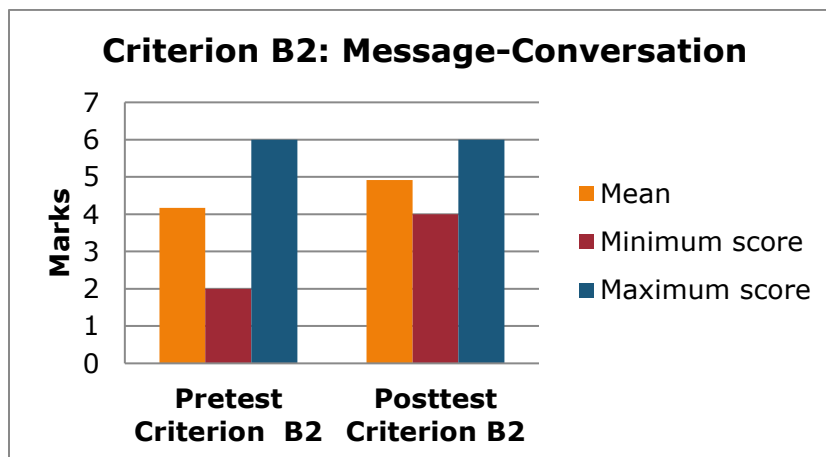


Figure 3. Descriptive statistics of criterion B2: Message-Conversation

Analysis

The results of the pretest in criterion B2 indicate a score mean of 4.16 out of 6 available marks whereby the minimum score was 2, and the maximum was 6. Contrarily, the results of the posttest in the criterion B2 show a score mean of 4.91 out of 6 available marks where 4 was the minimum score and 6 was the maximum.

Interpretation

The results of the pretest in the criterion B2 that refers to the message of the conversation about different topics differed somewhat from the posttest in the same criterion. It means that after the intervention phase, learners' responses were more consistently appropriate and developed. Moreover, participants' responses were broader in scope and depth, including personal interpretations and attempts to engage the interlocutor. This development was due to the implementation of Language Mentoring principles through several techniques in the intervention phase such as video telling, speaking games, picture descriptions, discussion, mingle activities, and role-plays that helped to reduce participants' the affective filter and enhance them to practice their conversation skills with other participants during the mentoring meetings. Furthermore, the systematic learning applied by the participants at home evoked to some extends more accuracy and fluency when they responded and developed their answers in the conversation stage.

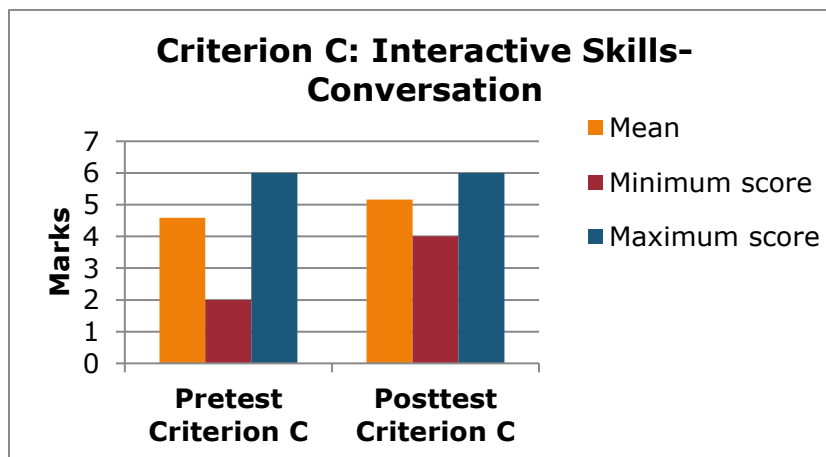


Figure 4. Descriptive statistics of criterion C: Interactive skills-Conversation

Analysis

The results of the pretest in criterion C reveal a score mean of 4.58 out of 6 available marks whereby the minimum score was 2 and the maximum was 6. On the contrary, the results of the posttest in criterion C show a score mean of 5.16 where the minimum score was 4, and the maximum was 6.

Interpretation

The result of the pretest in Criterion C that refers to the use of interactive skills in the conversation stage was moderately distinct from the posttest in the same criterion. In the pretest, candidates responded in the target language and mostly demonstrated comprehension, and their participation is mostly sustained. On the other hand, after the intervention phase, students' comprehension and interaction increase, and their participation was sustained with more independent contributions as well. This improvement was for the implementation of techniques based on the principles of Language Mentoring, especially the amount of time that they practice their listening skill through compelling input such as videos related to topics of their interest. Moreover, the systematic practice with several activities through virtual platforms such as Flipgrid led students to rehearse their speaking skill.

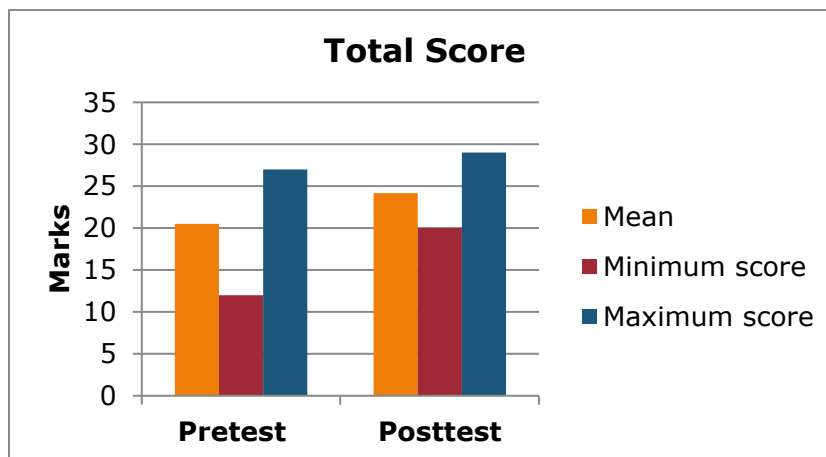


Figure 5. Descriptive statistics total score

Analysis

The results of the total score in the pretest show a mean score of 20.50 out of 30 available marks whereby the minimum score was 12, and the maximum was 27. On the other hand, the mean total score in the posttest was 24.16 out of 30 available marks where the minimum score was 20 and the maximum score was 29.

Interpretation

The mean total score in the pretest reveals that learners' performance needs an urgent improvement in the command of the language, the ideas conveyed to the selected stimulus, and the conversation skills to increase their English speaking level of proficiency and to reach all the available marks in the individual oral assessment as well. In contrast, the mean total score in the posttest after the intervention phase reports significant improvement in all the criteria of the English ab initio individual oral assessment (Language, Message-Stimulus, Message-Conversation, and Interactive Skills-Conversation). The significant improvement of the speaking skill was due to the application of techniques based on Language Mentoring principles that support the systematic contact with the target language through compelling input and process focus on students' individual differences.

3.1.1.2 Inferential statistics analysis.

Table 5. Wilcoxon signed-rank test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest Criterion A – Pretest Criterion A	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	12 ^b	6,50	78,00
	Ties	0 ^c		
	Total	12		
Posttest Criterion B – Pretest Criterion B	Negative Ranks	0 ^d	,00	,00
	Positive Ranks	6 ^e	3,50	21,00
	Ties	6 ^f		
	Total	12		
Posttest Criterion B1 – Pretest Criterion B1	Negative Ranks	0 ^g	,00	,00
	Positive Ranks	7 ^h	4,00	28,00
	Ties	5 ⁱ		
	Total	12		
Posttest Criterion C – Pretest Criterion C	Negative Ranks	0 ^j	,00	,00
	Positive Ranks	6 ^k	3,50	21,00
	Ties	6 ^l		
	Total	12		
POSTTEST TOTAL – PRETEST TOTAL	Negative Ranks	0 ^m	,00	,00
	Positive Ranks	12 ⁿ	6,50	78,00
	Ties	0 ^o		
	Total	12		

Source: Self-made

Table 6. Statistics of contrast

Statistics of contrasts ^b					
	Posttest Criterion A – Pretest Criterion A	Posttest Criterion B1 – Pretest Criterion B1	Posttest Criterion B2 – Pretest Criterion B2	Posttest Criterion C – Pretest Criterion C	Posttest Total score – Pretest Total score
Z	-3,134 ^a	-2,271 ^a	-2,460 ^a	-2,333 ^a	-3,074 ^a
Sig. asymptotic. (bilateral)	,002	,023	,014	,020	,002

a. Based on negative ranks.

b. Wilcoxon signed-rank test.

Source: Self-made

Analysis

The associated probability value of every criterion calculated with the Wilcoxon signed-rank test: criterion A (,002); criterion B1 (,023); criterion B2 (,014); criterion C (,020) and the total score (,002), are under ($p < 0,05$) of significance.

Interpretation

The results of Table 9 indicate that the levels of significance of each criterion and the total score are lower than the p-value. It means that statistically there is enough evidence to accept the idea to defend because there are significant differences between the pretest and posttest in the entire evaluated criteria after the intervention phase. In other words, the implementation of Language Mentoring principles increases the development of English speaking skill in Diploma Programme learners.

3.1.2 Collective questionnaire results analysis of Language Mentoring.

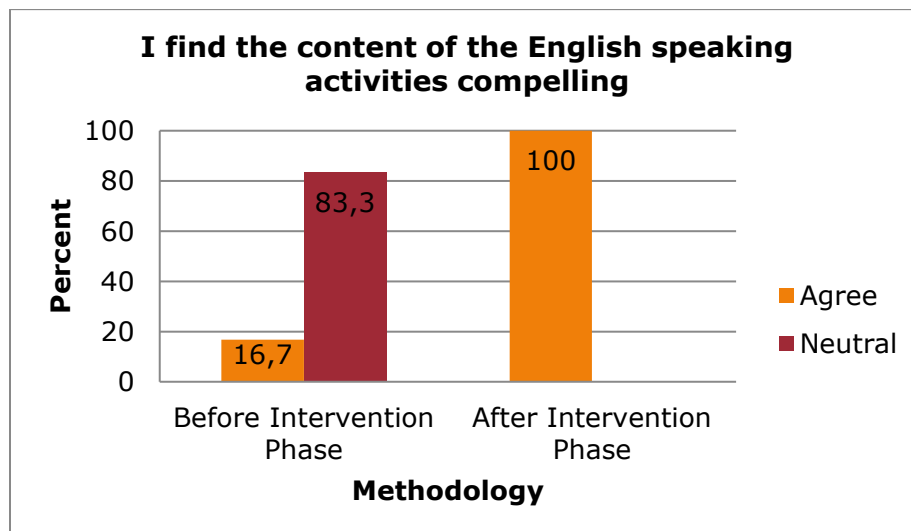


Figure 6. I find the content of the English speaking activities compelling.

Analysis

Before the implementation of Language Mentoring principles, 83.3% of participants were Neutral about whether the content of the English Speaking activities was

compelling or not for them. On the other hand, after the intervention phase, 100% of participants found the content of the English speaking activities compelling.

Interpretation

Before the implementation of Language Mentoring principles, most of the learners didn't find the content of the speaking activities compelling for them, it could be due to the lack of input with relevant content to students' interest. Contrarily, after the intervention phase, all learners' agreed that the content of the English speaking activities was compelling; it was due to the implementation of comprehensible, interesting, and meaningful input in the target language that led to the increasing of students' vocabulary language acquisition process.

