6th Expanding ONLINE OPPORTUNITIES
Seminario Internacional de Enseñanza del Inglés

PROMOTING THE USE OF ENGLISH THROUGH SPEAKING COMPETITIONS

Francisca Guajardo | Madeleine Zamora
Edmundo Vidal Cárdenas School, Perailillo, Vicuña

DESCRIPTION OF THE EXPERIENCE

This experience involves the processes of organizing and implementing Spelling Bee and Public Speaking contests by means of remote communication. Spelling Bee is a competition where students must spell correctly words given according to their level, and Public Speaking is a competition where students must present about a chosen topic orally.

This project will be evaluated in terms of quantitative and qualitative data that may be useful for colleagues in future activities. The activity itself aims at promoting the use of English and fostering learning skills in the school community. This virtual version is meant to continue the tradition whilst promoting autonomous learning in students and sharing what they learn with the community.



Francisca Guajardo
Teacher of English
Organizing Committee



Madeleine Zamora
Teacher of English
Organizing Committee



Mahara Jorquera
Teacher of English
Organizing Committee



Carlos Torres
PE Teacher
Jury Panel



Mario Rojas
Music Teacher
Jury Panel

DATA & METHODOLOGY

- To implement both competitions, we set the rules of the competitions along with videos explaining what the experience is about and how to perform in these with concrete examples.
- English teachers supported the students through Whatsapp, the official page of the school on Facebook, and online classes via Whatsapp, Meet and Zoom.
- Both competitions had different categories according to the students' age and level. Spelling Bee is for students from 1st to 6th grade, and Public Speaking for students from 7th to 12th grade.
- The students' performances were assessed by two English native speakers and two teachers who belong to the English department of the school.
- Teachers were available during the process to check and give feedback to students before recording the final video.
- Teachers received the videos in the English department's e-mail, so all members of the team could access to them.
- Videos were revised and scored by judges, and once they selected winners by category, they were posted on Facebook for the community.







SPELLING BEE WORDS



CATEGORY: 3RD AND 4TH GRADE	
LOW DIFFICULTY WORDS	Thich, teeth, ice lolly, sport, crab, shin, maths, brush, bus, queen.
MEDIUM DIFFICULTY WORDS	Tortoise, lizard, vegetables, football, volleyball, science, hitchen, cooh, airport, baher.
HIGH DIFFICULTY WORDS	Feathers, whishers, strawberries, skateboard, sandcastle, geography, watch TV, bathroom, museum, composer.





CATEGORY: 5TH AND 6TH GRADE	
LOW DIFFICULTY WORDS	Badly, very, water, wide, north, happy, camp, shirt, job, first.
MEDIUM DIFFICULTY WORDS	Harmonica, clothes, wander, south, fields, horse, hoala, things, artist, valley.
HIGH DIFFICULTY WORDS	Rhythm, technology, village, mountains, waterfall, interesting, cycling, tights, scientist, toothbrush.

PUBLIC SPEAKING TOPICS

TOPIC	EXAMPLES
VIDEOGAMES	a console, a game, a videogame player a game studio, etc.
MOVIES/SERIES	a movie, a series, a scene, a character, a theme, a moral, etc.
MUSIC	a music genre, an instrument, a band, a singer, an album, etc.
FAMOUS CHARACTER	an actor, a journalist, a writer, a politician, an activist, etc.
SPORTS/FREE TIME	a sport, a hobbie, a championship, a player, etc.
ENVIRONMENT	endangered animals, an environmental organization, pollution, plastic in the world, etc.
PLACES	a city, a natural area, a region, a country, a town, etc.

Data: Regarding quantitative data, we will measure the amount of students participating in the competitions, once they are finished. Before that and regarding qualitative data, the organizers asked the students what topics they would like to work with so the competitions are more appealing to them. After the competitions, the organizers asked the participants and their families about their experiences in the events: how much time they devoted using the target language, what strategies they used to prepare their performance, how families supported the students and how useful were the videos and information provided by the organizers.

RESULTS

As a team, we wanted to maximize the use of English in the students that chose to participate in these competitions, despite the current situation. As a school community, the idea of choosing this format aimed at continuing a school tradition that has been done for years. In terms of participation, we expected around 80% of participation, accomplishing the basic requirements of each competition. We also expected to have some issues with technical aspects, such as light and sound, and how to send the final product to us. Let's check in the following section the results we obtained:

"It didn't seem much different to me; it was honestly not complicated. Yes, I really like this activity and the topic I chose is of interest to me, this gave me greater enthusiasm, I also took the opportunity to learn how to edit videos in a basic way. I would not like to change it, but personally it will always be better in person, but due to the health problem that we are experiencing worldwide, this activity adapted well".

Nesthma González, *8th grade student*

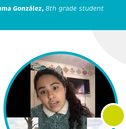




"It was so strange, because this kind of presentation is new for me. Yes, I did enjoy with this new experience, I thought it could be difficult, but it was easy. No (I wouldn't change anything), because this is like a challenge for me, and I like to be challenged".

Sebastián Fábrega, *12th grade student*







"My daughter watched the videos and practiced for a while. It wasn't too difficult".

6th grader's parent



CONCLUSIONS

1. These kind of competitions, when prepared at schools, demand a lot from teachers and organizers. This time, due to the context, we had to expect more autonomy from the students as they were not going to have permanent and face-to-face support from their educators.
2. This project allowed us to understand how families are involved in the process of preparing the students for the competitions and how crucial they are to motivate and give emotional support to the participants. Given that the situation requires us to work remotely, and as it is the first time we are doing so, this experience was an opportunity to reflect upon the pros and cons of the results for future instances.
3. The way our audiovisual support was presented had a positive impact on how students finally developed the activity. Material was clear, brief and visually attractive to students, and it was complemented by online sessions and support by messages, which was the most useful together with some instructions on how to use editing tools and recording apps or softwares. In addition, presenting this material on different formats and platforms allowed all students and parents to access the information.
4. Providing options for students to select what to say was also helpful for the success of the activities. Both competitions allowed learners to choose from a range of words or topics, giving them a sense of autonomy and promoting self-confidence.

6th Expanding ONLINE OPPORTUNITIES
Seminario Internacional de Enseñanza del Inglés