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UNDERGRADUATE WORK

THEME BASED LEARNING TO EMPOWER STUDENTS´ ORAL COMMUNICATIVE COMPETENCE OF SEGUNDO AÑO DE BACHILLERATO TÉCNICO VOCACIONAL ADMINISTRATIVO/CONTABLE, SECCIÓN D AT CENTRO ESCOLAR I.N.S.A., 2019

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ABSTRACT

The present action research was based on the investigation "Theme Based Learning to Empower Students´ Oral Communicative Competence of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D at Centro Escolar I.N.S.A., 2019." Its main objective was to analyze students´ oral communicative competence empowerment through Theme Based Learning (TBL). Moreover, this study details the benefits of the implementation of Theme Based Learning method using the Personal Branding theme to empower the students´ oral communicative competence. For this investigation, 33 students of segundo año de Bachillerato Técnico Vocacional Administrativo/ Contable sección D at Centro Escolar I.N.S.A. were selected. This investigation was conducted under a mixed method; to do so, the researchers based the study on the data gathered on the interventions carried out in March, April, and May 2019. The data was gathered through a student self-assessment sheet, a written interview answered by the teacher, a production task, and observation checklist. Furthermore, the researcher team observed and measured the extent to which TBL enhanced students' ability to learn vocabulary related to personal branding to describe their skills, talents, personal achievements, objectives and goals. Consequently, as students started to study the topic "Personal Branding" they became more engaged, excited, active, and eager to participate since they had the opportunity to practice and improve their oral communicative competence in classes.

INTRODUCTION

This action research focused on the topic "Theme Based Learning to Empower Students´ Oral Communicative Competence of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D at Centro Escolar I.N.S.A., 2019". The objective of this investigation was to enhance students' oral communicative competence through the personal branding theme". Moreover, the researcher group carried out a deep investigation in which they collected information about students´ oral communicative competence.

This thesis project is divided into five chapters. Chapter I, Statement of the Problem, defines how the implementation of theme based learning empowers students´ oral communicative competence. In addition, it contains the Description of the Problem, Research Objectives, Hypothesis, and the Justification and Scope of the Research.

Chapter II, Theoretical Framework, discusses how to enhance students´ oral communicative competence through Theme Based Learning by applying role-plays and show and tell presentations activities related to Personal Branding theme. Furthermore, it provides the concept, the educational uses, and the historical background of TBL.

Moreover, chapter III, Methodological Design, describes the methodology that the researchers carried out in the study. It includes paradigm, description of the environment, sampling procedure, research techniques, approaching the field of study, methods to interpret and analyze the information, operationalization of the variables, plan of action, validity and reliability of data collection instruments, triangulation, ethical aspects, timeline, and budget.

Besides, chapter IV presents the analysis of the data gathered through observations, focus group and interviews. In addition, as a matter of representing the gathered data, the research team took into account the objectives to show through graphics and tables the results that show students´ oral communicative competence progress during the eight weeks.

Finally, Chapter V, the researchers present the conclusions and recommendations derived from the present study.

CHAPTER I: STATEMENT OF THE PROBLEM

Students of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D at Centro Escolar I.N.S.A, 2019 showed poor oral communicative competence when they were asked to put their thoughts into words. Researchers observed that students were reluctant to participate orally when they were asked. They would avoid contact with the researchers, stammered while answering, or avoided talking altogether while being in front of the class.

1.1 Description of the Problem

According to an observation carried out at Centro Escolar I.N.S.A., researchers noticed that students of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable Sección D were afraid to participate orally during the classes. Therefore, their English vocabulary learning was not suitable for maximizing their oral communicative competence, so that lead students into poor development. During the observations, researchers detected some problems that affect students' oral performance such as low level of vocabulary and low self-confidence when speaking. To gather this data, researchers used of a diagnostic test (Appendix A), an interview addressed to the English teacher (Appendix B), and an observation guide (Appendix C).

First, the diagnostic test revealed that student's oral communicative competence was poor because they felt nervous and intimidated to participate orally in front of the class. Besides, they did not find the correct words to communicate accurately in the target language. In addition, the teacher based his instruction on written practice from a textbook. Students would answer the exercises and then check answers as a group while being guided by the teachers in their mother tongue.

Second, during a written interview addressed to the English teacher, he stated that students had low level of vocabulary and lack of self-confidence to participate orally. Nonetheless, the researchers considered that the implementation of Theme Based Learning would be helpful in order to strengthen the target language and internalize the content studied in class, especially in the oral form.

Hence, according to an interview addressed to the teacher, the poor level of students' vocabulary and poor level of self-confidence in classes affected to their successful learning and development of their oral communicative competence. Therefore, to foster students' oral communicative competence, researchers decided to implement Theme Based Learning by teaching them vocabulary related to personal branding. In turn, they improved their ability to express their thoughts in the target language and become persuasive people in the marketing area.

In the words of Romani (2018), Theme Based Learning is a theme or topic that meaningfully integrates content from multiple subjects. TBL requires every conceivable soft skill including executive functioning, problem solving, goal setting, public speaking and so on. Theme-based learning provided the interest, appeal and relevance students needed to become engaged. For the purpose of this study, Theme Based Learning was combined with Oral Communicative Competence which enabled speakers of a language to interact effectively with each other. Oral communicative competence includes a wide semantic field since the oral expression is a way of expression for the thought and it provides feedback and developed by means of the linguistic function (Vygotsky, 1992; Piaget, 1983a, 1983b; Pinker, 2003). In the marketing area, students should know how to express their thoughts effectively to become effective speakers.

It is vital to teach how to apply appropriately vocabulary in context and verbal communication activities to enhance students´ oral communicative competence. These activities helped students communicate better their ideas and thoughts in the target language. Vocabulary in context refers to the sentences or the whole paragraph surrounding an unfamiliar word. Context clues are used to make a good guess at the word's meaning (Mecklenburg, 2019).

Verbal Communication Activities were used to express emotion, to teach, and to inspire; these were also characterized by the speaker´s desire to convey meaning. Verbal Communication Activities were the exchange of messages using a variety of words and phrases in order to convey messages. Some examples of these activities are role plays and show and tell presentations; their use improved students' verbal communication activities.

Students' oral communicative competence is improved through the implementation of Theme Based Learning because they learn vocabulary related to personal branding. As a result, learning through themes gives students an opportunity to see learning as a connected process that had application to real life. When a theme is central to learning for a given period of time, students explore it through several disciplines. That is why, researchers decided to choose the theme Personal Branding to make students aware of its importance and relate it to their studies. Therefore, Personal Branding is the ongoing process of establishing a prescribed image or impression in the mind of others about an individual (Ford, 2019).

Guevara (2019) states that students need to build trust, dependability, and a good self-image that will allow them to stand as a unique opportunity for clients, employers or recruiters. By means of a self-evaluation, students would rediscover themselves in terms of what makes them unique and desirable for a company. Guevara states that to build an effective Personal Branding, Students need to pay attention to numerous factors such as: personal achievements, goals, passions and interests, strengths, education and work experience, influencers and inspirations, look and style, and target market (2019).

Considering the stated situation, by means of this research study, the researchers state the following questions:

1.2 Research Questions

- To what extent will students of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable Sección D empower their oral communicative competence through Theme Based Learning at Centro Escolar I.N.S.A?

- How will students enhance the use of vocabulary in context through the personal branding theme?
- How will students develop their oral communicative competence through the application of verbal communication activities such as role-plays and show and tell presentations?
- How does the implementation of Personal Branding theme empower students´ oral communicative competence?

1.3 Research Objectives

1.3.1 General Objective

- To analyze Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable sección D students´ oral communicative competence empowerment through Theme Based Learning (TBL) at Centro Escolar I.N.S.A.

1.3.2 Specific Objectives

- To describe how the implementation of personal branding theme enhances students' use of vocabulary in context
- To develop students´ oral communicative competence through the application of verbal communication activities such as role plays and show and tell presentations
- To evaluate students´ oral communicative competence improvement through the implementation of Personal Branding theme

1.4 Hypothesis of Change

The research team formulated the following hypothesis of change:

Students of segundo año de Bachillerato Técnico Vocacional Administrativo/Contable sección D will empower their oral communicative competence with the implementation of Theme Based Learning at Centro Escolar I.N.S.A., 2019.

1.5 Justification

The development of this study would empower students' oral communicative competence through Theme Based Learning (TBL). This study would benefit not only students of segundo año de Bachillerato Técnico Vocacional Administrativo/Contable sección D from Centro Escolar I.N.S.A, 2019, but also to educate further teachers how to use Theme Based Learning to empower students´ oral communicative competence. Also, this research project would help future students that would study the same grade in coming years, future researchers and people with an interest in the TBL method. Through this study, students will have an opportunity to improve their communicative competence.

Moreover, through this research, students´ oral communicative competence will be enhanced through TBL. This research will also provide recommendations to help students´

learning process throughout the sharing of the findings with the institution and teachers. In addition, students´ oral communicative competence will be improved through verbal communication activities such as role plays and show and tell presentations related to the theme Personal Branding. To do such activities, students will be taught the necessary vocabulary in context related to the theme.

According to Tussa´diah & Nurfadillah (2018), "in a theme-based course, different teaching activities are integrated by their content, the teaching of different skills areas is incorporated into the theme or topic acts as a connecting thread". A theme-based course would provide an environment conducive to empowering students' oral communicative competence. However, in an interview addressed to the teacher (appendix B), he expressed that he did not apply Theme Based Learning since he did not know it, and he was not acquainted on it. Besides, he argued that students have insufficient vocabulary according to the level they should had had.

CHAPTER II: STATE OF ART

A widely recognized problem faced by students learning English as a Second Language is the lack of communicative competence – the ability to express thought effectively in the target language. (Hymes, 1972) stated that: "The term communicative competence refers to both the tacit knowledge of a language and the ability to use it effectively". According to the (Dictionary, Cambridge dictionary, 2019), students do not get tacit knowledge from instruction, or from books; they get it from personal experience. The current study seeks to work on the issues related to Oral Communicative Competence that help students of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D lower the affective filter and participate more in class in the target language.

2.1 Contextual Framework

The present research project is focused on the topic "Theme Based Learning to Empower Students´ Oral Communicative Competence of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D at Centro Escolar I.N.S.A., 2019" The selected population belongs to the Centro Escolar I.N.S.A. which is a public institution placed in an urban area at 10 av. sur y 31 calle poniente Col. El Palmar, Santa Ana, El Salvador, C.A. This school offers three types of Bachillerato Comercial that are Bachillerato Técnico Vocacional Administrativo/Contable, Bachillerato en Salud, and Bachillerato en Turismo. Nevertheless, the present study is focused only on Bachillerato Técnico Vocacional Administrativo/Contable that in the words of (Ricaldone, 2017), the research study offers the necessary competences to foster the different pre-professional abilities applied to design, organize and control financial, and economical information related to management operations, internal process control, accountancy, marketing and management of different areas. The entrepreneurial spirit, the practice of moral and Christian values, the use of a second language, technological updating, gender equity, protection of the environment and teamwork are all promoted as a fundamental part of the student's integral education.

2.2 Etymology of Theme Based Learning

To go further of the term Theme Based Learning, it is essential to know how (Harper, 2001-2019) explains its origin and etymology. First, the noun theme comes from the early 14c.

that means subject or topic on which a person writes or speaks; it comes from Old French tesme (13c., Modern French thème) and directly from Latin thema that refers to a subject or thesis, and it also comes from Greek thema with the meaning of a proposition, or subject. Second, the adjective based means having a specified type of base of something. And finally, the noun learning comes from the mid-14c from Old English *leornian* that means acquisition of knowledge, and from Proto-Germanic *lisnojanan* that means to learn and to know.

2.3 History of Theme Based Learning

Theme-based Learning originated from principled linked to the Communicative Approach. The Communicative Approach seeks to present a topic in natural contexts, and holds that for language learning to be successul, students must engage in communicating real meaning.Orellana (2019) The origins of the communicative approach are many, and it is the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction. Educators and linguists considered that students were not learning enough realistic and natural language and, therefore, they did not know how to communicate effectively using appropriate social language, gestures, or expressions. Interest in development of communicative-style arose in the 1970s which led to authentic language use and classroom exchanges where students got involved in real communication with one another. In the interceding years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods including Content-Based Instruction, Task-Based Learning and Theme-Based Learning. Since then, TBL has been implemented since it is useful, helpful, practical and exciting to use in the classroom, and students become motivated to learn a given subject from different perspectives.

Nowadays Theme-based Learning (TBL) is one of many terms used for describing thematic approaches to language teaching. (Tessier, 2015) list "integrative theme," "thematic approach" "thematic program," "thematic teaching," "thematic instruction," "themed courses" and "teaching [subject] thematically" as name variations of thematic approaches. (Brown, 2007) states that Theme-based Learning (TBL) emerged from Content Based Instruction (CBI). He asserts that while in CBI language objectives are subordinated to the subject matter

area, in TBL both content and language objectives hold equal value. Tessier (2015) acknowledge that thematic approaches nowadays vary in application and definition. Since there is no unifying definition, thematic approaches may be applied from college level macro-scale initiatives to micro-level use of a theme for one unit of study. Despite current differences in definition and application, thematic approaches at their core advocate for paying special attention to meaningful, relevant themes as a point of departure for instruction in language.

2.4 Definition of Theme Based Learning

(Thomas, 2017) manifests that "Theme based learning is a method centering a particular syllabus or curriculum around a specific theme or topic, and this will make the entire learning process a lot more relevant or pertinent for the students". The main idea is to make the lesson exciting to have students engaged on it, and as students become more involved in how and what they study, they also become more interested in learning. Thus, no longer is learning a boring affair; now the entire learning process through Theme Based Learning becomes fun and exciting since the theme chosen is taught in interrelated subtopics for more effective comprehension and application. TBL seeks to grab students' attention to motivate to learn. TBL is student-centered and therefore may pose a challenge for educators who are used to lecturing, and imparting knowledge to students. The most significant benefit of Theme Based Learning is that theme based education makes students more confident and enjoy the learning process. Thomas (2017) used Theme based Learning as a topic of study, as Curricula. According to Toohey & Davis (1999;2002) curricula is designed around an interdisciplinary approach referring to as "inventing the subject". It occurs by focusing on a topic and employing the disciplines in a new way to explore this topic, and it is characterized by the adoption of a cognitive structure based on key (overarching) concepts, themes or intellectual abilities rather than the internal logic of the subject; focusing on a topic - theme, issue, problem, region, time period, institution, figure, work, competency or idea rather than a discipline or skill; adopting a real world approach where subjects are contextualized as opposed to courses where artificial barriers created by skill-based structure / timetable; requiring a shift in delivery of a course towards team-teaching; and finally using group work so that all students are encouraged to participate and stretch their understanding.