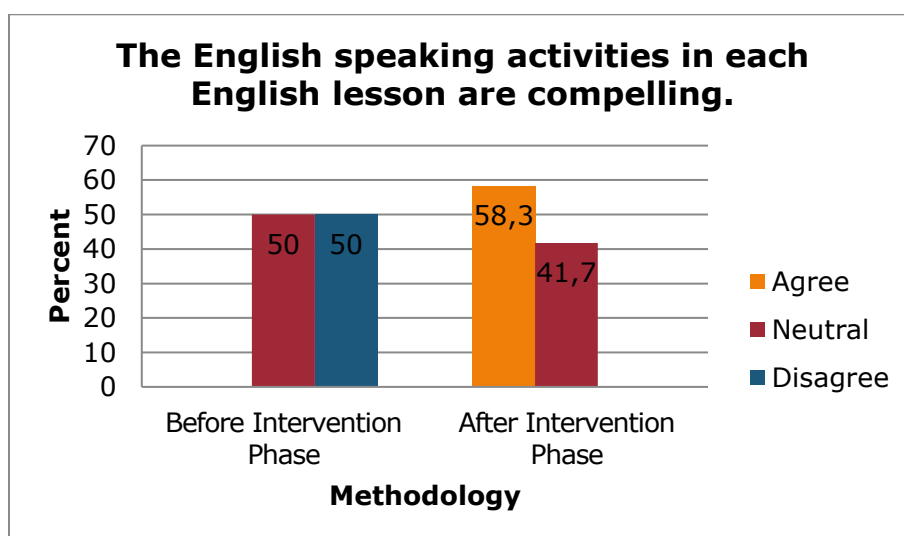


Figure 7. *The English speaking activities in each English lesson are compelling.*

Analysis

Before the intervention phase, 50% of participants argued that the speaking activities in each lesson were not compelling and the other 50% percent were Neutral about this issue. Contrarily, after the intervention phase, 58.3 agreed that the English speaking activities in each English lesson were compelling and 41.7% were Neutral about it.

Interpretation

The data revealed that participants did not perceive English speaking activities as compelling before the implementation of Language Mentoring. On the other hand, after the intervention phase, most of the learners stated that the English speaking activities in each lesson were compelling. This phenomenon can be explained because during the intervention phase the use of comprehensible, interesting, and meaningful activities were applied to increase students' active participation and engagement in the foreign language acquisition process.

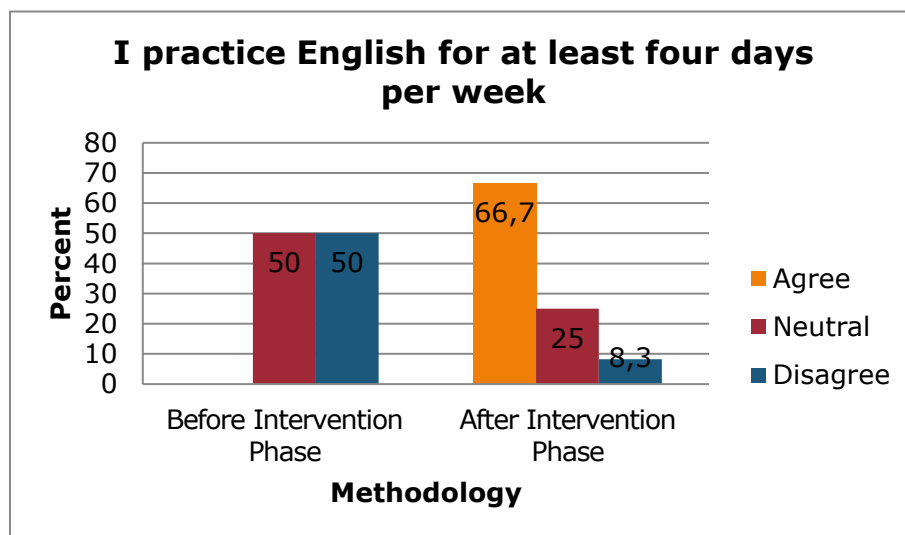


Figure 8. I practice English for at least four days per week.

Analysis

Before the Language Mentoring intervention, 50% of participants declared that they did not use to practice English at least four days a week, and the same percentage of respondents were also Neutral about this issue. Slightly differently, after the intervention phase, 66.7% agreed in this regular practice and 25% were Neutral whether they practice the English language at least four days a week.

Interpretation

Survey data showed that before the implementation of Language Mentoring most learners didn't practice the English language at least four days per week. On the

other hand, after the intervention phase, there was an increasing number of students that argued to practice English at least four days per week. It was due to the implementation of a learning system principle of Language Mentoring, which led to the systematic practice of the English language as a habit formation.

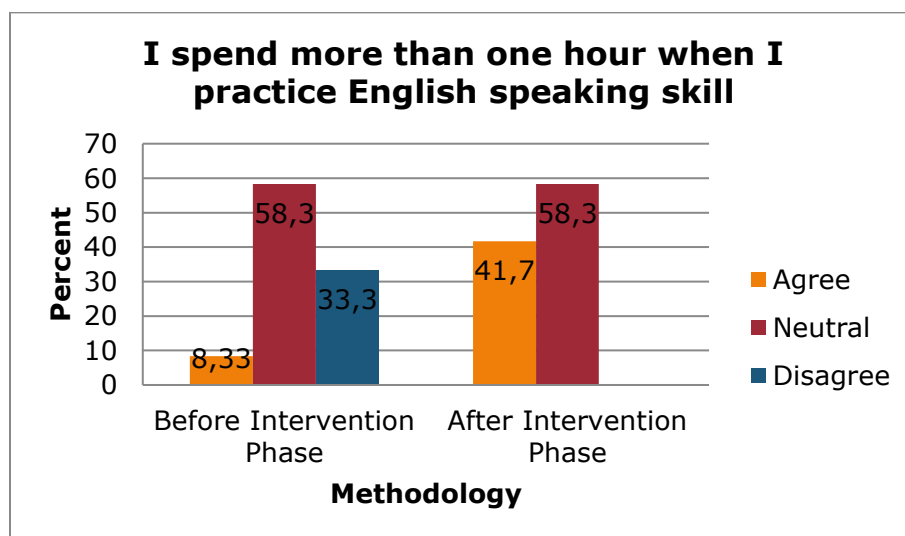


Figure 9. *I spend more than one hour when I practice English speaking skill.*

Analysis

Before the Language Mentoring intervention, 58.3% of participants were Neutral about if they spend over one hour when they practice English speaking skill, 33.33% disagree with this statement and 8.33 agree with it. After the intervention phase, a similar 53% were neutral about the fact of spending more than one hour when they practice English speaking skill and 41.7% agreed with this statement.

Interpretation

The results showed that before the Language Mentoring intervention, most of the learners did not spend more than one hour when they practice their English speaking skills. On the other hand, after applying the intervention phase, the numbers of students who practice over one hour when they practice their English-speaking skill increase considerably. This increasing number of times that participants' practice their speaking skill was due to the use of engaging and compelling speaking

activities during the virtual meetings and the encouragement to use different apps, websites, and platforms to promote their oral practice and interaction.

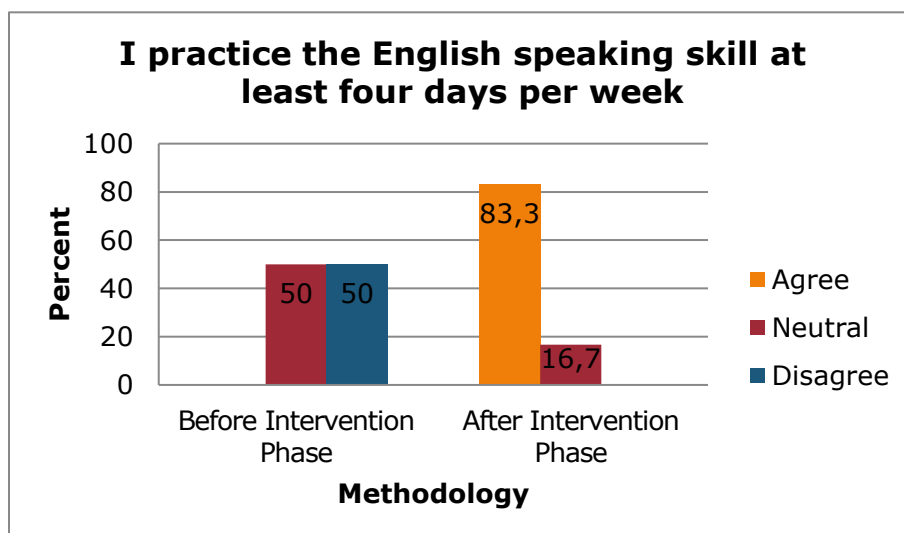


Figure 10. I practice the English speaking skill at least four days per week.

Analysis

Before the Language Mentoring intervention, half percent of the participants answered that they did not practice the English speaking skill at least four days per week and the other half stated that they were Neutral about it. On the other hand, after the intervention phase 83.3% agreed on practicing this English skill most days of the week, and 16.7 claimed that they were Neutral about this statement.

Interpretation

The results showed that before the intervention phase students did not practice the English speaking skill at least four days per week. On the contrary, during the implementation of Language Mentoring, most of the students practiced their English speaking skill most days of the week. It means that students were exposed to produce oral output and interaction with the target language much more time; it demonstrated the implementation of the Language mentoring principles: contact and exposed with the target language that led to the acquisition of English speaking skill.

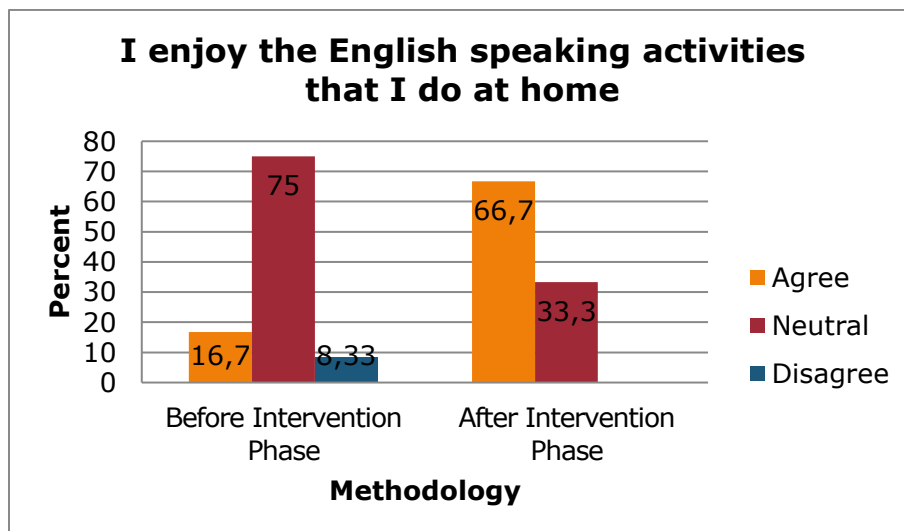


Figure 11. *I enjoy the English speaking activities that I do at home.*

Analysis

Previous to the application of Language Mentoring 75% of participants were Neutral about if they enjoyed the English speaking activities that they did at home, 16.7% agreed on the enjoyment of these activities, and 8.33% disagreed about this fact. On the other hand, after the implementation of Language Mentoring 66.7% of participants claimed that they enjoy the speaking activities they did at home and 33.33 answered neutrally to this issue.

Interpretation

Before Language Mentoring intervention, most learners did not enjoy the English speaking activities that they did at home. Contrarily, during the intervention phase, most of the participants enjoyed the English speaking activities that they did at home. The increasing enjoyment perception towards those activities was because of the application learners centered activities considering their preferences and learning styles. Thus, students enjoyed more the English speaking activities they did at home, and at the same time, it promoted the reduction of learners' affective filter that is necessary for the acquisition of English as a foreign language.

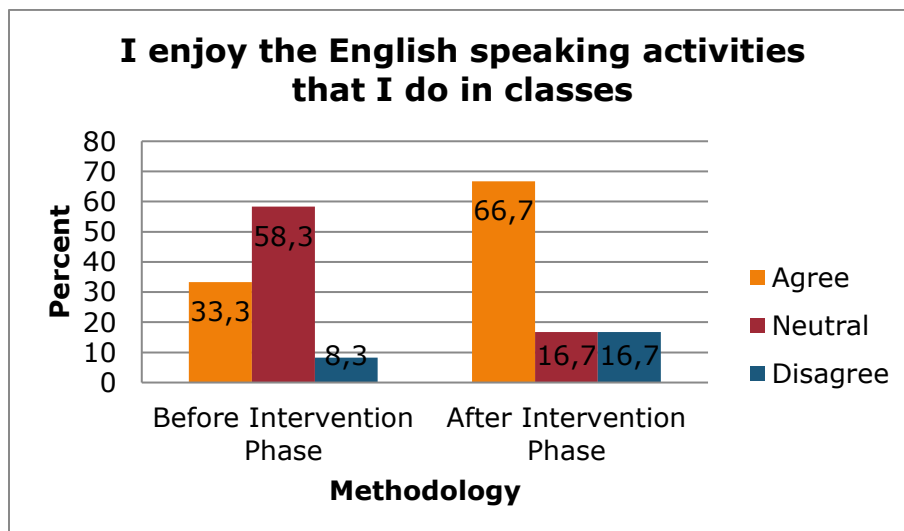


Figure 12. I enjoy the English speaking activities that I do in classes.

Analysis

Previously of the intervention phase, 58.3% of participants were Neutral about if they enjoyed the activities they did in the class, 33.3% expressed agreement with these activities, and 8.3% expressed disagreement about this issue. On the other hand, after the Language mentoring intervention 66.7% of participants enjoyed the English speaking activities they did in classes, 16.7% were Neutral about it, and 16.7% disagreed with this statement.

Interpretation

The results showed that most of the students before the implementation of Language Mentoring didn't enjoy the English speaking activities that they used to do in classes. However, during the intervention phase participants' enjoyment perception increase considerably in favor of the English speaking activities they used to do during the virtual meetings. It also increased student-talking time and reduced learners' affective filter that led to oral production of spoken language in a more relaxed classroom atmosphere.

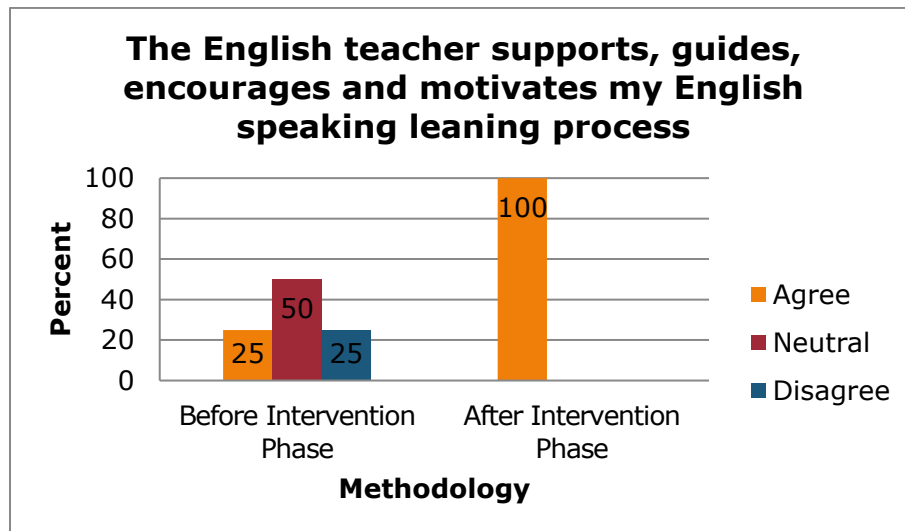


Figure 13. The teacher supports, guides, encourages and motivates my English speaking learning process.

Analysis

Before Language Mentoring 50% of the participants hesitated to affirm if the teacher-supported, guided, encouraged, and motivated their English speaking learning process, 25% of this group agreed with this issue and another 25% disagree about it. Contrarily, after the intervention phase, 100% of participants admitted that the teacher supported, guided, encouraged, and motivated their English speaking learning process.

Interpretation

Data showed that before the intervention phase most of the learners did not feel that their English teacher supported, guided, encouraged, and motivated their English speaking learning process. On the other hand, during the implementation of Language Mentoring, all the participants felt that their English teacher supported, guided, encouraged, and motivated their learning process. This phenomenon can be explained because the teacher's role is not only focused on the communication of information and knowledge per se. In Language Mentoring, the teacher's role focuses on supporting, guiding, encouraging, and motivating learners to acquire the target language.

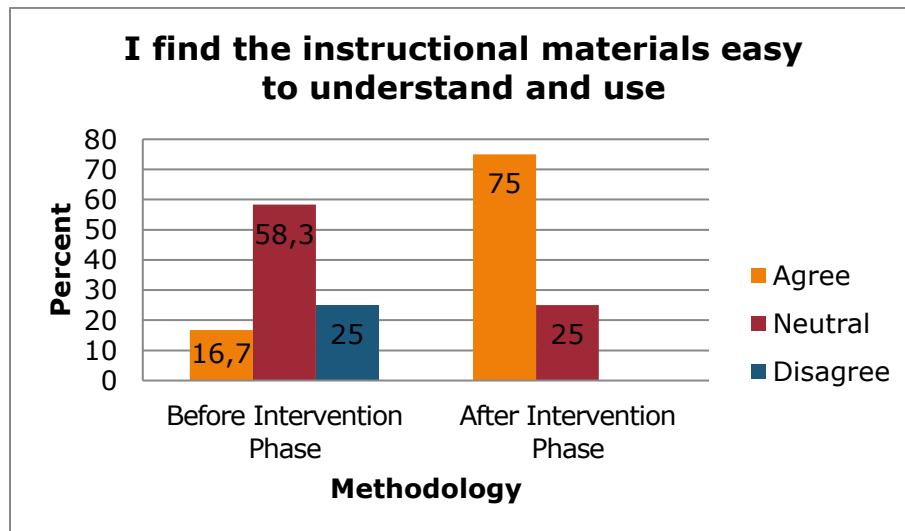


Figure 14. I find the instructional material easy to understand and use.

Analysis

Before the intervention phase, 58.3% of learners were Neutral about if they found the instructional materials easy to understand and use, 25% disagree with this statement, and 16.7 agree about it. On the other hand, after the implementation of Language Mentoring 75% of participants claimed that they found the instructional materials easy to understand and use, and 25% stated Neutrally.

Interpretation

These results demonstrated that before Language Mentoring implementation most of the learners did not find the instructional materials easy to understand and use. Otherwise, during the intervention phase, most of the participants found the instructional materials easy to understand and use. It was due to the implementation of audios, intensive and extensive readings, and videos according to students' accessibility, and proficiency English level. It also can be explained because during the implementation phase scaffolding techniques were applied to improve students listening comprehension, an important part of speaking interaction in the target language.

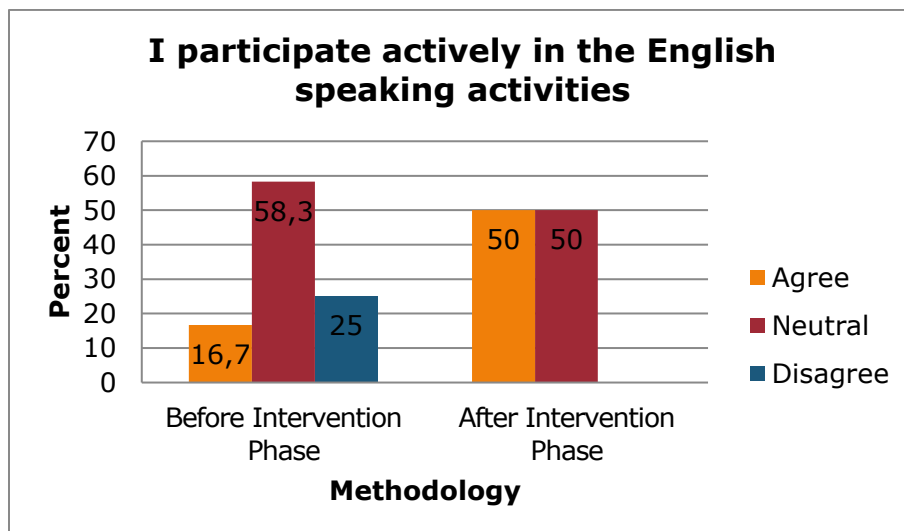


Figure 15. *I participate actively in the English speaking activities.*

Analysis

Before Language Mentoring 58% of participants presented a doubtful attitude about if they participated actively in the English speaking activities, 25% disagree and 16.7% agree on this statement. On the other hand, after the intervention phase, 50% of participants claimed that they participated actively in the English speaking lessons and the other 50% were Neutral about it.

Interpretation

The results showed that before the intervention phase most of the learners did not participate actively in the English speaking activities. Differently, during the implementation of Language Mentoring, the percent of participants' perceptions towards their active participation in the English speaking activities increase significantly. The reasons for this were that students were more encouraged and motivated to participate in the English speaking activities, also the activities were interesting and enjoyable to be performed. Moreover, the reduction of their affective filter influenced positively their oral participation.

CONCLUSIONS

This research summarized the application of Language Mentoring principles in a teacher-to-student format for the development of English speaking skill in Diploma Programme learners. The literature stated that Language Mentoring principles are supported by behaviorism, cognitivism, and socio-constructivism theories of learning. Moreover, evidence demonstrates that Language Mentoring employs important second and foreign language acquisition conceptions such as the comprehensible and affective filter hypotheses from the natural approach, and the output and interaction hypothesis from the interactional approach.

The quantitative contrasted data results between participants' English speaking proficiency pretest and posttest indicated that the implementation of Language Mentoring principles had a statistically positive level of significance in the development of Diploma Programme learners' English speaking performance. In addition, qualitative data revealed that the implementation of Language Mentoring principles also increased the enjoyment of students in the English language learning process, systematic learners' practice as a habit learning formation, constant time exposure with the target language, and active learners' implication in the acquisition of English as a foreign language.

The implementation of Language Mentoring principles in the teacher-to-student scheme has a positive influence on the development of English speaking skill in Diploma Programme learners. Thus, this research briefs the gap in the realm of teaching practice and provides a milestone in the field of teaching English as a foreign language in secondary settings that lead to the development of effective teaching and learning practice.

This study had limited access to a broader sample size to have more control of external results validity and a higher level of evidence; moreover, the Language Mentoring intervention occurred through face-to-face interaction and virtual mentorship.

RECOMMENDATIONS

Practitioners of teaching English as a foreign language must employ techniques and strategies based on Language Mentoring principles to develop speaking skills in Diploma Programme learners.

The field on Language Mentoring in teacher-to-student context in secondary education has been moderately explored. Thus, it is necessary to conduct more research projects to collect firm evidence of the effectiveness of this approach in the development of English language skills.