Lawrence (2019) states that Theme-Based Learning is a teaching method applied to young students due to their great capacity to learn an innovative topic. Since this method is based on instilling knowledge about one topic, it also makes teaching and learning so much more effective since students become inspired and wider-thinking through the application of this magnificent teaching method. In view of TBL deals with one theme, teachers need to look for a suitable theme that fits every student's needs, so they can associate it with their experiences, interests and insight they previously gathered. Students´ learning is further reinforced; this is why Theme-Based Learning is so effective due to the fact that they strengthen their vocabulary throughout their own investigation about the theme chosen for them to be able to express their ideas and thoughts efficiently and naturally; in that way, students´ learning flourish eminently.

2.4.1 Characteristics of Theme Based Learning

Toohey & Davis (1999;2002) established the following characteristics of Theme Based Learning that build on a theme selected, and in that way, TBL reinforces students´ vocabulary, investigation, literacy work, and creativity.

➢ students´ learning by doing (experiential learning)
➢ students´ collaboration
➢ students-centered learning
➢ students´ own creation
➢ students´ application of real-life situations
➢ whole-students approach

2.4.2 Advantages of Theme Based Learning

Lawrence (2019) manifests that Theme Based Learning integrates the following advantages:

➢ It facilitates active learning.
➢ It initiates learning skills.
➢ It fosters fun to teach and learn using a theme.
➢ It harnesses curiosity to motivate learning.
➢ It teaches students how to learn effectively.

2.4.3 Disadvantages of Theme Based Learning

According to (Unknown, 2014), Theme Based Learning has the following disadvantages:

➢ Some students could lose interest in the theme - less motivation to participate.

➢ Student missing a day misses a major connection from the taught theme.

➢ Research takes a lot of class time for teachers.

➢ It requires more work for the teacher - no pre-made basal program.

2.5 Etymology of Oral Communicative Competence

To go further of the term Oral Communicative Competence, it is important to know how (Harper, 2001-2019) explain its origin and etymology. First, the adjective oral comes from1620 from Late Latin whose meaning is oralis. Second, the adjective communicative comes from late 14c. that means something that communicates; it also comes from French communicative and from Latin communicat- that means to share knowledge and communicate. Third, the noun competence comes from 1630s that means sufficiency of means for living at ease, from French compétence, and from Latin competentia that means to be in agreement.

2.6 Oral Communicative Competence

(Hymes D., 1966) established communicative competence as: "the intuitive functional knowledge and control of the principles of language usage"; furthermore, the communicative competence involves that learners have the knowledge, the ability and the skill to use language effectively. This research study is only focused on students´ content knowledge, vocabulary, fluency, and self-confidence since with English as a Foreign Language, the goal is to make students be able to reach a great oral communicative competence without being immersed in the target language culture. Based on this, researchers have stated Oral Communicative Competence as the learners´ ability in which thoughts and ideas are transmitted orally correctly and appropriately. That is, that learners possess the capacity to create meaningful thoughts and be able to transmit them appropriately in a specific context.

To reach an outstanding oral communicative competence, speakers need to acquire vocabulary according to their level and apply some communication strategies which help them transmit a more fitting oral performance. The communication strategies main goal is their

application throughout their own techniques to make speakers be more fluent, and to attain so, speakers should use appropriate verbal communication strategies.

2.6.1. Personal Branding

(Dictionary M. W., 2019) defines personal as relating to the person or body; personal as relating to, or affecting a particular person; personal as done in person without the intervention of another also: proceeding from a single person. According to (Colleges, n.d.) "Personal branding is the ongoing process of establishing a prescribed image or impression in the mind of others about an individual". So, if speakers learn how to create a good personal branding, they will be able to express their ideas and their thoughts naturally.

Sometimes one word can make all the difference. Vocabulary helps students communicate with others in English to personally brand themselves; that is, it makes them look good. Through the vocabulary learning process based on personal branding, speakers learn how to connect to the mind of consumers. What becomes interesting is to establish how people perceive them as Non- English Speakers. The key to differentiate ourselves from others competition is building a personal brand.

2.6.1.1 Identifying Talents

(González, Martínez, & Pardo, 2009) define talent as a set of competences that, being developed and applied, allow the person to perform a certain role in an excellent way. (p 17; translation ours). Talent is considered a great potential that helps an individual to achieve her or his goals. To identify each individual´ talent, it is important to find what makes us strong, to ask our friends what our best and worst qualities are, to look for talent in others, and to be open to change. Talent-oriented education creates a strong sense of self-efficacy, effective goal setting, and a personal commitment that enhance students' achievements and leads them to higher-level accomplishments. It is important for teachers to motivate students to use their talents and feel proud of using them; in that way, students will find so interesting that their talents are important and they can share their abilities to the class. Thus, students must know that their talents help them to strengthen their abilities and self-confidence to succeed in life.

2.6.1.2 Personal Achievements and Goals

According to (Lahiri, 2016), personal achievements are attributes that provides an individual with a sense of pride such as testimonies of skills, abilities, commitment, and high performance. Personal achievements reflect students´ determination and courage, and they are

also related with students´ success after making a lot of effort to achieve their objectives. These personal achievements help people reach their goals and become more self-confident.

In the words of (Locke & Latham, 2002) a goal is a powerful tool that can be used to motivate and challenge towards achieving the strategic targets. When students stablish their own goals, they feel engaged to take a more active role in their learning process, and they take more interest during classes. If students want to achieve their goals, it is vital for them to become responsible and work hard to accomplish their objectives. Thus, students conceive that what they are doing to achieve their goals influence positively their life since with a clear objective in mind, people will be more dedicated to reach their set goal.

2.6.2 Vocabulary in Context

According to (Neuman & Dwyer, 2009) vocabulary is defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (p. 385). Learning vocabulary is an essential part in foreign language learning as the meanings of new words are often emphasized in classrooms. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

As students get more vocabulary, they get a better understanding of the words they listen or read. As students acquire more vocabulary, they are able to infer the meaning of some phrases or sentences. Therefore, students are more likely to succeed and communicate confidently in academic and social contexts.

Vocabulary also allows students to develop higher order thinking skills so they are able to express abstract thoughts and ideas and develop an effective communication. Through the classes, the researchers intended to expose students to vocabulary related with personal branding in order to expand their active vocabulary to express in the target language.

2.6.3 Verbal Communication Activities

The proper use of verbal communication strategies improves students' verbal communication skills and its effectiveness. (Corder, 1977) states that verbal communication is a systematic technique employed by a speaker to express his thoughts and ideas without difficulty. Verbal communication makes the process easier and faster, and it remains the most successful form of communication. Furthermore, to be aware of what it is said and how it is

said it is a key to successful communication, therefore, role plays and show and tell presentations are oral activities that helps speakers to inform others of their needs or to impart knowledge throughout stimulation of thought and creativity.

2.6.3.1 Role Plays

In the words of (College, 2018), role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a situation. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role. This experience can give rise to greater individual spontaneity and creativity in previously repressed or inhibited children. In role plays, students take different situations to give life to a character; hence, role-plays give students the opportunity to face real-world situations without the necessity of going out of the classroom.

One of the biggest challenges of the role play technique is to get all students to participate and be truly engaged on it. So, in Theme-Based Learning, role-plays give students a great opportunity to put into practice the vocabulary that they are learning up to that moment. Spoken English classes prepare students with the basic interactive skills, and students are not only exposed to the language use but also to the communicative aspect such as being cooperative and interactive to enhance the learners' participation. To conduct a role-play is quite easy as the students just need to act out the scene assigned to them. Overall, role-play can be very beneficial in improving communicative ability among students.

Moreover, role-play is a good way of preparing students to face real life situations. Teachers help the students by providing them knowledge about language according to the situation so that the students can communicate successfully. Other than that, role-play offers students a chance to discover their language abilities and shortcomings. Therefore, it helps learners to overcome their language fear into a positive one. Thus, it is believed that role-play activity has a tremendous effect on the learners' communicative and affective skills.

Particularly, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. Authentic learning activities better learners´ engagement, and role playing is an interesting active learning and teaching strategy. It incorporates all type of demonstrations of real life cases related to any topic. When role-

playing there are some criteria that must be filled up, for example, a plan, characters, a problem, a solution, and cooperation.

Some advantages of role-playing are appliance of content in a relevant and real world context, engagement in higher order thinking and learn content in a deeper way, development of self-esteem and confidence, development of social interaction, opportunity to show their creativity, involvement of direct and experiential learning, learning process more effective, and integration of knowledge, skills, and abilities.

2.6.3.2 Show and Tell Presentation

(McGraw-Hill, 2002) states that show and tell presentation is an activity performed in schools in which a student brings in an object and talks about it; therefore, show and tell is an educational activity in which a student displays an object to the class and talks about it. This activity is performed individually and consists of some steps to prepare a magnificent presentation. First, plan the object and information that you want to show and tell to the class. Second, make a simple description about the article that you want to show and tell. Third, memorize the description. Finally, show and tell the chosen object in front of the class briefly, clearly, nicely, fluently and attractively.

Show and tell presentations provide teachers with a learner- centered activity that can be used in the language classroom as an effective tool for improving students´ oral communicative competence. Students are benefited by having sufficient opportunities to practice their oral skills in the target language learning new vocabulary in context about daily situations. Therefore, the implementation of role play activities enhances students´ confidence and motivation to participate actively in classes.

2.6.4 Class Participation

Class participation is an important aspect of student active learning. Since students speak up in class, they learn to express their ideas in a way that others can understand. Furthermore, when students ask questions, they learn how to obtain information to enhance their own understanding of a chosen theme. Therefore, the oral participation in an EFL classroom is crucial for students to acquire and improve their level of vocabulary to use it actively and effectively in classes.

Furthermore, class participation is a valuable learning tool for teachers. Through doubts students demonstrate and questions they ask, teachers know what students do not understand at all, so that, teachers investigate for techniques to be applied to help students understand completely and participate actively. Just as speaking in front of a group does not come easily to many students; however, speaking up in class is a struggle for many students. That struggle might manifest itself in the classroom in a variety of ways not volunteering to answer questions, not asking for help, not speaking up in small-group activities, even not talking in class at all.

2.6.5 Fluency

(British, n.d.) manifests that fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation and vocabulary. Furthermore, fluency refers to how much a student can speak without cutting the flow of his ideas, then, it is something pointed out to on students' oral communicative competence improvement. Therefore, it is important to enhance students´ fluency in order to enhance their level of communication in the classroom in different activities.

Fluency t is integral to the oral communicative competence improvement process since it boosts students' confidence level and self-esteem, which are some of the basis for Personal Branding topic development. Besides, individuals who are unable to speak fluently are often unsure about how to respond while having a conversation. Therefore, it enables students to increase their level of comprehension, expands their vocabulary, and completes speaking tasks such as role-plays and show and tell presentations more expediently. Also, it benefits students in daily activities as it enables them with the capacity of generating as many ideas as they wish. On the other hand, if students lack speech fluency, they face difficulties holding a conversation. In fact, some people restrict their participation in social meetings due to speech issues. So, the purpose of oral practice is to enable students to enhance their oral communicative competence that enables them with the ability to speak without cutting the flow of ideas.

2.7 Relationship between Variables

Effective oral communication focuses not only on message content but also on how a message might be interpreted by and might affect the receiver understanding. That means, that

it is important how the message is sent and how it is received by the recipient. It is in this situation in which Theme Base Learning plays an essential role when developing students´ oral communicative competence since the potential of TBL is to provide realistic and motivating uses of the target language. This teaching method gives students interesting topics that motivates their curiosity and desire to participate orally since it links curriculum and works on people's interests by creating a sense of purpose and community in the classroom.

Therefore, oral communicative competence is something crucial and indispensable for students because the success of their study depends on their ability to express their thoughts. If their oral communicative competence is poor, they are very likely to fail in the English language learning or at least they will have difficulty in making progress. On the other hand, if they have a good ability in putting their thoughts into words, they will have a better chance to succeed in their study.

When learning English Through Theme Based Learning, it is necessary to get students´ interest of a particular topic and then build up attractive knowledge on what pupils already know. (Bishara, 2015) states that Theme-Based Learning helps students contribute from partial to complete knowledge by building links and connections in the networks of students´ language resources. In this regard, TBL enhances students´ productive vocabulary; so that, it contributes students´ enhancement in their oral communicative competence by giving ideas about the chosen topic. TBL helps students make connections by themselves, and it also reinforces their interaction between one another; therefore, the relation student-teacher is reinforced.

Increasing target language use in Theme Based Learning assures students improvement of their oral communicative competence because TBL motivates students to use the words they learn on the spots and to make progress on the Language Learning Process. Teacher is in charge of giving support, feedback, and guidance to the students so students do not feel alone on the process of learning because they have the support of the teacher and classmates.

2.8 Possible Solutions

Based on the research question of the study: « To what extent does the implementation of Theme Based Learning empower students´ oral communicative competence of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D at Centro

Escolar I.N.S.A? », researchers pretend to enhance students´ oral communicative competence through the application of Personal Branding Theme to make students become more self-confident speakers by expressing their thoughts effectively throughout the use of appropriate vocabulary to communicate their ideas throughout role play and show and tell presentation activities. To fulfill these requirements, researchers implemented gripping categories of Personal Branding Theme in each of the classes to maintain students´ interest.

In the words of (Rohn, n.d.), "Effective communication is: 20% what you know and 80% how you feel about what you know." For English as a Foreign Language speakers, the more effort and practice they put in, the more instinctive and effective their oral communication competence becomes. That is why, it is important that speakers know what to say to be pretty sure and express sufficient self-confidence when they speak in public.

CHAPTER III: METHODOLOGY

This chapter describes all the steps that researchers followed in order to conduct the present research study. It explains the type of tools and techniques that researchers used during the whole process of the action research in order to make a positive change of the problematic situation diagnosed at the beginning of this research project.

3.1 Paradigm and Design

In order to conduct the action research "Theme Based Learning to Empower Students´ Oral Communicative Competence of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable Sección D at Centro Escolar I.N.S.A., 2019", the researchers used mixed method to gather data. This method allowed researchers to analyze and reflect on the problematic situation observed and described in the previous chapters.

On the one hand, the quantitative paradigm helped researchers to visualize concretely the results after the application of the different techniques used in order to empower students´ oral communicative competence when putting their thoughts into the target language. This paradigm was used to give a proper interpretation of the gathered numerical data. Moreover, through the quantitative paradigm researchers found out how students improved after each of the interventions made by the group of researchers. On the other hand, the qualitative paradigm allowed the researchers to describe the phenomenon, know its qualities, what is affecting it, and interact with the group of students and analyze their progress along the different class sessions.