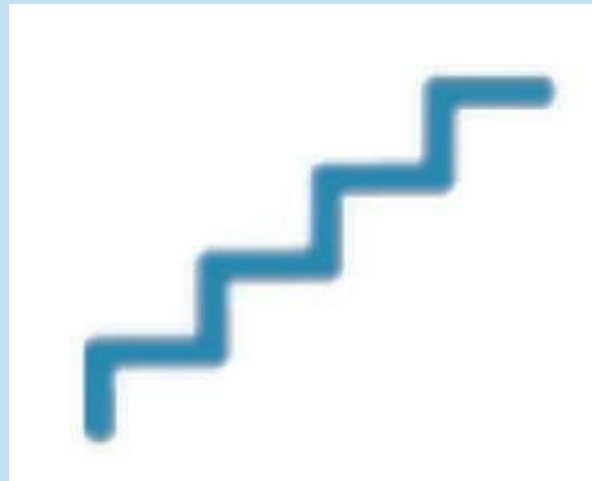
Implement the use of a Language Mentoring Guidebook in Diploma Programme learners that strengthens the development of the spoken language command, the use of relevant ideas to convey a message, and the improvement of comprehension, and interaction skills in the target language.

Socialize with English language practitioners the implementation of Language Mentoring principles through awareness-raising workshops, and apply this approach in the teaching and learning process for the development of English speaking skills in Diploma Programme students and similar learners' populations.

Conduct teacher-to-student scheme Language Mentoring research projects based on pre-experimental and quasi-experimental designs with similar and larger sample sizes to determine the efficacy of this methodology in the development of English speaking skill, writing, reading, and listening as well.

CHAPTER IV. THE PROPOSAL

LANGUAGE MENTORING GUIDEBOOK FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILL IN DIPLOMA PROGRAMME LEARNERS



David Cevallos Sacón

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INTRODUCTION

This Language Mentoring Guidebook can be a supplement to any English ab initio speaking lesson during the preparation of Diploma Programme learners. This guidebook contains a practical procedure about how to apply Language Mentoring principles inside and outside of the classroom to improve the development of English speaking skill. To apply this Language Mentoring guidebook in Teaching English as Foreign Language (TEFL) it is necessary to consider its four principles: Compelling input and process, contact and exposure with the target language, selecting effective methods according to students' individual differences, and the implementation of a learning system. It is important to highlight that these principles of Language Mentoring are based on behaviorism, cognitivism, and social-constructivism theories of learning. Moreover, evidence demonstrates that Language Mentoring employs important second and foreign language acquisition conceptions such as the comprehensible and affective filter hypotheses from the natural approach, and the output and interaction hypothesis from the interactional approach. The first part shows how to implement compelling input and processes; it mainly focuses on learners' individual differences. The second element presents how to have effective contact and exposure to the target language; it concentrates its attention in compelling reading and listening input to expand the acquisition of vocabulary and listening comprehension skills as the first step to produce the spoken language with engaging activities inside and outside of the classroom to promote speaking competence. The third element attempts to explain define the role of the teacher as a mentor, the role of the students as mentees, and the role of instructional materials and tools as key components of the teaching and learning process. Finally, the last segment illustrates how to create a language learning system inside and outside of the classroom and adapt it to teach speaking schedule and lesson. It is imperative to highlight that these principles of Language Mentoring must be implemented synchronically to achieve the desired objectives in every lesson.

LANGUAGE MENTORING GUIDEBOOK FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILL IN DIPLOMA PROGRAMME LEARNERS

5.1 Language Mentoring

Language mentoring is a learning philosophy that enriches people's language acquisition process focused on the enjoyment of the content, the contact with the target language, and selective methods to be followed systematically. This philosophy attempts to support the acquisition of a second or foreign language based on four pillars: compelling input and processes, substantial contact and exposure to the target, selecting a method according to learners' individual differences, and establishment of a learning system as a habit formation. This way of learning a second or a foreign language assumes the behaviorism idea of habit formation as one ingredient of proper second or foreign language learning because it can increase the contact and exposure with the target language. Moreover, this philosophy considers the cognitivist idea of learning a language as the formation of connected knowledge and not only the acquisition of rote ideas. Moreover, the influences of social-constructivism perceptions such as the Scaffolding, the Zone of Proximal Development, and social interaction are elements or effective language learning processes. Furthermore, Language Mentoring employs Second Language Acquisition (SLA) concepts that increase the acquisition of a second or foreign language such as the Comprehensible Input Hypothesis and Affective Filter Hypothesis stated by Stephen Krashen; the Interaction Hypothesis proposed by Michael Long

5.2 Language Mentoring Principles

Language Mentoring principles are variable characteristics of second or foreign language acquisition based on the enjoyment of the content in the target language, substantial contact with it, selection of effective methods according to learners' individual differences, and the establishment of a learning system, that appears to apply to all languages universally.

Compelling Input and Processes

This principle is defined as the use of comprehensible, interesting, and meaningful content and activities in the target language, considering learners' individual differences.

Contact and exposure

The contact and exposure principle of language mentoring suggests that to acquire a foreign or second language the learner must have substantial contact with the target language and a lot of output production in the target language.

Methods based on learners' individual differences

This principle takes into consideration the use of different strategies and techniques that learners can perform based on their individual differences, it promotes the learners' choice of kind of task and materials to use to have comfortable contact with the target language.

Learning system

This principle highlights the necessity of implementing a language learning system through schedules and planning follow as a routine to generate the formation habits of language learning.

5.2.1 How to apply the compelling input and process principle

Generally, young learners do not want to be in class in the first place, and sometimes their minds fly when they are trying to do an activity. However, teen classes can be fun and interesting for both teachers and students if the right input and activity are chosen according to students' interests, needs, and level of proficiency. Choosing the right material and activities are vital for a successful learning environment. Here are some suggestions to have comprehensible, interesting, and meaningful lessons.

- ✓ Make students have a choice about the content, for reading, listening, and speaking activities. For example, students can choose their favorite songs

and videos and present them to the classroom. For reading, learners can choose a novel or a storybook they would like to read.

- ✓ Let students have contact with a variety of texts, provide them access to different materials and tools according to their learning styles such as books, magazines, television series, TV shows, podcasts, websites, learning games, YouTube tutorials, blogs, educative apps.
- ✓ Help students find their learning path to enjoy English and motivate them to be perseverant and persistent.
- ✓ Avoid using content from textbooks that do not fix students' individual differences that do not encourage them to learn effectively.
- ✓ Use a variety of materials, activities, and tools to engage students, focus on the activities students love doing, and master them to improve productivity.

5.2.2 How to have contact and exposure to the language

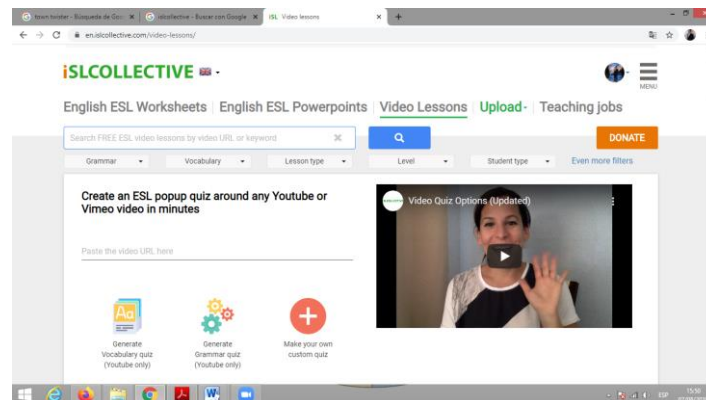
Make students have a lot of contact and exposure with the target language is a challenge for every teacher of English as a foreign language. This challenge can be faced by engaging fun and interesting materials in the target language. Having as much contact as possible with the target language using receptive and productive skills is vital in the language learning process. The following resources are good examples of activities that learners could have access to the language.

How to have contact and exposure through listening?

Listening is the starting point before the speaking process happens. According to Harmer (2007), listening is good for learners' pronunciation, because the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress, and the sounds of both individual words and those which blend in connected speech. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen. The role of the teacher is to find listening texts and materials that best suit students' levels and interests to share with them in classes and out of classes. Because the time of real-life contact with the target language in EFL classes

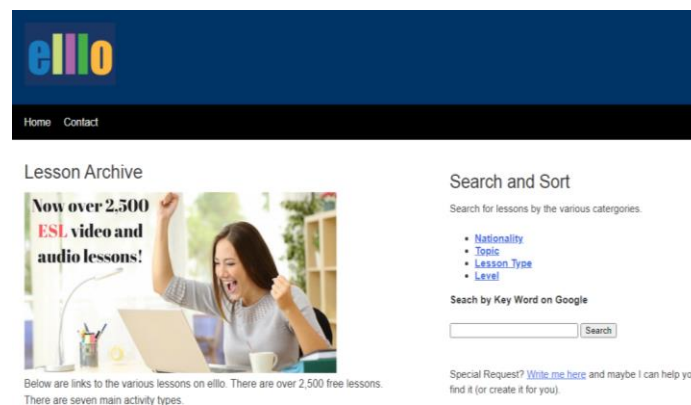
in short, and to learn this receptive skill, it is important to have a lot of contact and exposure to the target language. In what follows, there are some techniques to apply to increase learners' listening comprehension.

iSLCollective Website. It is a free interactive website where language learners can download worksheets, printables, watch engaging videos, and interact with the software. The website provides learners engaging in listening activities that can be assigned and monitored virtually by teachers to increase students' listening practice.



Source: <https://en.islcollective.com/video-lessons/>

Practice with Eillo. This website provides authentic short listening audios and video recordings with their transcription shorted by themes, levels, and speakers' nationalities. It is an effective way to have contact with the target language and raise students' awareness about it. In addition, it includes several genres such as shows, interviews, presentations, discussions with a variety of fun and interesting topics.



Source: <http://ello.org/english/site-map.htm>

Example: Scaffolding practice with Ello

Stage 1. Send to students a video per day, monitor Ss practice through asking questions orally about the daily videos sent via e-mail, and assessing one of them per week.

Stage 2. Send to students a video per day, a monitor Ss practice through asking questions orally about the daily video sent via e-mail assessing one of them and one more stimulus they have not been sent before about the same topic.

Stage 3. Send students a video per day about target content and monitor their practice by asking questions orally about the daily video sent via e-mail and assess learners with one new video about the target content.

More suggestions:

- ✓ Lesson song with students' favorite band and artists are great resources to have actual contact with the target language, also it is a great input engaging technique that increases students' intonation, rhythm, and pronunciation.
- ✓ Watching series, movies, and videos are other ways to have real contact with the language and enjoy the learning process.
- ✓ Podcasts are extraordinary to increase students' listening comprehension, there are lots of them on the web, it is important to pick up one that fits students' interest and share it with them.
- ✓ Listening stories, listening to the news, listening to monologues, Ted Talks presentations, Ted Education videos, etc.

How to have contact and exposure through reading?

Reading is not only the window to increase our lexis and speaking performance, but it is also to the knowledge. Extensive reading through reading books in English according to students' interest and their language proficiency level is an excellent opportunity to increase vocabulary and English knowledge.



Source: <https://bit.ly/2DMW4QB>

- ✓ To encourage students to read first, give them the power of the choice, provide students access to a collection of readers from a range of different genres. If in the library there are not any or not enough reading books, ask students to buy a storybook just for one time. Then, they will have the opportunity to share their books.
- ✓ Give Students time for reading in classes, and encourage them as much as possible to make them read at home.
- ✓ Establish engaging activities and projects in classes to share what students are reading. For example, in the first month, students must read a book of their choice and at the end of the time established for this activity, each student needs to do a Story Telling in front of the class as a final assessment. This activity will engage students in a freer way but also will make them aware of the final presentation about what they
- ✓ At the beginning of the second partial students could choose between the five most interesting stories for them from the previous storytelling activity, divide the class into groups of at least five members. Each member of the group must read the same story because they are going to prepare a play for the end of the partial to be shown in front of their classmates. In this activity, students can form group discussion each week to talk about the story, their roles, to do the script.
- ✓ To continue connecting extensive reading to speaking activities the last partial students can prepare a TV show interview with the actors and actresses supposing they have won an Oscar for their performance, also students have the

opportunity to work in groups cooperating with the different roles for the TV show. For this activity, students must choose another reading book, and each member of the group must read it. Besides, students will have the opportunity to form group discussions in classes about their stories and preparing for the final presentation.

Short readings in the target language about interesting facts about students' preferences such as sport, magazines for students, holiday's brochures, and relationships interviews are good examples of intensive reading that with the companion of creative activities prepare by the teacher will lead students to practice their reading skills into the classroom.

More suggestions

- ✓ Reading graded storybooks from publishers such as Penguin Readers, Cambridge, Oxford, according to students' interests; they can choose the genre, the editorial, and so on. The role of the teacher is to help students to find the material that suits best each learner's levels. For example, teachers must provide those links or the address where to buy this kind of book, provide copies respecting copyrights.
- ✓ Reading short and interesting passages, biographies about famous artists, soccer players, etc.
- ✓ Motivate students to read at least one page per day
- ✓ Show them some methods of acquiring vocabulary, in order they can choose what fit them best to their learning process according to their different learning styles.

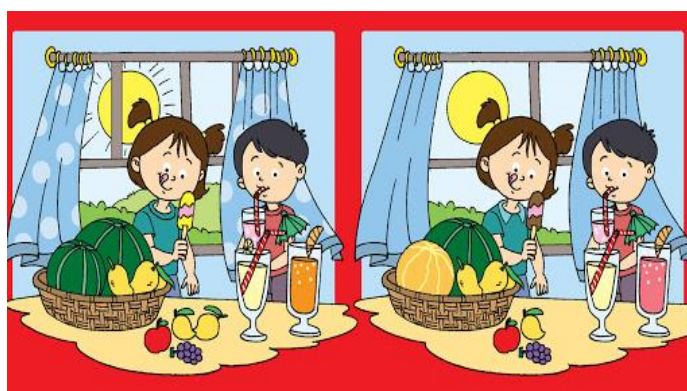
How to have contact and exposure through speaking?

Teachers can find a lot of speaking activities on internet, books, magazines; but it is not the number of activities, it is the quality that matters to have effective speaking practice inside and outside of the classroom. The quality of the activity and how do students feel about it are indicators of learning engagement. Each group of students would have their perception about certain activity; for this reason, it is important to build a system that students like and feel comfortable. Once the teacher and students have mastered these activities, try to include a new one, and if the recent

activity does not work, do not hesitate to get rid of it and find a new one that fits your class or lesson. Because of the short time used for each English lesson in the Ecuadorian educational system, it is important to consider speaking activities to be applied during classroom time and outside of it. Therefore, teachers must encourage learners to practice speaking activities at their home to increase contact and exposure time with this important productive skill in the target language. The following activities have been applied and tested with a small group of students and large classes.

Speaking strategies to apply inside of the classroom

Spot/finding the differences. This speaking activity engages learners to participate actively and to have a lot of fun, it provides the opportunity to practice vocabulary and spoken grammar; teachers need to be selective to choose pictures related to previous content. In this activity, two learners are given pictures that are similar but not the same. Before the activity starts, the teacher can project a distinct set of pictures and elicit the activity with the entire class, then learners work together to find the differences. For example, learners A have a picture, and learners B has a similar one, but it contains some differences from learners A.



Source: <https://bit.ly/3kqAbHG>

Video Telling. This is a fun and engaging activity focus on students' interests about a certain video they have liked or a video that has called their attention. First, learners need to choose a short video from the internet before the lesson. Then each learner

introduces their video to the rest of the class without paying it. The student must provide a short story and description of the video such as how did he find the video? Why it is fun or interesting for him/her? The rest of the class will listen to the description and try to guess important facts about the video. After the students' interaction, the video is played, and students can compare what they have listened to the real video and have fun at the same time. This activity is fun and engaging because students bring their own videos according to their preferences and interest. For example, in the following link, you have a fun video about the importance of good pronunciation.



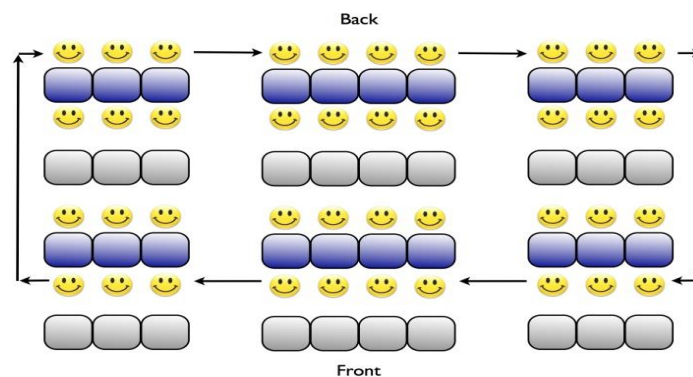
Source: <https://bit.ly/33DTUO8>

Picture description. In this activity, students will have the freedom to choose a visual stimulus according to a recent topic and will describe it orally to a partner. First, students need to choose a visual stimulus of their interest according to a recent topic. Then they will have the opportunity to describe it for one or two minutes to as many classmates as they can. If students need a short time to prepare what they want to say, give them a short time to do it. After students have described to the class their visual stimuli, the whole class can interact voting for the best description and the best picture. A great source of pictures is ELTpics <http://www.eltpics.com/>.



Source: <https://bit.ly/3ikuadO>

Speed dating/ speed-chat. This is a great learner reducing planning time activity to get your students feeling relaxed and comfortable talking. It involves learners talking about a single topic for a short time, before moving to another partner. To implement this activity first, the class needs to focus on a certain topic and prepare some ideas to share. Then the class needs to be organized so that students are sitting in pairs and facing each other, in rows or a circle. Then encourage students to practice for one or two minutes. When the time is up, students change partners and start the process again.



Source: <https://bit.ly/2XEDwJu>

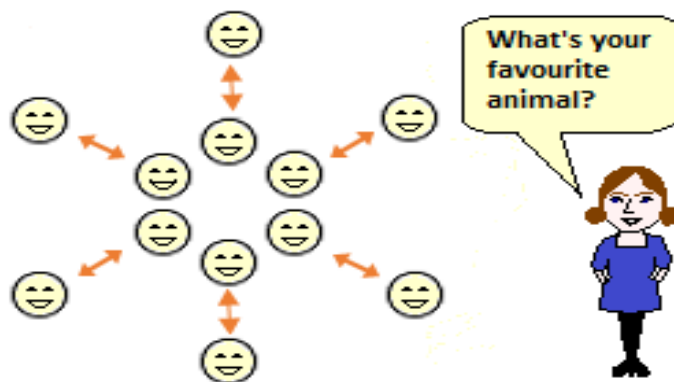
Discussions. There are a lot of topics on which students can discuss and express their feelings and opinions. This activity can be done according to the course book topics or engaging controversial interesting topics that could be addressed depending on the previous knowledge, e.g. discussions cards, warm-up discussions, panel discussions. For example, an interesting topic for students is the banning of

cellphones in schools. You can divide the class into groups of four students, e students per group with reasons in favor of the idea and the other two against it. As a teacher, you can provide students with the idea, and learners can explain the reasons to their classmates why they should believe in that idea.



Source: <https://bit.ly/2F2wmlK>

Mingle Activities. A mingle is a short length of time activity where learners walk around and talk to each other with a specific purpose, it could be sharing a message, looking for certain information, doing interviews, surveys, disappearing dialogue, conversations, memorizing scripts, party jokes, information gap activities, shopping around, carousel formats, 4-3-2 formats, etc. For example, learners can share their personal information related to and specific topic, in this case, students can share information about how do they celebrate the carnival festival, or what is their favorite animal?



Source: <https://bit.ly/33ENmyW>

Role-play. It is a fun, engaging, and motivating speaking activity for language learners where they pretend to be someone else. Learners can practice their speaking skills putting them in someone else's shoes such as imaginary people and situations, for example, they can pretend to be the president, the teacher, a customer, a salesperson. It gives students the chance to express themselves in a more relaxed way, offering a much wider range of language opportunities, paralinguistic, and register practice.



Source: <https://bit.ly/2XFTGT4>

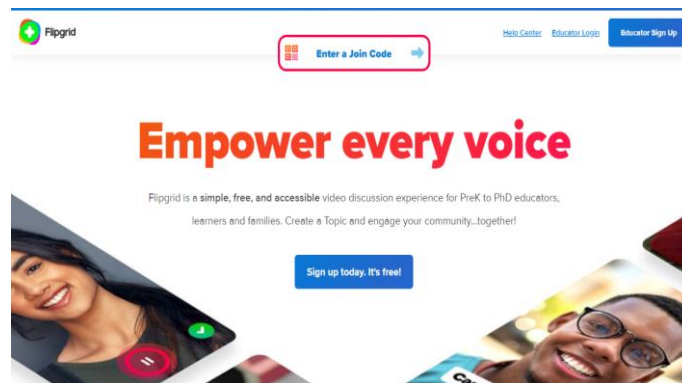
Speaking Games. These are fun and engaging activities to produce spoken language that students love to perform such as tongue twisters, puzzles, who am I?, twenty questions, guessing games, spelling chain, info-gap-race, alibi,. The principal goal of using games into the classroom is to engage students to practice the target language, having a lot of fun in a relaxed classroom environment. Also, speaking games can be adapted to any grammatical topic or content to rehearse language proficiency.



Source: <https://bit.ly/3ahHD3z>

Speaking strategies to apply outside of the classroom

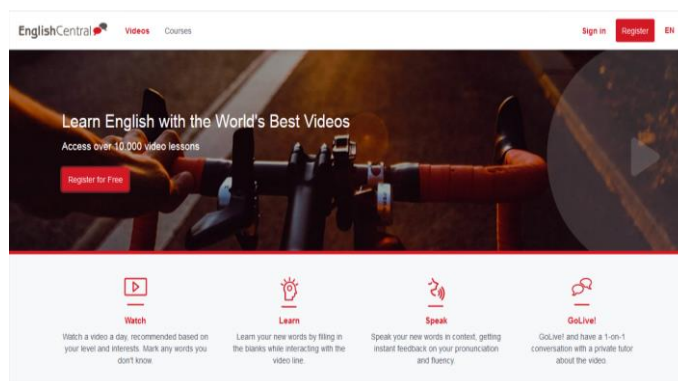
Flipgrid Website Recordings. It is a free digital collaborative website that promotes learners' autonomy on which they can record and upload videos and audios privately to share them with the rest of the class. This platform gives learners the possibility of expressing themselves, creating an incredible peer's interacting atmosphere. The variety of activities in EFL is determined by teachers' and students' creativity about pronunciation, presentations, storytelling, talks, and anecdotes, among others. Learners can correct each other; they can add emoticons and likes to their classmates' videos. The teacher can answer each video privately through video or written feedback. Moreover, this platform is easy to use, learners can access with their mobile phones, tablets, or computers- also they will be able to preview the video before sending it to the platform, it allows students to delete the video if they dislike it and continue rehearsing their speaking skill.