3.2 Description of the Environment

The research problem took place at 10 av. sur y 31 calle poniente Col. El Palmar, Santa Ana, El Salvador, C.A. In Centro Escolar I.N.S.A., 2019. Centro Escolar I.N.S.A. is placed in an urban area. Bachillerato Técnico Vocacional Administrativo/Contable sección D at Centro Escolar I.N.S.A. was conformed by 5 sections in which there were 134 students. Researchers worked with one section only, which was section D, that had 33 students;

therefore, these students had the characteristics that researchers analyzed during the present research study.

3.3 Units of observation (population)

Support from cooperating teachers is essential to the success of action research. At the beginning of this study, the researchers visited Centro Escolar I.N.S.A., and established contact with the coordinator of Bachillerato Técnico Vocacional Administrativo/Contable who showed willingness to help. In this area there were a total of 134 students in the five sections in which the researchers sought to observe students' difficulties when using English. They decided to observe high school sophomores since they had already received English classes in their junior year, but might still have problems using English. It was not taken into account gender, failure of grades, age, and students who were not in agreement with the development of this project.

3.4 Sampling Procedure

Due to the qualitative nature of the study the researchers were not interested in a specific number of students. They were interested working with a sample of students who were willing to make changes in their language ability, and with a cooperative teacher who was open to get involved in the research. So using purposive sampling, the researchers chose 33 students of Segundo Año Sección D of Bachillerato Técnico Vocacional Administrativo/Contable at Centro Escolar I.N.S.A.

3.5 Operationalization of the Variables

VARIABLES	DEFINITION OF THE VARIABLES	CON-CEPTS	DIMENSION	INDICATORS	INSTRU-MENTS	TIME
Independent Variable Theme Based Learning	"Theme based learning is a method centering a particular syllabus or curriculum around a specific theme or topic."	Student centered	-Students´ engagement in the learning process Students´ curiosity Students´ challenge -Personal Branding	-Students participate orally. -Students give opinions about the topic. -Students are attentive. -Students are eager to participate. -Students enjoy the classes. -Students show interest about the topic. -Students make questions about the topic. -Students investigate about topics studied. -Students´ confidence	Production Task Interview addressed to the teacher	24 hours
Dependent Variable Oral Communi-cative Competence	"The intuitive functional knowledge and control of the principles of language usage". Dell Hymes		-Describing abilities -Exposing personal achievements and goals Improvement of personal branding through Role-Plays -Student centered -Students´	-Students´ participation -Students describe themselves by using adjectives. -Students describe their personal achievements. -Students stablish their own goals. -Students participate in role-play activities.	Observa-tion Checklist	

	(1966)	Vocabu-lary in context Verbal commu-nication activities	participation -Students engagement -Role play -Real-world situation -Show and tell presentation - Object display -planning the activity -Description of the object -Memorization of the description -Show and tell the object	-Students use vocabulary related to personal branding. -Students attend classes. -Students contribute to oral activities. -Students give life to a character. -Students show security when speaking at the front. -Students act in real-life situations. -Students show and describe an object to the class.	self-assessment sheet	

3.6 Research Techniques

In order to conduct the research "Theme Based Learning to Empower Students´ Oral Communicative Competence of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable Sección D at Centro Escolar. I.N.S.A., 2019", the researchers used direct observation in classes with the chosen population during eight weeks at Centro Escolar I.N.S.A. Moreover, the researchers carried out a students´ self-assessment sheet (appendix D) based on twelve closed statements by choosing a grade in the range 1-2 poor, 3-4 regular, 5-6 good, 7-8 very good, and 9-10 excellent, a teacher interview guide (appendix E) that contains five open questions, and a production task (appendix F) that has eleven aspects to evaluate students´ oral performance.

3.7 Approaching the Field of Study

The researchers met with principal of the Centro Escolar I.N.S.A to discuss the possibility of conducting a study in this school. During the meeting, he suggested working in the area of Bachillerato Técnico Vocacional Administrativo/Contable. Following the principal´s suggestions, the researchers scheduled a meeting with the coordinator of the said area. During the meeting, the coordinator and the researchers agreed on observing students of Segundo año de Bachillerato Técnico Vocacional Administrativo/Contable. For a week the researchers observed classes in the five sections and opted for working with section D. Later on, the researchers administered the diagnostic tests to the students and the teacher from section D. Then, the researchers carried out the interventions during eight classes, and to get all the information gotten, they used a students´ self-assessment sheet (appendix D), a teacher interview guide (appendix E), and a production task (appendix F).

3.8 Methods to Analyze the Information

The researchers analyzed and interpreted data by ordering the information they had. They used Microsoft Excel to order the information according to the objectives they had to make graphs and tables. Then, they interpreted which graphs and tables belonged to the general objective and to the specific ones. After that, they discriminated the information according to the variables, and according to the indicators they observed. Moreover, the researchers made the same procedure to order the data collected from the observation guide.

Besides, in this stage, the researchers sorted the data by numbering the instruments separately; then, they classified the data by questions and checked if there was any anomaly that researchers needed to fix. Furthermore, the results of all the information gathered were organized according to the variables and indicators.

3.9 Validity and Reliability of data collection instruments

3.9.1 Validation of Data Collection Instruments

The research tools that were used in the study were validated by research experts and professionals in the field at English Language Department at the Western Multidisciplinary Campus of the University of El Salvador. To validate these tools, the researchers provided the experts with a validation sheet (appendix H) in which the experts provided suggestions and recommendations, and researchers made the necessary changes.

The tools were presented to different research professionals in the field at the Foreign Language Department at the Western Multidisciplinary Campus of the University of El Salvador to gather more suggestions and recommendations. For that purpose, an expert Validation Sheet was attached. This validation sheet has ten criteria to be evaluated in the following way: observable, not observable, and suggestions. At the end of all sections, there is a space for comments or observations.

3.9.2 Reliability

To reach reliability, the researchers tested the reliability of the tools by controlling the indicators presented in the variables (Oral Communicative Competence and Theme Based Learning). After administering the instruments, researchers compared the results obtained according to the baseline.

To make the results reliable, the researchers created good rapport with the students, as well as making sure that the conditions for each intervention were suitable for the whole class. At the end, the interventions not only helped students' oral communicative competence, but also it helped the researchers to provide the information expected.

3.10 Plan of Action

Week 1

Purpose	Implementation activity	Responsible person	Data gathering activity	Material	Research tool	Responsi- ble team	Timeline beginning / ending
To learn about Personal Branding and its importance	-Introduce the team to the class. Let students tell something about themselves. -Introduce Personal Branding theme -Let students explain their perception of other personal branding	Wilson Edgardo Perlera	-Role-play activities -Take photos	-Lesson plan -Chart -Markers -Board	Role– play checklist	Alba Hernández Veraliz Meléndez Beatriz Siguenza Christian Salinas	Tuesday, March 26th, 2019 From 07:00 am to 08:30 am
	Reflection section	Christian Salinas	Assignment of a second role-play activity for students taking into consideration their mistakes.	Lesson plan Chart		Wilson Guevara	Thursday, March 28th, 2019
	Feedback		Students showed poor	Markers			

			English skills to the point that they could not hold a conversation. Besides, their attitude towards the researchers and the project was difficult to understand since they did not seem to care about the class, and were reluctant to participate.	Board			

Week 2

Purpose	Implementation activity	Responsible person	Data gathering activity	Material	Research tool	Responsible team	Timeline ending
To talk about their talents by using a variety of adjectives	-Provide students with a variety of adjectives to talk about personality -Give students the structures for them	Christian Ernesto Barillas Salinas	Take photos	-Lesson plan -Chart -Markers	Observation checklist	Alba Hernández Veraliz Meléndez Beatriz	Tuesday, April 2^n, 2019 From 07:00 to 08:30 am

				-Board		Siguenza Christian Salinas	
to speak about their abilities							
	-Reflection section	Wilson Guevara	Students´ creation of a short paragraph talking about their strengths	Bank of adjectives related to persona- lity		Wilson Guevara	Thursday, April 4th, 2019 From 7:00 to 8:30 am
	-Feedback		Students showed a poor knowledge of adjectives and a poor understanding of basic structures which led to difficulties when they were listening to the target language, and when they were following directions. The researchers used numerous examples to make them understand the meaning of the different adjectives.				

Week 3

Purpose	Implementation activity	Responsible person	Data gathering activity	Material	Research tool	Respon-sible team	Timeline beginning/ ending
To learn about personal achievements and goals	-Explain what personal achievements and goals are. -Provide a paragraph about a success person -Let students explain their own personal achievements and goals orally	Alba Hernández		-Lesson plan -Chart -Markers -Board	Observa-tion checklist	-Alba Hilario Veraliz Meléndez -Beatriz Siguenza Christian Salinas -Wilson Guevara	Tuesday, April 9th, 2019 From 7:00 to 8:30 am
	-Reflection section	Veraliz Melendez	To ask students to write a five-line paragraph about their personal achievement and goals.	-Lesson plan -Markers			Thursday, April 11th, 2019

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-Feedback		Students were eager to participate in this class as it talked about their achievements and goals. They were really excited to talk about them, and they were given instructions all the time. They could express themselves with basic structures, and they were raising their hands to participate in the class. They felt identified with the topic since it was something personal rather than something general.	-Board			From 7:00 to 8:30 am

Week 4

Purpose	Implementation activity	Responsible person	Data gathering activity	Material	Research tool	Respon-sible team	Timeline beginning/ ending
To learn about the usages of personal branding personally and profession-ally	-Let students express what they think about their classmates by writing on sheets of paper on each other's backs -Have students read a paragraph about the importance of personal branding. -Let students express their thoughts about the paragraph	Sonia Beatriz Siguenza	-Role-play activities -To take photos	-Lesson plan -Chart -Markers -Board -Masking Tape	Produc-tion Task	-Alba Hilario -Veraliz Meléndez -Beatriz Siguenza Christian Salinas -Wilson Guevara	Tuesday, April 22th, 2019 From 07:00 to 08:30 am

-Reflection section	Alba Hilario	Let students describe one of their classmates using their previous knowledge.	-List of adjectives to describe appearance			Thursday, April 24th, 2019 From 07:00 to 08:30 am
-Feedback		Students understood the directions easily, and they expressed what they thought about their classmates respectfully which led them to a better understanding of what Personal Branding is. They linked previous knowledge as they could use adjectives to describe their classmates. Students understood the importance of Personal Branding since they read a paragraph about it, and they shared their ideas about what they got from the paragraph.	-Lesson plan -Chart -Markers -Board -Masking Tape			

Week 5

Purpose	Implementation activity	Responsible person	Data gathering activity	Material	Research tool	Respon-sible team	Timeline beginning/ ending
Talk about important point to take into consideration in a job interview	-Provide students a conversation that contains vocabulary to be used in an interview. -Ask students to rewrite the conversation and add more personal information and present in front of the class	Veraliz Meléndez	-Evaluate students' performance on Role-play activities -Take video -Take some photos	-Lesson plan -Charts -Carpets -White-board -ball -paper - eraser	Role–play checklist	-Alba Hernández -Beatriz Siguenza -Christian Salinas -Wilson Guevara -Veraliz Meléndez	Tuesday, April 30, 2019 From 07:00 to 08:30 am
	-Reflection section	Alba Hernández	Ask the students to create a new conversation using an interview for a job and				Thursday, May 2nd, 2019

			present in front to the class				From 07:00 to 08:30 am
	-Feedback		Students showed difficulties as they were not able to use the vocabulary presented in class. Researchers had to monitor students to help them understand the vocabulary and how to use it in a sentence. They linked previous ideas as they could add personal information to the oral practice they had. At the end, the majority wanted to participate in front of the class which showed how committed they were to it.				

Week 6

Purpose	Implementation activity	Responsible person	Data gathering activity	Material	Research tool	Respon-sible team	Timeline beginning/ ending
To teach students how to create engaging content	-Let students express what social networks they use, and how much time they spend on them. -Have students gain vocabulary in context related with social networks. -Improve students´ motivation by creating their own social network and its usage.	Wilson Edgardo Guevara Perlera	Have students retell in front of the class how their social network works	-lesson plan -charts -markets -white-board	-Observa-tion checklist	-Alba Hilario -Veraliz Meléndez -Beatriz Siguenza Christian Salinas	Tuesday, May 9th, 2019 From 07:00 to 08:30 am

-Reflection section	Christian Salinas	Evaluate students' performance on team-work activities Take photos					Tuesday, May 9th, 2019 From 07:00 to 08:30 am
-Feedback		Students showed a lot of interest in this topic as it was something that they were familiar with. They talked about their own experiences and preferences. They were so excited when they had to think of a new social network, and how they would use it and its advantages.					

Week 7

Purpose	Implementa-tion activity	Responsible person	Data gathering activity	Material	Research tool	Respon-sible team	Timeline beginning/ ending
To assess students by simulating an advertise-ment they are the image of	-Promote students' oral communicative competence through speaking activities between themselves. -Enhance students' self-confidence when speaking in front of the people for empowering their Oral Communicative Competence in order to sell a product	Sonia Beatriz Siguenza Zúniga	Students will prepare themselves for the show and tell presentation	-Lesson plan -Chart -Markers -Board	-Students self-evaluation -sheet - Observation checklist	-Alba Hernández -Veraliz Meléndez -Beatriz Siguenza -Christian Salinas -Wilson Guevara	Tuesday, May 9th, 2019 From 07:00 to 08:30 am

	-Reflection section	Veraliz Arévalo	-Take of video by using the corrections given by the researchers -Administer of a self-evaluation sheet				Tuesday, May 9th, 2019 From 07:00 to 08:30 am
	-Feedback		Students demonstrated willingness to participate during activities; however, they showed low self-confidence, as they were nervous in front of the class. The researchers make them realize that it was all about confidence and believing in themselves. At the end, students showed an improvement based on the participations in front of the class.				

Week 8

Purpose	Implementation activity	Responsible person	Data gathering activity	Material	Research tool	Respon-sible team	Timeline beginning/ ending
To evaluate students' perfor-mance on students´ role-play evaluations	Give students the opportunity of improving their oral communicative competence through the implementation of Role-play activities.	-Alba Hernández -Veraliz Meléndez -Beatriz Siguenza -Christian Salinas -Wilson Guevara	-Production Task -Students were appropriately dressed for the occasion which showed how committed they were to it. Besides, it was seen that they had rehearsed since their presentations were excellent. They had few problems related with nervousness which showed how confident they felt.	-Lesson plan -Chart -Markers -Board	Production Task	-Alba Hilario -Veraliz Meléndez -Beatriz Siguenza -Christian Salinas -Wilson Guevara	Tuesday, May 13th 2019

3.11 Baseline

The research study began with a diagnostic test focused on students of segundo año de Bachillerato Técnico Vocacional Administrativo/Contable. Researchers found that students had problems with the oral communicative competence specifically. During the classes given in the course of this study, the students engaged in activities aimed at promoting oral fluency through practice that targeted vocabulary related to personal branding, and oral communication activities. Most students gradually began to feel at ease while expressing ideas orally, using the previously learned vocabulary and the vocabulary learned during the classes taught using TBL.