Source: <https://info.flipgrid.com/>

EnglishCentral Website. It is a free video website where learners English language learners can practice their speaking skills. In EnglishCentral students can choose a video of their preference, they can view and listen to the video with subtitles, then they have the opportunity to record their voice and the software "grades" their pronunciation accuracy. This is a great website for drilling practice outside of the classroom. Moreover, this website provides a variety of engaging videos according to students' preferences, ages, and levels. In addition, the immediate feedback provided by the software is helpful and accurate, it leads students to rehearse their

speaking skills as many times as they want to have the opportunity to compare their performance with the original speaker. Also, the chance to make mistakes with nobody knowing and receiving feedback makes it a safe way to develop learners' confidence.



Source: <https://www.englishcentral.com/browse/videos>

5.2.3 How to select effective methods

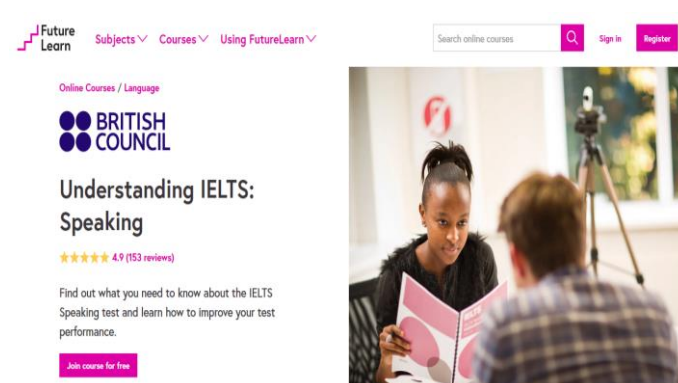
The selection of methods not only depends on the teacher teaching style if also depends on the learners' individual differences, and the sources available in the education setting. In what follows there is show the teachers' roles as mentors, the students' roles as mentees, and the role of instructional materials; these elements are important to choose or build effective methods to learn a language.

How to apply teacher roles as a mentor?

Continuing Professional Development (CPD): As mentors, teachers must continue mastering their language proficiency and teaching skills. Language proficiency must be imperative for every language teacher because it leads them to know the subject and also to improve their teaching practice. This practice also lets teachers be aware of the language learning process and almost being in the same situation that their students face at the moment of acquiring proficiency in a foreign language. On the other hand, improving teaching skills give teachers more

awareness and understanding about the professional practice, it also engages teachers to demonstrate and integrate it competency at their professional practice.

CPD not only can be done through educational qualifications such as getting certificates, diplomas, bachelor's, master's degrees, and even more a Ph.D. as a final qualification. In this globalized world of information, CPD can be also accomplished through online free courses, attending webinars, conferences, searching on educative platforms and websites as well. Other appropriate professional development resources and closer to the teaching practice include collaborating with colleagues and other professionals, teacher research, reading, and participating in training and workshops. Therefore, Continuing Professional Development increases the characteristics of a great English teacher such as proficiency, quality, skilled, experience, that can be translated as a language mentor. For example, a great free webpage to continue professional development is Future Learn.



Source: <https://www.futurelearn.com/courses/understanding-ielts-speaking>

Feedback provider. Assessment alone will not improve practice, as mentors, teachers must focus on promoting the development of fluent, accurate, appropriate, and authentic spoken language; Thus, providing feedback is essential to give students a sense of awareness about the language learning process. Teachers must provide positive feedback, and also time to provide feedback must be done carefully.

As feedback provider teachers must take into consideration a balance between fluency and accuracy.

Motivate, encourage, and inspire. As language mentors, teachers have to help students how to conquer language fear, motivation is the spark inner that makes students go head day after day. Thus, teachers must constantly motivate and encourage learners to continue their learning process, small incentives, and rewards into the classroom can make a big difference. Moreover, teachers can inspire students to learn to let them choose how they want to learn, what kind of content they want to learn; also teachers must allow them to collaborate in the learning process with their classmates. Besides, to inspire students, teachers must love the subject they are teaching. According to Dörnyei and Csizér (1998), these are the ten most frequent commandments used by English language practitioners for motivating language learners:

- ✓ Set a personal example with your behavior.
- ✓ Create a pleasant, relaxed atmosphere in the classroom.
- ✓ Present the task properly.
- ✓ Develop a good relationship with the learners.
- ✓ Increase the learners' linguistic self-confidence.
- ✓ Make the language classes interesting.
- ✓ Promote learner autonomy.
- ✓ Personalize the learning process.
- ✓ Increase the learners' goal-orientedness.
- ✓ Familiarize learners with the target language culture.

Facilitator. No longer is the time when the teacher has all the "knowledge", nowadays, teachers have to change their teaching styles if they think so. We are in a century where there is a lot of information, so teachers must guide students to navigate their own learning process through it. Teachers have to see their job through the eyes of their students. If teachers are conscious about their professional

development, they will notice that they are in the same situation as their learners because they could be struggling to get a higher level of language proficiency, also they could invest time trying to acquire effective teaching skills; this process put teachers in the same situations as they learners, for example, teachers must model examples in the classroom and proof the instructional materials first, to realize a potential difficulty with them.

How to apply student roles as active learners

According to the International Baccalaureate (2020), Diploma Programme learners strive to be:

Inquirers. They nurture their curiosity, developing skills for inquiry, and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

Knowledgeable. They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.

Thinkers. They use critical and creative thinking skills to analyze and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

Communicators. They express themselves confidently in over one language and many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled. They act with integrity and honesty, with a strong sense of fairness and justice. Moreover, concerning the dignity and right of people everywhere, they take responsibility for their actions and their consequences.

Open-Minded. They critically appreciate their own cultures and personal histories, and the values and traditions of others. They seek and evaluate a range of points of view, and they will grow from the experience.

Caring. They show empathy, compassion, and respect. They commit to service, and they act to make a positive difference in the lives of others and the world.

Risk-Takers. They approach neutrality with forethought and determination; they work independently and cooperatively to explore new ideas and innovate strategies. They are resourceful and resilient in the face of challenge a change.

Balanced. They understand the importance of balancing different aspects of their lives-intellectual, physical, and emotional- to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.

Reflective. They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses to support their learning and personal development.

How to implement instructional materials and tools.

Instructional materials and tools are aids used in the transference of information from one to another. There are several types of instructional materials and tools such as worksheets, printables, books, workbooks, magazines, reading books, software, websites, DVDs, CDs, realia. The decision of teachers of English as a Foreign Language about the choice instructional materials and tools must be done taking account of the following features: accessibility, practicality, engagement, purpose, and content. Nowadays, there are plenty of materials and tools that can help in the improvement of language acquisition; nevertheless, teachers must know the amount and quality of the materials and tools to be used inside and outside of the classroom. According to Meddings and Thornbury (2013) by reducing the amount of material that is imported into the classroom, the teacher frees the learning space for the kind

of interactive, talk-mediated learning opportunities that are so crucial for language development.

Features of effective instructional materials and tools

Accessibility. Materials and tools need to be easy to access and use. If accessibility is a problem, they may frustrate.

Engagement. Materials and tools must present information in a variety of ways. It has to be done presenting information in a more compelling, comprehensible, meaningful, and fun manner to engage students in the learning process through their active interaction.

Purpose. Materials and tools mainly must match lessons' objectives. They have to provide the opportunity to practice, enrich, expand, and spark the target language goal.

Content. The content of instructional materials and tools must be accurate; it must be according to students' level language proficiency, gender-neutral, and age.

5.2.4 How to create a language learning system?

Create a system to increase teachers' and students' productivity and consistency. This system must be focused on one input per lesson and also it has to be focused mainly on a single skill per lesson; it could be listening, speaking, writing, or reading. If you choose to listen to practice one lesson, it doesn't mean that the other skills are not going to be rehearsing that lesson, what it means is that at least in this lesson the 75% have to be dominated by the main skill planned to that lesson. Establishing a system will keep students learning in a more conscious and organized way.

On the other hand, establishing a language learning system doesn't mean that activities need to be bored and predictable. Activities have to be comprehensible and compelling according to students' age, background, and level to engage them in a positive learning atmosphere that will allow contact with the language in a more productive way. In the Ecuadorian curriculum students from grade 8th to 2nd of

baccalaureate have five periods per week, each period lasts 45 minutes. In the case of Diploma Programme learners, they also have the same average time for English classes per week. In the following chart, you can see how the week has been designed to optimize the time and create a system to follow up.

Schedule Inside the Classroom (Integrated skills approach)

Day	Monday (45')	Tuesday (45')	Wednesday (45')	Thursday (90')
Main skill (75%)	Listening and speaking	Reading	Writing	Speaking
Secondary skills 25%	(Pronunciation, sounds, stress, intonation, rhythm)	(Vocabulary, grammar) -Spoken Language	-(Vocabulary and grammar) -Oral interaction	(listening) Speaking accuracy Speaking fluency Pronunciation
Activity	-Listening songs and watching videos -Singing songs in groups	-Reading a graded storybook -Read aloud	-Writing short texts from 50 to 100 words -Asking questions orally	Roleplays Spot the differences Blind dating, etc. Discussions

Source: Self made

Schedule Outside the Classroom (Integrated skills approach)

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Main skills	Listening Reading and speaking	Listening and Reading and speaking	Listening and speaking	Listening, Reading and speaking	Listening and speaking
Activity	-Ello listening practice -Reading a graded storybook -Recording a short script about something interesting	-Ello listening practice -Reading a graded storybook - Recording a tongue twister	-Ello listening practice -Listening and speaking on EnglishCentral practice	-Ello listening practice -Reading a graded storybook -Reading aloud a recording an audio	Ello listening practice Fripgrid speaking practice

Source: Self made

On the other hand, because of the negligible quantity of time that learners have to practice their major skills, it is important to motivate and encourage them to rehearse these skills outside of the classroom. For this reason, in the following chart, you can see a way how students would organize their time, also they have the freedom to choose when to practice each skill, nevertheless, they must practice at least 30 minutes per day. To measure students' practice outside of the classroom, multiple-choice questions about the listening and reading practice have to be done every week, and to prove speaking practice students have to show the evidence through recordings and Flipgrid platform interaction.

Benefits of establishing a system to learn English

- ✓ Increases productivity into the classroom
- ✓ Students know which skill will be developed in the lesson
- ✓ Students do not waste time with unnecessary materials
- ✓ Students create a habit through the time
- ✓ Teachers know what to do and teaching improvising time is reduced
- ✓ Promotes learners' autonomy

Sample of lesson plans applying Language Mentoring principles

Every lesson is unique, and it has different stages. The following example shows an Engage-Study-Activate (ESA) model planning, which according to Harmer (2007), it offers learners the security of appropriate practice depending on variables such as learners' age, personal learning styles, and the language on the question as well while letting them have a go at using any language they know. Moreover, this planning style helps students to learn in a fun and productive environment; the engage stage keeps students interested, the study stage helps learners to acquire the target language, and the activate stage promotes language practice. The following tables are examples of how to implement the Language Mentoring principles for the development of the English speaking skill.

Lesson Planning Sample I Using Language Mentoring Principles

Group: Second Diploma Programme		Date: XX-XX-XXX	Time: 60 minutes	No. of students: 12
Recent topic work: Travelling the world		Recent language work: Simple past and past perfect		
Aims: Promote learners practice of the English speaking skill				
Assessment: Learners record a video about last vacation experiences				
Materials: Computer, Internet, Flipgrid platform				
Anticipated problems: If learners or the teacher lose internet connection, the class will be recorded and send via e-mail.				
Timing	Teacher activity	Student activity	Success Indicators	
Engage: 10 minutes	-Greet learners, explain the objective, and the agenda of the meeting. -Ask questions for agreement or disagreement to the agenda -Play a fun a video about the importance of pronunciation from the following link: https://bit.ly/3kqa7MS	-Agree or propose alternatives to modify the agenda according to their learning cycle preferences -Watch the video and make oral or written comments about it.	-Learners submit a video sharing their last vacation experience using accurate spoken language and relevant ideas related to the task. - The pronunciation and intonation are generally consistent and clear facilitating communication in the target language.	
Study: 15 minutes	-Introduce the topic -Model and share with student his last vacation experience -Show features the English communicative competence used in the shared experience	-Pay attention to the teacher story -Pay attention and ask questions about teacher explanation		
Activate: 35	-Encourage learners to share their last vacation experiences -Provide feedback about learners performance	-Share with the class their last vacation experiences -Record a video about their last vacation experiences		
Additional possibilities: Recording and audio about last vacation experiences and send it through Whatsapp.				
Homework/Further work: Listening practice with Ello at least 15 minutes at home, and rehearse extensive reading.				

Lesson Planning Sample II Using Language Mentoring Principles

Group: Second Diploma Programme		Date: XX-XX-XXX	Time: 60 minutes	No. of students: 12
Recent topic work: Environmentally friendly		Recent language work: Simple Present and Present Perfect		
Aims: Promote learners practice of the English speaking skill				
Assessment: Learners describe a picture of current environmental problems in their city of town.				
Materials: Computer, Internet, pictures and photographs, overhead projector				
Anticipated problems: If learners or the teacher lose internet connection, the class will be recorded and send via e-mail.				
Timing	Teacher activity	Student activity	Success Indicators	
Engage: 10 minutes	<ul style="list-style-type: none"> -Welcome learners, explain the objectives of the meeting and the agenda. -Ask questions for agreement or disagreement to the agenda -Presents a spot the different picture 	<ul style="list-style-type: none"> -Agree or propose alternatives to modify the agenda according to their learning cycle preferences -Participate actively finding the differences from the picture 	<ul style="list-style-type: none"> -Learners submit a video describing a picture related to environmental problems, accurate spoken language and relevant ideas related to the task. - The pronunciation and intonation are generally consistent and clear, facilitating the communication in the target language. 	
Study: 15 minutes	<ul style="list-style-type: none"> - Introduce the topic -Model a picture description activity with a stimulus related to an environmental problem http://www.elpics.com/ -Show the features of the English speaking communicative competence used in the picture description activity 	<ul style="list-style-type: none"> -Pay attention to the teacher topic introduction and picture description -Pay attention and ask questions about the teacher explanation 		
Activate: 35	<ul style="list-style-type: none"> -Encourage learners to describe pictures related to environmental problems -Provide feedback about learners performance 	<ul style="list-style-type: none"> -Describe pictures related to environmental problems -Record a video describing a picture related to environmental problems 		
Additional possibilities: Take a picture of an environmental problem in your community and record and audio about it.				
Homework/Further work: Listening practice with iSLCollective at least 15 minutes at home, and rehearse extensive reading as well.				

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APPENDICES

Appendix 1. Language ab initio Internal Assessment Criteria: Individual oral assessment

Marks	1-3	4-6	7-9	10-12
Criterion A: Language	Command of the language is limited.	Command of the language is partially effective.	Command of the language is mostly effective and accurate.	Command of the language is effective and mostly accurate.
How successfully does the candidate command spoken language?	Vocabulary is rarely appropriate to the task or is often repetitive or formulaic.	Vocabulary is sometimes appropriate to the task.	Vocabulary is appropriate to the task.	Vocabulary is appropriate to the task, and varied.
• To what extent is the vocabulary appropriate and varied?	Limited basic grammatical structures are used.	Basic grammatical structures are used.	A variety of basic grammatical structures is used, with some attempts to use more complex structures.	A variety of basic and more complex grammatical structures is used effectively.
• To what extent are the grammatical structures varied?	Language contains errors in basic structures. Errors consistently interfere with communication.	Language contains errors in basic structures. Errors interfere with communication.	Language is mostly accurate in basic structures, but errors occur in more complex structures. Errors rarely interfere with communication.	Language is mostly accurate. Occasional errors are minor and do not interfere with communication.
• To what extent does the accuracy of the language contribute to effective communication?	Recurrent mispronunciations and imprecision in intonation interfere with communication.	Pronunciation is sometimes unclear and obviously influenced by other language(s).	Pronunciation and intonation are influenced by other language(s), but do not interfere with communication.	Pronunciation and intonation are generally consistent and clear, and facilitate communication.
• To what extent do pronunciation and intonation affect communication?		Imprecision in intonation may interfere with communication.		
Marks	1-2	3-4	5-6	
Criterion B1: Message-Stimulus	The presentation is mostly irrelevant to the stimulus.	The presentation is mostly relevant to the stimulus.	The presentation is consistently relevant to the stimulus and draws on explicit and implicit details.	
How relevant are the ideas to the selected stimulus?	The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete.	With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus.	The presentation provides both descriptions and personal interpretations relating to the stimulus.	
• How well does the candidate engage with the stimulus in the presentation?				
• How well are the ideas linked to the target culture(s)?	The presentation is not clearly linked to the target culture(s).	The presentation is mostly linked to the target culture(s).	The presentation makes clear links to the target culture(s).	
Criterion B2: Message- Conversation	The candidate consistently struggles to address the questions.	The candidate's responses are mostly relevant to the questions.	The candidate's responses are consistently relevant to the questions and show some development.	
How relevant are the ideas in the conversation?	Some responses are appropriate and are rarely developed.	Most responses are appropriate and some are developed.	Responses are consistently appropriate and developed.	

<ul style="list-style-type: none"> • How appropriately and thoroughly does the candidate respond to the questions in the conversation? • To what depth are the questions answered? 	Responses are limited in scope and depth.	Responses are mostly broad in scope and depth.	Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.
Marks	1-2	3-4	5-6
Criterion C: interactive skills- Conversation	Comprehension and interaction are limited.	Comprehension and interaction are mostly sustained.	Comprehension and interaction are consistently sustained.
To what extent does the candidate understand and interact?	The candidate provides limited responses in the target language.	The candidate provides responses in the target language and mostly demonstrates comprehension.	The candidate provides responses in the target language and demonstrates comprehension.
• How well can the candidate express ideas?	Participation is limited. Most questions must be repeated and/or rephrased.	Participation is mostly sustained.	Participation is sustained with some independent contributions.
• How well can the candidate maintain a conversation?			

Source: Taken from International Baccalaureate Organization (2018)

Appendix 2. Survey Likert Scale Collective Questionnaire

INDEPENDENT VARIABLE SURVEY

Objective: To identify Diploma Programme learners' perceptions towards English teaching and their learning process before and during the implementation of Language Mentoring.

Instructions: Please read the following statements and choose the corresponding option according to your level of agreement or disagreement. Note, there is no right or wrong answer.

1. I find the content of the English speaking activities compelling.

a. Agree b. Neutral c. Disagree

2. The English speaking activities in each English lesson are compelling.

a. Agree b. Neutral c. Disagree

3. I practice English at least four days per week.

a. Agree b. Neutral c. Disagree

4. I spend more than one hour when I practice English speaking skill.

a. Agree b. Neutral c. Disagree

5. I practice the English speaking skill at least four days per week.

a. Agree b. Neutral c. Disagree

6. I enjoy the English speaking activities that I do at home.

a. Agree b. Neutral c. Disagree

7. I enjoy the English speaking activities that I do in classes.

a. Agree b. Neutral c. Disagree

8. The teacher supports, guides, encourages, and motivates my English speaking leaning process.

a. Agree b. Neutral c. Disagree

9. I find the instructional material (videos, reading books, magazines, stories, audios, worksheets, websites, platforms, etc.) easy to understand and use.

a. Agree b. Neutral c. Disagree

10. I participate actively in the English speaking activities.

a. Agree b. Neutral c. Disagree

Thanks for your collaboration!

Appendix 3. Research Authorization from the District of Education 15D02

MINISTERIO DE EDUCACIÓN

Memorando Nro. MINEDUC-CZ2-15D02-2020-0685-M

El Chaco, 16 de marzo de 2020

PARA: Sr. Jorge David Cevallos Sacon

ASUNTO: RESPUESTA PARA REALIZAR TRABAJO DE INVESTIGACIÓN DE MAESTRÍA.

De mi consideración:

En referencia a La solicitud de lugar y fecha El Chaco, 12 de marzo de 2020, suscrito por el Lic. Jorge David Cevallos Sacon-MAESTRANTE PUCE, en el que manifiesta lo siguiente: "(...) *Me autorice realizar el trabajo de investigación "Language Measuring in the Development of English Speaking Skill in Diploma Programme Learners" con estudiantes y docentes del área de Inglés del Programa de Diploma del Bachillerato Internacional del Distrito 15D02, durante el segundo quimestre del año lectivo 2019-2020, previo a la obtención del grado académico de Magister en Pedagogía del Idioma Inglés como Lengua Extranjera.(...)"*

Por lo antes expuesto AUTORIZO realice el Trabajo de Investigación previo a la obtención del Título de Magister en Pedagogía del Idioma Inglés, con el Bachillerato Internacional (BI), la señora Licenciada Cristina Andrango Vicerrectora de la Institución será quien haga el seguimiento a su trabajo, una vez terminada la Investigación entregar al Distrito 15D02 El Chaco-Quijos una copia.

Con sentimientos de distinguida consideración.

Atentamente,

Ing. Bertha Cecilia Hidalgo Vasconez
DIRECTORA DISTRITAL 15D02 EL CHACO - QUIJOS (SUBROGANTE)

Copia:
 Judith Soledad Lopez Martinez
 Analista Distrital de Talento Humano - Encargada
 Ing. Edison Gustavo Durán Pichojagan
 Rector


j

Appendix 4. Speaking performance submitted by learners on Flipgrid

Flipgrid My Activity **My Grids** MixTapes #GridPals Disco Library Shorts Jorge david ceva...

My Grids < **Second IB**

Grid Details



Second IB Share Actions

Jun 12, 2019 Flip Code: [sq0lyba](#) Manage your CoPilots

Topics **Students**

Add New Topic **14 Topics** 134 videos 143 views 0.1 hours of shared learning Export Data

<input type="checkbox"/>	Actions	Title	Last Response	Active	Share	Actions	+
<input type="checkbox"/>		Five Things About Me 11 Videos + Pinned Topic	View May 25, 2020	Active	Share	Actions	
<input type="checkbox"/>		University Budget 14 Videos	View May 25, 2020	Active	Share	Actions	
<input type="checkbox"/>		A funny video 6 Videos	View May 25, 2020	Active	Share	Actions	
<input type="checkbox"/>		Online Classes VS Classroo... 10 Videos	View May 25, 2020	Active	Share	Actions	
<input type="checkbox"/>		What is your new routine? 10 Videos	View May 18, 2020	Active	Share	Actions	
<input type="checkbox"/>		Picture description 10 Videos	View Apr 3, 2020	Active	Share	Actions	
<input type="checkbox"/>		Picture Description 10 Videos	View Apr 3, 2020	Active	Share	Actions	
<input type="checkbox"/>		Pronunciation practice 12 Videos	View Apr 3, 2020	Active	Share	Actions	
<input type="checkbox"/>		Carnival Festival 10 Videos	View Apr 3, 2020	Active	Share	Actions	