3.12 Triangulation

During the process of the research project, the researchers analyzed each of the variables with a sample of the target population. Researchers observed students´ behavior without telling them; thus, students´ behavior goes along with the natural cycle that the triangulation provides as it is showed in the variables Oral Communicative Competence and Theme Based Learning. Moreover, in the triangulation the researchers evaluated if it was imperative to change objectives, instruments, and indicators or to add something else.

3.13 Ethical Aspects

Researchers respected the basic ethics principles of a research project throughout the whole study as core pillars such as reliability, confidentiality, honesty, sensibility, and objectivity. Furthermore, the investigators explained students the benefits they could have through their oral participation during the classes. Researchers persuaded students to keep coming to improve their English oral communicative competence. Consequently, the researchers respected students' disposition to participate in the classes, and students were not forced to attend the interventions.

3.14 Timeline

Activity	Responsible	Month							
		Feb	Mar	April	May	June	July	Aug	Sept
Research team formation	Research team	■							
Choosing the topic	Research team	■							
	Preliminary	**Phase**							
Approaching the Field of Study	Research team	■							
Diagnostic Study	Research team	■							
Definition of the Problem	Research team	■							
	Planning	**Phase**							
Literature Review	Research team	■							
Elaboration of the Research Topic Proposal	Research team	■							
Revision of the Research	Research team	■	■						
Incorporation of the Suggestion made by the Advisor	Research team	■	■						
Elaboration of Data Collection Instruments	Research team		■						
Validation of Data Collection Instruments	Research team		■						
	Execution	**Phase**							
Data Collection procedure (Intervention	Research team		■	■	■				
Data Processing	Research team			■	■				

Interpretation and Analysis	Research team				███	███			
Elaboration of Data Collection Instruments	Research team					███	███	███	
Final Oral Presentation	Research team								███

3.15 Budget

Supplies

Type of supply	Name	Cost per item	Number of items	Total
Office supplies	Pens	$0.25	50	**$12.50**
	Pencils	$0.15	50	**$10**
	Printer ink	$ 20.00 black ink, and $35 color ink	2	**$55.00**
	Printer paper	$ 5.00 / pkg	4 pkg	**$20.00**
	Stapler	$1.00	1	**$1.00**
	Printer Cartridges	$ 30 (black)	1	**$30.00**
Total				$128.50

Services

Service	Cost	Total
Photocopies	$0.04 / page * 600 copies	**$24.00**
Internet	$28.00 a month *6	**$168.00**
Other expenses (food, transportation, and electricity)	$400.00	**$400.00**
Lunch for the Final Presentation	$8 *15	**$120.00**
Flower Arrangement	$30	**$30**
Attire	$50 *5	**$250**
Total		$992.00

Human Resources

Service	Cost	Total
Validators	$25	$75
Researchers	300 *5	**$1,500**
TOTAL		**$1,575.00**

Total budget expenses: $2,635.50

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

This chapter includes the analysis of the data gathered through observation checklists, a self-assessment oral evaluation, and a production task, administered to Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable Sección D students at Centro Escolar I.N.S.A. Moreover, the chapter includes the analysis of an interview guide addressed to the teacher during the intervention plan in semester I, 2019.

In order to facilitate the interpretation of data, the research group organized all the information gotten in tables and graphs. Graphs show the improvement students had during the classes, and tables contain the teacher´s opinion about students´ improvement through the implementation of Theme Based Learning method.

4.1 Vocabulary in context

4.1.1 Vocabulary learned in classes about personal branding

Graph 1 A1: Personal Branding Vocabulary

Score	[0,2[	[2,4[	[4,6[	[6,8[	[8,10]
First Role-Play Evaluation	18.20%	27.30%	45.50%	9.10%	0%
Final Role-Play Evaluation	0%	3.00%	39.40%	42.40%	15.20%
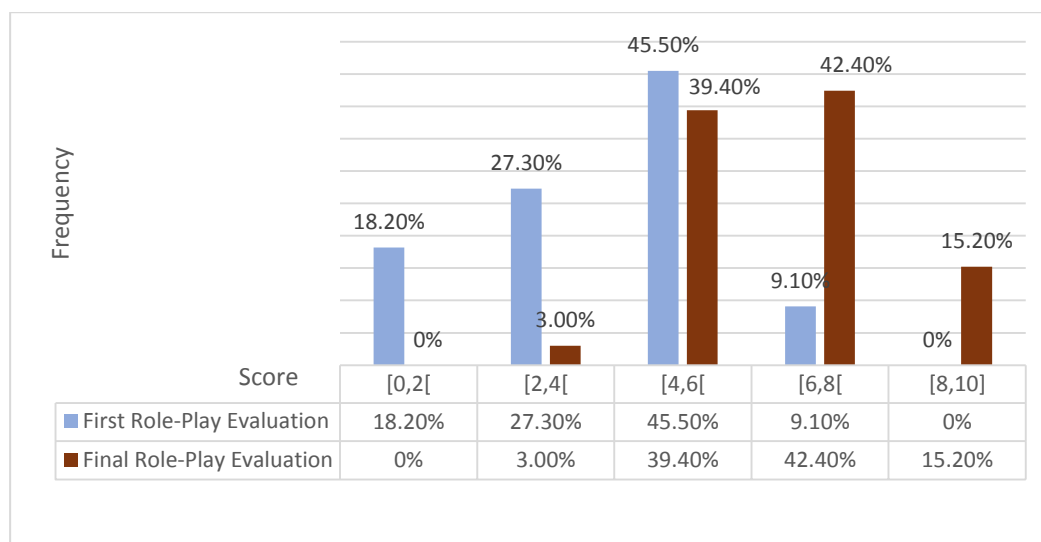
Source: researchers' own creation

As seen in graph A1. Personal Branding Vocabulary, prior to implementing the plan, 90.9% of the total population got grades lower than 6. Low grades in the first role play evaluation indicate limited to nonexistent vocabulary related with personal branding that could help students brand themselves effectively in English in the marketing area. Marketing requires that students be able to describe their skills, talents, personal achievements, objectives

and goals. During the learning process, students learned to use vocabulary to engage in conversations related to the marketing area. Graph A1 also shows how students fared in final role play evaluation. In comparison with the first evaluation, the percentage of students who failed –got grades lower than 6- dropped from 90.9% to 42.4%. Consequently, the number of students who passed the evaluation increased from 9.10% to 57.6 % on the final evaluation. An increase in performance indicates that on the final evaluation, students exhibited appropriate use of vocabulary related to personal branding. (For detailed information on how students performed in each class, see Graph A4).

4.1.2 Real-life vocabulary

Graph 2 A2: Real-life Vocabulary
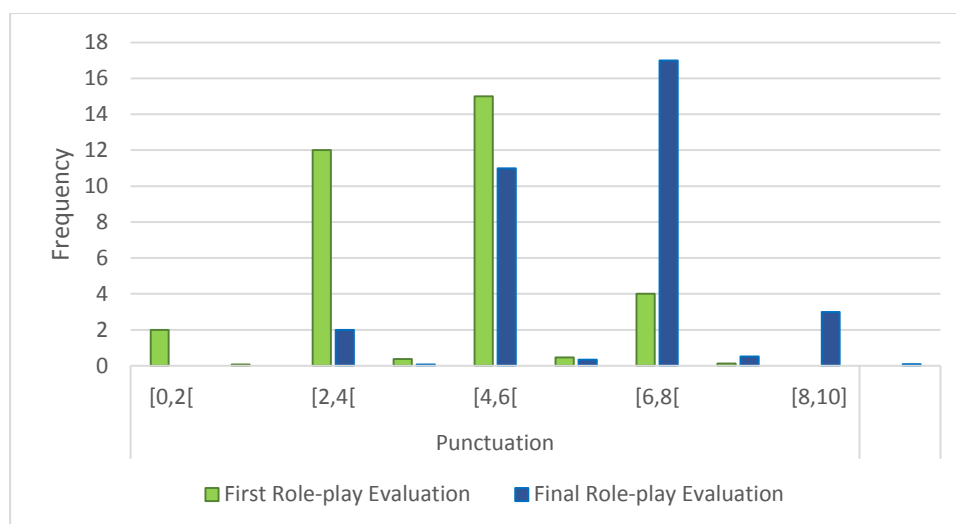
Source: researchers' own creation

As seen in graph A2, Real-life Vocabulary, data taken from a production task, prior to the implementation of the plan, 88% students failed or got grades lower than 6. In the first evaluation students showed limited to nonexistent real-life vocabulary, and, therefore, were not able to express their thoughts and ideas in daily situations related to discussing personal goals, achievements and talents. As Starwhout (2008) suggests, vocabulary is one the main factors that contributes to fluid communication. Throughout the implementation, students were exposed to real-life vocabulary items. In the final evaluation the percentage of failing students dropped from 88% to 39.4%. Consequently, the percentage of passing students increase from 12.1% to 60.6%.

4.1.3 Vocabulary enhancement

Graph 3 A3: Students´ Opinion on how much their vocabulary was enhanced
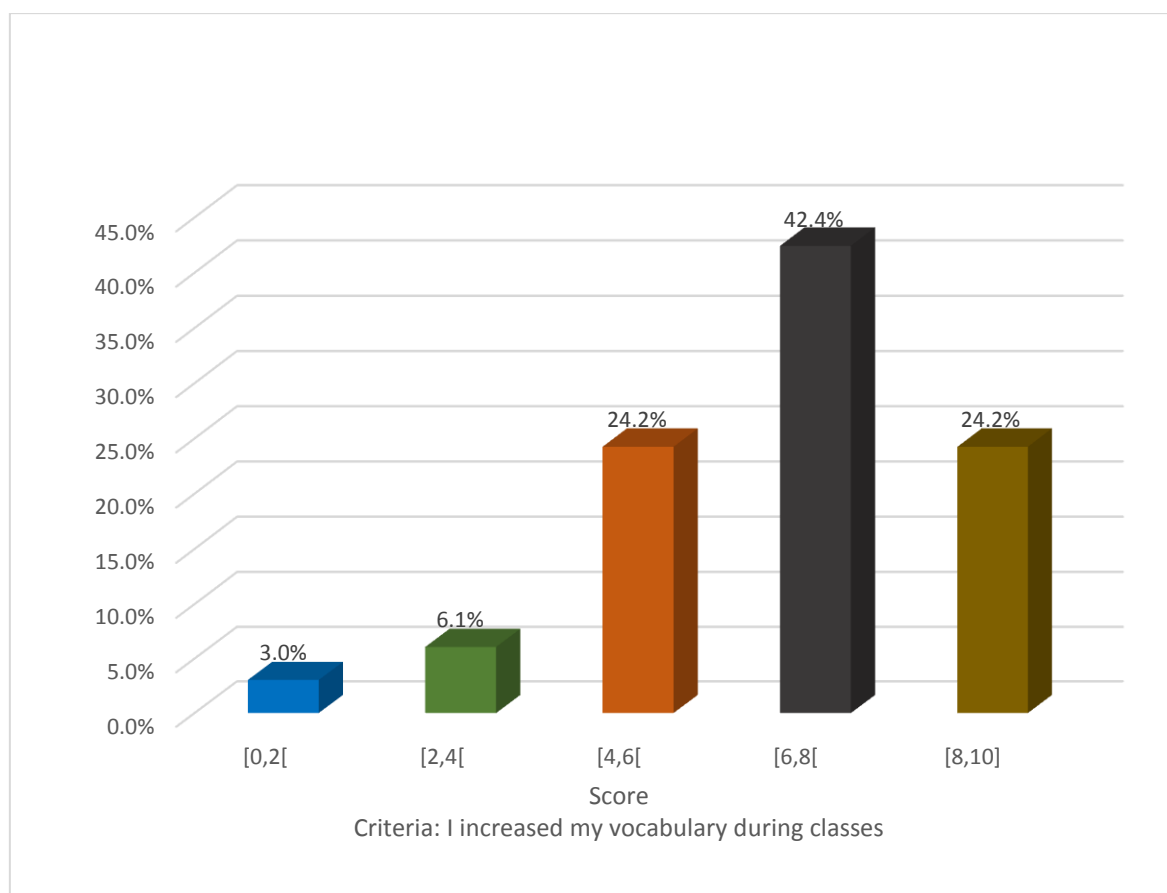
Source: researchers' own creation

As seen in Graph A3, 66.6% of the students perceived a positive effect in the implementation. Conversely, 33% of them saw little to no improvement in their vocabulary during the implementation. Students perceptions on vocabulary improvement (66.66) is consistent with performance on vocabulary for personal branding, 57.6% of students got a passing grade, and their performance on use of real life vocabulary, 60.6% of students got a passing grade.

Table 1 A1: Teacher´s Opinion about Students´ Vocabulary Enhancement by Personal Branding

Question	Answers	Indicators	Objective	Interpretation
To what extent do you consider students´ vocabulary has been enhanced through Theme-Based Learning?	A lot. They become confident with an especific vocabulary but they learned a lot.	Students participate orally. Students give opinions about the topic. Students are eager to participate. Students show interest about the topic.	To describe students 'vocabulary in context enhancement through Personal Branding theme	When students heard about the topic Personal Branding for the first time, they did not know anything about it. As classes passed by, they got vocabulary related to Personal Branding and were able express their thoughts and ideas. Hence, their oral participation in classes increased considerably because they acquired enough vocabulary in context.

Source: Researchers´ own creation

Table 2 A2 Teacher´s Opinion of Students´ Vocabulary Improvement through Communication Activities

Question	Answer	Indicator	Objective	Interpretation
Do you consider that role plays and show and tell presentations helped improve students´ vocabulary?	Yeap, a lot. Speaking skill have been developed a lot.	Students participate orally. Students show interest about the topic.	To describe students 'vocabulary in context enhancement through personal branding theme	Students understood that show and tell presentations were an educational activity in which they displayed an object to the class, and then they talked about it. So, when they applied this activity, they improved their oral communicative competence. Students´ real life vocabulary was enhanced in order to apply it at any situation. At the beginning, students complained about lack of vocabulary which stop them to express themselves naturally.