Appendix 5. Systematic Listening Compelling input practice

LANGUAGE MENTORING: COMPELLING LISTENING INPUT RECORD			
Week 1			
More Carnival	http://www.ello.org/english/0301/348CleAnnCarnival03.htm	28/02/2020	1
Changing Weather	http://www.ello.org/english/0751/T756-Tim-Weather.htm	02/03/2020	2
188 Hiking	http://www.ello.org/english/0151/188-Todd-Hiking.htm	03/03/2020	3
Week 2			
A Few More Bad Habits	http://www.ello.org/english/1201/1216-Erina-BadHabits.htm	10/03/2020	4
120 Likes and Dislikes	http://www.ello.org/english/0101/120-Keith-Likes.htm	11/03/2020	5
A Few More Bad Habits	http://www.ello.org/english/1201/1216-Erina-BadHabits.htm	12/03/2020	6
Week 3			
Carnival Around the World	https://en.islcollective.com/video-lessons/carnival-around-world?code=tleBAIDRj	18/03/2020	7
London, England	https://en.islcollective.com/video-lessons/london-england?code=tleBAIDRj	19/03/2020	8
Ethical Dilemma of Driverless Cars	https://en.islcollective.com/video-lessons/ethical-dilemma-driverless-cars?code=FTIYOYra1	20/03/2020	9
Week 4			
The History Of Halloween	https://en.islcollective.com/video-lessons/halloween-origins-and-traditions?code=FTIYOYra1	23/03/2020	10
The History of Potato (Listening comprehension)	https://en.islcollective.com/video-lessons/history-potato-listening-comprehension?code=FTIYOYra1	24/03/2020	11
Female Stunt Car Driver	https://en.islcollective.com/video-lessons/female-stunt-car-driver?code=FTIYOYra1	25/03/2020	12
Plastic ocean	https://en.islcollective.com/video-lessons/plastic-ocean?code=FTIYOYra1	26/03/2020	13
The Coronavirus in Italy	https://en.islcollective.com/video-lessons/the-coronavirus-in-italy?code=FTIYOYra1	27/03/2020	14
Week 5			
A life lesson from a volunteer firefighter	https://en.islcollective.com/video-lessons/life-lesson-volunteer-firefighter-part-1?code=FTIYOYra1	30/03/2020	15
Technology then and now	https://en.islcollective.com/video-lessons/technology-then-and-now?code=FTIYOYra1	31/03/2020	16
Traditions around the world	https://en.islcollective.com/video-lessons/10-new-years-traditions-around-world?code=FTIYOYra1	01/04/2020	17
The Beatles story	https://en.islcollective.com/video-lessons/beatles-story?code=FTIYOYra1	02/04/2020	18
Damon-Jos morning routine	https://en.islcollective.com/video-lessons/damon-jos-morning-routine?code=FTIYOYra1	03/04/2020	19
Week 6			
What is happiness?	https://en.islcollective.com/video-lessons/what-is-happiness?code=FTIYOYra1	03/06/2020	20
Are you addicted to your phone?	https://en.islcollective.com/video-lessons/are-you-addicted-your-phone-data-attack?code=FTIYOYra1	03/08/2020	21
Walt Disney mini bio	https://en.islcollective.com/video-lessons/walt-disney-mini-bio?code=FTIYOYra1	03/09/2020	22
Week 7			
Harry Potter	https://en.islcollective.com/video-lessons/harry-potter-and-philosophers-stone-comprehension-and-p	21/04/2020	23
Be a Mr Jensen	https://en.islcollective.com/video-lessons/inspirational-video-about-clint?code=FTIYOYra1	22/04/2020	24
Baby driver	https://en.islcollective.com/video-lessons/skills-lesson-series-6-baby-driver-trailer?code=FTIYOYra1	23/04/2020	24
Stephen Wiltshire's phenomenon	https://en.islcollective.com/video-lessons/stephen-wiltshires-phenomenon?code=FTIYOYra1	24/04/2020	25
Week 8			
Top 10 inventions	https://en.islcollective.com/video-lessons/top-10-inventions-all-time-2?code=FTIYOYra1	28/04/2020	27
Taking flight	https://en.islcollective.com/video-lessons/taking-flight-intermediate-level?code=FTIYOYra1	29/04/2020	28
Anne Frank	https://en.islcollective.com/video-lessons/anne-frank-the-graphic-biography?code=FTIYOYra1	30/04/2020	29
Week 9			
Celebrity Hobbies	https://en.islcollective.com/video-lessons/celebrity-hobbies?code=FTIYOYra1	04/05/2020	30
Tragic myth orpheus and eurydice	https://en.islcollective.com/video-lessons/tragic-myth-orpheus-and-eurydice?code=FTIYOYra1	05/05/2020	31
Dream Paradise song	https://en.islcollective.com/video-lessons/dream-paradise?code=FTIYOYra1	06/05/2020	32
Are these cars future?	https://en.islcollective.com/video-lessons/are-these-cars-future?code=FTIYOYra1	07/05/2020	33
Origins-London Underground	https://en.islcollective.com/video-lessons/origins-london-underground?code=FTIYOYra1	08/05/2020	34
Week 10			
Listening to a story	https://en.islcollective.com/video-lessons/listening-to-a-story?code=FTIYOYra1	12/05/2020	35
Top 10 greatest movie-trilogies	https://en.islcollective.com/video-lessons/top-10-greatest-movie-trilogies?code=FTIYOYra1	13/05/2020	36
Dangerous animals in North America	https://en.islcollective.com/video-lessons/dangerous-animals-north-america?code=FTIYOYra1	14/05/2020	37
Check in at Caesars	https://en.islcollective.com/video-lessons/checking-in-at-caesars?code=FTIYOYra1	15/05/2020	38
Week 11			
The history of tattoos	https://en.islcollective.com/video-lessons/the-history-of-tattoos?code=FTIYOYra1	18/05/2020	39
Explaining Coronavirus	https://en.islcollective.com/video-lessons/explaining-coronavirus?code=FTIYOYra1	20/05/2020	40
US and UK English	https://en.islcollective.com/video-lessons/us-and-uk-english?code=FTIYOYra1	21/05/2020	41
No excuses	https://en.islcollective.com/video-lessons/no-excuses?code=FTIYOYra1	22/05/2020	42
Week 12			
Explaining Coronavirus	https://en.islcollective.com/video-lessons/explaining-coronavirus?code=FTIYOYra1	20/05/2020	43
US and UK English	https://en.islcollective.com/video-lessons/us-and-uk-english?code=FTIYOYra1	21/05/2020	44
No excuses	https://en.islcollective.com/video-lessons/no-excuses?code=FTIYOYra1	22/05/2020	45

Appendix 6. Oral Assessment Questionnaire

1

Supervised preparation time (15 minutes)

Identities



A1



A2

Part 1: Presentation (1–2 minutes)

The student describes the visual stimulus and relates it to the relevant theme and the target culture(s).

Part 2: Follow-up prompts discussion (3–4 minutes)

Do you like ice cream/hamburgers/junk food?
 What is your favorite junk food?
 How often do you have ice cream, snacks, or pizza?
 How many meals do you usually eat every day?
 At what times do you usually have those meals?
 Do you always have dinner in family?
 Do you prefer to eat at a restaurant or at home?
 What are some foods that you consider unhealthy?
 What are some foods that you consider healthy for your body?

Part 3: General prompts discussion (3–4 minutes)

1. Media

Do you like watching movies, series and TV shows or news?
 What is your favorite movie, series, TV show? Why do you like it?
 What kind of social networks do you like to use? Why?
 Do you think that using cellphones in classes is a good idea? Why do you think about this?

2. Environment

Do you recycle?
 What are some things that you recycle?
 How often is garbage collected in your neighborhood?
 What can you do to help the environment?

3. Physical health

Do you think you have a healthy lifestyle?
 Do you think it is more important for you to eat healthy or tasty food?
 What are the most effective ways to lose weight?
 Do you think diets are useful or not?

4. Holidays

Have you ever gone to the beach?
 Do you like the beach? Why yes or why not?
 What are some activities that people do at the beach?
 Have you ever gone surfing, snorkeling, or kayaking?

Supervised preparation time (15 minutes)

Human Ingenuity


Part 1: Presentation (1–2 minutes)

The student describes the visual stimulus and relates it to the relevant theme and the target culture(s).

Part 2: Follow-up prompts discussion (3–4 minutes)

Do you like flowers?
 What kind of flowers do you like?
 Do you have a garden at your house?
 What do you do for entertainment?
 What games are popular in your country? Why are they popular?
 What kind of computer games have you played?
 Which ones are your favorites?
 Which games do you think are not so interesting?
 Would you rather play video games or read books?

Part 3: General prompts discussion (3–4 minutes)

1. Holidays

Have you ever gone to the beach?
 Do you like the beach? Why yes, why not?
 What are some activities that people do at the beach?
 Have you ever gone surfing, snorkeling, or kayaking?

2. Physical health

Do you think you have a healthy lifestyle?
 Do you think it is more important for you to eat healthily or exercise?
 Do you think diets are useful or not?
 Have you ever tried to go on a diet?

3. Environment

Do you recycle?
 How often is garbage collected in your neighborhood?
 What are some things that you recycle?
 What can you do to help prevent pollution?

4. Physical health

Do you think you have a healthy lifestyle?
 Do you think it is more important for you to eat healthy or tasty food?
 What are the most effective ways to lose weight?
 Do you think diets are useful or not?

Appendix 7. Management of the Individual oral assessment

Management of the Individual oral assessment (Language ab initio)

This document is intended as **additional** support for the internal assessment individual oral assessment. Please refer to the assessment requirements in the *Language ab initio guide* (first assessment 2020) regarding the preparation for, and conduct of, the individual oral assessment.

Preparing for the day of the individual oral assessment

- Make students familiar with the assessment criteria and each step of the procedure for the individual oral assessment.
- Provide students with strategies for efficiently selecting their choice of visual stimuli on the day of the individual oral assessment.
 - The timing of the oral begins when the student is shown the two visual stimuli from which they must choose one.
 - Time spent in deliberating over which picture to choose falls within their preparation time.
- Select sets of two visual stimuli in advance. The number of sets a teacher will need to prepare depends on the number of students. Refer to details in the *Language ab initio guide* (first assessment 2020).

Each visual stimulus of a set must belong to a different theme.

- Prepare a quiet area for the timed preparation period.
- Determine who will supervise the timed preparation period.
- Prepare phrases for transitions between the parts of the individual oral assessment. In the event that part 1 (the student's presentation) begins to exceed the time limit, the teacher should politely interrupt the student and start part 2 (the discussion of the visual stimulus).

Phrases to politely interrupt could include the following.

- I'm sorry, but we have to move on to the discussion phase now.
- I'm sorry, but I'd like to stop you now to ask a question/some questions.
- Excuse me, but let's talk about [something the student mentioned about the visual stimulus] ...

Running the individual oral assessment

- Check that the recording equipment is functioning and is placed for optimum student audio capture.
- Minimize extraneous noise caused by jewellery, typing, writing, and so on.
- The teacher may find it helpful to take notes during the individual oral assessment.

Ensure that the balance of the interaction is, as far as possible, significantly in favor of the candidate.

- Observe the maximum time limit of 10 minutes for the individual oral assessment. Examiners are instructed to stop listening after 10 minutes.
- Avoid the use of any identifying information during the recording of the individual oral assessment.

The final internal assessment individual oral assessment can be a stressful experience for some students.

Teachers can play a crucial role in reassuring the student. For instance, they should:

- make students aware early on of the aims, procedure and conduct for the individual oral assessment
- provide students with opportunities to practise the component parts of the individual oral assessment, and provide at least one opportunity to practise an entire and timed individual oral assessment (including transitional interruptions in the event that these may be necessary)
- assure the student that the teacher is there to facilitate the discussions, not dominate them
- assure the student that it is not the teacher's goal to try to trip up the student
- remind the student that the focus is on **their** interactive communicative abilities, not on those of the