Source: Researchers´ own creation

4.2 Oral Communicative Competence

4.2.1 Show and tell presentation

Graph 4 B1: Preparation of Show and Tell Presentation
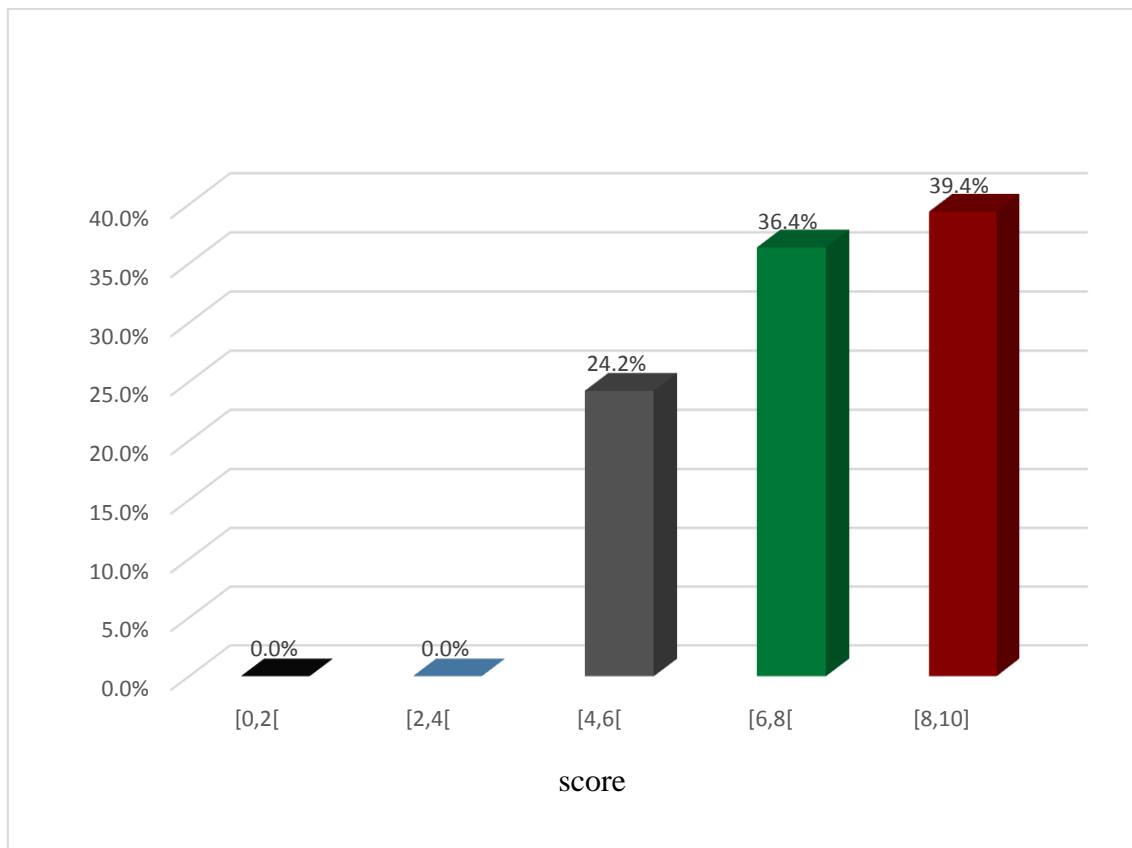
Source: researchers own creation

The information presented on Graph B1, Show and tell presentation, was taken from the self-assessment tool, and presents students' opinions about their improvement in oral tasks, such as show and tell presentation. 75.8% of the students stated that at the end of the implementation they felt they were able to confidently show and talk about an object using vocabulary learned in classes. Through this oral activity, students 'oral communicative competence and their ability to prepare and present effectively were improved. Students´ ability to improvise was enhanced possibly because TBL harnesses students' curiosity and motivation to learn (Laurence, 2009). For further information, see appendix F, graph B4.

4.2.2 Student´s ability to speak fluently

Graph 5 B2: Students´ Fluency

	[0,2[		[2,4[		[4,6[		[6,8[		[8,10]	
First Role-play Evaluation	5	15.20%	18	54.50%	8	24.20%	2	6.10%	0	0%
Final Role-play Evaluation	0	0%	2	6.10%	11	33.30%	16	48.50%	4	12.10%

■ First Role-play Evaluation   ■ Final Role-play Evaluation
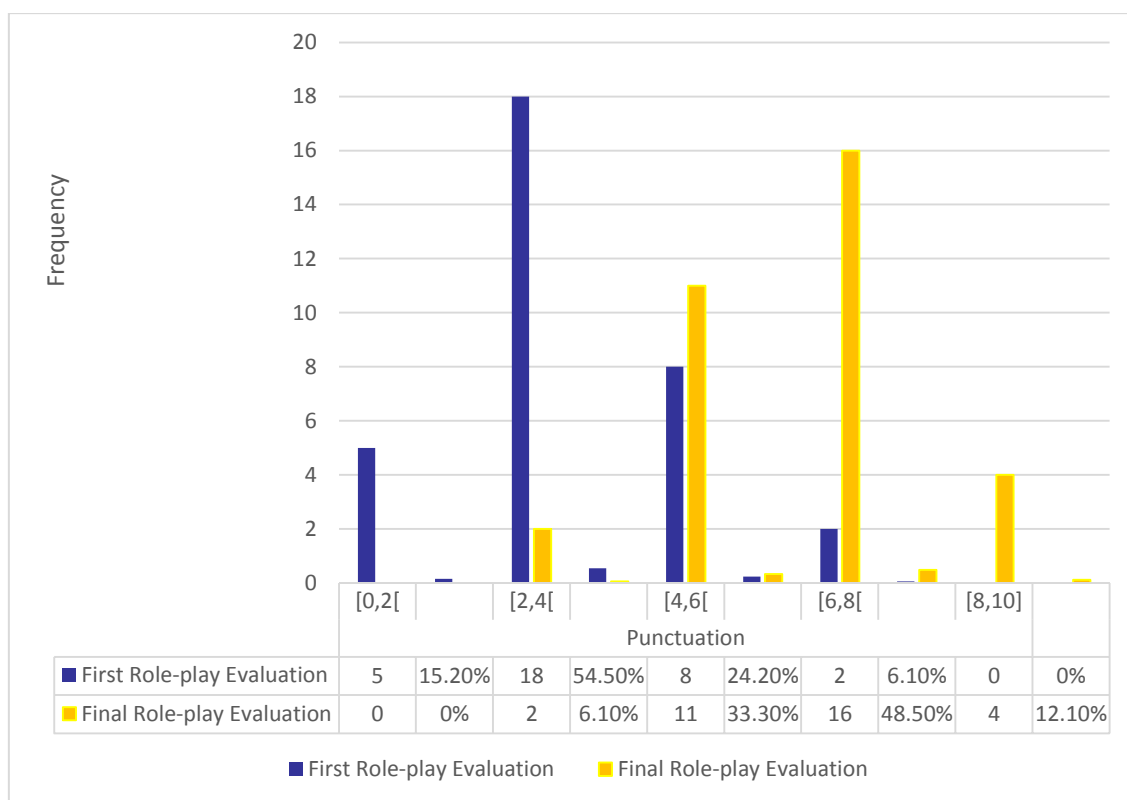
Source: researchers' own creation

As observed in graph B2, Fluency, on the first evaluation 93.9% of the students got failing grades or grades lower than 6 on fluency. Students who failed did not express their thoughts naturally when speaking. Through the implementation, students constantly enhanced their vocabulary related to personal branding theme; by doing so, they were able to talk about their achievements and goal as seen in Appendix H, graphs B5, B6. Therefore, students improve their fluency and at the same time they empowered their level of comprehension and vocabulary enrichment; as a result, students participated more actively during the interventions and in the final role-play evaluation failing grades dropped from 93.9 to 39.40%. In other words, throughout the implementation, 54.50% of the students went from showing little to no fluency to being able to express ideas fluently in role plays.

4.2.3 Description of ability

Graph 6 B3: Students´ Opinions on how well they can describe their abilities
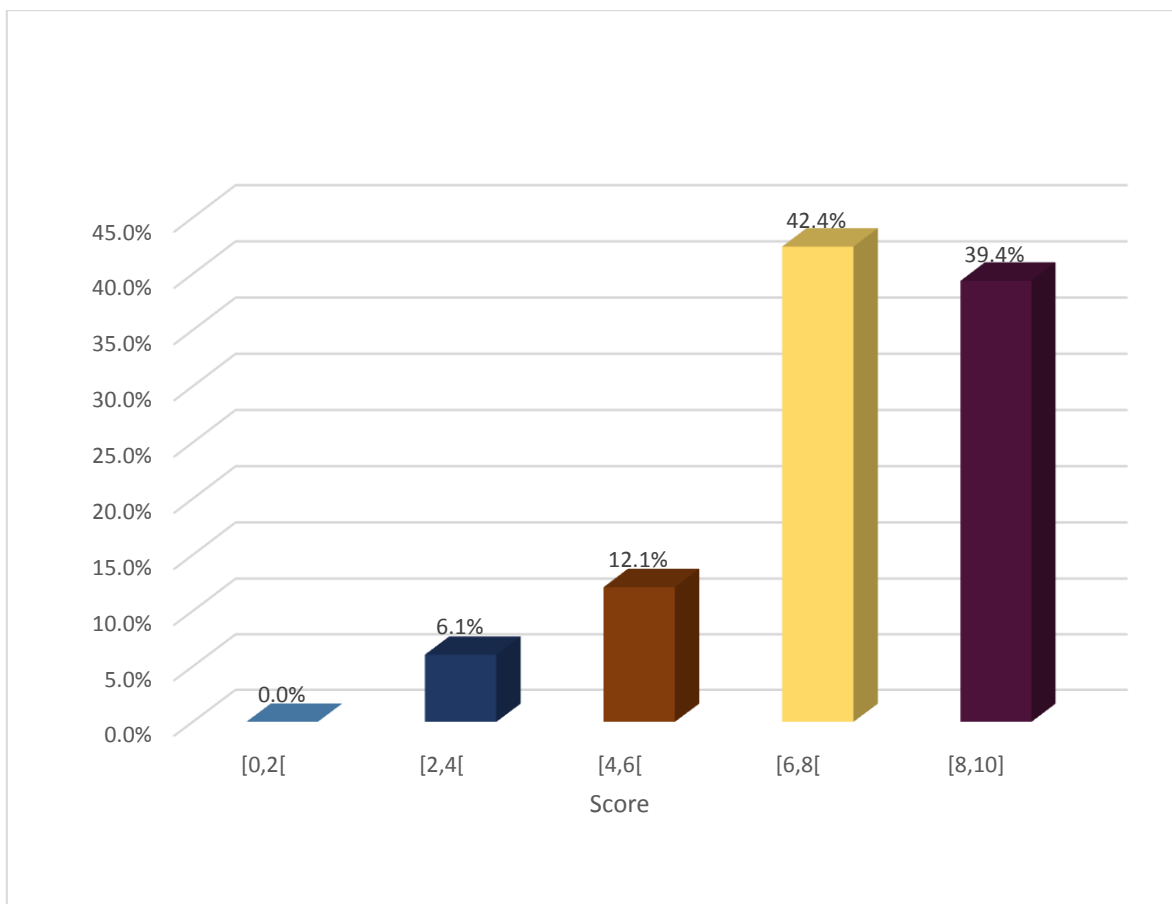
Source: researchers own creation

As observed in graph B3 on students' opinions on how well they can describe their abilities, 91.8% of students considered that they were able to describe their abilities effectively as they assessed themselves with grades of 6 and higher regarding description of their abilities. Moreover, students' engagement during implementation was measured through observation instruments. See Graph B7. Students demonstrated motivation to carry out the speaking tasks as they did not hesitate or withdraw from participating on the tasks; furthermore, they reinforced their communicative competence by improving their ability to improvise.

Table 3 B1 Teacher´s Opinion of Students´ Improvement of Personal Branding

Question	Answers	Indicators	Objective	Interpretation
Do you think role-plays and show and tell presentation helped students improve their Personal Branding?	Yes, of course. They learned new vocabulary, grammar (implicit). Speaking was one of the skill that they developed in Personal branding.	-Students´ participation -Students´ confidence -Students describe their personal achievements. -Students stablish their own goals. -Students participate in role-play activities.	To describe students´ oral communicative competence empowerment through the application of verbal communication activities such as role plays and show and tell presentations	In role plays, students took different situations in order to give life to a character; furthermore, role-plays gave students the opportunity to face real-world situations without the necessity of going out of the classroom. As classes went by, it was observed that role-play activities really enhanced students' vocabulary related to Personal Branding that will back up their personal improvement in the target language. As students got more vocabulary, they started to participate more in classes due to the increase of confidence they got from knowing what to say when passing to the front. This helped them know in advanced what they could do in different in real life

				situations.

4.3 Oral communicative competence improvement

4.3.1 Students are engaged in the learning process

Graph 7 C1: Students´ Engagement
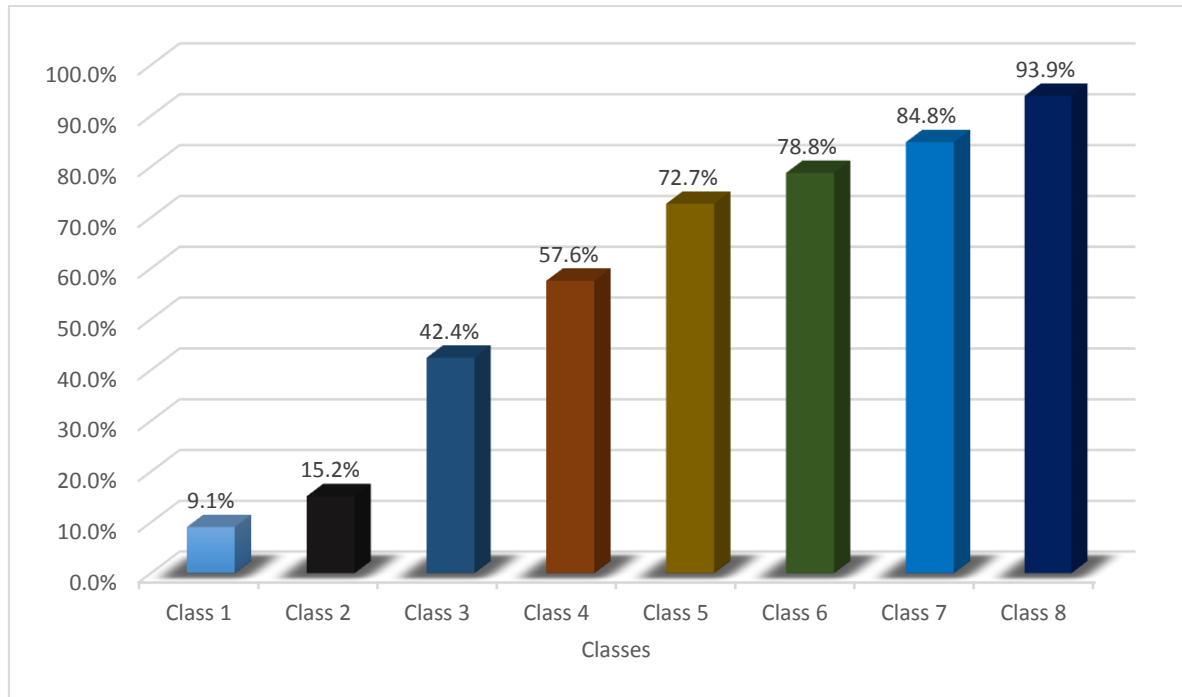
Source: researchers' own creation taken from observation checklist

As observed in graph C1, students' engagement, the number of students engaged in class gradually raised from 9.1% to 93.9% over the course of the 8 classes of the implementation. As the implementation went on, students began to take part in class activities more willingly and felt more at ease answering questions they were asked in the target language. Lack of vocabulary about the topic of personal branding may have caused students to feel unable to convey a message. Once they were familiar with the target vocabulary, students got more involved in tasks, see graph C4, taken from the production task, in which it is demonstrated that students' improvement was reached at the end of the intervention because 54.6% of the students obtained grades higher than 6. Consequently, through the different classes, students improved their ability to speak about their personal branding by being

engaged in classes, so at the end, it was seen that 90% of the population became engaged on the process.

4.3.2 Extra vocabulary

Graph 8 C2: Students´ Vocabulary Improvement
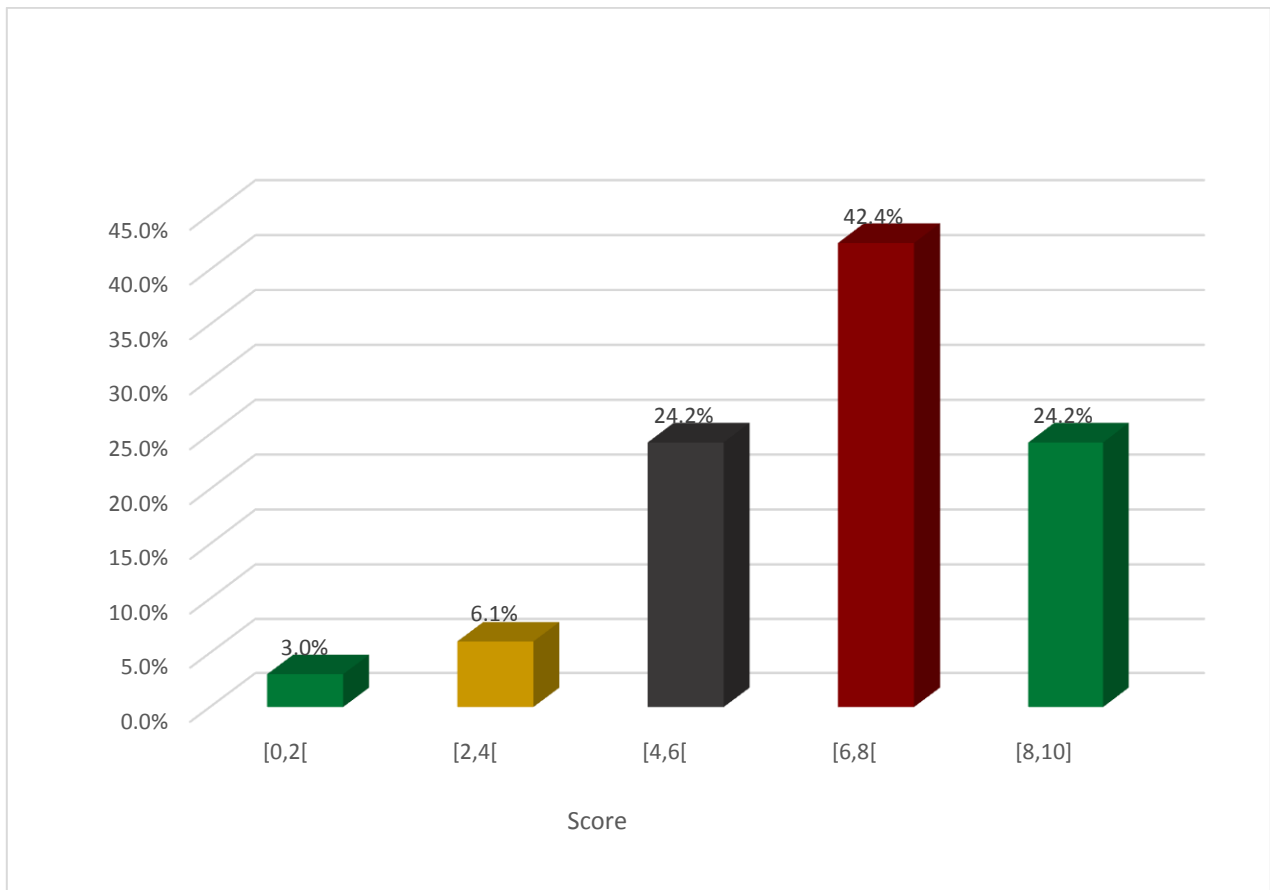
Source: researchers' own creation

As shown in graph C2, Vocabulary Improvement, 66.6% of the population shows improvement with their vocabulary level during the classes through the application of Theme-Based Learning. Therefore, students learned new vocabulary about personal branding to improve their oral communicative competence. Throughout the classes, students got vocabulary related with personal branding which led to vocabulary improvement. As a result, the percentage of failing grades on vocabulary dropped from 93.9% to 39.40 % in the final evaluation.

4.3.3 Active participation
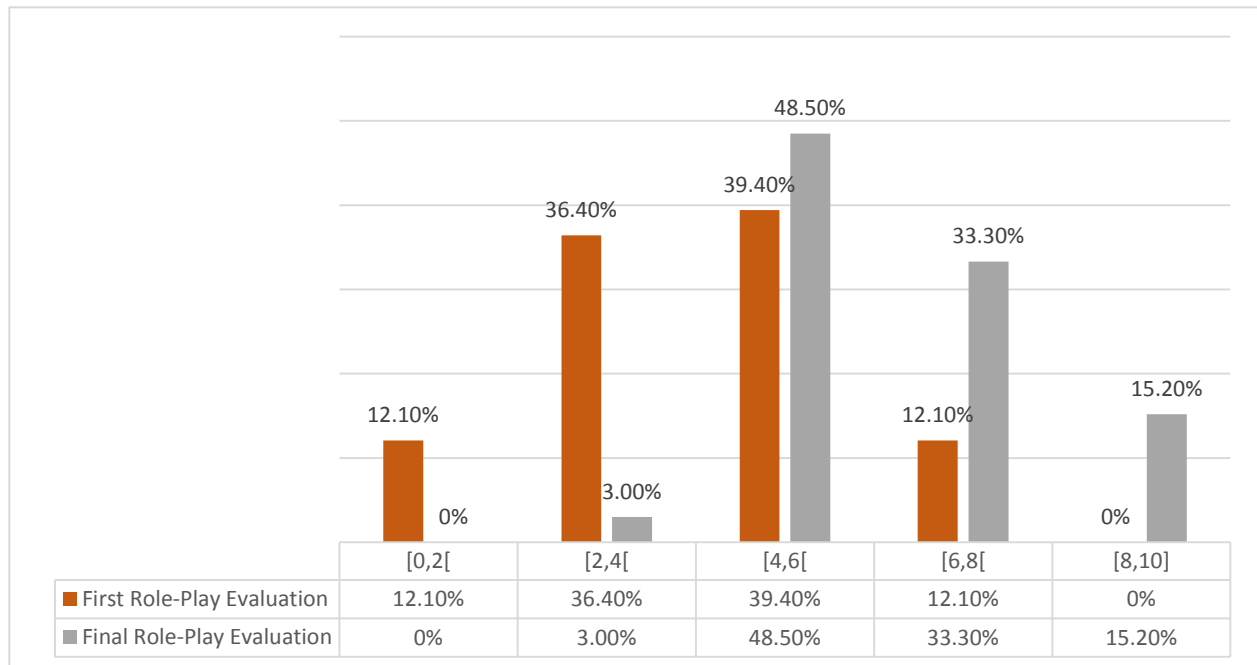
Graph 9 C3: Level of Students´ Engagement

	[0,2[	[2,4[	[4,6[	[6,8[	[8,10]
■ First Role-Play Evaluation	12.10%	36.40%	39.40%	12.10%	0%
■ Final Role-Play Evaluation	0%	3.00%	48.50%	33.30%	15.20%

As seen in graph C3. Active Participation, in the first role-play evaluation 87.90% of the population abstained from participating in class. Low level of engagement in class and low scores in first evaluation may be accounted for by lack of vocabulary related to personal branding. As students withdraw from participation, they lose opportunities to develop new skills and improve their oral communication competence, self-confidence, self-esteem, and self-belief- the last three terms are key to the theme of Personal Branding. Throughout the implementation, students' level of participation raised. They began to feel more confident sharing their points of view about the topics being taught. The graph shows that on the second-role play evaluation 97% of the students reached a level of participation acceptable for the researchers. Therefore, implementing the theme of Personal Branding in the context of TBL, was conducive to the development of students' oral communicative competence. For more details, see Appendix F.

Score

Source: researchers´ own creation

70

Table 4 C1. Teacher´s Oral Communicative Competence Improvement

Question	Answer	Indicators	Objective	Interpretation
To what extent do you think that Theme Based Learning about personal branding has helped students´ Oral Communicative Competence?	It has helped a lot. They become more confident. They had practiced about one topic.	-Students contribute to oral activities. -Students act in real-life situations.	To describe students´ oral communicative competence empowerment through the application of verbal communication activities such as role plays and show and tell presentations	Theme Based Learning improved students' confidence because they were able to reproduce the content they were taught about Personal Branding. Therefore, as classes passed by, they became engaged by participating and improving their oral communicative competence in order to transmit their thoughts and ideas easily about the theme.
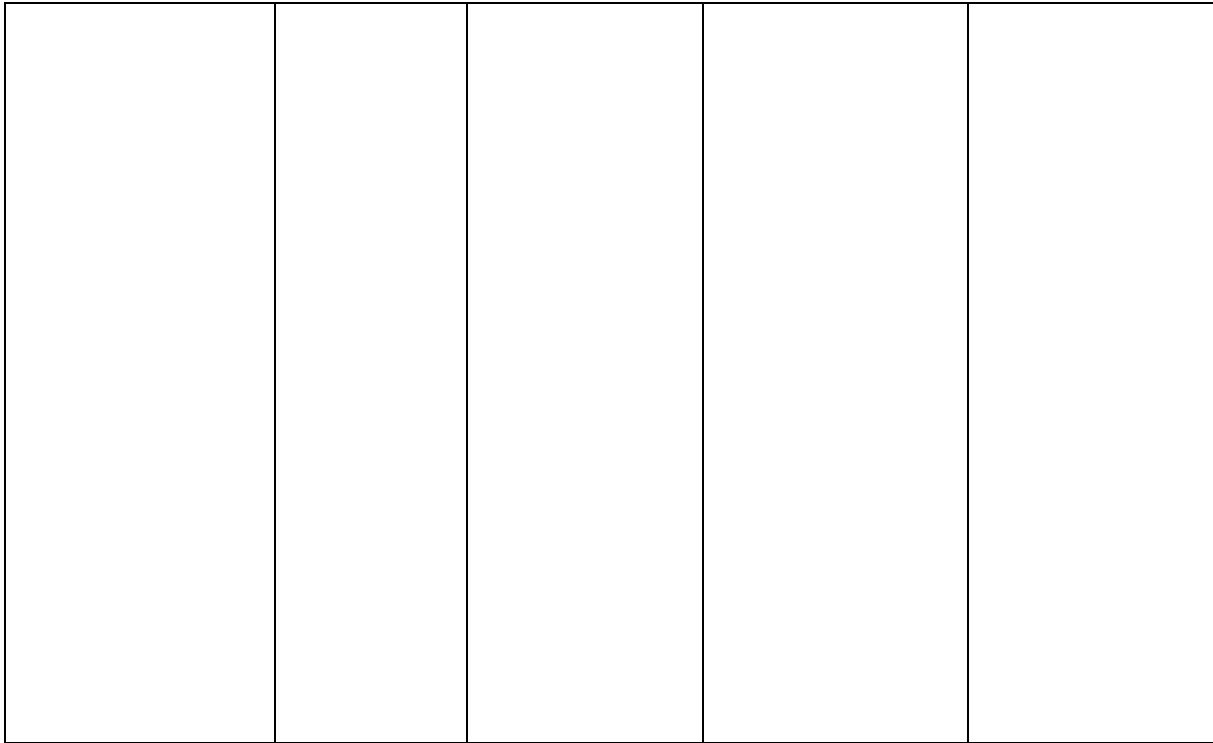
Source: Researchers´ own creation

4.4 Oral communicative competence empowerment through Theme Based Learning

Graph 10 D1: Grades Average of Role plays

	[0,2[		[2,4[		[4,6[		[6,8[		[8,10]	
Before	2	6.10%	16	48.50%	11	33.30%	4	12.10%	0	0%
After	0	0%	1	3.00%	11	33.30%	18	54.50%	3	9.10%

Source: researchers' own creation

72
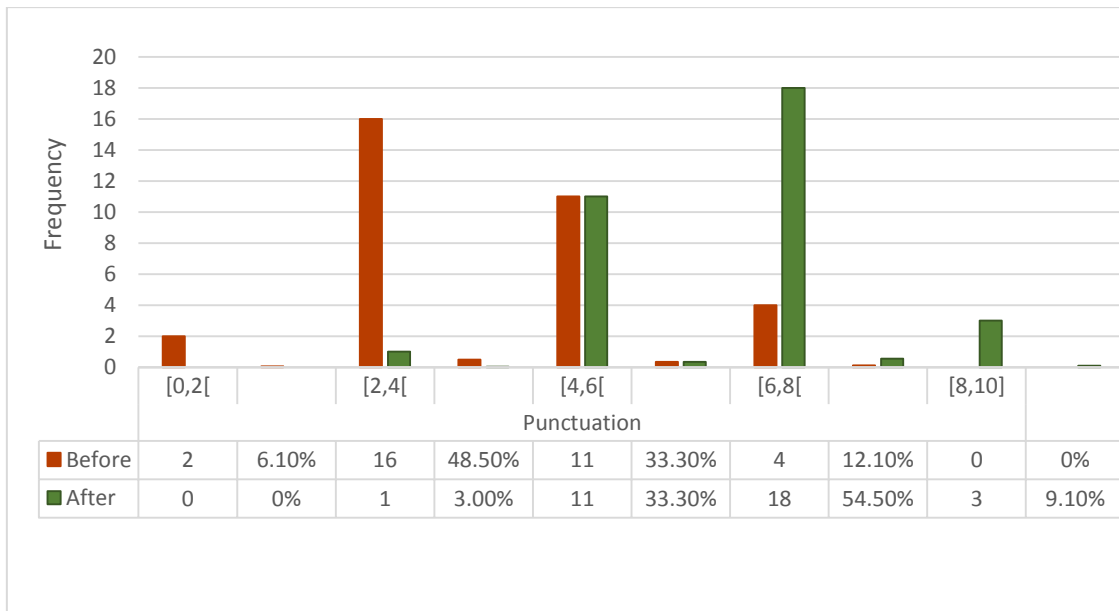
As seen in graph D1. Grades Average, 87.9% of the population got failing grades (grades lower than 5) in the first role-play evaluation. Students were not engaged in the task possibly because they did not have enough vocabulary to improvise and effectively communicate orally. However, during the implementation, in which TBL was applied, students seemed to have enjoyed the process, showed creativity and improved their oral communicative skills. They confidently gave their opinions, and expressed their thoughts and ideas in the target language as they discussed issues related to the Personal Branding theme. Consequently, as seen in the final role-play evaluation, students were able to improvise without hesitation. They used previously taught vocabulary along with the vocabulary recently taught in implementation. Consequently, 51.6 % of the population that got failing grades at the beginning improved throughout the course of the implementation.

4.5 Discussion of Results

4.5.1 Analysis of Theme Based Learning

Through the use of Theme-Based Learning, it was observed that this method was of great interest for the students since they became involved in the learning process on an unbelievable manner. As TBL is focused on a single theme given in different perspectives and subtopics, students were curious and motivated to know more about the Personal Branding theme that was the subject of study. This was a great challenge for the students since TBL is a realistic whole-approach in which they collaborated, created, practiced, and investigated the subject studied; so at the end of the research, students showed a great improvement with their Personal Branding vocabulary, and they learnt how to express their goals, talents, personal information, and qualities during the learning process.

It was seen that students achieved the objectives per class, and they empowered their oral communicative competence through personal branding theme that helped them project on a more naturally manner.

4.5.2 Analysis of Oral Communicative Competence

As oral communicative competence helped students to develop the ability to transmit correct and appropriate ideas orally; since, students acquired the sufficient vocabulary through enough oral practice during classes. During this research, it was observed that Theme-Based Learning made students engaged in the learning process and become confident in role- plays

and show and tell activities. As a consequence, they enjoyed the entire learning process since they participated freely without being asked to do so; moreover, students´ ability to improvise and express their thoughts was enhanced because they were curious to look for the topics they studied, and they were eager to motivate themselves in their own learning process.

It was seen that students applied the vocabulary they were getting into their conversations and role- plays, which helped them to speak more naturally. Therefore, students improved their fluency, and at the same time they empowered their level of comprehension and vocabulary enrichment which led them to more oral participation during classes. It was also observed that as students understood better the questions and the instructions, they participated more trying to express their ideas and thoughts. Thereupon, in this research project students were given not only tools to improve their oral communicative competence but also through Theme based learning they were given the steps to follow and become an efficient speaker in the target language.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

After carrying out the study "Theme Based Learning to Empower Students´ Oral Communicative Competence of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D at Centro Escolar I.N.S.A., 2019", and analyzing the qualitative and quantitative data collected, the researchers reached the following conclusions and recommendations:

5.1 Conclusions

Through the implementation, student expanded their repertoire of vocabulary in the context of Personal Branding. The vocabulary learned through TBL enabled students to describe their skills, talents, talk about their personal achievements, objectives and goals, and in turn make a good impression in the target language and brand themselves effectively. Engaging in the theme of Personal Branding also helped students link language previously learned with language learned during the implementation.

Students´ oral communicative competence was empowered through role-plays and show and tell presentations. These oral activities gave students the opportunity to improvise and use the vocabulary taught in classes. Role-play activities provided students with the

chance to use real-life vocabulary in a context that was related to high school specialty they are studying. Moreover, show and tell presentations provided students with the opportunity to promote their oral communicative competence and confidence. Both oral communication activities allow students to boost their confidence and use the target language naturally and spontaneously.

The implementation of TBL improved students' oral communicative competence. Show and tell presentations and Role-play activities in the context of TBL enriched students' use of vocabulary since they showed improvement with their oral communicative competence. Besides, appropriate use of vocabulary also helped students to exhibit oral communicative competence by the implementation of Personal Branding theme.

The Oral communicative competence of students of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable sección D at Centro Escolar I.N.S.A. was positively affected by the implementation of TBL in the context of Personal Branding theme. Students' oral production on average increased in quality and quantity. Students

went from little or no production in the target language to fluent discussions, and their motivation and interest in further developing their oral communicative competence also increased.

5.2 Recommendations

5.2.1 Recommendations for Teachers

The implementation of TBL should be replicated in other class groups of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable as it may enable students in other classrooms to develop oral communicative competence in the target language.

Teachers should help students learn how to learn by themselves to polish their learning skills. Furthermore, teachers should take into consideration the themes students want to study since TBL is a whole-students approach and they are the ones that learn new topics; so in that way, students become more curious to investigate about the topics. Teachers should implement funny activities for students not to lose interest since the first class. Therefore, thematic lesson planning should be incorporated in the curriculum of English for Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable

5.2.2 Recommendations for Students

Students should be eager to look for more information outside the classroom so they increase their active participation in their own learning. Students should develop a profound insight into their strengths and witnesses as learners based on what TBL teaches them during the classes. They should immerse themselves into the research project in order to take full advantage of it to grow in different areas of their lives.

Students should take advantage of participating in each activity that the teacher asks them since the TBL method is a whole-students approach and it facilitates their active learning. Furthermore, they should become more inquisitive about the topics they study in every class to enrich their vocabulary and consequently their oral communicative competence. They should attend every single class to be thoroughly engaged, involved, and interested in the theme taught by the teacher. They should be interested in participating in each class as this helps them use not only their passive but also their productive vocabulary to improve their Oral Communicative Competence.

5.2.3 Recommendations for further Researcher

Further research is recommended on the use of TBL in higher education with students majoring in areas other than marketing, and speaking activities other than role play and show and tell presentations should be incorporated in the context of TBL to find out if the results obtained in the present study are consistent across other oral communication activities implemented with TBL.

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APPENDIXES

Appendix A

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
DIAGNOSTIC TEST**

Objective: To obtain data about students' performance in the English learning process at C.E. I.N.S.A.

Addressed to: Students of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D Centro Escolar I.N.S.A., Santa Ana

Direction: Underline the answer you consider the most significant in each statement.

1. In which skill do you have more problems?
   a) Speaking skill   c) Writing skill

b) Listening skill   d) Reading skill

2. How often do I practice English in the classroom?
   a) Never   c) Often
   b) Sometimes   d) Always

3. How often do I use the target language in the classroom?
   a) Never   c) Often
   b) Sometimes   d) Always

4. How often do I use the new vocabulary in classes?
   a) Never   c) Often
   b) Sometimes   d) Always

5. Do I have enough confidence to participate orally in classes?
   a) Never   c) Often
   b) Sometimes   d) Always

6. What affects you the most when you participate orally?
   a) Nervousness   c) intimidation
   b) Insufficient vocabulary   d) bullying from classmates

7. Does the teacher use the appropriate method to teach according to your needs?
   a) Never   c) Often
   b) Sometimes   d) Always

Appendix B

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INTERVIEW ADDRESSED TO THE TEACHER
DIAGNOSTIC TOOL

Objective: To obtain data from the teacher about students' performance in the English learning process at C.E. I.N.S.A.

Addressed to: Teacher of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D at Centro Escolar I.N.S.A., Santa Ana

Direction: Please, answer the following questions by providing as much information as you can.

1. In which skill do you think students have more difficulties? Why?

_____

_____

2. How can students improve their skill in which they have more difficulties?

_____

_____

3. To what extent does vocabulary affect students´ English performance?

_____

_____

4. To what extent does practice affect students´ performance?

_____

_____

Appendix C

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
OBSERVATION GUIDE**

Objective: To obtain data from students' performance in the English learning process at C.E. I.N.S.A.

Addressed to: Students of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D at Centro Escolar I.N.S.A., Santa Ana

Direction: Please, check the corresponding criteria based on the observation of the class.

Criteria	Never	Sometime	Often	Always

		s		
Students are engaged in the class.				
Students show deficiencies in their speaking skill.				
Students show deficiencies in their listening skill.				
Students show deficiencies in their writing skill.				
Students show deficiencies in their reading skill.				
Students show sufficient vocabulary.				
Students show confidence when participating orally.				

Comments:

_____

_____

Appendix D

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
STUDENTS SELF-ASSESSMENT SHEET

Objective: To obtain data about students' participation and engagement in the learning process through Theme Based Learning Method application

Addressed to: Students of segundo año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D Centro Escolar I.N.S.A., Santa Ana

Directions: Grade the following aspects with an "**X**" taking into account your performance and participation during classes.

Note: The information collected is confidential and anonymous

ASPECTS TO EVALUATE		1-2 Poor	3-4 Regular	5-6 Good	7-8 Very good	9-10 Excellent
1.	I improved my personal presentation to other people.					
2.	I increased my vocabulary during classes.					
3.	I can describe my abilities.					
4.	I can describe my personal achievements.					
5.	I can express my goals.					
6.	Role-plays increased my confidence.					
7.	I feel secure when I speak in front of my classmates.					
8.	It is easy for me to perform a character in role-plays.					
9.	It is easy for me to describe and show an object.					
10.	It is easy for me to prepare a show and tell presentation.					
11.	I felt animated to participate during classes.					
12.	I linked previous vocabulary with new vocabulary I learnt in classes					

Appendix E

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT
TEACHER INTERVIEW GUIDE**

Objective: To analyze teacher´s opinion about students´ oral communicative competence of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D at C.E. I.N.S.A.

Addressed to: English teacher of students of segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable, Sección D Centro Escolar I.N.S.A., Santa Ana

Direction: Please, provide as much information as you can. Try to provide evidence of your statements.

1. To what extent do you think that Theme Based Learning about personal branding has helped students´ Oral Communicative Competence?

_____

_____

2. Did you know what is Theme Based Learning before this research? If no, would you like to apply it in your classes? If yes, what was the previous knowledge that you had about it?

_____

_____

3. To what extent do you consider students´ vocabulary has been enhanced through Theme-Based Learning?

_____

_____

4. Do you think role-plays helped students improve their confidence?

_____

_____

5. Do you consider that show and tell presentations helped improve students´ vocabulary?

_____

_____

Key Terms:

Theme-Based Learning: Theme based learning is a method centering a particular syllabus or curriculum around a specific theme or topic, and this will make the entire learning process a lot more relevant or pertinent for the students

Role-Play: It is a form of experiential learning that give students the opportunity to face real-world situations without the necessity of going out of the classroom.

Show and Tell Presentation: It is an educational activity in which a student displays an object to the class and talks about it.

Appendix F

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
PRODUCTION TASK

Addressed to: students of Segundo Año de Bachillerato Técnico Vocacional Administrativo/Contable Students, Sección D Centro Escolar I.N.S.A., Santa Ana

Objective: to evaluate students' performance during Role-Plays activities carried out at C.E. I.N.S.A., 2019

Direction: evaluate students' performance according to the criteria by assigning students a grade from 1 to 5. Being 5 the highest grade and 1 the lowest grade.

Criteria to evaluate	Indicator	Punctuation				
		1-2	3-4	5-6	7-8	9-10
	The student is involved in his own learning process.					

	Criteria				
Student engagement	The student links previous knowledge with the new taught in classes.				
	The student builds up his own learning by using extra vocabulary.				
	The student is able to improvise.				
Acknowledge	The student represents the role naturally.				
	The student is able to define a character.				
	The student has active participation				
Students challenge	The student demonstrates vocabulary learned in classes about personal branding.				
	The student is able to speak without cutting the flow of his ideas				
Oral Communicative Competence	The student uses real-life vocabulary				
	The student expresses his thoughts easily in the target language				

Appendix G

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
OBSERVATION CHECKLIST**

Addressed to: Students of segundo Año de Bachillerato Técnico Vocacional

Administrativo/Contable, Sección D Centro Escolar I.N.S.A., Santa Ana

Objective: To collect data from students´ oral communicative competence in the classroom

through Theme Based Learning Method application.

Directions: Please check the corresponding criteria based on the observation of the class**.**

	Criteria	Never	Hardly	Some	Often	Always

N°			ever	times		
1	Students are engaged in the learning process.					
2	Students use vocabulary related to Personal Branding					
3	Students participate orally in classes.					
4	Students show confidence when participating orally.					
5	Students linked previous vocabulary with new vocabulary taught in classes.					
6	Students are able to describe their abilities and strengths					

Appendix H

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
VALIDATION SHEET

Name of Validator: _____

Degree: _____

Position: _____

Number of years in teaching: _____

Items	Observable	Not Observable	Suggestions
Ambiguities			
Complex Options			
Confusing terms			
Items in logical order			
Options in logical order			
Leading questions			
Correct grammar			
Correct spelling			
Aesthetic format			
Are the questions related to the indicators?			

Remarks:_____

_____

Signature: _____

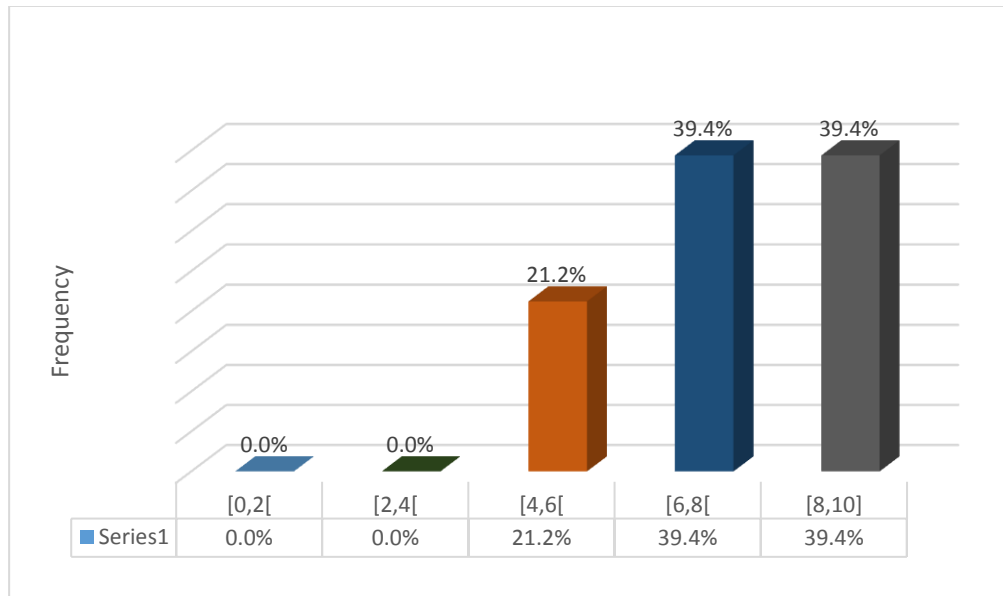Graph 11 A4: Vocabulary Improvement during the classes
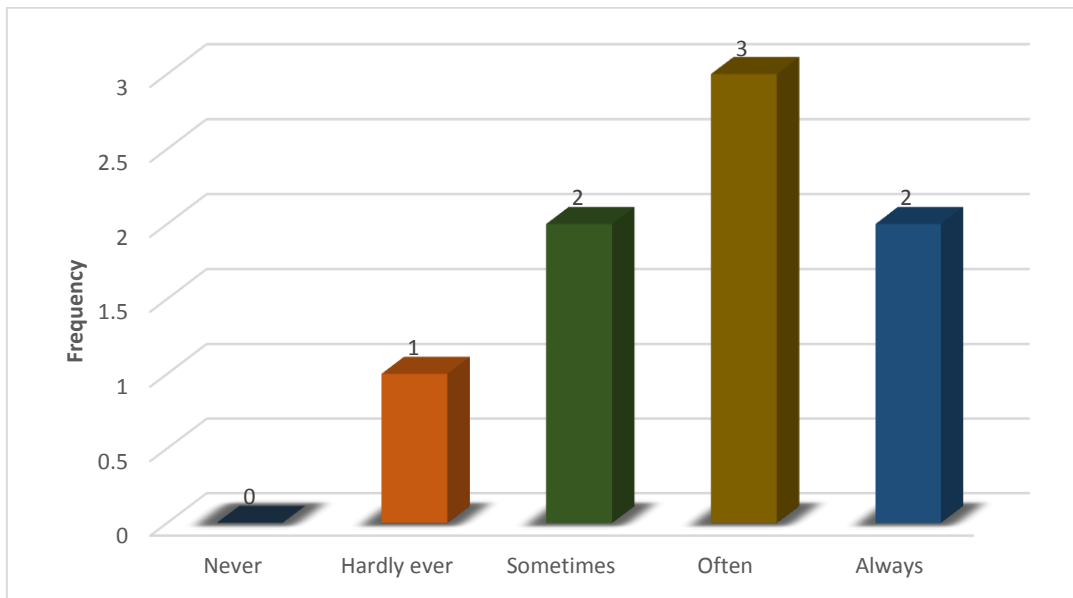
Source: researchers own creation

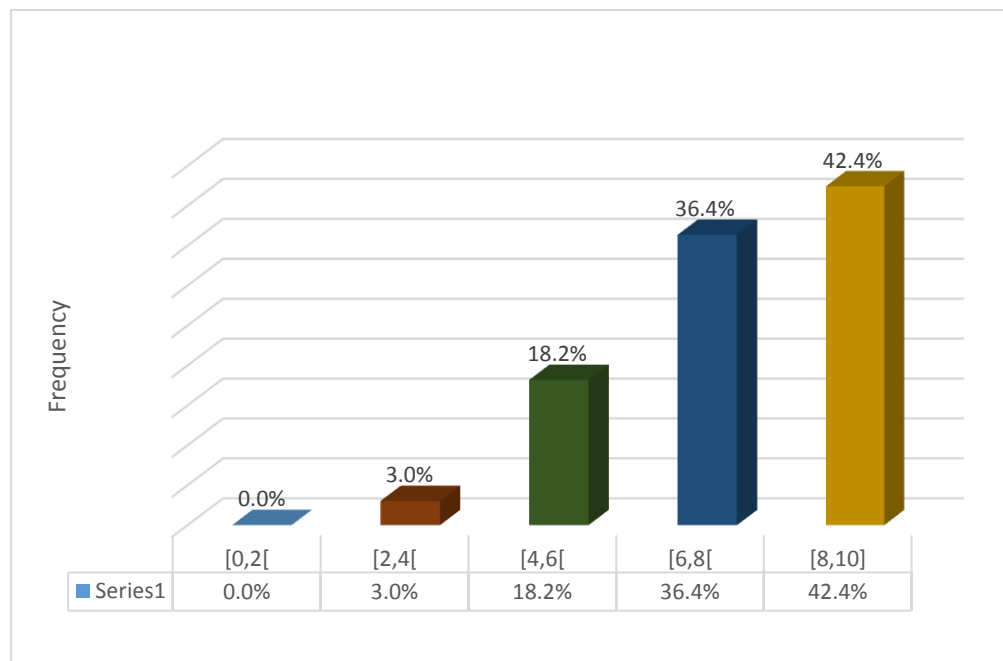Graph 12 B4: Students´ Engagement during the Classes
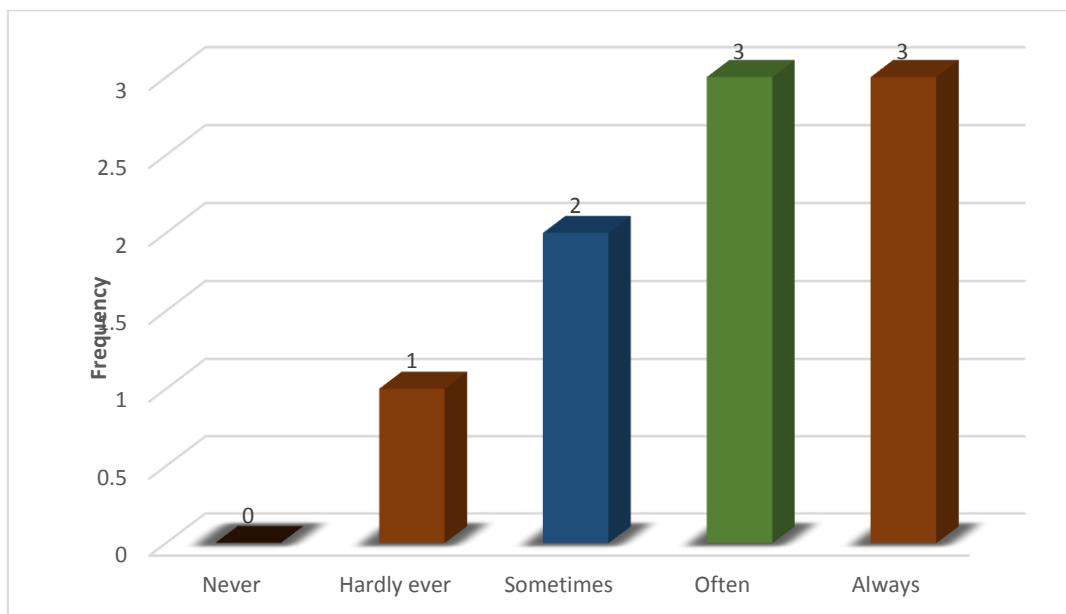
Source: researchers own creation

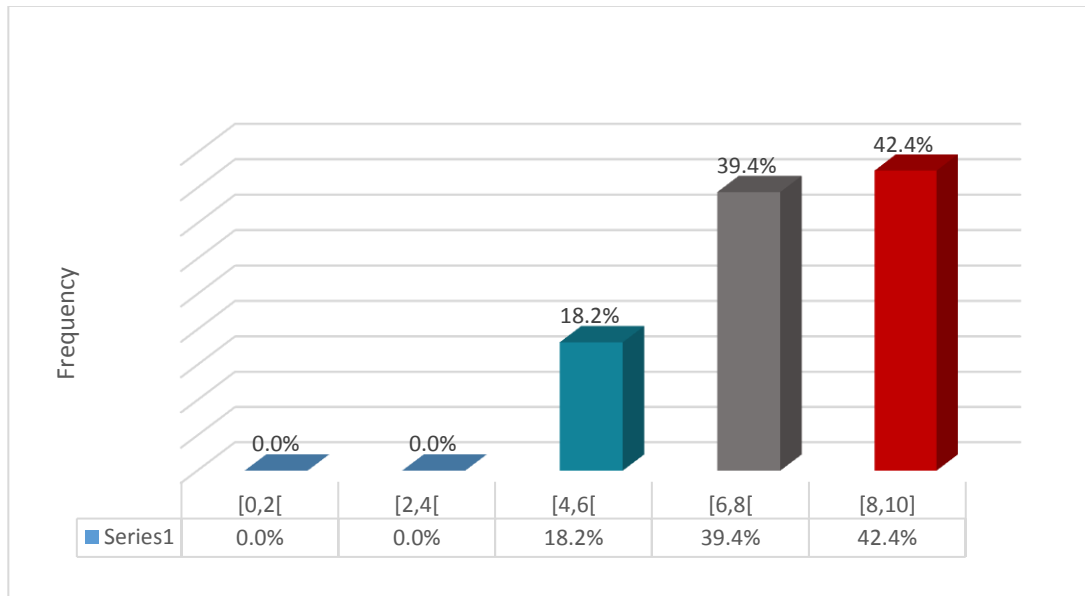Graph 13 B5: Description and Show and Tell of an Object

Source: researchers own creation

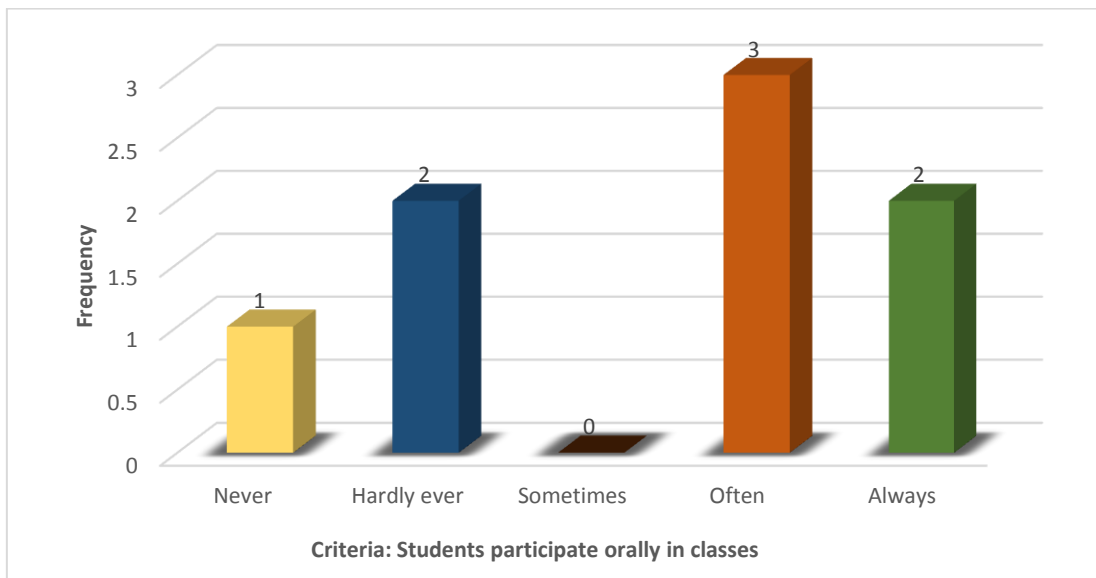Graph 14 C4: Students´ Personal Achievements

Source: researchers own creation
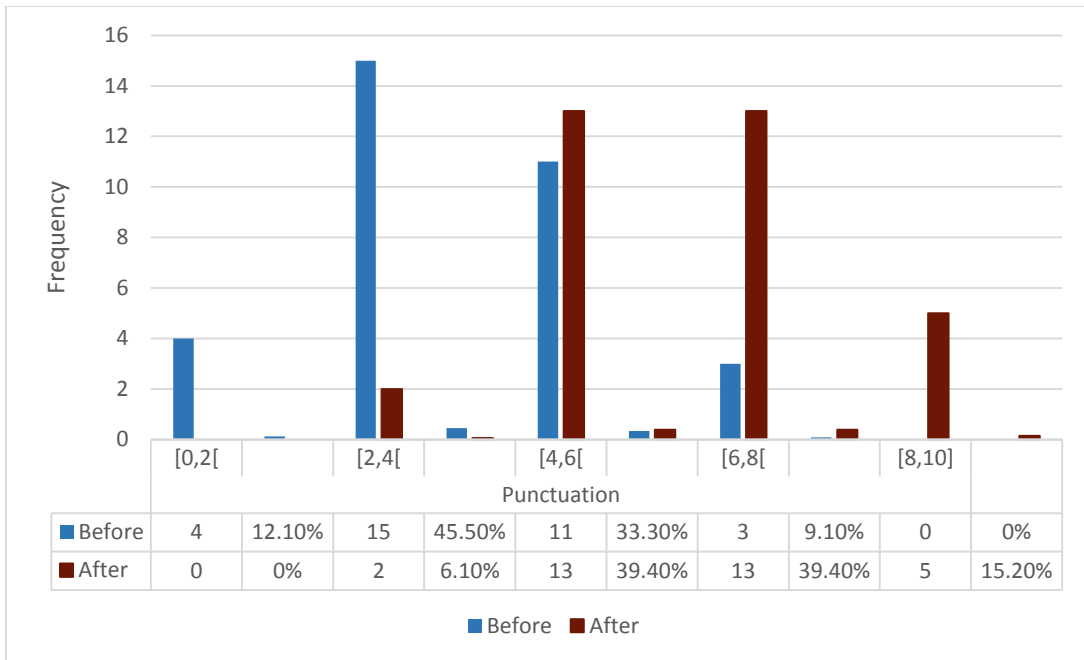
Graph 15 C5: Students´ Expression of Goals

Series1	[0,2[	[2,4[	[4,6[	[6,8[	[8,10]
	0.0%	0.0%	18.2%	39.4%	42.4%

Source: researchers own creation

Graph 16 C6: Students´ Oral Participation

Criteria: Students participate orally in classes

Source: researchers own creation

Graph 17 C7: Link of Previous and New Knowledge

	[0,2[		[2,4[		[4,6[		[6,8[		[8,10]	
Before	4	12.10%	15	45.50%	11	33.30%	3	9.10%	0	0%
After	0	0%	2	6.10%	13	39.40%	13	39.40%	5	15.20%

Before ■ After

Source: researchers own creation